

# Differences Between High School and College for Students with Disabilities

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

### **Grades**

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| <ul style="list-style-type: none"><li>• <i>Many assignments and tests are offered and no one assignment carries major course weight</i></li><li>• <i>Teachers frequently go over grades, due dates and expectations</i></li></ul> | <ul style="list-style-type: none"><li>• There may be very few assignments and each assignment may carry significant weight in the final grade.</li><li>• Long term assignments common</li><li>• Students expected to read, save and consult the course syllabus; Faculty give very little in the way of reminders.</li></ul> |
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### **Study Responsibilities and Student Expectations**

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| <ul style="list-style-type: none"><li>• Tutoring and study support may be a service provided as part of an IEP or 504 plan</li><li>• Time and assignments are structured by others.</li><li>• Daily schedule generally follows a consistent routine.</li><li>• Study expectations may be as little as 0-2 hours a week and is generally last minute test preparation.</li><li>• Students are not expected to learn or study information beyond what is covered in class and assigned.</li><li>• Assimilation of information is generally provided by the teacher and often provided in a consolidated review or study guide</li><li>• Function with tremendous structure, guidance and specific proscribed direction</li></ul> | <ul style="list-style-type: none"><li>• Tutoring DOES NOT fall under Disability Services. All LC students have a variety of academic tutoring opportunities available. Individual tutoring is not provided.</li><li>• Students must manage their own time and complete assignments independently</li><li>• Daily schedule is not consistent and may have large blocks of time with no classes/labs.</li><li>• Study expectations are 2-3 hours outside of class for each hour spent in class.</li><li>• Pursuit of inquiry and research is expected</li><li>• Assimilation of information (notes, reading, research) is the student's responsibility</li><li>• Function autonomously (independence and self-sufficiency expected)</li></ul> |
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