

Differences Between High School and College for Students with Disabilities

HIGH SCHOOL

COLLEGE

Applicable Laws

- I.D.E.A. (Individuals with Disabilities Act)
- Section 504, Rehabilitation Act of 1973
- I.D.E.A. is about Success

- ADA Amendments Act of 2008 (ADAAA)
- ADA (Americans with Disabilities Act of 1990, Title II)
- Section 504, Rehabilitation Act of 1973
- ADA is about Access

Required Documentation

- I.E.P. (Individual Education Plan) and/or 504 Plan
- School provides evaluation at no cost
- Documentation focuses on determining whether student is eligible for services - based specifically on disability categories in I.D.E.A.

- HS IEP and 504 may be insufficient. Documentation guidelines vary dependent upon category of disability.
- Student obtain evaluation at own expense
- Accommodations are determined based upon an interactive process between Accessibility staff, the student and appropriate documentation, demonstrating the need for specific accommodations.

Self-Advocacy

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

- Student must self-identify to Office of Disability Services
- Primary responsibility for self-advocacy and arranging accommodations belongs to the student
- Professors are open and helpful, but most expect the student to initiate contact if assistance is needed

Parental Role

- Parent has access to student records and can participate in the accommodation process.
- Parent advocates for student

- Parent does not have access to student records without student's written consent
- Student advocates for self

Instruction

- Teachers may modify/alter curriculum and pace of assignments
- Student is expected to read short assignments which are discussed and may be re-taught in class
- Students seldom need to read anything more than once and listening in class may be sufficient

- Professors are NOT required to modify design or alter assignment deadlines
- Students are assigned reading/writing which may not be directly addressed in class
- Students need to review class notes, text and materials regularly

Grades and Tests

- 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

- 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 appropriate demonstration of need.
- Testing is less frequent and may be cumulative, covering large amounts of material
- Makeup tests are seldom an option; if they are, students need to request them
- Professors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected, when it is due, and how it will be graded

Study Responsibilities

- Time and assignments are structured by others
- Students may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation

- Disability Services will assist with referrals for tutorial services through the Academic Success Center and the Retention office. ALL students are responsible for scheduling appointment times.
- It is the student's responsibility to complete assignments independently, not the tutor's.
- Students need to study at least 2 to 3 hours outside of class for each hour spent in class.

Conduct

- Disruptive conduct may be accepted.

- Students who are disruptive and unable to abide by the university's Code of Conduct can be dismissed from the university.

Helpful General Information

- Office of Accessibility Resources & Services, UNCG, EUC 215, oars@uncg.edu, 336/334-5440

- Vocational Rehabilitation: 336/487-0500, 3401 W Wendover Ave, Greensboro, NC