MARQUETTE UNIVERSITY

Differences Between High School and College

For Students with Disabilities

Who is

Services

Classes

Role of

Instructors

High School

- Schools must guarantee the academic success of the student with disabilities. In high school, students have little or no responsibility for identifying their needs and seeking help
- Schools provide testing for disabilities

College

Students are responsible for all aspects of identifying their needs, seeking help, and monitoring the effectiveness of their accommodations. School must guarantee equal access, but responsible academic success is up to the student.

Students are responsible for obtaining and providing the results of testing that documents their disabilities (documentation)

- Academic services determined yearly by IEP (a plan made by parents, professionals, and teachers)
- Parents, professionals and teachers determine when services aren't effective, and make adjustments
- Teachers and other professional typically provide services in the classroom setting
- School specialist and parents inform teachers of specific services or adjustments
- - Students must decide if their accommodations are effective and if not, must contact the Office of Disability Services to discuss concerns

Academic services determined each semester by a meeting

Services may be provided at various campus locations

between students and an ODS representative

After meeting with an ODS representative and agreeing upon accommodations, students must communicate and arrange their accommodations directly with their instructors

- Teachers monitor and follow up on classroom absences
- School schedules students classes back to back during regular school hours
- Class size usually under 35
- Extracurricular participation dependent upon academic performance

- Students must know and follow each instructor's absence policy or pay the consequence.
- Students may choose to schedule classes at a variety of times throughout the day and evening
- A variety of class sizes, some much larger than 35
- Extracurricular participation not contingent upon grades

- Teachers are responsible for students' academic
- Teachers monitor homework (a big part of grades)
- Teachers are responsible for identifying and working with students in academic difficulty
- Teachers give assignments daily, offer frequent reminders, and often permit students extra time to complete their work
- School personnel and parents alert teachers to students with disabilities in their classrooms and how to work with them

- Students are responsible for their own academic success
- Instructors rarely monitor homework (rarely counts in grading)
- Students must recognize when they need additional help and find the resources that provide that assistance
- Students must read and follow the deadlines established by the syllabus (extensions on deadlines are rare)
- Students must self identify their disabilities directly with their instructors, provide the instructors disability verification information from an ODS representative, and work with each instructor to make accommodation arrangements

- Grades may be based on many homework, tests, quizzes, papers and extra credit projects
- Teachers may use any class work or effort to determine final grade and may use different criteria for different students

Grading

- Grades generally based upon a few exams or papers with little or no extra credit
- Instructors' syllabi establish how grades will be assigned, including how each test, paper, etc. will count toward the final grade (in most cases, students with disabilities are graded on the same pre-determined scale



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