

Differences between High School and College for Students with Disabilities

	HIGH SCHOOL	COLLEGE
Applicable Laws	<ul style="list-style-type: none"> • I.D.E.A. (Individuals with Disabilities Education Act) • Section 504, Rehabilitation Act of 1973 • I.D.E.A. is about <i>Success</i> 	<ul style="list-style-type: none"> • A.D.A. (Americans with Disabilities Act of 1990, Title II) and the ADA Amendments Act of 2009 • Section 504, Rehabilitation Act of 1973 • ADA is about <i>Access</i>
Required Documentation	<ul style="list-style-type: none"> • I.E.P. (Individual Education Plan) 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 specific disability categories in I.D.E.A. 	<ul style="list-style-type: none"> • High school I.E.P.s and 504 plans are not sufficient. Documentation guidelines specify information needed for each category of disability. • Student must get evaluation at own expense • Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations
Self-Advocacy	<ul style="list-style-type: none"> • Student is identified by the school and is supported by parents and teachers • Primary responsibility for arranging accommodations belongs to the school • Teachers approach you if they believe you need assistance 	<ul style="list-style-type: none"> • Student <u>must self-identify</u> to Disability Support Services • Primary responsibility for self-advocacy and arranging accommodations belongs to the student • Professors are usually open and helpful, but most expect students to initiate contact.
Parental Roles	<ul style="list-style-type: none"> • Parent has access to student records and can participate in the accommodation process • Parent advocates for student 	<ul style="list-style-type: none"> • Parent does not have access to student records without student's written consent • Student advocates for self
Instruction	<ul style="list-style-type: none"> • Teachers may modify curriculum and/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 	<ul style="list-style-type: none"> • Professors are not required to modify design or alter assignment deadlines • Students are assigned substantial amounts of reading and writing which may not be directly addressed in class • Students need to review class notes and text and material regularly

HIGH SCHOOL

COLLEGE

Grading and Tests	<ul style="list-style-type: none">• IEP or 504 plan may include modifications to test format and/or grading• 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	<ul style="list-style-type: none">• 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 disability documentation• Testing is usually infrequent and may be cumulative, covering large amounts of material• Makeup tests are seldom an option; if they are, students are responsible for requesting them• Professors expect students 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
Study Responsibilities	<ul style="list-style-type: none">• Tutoring and study support may be a service provided as part of an IEP or 504 plan• Students' time and assignments are structured by others• Students may study outside class as little as zero to 2 hours a week, and this may be mostly last-minute test preparation	<ul style="list-style-type: none">• Tutoring DOES NOT fall under Disability Services' accommodation requirements; students with disabilities must seek out tutoring resources available to all college students• Students are expected to manage their own time and complete assignments independently• Students usually need to study at least 2 to 3 hours outside of class for each hour in class

Helpful Information

WNCC Counseling/Disability Director, Norman J. Stephenson
stephens@wncc.edu

National Clearinghouse on Postsecondary Education for Individuals with Disabilities
<https://www.heath.gwu.edu/>

Vocational Rehabilitation (Contact the Voc Rehab agency in your county)
www.vr.nebraska.gov

Helpful General Financial Aid Information

Federal Student Aid
<https://studentaid.ed.gov/sa/>

The Financial Aid Information Page
www.finaid.org

WNCC Financial Aid Office
<https://www.wncc.edu/cost-aid>