



## Differences Between High School and College for Students with Disabilities

In college, students with disabilities must **self-advocate** and take steps to **arrange their academic support**:

- ✓ Students must self-identify to the Office of Accessibility.
- ✓ The primary responsibility for self-advocacy and arranging accommodations belongs to the student.
- ✓ Students must initiate contact with their instructors regarding their approved accommodations.
- ✓ Students must independently seek out tutoring resources. The Champlain College SMART Space provides free academic coaching and tutoring. Students can visit the [SMART Space website](#) to learn more.
- ✓ Students must manage their own time and complete assignments independently.
- ✓ Students should expect to study at least 2 to 3 hours outside of class for each credit hour in class.

### Applicable Laws

High School	College
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about <i>success</i> .	A.D.A is about <i>access</i> .

### Parental Role

High School	College
Parents/guardians have access to student records and can participate in the accommodation process	Parent <b>does not have access</b> to student records without student's written consent
Parent advocates for student	Student <b>advocates for self</b>

### Required Documentation

High School	College
I.E.P. (Individualized Education Plan and/or 504 Plan)	<b>High school I.E.P. and 504 plans are not sufficient.</b> Documentation guidelines specify information needed for each category of disability.
School provides evaluations at no cost to the student	Student must get an evaluation at their <b>own expense</b>
Documentation focuses on determining whether the student is eligible for services based on specific disability categories in I.D.E.A.	<b>Current documentation</b> must provide information on the specific nature of the condition or disability, functional limitations, and demonstrate the need for specific accommodations

### Instruction

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

### Grades and Tests

High School	College
I.E.P. or 504 plans may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally <b>not available</b> . How tests are given (extended time, test proctors) are appropriate academic adjustments when supported by disability documentation
Testing is frequent and covers small amounts of material	Testing is usually <b>infrequent and may be cumulative</b> , covering large amounts of material
Makeup tests are often available	Makeup tests are <b>rarely an option</b> , without permission from the instructor
Teachers often take time to remind you of assignments and due dates	Instructors 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

*Adapted from AHEAD Guidelines 2010*