

# *Differences between High School and College for Students with Disabilities*

HIGH SCHOOL

COLLEGE

## **Applicable Laws**

I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A.A.A. (Americans with Disabilities Act of 1990, Title II, and A.D.A. Amendments Act of 2008)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about <b>SUCCESS</b>	A.D.A. is about <b>ACCESS</b>

## **Documentation Guidelines**

I.E.P. (Individualized Education Plan) and/or 504 Plan	Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to the student.	When further documentation is required, <b>STUDENT</b> must obtain one at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation is used as a part of the assessment process. Specific documentation guidelines are available on our website: <a href="http://www.rosscenter.umb.edu">www.rosscenter.umb.edu</a>

## **Self-Advocacy**

Student is identified by the school and is supported by parents and teachers	Student must self-identify to the <b>Ross Center for Disability Services</b>
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach the student if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

## **Parental Role**

Parent has access to student records and participates in the accommodation process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

## **Instruction**

Teachers may modify curriculum and/or alter curriculum or pace of assignments	Professors are not required to modify design or alter assignment deadlines
Students are expected to read short assignments that are then discussed and often re-taught in class	Students are assigned substantial amounts of reading and writing, which may not be addressed directly in class
Students seldom need to read anything more than once	Students need to review class notes and text material regularly

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### **Grades and Tests**

I.E.P. or 504 Plans may include modifications to test format and/or grading	Changes to grading and test format (e.g. multiple choice v. essay) are generally not available. Accommodations to <b>HOW</b> tests are given (e.g. extended time, alternate space) are available.
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Make-up tests are often available.	Make-up tests are seldom an option; if they are, student needs to request them
Teachers often take time to remind the student of assignments and due dates	Professors expect the student to read, save, and consult the course syllabus

### **Study Responsibilities**

Tutoring and study support may be a service provided as part of an I.E.P. or 504 Plan	Tutoring does NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all UMass Boston students.
Students' time and assignments are structured by others.	Students need to manage their time and complete assignments independently.
Students may study outside class as little 0 to 2 hours per week, and this may be mostly last-minute test preparation	Students are expected to study at least 2 to 3 hours outside of class for each hour spent in class

### **Helpful Student Resources at UMass Boston**

Ross Center for Disability Services  
<http://rosscenter.umb.edu>

Campus Center Upper Level, Rm 211  
 phone: (617) 287-7430

- Transition from high school or community college to the university
- Priority registration
- Exam accommodations
- Textbook and handout alternate format information
- Communication access services (captioning, interpreting, and transcription)
- Computer services and adaptive computer lab
- Capturing class lecture notes

Academic Support Programs  
<http://www.academicssupport.umb.edu/>

Campus Center 1<sup>st</sup> floor, Rm 1300  
 phone: (617) 287-6550

- Tutoring Services
- Reading, Writing, and Study Strategies Center
- Math Resource Center
- Graduate Writing Center
- Directions for Student Potential Program

University Counseling Center  
<http://healthservices.umb.edu/counselingctr.shtml>

Quinn Building 2<sup>nd</sup> floor, Rm 039  
 phone: (617) 287-5690