

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

FOR STUDENTS WITH DISABILITIES

HIGH SCHOOL

APPLICABLE

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

REQUIRED

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

SELF

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

INSTRUCTION

- Teachers may modify curriculum and/or alter curriculum pace of assignments
- 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

COLLEGE

LAWS

- Americans with Disabilities Act of 1990, (Title II)
 - *ADA goal is access
- Section 504, Rehabilitation Act of 1973
- ADA Amendments Act of 2008

DOCUMENTATION

- High school I.E.P.s and 504 plans are usually not sufficient. Documentation guidelines specify information needed for each category of disability
- Students must obtain evaluation at own expense
- Documentation must provide current information on specific functional limitations and demonstrate need for specific accommodations

ADVOCACY

- Students must self-identify to Disability Support Services
- Primary responsibility for self-advocacy and requesting accommodations belongs to each student
- Professors are usually open and helpful, but expect students to initiate con-tact

- Professors are not required to modify assignments or to alter deadlines
- Students are assigned substantial amounts of reading and writing which may not be directly referenced in class
- Students need to review class notes, text and material regularly

HIGH SCHOOL

GRADES

- I.E.P. or 504 plan may include modifications to test format and/or grading.
- Testing is frequent and covers small amounts of material at a time
- Make-up tests are often available
- Teachers often take time to remind students of assignments and due dates

STUDY

- Tutoring and study supports may be provided as part of the I.E.P or 504 plan
- Time and assignments are structured by others
- Study time outside of class may be less than two hours a week and limited to last-minute test preparation

PARENTAL

- Parents have access to student's records and can participate in the accommodation process
- Parent advocates for their student

COLLEGE

& TESTS

- Grading and test format changes (i.e. multiple choice vs. essay) are generally not available
- Modifications may be made to how exams are given (extending test time, providing proctors or alternate location) and are available when supported by documentation
- Testing is usually infrequent, may be cumulative and cover large amounts of material
- Make-up tests are seldom an option; if they are given, it is the student's responsibility to request them from the professor
- Professors expect students to read, save and consult the course syllabus (outline); the syllabus explains expectations, due dates and the grading process

RESPONSIBILITIES

- Tutoring does not fall under accommodation requirements. Students who need tutoring services must seek out other campus resources
- Students are expected to manage time and complete assignments independently
- Students generally need to study at least 2-3 hours outside of class for each hour spent in class

ROLE

- The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records and limits access to only those with a legitimate educational interest. Students must sign a release if they wish to have parental involvement
- Written permission must be provided by the student before disability services staff can talk openly with parents regarding their son or daughter

IN COLLEGE, STUDENTS SHOULD ANTICIPATE

- Increased workloads with faster pace
- Reduced contact with instructors
- More financial responsibility and social pressures
- Harder work and better quality required for an "A"
- Fewer exams with more material covered on each
- Lengthy reading assignments
- Instruction primarily by lecture; less demonstration and hands-on
- Increased decision making responsibilities
- Needing to think independently

GENERAL INFORMATION AND RESOURCES

University of Wyoming Disability Support Services:

<http://www.uwyo.edu/udss>

College Guide for Students with Disabilities

<http://www.bestcollegereviews.org/college-guide-for-students-with-disabilities/>

National Clearinghouse on Postsecondary Education for Individuals with Disabilities

<http://www.heath.gwu.edu>

Vocational Rehabilitation

(Contact the Voc Rehab agency in your county)

In Wyoming: <http://www.wyomingworkforce.org>

● CONTACT US

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