

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
Documentation focuses on determining whether a
student is eligible for services based on specific
disability categories in I.D.E.A.

Student must get evaluation at own expense
Documentation must provide
information on specific
functional limitations, and demonstrate the need for
accommodations

Self-Advocacy

Student is identified by the school and is
supported by parents and teachers
Primary responsibility for arranging accommodations
belongs to the school

Student must self-identify to the
Office of Disability Services
Primary responsibility for self-
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
in the accommodation process

Parents/Significant others do not have access to
student records without the student's
written consent

Parent advocates for student

Student advocates for self

Instruction

Teachers may modify curriculum and/alter curriculum pace of assignments
You are expected to read short assignments that are then discussed and often re-taught in class

Students seldom need to read anything more than once, sometimes listening in class is enough

Professors do not alter design of course or alter assignment deadlines
Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
Students need to review class notes and text and material regularly

Grades and Tests

IEP or 504 plan may include modifications to test format and/or grading

Testing is frequent and covers small amounts of material

Makeup tests are often available
Teachers often take time to remind you of assignments and due dates

Grading and test format changes (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 usually infrequent and may be cumulative, covering large amounts of material
Makeup tests and extra credit are seldom an option
Professors expect you to read, 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 by others
Student's may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation

Students must manage your own time and complete assignments independently
Students need to study at least 2 to 3 hours outside of class for each 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.