

# Differences Between High School and College for Students with Disabilities

## Applicable Laws

HIGH SCHOOL	COLLEGE
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990) as amended
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about SUCCESS	ADA is about ACCESS

## Required Documentation

HIGH SCHOOL	COLLEGE
IEP (Individualized Education Plan and/or 504 Plan)	<b>High School IEP and 504 plans are not sufficient</b> Documentation guidelines specify information needed for each category of disability
School provides evaluation at no cost to student	Student must get evaluation at <b>own expense</b>
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA	<b>Current Documentation</b> must provide information on specific nature of condition or 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 <b>self-identify</b> to the Disability Resource Center (DRC)
Primary responsibility for arranging accommodations belongs to the school	Primary <b>responsibility</b> for self-advocacy and arranging accommodations <b>belongs to the student</b>
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect <b>the student</b> to <b>initiate contact</b> if needing assistance

## Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate in the accommodation process	Parent <b>does not have access</b> to student records without student's written consent (FERPA)
Parent advocates for student	Student advocates for self

## Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and alter pace of instruction	Professors are <b>not expected nor required</b> by law to modify curriculum and pace of instruction
Students are expected to read short assignments that are then discussed, and often re-taught, in class	Students are assigned <b>substantial</b> amounts of reading and writing which may not be directly addressed in class
Students seldom need to read anything more than once, and sometimes listening in class is enough	Students need to review class notes and text material <b>regularly</b>

## Grades and Tests

HIGH SCHOOL	COLLEGE
The IEP or 504 plan may include modifications to test format and/or grading	Grading and test format modifications are <b>not</b> available, although reasonable test accommodations may be provided when supported by disability documentation
Testing is frequent and covers small amounts of material	Testing is usually <b>infrequent</b> and may be <b>cumulative</b> , covering large amounts of material
Makeup tests are often available	Makeup tests are not considered a reasonable accommodation
Teachers often take time to remind you of assignments and due dates	Professors <b>expect</b> you to read, save, and <b>consult the course</b> 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 IEP or 504 plan	Tutoring is not considered an academic accommodation Students with disabilities must seek out tutoring resources as they are available to all students
Teachers structure study time and monitor assignment completion	Students manage their own time and complete assignments independently
Students may study outside of class as little as 1 to 2 hours a week, and this may be mostly last minute test preparation	Students need to study at least <b>2 to 3 hours</b> outside of class for each hour in class