

Differences in High School and College Services for Students with Disabilities

High School	College
Federal Laws	
The Individuals with Disabilities Improvement Act (IDEIA, 2004), commonly referred to as IDEA, and The Rehabilitation Act of 1973, commonly referred to as Section 504.	The Rehabilitation Act of 1973, commonly referred to as Section 504, and the Americans with Disabilities Amendment Act, (ADAA, 2010) commonly referred to as ADA
Entitlement - student has a right to a free and appropriate public education (FAPE)	Eligibility - student must be eligible to attend college and needs to meet program eligibility requirements as well.
The goal of the accommodation process is to ensure that the student is SUCCESSFUL .	The goal of the accommodation process is to ensure that the student has equal ACCESS .
Standards may be modified to ensure success.	Standards are not fundamentally altered.
Responsibilities	
Public schools are required to identify students.	The student is responsible for contacting the disability office regarding accommodations.
Schools conduct the evaluations with their staff at no charge to the student.	Students must obtain private evaluations and pay for them.
Schools must provide the resources and program placement necessary for student success, through the use of Individualized Education Plans (IEP) or Section 504 plans.	Students must advocate for themselves. Eligible students are given a letter outlining the accommodations granted. It is up to the student whether or not to give the letter to their professors and what they choose to share with their professor about their disability.

Classroom Differences and Expectations

Close guidance is provided for the student so that they are aware of course and overall graduation requirements.	Course requirements vary by course and graduation requirements vary by program with students responsible for both.
Class sizes tend to be smaller in number and relatively consistent from one class to another.	Class sizes can exceed 50 students per class, especially for introductory courses, and can vary widely from one class to another.
Outside of class, study time may be minimal.	The general rule is that students should study 2-3 hours outside of class, for each hour in class, in order to achieve passing grades.
Tests tend to cover small amounts of material and can often be passed through basic memorization and minimal studying.	Tests tend to cover larger amounts of material and require a deeper level of understanding, analysis, and application.
Final course grades often consist of many different grading opportunities (including regular small homework assignments); poor test or paper grades can be overcome by excellence in other areas.	Final course grades often consist of only a few major events (tests, papers, or projects) with few other grading opportunities (homework) available; poor performance on one test or paper will often significantly impact the final grade.
Limited number of required classes. Courses can be waived fairly easily.	Required to take array of classes for major(s) and general education requirements. Classes meeting graduation requirements cannot be waived, however some classes may have course substitutions.

Course Instructors	
Typically give routine homework that is regularly graded.	Expect students to read and review notes on their own outside of class, not necessarily graded.
Most likely take time to discuss in class, upcoming assignments and responsibilities for completion.	Tend to discuss an upcoming assignment one time but then expect that students will use the course syllabus to understand expectations and deadlines.
More likely to have open access to the parents.	<p>The Family Educational Rights Privacy Act (FERPA) guarantees student confidentiality.</p> <p>Conversations with parents regarding confidential information without the student's written consent is illegal.</p>
Social Environment	
Teachers, counselors, and parents tend to monitor and help structure students' use of time.	Students are expected to manage time wisely in order to successfully balance class, work, and social expectations.
Teachers, counselors, and parents may provide guidance in the activities students choose to participate in.	Students are expected to choose wisely among numerous involvement opportunities.