

College is Different than High School: A Comparison

High school	College
The Law	
<p>Individuals with Disabilities Act (IDEA). Americans with Disabilities Act (ADA). Section 504 of the Rehabilitation Act of 1973 (Subpart D). Civil Rights Restoration Act.</p> <p>IDEA - A funding law enforced by the U.S. Department of Education.</p> <p>Section 504 in the public schools includes “Free and Appropriate Public Education,” and accommodations may include shorter assignments or use of modify curriculum.</p> <p>Under IDEA, children with disabilities are <u>absolutely entitled</u> to a “Free and Appropriate Public Education.”</p> <p>IDEA is about <u>success</u>.</p> <p><u>Education is a right</u> and must be provided in an appropriate environment to all individuals.</p>	<p>Americans with Disabilities Act (ADA). Section 504 of the Rehabilitation Act of 1973 (Subpart E). Civil Rights Restoration Act</p> <p>ADA/§504 - A civil rights law enforced by the Office of Civil Rights (OCR) and the Equal Employment Opportunity Commission (EEOC).</p> <p>Section 504 is the first civil rights legislation that applied to colleges. It upholds the institution’s right to maintain academic standards, and no accommodations may be permitted to reduce those standards for any students.</p> <p><u>Equal access</u> to education is the goal – no one is entitled to anything. Students have <u>civil rights</u> and they must advocate for themselves in order to exercise those rights.</p> <p>The ADA is about <u>access</u>.</p> <p><u>Education is not a right</u> – students must meet certain admission criteria.</p>
Goals	
<p>A student covered by IDEA has a legal entitlement to an education regardless of disability.</p> <p>Public schools are mandated to provide special/regular education services to ensure that the student has a free, appropriate public education. Education must be offered in the least restrictive environment.</p> <p>The school is to do <u>everything</u> it can to help the individual <u>succeed</u>.</p>	<p>An individual has a civil right to have access to the educational programs and services of an institution.</p> <p>Institutions are obligated to provide <u>access</u> to, and <u>opportunity</u> to participate in the programs and services available. To facilitate access, the institution is obligated to provide reasonable accommodations.</p> <p>Institutions have <u>no</u> obligation to guarantee an education. Institutions are <u>not</u> obligated to ensure that the individual succeeds.</p>

Responsibilities

<p>The school district has almost all the responsibility for the student and their education.</p> <p>The school district is responsible for identifying a student's disability</p> <p>Public schools are responsible for appropriate assessment of a student's disability.</p> <p>Primary responsibility for arranging modifications belongs to the school</p> <p>Appropriate services are provided by the school health service.</p> <p>Teachers and parent/guardians usually decide what the student is involved in, including extracurricular activities.</p> <p>Guidance counselors or other staff schedule support services for students.</p>	<p>The student and the institution each have responsibilities.</p> <p>Student must self-identify and disclose their disability by identifying needs and requesting services.</p> <p>Higher education does not have to assess the student but can expect that the student will provide proof of a disability within accepted guidelines.</p> <p>Primary responsibility for self-advocacy and arranging accommodations belongs to the student (who may seek assistance from Disability Services)</p> <p>The institution works with the student to identify appropriate reasonable accommodations.</p> <p>The student is responsible for their own educational and extracurricular choices.</p> <p>The student must make arrangements for support services.</p>
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Individual Education Plans (IEP) or 504 Plans

<p>Education plans are required for each student covered by IDEA and/or §504. An IEP or a §504 Plan determines services and accommodations.</p>	<p>IDEA and §504 plans are not considered sufficient documentation and will <u>not</u> be binding at a college or university.</p>
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Finances

<p>High school is paid for by tax dollars that go to the school district.</p> <p>The school district provides free evaluations.</p>	<p>The student is responsible for applying for financial aid or arranging some type of payment.</p> <p>The student must obtain evaluation at their own expense.</p> <p>The College must provide appropriate reasonable accommodation at no cost to the student.</p>
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Privacy

Student has little or no privacy.

The College is obligated to protect a student's right to privacy and confidentiality.

Parent/guardian has access to student records and participates in the accommodation request process.

Parent/guardians do not have access to student records without the student's written consent.

Teachers may be expected to learn all they can about the disability of a student in one of their classes.

Professors need to know only educationally relevant information that applies to the accommodations the student requests.

Accommodations and Services

Fundamental modifications of programs and curricula are required

No fundamental modifications are required – only accommodations

"Effort counts." Courses and/or expectations are usually structured to reward a "good-faith effort."

The institution makes reasonable adjustments in teaching methods which do not alter the essential content of a course or program.

"Placement" is determined by the child's "team." By law, placement must be in the least restrictive environment.

Placement integration is assumed. The environment is adjusted through accommodations, but there is no specified placement or select environment for the student in advance.

Public schools provide non-academic personal services.

The College has no obligation to provide services of a personal nature.

Subjects may be waived for a student before graduation, if they were specifically related to the student's disability.

After careful consideration, occasionally course substitutions may be possible; waivers are not possible.

Students may receive various accommodations that change the nature of the curriculum.

Some accommodations from high school are not "reasonable" in college.

Everyone is informed about a student's placement. Each teacher knows about a student even before the student enters the classroom and has a good idea about the student's needs.

Disability Resource Center never contact professors first working with the student. The student must initiate all actions regarding accommodation with each professor, for each course, every semester.

Students have the civil right to *refuse* accommodations they don't need or want; and if they do not request an accommodation, it is assumed they do not want it.

Academia

Teachers and parent/guardians actively remind the student of responsibilities, assignments, or due dates and assist the student in setting priorities.

Student's time and assignments are structured by others

Teachers approach you if they believe you need assistance.

Classes are smaller, meet daily, are generally held in the same building, with regularly contact with the teacher or staff.

Students are expected to read short assignments that are then discussed, and often re-taught, in class

Students seldom need to read anything more than once, and sometimes listening in class is enough

Tutoring and study support may be a service provided as part of an IEP or 504 plan.

Students may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation

Testing is frequent and covers small amounts of material

Professors expect you to read, save and consult the course syllabus (outline); this tells the student exactly what is expected of him/her, when it is due and how it will be graded.

Students manage your own time and complete assignments independently

Professors are usually open and helpful, but most expect you to initiate contact.

Classes meet less frequently and are larger in size which will impact on access to instructors and assistance.

Students are assigned substantial amounts of reading and writing which may not be directly addressed in class

Students need to review class notes and text material regularly

Tutoring not considered an academic adjustment on accommodation. Students with disabilities must seek out tutoring resources as they are available to all students.

Students need to study at least 2 to 3 hours outside of class for each hour in class

Testing is usually infrequent and may be cumulative, covering large amounts of material

Advocacy

The student's parent/guardian serves as the primary advocate.

The student must assume the responsibility for their own advocacy.