

Clayton State University
Disability Resource Center
Key Differences

HIGH SCHOOL	COLLEGE
Applicable Laws	
<ul style="list-style-type: none"> Individuals with Disabilities Education Act (IDEA) 	<ul style="list-style-type: none"> Americans with Disabilities Act of 1990 (ADA), Title II
<ul style="list-style-type: none"> IDEA is about SUCCESS in school 	<ul style="list-style-type: none"> Section 504 Subpart E of the Rehabilitation Act ADA and 504 are about ACCESS, success is up to the student
Required Documentation	
<ul style="list-style-type: none"> Individualized Education Program (IEP) and/or 504 Plan 	<ul style="list-style-type: none"> High school IEP and 504 plans expire after high school and are not sufficient. Documentation guidelines specify information needed for each category or disability
<ul style="list-style-type: none"> School provides evaluation at no cost 	<ul style="list-style-type: none"> Students must get evaluation at their own expense
<ul style="list-style-type: none"> Documentation focuses on determining if student is eligible services under one or more disability categories in IDEA 	<ul style="list-style-type: none"> Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations
Self-Advocacy	
<ul style="list-style-type: none"> School staff identify the student as having a disability 	<ul style="list-style-type: none"> Student must self-identify to Disability Resource Center staff
<ul style="list-style-type: none"> School staff has primary responsibility for arranging accommodations 	<ul style="list-style-type: none"> Student has responsibility for self-advocacy and arranging accommodations with staff of Disability Resource Center
<ul style="list-style-type: none"> Teachers approach you if they believe you need assistance 	<ul style="list-style-type: none"> Professors can be open and helpful, but most expect students to initiate contact at the start of the semester
Parental Role	
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<ul style="list-style-type: none"> Parent has access to student records and can participate in the accommodation process 	<ul style="list-style-type: none"> Parent does not have access to student records and cannot represent the student without the student's written consent
<ul style="list-style-type: none"> Parent advocates for the student 	<ul style="list-style-type: none"> Student advocates for self
Instruction	
<ul style="list-style-type: none"> Teachers may modify curriculum and alter assignments as outlined in IEP 	<ul style="list-style-type: none"> Professors are not required to modify design or alter assignment deadlines
<ul style="list-style-type: none"> Students are expected to read short assignments that are discussed and often re-taught in class 	<ul style="list-style-type: none"> Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
<ul style="list-style-type: none"> Students seldom need to read assignments more than once, often listening in class is enough 	<ul style="list-style-type: none"> Students need to regularly review class notes and text material
Grades and Tests	
<ul style="list-style-type: none"> IEP or 504 plan may include modifications to test format or grading 	<ul style="list-style-type: none"> Grading and test format changes (e.g., multiple choice vs. essay) are generally not available.

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	Accommodations in HOW tests are given (e.g., extended time, test proctors) are available when supported by disability documentation.
<ul style="list-style-type: none"> • Testing frequently covers only small amounts of material 	<ul style="list-style-type: none"> • Testing is generally periodic and may be cumulative, covering large amounts of material
<ul style="list-style-type: none"> • Makeup tests are usually available 	<ul style="list-style-type: none"> • Makeup tests are seldom an option; if they are, students are responsible for requesting them in advance
<ul style="list-style-type: none"> • Teachers often make time to remind students of assignments and due dates 	<ul style="list-style-type: none"> • Professors expect students to read, save, and consult the course syllabus that describes course expectation, assignments and grading scale
Study Responsibilities	
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<ul style="list-style-type: none"> • Tutoring and study support may be a service provided as part of an IEP or 504 plan 	<ul style="list-style-type: none"> • Tutoring DOES NOT fall under Disability services. Students with disabilities must seek out tutoring resources available to all college students.
<ul style="list-style-type: none"> • School staff often structure students' time and expected assignments 	<ul style="list-style-type: none"> • Students structure their own time and assignments
<ul style="list-style-type: none"> • Students may study outside class for as little as 0 to 2 hours a week and this may be mostly last-minute test preparation 	<ul style="list-style-type: none"> • Students usually need to study at least 2 to 3 hours for each hour in class • Students manage their own time and complete assignments independently
General Differences	
<ul style="list-style-type: none"> • High school is an entitlement 	<ul style="list-style-type: none"> • College is a choice or privilege, a right to access
<ul style="list-style-type: none"> • High School is mandatory and usually free 	<ul style="list-style-type: none"> • College is voluntary and costly
<ul style="list-style-type: none"> • Others structure your time 	<ul style="list-style-type: none"> • You manage your own time
<ul style="list-style-type: none"> • Permission is needed to participate in extracurricular activities 	<ul style="list-style-type: none"> • The decision to participate in co-curricular or extracurricular activities is yours
<ul style="list-style-type: none"> • Parents and teachers remind you of your responsibilities and assist you in setting priorities and goals 	<ul style="list-style-type: none"> • Balancing your time and setting priorities is now your responsibility