

## Transition from High School to College



School of  
VISUAL ARTS®

The School of Visual Arts follows the guidelines of the Americans with Disabilities Act. Once enrolled in college, students move from the protection of Public Law 94-142 (I.D.E.A.) to protection under the Americans with Disabilities Act of 1990. The following chart highlights the differences.

High School	College
<p><b>Applicable Laws:</b></p> <ul style="list-style-type: none"> <li>• Individuals with Disabilities Educational Act (IDEA)</li> <li>• Section 504 of the Rehabilitation Act of 1973</li> </ul> <p><i>These laws are sometimes referred to as “success laws” because they require high schools to provide all possible accommodations to help ensure a student’s success. Supports may include modifications to curriculum, modifications to homework, the assignment of personal classroom aides, and shorter tests.</i></p>	<p><b>Applicable Laws:</b></p> <ul style="list-style-type: none"> <li>• Americans with Disabilities Act (ADA)</li> <li>• Section 504 of the Rehabilitation Act of 1973</li> </ul> <p><i>Laws that apply to colleges and universities, sometimes referred to as “access laws,” require institutions to make accommodations ensuring that students with disabilities have full access to programs and activities. A student with a disability, however, must be “otherwise qualified” to undertake a given course or program, meeting the same academic and skills-based requirements that apply to students without disabilities. For example, a school may offer testing accommodations by way of extended time or in an altered format such as large print or Braille, but the contents of a test cannot be modified.</i></p>
<p><b>Required Documentation:</b></p> <ul style="list-style-type: none"> <li>• Individual Education Plan (IEP)</li> <li>• 504 Plan</li> <li>• School provides evaluation at no cost to the student.</li> <li>• School conducts evaluations at prescribed intervals.</li> </ul>	<p><b>Required Documentation:</b></p> <ul style="list-style-type: none"> <li>• Varies according to the disability.</li> <li>• I.E.P. and 504 plans alone are not sufficient.</li> <li>• Documentation must include a written report describing the impairment, a diagnosis, and all test results and/or medical information used to arrive at the diagnosis. If the documentation is incomplete or not current, the student is responsible for obtaining and submitting additional documentation.</li> <li>• Student must get an evaluation at own expense.</li> </ul>
<p><b>Student Role:</b></p> <ul style="list-style-type: none"> <li>• Student is identified and supported by parents/teachers.</li> <li>• Primary responsibility for accommodations belongs to the school.</li> </ul>	<p><b>Student Role:</b></p> <ul style="list-style-type: none"> <li>• Student must self-identify to the Office of Disability Services (ODS).</li> <li>• Students wishing to request accommodations must follow ODS policies and procedures.</li> </ul>
<p><b>Parental Role:</b></p> <ul style="list-style-type: none"> <li>• Parents have access to student records and participate in the accommodation process.</li> <li>• Parents advocate for students.</li> </ul>	<p><b>Parental Role:</b></p> <ul style="list-style-type: none"> <li>• It is the student’s responsibility, not the parent’s responsibility, to request and arrange his or her own accommodations. Students advocate for themselves, with support of the ODS as needed.</li> </ul>
<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers may modify curriculum and/or alter pace of assignments.</li> <li>• Teachers use a multi-sensory approach.</li> <li>• Weekly quizzes, midterms, finals, and frequent graded assignments provide students with an on-going indication of their academic progress. Teachers arrange regular parent/teacher/student conferences to report on and discuss student’s progress.</li> <li>• Attendance is taken and reported but a disability may potentially excuse some absences.</li> </ul>	<p><b>Instructors:</b></p> <ul style="list-style-type: none"> <li>• Instructors are not required to modify the fundamental nature of a program.</li> <li>• Instructors tend to rely on lecture and may or may not use a multi-sensory approach.</li> <li>• Grades are generally based on fewer tests and assignments, and students must independently monitor their learning in the course on a frequent and regular basis. Students are responsible for requesting and arranging individual conferences with their instructors.</li> <li>• Responsibility for class attendance rests with the individual student, and since regular and punctual class attendance is expected of all students, the student must accept the consequences of failure to attend class/classes.</li> </ul>
<p><b>Grades:</b></p> <ul style="list-style-type: none"> <li>• Grades may be modified based on curriculum accommodations.</li> </ul>	<p><b>Grades:</b></p> <ul style="list-style-type: none"> <li>• Grades reflect the quality of work submitted.</li> </ul>