

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. (Americans 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 equal 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 each category 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 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 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

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter pace of assignments	Professors do not modify curriculum design or alter assignment deadlines
Students are expected to read short assignments that are then discussed, and often re-taught, in class	Students are assigned substantial 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 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 not required. How tests are given (extended time, Braille) are appropriate academic adjustments 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 rarely an option, without permission from professor
Teachers often take time to remind you of assignments and due dates	Professors 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	Tutoring DOES NOT fall under disability services and is not considered an academic adjustment or 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 your own time and complete assignments independently
Students may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	Students need to study at least 2 to 3 hours outside of class for each hour in class