

Differences Between High School and College for Students with Disabilities

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

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| <ul style="list-style-type: none">• <i>Many assignments and tests are offered and no one assignment carries major course weight</i>• <i>Teachers frequently go over grades, due dates and expectations</i> | <ul style="list-style-type: none">• 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. |
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Study Responsibilities and Student Expectations

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| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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) |
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