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

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
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<tbody>
<tr>
<td><strong>Applicable Laws</strong></td>
<td><strong>ADA Amendments Act of 2008 (ADAAA)</strong></td>
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<tr>
<td>• I.D.E.A. (Individuals with Disabilities Act)</td>
<td>• ADA (Americans with Disabilities Act of 1990, Title II)</td>
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<td>• Section 504, Rehabilitation Act of 1973</td>
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<tr>
<td>• I.D.E.A. is about Success</td>
<td>• ADA is about Access</td>
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<td><strong>Required Documentation</strong></td>
<td><strong>I.E.P. (Individual Education Plan) and/or 504 Plan</strong></td>
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<tr>
<td>• School provides evaluation at no cost</td>
<td>• HS IEP and 504 may be insufficient. Documentation guidelines vary dependent upon category of disability.</td>
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<td>• Documentation focuses on determining whether student is eligible for services - based specifically on disability categories in I.D.E.A.</td>
<td>• Student obtain evaluation at own expense</td>
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<td><strong>Self-Advocacy</strong></td>
<td><strong>Accommodations are determined based upon an interactive process between Accessibility staff, the student and appropriate documentation, demonstrating the need for specific accommodations.</strong></td>
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<td>• Student is identified by the school and is supported by parents and teachers</td>
<td><strong>Parental Role</strong></td>
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<tr>
<td>• Primary responsibility for arranging accommodations belongs to the school</td>
<td>• Parent does not have access to student records without student’s written consent</td>
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<td>• Teachers approach students if they believe assistance is needed</td>
<td>• Student advocates for self</td>
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<td><strong>Instruction</strong></td>
<td><strong>Grades and Tests</strong></td>
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<tr>
<td>• Teachers may modify/alter curriculum and pace of assignments</td>
<td>• Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by appropriate demonstration of need.</td>
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<td>• Student is expected to read short assignments which are discussed and may be re-taught in class</td>
<td>• Testing is less frequent and may be cumulative, covering large amounts of material</td>
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<td>• Students seldom need to read anything more than once and listening in class may be sufficient</td>
<td>• Makeup tests are seldom an option; if they are, students need to request them</td>
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<td><strong>Parental Role</strong></td>
<td><strong>Study Responsibilities</strong></td>
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<td>• Parent has access to student records and can participate in the accommodation process.</td>
<td>• Accessibility will assist with referrals for tutorial services through the Academic Success Center and the Retention office. ALL students are responsible for scheduling appointment times.</td>
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<td>• Parent advocates for student</td>
<td>• It is the student’s responsibility to complete assignments independently, not the tutor’s.</td>
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<td><strong>Grades and Tests</strong></td>
<td>• Students need to study at least 2 to 3 hours outside of class for each hour spent in class.</td>
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<tr>
<td>• Testing is frequent and covers small amounts of material</td>
<td><strong>Conduct</strong></td>
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<tr>
<td>• Makeup tests are often available</td>
<td>• Students who are disruptive and unable to abide by Limestone College’s Code of Conduct can be dismissed from the college.</td>
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<tr>
<td>• Teachers often take time to remind students of assignments and due dates</td>
<td><strong>Helpful General Information</strong></td>
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<tr>
<td><strong>Study Responsibilities</strong></td>
<td>• Andrea L. Allison, Interim Director for Accessibility and PALS (<a href="mailto:aallison@limestone.edu">aallison@limestone.edu</a>) 864-488-4364</td>
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<td>• Time and assignments are structured by others</td>
<td>• DeCole Gallman, Vocational Rehabilitation Area Supervisor (<a href="mailto:dgallman@scvrd.state.sc.us">dgallman@scvrd.state.sc.us</a>) 864-489-9954</td>
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<td>• Students may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation</td>
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