

## What Can I Expect to be Different Between High School & College *A Guide for Students with Disabilities*

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Your experience receiving accommodations in high school could be different in college.

Below are some common differences you might expect.

### **HIGH SCHOOL**

- I.D.E.A. (Individuals with Disabilities Education Act)
- Section 504, Rehabilitation Act of 1973
- I.D.E.A. is designed to promote “student success” in K-12 education

#### **REQUIRED DOCUMENTATION**

- I.E.P. (Individual Education Plan) or
- 504 Plan (Accommodation Plan)
- Documentation focuses on determining eligibility for services based on specific disability categories in I.D.E.A.

#### **SELF-ADVOCACY**

- Student is identified by the school and are supported by parents and teachers
- Primary responsibility for arranging accommodations belongs to the school
- Teachers approach students if they believe the student needs assistance

#### **PARENTAL ROLE**

- Parent has access to student records and may participate in the accommodation process
- Parent often advocates for the student

### **COLLEGE**

- A.D.A. (The Americans with Disabilities Act of 1990, Title III)
- Section 504, Rehabilitation Act of 1973
- A.D.A. is designed to ensure “equal access” to post-secondary education

#### **REQUIRED DOCUMENTATION**

- Medical documentation from a physician (psychological evaluation, audiogram, neurological evaluation, etc.)
- I.E.P. or 504 Plan are not considered medical documentation alone

#### **SELF-ADVOCACY**

- Student must self-identify and register with Disability Resources & Services
- Primary responsibility for arranging accommodations belongs to the student
- College professors expect the student to initiate contact if they need assistance

#### **PARENTAL ROLE**

- Parent does not have access to student records
- Student advocates for themselves



## **HIGH SCHOOL**

### **INSTRUCTION**

- Teachers may modify curriculum and/or alter curriculum pace of assignments to ensure student success
- Students are expected to read short assignments that are then discussed and often retaught in class by the teacher
- Students seldom need to read more than once; sometimes listening in class to the teacher's lesson is enough

### **GRADES & TESTS**

- The I.E.P. or 504 Plan may include modifications to test format (multiple choice tests in lieu of essay test) and/or grading (60% passing instead of 70%)
- Testing is frequent and covers small amounts of material
- Makeup tests are often available if you are absent due to illness or for personal reasons
- Teachers often take time to remind students of assignments and due dates

### **STUDY RESPONSIBILITIES**

- Study time and assignments are structured by others
- Students may study outside of class as little as 0 to 2 hours per week; this may mostly be last minute test preparation

## **COLLEGE**

### **INSTRUCTION**

- Professors are not required to redesign or alter assignments and/or extend assignment deadlines
- Substantial amounts of reading and writing are usually required; this material may not be directly addressed during class time

- Students must review class notes, texts, and other assigned class material

### **GRADES & TESTS**

- Grading and test format changes are generally not offered or permissible
- Testing may be infrequent and cumulative, covering large amounts of material
- Makeup tests are seldom an option
- Professors expect the student to read, save and consult the course syllabus which spells out exactly what is expected of the student, assignment due dates and the grading policy

### **STUDY RESPONSIBILITIES**

- Students manage their own time and complete class assignments independently
- Student must study at least 1-2 hours outside of class for each hour of class time spent in class