



Understanding the Difference Between High School and College for Students with Disabilities

	High School	College
THE LAW	IDEA/504: Students are entitled to an appropriate public education. IDEA is about facilitating <i>SUCCESS</i>.	ADA/504: Guarantees equal rights to students with disabilities in higher education. ADA is about facilitating <i>ACCESS</i>.
DOCUMENTATION	The school district evaluates the students and develops an individualized education program (IEP).	The student provides documentation of a disability to receive accommodations. Evaluations are not provided.
SELF-ADVOCACY	The student is identified by the school and supported by parents and teachers. The school is responsible for arranging accommodations. Teachers may approach the student if they feel they need help.	The student must self-identify (disclose) to the office of disability services. While the school must provide accommodations as arranged, the student is responsible for arranging and ensuring accommodations are provided. Professors may wait for the student to initiate contact if help is needed.
PARENT'S ROLE	Parents have access to student records. Parents attend IEP or Section 504 meetings. Parents may advocate for their child.	The student must provide written consent for parents to access student records (due to FERPA). The student typically attends meetings on their own. Students must advocate for themselves.

INSTRUCTIONAL DIFFERENCES	Teachers may modify curriculum or assignments in certain courses. Content is supported differently (i.e., material for homework may be discussed or re-taught). Classes may range from small (8 students to large 30+).	Professors are not required to make modifications to curriculum nor assignments (including deadlines). Many classes require large amounts of reading and writing which may or may not be reviewed in class. Classes may range from 20 to more than 200 students
STUDENT RESPONSIBILITIES	Tutoring and academic support may be a part of a student's IEP or 504 plan. The student's time is structured by others (i.e., in school 8 hours a day). Study time outside of class may be minimal.	Tutoring and academic support are not part of the office of disability services. Students use the tutoring/academic support services offered to all students. The student structures their own time to complete assignments. An average of 2-3 hours per credit hour is usually required in college-level classes (i.e., a 3-credit class requires approximately 8 additional hours of preparation).