

Disability Services

comparing High School to College

The BIG difference

APPLICABLE LAWS

High School	College
<ul style="list-style-type: none"> I.D.E.A. (Individuals with Disabilities Education Act)¹ I.D.E.A. is about Success Section 504 (Rehabilitation Act of 1973)² 	<ul style="list-style-type: none"> A.D.A. (Americans with Disabilities Act) of 1990, Title II)² A.D.A. is about Access Section 504 (Rehabilitation Act of 1973)³

DOCUMENTATION REQUIREMENTS

High School	College
<ul style="list-style-type: none"> I.E.P. (Individual Education Plan) and / or a 504 Plan. School provides evaluation at no cost to the student. Documentation focuses on determining whether student is eligible for services based on specific disabilities. 	<ul style="list-style-type: none"> Documentation guidelines specify information needed for each category of disability. (High School I.E.P. and 504 plan are not sufficient.) Student gets evaluation at their own expense. Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.

SELF-ADVOCACY

High School	College
<ul style="list-style-type: none"> Student is identified by the school and is supported by parents and teachers. Primary responsibility for arranging accommodations belongs to the school. Teachers approach the student if they believe you need assistance. 	<ul style="list-style-type: none"> Student must self-identify to the postsecondary institution. Primary responsibility for self-advocacy and arranging accommodations belongs to the student. Professors/instructors are usually open and helpful, but most expect the student to initiate contact if assistance is needed.

PARENTAL ROLE

High School	College
<ul style="list-style-type: none"> Parent has access to student records and can participate in the accommodation process. Parent advocates for student. 	<ul style="list-style-type: none"> Parent does not have access to student records without student's written consent Student advocates for self.

INSTRUCTION

High School	College
<ul style="list-style-type: none"> Teachers may modify curriculum and / or alter curriculum pace for assignments. 	<ul style="list-style-type: none"> Professors are not required to modify design or alter assignment deadlines.

- Students are expected to read short assignments that are then discussed and often re-taught in class.
- Students seldom need to read anything more than once. Sometimes listening in class is enough.
- Students are assigned substantial amounts of reading and writing which may not be directly addressed in class.
- Students need to review class notes, course text(s) and materials regularly.

GRADES and TESTS

High School	College
<ul style="list-style-type: none"> • I.E.P. or 504 Plan may include modification to test format and/or grading. • Testing is frequent and covers small amounts of material. • Makeup tests are often available. • Teachers often take time to remind students of assignments and due dates. 	<ul style="list-style-type: none"> • Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. • Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation. • Testing is usually infrequent and may be cumulative, covering large amounts of material. • Makeup tests are seldom an option; if they are, the student needs to request them. • Professors/instructors expect students to read, save, and consult the course syllabus (syllabi or outline); the syllabus spells out what is expected of students, when it is due, and how the students will be graded.

STUDY RESPONSIBILITIES

High School	College
<ul style="list-style-type: none"> • Tutoring and study support may be a service provided as part of an I.E.P. or 504 Plan. • Student's time and assignments are structured by others. • You may study out of class as little as 0-2 hours a week and this may be last-minute test preparation. 	<ul style="list-style-type: none"> • Tutoring sometimes DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students. • Student manages their time and completes assignments independently. • For every hour IN class, students may study 2 – 3 hours OUT of class. This may be more in some courses (math, science, foreign language, etc.)

1. The Individuals with Disabilities Education Act (IDEA) is administered by the Office of Special Education Programs, in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions are for K-12 grades and do not apply to postsecondary schools.
1. The Americans with Disabilities Act (ADA), passed in 1990, was the first comprehensive civil rights law for people with disabilities. As such, it applies to all qualifying private employers (employers with 15 or more employees), all state and local government programs, including the public schools, and all places of public accommodation, including non-religiously controlled colleges and universities and test agencies.
2. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 refers to the part or "section" of the Rehabilitation Act of 1973 (Section 504) that addresses educational needs of individuals with disabilities and preceded the enactment of the ADA by nearly 20 years