

## **IDEA vs. Section 504/ADA/ADA Amendments Act**

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990), and the ADA Amendments Act (2008) apply to students in postsecondary education. This legislation is very different from the Individuals with Disabilities Education Act (IDEA), covering primary and secondary education, grades K-12. This means that some adjustment of the perspectives of students and parents is necessary with making the transition from high school to college.

<b>IDEA</b>	<b>Section 504/ADA/ADA Amendments</b>
Every Child is entitled to a <u>Free and Appropriate Public Education</u> (FAPE) in the “ <b>least restrictive environment</b> ” possible.	Students compete for admission and must be “ <b>otherwise qualified</b> ” to enter college, <u>without consideration of the disability</u> . Students participate in the general curriculum of the college; no continuum of placement exists.
Focused on creation of an Individualized Education Plan (IEP), the student will be assisted with participation in the general curriculum as much as possible.	Few colleges have “plans” for students with disabilities. Most coordinate appropriate accommodations without regard to goals or progress.
Yearly meetings of special and general education teachers plus auxiliary service personnel are held to discuss student progress and set goals.	The student is responsible for, first, disclosing the disability to Disability Service staff and for discussing approved accommodations with their instructors (professors).
Significant modification is often involved with curriculum and assessments (student required to learn only part of a unit, take shortened tests, exempt from certain assignment).	Instructors (professors) do not fundamentally alter the content or goals of their courses. Students are responsible for fulfilling all requirements of the course.
Classroom teachers receive a copy of the IEP and should have a thorough understanding of the disability and the goals of the education plan.	Instructors (professors) receive an Accommodation Notification Form but are not given access to any specific diagnostic data.
There is often pressure on special and general education teachers to do whatever is necessary to help students move on to the next grade level and, ultimately, graduation.	Students with disabilities are graded by the same standards as other students, regardless of the means through which their responses are provided (ex. use of a reader or scribe).
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