



What Can I Expect to be Different Between High School & College *A Guide for Students with Disabilities*

Your experience receiving accommodations in high school could be different once you enter college.
Below are some common differences you might expect.

HIGH SCHOOL

I.D.E.A. (The Individuals with Disabilities Education Act)

Section 504, Rehabilitation Act of 1973

I.D.E.A. is designed to promote “**student success**” in K-12 education

REQUIRED DOCUMENTATION

I.E.P. (Individual Education Plan) or

504 Plan (Accommodation Plan)

Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.

SELF-ADVOCACY

Student is identified by the school and is supported by parents and teachers

Primary responsibility for arranging accommodations belongs to the school

Teachers approach students if they believe the student needs assistance

PARENTAL ROLE

Parent has access to student records and may participate in the accommodation process

Parent often advocates for the student

COLLEGE

A.D.A. (The Americans with Disabilities Act of 1990, Title III)

Section 504, Rehabilitation Act of 1973

A.D.A. is designed to ensure “**equal access**” to post-secondary education

REQUIRED DOCUMENTATION

Medical documentation from a physician (psychological evaluation, audiogram, neurological evaluation, etc.)

I.E.P. or 504 Plan are not considered medical documentation unless they contain the medical documents referenced above.

SELF-ADVOCACY

Student must self-identify and register with the Office of Disability Services

Primary responsibility for arranging accommodations belongs to the student

College professors expect the student to initiate contact if they need assistance

PARENTAL ROLE

Parent does not have access to student records

Student advocates for themselves



HIGH SCHOOL

INSTRUCTION

Teachers may modify curriculum and/or alter curriculum pace of assignments to ensure student success

Students are expected to read short assignments that are then discussed and often retaught in class by the teacher

Students seldom need to read more than once; sometimes listening in class to the teacher's lesson is enough

GRADES & TESTS

The I.E.P. or 504 Plan may include modifications to test format (multiple choice tests in lieu of essay test) and/or grading (60% passing instead of 70%)

Testing is frequent and covers small amounts of material

Makeup tests are often available if you are absent due to illness or for personal reasons

Teachers often take time to remind students of assignments and due dates

STUDY RESPONSIBILITIES

Study time and assignments are structured by others

Students may study outside of class as little as 0 to 2 hours per week; this may mostly be last minute test preparation

COLLEGE

INSTRUCTION

Professors are not required to redesign or alter assignments and/or extend assignment deadlines

Substantial amounts of reading and writing are usually required; this material may not be directly addressed during class time

Students must review class notes, texts, and other assigned class material regularly in order to be prepared

GRADES & TESTS

Grading and test format changes are generally not offered or permissible

Testing may be infrequent and cumulative, covering large amounts of material

Makeup tests are seldom an option; if they are, students must request them

Professors expect the student to read, save and consult the course syllabus which spells out exactly what is expected of the student, assignment due dates and the grading policy

STUDY RESPONSIBILITIES

Students manage their own time and complete class assignments independently

Student must study at least 1-2 hours outside of class for each hour of class time spent in class

*Adapted with Permission from Chapman University
<http://www.chapman.edu/students/student-health-services/disability-services/differences.aspx>*