

HIGH SCHOOL	COLLEGE
Class Work/Studying/Tests	
Teachers give feedback.	Students must seek feedback from faculty.
Teachers remind students of assignments and due dates.	Professors expect students to use a syllabus and know due dates.
Teachers often provide students with information missed from absences.	Professors may not remind students of incomplete work and expect them to get missed notes from classmates.
Students are told what to learn from material assigned.	Students are expected to read the material, lectures, and assignments on their own, to gain information.
Students spend 30 hours a week in class and possibly 0-2 hours outside of class studying.	Students spend 12 to 18 hours a week in class, but study 2-3 hours for every hour of class, outside of the class.
A paraprofessional assists those whose physical disability limits their ability to write notes.	Students can seek a classmate to take notes for them. Tests are given through disability services; the student is responsible for setting an appointment to test.
Tests are frequent, covering small amounts of material.	Tests are infrequent, cumulative, and cover a great deal of material.
Makeup tests are often available.	The syllabus will state whether makeup tests are available. If so, it is up to the student to ask in a timely fashion.
Grading standards are sometimes changed. Credit is sometimes given for effort.	Instructor sets the grading for their class. Credit for effort is rare.

Weatherford College Campuses

Weatherford College

Main Campus

225 College Park Drive
Weatherford, Texas 76086
817-598-6350

Weatherford College

Wise County

5180 Hwy 380
Bridgeport, Texas 76426
940-626-3310



Weatherford College

Education Center at Granbury

210 N. Jones St.
Granbury, TX 76048
817-598-6350

Weatherford College

Education Center at Mineral Wells

704 Hood Rd.
Mineral Wells, Texas 76067
817-598-6350



High School to College Transition and College Accommodations



Weatherford College Office of Disabilities & Accommodations

*Located on the main campus
Bottom floor of Student Services*

*Phone: 817-598-6350
Fax: 817-598-6205
Email: dkahlden@wc.edu*

Difference in Law

High School: IDEA and 504

Individuals With Disabilities Education Act (IDEA)

- Governs K-12 public schools
- Does NOT apply to college
- Provides modifications to students that have disabilities.

Section 504 Subpart D

- Provides accommodations to students who have disabilities in K-12 grades.

College: ADA and 504

Americans with Disabilities Act (ADA)

- Americans with Disabilities Act of 1990.
- Eliminates discrimination against individuals with disabilities.
- Equal treatment in public services, transportation, and telecommunication services.

Section 504 Subpart E

- Provides accommodations to students that have disabilities in college.



Commonly approved accommodations in college (with proper documentation):

- Extended test time (1.5x)
- Use of a voice or tape recorder
- Reader or scribe
- Sign Language Interpreter
- Access to adaptive equipment and technologies
- Testing in a distraction-free environment
- Others as considered “reasonable” per the documented diagnosis.

HIGH SCHOOL	COLLEGE
Overall Legal Principles	
Every student with a disability has a right to a high school education and a diploma under IDEA.	Under ADA and Section 504, a qualified student with a documented & approved disability has the right to reasonable accommodation.
Fundamental alteration of programs and curricula are allowed.	Coursework cannot be altered.
Education is a right and must be provided in an appropriate environment to all individuals.	Higher education is not a right. Students must meet admissions criteria by the college and ADA.
School districts develop IEPs to define services.	No IEPs exist.
Personal or medical services are required if needed.	No personal or medical services required.
Who Identifies & Documents Accomms	
School districts are responsible for identifying students needing accommodations.	Colleges may not seek out students with disabilities. Students must identify themselves and provide appropriate documentation to justify accommodations.
The Role of Parents	
Parents are responsible for making sure the school is providing appropriate accommodations.	It is a student's responsibility to initiate and request accommodations.
Parents may have access to any information the school has about the student's disability and services provided.	A student must give permission for anyone (including parents) to obtain information about services being provided, including grades.

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For Student Consideration	
The school is responsible for identifying the students and ensuring their success.	The school ensures access, but the student creates success. Know your disability and how it affects your ability.
Documentation Needs	
The school updates documentation (ARD) based on IDEA guidelines.	The student is responsible for providing adequate documentation, that is current (within the last 5 years).
The school district provides free testing and evaluation.	A student must provide documentation and pay for evaluation, if needed.
Confidentiality	
A student's disability is discussed among parents, teachers, administration and other IEP team members. It may be discussed with others working to accommodate the disability.	A student's disability is protected by FERPA, a right-to-privacy act. It may not be discussed with anyone without written permission from the student. He/she also has the right to not disclose their disability to any instructor or staff.
Self-Advocacy	
The primary advocate is the student's parent or guardian.	The student is expected to advocate for themselves. The student is responsible for requesting accommodations and for presenting letters of accommodation to faculty.