

Differences Between High School and College Accommodations for Students with Disabilities

Applicable Laws

HIGH SCHOOL	COLLEGE
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about high school completion.	A.D.A. is about access.

Required Documentation

HIGH SCHOOL	COLLEGE
I.E.P. (Individualized Education Plan) and/or 504 Plan	High school I.E.P. and 504 may not be sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student.	The college does not provide an evaluation. Student is responsible for obtaining an evaluation from resources outside of the college.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.

Self-Advocacy

HIGH SCHOOL	COLLEGE
Student is identified by the school and is supported by parents and teachers	Student must self-identify to an ACCESS Office
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Instructors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate 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

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter pace of assignments.	Instructors do not modify curriculum design or alter assignment deadlines.
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
You seldom need to read anything more than once, and sometimes listening in class is enough.	You need to review class notes and text material regularly.

Grades and Tests

HIGH SCHOOL	COLLEGE
I.E.P. or 504 plan may include modifications to test format and/or grading.	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.
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers often take time to remind you of assignments and due dates.	Instructors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan.	Generally, students with disabilities should use tutoring resources available to all students through the Academic Support Centers (ASCs).
Your time and assignments are structured by others.	You manage your own time and complete assignments independently.
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.