

Differences Between High School and College Accommodations

HIGH SCHOOL

VS.

COLLEGE

Applicable Laws	IDEA (Individuals with Disabilities Education Act) IDEA is about SUCCESS. Section 504, Rehabilitation Act of 1973	ADA (Americans with Disabilities Act of 1990) ADAAA (Amendments Act of 2008) ADAAA is about ACCESS. Section 504, Rehabilitation Act of 1973
Required Documentation	IEP (Individualized Education Plan and/or 504 Plan) School provides evaluation at no cost to student. Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA.	Documentation guidelines vary by disability category and may require more specific information. Student must get an evaluation at their own expense. Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.
Self-Advocacy	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.	Student must self-identify to the Access and Learning Accommodations (ALA) office. Primary responsibility for self-advocacy and arranging accommodations belongs to the student. Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
Parental Role	Parent has access to student records and can participate in the accommodation process. Parent advocates for student.	Parent does not have access to student records without student's written consent. Student advocates for self.
Instruction	Teachers may modify curriculum and/or alter pace of assignments. Student is expected to read short assignments that are then discussed, and often re-taught, in class. Student seldom needs to read anything more than once, and sometimes listening in class is enough.	Professors are not required to modify curriculum design or alter assignment deadlines. Student is assigned substantial amounts of reading and writing that may not be directly addressed in class. Student needs to review class notes and text material regularly.
Grades and Tests	IEP 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.	Grading and test format changes are generally not available. Accommodations to how tests are given are available when supported by disability documentation. Testing is usually infrequent and may be cumulative, covering large amounts of material. Makeup tests are seldom an option; if they are, the student needs to request them. Professors expect the student to read, save and consult the course syllabus; the syllabus spells out exactly what is expected, when it is due, and how you will be graded.
Study Responsibilities	Tutoring and study support may be a service provided as part of an IEP or a 504 plan. Time and assignments are structured by others. Some study outside of class, and this may be mostly last-minute test preparation.	Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students. Manage your own time and complete assignments independently. You need to study at least two to three hours outside of class for each hour in class.



For more information, please contact the ALA office at adarequest@tstc.edu or 254-867-3600.

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