

Accessibility Services

Differences Between High School and College

Students who received accessibility services in high school will notice a major shift in processes and coverage once they begin their college classes. These differences stem from federal laws that regulate secondary and post-secondary education. The following document provides a brief overview of the differences in services as well as tips regarding student expectations in a college setting.

APPLICABLE LAWS:

- High School: IDEA (Individuals with Disabilities Education Act) Section 504,
Rehabilitation Act of 1973
IDEA is about *success*
- College: ADA (Americans with Disabilities Act of 1990, Title II, with 2008 Amendments) Section 504,
Rehabilitation Act of 1973
ADA is about *access*

REQUIRED DOCUMENTATION:

- High School: IEP (Individual Education Plan) and/or 504 Plan School
provides evaluation at no cost
Documentation focuses on student eligibility for services based on IDEA categories
- College: IEP and 504 plans are generally not sufficient
Students must provide evaluation at own expense
Documentation must provide information on specific functional limitations
Documentation must demonstrate need for specific accommodations

SELF-ADVOCACY:

- High School: Students are identified by school and supported by parents and teachers School bears
primary responsibility for arranging accommodations Teachers approach students if
need for assistance exists
- College: Students must self-identify to Disability Services
Students bear primary responsibility for self-advocacy / seeking classroom accommodations
Instructors are open and helpful, but students expected to initiate contact for services

INSTRUCTION:

- High School: Teachers can modify/alter curriculum and pace of assignments
Students expected to read short assignments that are often re-taught in class
Students seldom needs to read anything more than once; listening in class may suffice
- College: Instructors not required to modify the course design or alter assignment deadlines
Students are assigned substantial reading/writing assignments
Assignments may not be extensively addressed in class
Students must review class notes and material regularly in order to succeed

PARENTAL ROLE:

- High School: Parent has access to records and can participate in accommodations process
Parent advocates for student
- College: Parent does not have access to records without written consent
Students advocate for self

GRADES AND TESTS:

- High School: IEP or 504 plan may include modifications to test format and/or grading
Testing is frequent and covers small amounts of material
Make-up tests are generally available
Teachers often remind students of assignments and due dates
Test format changes (true/false vs. essay) are generally not available
- College: Testing is usually infrequent and covers larger amounts of material
Make-up tests are seldom offered and generally must be requested
Instructors expect students to read regularly consult the course syllabus
(spells out expectations with due dates and grading details)

RESPONSIBILITIES FOR STUDY:

- High School: Tutoring and study support may be provided by IEP/504 plan
Study time and assignments are structured by teachers or others
Study outside class may involve less than 2 hours a week (generally in last-minute test preparation)
- College: Accessibility Services will assist with referrals for tutorial services through Academic Support Center
Students are responsible for scheduling appointment times with Academic Support
Students are responsible for completing assignments independently (not the tutor)
Study outside of class may involve at least 2 hours for each hour spent in class
(*example: a 3-credit class = 6 additional hours of additional study time per week*)

CONDUCT:

- High School: Disruptive conduct may be accepted
- College: Students who are unable to abide by SPCC's Code of Conduct may be suspended or dismissed from the college.

QUESTIONS?

Contact Accessibility Services at Counselors@spcc.edu or 704-290-5844