



Accessibility Resource Center
~Ensuring Access, Supporting Success~

DIFFERENCES BETWEEN ACADEMIC EXPECTATIONS, ACCOMMODATIONS, & SERVICES: HIGH SCHOOL VS. COLLEGE

High School	Thiel College
<p>Individuals with Disabilities Education Act (IDEA), which covers grades K-12:</p> <p>Law of Entitlement: Guarantees SUCCESS</p> <p>Every Child is entitled to a <u>Free and Appropriate Public Education</u> (FAPE) in the "least restrictive environment" possible.</p>	<p>Section 504 of the Rehabilitation Act of 1973 Americans with Disabilities Act of 1990 (ADA) & 2008 Amendments (ADAAA) which apply to postsecondary education:</p> <p>Civil Rights Law: Guarantees ACCESS</p> <p>Students participate in the general curriculum of the college. No continuum of placement exists.</p>
Services are delivered to the student.	The student must seek out services and arrange academic accommodations every semester.
The learning support personnel and/or parent(s) act as a student's advocate.	The student acts as his/her/their own advocate.
There is regular contact and meetings with parents.	There is no parent contact without the student's permission.
Teachers are automatically informed of the diagnoses of students with IEPs.	Eligible students are given a letter outlining only the reasonable accommodations granted to deliver to their professor. It is the student's choice to deliver their letter and to disclose personal information to their professor(s) about their academic accommodations, their disability, and specific challenges.
Often involves significant modification of the curriculum and of assessments (e.g., students may learn only the major concepts of a unit, may be able to take shortened tests, or be exempt from certain assignments.)	Faculty are NOT required nor encouraged to fundamentally alter the content or goals of their courses or the types of tests that are given, though they may be required to make changes that do not affect essential content or goals.
The student's time is usually structured by others.	The student manages his/her own time, with a great deal of independent time.
Homework may involve 1-2 hours per day.	Professors expect 2+ hours for each hour of class (totaling about 25-30 study hours a week).
Teachers often check completed homework.	Professors may not always check homework, but they will assume that the student can perform the same tasks on the test.

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Teachers often remind students of late or incomplete work, and accept it.	Professors may not remind students of incomplete assignments or accept any late work.
Classes are usually under 1 hour, and students are often given handouts.	Classes may last longer than an hour and professors expect students to take notes on what is presented visually as well as what is said during class discussion.
Students can often wait to review notes and handouts until the day before a test.	Students should review class notes daily, as there may only be 2-3 total exams all semester.
Teachers approach students if they believe they need assistance.	Professors are usually open and helpful but often expect the student to initiate contact for assistance.
Teachers often take time to remind students of due dates.	Professors expect students to read and follow the course syllabus for course requirements, assignments and due dates.
Tests are often frequent and cover small amounts of material.	Testing may be infrequent and cover large amounts of material.
Teachers tend to offer review periods and study guides for tests.	The college offers peer tutoring, Supplemental Instruction (SI), Peer Assisted Learning (PAL), and test review services for designated courses for all students to utilize.
Teachers are trained in pedagogy (how to effectively teach diverse learners).	Professors have received degrees in their field but may not know all of the techniques for working with diverse learners. The Accessibility Resource Center Coordinator will assist faculty with making reasonable accommodations for students with disabilities.
Minimal advising is necessary.	Advising plays a key role in educational, professional, and personal development.
Mastery is usually defined as the ability to reproduce what was taught in the way that it was presented.	Mastery is often defined as the ability to apply what is learned to new circumstances with differing variables.
A limited number of required classes is required for graduation. Courses may be waived fairly easily.	Students are required to complete all core curriculum courses and specific courses for their major. Classes meeting graduation requirements cannot be waived.
Grading is often subjective and based on improvement over a period-of-time.	Students must earn a minimum of a "C" to pass a course. Often, grades are based solely on test scores.
Teachers tend to offer review periods and study guides for tests.	The college offers academic coaches to address and strengthen certain educational areas