



Office of Student Accessibility and Advocacy  
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## Differences between High School and College Accommodations for Students with Disabilities

Updated 4.30.20

### What are the applicable Laws??

High School	College
I.D.E.A Individuals with Disabilities Education Act	A.D.A. Americans with Disability Act
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A is about high school SUCCESS	A.D.A is about ACCESS

### What Documentation is Required??

High School	College
I.E.P. (Individualized Education Plan) and or 504 Plan	High School I.E.P.s and 504 plans typically do not provide enough information. They often specify “what” accommodations were provided, but not “why”. Often a recent and complete neuropsychological, psychological, medical, etc. evaluation is necessary
The documentation focuses on determining whether a student is eligible for services based on specific disability categories in I.D.E.A	Documentation must provide information on significant functional limitations and demonstrate the need for specific accommodations. There must be a clear link between the accommodations requested and how this is related to the symptoms of the student’s specific disability
The High School provides evaluation at no cost to the student	The college does not provide an evaluation. The student is responsible for obtaining an evaluation from resources outside of the college.

### Who Advocates for the Student??

High School	College
The student is identified by the school and is supported by the parents and teachers	The student must self-identify to the Student Accessibility and Advocacy Office. An accommodation request must be initiated by the student.
The primary responsibility for arranging accommodations belongs to the school	The student is primarily responsible for self-advocating and arranging for accommodations
Teachers approach the student if they feel he/she may need assistance.	Teachers are usually open and helpful when approached by the student, but the student must initiate contact with the professor when help is needed.

### What is the Role of Parents??

High School	College
Parents have access to student records and can participate in the accommodation process	Parents do not have access to student records without the student's written consent on the FERPA form
Parents are often very much involved in the accommodation process.	Parents are often not involved in the accommodation process.
A parent may initiate a request for accommodations	Generally, a parent may not initiate a request for accommodations. The SAA office cannot begin to move forward on a request for accommodations until the request is made directly by the student.

### How is instruction different??

High School	College
Teachers may modify curriculum and/ or change the class pace or assignments	Professors do not modify curriculum design or alter assignment deadlines
You are expected to read short assignments that are then discussed and re-taught in class that may accommodate your disability	You are assigned substantial amounts of reading and writing which may not be directly addressed in class or changed to accommodate your disability
You seldom need to read anything more than once and sometimes listening in class is enough	You need to review class notes and text material regularly.

### What about Grades and Tests?

High School	College
I.E.P. or 504 plan may include modifications to test format and/ or grading	Grading and test format changes (i.e. multiple-choice v. essay) are generally not available. Accommodations as to HOW tests are given (extended time, test proctors, etc.) are available when supported by disability documentation.
Testing and graded assignments are frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative. They often cover large quantities of material.
Make up tests are often available	Makeup tests are seldom an option. If they are, you need to request them.
Teachers often remind you of assignments and due dates	Instructors expect you to read, save, and consult the course syllabus. The syllabus will tell you exactly what is expected of you, when it is due and how you will be graded.

### What are my study responsibilities??

High School	College
Tutoring and study support may be a service provided as part of an IEP or 504 plan.	Tutoring is offered to all students for most 100/200 level courses. Tutoring must be requested at the Academic Learning Center (ALC) by the student
Your time and assignments are structured by others.	You manage your own time and complete assignments independently.
You may study outside of class as little as 0-2 hours per week, and some of this may be last-minute preparation.	You need to study at least 2-3 hours outside for class for each hour you are in class. This means that for a standard 3-hour class, you may be studying an additional 6 hours or more per week for EACH class.

Information was adapted from similar charts at: <https://www.oaklandcc.edu/access/docs/diffhcollege.pdf>; [https://dsp.sa.ucsb.edu/docs/default-source/prospective\\_students/parents\\_guardians/differences\\_between\\_high\\_school\\_college\\_dis.pdf?sfvrsn=2](https://dsp.sa.ucsb.edu/docs/default-source/prospective_students/parents_guardians/differences_between_high_school_college_dis.pdf?sfvrsn=2)