

DIFFERENCES YOU CAN EXPECT BETWEEN HIGH SCHOOL AND COLLEGE
STUDENTS WITH DISABILITIES

Applicable Laws	
High School	College
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990, Title 11)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about SUCCESS	ADA is about ACCESS
Required Documentation	
High School	College
IEP (Individualized 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 to student or family	Students must get evaluation at own expense.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.
Self-Advocacy	
High School	College
Students is identified by the school and is supported by parents and teachers	Student must self-identify to the Disability 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	
High School	College
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	
High School	College
Teachers may modify curriculum and/or alter curriculum pace of assignments	Professors are not required to modify instruction or alter assignment deadlines.
You are expected to read short assignments that are then discussed and often re-taught in class.	You are assigned substantial amounts of reading and writing that 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, read chapters in textbooks and other material regularly.
Grades and Tests	
High School	College
IEP OR 504 Plan may include modifications to test format and/or grading.	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available.
Tests may be untimed.	All students are required to complete exams within the specified classroom time or as specified by the professor. (Students that are granted extended time due to their documented disability, are only allowed 50% or 100% more time). (Example: Students in class receive 1 hour to complete exam – you receive 1.5 hrs. to complete exam – 50%)
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material. (In most classes you can expect 3 or 4 exams during the semester (16 weeks period) and a comprehensive final)
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 spells out exactly what is expected of you, when it is due, and how you will be graded. Student's awarded 50% more time on work done in class – DOES NOT APPLY TO HOMEWORK ASSIGNMENTS or TAKE HOME EXAMS.
<u>FINAL COURSE GRADE</u> In high school you usually have 50-70 grades to average for your final grade.	<u>FINAL COURSE GRADE</u> In college, you may only have 3 test grades and a final that could be worth up to 50% of your course grade.

Study Responsibilities	
High School	College
Tutoring and study support may be a service provided as part of an IEP or 504 Plan.	Tutoring DOES NOT fall under college disability services. Students with disabilities must seek out the tutoring resources that are available to all SPC students.
Your time and assignments are structured by others.	You manage your own time and complete assignments independently.
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last minute preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class. 15 hour course load means that you are in class for 15 each week x 2 to 3 hours of study time = 30 to 45 hours per week. This is equivalent to a full-time job.
Auxiliary Aids	
You must be granted approval from the Disability Services Office to use these Accommodations:	
<u>Tape/Voice Recorder</u> – Can be used to tape college lectures	
<u>Spell Checker</u> – Can be used for spelling. Cannot be used in a ENGL-0301, 0302 or ENGL-1301 course where use of spelling and grammar are part of the essential course element or objective.	
<u>Calculator</u> – Can be used in most MATH courses, but cannot be used in MATH-0310 or 0311 where the use of a calculator interferes with any part of the essential course element or objective.	
Other Accommodations	
<u>Reader</u> – Cannot be used for READ-0320 course	
<u>Note-Taking Services</u> – If you choose to have another student in class take notes for you, please allow the instructor ample time to secure a good note-taker for you. If you do not attend class – you will not receive notes for the day or days you miss.	
<u>When an instructor provides notes and power-point presentations on Blackboard</u> – it is your responsibility to print your own notes. You can print from a personal computer/printer or go to the Technology Center and print. (There is a limit on how many you can print). You can also download the notes and presentations from Blackboard onto a memory stick and take to the Library Copy Services and pay 06 cents per copy.	
<u>Instructor Notes</u> – Your instructor may provide you with their notes if applicable and upon request.	