



Pearl River Community College
DISABILITY SERVICES

**Differences between High School and College Accommodations
 for Students with Disabilities**

Applicable Laws

HIGH SCHOOL	COLLEGE
LD.EA. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
LD.EA. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
IEP. (Individualized Education Plan and/or 504 Plan)	High School IEP. and 504 are used for diagnosis only
School provides evaluation at no cost to student.	Student must get evaluation at own expense.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in LD.EA.	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.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate in the accommodation process.	Parent does 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 Tests

HIGH SCHOOL	COLLEGE
IEP or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Make up tests are often available.	Make up tests 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 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

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an IEP or 504 plan.	Tutoring DOES NOT fall under Disability Services. Tutoring services are available to qualified students at Student Support Services/TRIO
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.

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