



Differences Between High School & University Disability Services

High School

College/University

Applicable Laws/ Accommodations

- I.D.E.A. (Individuals with Disabilities Education Act)
- Section 504, Rehabilitation Act
- Accommodations ensure success
- ADA (Americans with Disabilities Act 1990, Title II or III)
- Section 504, Rehabilitation Act
- Accommodations ensure equal access

Required Documentation

- I.E.P. (Individual Education Plan) or 504 Plan
- School provides evaluation at no cost to students
- Documentation focuses on determining whether students are eligible for services based on I.D.E.A. guidelines
- Documentation must provide current information on specific functional limitations for each category of disability and show a substantial limitation. (IEP/504 Plan alone, is insufficient)
- Students must obtain evaluations at own expense
- Additional accommodations and/or a change in the impact of the disability may warrant additional documentation

Student Role

- Students are identified and supported by parents/teachers
- Primary responsibility for accommodations belongs to the schools
- Teachers approach students if they believe additional resources may be needed
- Students must self-identify to the Disability Services Office (DSO)
- Primary responsibility for sharing the Accommodation Letter belongs to the students; students must initiate contact with professor to utilize approved accommodations in specific courses
- Students may need to utilize additional resources and/or methods to acquire course material

Parental Role

- Parents have access to student's records and may participate in the accommodation process
- Parents advocate for students
- Parents do not have access to disability-related records without written consent from their student
- Students advocate for themselves

Instruction

- Teachers - trained to teach including a multi-sensory approach; often teach to meet a variety of learning styles
- Teachers may modify curriculum and/or alter curriculum and pace of assignments
- Regular testing, mid-term, final, and graded assignments
- Short reading assignments that are then discussed and
- Professors - experts in their field; may or may not use multi-sensory approach; tend to rely on lecture
- Not required to modify curriculum or alter assignment deadlines
- Testing and assignment frequency vary
- Substantial amounts of reading and writing are required which may not be addressed directly in class
- Students need to review class notes and material

- often re-taught in class; students seldom have to read anything more than once; sometimes listening in class is enough
- Attendance taken and reported

- regularly
- Attendance often not taken or taken intermittently; student is responsible for attending class

Tests/Grades

- IEP or 504 Plan may include modifications to test/material format and/or grading; grades may be modified based on effort
- Testing is frequent and covers small amounts of material
- Teachers often take time to remind students of assignments and due dates and are willing to extend deadlines; make-up tests are often available

- Grades reflect the work submitted; curriculum & technical course standards may not be altered
- Grading and test format changes are generally not available; however accommodations on how tests are given may be available (i.e., extended time, proctors)
- Testing is usually infrequent and may be cumulative, covering large amounts of material; make-up tests are seldom an option; if they are an option, they must be requested
- Instructors expect students to know the course syllabus (outline); the syllabus spells out what is expected, when assignments are due, and how grading will be done. Extensions are determined individually per class and per assignment. Depending on the circumstances, accommodations and may not be reasonable or required

Study Skills & Responsibilities

- Tutoring and study support may be a service provided as part of an IEP or 504 Plan
- Time and assignments are largely structured by others
- Outside class study time may be as little as 0-2 hours per week, and may be last-minute test preparation; the majority of work is completed within class time

- Tutoring typically is not considered an accommodation because it is available to all students; therefore, students with disabilities must seek out tutoring and study skills resources
- Students must manage their own time and complete assignments according to established due dates
- Students may need as much as 2-3 hours per class outside of class time to complete work; the majority of work is completed outside the classroom

Disability Service Provider Role

- School seeks out students and reminds/ creates/ coordinates additional resources as needed
- Primary responsibility for accommodations belongs to the school

- DSO determines eligibility for reasonable accommodations under the ADA and Section 504
- DSO Creates Accommodation Letters outlining individually approved accommodations
- DSO Does not duplicate resources found elsewhere on campus. Refers students to resources as students identify potential need(s)
- DSO provides support and advocates for student

[Department of Education Transition Information](#)

“Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities”

FOR INFORMATION ABOUT DISABILITY SERVICES AT LENOIR-RHYNE UNIVERSITY CONTACT:

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