**Differences between High School and College Accommodations for Students with Disabilities**

**Applicable Laws**

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| **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 SUCCESS | A.D.A. is about ACCESS |

**Required Documentation**

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| **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 should address the barriers being faced and recommendations for accommodations and access. |
| School provides evaluation at no cost to student | Student is responsible for paying for their own evaluation |
| 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**

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| **HIGH SCHOOL** | **COLLEGE** |
| Student is identified by the school and is supported by parents and teachers | Student must self-identify to the Office of Services for Students with Disabilities |
| 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**

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| **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**

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| **HIGH SCHOOL** | **COLLEGE** |
| Teachers may modify curriculum and/or alter pace of assignments | Professors are not required to modify curriculum design or alter assignment requirements. |
| 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**

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| **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 proctoring method) 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 individually |
| 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**

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| **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 OSSD. Students with disabilities must seek out tutoring resources as they are available to all students through areas such as the LARC. |
| 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 |

*Adapted from AHEAD Guidelines 2010*

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