



Student Accessibility Services

Differences Between High School and College Accommodations For Students with Disabilities

Students with documented disabilities who received accommodations in high school may notice a major shift in processes and coverage once they begin their college classes. These differences stem from federal laws that regulate secondary and post-secondary education. The following document provides a brief overview of the differences in services as well as tips regarding student expectations in a college setting.

APPLICABLE LAWS:

High School: IDEA (Individuals with Disabilities Education Act)
Section 504, Rehabilitation Act of 1973
IDEA is about success

College: ADA (Americans with Disabilities Act of 1990, Title II, with 2008 Amendments)
Section 504, Rehabilitation Act of 1973
ADA is about equal access

REQUIRED DOCUMENTATION:

High School: IEP (Individual Education Plan) and/or 504 Plan
School provides evaluation at no cost
Documentation focuses on student eligibility for services based on IDEA categories

College: IEP and 504 plans may not be sufficient
Students must provide evaluation at own expense
Accommodations are based on an interactive process
between Student Accessibility Services, the student, and appropriate documentation
demonstrating the need for specific accommodations

SELF-ADVOCACY:

High School: Students are identified by school and supported by parents and teachers
School bears primary responsibility for arranging accommodations
Teachers approach students if they believe assistance is needed

College: Students must self-identify to Student Accessibility Services (SAS)
Students bear primary responsibility for self-advocacy and arranging for classroom accommodations
Instructors are open and helpful, but students are expected to initiate contact for services

INSTRUCTION:

High School: Teachers can modify/alter curriculum and pace of assignments
Students expected to read short assignments that are often re-taught in class
Students seldom need to read anything more than once; listening in class may suffice

College: Instructors are NOT required to modify course designs or alter assignment deadlines
Students assigned substantial reading/writing assignments that may not be addressed in class
Students must review class notes, textbooks, and supplemental materials regularly

PARENTAL ROLE:

High School: Parent has access to records and can participate in accommodations process
Parent advocates for student

College: Parent does not have access to records without written consent
Students advocate for themselves

GRADES AND TESTS:

High School: 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 generally available
Teachers often remind students of assignments and due dates

College: Test format changes (e.g., multiple choice vs. essay) are generally not available
Testing is usually infrequent and covers large amounts of material
Makeup tests are seldom offered and only under extenuating circumstances
Instructors expect students to refer to the syllabus for detailed course instructions

RESPONSIBILITIES FOR STUDY:

High School: Tutoring and study support may be provided by IEP/504 plan
Study time and assignments are structured by teachers or others
Study outside of class may involve less than 2 hours a week

College: Student Accessibility Services will assist with referrals for auxiliary services through
the Center for Excellence in Teaching and Learning (CETL)
Students are responsible for scheduling appointment times for those services (e.g. writing center)
Students are responsible for completing assignments independently (not the tutor)
Study outside of class may involve at least 2 hours for each hour spent in class

CONDUCT:

High School: Disruptive conduct may be accepted

College: Students who are disruptive and unable to abide by Converse University's Honor Code,
may be dismissed from the university

QUESTIONS?

Please contact us at:

Converse University
Student Accessibility Services
580 East Main Street
Spartanburg, SC 29302
Email: accessibilityservices@converse.edu
Phone: 864.596.9027
Fax: 864.596.9729