

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE FOR STUDENTS WITH DISABILITIES

HIGH SCHOOL

COLLEGE

Applicable Laws

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| ✓ I.D.E.A (Individuals with Disabilities Educational Act). | ✓ A.D.A (Americans with Disabilities Act) of 1990, Title II). |
| ✓ Section 504 (Rehabilitation Act of 1973). | ✓ Section 504 (Rehabilitation Act of 1973). |
| ✓ I.D.E.A is about <i>Success</i> . | ✓ ADA is about <i>Access</i> . |

Required Documentation

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| ✓ I.E.P (Individual Education Plan) and/or 504 Plan. | ✓ High School I.E.P and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability. |
| ✓ School provides evaluation at no cost to the student. | ✓ Student must get evaluation at their own expense. |
| ✓ Documentation focuses on determining whether student is eligible for services based on specific disabilities. | ✓ Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations. |

Self-Advocacy

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| ✓ Student is identified by the school and is supported by parents and teachers. | ✓ Student must self-identify to the Office of Disability Services |
| ✓ Primary responsibility for arranging accommodations belongs to the school. | ✓ Primary responsibility for self-advocacy and arranging accommodations belongs to the student. |
| ✓ Teachers approach you if they believe you need assistance. | ✓ Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. |

Parental Role

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| ✓ Parent has access to student's records and can participate in the accommodation process. | ✓ Parent does not have access to students records without student's written consent |
| ✓ Parent advocates for student. | ✓ Student advocates for self. |

HIGH SCHOOL

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Instruction

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| ✓ Teachers may modify curriculum and/or alter curriculum pace for assignments. | ✓ Professors are not required to modify design or alter assignment deadlines. |
| ✓ You are expected to read short assignments that are then discussed and often re-taught in class. | ✓ You are assigned substantial amounts of reading and writing which may not be directly addressed in class. |
| ✓ You seldom need to read anything more than once. Sometimes listening in class is enough. | ✓ You need to review class notes, course text(s), and materials regularly. |

Grades and Tests

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| ✓ IEP or 504 Plan may include modification to test format and/or grading. | ✓ Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. |
| ✓ Testing is frequent and covers small amounts of material. | ✓ Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation. |
| ✓ Makeup tests are often available. | ✓ Testing is usually infrequent and may be cumulative, covering large amounts of material. |
| ✓ Teachers often take time to remind you of assignments and due dates. | ✓ 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 (syllabi or outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded. |

Study Responsibilities

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| ✓ Tutoring and study support may be a service provided as part of an IEP or 504 Plan. | ✓ Tutoring sometimes DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to students. |
| ✓ Your time and assignments are structured by others. | ✓ You manage your own time and complete assignments independently. |
| ✓ You may study out class as little as 0-2 hours a week and this may be last-minute test preparation. | ✓ For every hour IN class, you must study 2 hours OUT of class. This may be more in some courses (math, science, foreign language, etc.) |