

Differences between High School and College for Students with Disabilities

High School	College
The applicable law is the Individuals with Disabilities Education Act (IDEA)	The applicable law is the Americans with Disabilities Act (ADA) and ADAAA of 2008 and Section 504 and 508 of the Rehabilitation Act
IDEA is about success	The ADA is about access
Fundamental modifications of programs and curricula are required	No fundamental modifications are required- only accommodations
Education is a right and must be provided in an appropriate environment to all individuals	Education is not a right- the student must meet certain admission criteria
The school district is responsible for identifying a student's disability	The student must self-identify
The school district develops Individualized Education Plans (IEPs) to define educational	The student must identify needs and request services- no IEP exists and may not be considered sufficient documentation
The school district provides free evaluations	The student must obtain evaluations at his/her own expense
The student is supported by parents and teachers	The student is responsible for seeking assistance in the Disability Services Office. The student self-advocates
Primary responsibility for arranging modifications belong to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student (who may seek assistance from Disability Services)
Personal Services for medical and physical disabilities are provided (i.e., Personal Care Attendant)	No Personal services are provided- however, the Disability Services Office may assist the student in advertising for such services

High School	College
Classes often meet daily	Classes meet 1, 2, or 3 times a week
Classes are generally held in the same building	Classes are held in many different sites on campus
The average length of a class is usually the same	Classes vary in many different sites on campus
Daily contact with Teachers	Classes meet less frequently which will impact access to instructors and assistance. Students can request meeting during office hours
The student needs the parent's permission in most instances	The student is an adult and parental permission is not required
The guidance counselor or other staff schedule support services for the student	The student must make arrangements for support services
A main office exists as the center of activity for the building	The student is responsible for knowing where to go to obtain information and assistance
Teachers often take time to remind you of assignments and due dates	Professors expect the student to read, consult, and save the course syllabus (outline); this tells the student exactly what is expected of him/her, when it is due and how it will be graded
High school is paid for by tax dollars that go to the school district	The student is responsible for applying for financial aid or arranging some type of payment
Parent advocates for the student and can participate in the IEP process	The student must advocate for themselves
Parent has access to student records and can participate in the IEP process	Parent does not have access to student records without student's written consent (FERPA)