

TRANSITION HIGH SCHOOL TO COLLEGE

The differences between high school and college for students with disabilities are significant and the purpose of this document is to outline the differences to help students navigate the process. Capital University's Accessibility Services Office is available to answer additional questions regarding the registration process.

Applicable Laws

| High School | College |
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| <ul style="list-style-type: none">• Individuals with Disabilities Education Act (IDEA)• Section 504 of the Rehabilitation Act of 1973• Goal: Success | <ul style="list-style-type: none">• Americans with Disabilities Act, As Amended (ADAAA)• Section 504 of the Rehabilitation Act of 1973• Goal: Access |

Required Documentation

| High School | College |
|--|---|
| <ul style="list-style-type: none">• Individualized Education Program (IEP) or 504 Plan• School provides evaluation at no-cost for student | <ul style="list-style-type: none">• IEP or 504 Plans do not directly translate to the university environment. Additional documentation may be requested from a licensed professional (please see Accessibility Services' Documentation Guidelines)• Student must obtain documentation at their own expense |

Self-Advocacy/Student Role

| High School | College |
|---|---|
| <ul style="list-style-type: none">• Student is identified by the schools and support is provided by teachers and parents• Primary responsibility for arrangement of accommodations belongs to the school | <ul style="list-style-type: none">• Students must self-identify by registering with Accessibility Services• Primary responsibility for self-advocacy and arranging accommodations belongs to the student |

Parental Role

| High School | College |
|--|---|
| <ul style="list-style-type: none">• School is required to include parents in the accommodation process• Parents advocate for students | <ul style="list-style-type: none">• Colleges are bound by FERPA law. Unless the student provides written consent, parents are prohibited from the accommodation process and do not have access to student records.• Students advocate for themselves |

Curriculum

| High School | College |
|---|---|
| <ul style="list-style-type: none">• Accommodations may include modifications to the test format (e.g., multiple-choice, short answer, essay, word bank provided) or curriculum• Student are expected to read on their own and content is often re-taught in class.• Attendance is taken and recorded. | <ul style="list-style-type: none">• Modifications to the test format or curriculum are generally considered a fundamental alteration. Tests are administered with accommodations identified through the interactive process with Accessibility Services• Students are assigned readings and written work that may not be directly covered in class.• Attendance is usually required |

Grades

| High School | College |
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| <ul style="list-style-type: none">• Accommodations may include modifications to grading criteria• Testing is frequent and usually covers a small amount of material | <ul style="list-style-type: none">• Modifications to the grading rubric are not available• Testing may be infrequent and cumulative covering a large amount of material |