

# Differences Between High School and College for Students with Disabilities

Scottsdale Community College - 9000 E. Chaparral Rd, Scottsdale AZ 85256

T: 480.423.6000 - [www.scottsdalecc.edu](http://www.scottsdalecc.edu)

## 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 Services Office.
Primary responsibility for arranging accommodations belongs to the school.	Student must self-disclose in order to receive accommodations. Primary responsibility for self-advocacy and electing to use accommodations every semester 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	Documentation guidelines vary by category of disability and institution.
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 diagnosis, specific functional limitations, and demonstrate the need for specific accommodations.



**SCOTTSDALE  
COMMUNITY COLLEGE**  
A MARICOPA COMMUNITY COLLEGE

The Maricopa County Community College District (MCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, age, or national origin. A lack of English language skills will not be a barrier to admission and participation in the career and technical education programs of the District.

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## Applicable Laws

High School	College
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990, Title II, III)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about student SUCCESS	ADA is about student ACCESS

## Instruction

High School	College
Teachers may modify curriculum and/or alter curriculum pace of assignments	Professors are not required to modify instruction or curriculums.
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 & 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
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 provided in a curriculum.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus; the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
Students are often graded solely on the quality of work regardless of when it is completed and turned in.	Students are expected to meet course requirements, which usually includes turning work in on time. Late work usually incurs a grade penalty or is counted as a zero.

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## 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 SCC 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.

## REQUIREMENTS FOR STUDENTS REQUESTING ACCOMMODATIONS

- Students are required to self-identify and affiliate with the DRS Office, provide documentation, and participate in an intake meeting with the DRS.
- Accommodations do not automatically carry over to the next semester and students need to elect to use them online each semester. Electing to use accommodations will not automatically schedule exams.

## Student Responsibilities

Self-identify

Self-advocate

Provide documentation

Meet with the DRS to discuss barriers and accommodations

Request accommodations for courses each semester

Schedule in person or live proctored exams 3 business days in advance if testing outside of the classroom or designated virtual proctoring service.

Notify DRS if accommodations have not been provided, or are no longer necessary.