

Differences between High School and College Accommodations

HIGH SCHOOL

VS.

COLLEGE

	HIGH SCHOOL	COLLEGE
Applicable Laws	<p>IDEA (Individuals with Disabilities Education Act)</p> <p>IDEA is about SUCCESS.</p> <p>Section 504, Rehabilitation Act of 1973</p>	<p>ADA (Americans with Disabilities Act of 1990) ADAAA (Amendments Act of 2008)</p> <p>ADAAA is about ACCESS.</p> <p>Section 504, Rehabilitation Act of 1973</p>
Required Documentation	<p>IEP (Individualized Education Plan and/or 504 Plan)</p> <p>School provides evaluation at no cost to student.</p> <p>Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA.</p>	<p>Documentation guidelines vary by disability category and may require more specific information.</p> <p>Student must get an evaluation at their own expense.</p> <p>Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.</p>
Self-Advocacy	<p>Student is identified by the school and is supported by parents and teachers.</p> <p>Primary responsibility for arranging accommodations belongs to the school.</p> <p>Teachers approach you if they believe you need assistance.</p>	<p>Student must self-identify to the Access and Learning Accommodations (ALA) office.</p> <p>Primary responsibility for self-advocacy and arranging accommodations belongs to the student.</p> <p>Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.</p>
Parental Role	<p>Parent has access to student records and can participate in the accommodation process.</p> <p>Parent advocates for student.</p>	<p>Parent does not have access to student records without student's written consent.</p> <p>Student advocates for self.</p>
Instruction	<p>Teachers may modify curriculum and/or alter pace of assignments.</p> <p>Student is expected to read short assignments that are then discussed, and often re-taught, in class.</p> <p>Student seldom needs to read anything more than once, and sometimes listening in class is enough.</p>	<p>Professors are not required to modify curriculum design or alter assignment deadlines.</p> <p>Student is assigned substantial amounts of reading and writing that may not be directly addressed in class.</p> <p>Student needs to review class notes and text material regularly.</p>
Grades and Tests	<p>IEP or 504 plan may include modifications to test format and/or grading.</p> <p>Testing is frequent and covers small amounts of material.</p> <p>Makeup tests are often available.</p> <p>Teachers often take time to remind you of assignments and due dates.</p>	<p>Grading and test format changes are generally not available. Accommodations to how tests are given are available when supported by disability documentation.</p> <p>Testing is usually infrequent and may be cumulative, covering large amounts of material.</p> <p>Makeup tests are seldom an option; if they are, the student needs to request them.</p> <p>Professors expect the student to read, save and consult the course syllabus; the syllabus spells out exactly what is expected, when it is due, and how you will be graded.</p>
Study Responsibilities	<p>Tutoring and study support may be a service provided as part of an IEP or a 504 plan.</p> <p>Time and assignments are structured by others.</p> <p>Some study outside of class, and this may be mostly last-minute test preparation.</p>	<p>Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students.</p> <p>Manage your own time and complete assignments independently.</p> <p>You need to study at least two to three hours outside of class for each hour in class.</p>