

How Accommodations Differ Between High School and College for Students with Disabilities

Applicable Laws

| High School | College |
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| IDEA (Individuals with Disabilities Education Act) | ADA (Americans with Disabilities Act, 1990) as Amended (ADA Amendments Act, 2008) |
| Rehabilitation Act, 1973, Section 504 | Rehabilitation Act, 1973, Section 504 |
| IDEA is for Academic Success | ADAAA is for Equal Academic Access |

Required Medical Documentation

| High School | College |
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| IEP (Individualized Education Plan) or 504 Plan | IEPs may not be sufficient documentation for colleges - Students typically need specific, current psychological or medical evaluation reports from trained medical providers describing each category of disability in such a way to support the necessity of requested accommodations |
| School may provide evaluation at no cost to student | Student must get evaluation via personal medical insurance or at own expense |
| Documentation focuses on determining whether student qualifies for accommodations based on disability categories in IDEA | Current Documentation should provide diagnosis meeting the ADAA definition of disability, functional limitations, and demonstrated need for specific accommodations |

Self-Advocacy

| High School | College |
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| Student is identified by teacher/school and is supported by parents and teachers | Students must self-identify to Accessibility Services |
| School is responsible for arranging accommodations | Student is responsible for self-advocacy and seeking/requesting accommodations when needed |
| Teachers may approach you if they believe you need assistance | Instructors may be helpful, but it is not their responsibility to initiate contact if you are struggling |

Parent's Role

| High School | College |
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| Parents have access to student's IDEA records | Parents do not have access to student's records without student's signed consent |
| Parents can advocate for student | Parents cannot advocate for student |

Instruction

| High School | College |
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| School may modify materials and/or alter pace of assignments | Instructors are not required , and are unlikely to modify curriculum or alter assignment deadlines |
| Students may encounter short reading assignments that are reviewed in class | Students are required to read substantial amounts of material and write papers that may not be directly discussed in class |
| Students may not need to read materials, and may only need to listen in class for adequate learning | Students may need to rely on notes taken during lectures and frequently review course materials to demonstrate learning outcomes |

Grades and Tests

| High School | College |
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| Grades may be modified to reflect some competency on less work or modified exams | Modified grades and exams are not available - Exam accommodations (extended time, private testing) may be appropriate for some types of disability when requested prior to the exam |
| Exams may be more frequent and involve less material | Fewer and infrequent exams covering more material that may not have been directly discussed in the lectures |
| Retaking a failed exam or making up an exam is often available | Makeup exams are rarely an option and will require permission from the instructor - Retaking a failed exam is highly unlikely |
| Teachers will often remind the student about assignments and exam dates | Student is expected to read, understand and frequently consult the course syllabus to know when to turn in assignments and take exams |

Study

| High School | College |
|---|---|
| Study time and support may be included in the IEP/504 plan | Studying and tutoring arrangements are not accommodations - All students may seek out the free campus tutoring services on their own time based on availability - Private tutoring is at the student's expense |
| Student's time and assignments are usually structured by teachers and assistants | Students need to manage their own study time and complete assignments before the due dates |
| Students may only spend one to two hours per week studying or preparing for exams | Students in traditional campus courses should expect to study at least two to three hours outside of each hour of in-class time. Students in condensed/accelerated courses should expect to study four to five hours outside of each hour of in-class time. |

Source: Adapted from Jeanne Kincaid 2010 AHEAD Presentation with approval (2019).