

Significant Differences between High School and College Disability Services	
High School	College/University
Applicable Laws	
I.D.E.A.	A.D.A.
Section 504	Section 504
Rehabilitation Act	Rehabilitation Act
Required Documentation	
I.E.P. (Individual Education Plan) and 504 Plan	Varies depending on the disability, I.E.P and 504 are not sufficient, must include the testing on which the accommodations are based.
School provides evaluation at no cost to student.	Student must get evaluation at own expense.
School conducts evaluations at prescribed intervals.	Student generally not required to be re-tested after initial documentation approved.
Student Role	
Student is identified and supported by parents/teachers.	Student must self-identify to the Disability Services Office or designated office.
Primary responsibility for accommodations belongs to the school.	Primary responsibility accommodations belongs to the student.
Parental Role	
Parents have access to student records and participate in the accommodation process	Parents do not have access to disability-related records unless student provides written consent.
Parents advocate for students.	Students advocate for self.
Teachers/Professors	
May modify curriculum and/or alter pace of assignments	Not required to modify curriculum.
Use multi-sensory approach.	Tend to rely on lecture; may or may not use multi-sensory approach.
Weekly testing, mid-term, final, and graded assignments.	Testing and assignment frequency vary.
Attendance taken and reported.	Attendance often not taken; student is responsible for attending class.
Grades	
Grades may be modified based on curriculum.	Grades reflect the quality of work submitted.