



Differences Between High School & College for Students with Disabilities

K-12	Higher Education
<ul style="list-style-type: none"> • Education is a <i>right</i> and must be provided in an appropriate environment to all individuals. 	<ul style="list-style-type: none"> • Education is not a <i>right</i>. Students must meet certain admissions criteria defined under the ADA as “otherwise qualified.”
<ul style="list-style-type: none"> • School district is responsible to identify a student’s disability. 	<ul style="list-style-type: none"> • Students must self-identify.
<ul style="list-style-type: none"> • School district provides free testing and evaluation. 	<ul style="list-style-type: none"> • Students must provide documentation and pay for evaluation if there is none.
<ul style="list-style-type: none"> • School district develops Individualized Education Plans (I.E.P.) to define educational services. 	<ul style="list-style-type: none"> • Student must identify needs and request services.
<ul style="list-style-type: none"> • I.E.P. determines services and school district must ensure that services are provided under I.E.P. All teachers are contacted by Special Education staff. 	<ul style="list-style-type: none"> • No I.E.P. exists. Student is responsible for presenting letters of accommodation to faculty/ instructors. <p><i>DSS will work closely with students to advocate if difficulty arises, but responsibility lies with the students.</i></p>
<ul style="list-style-type: none"> • Fundamental alteration of programs and curricula are required. 	<ul style="list-style-type: none"> • No fundamental alterations are required.
<ul style="list-style-type: none"> • Personal services for medical or physical disability are required. 	<ul style="list-style-type: none"> • No personal services are required. <p><i>Disability Services for Students will assist students in advertising for such services.</i></p>

Successful Transition from High School to College

Students attending a higher education institution are considered adults, with privacy and confidentiality protections covered by the Americans with Disabilities Amendments Act (ADAA) and Section 504 (subpart E). Each institution has the right to establish its own guidelines for documentation requirements. Check with each institution to obtain their requirements. Comprehensive documentation will provide information on the disability, describe the extent/severity of the impairment and provide information regarding the functional impact of the disability, which supports the need for a specific accommodation.

Professors and classes may differ regarding attendance requirements, scheduling assignment due dates and exams. It is the student's responsibility to study each professor's syllabus to determine these requirements. Attendance may be considered an essential requirement of some courses and therefore not subject to waiver or reduction. Grades reflect the quality of the work submitted. Universities are not required to: reduce or adjust the essential requirements of a course or program; conduct disability assessments; provide personal attendants/aides; provide personal/private tutors; prepare I.E.P.'s.

You can find the most current documentation guidelines posted on the website (<http://unh.edu/disabilityservices/unh-guidelines>).

* Adapted from the University of North Carolina

Checklist for Preparedness

To prepare for the transition to college, it is important to consider what the student's current level of functioning is with regard to the academic rigors and responsibilities associated with study at the post-secondary level. The following check list may assist in determining a student's level of preparedness:

- ___ Student can articulate learning strengths and limitations
- ___ Student has developed study skills specific to her/his learning style
- ___ Student is able to identify needed accommodations and services
- ___ Student is able to identify when assistance is needed
- ___ Student can articulate the need for assistance
- ___ Student asks questions when she/he does not know or understand something
- ___ Student is able to analyze demands and plan study time accordingly
- ___ Student is able identify key information presented in a lecture
- ___ Student is able to study on her/his own for at least 15-20 hours per week
- ___ Student can think critically about a topic and express opinions in writing and/or verbally
- ___ Student can manage her/his time effectively, which includes: get self out of bed and to class on time, balance study time with socializing and time alone, get assignments in on time

Once a student has decided to enroll in a post-secondary institution, there are a few things that need to be in place to ensure a smooth transition. The following check list may help with this process:

Prior to graduation:

- ___ Student researches colleges and universities in order to assess accommodations which may be available
- ___ Student has contacted Disability Support Services with regard to documentation guidelines
- ___ Student shares documentation guidelines with appropriate professional
- ___ Student gathers and submits appropriate documentation to college's Disability Support Services
- ___ Student follows up with high school case manager in order to collect any additional information needed

Prior to or after graduation:

- ___ Student schedules a meeting with Disability Support Services to discuss appropriate accommodations
- ___ Student follows guidelines set up by University for the implementation of appropriate accommodations

1. My IEP goals and objectives will be continued when I am in a college setting. **T F**
2. Disability Services will contact me regularly once I am on campus. **T F**
3. I will be responsible for notifying my professors of my disability if I want to receive accommodations in their class. **T F**
4. I may or may not receive the same services in college that I received in high school. **T F**
5. I do not have to disclose my disability to anyone if I don't want to. **T F**
6. When I disclose my disability to the college, I will automatically receive all accommodations that I request. **T F**
7. It doesn't matter when I disclose my disability. **T F**
8. My IEP can serve as documentation of my disability in a college setting. **T F**