

OFFICE OF ACCESSIBILITY AND INCLUSION (OAI)

The differences between High School and College Accommodations for Students with Disabilities

	High School	College
Applicable Laws	<ul style="list-style-type: none"> <input type="checkbox"/> I.D.E.A. (Individuals with Disabilities Education Act) <input type="checkbox"/> Section 504, Rehabilitation Act of 1973 <input type="checkbox"/> I.D.E.A. is about SUCCESS 	<ul style="list-style-type: none"> <input type="checkbox"/> A.D.A. (Americans with Disabilities Act of 1990) <input type="checkbox"/> Section 504, Rehabilitation Act of 1973 <input type="checkbox"/> A.D.A. is about ACCESS
Required Documentation	<ul style="list-style-type: none"> <input type="checkbox"/> I.E.P. (Individualized Education Plan) and/or 504 Plan <input type="checkbox"/> School provides evaluation at no cost to student <input type="checkbox"/> 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"> <input type="checkbox"/> The High School I.E.P. and 504 may not be sufficient <input type="checkbox"/> Additional documentation may be needed to support the need for services <input type="checkbox"/> Student must get evaluation at own expense <input type="checkbox"/> Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations
Self-Advocacy	<ul style="list-style-type: none"> <input type="checkbox"/> Student is identified by the school and is supported by parents and teachers <input type="checkbox"/> Primary responsibility for arranging accommodations belongs to the school <input type="checkbox"/> Teachers approach you if they believe you need assistance 	<ul style="list-style-type: none"> <input type="checkbox"/> Student must self-identify to the Office of Accessibility and Inclusion <input type="checkbox"/> Primary responsibility for self-advocacy and arranging accommodations belongs to the student <input type="checkbox"/> Instructors are usually open and helpful, but most expect you to initiate contact if you need assistance
Parental Role	<ul style="list-style-type: none"> <input type="checkbox"/> Parent has access to student records and can participate in the accommodation process <input type="checkbox"/> Parents advocate for student 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent does not have access to student records without student's written consent <input type="checkbox"/> Student advocates for self
Instructional	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers may modify curriculum and/or pace of assignments <input type="checkbox"/> You are expected to read short assignments that are then discussed, and often re-taught, in class <input type="checkbox"/> You seldom need to read anything more than once, and sometimes listening in class is enough 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructors are not required to modify curriculum design or alter assignment deadlines <input type="checkbox"/> You are assigned substantial amounts of reading and writing which may not be directly addressed in class <input type="checkbox"/> You need to review class notes and text material regularly
Grades and Tests	<ul style="list-style-type: none"> <input type="checkbox"/> I.E.P. or 504 Plan may include modifications to test format and/or grading <input type="checkbox"/> Testing is frequent and covers small amounts of material <input type="checkbox"/> Makeup tests are often available <input type="checkbox"/> Teachers often take time to remind you of assignments and due dates 	<ul style="list-style-type: none"> <input type="checkbox"/> Grading and test format changes (i.e. multiple choice vs. essay) are generally not available <input type="checkbox"/> Accommodations on HOW tests are given (extended time, test proctors) are available when supported by an accommodation letter <input type="checkbox"/> Testing is usually infrequent and may be cumulative, covering large amounts of material <input type="checkbox"/> Makeup tests are seldom an option; if they are, you need to request them <input type="checkbox"/> Instructors expect you 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	<ul style="list-style-type: none"> <input type="checkbox"/> Tutoring and study support may be a service provided as part of an I.E.P. or 504 Plan <input type="checkbox"/> Your time and assignments are structured by others <input type="checkbox"/> You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutoring DOES NOT fall under Disability Services <input type="checkbox"/> Students with disabilities must seek out tutoring resources as they are available to all students <input type="checkbox"/> You manage your own time and complete assignments independently <input type="checkbox"/> You need to study at least 2 to 3 hours outside of class for each hour in class

For more information, go to www.npc.edu/oai under the "Service Guidelines" tab.