

Differences between High School and College for Students with Disabilities

HIGH SCHOOL

COLLEGE

Applicable Laws

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| <ul style="list-style-type: none">* IDEA 2004 (Individuals with Disabilities Education Act)* Section 504, Rehabilitation Act of 1973* IDEA is about <i>Success</i> | <ul style="list-style-type: none">* ADA (Americans with Disabilities Act of 1990, Title 11)* Section 504, Rehabilitation Act of 1973* ADA is about <i>Access</i> |
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Required Documentation

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| <ul style="list-style-type: none">* IEP (Individual Education Plan) and/or 504 Plan* School provides evaluation at no cost to* Documentation focuses on determining whether student is eligible for services based specific disability categories in IDEA | <ul style="list-style-type: none">* High school IEP and 504 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 |
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Self-Advocacy

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| <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 must self-identify to the Office of Disability Services* Primary responsibility for self-advocacy and arranging accommodations belongs to the student* Instructors are usually open and helpful, but most expect you to initiate contact if you need assistance |
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Parental Role

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| <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 |
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Instruction

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| <ul style="list-style-type: none">* Teachers may modify curriculum and/alter curriculum pace of assignments* You are expected to read short assignments that are then discussed and often re-taught in class* You seldom need to read anything more than once, sometimes listening in class is enough | <ul style="list-style-type: none">* Instructors are not required to modify design or alter assignment deadlines* You are assigned substantial amounts of reading and writing which may not be directly addressed in class* You need to review class notes and text and material regularly |
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Grades and Tests

- * 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 you 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 disability documentation.
- * Testing is usually infrequent and may be cumulative, covering large amounts of material
- * Makeup tests are seldom an option; if they are, you need to request them
- * Instructors expect you to read, save, and consult the course syllabus (outline); the syllabus spell out exactly what is expected of you, when it is due, and how you will be graded

Study Responsibilities

- * Tutoring and study support may be a service provided as part of an IEP or 504 plan
- * Your time and assignments are structured by others
- * You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation
- * Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all MTC students
- * You manage your own time and complete assignments independently
- * You need to study at least 2 to 3 hours outside of class for each hour in class

Helpful General Information

- ❖ South Carolina Department of Vocational Rehab
www.scvrd.net/
 - ❖ Students with Disabilities Preparing for Postsecondary Education
www.ed.gov/about/offices/list/ocr/transition.html
 - ❖ Association of Higher Education and Disability
www.ahead.org
 - ❖ South Carolina Commission for the Blind
www.sccb.state.sc.us
- Midlands Technical College Counseling and Career Services
www.midlandstech.edu/counseling



Helpful General Financial Aid Information

- ❖ Midlands Technical College
www.midlandstech.edu/sfs
- ❖ Financial Aid for Students through the US Department of Education's Office
www.ed.gov/index.jsp
- ❖ The Financial Aid Information Page
www.finaid.org

