

QUICK GUIDE FOR STUDENTS WITH DISABILITIES

High School vs College

High School

Applicable Laws

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

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 upon specific disability categories in I.D.E.A.

Self-Advocacy

- 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

Parental Role

- Parent has access to student records and can participate in the accommodation process
- Parent advocates for student

Instruction

- Teachers may modify/alter curriculum and pace of assignments
- Student is expected to read short assignments that are then discussed and often re-taught in class
- Student seldom needs to read anything more than once; sometimes listening in class is enough

College

Applicable Laws

- A.D.A. (Americans with Disabilities Act of 1990, Title II)
- Section 504, Rehabilitation Act of 1973
- A.D.A. is about Access

Required Documentation

- High School I.E.P. and 504 Plan are not sufficient
- Documentation guidelines specify information
- Student must get evaluation at own expense
- Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations

Self-Advocacy

- Student must self-identify to the Academic Advising and Success Center
- Primary responsibility for self-advocacy and arranging accommodations belongs to the student
- Faculty are open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

- Parent does not have access to student records without the written consent of the student
- Student advocates for self

Instruction

- Faculty are not required to modify design or alter assignment deadlines
- Student is assigned substantial amounts of reading and writing which may not be directly addressed in class
- Student needs to review class notes, text and material regularly

To speak with an advisor contact your local
Academic Advising and Success Center:

Johnson County Campus: 817-760-5655
Hill County Campus: 254- 659-7781
Burluson Center: 817-760-5542



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Find out more at
www.hillcollege.edu/ada



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Grades and Tests

- I.E.P. 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

Student Responsibilities

- Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan
- Student time and assignments are structured by others
- Student may study outside of class as little as 0 to 2 hours a week and this may be mostly last-minute test preparation

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Grades and Tests

- 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
- Makeup tests are seldom an option; if they are, you need to request them
- Testing is usually infrequent and may be cumulative, covering large amounts of material
- Faculty expect you to read, save and consult the course syllabus; the syllabus spells out exactly what is expected, when assignments are due and grading

Student Responsibilities

- Students with disabilities must seek out tutoring resources as they are available through the Academic Advising and Success Centers
- Students manage their own time and complete assignments independently
- Students need to study at least 2 to 3 hours outside of class for each hour in class

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