



Difference between High School and College for Students with Disabilities

Academic and Career Services
ADA Services

High School

College

Applicable Laws

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| <ul style="list-style-type: none">• IDEA (Individuals with Disabilities Education Act)• Section 504, Rehabilitation Act of 1973• IDEA is about Success | <ul style="list-style-type: none">• ADA (Americans with Disabilities Act of 1990, Title II)• Section 504, Rehabilitation Act of 1973• ADA is about Access |
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Required Documentation

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| <ul style="list-style-type: none">• IEP (Individualized Education Plan) and/or 504 Plan• School Provides evaluation at no cost to the student• Documentation focuses on determining whether a student is eligible for services based on specific disability categories in IDEA | <ul style="list-style-type: none">• High School IEP/504 Plan are not sufficient. Documentation guidelines specify information required• Student may need to obtain further documentation. Evaluations are at the students' expense.• Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations |
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Self-Advocacy

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| <ul style="list-style-type: none">• Student is identified by the school and is supported by parents and teachers• Primary responsibility for arranging accommodations belong to the school• Teachers approach you if they believe you need assistance | <ul style="list-style-type: none">• Student must self-identify to the Academics and Career Services office• Primary responsibility for requesting accommodations belongs to the student• Instructors are usually open and helpful, but most expect you to initiate contact if you need assistance |
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Parental Role

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| <ul style="list-style-type: none">• Parent has access to the student records and can participate in the accommodation process• Parent advocates for the student | <ul style="list-style-type: none">• Parent does not have access to the student records unless a written consent is given by the student• Student advocates for self |
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Instruction

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| <ul style="list-style-type: none">• Teachers may modify curriculum and alter curriculum pace of assignments• You are expected to read short assignments that are then discussed and often re-taught in class• You seldom need to read anything more than once, sometimes listening in class is enough | <ul style="list-style-type: none">• Curriculum requirements are the same for all students• You are assigned the substantial amounts of reading and writing which may not be directly addressed in class• You need to review class notes, text, and other material regularly |
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Grades and Tests

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| <ul style="list-style-type: none">• IEP/504 Plan may include modifications to test format and/or grading scale• Testing is frequent, covers small amounts of material, and make up tests are often available• Teachers often take time to remind you of assignments and due dates | <ul style="list-style-type: none">• Disability documentation must support test taking accommodations. All students are subject to the same grading scale• Testing is usually not frequent and may be cumulative, covering large amounts of material• Instructors expect you to read, save and consult the course syllabus (outline); the syllabus spells out what is expected of you, when it is due, and how you will be graded |
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Study Responsibilities

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| <ul style="list-style-type: none">• Tutoring and study support may be a service provided as part of an IEP or 504 Plan• Your time and assignments are structured by others• You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation | <ul style="list-style-type: none">• Tutoring does not fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students at HLGU• You manage your own time and complete assignments independently• You need to study at least 2 to 3 hours outside of class for each hour in class |
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