

## Differences between High School and College

High School	College
<b>Applicable Laws</b>	
<ul style="list-style-type: none"> <li>• Section 504, Rehabilitation Act of 1973               <ul style="list-style-type: none"> <li>◦ Subpart D</li> </ul> </li> <li>• I.D.E.A. (Individuals with Disabilities Education Act)</li> <li>• I.D.E.A. is about SUCCESS</li> </ul>	<ul style="list-style-type: none"> <li>• Section 504, Rehabilitation Act of 1973               <ul style="list-style-type: none"> <li>◦ Subpart E</li> </ul> </li> <li>• A.D.A. (Americans with Disabilities Act of 1990)</li> <li>• A.D.A. is about ACCESS</li> </ul>
<b>Required Documentation</b>	
<ul style="list-style-type: none"> <li>• I.E.P. (Individualized Education Plan and/or 504 Plan)</li> <li>• School provides evaluation at no cost to the student</li> <li>• Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.</li> </ul>	<ul style="list-style-type: none"> <li>• High school I.E.P. and 504 plans are generally insufficient. Documentation guidelines specify information needed for each category of disability.</li> <li>• Student must get evaluation at his/her own expense</li> <li>• Current documentation must provide information on specific nature of condition or disability, functional limitations, and demonstrate the need for specific accommodations</li> </ul>

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<b>Parental Role</b>	
<ul style="list-style-type: none"> <li>• Parent has access to student records and can participate in the 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 student's written consent</li> <li>• Student advocates for self, strong self-advocacy skills are important</li> </ul>
<b>Self-Advocacy</b>	
<ul style="list-style-type: none"> <li>• Student is identified by the school and is supported by parents and teachers</li> <li>• Primary responsibility for arranging accommodations belongs to the school</li> <li>• Teachers approach you if they believe you need assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Student must self-identify to the Office of Disability Services</li> <li>• Primary responsibility for self-advocacy and arranging accommodations belongs to the student</li> <li>• Professors are usually open and helpful, but most expect students to initiate contact if assistance is needed</li> </ul>
<b>Instruction</b>	
<ul style="list-style-type: none"> <li>• Teachers may modify curriculum and/or alter pace of assignments</li> <li>• Students are expected to read short assignments that are then discussed, and often re-taught in class</li> <li>• Students seldom need to read anything more than once and sometimes listening in class is enough</li> </ul>	<ul style="list-style-type: none"> <li>• Professors are not required to modify curriculum design or alter assignment deadlines</li> <li>• Students are assigned substantial amounts of reading and writing which may not be directly addressed in class</li> <li>• Students need to review class notes and text material regularly</li> </ul>

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<b>Study Responsibilities</b>	
<ul style="list-style-type: none"> <li>• Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan</li> <li>• Student's time and assignments are structured by others</li> <li>• Students may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring DOES NOT fall under Disability Services and is not considered an academic adjustment or accommodation. Students with disabilities must seek out tutoring resources as they are available to all students</li> <li>• Students manage their own time and complete assignments independently</li> <li>• Students need to study at least 2 to 3 hours outside of class for each hour of class</li> </ul>
<b>Grades and Tests</b>	
<ul style="list-style-type: none"> <li>• I.E.P. or 504 Plan may include modifications to test format and/or grading</li> <li>• Testing is frequent and covers small amounts of material</li> <li>• Makeup tests are often available</li> <li>• Teachers often take time to remind you of assignments and due dates</li> </ul>	<ul style="list-style-type: none"> <li>• Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. How tests are given (extended time, test proctors) are appropriate academic adjustments when supported by disability documentation</li> <li>• Testing is usually infrequent and may be cumulative, covering large amounts of material</li> <li>• Make up tests are rarely an option, without permission from professor</li> <li>• Professors expect students to read, save, and consult the course syllabus (outline), the syllabus spells out exactly what is expected of students, when assignments are due, and how students will be graded</li> </ul>

