***Differences between High School and College For Students with Disabilities***

**HIGH SCHOOL COLLEGE**

# Applicable Laws

I.D.E.A. (Individuals with Disabilities Education Act) A.D.A. (Americans with Disabilities Act of 1990),

A.D.A.A. (Americans with Disabilities with Amendments Act of 2008)

Section 504, Rehabilitation Act of 1973 Section 504, Rehabilitation Act of 1973

**I.D.E.A. is about Success A.D.A. is about Access**

High School is mandatory and free. College is voluntary and

expensive.

# Required Documentation

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 student Student must get evaluation at own expense Documentation focuses on determining whether a Documentation must provide

student is eligible for services based on specific information on specific

disability categories in I.D.E.A. functional limitations, and demonstrate the need for accommodations

# Self-Advocacy

Student is identified by the school and is Student must self-identify to the

supported by parents and teachers Office of Disability Services Primary responsibility for arranging accommodations Primary responsibility for self-

belongs to the school advocacy and requesting 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

Parent has access to student records and can participate Parents/Significant others do not have access to in the accommodation process student records without the student’s

written consent

Parent advocates for student Student advocates for self

# Instruction

Teachers may modify curriculum and/alter Professors do not alter design of course curriculum pace of assignments or alter assignment deadlines

You are expected to read short assignments Students are assigned substantial

that are then discussed and often re-taught in class amounts of reading and writing which may not be

directly addressed in class Students seldom need to read anything more than once, Students need to review class notes sometimes listening in class is enough and text and material regularly

# Grades and Tests

IEP or 504 plan may include modifications to Grading and test format changes test format and/or grading (i.e. multiple choice vs. essay) are

generally not available before test Accommodations as to **HOW** tests are given (extended time, test proctors) are available only when supported by disability documentation through Disability Services

Testing is frequent and covers small Testing is usually infrequent and

amounts of material may be cumulative, covering large amounts of material

Makeup tests are often available Makeup tests and extra credit are seldom an option

Teachers often take time to remind you of Professors expect you to read,

assignments and due dates save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

# Study Responsibilities

Student’s time and assignments are structured Students must manage your own time and by others complete assignments independently

Student’s may study outside class as little as 0 to Students need to study at least 2 to 3 2 hours a week, and this may be mostly hours outside of class for each

last-minute test preparation hour in class

**Conduct**

Disruptive conduct may be accepted. Students who are disruptive and unable to abide by the institution’s code of conduct are deemed

“not qualified” and can be dismissed.