

Differences between High School and College for Students with Disabilities

Applicable Laws

| High School | College |
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| IDEA (Individuals with Disabilities Education Act) | ADA (Americans with Disabilities Act of 1990, Title 11) |
| Section 504, Rehabilitation Act of 1973 | Section 504, Rehabilitation Act of 1973 |
| IDEA is about <i>SUCCESS</i> | ADA is about <i>ACCESS</i> |

Required Documentation

| High School | College |
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| IEP (Individualized Education Plan) and/or 504 Plan | High School IEP and 504 may be sufficient. Documentation guidelines specify information needed for each category |
| School provides evaluation at no cost to student or family. | Documentation is at the student's expense. |
| Documentation focuses on determining whether student is eligible for services based on specific disability categories in IEA | Additional documentation may be required for certain disabilities that articulate specific accommodations. |

Self-Advocacy

| High School | College |
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| Student is identified by the school and is supported by parents and teachers | Student must self-identify to the Disability Resource Center. |
| Primary responsibility for arranging accommodations belongs to the school. | Primary responsibility for self-advocacy and arranging accommodations belongs to the student. |
| Teachers approach you if they believe you need assistance. | Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. |

Parental Role

| High School | College |
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| Parent has access to student records and can participate in the accommodation processes. | Parent does not have access to student records without student's written consent. |
| Parent advocates for student. | Student advocates for self. |

Instruction

| High School | College |
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| Teachers may modify curriculum and/or alter curriculum pace of assignments | Professors are not required to modify instruction or alter assignment deadlines. |
| You are expected to read short assignments that are then discussed and often re-taught in class. | You are assigned substantial amounts of reading and writing that may not be directly addressed in class. |
| You seldom need to read anything more than once; sometimes listening in class is enough. | You need to review class notes, text, and material regularly. |

Grades and Tests

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| IEP or 504 Plan may include modifications to test format and/or grading. | Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, distraction reduced environment) are available when supported by disability documentation. |
| Testing is frequent and covers small amounts of material. | Testing is usually infrequent and may be cumulative, covering large amounts of material. |
| Makeup tests are often available. | Makeup tests are seldom an option; if they are, you need to request them. |
| Teachers often take time to remind you of assignments and due dates. | Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spell out exactly what is expected of you, when it is due, and how you will be graded. |

Study Responsibilities

| High School | College |
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| Tutoring and study support may be a service provided as part of an IEP or 504 Plan | Tutoring DOES NOT fall under college disability services. Students with disabilities must seek out the tutoring resources that are available to all CSS students. |
| Your time and assignments are structured by others. | You manage your own time and complete assignments independently. |
| You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute preparation. | You need to study at least 2 to 3 hours outside of class for each hour in class. |