Differences between High School and College for Students with Disabilities

High School	College
Applicable Laws	
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA ensures success; students entitled to services	ADA ensures equal access; protects from discrimination
Required Documentation	
IEP (Individualized Education Plan) and/or 504 Plan	Documentation guidelines specify information needed for each category (IEP/504 Plan alone is insufficient)
School provides evaluation at no cost to student	Student must obtain evaluation at own expense
School retests over time	Additional accommodations and/or a change in the impact of the disability may warrant additional documentation
Self-Advocacy	
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Support Services department
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and requesting accommodations belongs to the student
Teachers approach the student if they believe assistance is needed	Professors are usually open and helpful, but most expect students to initiate contact if assistance is needed
Parental Role	
Parent has access to student records and can participate in the accommodations process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self
Disability Service Provider Role	
School seeks out students and reminds/creates/coordinates additional resources as needed	Support Services determines eligibility for reasonable accommodations under the ADA and Section 504 upon request from student
Primary responsibility for accommodations belongs to the school	Support Services does not duplicate resources found elsewhere on campus; refers students to resources as students identify potential need
Instructors	
Teachers may modify curriculum and/or alter curriculum pace of assignments	Instructors are not required to modify design or alter assignment deadlines
Teachers prompt students about grades assignments, and due dates	Student must monitor own progress and manage their time
Student is expected to complete assignments that are then discussed and often re-taught in class	Student is responsible for substantial amounts of homework which may not be directly addressed in class
Attendance is legally mandated	Attendance is the student's responsibility; student accepts consequences of non-attendance
Tests and Grades	
IEP or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) may not available; accommodations on HOW tests are given (extended time, test proctors) are available when supported by disability documentation
Teachers often take time to remind students of assignments and due dates	Instructors expect students to read, save, and consult the course syllabus, which spells out exactly what is expected, when things are due, and how the student will be graded