

Differences Between High School and College for Students with Disabilities

Applicable Laws

HIGH SCHOOL	COLLEGE
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (American with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973, subpart D	Section 504, Rehabilitation Act of 1973, subpart E
I.D.E.A. is about SUCCESS	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 plans are not sufficient. Documentation guidelines specify information needed for type of disability (colleges may set their own reasonable documentation requirements)
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Current documentation must provide information on specific nature of disability, 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 the office of disability services
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	Professors 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

Curriculum and Accommodations

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter assignment deadlines	Curricula will not be modified for individuals nor will assignment deadlines be altered
I.E.P. or 504 Plan may include modifications to test format and/or grading	Test format and/or grading standards are not altered

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an I.E.P. or 504 Plan	Tutoring DOES NOT fall under disability services and is not considered an accommodation. Students with disabilities must seek out tutoring resources as they are available to all students.
Student's time and assignments are structured by others	Students manage their own time and complete assignments independently
Students may study outside of class as little as 0 to 2 hours a week	Students need to study at least 2 to 3 hours outside of class for each hour in class

Why accommodations received in College may be different than those in High School

- In H.S. students are issued accommodations for the purpose of achieving success. College students are issued accommodation for the purpose of access.
- Colleges make decisions about appropriateness of accommodations based on:
 - Impact of disability on individual student
 - Student's program requirements
 - The reasonableness of the requested accommodations
- Accommodations vs. Modifications – In College essential course requirements and expectations will not be modified.