

EVALUATION PROCESS

Disability Testing



In high school, the school provides assessment of disabilities via diagnostic testing and evaluations, which the school district is responsible for administering.

In college, referrals are provided for testing services, which are also available to students without disabilities. However, the student is responsible for arranging testing and providing current documentation of their disability to the College.

12-15%

of college students identify as having a disability.

Disability Disclosure



In high school, the school identifies students with disabilities and communicates their needs to faculty and staff members.

In institutions of higher learning, the College protects students' rights to privacy and confidentiality. As such, students must self-identify as having a disability. This includes securing accommodations, as well as informing professors, staff members, and residential personnel.

Disabilities include:

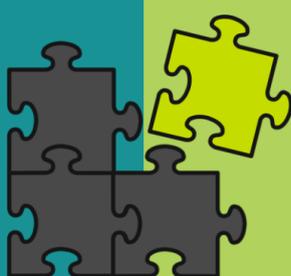
- Learning differences
- Psychiatric disorders
- Medical conditions
- Physical limitations

ACCOMMODATION PROCESS

Parental Involvement

In high school, parents and legal guardians are notified of, and must give permission for, any decisions regarding their child. At this time, parents are often advocates for their children.

In college, students are their own advocates. Parents and legal guardians are not notified of services their student receives, unless the student gives consent for that information to be released.



Meetings

In high school, typically an IEP meeting is held to determine placement and appropriate services. These meetings generally include a guidance counselor, teachers, tutors, parents and guardians, and the student.

At the college level, students work with College staff and faculty to determine if and what services are appropriate.

EXAMPLES OF ACCOMMODATIONS

Key Differences

In high school, the school modifies educational programs in the implementation of Individualized Education Plans (IEP's). Accommodations can redefine standards, i.e., shorten assignments, excuse absences, waive courses, provide personal care aids, etc.

In higher education, the College makes reasonable adjustments, which do not lower the essential standards of a course or program of instruction. The Office of Accessibility Services and academic Deans determine if requested accommodations are appropriate and do not fundamentally alter the academic requirements.

To the right are examples of academic accommodations requested by students at Mount Ida College. The percentages reflect students with disabilities who receive accommodations via OAS.



35%

Receive extended time on exams; While 27% take exams in a distraction-reduced environment



27%

Use a tool such as four-function calculator, word processor, spellcheck, recorder, SmartPen



15%

Request flexibility with attendance, breaks during class, preferred seating

INSTRUCTOR RESPONSIBILITIES



In high school, teachers may be expected to learn about each student's specific disability, and their corresponding needs and services. This is because teachers have access to the student's files, including testing and evaluations related to their disability.

50/50

In college, professors only know which accommodations to provide, and may never know what disability the student has been diagnosed with. Again, it is the student's choice whether or not to self-disclose their disability status and any specifics thereof.

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