

Differences between High School and College Accommodations

Applicable Laws	
High School	College
I.D.E.A. (Individuals with Disabilities Act)	A.D.A. (Americans with Disabilities Act)
Section 504, Rehabilitation Act 1973	Section 504, Rehabilitation Act 1973
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation	
High School	College
I.E.P (Individual Education Plan) and/or 504 Plan	High School I.E.P and 504 May not be Sufficient. Documentation guidelines specify information may be needed for each category of disability.
School provides evaluation at no cost to student.	Student must get evaluation at their own expense.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.

Self-Advocacy	
High School	College
Student is identified by the school and is supported by parents and teachers.	Student must self-identify to the Office of Disability Services
Primary responsibility for arranging accommodations belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teacher approach student if they believe the student needs assistance.	Professors are usually open and helpful, but most expect the student to initiate contact if they need assistance.

Parent Role	
High School	College
Parent has access to student records and can participate in the accommodation process	Parents do NOT have access to student records without student's written consent.
Parent advocates for student	Student advocates for self

Instruction	
High School	College
Teachers may modify curriculum and/or alter pace of assignments.	Professors are not required to modify curriculum, design or alter assignment deadlines.
You are expected to read short assignments that are then discussed, and often re-taught in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
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.

Grades and Exams	
High School	College
I.E.P. or 504 plan may include modifications to test format and/or grading.	Grading and exam format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW exams are given (extended time, exam proctors) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material.	Exams are usually infrequent and may be cumulative, covering large amounts of material.
Makeup tests are often available.	Makeup exams are seldom an option; if they are, you need to request them.
Teachers often take time to remind you of assignments and due dates.	Professors expect the student to read, save and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

Study Responsibilities	
High School	College
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students.
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 to 2 hours a week and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.

Created by Disability Services for Snow College
<https://dsp.sa.ucsb.edu/docs>

***Adopted from AHEAD 2010

Contact information:

Paula Robison * ADA coordinator
 435-283-7321 * paula.robison@snow.edu

