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| **Differences between High School andCollege for Students with Disabilities** |
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| **HIGH SCHOOL** | **COLLEGE** |

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| **Applicable Laws** |
| * I.D.E.A (Individuals with Disabilities Educational Act).
 | * A.D.A (Americans with Disabilities Act) of 1990, Title II).
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| * Section 504 (Rehabilitation Act of 1973).
 | * Section 504 (Rehabilitation Act of 1973).
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| * I.D.E.A is about *Success.*
 | * ADA is about *Access*.
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| **Required Documentation** |
| * I.E.P (Individual Education Plan) and/or 504 Plan.
* School provides evaluation at no cost to the student.
* Documentation focuses on determining whether student is eligible for services based on specific disabilities.
 | * IEP and 504 may not be sufficient. A school psychologist’s evaluation/summary with measures used (ie: Woodcock Johnson) and a list of suggested accommodations or modifications. Senior year eval/re-eval is preferred.
* The college typically does not diagnose or provide disability/medical evaluation.
* Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.
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| **Self-Advocacy** |
| * Student is identified by the school and is supported by parents and teachers.
 | * Student must self-identify to the Disability Services/Access Services office.
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| * Primary responsibility for arranging accommodations belongs to the school.
 | * Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
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| * 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.
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| **Parental Role** |
| * Parent has access to student’s records and can participate in the accommodation process.
 | * Parent does not have access to students records without student’s written consent
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| * Parent advocates for student.
 | * Student advocates for self.
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| **HIGH SCHOOL** | **COLLEGE** |

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| **Instruction** |
| * Teachers may modify curriculum and/or alter curriculum pace for assignments.
 | * Professors are not required to modify design or alter assignment deadlines.
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| * 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 which may not be directly addressed in class.
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| * You seldom need to read anything more than once. Sometimes listening in class is enough.
 | * You need to review class notes, course text(s), and materials regularly.
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| **Grades and Tests** |
| * IEP or 504 Plan may include modification to test format and/or grading.
 | * 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.
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| * Testing is frequent and covers small amounts of material.
 | * Testing is usually infrequent and may be cumulative, covering large amounts of material.
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| * Makeup tests are often available.
 | * Makeup tests are seldom an option; if they are, you need to request them.
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| * Teachers often take time to remind you of assignments and due dates.
 | * Professors expect you to read, save, and consult the course syllabus; the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
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| **Study Responsibilities** |
| * Tutoring and study support may be a service provided as part of an IEP or 504 Plan.
 | * Tutoring is not an accommodation. Students with disabilities must seek out tutoring resources as they are available to students.
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| * Your time and assignments are structured by others.
 | * You manage your own time and complete assignments independently.
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| * You may study out of class as little as 0-2 hours a week and this may be last-minute test preparation.
 | * For every hour **IN** class, you must study 2 hours **OUT** of class. This may be more in some courses (math, science, foreign language, etc.)
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