

Differences between High School and College for Students with Disabilities

Self-Advocacy

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

Required Documentation

High School	College
IEP (Individualized Education Plan) and/or 504 Plan	High school IEP and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student or family.	Student must get evaluation at own expense.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.

Applicable Laws

High School	College
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 *SUCCESS*

ADA is about *ACCESS*

Instruction

High School	College
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

High School	College
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 spells out exactly what is expected of you, when it is due, and how you will be graded.

Study Responsibilities

High School	College
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.

ELIGIBILITY REQUIREMENTS FOR STUDENTS REQUESTING ACCOMMODATIONS

To be eligible for accommodations through DRS, students are required to provide written documentation of their disability. Documentation must be signed and dated by a qualified professional.

Remember that before the start of each semester, students seeking accommodations must contact Disability Resources & Services to request accommodations.

Accommodations do not automatically carry over to the next semester. Students must meet with DRS staff each semester prior to any services or accommodations being rendered.

Student Responsibilities (for students with disabilities)

- Self-identify
- Self-advocate
- Provide the required documentation
- Meet with the DRS Director or Program Advisor to discuss specific needs and the appropriate accommodations.
- Request desired accommodations for courses at the beginning of each semester.
- Understand that at least 72 hours will be needed to make proper arrangements (or) requests will be acted upon as soon as possible depending on type of request, availability of resources, and time of the semester.
- Give written permission to DRS to communicate with your instructors or external agencies if desired.
- Students should notify DRS if accommodations have not been provided, or are no longer necessary.