

Students with Disabilities

High School vs. College

HIGH SCHOOL

COLLEGE

Applicable Laws

* I.D.E.A. (Individuals with Disabilities Education 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 Success	* A.D.A. is about Access

Required Documentation

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

Self-Advocacy

*Student is identified by the school and is supported by parents and teachers	*Student must self-identify to the Disability Services Office
*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

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

Instruction

*Teachers may modify curriculum and/or alter curriculum pace of 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 retaught 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 and text and material regularly

Grades and Tests

*IAP or 504 plan may include modifications to test format and/or grading	*Grading and test format changes are typically not available. Accommodations (extended time, scribe/reader) for tests are given when supported by disability documentation.
*Testing is frequent and covers small amounts of material.	*Testing is usually infrequent and may be cumulative, covering large amounts of material.
*Makeup tests are often available.	*Makeup tests are seldom an option; if they are, you are responsible for requesting them.
*Teachers often take time to remind you of assignments and due dates.	*Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spell out exactly what is expected of you, when it is due, and how you will be graded.

Study Responsibilities

*Tutoring and study support may be a service provided as part of an IEP or 504 plan.	*Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students on the college campus.
*Your time and assignments are structured by others.	*You manage your own time and complete assignments independently.
*You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	*You need to study at least 2 to 3 hours outside of class for each hour in class.