

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

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<b>High School</b>	<b>College</b>
<b>Law</b>	
I.D.E.A. (Individuals w/ Disabilities Education Act) is about <b>SUCCESS</b> .	A.D.A (Americans w/ Disabilities Act of 1990) is about <b>ACCESS</b> .
<b>Documentation</b>	
The <b>school creates and provides documentation</b> of a disability via I.E.P (Individual Education Plan) and/or 504 plans. Any staff member or parent can share documentation on behalf of the student without the student consent, knowledge, or involvement.	The <b>student is responsible for providing documentation</b> of a disability. Documentation guidelines vary by condition and recent evaluation may be required. It is important to check the guidelines at your disability center. Documentation cannot be received without student consent. This means only the student can send the documentation to the DRC.
School provides evaluation at no cost to student.	Student must get evaluation at their own expense.
Documentation focuses on determining whether student are eligible for services based on specific disability categories in I.D.E.A	Current documentation must provide information on specific diagnosis and state the functional limitations.
<b>Self-Advocacy</b>	
Student is <b>identified by the school</b> and is supported by parents, teachers, and case manager.	Student must <b>self-identify</b> to the Disability Resource Center by requesting accommodations and submitting documentation.
Primary responsibility for arranging accommodations belongs to the school.	Primary responsibility for self-advocacy belongs to the student and responsibility for arranging accommodations is shared between the student and Disability Resource Center.
Teachers approach you if they believe you need help.	Student must initiate contact with instructor and school staff for assistance.
<b>Parental Involvement</b>	
Parents have access to student records, class schedule, and disability documentation. Parents can speak to the teachers about how their student is doing in class.	Only the student can access their student record, class schedule, disability information, and speak to their instructors.
Parent can engage with school staff about the student without student consent or presence.	Parent cannot engage with school staff without a FERPA released signed by student. Even if the student is underaged.
Parent advocates for student.	Student advocates for themselves.
<b>Instruction</b>	
Teachers can modify curriculum and/or alter pace of assignments.	Instructors cannot modify the quantity of assignments or alter assignment deadlines. (Very few exceptions apply)
Most curriculum is taught in class and students seldom need to read textbooks outside of class.	Scheduled class time is reserved for lecture and lab work only. Students complete homework, reading, and assigned writing outside of class time. Student may read between 5-50 pages per week per class.
Assignments and homework are usually worked on during class.	Student is responsible for time management and completing all assignments and homework outside of class time.

Teachers provide students with missed information and assignments when they are absent.	Students are expected to get notes from classmates for missed lectures and to contact their instructor about missed or late assignments.
Turning in assignments late is often permitted with little to no grade penalty.	Some instructors will not accept late work and some will but with a grade penalty.
Teachers write notes on the board that students need to copy, will provide notes to students, or will provide fill in the blank notes.	Students are expected to identify what information is important and write, type, or record their own notes from the board, PowerPoint, or verbal lecture. Many instructors provide a digital copy of their PowerPoint and some hybrid/online courses use pre-recorded lectures and videos.
<b>Grades &amp; Tests</b>	
I.E.P's and/or 504 Plans may include modifications to test format and/or grading.	Grading and test format changes are not permitted. However, tests can be given extended time and reduced distraction areas as an accommodation.
Testing is frequent and covers small amounts of material (not cumulative). Tests are usually short and take between 10-30 minutes.	Testing can be weekly or only 2 major exams and may be cumulative, covering large amount of material. Weekly tests can take between 10-30 minutes and midterms/finals can take between 1-3 hours.
Makeup tests or the ability to retake a test for a better grade are often allowed.	Makeup tests are very rarely an option and are up to your instructor's discretion. Retaking a test for a better grade is not allowed.
Teachers often take time to remind you of assignments and due dates.	It is the student's responsibility to manage due dates and set personal reminders. Instructors provide a class syllabus at the beginning of the term that outline the type of work, due dates, and projects.
There are few group projects/speeches and there are usually alternatives to do the group project alone or to not perform the speech.	There may be group projects and speeches in some classes which the student will know about the first day of class when the syllabus is reviewed. Accommodations cannot exempt a student from group projects or speeches (with few exceptions).
<b>Student Reasonability</b>	
Tutoring and study support may be a service provided as a part of the IEP, 504 Plan, or in the Support Room.	Tutoring does not fall under Disability Services but is available for free to all students at CCC. Student must seek engagement with the tutoring center to access services.
Student's time and when to do assignments are structures by other people such as teachers, parents, and school assistants.	Students manage their own time and complete assignments independently.
Students may study and do homework outside of class as little as 0-2 hours a week and this may mostly be last minute test preparation.	Students study and do homework outside of class 2-3 hours for every 1 hour of class time per week. (Students are in class 4 hours a week and study 8-12 hours a week.)
Personal services for medical or physical disabilities (such as an aid or support person) are required to be provided by the school.	No personal services are required to be provided by the college. It is the student's responsibility to find and pay for their own aid if needed. Aids for in person classes will need to be approved by the Disability Resource Center.

**FOR MORE INFORMATION**  
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