

# ***Differences Between High School and College for Students with Disabilities***

<b><i>High School</i></b>	<b><i>College</i></b>
<b><i>Applicable Laws</i></b>	
<ul style="list-style-type: none"> <li>• <i>IDEA 2004 (Individuals with Disabilities Education Act)</i></li> <li>• <i>Section 504, Rehabilitation Act of 1973</i></li> <li>• <i>Intention of IDEA is educational success</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>ADA (Americans with Disabilities Act of 1990, Title II)</i></li> <li>• <i>Section 504, Rehabilitation Act of 1973</i></li> <li>• <i>Intention of ADA is equal access</i></li> </ul>
<b><i>Documentation</i></b>	
<ul style="list-style-type: none"> <li>• <i>IEP (Individual Education Plan) and/or 504 Plan</i></li> <li>• <i>School division pays evaluation expenses</i></li> <li>• <i>Eligibility by IDEA category</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Documentation should include complete diagnostic testing results.</i></li> <li>• <i>Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations</i></li> <li>• <i>Student pays evaluation expenses</i></li> </ul>
<b><i>Student Role</i></b>	
<ul style="list-style-type: none"> <li>• <i>Student identified by the school</i></li> <li>• <i>Primary responsibility for arranging accommodations belongs to school</i></li> <li>• <i>Teachers approach you if they believe you need assistance</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Student self identifies</i></li> <li>• <i>Student has primary responsibility for self advocacy and arranging accommodations</i></li> <li>• <i>Professors expect students to seek help if needed</i></li> </ul>
<b><i>Parental Role</i></b>	
<ul style="list-style-type: none"> <li>• <i>Parent has access to student records and can participate in accommodation process</i></li> <li>• <i>Parent advocates for student</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Parent does not have access to student records without written consent from student</i></li> <li>• <i>Student advocates for self</i></li> </ul>
<b><i>Instruction</i></b>	
<ul style="list-style-type: none"> <li>• <i>25-30 hours a week in the classroom</i></li> <li>• <i>Emphasis on in class learning is primary, while independent reading and study is limited.</i></li> <li>• <i>Learning is teacher focused</i></li> <li>• <i>Teachers may modify or alter curriculum and/or pace of assignments</i></li> <li>• <i>Reading assignments are short</i></li> <li>• <i>Teachers direct students step by step with frequent reminders</i></li> <li>• <i>Expectation of limited volume of writing while still learning writing process.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>12-15 hours a week in the classroom</i></li> <li>• <i>Emphasis on independent reading and study time.</i></li> <li>• <i>Learning is student centered</i></li> <li>• <i>Instructors not required to modify design or alter assignment deadlines</i></li> <li>• <i>Substantial reading assignments and out of class research/study</i></li> <li>• <i>Expectation of frequent independent review of class notes, text and research</i></li> <li>• <i>Expectation of substantial volume of proficient writing</i></li> </ul>

## **Tests**

- *IEP or 504 plan may include modifications to test format and/or grading*
- *Testing is frequent and covers small quantity of material*
- *Teachers often take time to remind you of due dates and assignments*

- Grading and test format changes are generally not available. Accommodations to HOW tests are given are available (extended time, reader, breaks w/o study)
- Testing often infrequent covers large amounts of material and may be cumulative.
- Makeup tests frequently not an option

## **Grades**

- *Many assignments and tests are offered and no one assignment carries major course weight*
- *Teachers frequently go over grades, due dates and expectations*

- There may be very few assignments and each assignment may carry significant weight in the final grade.
- Long term assignments common
- Students expected to read, save and consult the course syllabus; Faculty give very little in the way of reminders.

## **Study Responsibilities and Student Expectations**

- Tutoring and study support may be a service provided as part of an IEP or 504 plan
- Time and assignments are structured by others.
- Daily schedule generally follows a consistent routine.
  - Study expectations may be as little as 0-2 hours a week and is generally last minute test preparation.
- Students are not expected to learn or study information beyond what is covered in class and assigned.
- Assimilation of information is generally provided by the teacher and often provided in a consolidated review or study guide
- Function with tremendous structure, guidance and specific proscribed direction

- Tutoring DOES NOT fall under Disability Services. All LC students have a variety of academic tutoring opportunities available. Individual tutoring is not provided.
- Students must manage their own time and complete assignments independently
- Daily schedule is not consistent and may have large blocks of time with no classes/labs.
- Study expectations are 2-3 hours outside of class for each hour spent in class.
- Pursuit of inquiry and research is expected • Assimilation of information (notes, reading, research) is the student's responsibility
- Function autonomously (independence and self sufficiency expected)