

Differences Between High School and College for Students with Disabilities	
HIGH SCHOOL	COLLEGE
Applicable Laws	
<ul style="list-style-type: none"> • I.D.E.A. (Individuals with Disabilities Act) • Section 504, Rehabilitation Act of 1973 • I.D.E.A. is about Success 	<ul style="list-style-type: none"> • ADA Amendments Act of 2008 (ADAAA) • ADA (Americans with Disabilities Act of 1990, Title II) • Section 504, Rehabilitation Act of 1973 • ADA is about Access; student provides the Success
Required Documentation	
<ul style="list-style-type: none"> • I.E.P. (Individual Education Plan) and/or 504 Plan • School provides evaluation at no cost • Documentation focuses on determining whether student is eligible for services - based specifically on disability categories in I.D.E.A. 	<ul style="list-style-type: none"> • HS IEP and 504 may be recognized as evidence of disability. Documentation guidelines may vary dependent on disability. • Students obtain evaluation at their own expense • Accommodations are determined after an interactive process between Accessibility staff, the student, and any relevant documentation.
Self-Advocacy	
<ul style="list-style-type: none"> • Student is identified by the school and is supported by parents and teachers • Primary responsibility for arranging accommodations belongs to the school • Teachers approach students if they believe assistance is needed 	<ul style="list-style-type: none"> • Student must self-identify to the disability office (OARS at UNCG) • Primary responsibility for self-advocacy and arranging accommodations belongs to the student • Professors are open and helpful, but most expect the student to initiate contact if assistance is needed
Parental Role	
<ul style="list-style-type: none"> • Parent has access to student records and can participate in the accommodation process. • Parent advocates for student 	<ul style="list-style-type: none"> • Parent does not have access to student records without student's written consent • Student advocates for self
Instruction	
<ul style="list-style-type: none"> • Teachers may modify/alter curriculum and pace of assignments • Student is expected to read short assignments which are discussed and may be re-taught in class • Students seldom need to read anything more than once and listening in class may be sufficient 	<ul style="list-style-type: none"> • Professors are NOT required to modify design or alter assignment deadlines • Students are assigned reading/writing which may not be directly addressed in class • Students need to review class notes, text and materials regularly
Grades and Tests	
<ul style="list-style-type: none"> • Testing is frequent and covers small amounts of material • Makeup tests are often available • Teachers often take time to remind students of assignments and due dates 	<ul style="list-style-type: none"> • Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, distraction-reduced environment, etc.) may be available as supported by appropriate demonstration of need. • Testing may be less frequent and may be cumulative, covering large amounts of material • Makeup tests are seldom an option; if they are, students need to request them • Professors expect students to read, save, and consult the course syllabus (outline); the syllabus indicates expectations, due dates, and grading information.
Study Responsibilities	
<ul style="list-style-type: none"> • Time and assignments are structured by others • Students may study outside class as little as 0 to 2 hours a week, possibly with last-minute test preparation 	<ul style="list-style-type: none"> • Accessibility Services may share referrals for tutorial services through the Academic Success Center. • ALL students are responsible for scheduling appointments. • It is the student's responsibility to complete assignments independently, not the tutor's. • Students need to study at least 2 to 3 hours outside of class for each hour spent in class.
Conduct	
<ul style="list-style-type: none"> • Disruptive conduct may be accepted. 	<ul style="list-style-type: none"> • Students who are disruptive and unable to abide by the university's Code of Conduct can be dismissed from the university.
Helpful General Information	
<ul style="list-style-type: none"> • Office of Accessibility Resources & Services, UNCG, EUC 215, oars@uncg.edu, 336/334-5440 - schedule a consultation ASAP. 	<ul style="list-style-type: none"> • Employment & Independence for People with Disabilities (EIPD; formerly Vocational Rehabilitation/VR): https://www.ncdhhs.gov/eipd - connect for a consult ASAP.

With or without a reasonable accommodation, students must do the same work and be graded with the same rigor as their peers.