

Comparison Chart: Differences between High School and College Accommodations for Students with Disabilities

Differences Explained: The student goes from an environment that is structured to “ensure student success” (high school) to one that is designed to “allow equal access” (college). The *success* of the student is up to the student in the college setting. **The college must ensure access, NOT success.**

High School	College
<ul style="list-style-type: none"> Applicable Laws: I.D.E.A. (Individuals with Disabilities Education Act); Section 504, Rehabilitation Act of 1973; I.D.E.A. is about SUCCESS 	<ul style="list-style-type: none"> Applicable Laws: A.D.A. (Americans with Disabilities Act of 1990); Section 504, Rehabilitation Act of 1973; A.D.A. is about ACCESS
<ul style="list-style-type: none"> I.E.P. and/or 504 Plan is used for high school documentation; School provides evaluation at no cost to student; Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A. 	<ul style="list-style-type: none"> There is no standardized plan; High School I.E.P. and 504 are sufficient for verification of disability only, accommodations do not transfer to college; Student must get evaluation at own expense; Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations
<ul style="list-style-type: none"> Student is identified by the school and is supported by parents and teachers; Primary responsibility for arranging accommodations belongs to the school; Teachers approach you if they believe you need assistance; Parent has access to student records and can participate in the accommodation process; Parent advocates for student 	<ul style="list-style-type: none"> Student must contact DSPS if accommodations are wanted (voluntary-not required); Student is responsible for initiating contact with instructors and DSPS if assistance is needed; Parent does not have access to student records without student’s written consent; Instructors are not required to speak with parents and rarely do; Student is considered an adult and advocates for self in all areas of college life
<ul style="list-style-type: none"> School must develop formal plan and it is school’s responsibility to track student academic progress; Schools responsible for any needed services; School must provide whatever services will help student succeed in every class, testing, and any school-sponsored activity; School must provide individualized tutoring 	<ul style="list-style-type: none"> Student must ask for services EACH semester, and is responsible for much of the accommodation process (i.e., notifying office of test dates, scheduling tests, requesting accommodations for each class that accommodations are needed, etc); Student allowed only certain accommodations in college classroom and testing; Student is responsible for monitoring own academic progress; College is not required to provide or pay for individual tutoring

<ul style="list-style-type: none"> Each teacher is aware of a student's IEP and/or 504 Plan usually before the student begins class and has a good idea what the student's academic needs are; IEP and/or 504 Plans are usually set in place at the start of every school year for identified students 	<ul style="list-style-type: none"> Student must initiate all communication regarding accommodations with each professor for each course every semester; Students may request accommodations at any time during the semester (not retroactive); Students have the right to not utilize accommodations and the right to refuse accommodations they don't need/want; If they do not request accommodations from DSPS, it is assumed they do not want them; DSPS does not contact students to remind them to arrange accommodations
<ul style="list-style-type: none"> Teachers may modify curriculum and/or alter pace of assignments; Reduced assignments, (requiring student to submit less work than others) extended time on assignments, grading changes (counting daily work equal with semester tests) test format changes (take away 2 wrong answers and leave one right and one wrong answer) repeated chances to make a passing grade; Students are expected to read short assignments that are then discussed, and often re-taught, in class; Students seldom need to read anything more than once, and sometimes listening in class is enough 	<ul style="list-style-type: none"> Professors do not modify curriculum; No reduced assignments; Extended time on assignments is very rare; No grading changes; No test format changes other than providing equal access (such as providing extended time or providing a test in large print/Braille); No extra attempts at tests unless approved accommodations were not provided during the first attempt; Students are assigned substantial amounts of reading and writing which may not be directly addressed in class; Students are responsible for reviewing class notes/materials
<ul style="list-style-type: none"> I.E.P. or 504 plan may include modifications to test format and/or grading; Testing is frequent and covers small amounts of material; Makeup tests are often available; Teachers often take time to remind you of assignments and due dates; Students might have test content altered and might be able to utilize notes and/or books during tests 	<ul style="list-style-type: none"> Grading and/or test content modifications are not college level accommodations; Testing is usually infrequent and may be cumulative, covering large amounts of material; Student takes same test as everyone else in the class, but may be approved for extra time, a reader/scribe, and/or alternate test location; Notes or books are rarely utilized during tests; Repeat tests are rarely an option; Students are responsible for reading/adhering to the course syllabus (spells out exactly what is expected, due dates, and grading system)