

Differences between High School and College Accommodations for Students with Disabilities

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What are the applicable Laws??

High School	College
IDEA Individuals with Disabilities Education Act	ADA Americans with Disabilities Act
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about high school <i>SUCCESS</i>	ADA is about <i>ACCESS</i>

What documentation is required??

High School	College
IEP (Individualized Education Plan) and/or 504 Plan.	High School IEPs and 504 plans typically do not provide enough information. They often specify “what” accommodations were provided, but not “why”. Often a recent and complete neuropsychological, psychological, and/or medical evaluation is necessary.
Documentation focuses on determining whether a student is eligible for services based on specific disability categories in IDEA.	Documentation must provide information on significant functional limitations and demonstrate the need for specific accommodations. There must be a clear link between the accommodations requested and how they relate to the symptoms of the student’s specific disability.
The High School provides evaluation at no cost to the student.	The college does not provide an evaluation. The student is responsible for obtaining an evaluation from resources outside of the college.

Who advocates for the student??

High School	College
The student is identified by the school and is supported by the parents and teachers.	The student must self-identify to the Student Accessibility and Advocacy office. An accommodation request must be initiated by the student.
The primary responsibility for arranging accommodations belongs to the school.	The primary responsibility for self-advocating and arranging accommodations belongs to the student.
Teachers approach the student if they feel they may need assistance.	Teachers are usually open and helpful when approached by the student, but the student must initiate contact with the professor when help is needed.

What is the role of parents??

High School	College
Parents have access to student records and can participate in the accommodation process.	Parents cannot access student records without the student's written consent on the FERPA form.
Parents are often very much involved in the accommodation process.	Parents are often not involved in the accommodation process.
A parent may initiate a request for accommodations.	Generally, a parent may not initiate a request for accommodations. The SAA office cannot begin to move forward with a request for accommodations until the request is made by the student.

How is instruction different??

High School	College
Teachers may modify the curriculum and/or change the class pace or assignments.	Professors do not modify curriculum design or alter assignment deadlines.
You are expected to read short assignments that are then discussed and re-taught in class in a way that may accommodate your disability.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class or changed to accommodate your disability.
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.

What about grades and tests?

High School	College
IEP or 504 plan may include modifications to test format and/or grading.	Grading and test format changes (i.e., multiple-choice v. essay) are generally unavailable. Accommodations as to <i>how</i> tests are administered (extended time, distraction-reduced environment, etc.) are available when supported by disability documentation.
Tests and graded assignments are frequent and cover small amounts of material.	Tests are typically infrequent and may be cumulative. They often cover a large quantity of material.
Makeup tests are often available.	Makeup tests are seldom an option. If they are, you need to request them.
Teachers often remind you of assignments and due dates.	Instructors expect you to read, save, and consult the course syllabus. The syllabus will tell you exactly what is expected of you, when assignments are due, and how you will be graded.

What are my study responsibilities??

High School	College
Tutoring and study support may be a service provided as part of an IEP or 504 plan.	Tutoring is offered to all students for most 100/200 level courses. Tutoring must be requested at the Academic Learning Center (ALC) by the student.
Your time and assignments are structured by others.	You manage your own time and complete assignments independently.
You may study outside of class for as little as 0-2 hours per week, and some of this may be last-minute preparation.	You need to study at least 2-3 hours outside class for each hour you are in class. This means that for standard 3-hour classes, you may be studying an additional 6 hours or more per week for EACH class.

Information adapted from similar charts at:

<https://www.oaklandcc.edu/access/docs/diffhscollege.pdf>

https://dsp.sa.ucsb.edu/docs/default-source/prospective_students/parents_guardians/differences_between_high_school_college_dis.pdf?sfvrsn=2