



Differences Between K-12 and Higher Education

Students and parents should anticipate differences in the process of requesting and obtaining accommodations in postsecondary education given the different legal framework. We encouraged students to connect with the Accessibility Services soon after being admitted to Claremont McKenna College (CMC) to assist with the transition. Please note, unless the student registers with Accessibility Services and provides documentation meeting CMC guidelines (see [website](#)), they will be unable to receive services.

Higher education institutions must be in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. These laws serve to protect students with disabilities from discrimination and ensure equal opportunity to any benefits, programs, and activities provided by the public institution. The Individuals with Disabilities Education Act (IDEA) is no longer applicable in postsecondary education. Please see below a brief summary.

K-12	College/Universities
In addition to the ADA and Section 504, students with disabilities are covered by the IDEA which guarantees access to a free and appropriate public education in the least restrictive environment.	Postsecondary education is guided by the ADA and Section 504.
The school district is responsible for identifying students with disabilities, determining eligibility and providing appropriate accommodations which may include an Individual Educational Plan (IEP) or 504 plan.	The student is responsible for registering with the Accessibility Services Office and initiating the request for services. No IEP/504 plans are developed since all students, regardless of disability, must be able to meet all standards required of the course/program.
Under the IDEA, school districts must ensure that students with disabilities make progress that would be considered appropriate in light of their circumstance. Therefore, the IEP or 504 plan may include various modifications to instruction and/or curriculum.	Higher education institutions must provide accommodations to <i>otherwise qualified</i> individuals that will help mitigate the impact of disability and provide equal access . Accommodations must not fundamentally alter an essential course/program objective.
The school district is responsible for providing trained personnel to assess	The student is responsible for obtaining documentation pertaining to their disability

<p>eligibility and providing services based on need such as personal assistants, speech therapy or physical therapy.</p>	<p>from a qualified professional. Colleges and universities are not responsible for providing personal services such as the cost for evaluations, individual tutoring, personal aide services, or other personal devices.</p>
<p>Teachers, parents, and other trained professionals often intervene on the student's behalf if they believe additional assistance or guidance is needed.</p>	<p>Students are responsible for self-advocating. They are expected to initiate contact, be able to articulate their needs, arrange accommodations, and seek out other resources on campus.</p>
<p>Parents have access to the student's records and are able to monitor their academic progress. Parents may also communicate with teachers as needed.</p>	<p>Records maintained by the Accessibility Services Office are guided by the Family Educational Rights and Privacy Act (FERPA). Accessibility Services will not release any information pertaining to a student's record or documentation, including parents, without the student's written consent. Parents do not have contact with instructors.</p>