

Differences Between High School and University for Students with Disabilities	
HIGH SCHOOL	UNIVERSITY
Applicable Laws	
<ul style="list-style-type: none"> • I.D.E.A. (Individuals with Disabilities Act) • Section 504, Rehabilitation Act of 1973 • I.D.E.A. is about Success 	<ul style="list-style-type: none"> • ADA Amendments Act of 2008 (ADAAA) • ADA (Americans with Disabilities Act of 1990, Title II) • Section 504, Rehabilitation Act of 1973 • ADA is about Access
Required Documentation	
<ul style="list-style-type: none"> • I.E.P. (Individual Education Plan) and/or 504 Plan • School provides evaluation at no cost • Documentation focuses on determining whether student is eligible for services-based specific disability categories in I.D.E.A. 	<ul style="list-style-type: none"> • HS IEP and 504 may be insufficient. Documentation guidelines vary dependent upon category of disability. • Student must obtain evaluation at own expense • Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.
Self-Advocacy	
<ul style="list-style-type: none"> • Student is identified by the school and is supported by parents and teachers • Primary responsibility for arranging accommodations belongs to the school • Teachers approach you if they believe you need assistance 	<ul style="list-style-type: none"> • Student must self-identify to Disability Services • Primary responsibility for self-advocacy and arranging accommodations belongs to the student • Professors are open and helpful, but most expect you to initiate contact if you need assistance
Parental Role	
<ul style="list-style-type: none"> • Parent has access to student records and can participate in the accommodation process. • Parent advocates for student 	<ul style="list-style-type: none"> • Parent does not have access to student records without student's written consent • Student advocates for self
Instruction	
<ul style="list-style-type: none"> • Teachers may modify/alter curriculum and pace of assignments • Student is expected to read short assignments which are discussed and may be re-taught in class • Students seldom need to read anything more than once and listening in class may be sufficient 	<ul style="list-style-type: none"> • Professors are NOT required to modify design or alter assignment deadlines • Students are assigned reading/writing which may not be directly addressed in class • Students need to review class notes, text and materials regularly
Grades and Tests	

<ul style="list-style-type: none"> • Testing is frequent and covers small amounts of material • Makeup tests are often available • Teachers often take time to remind you of assignments and due dates 	<ul style="list-style-type: none"> • 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 disability documentation. • Testing is usually infrequent and may be cumulative, covering large amounts of material • Makeup tests are seldom an option; if they are, you need to request them • Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded
<i>Study Responsibilities</i>	
<ul style="list-style-type: none"> • Your time and assignments are structured by others • You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation 	<ul style="list-style-type: none"> • Disability Services will assist with referrals for tutorial services through the Center for Teaching and Learning. ALL students are responsible for scheduling appointment times. • It is the student's responsibility to complete assignments independently, not the tutor's. • Students need to study at least 2 to 3 hours outside of class for each hour spent in class.
<i>Conduct</i>	
<ul style="list-style-type: none"> • Disruptive conduct may be accepted. 	<ul style="list-style-type: none"> • Students who are disruptive and unable to abide by Cabrini University's Code of Conduct can be dismissed from the university.
<i>Helpful General Information</i>	
<p>Kathleen Johnson, Director of Disability Resource Center, kmj72@cabrini.edu</p>	