

## Transition from High School to College

The Colorado School of Mines follows the guidelines of the Americans with Disabilities Act, including the ADAAA (2008). Once enrolled in college, students move from the protection of Public Law 94-142 to protection under the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. The following chart highlights the differences.

High School	College
<p>Applicable Laws:</p> <ul style="list-style-type: none"> <li>. I.D.E.A</li> <li>. Section 504, Rehabilitation Act</li> </ul>	<p>Applicable Laws:</p> <ul style="list-style-type: none"> <li>- Americans with Disabilities Act (ADA)</li> <li>- ADA Amendments Act (ADAAA)</li> <li>- Section 504 Rehabilitation Act</li> </ul>
<p>Required Documentation:</p> <ul style="list-style-type: none"> <li>. I.E.P. (Individual Education Plan)</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>Required Documentation:</p> <ul style="list-style-type: none"> <li>- Varies according to the disability.</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 not current or complete, the student is responsible for obtaining and submitting additional documentation.</li> <li>- I.E.P and 504 plans alone are not sufficient.</li> <li>- Student must get evaluation at own expense.</li> </ul>
<p>Student Role:</p> <ul style="list-style-type: none"> <li>- Student is identified and supported by parents/teachers.</li> <li>- School is primarily responsible for accommodations.</li> </ul>	<p>Student Role:</p> <ul style="list-style-type: none"> <li>- Student must self-identify to Disability Services.</li> <li>- Students requesting accommodations must follow Disability Services policies and procedures.</li> </ul>
<p>Parental Role:</p> <ul style="list-style-type: none"> <li>- Parents can access student records and participate in the accommodation process.</li> <li>- Parents advocate for student.</li> </ul>	<p>Parental Role:</p> <ul style="list-style-type: none"> <li>- The student is responsible for requesting and arranging his or her own accommodations, not the parent. Students advocate for themselves, with support from Disability Services as needed.</li> </ul>
<p>Teachers:</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>- Teachers arrange regular conferences with student and parents to report and discuss student's progress demonstrated through frequent quizzes, midterms, finals, and graded assignments.</li> <li>- Teachers take and report attendance.</li> </ul>	<p>Teachers/Professors:</p> <ul style="list-style-type: none"> <li>- Professors do not modify the fundamental nature of a program.</li> <li>- Professors 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. Students are responsible for requesting and arranging individual conferences with their professors.</li> <li>- The student is responsible for regular and punctual class attendance and must accept the consequences of failure to attend.</li> </ul>
<p>Grades:</p> <ul style="list-style-type: none"> <li>- Grades may be modified based on curriculum.</li> </ul>	<p>Grades:</p> <ul style="list-style-type: none"> <li>- Grades reflect the quality of work submitted.</li> </ul>