# 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 | Section 504, Rehabilitation Act of 1973 |
| 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 each category of disability. http://dsp.sa.ucsb.edu/GeneralInformation/Documentation.aspx |
| 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 are **not required** to 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 generally **not** available. **How** tests are given (extended time, test proctors) 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 on 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 |

*Adapted from AHEAD guidelines 2010*