

**Disability Services in High School vs. College**

**Applicable Laws**

<b>High School</b>	<b>College</b>
Individuals with Disabilities Education Act (IDEA). IDEA is about success.	Americans with Disabilities Act as amended in 2008 (ADA). ADA is about access.
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973

**Required Documentation**

<b>High School</b>	<b>College</b>
Individualized Education Plan (IEP) and/or 504 Plan	High School I.E.P. and 504 are not sufficient. Visit our <a href="#">New Student Webpage</a> for more specific documentation guidance based on your category of disability.
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

**Advocacy**

<b>High School</b>	<b>College</b>
Student is identified by the school and is supported by parents and teachers	Student must self-identify to Student Disability Services & University Testing (SDS/UT)
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. Accommodations work only through SDS/UT; not through the faculty.

**Parental Role**

<b>High School</b>	<b>College</b>
Parent has access to student records and can participate in the accommodation process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

**Instruction**

<b>High School</b>	<b>College</b>
Teachers may modify curriculum and/or alter pace of assignments	Professors are not required to modify curriculum design or alter assignment deadlines
You are expected to read short assignments that are then discussed, and often re-taught, in class	You are assigned substantial amounts of reading and writing which may not be directly addressed in class
You seldom need to read anything more than once, and sometimes listening in class is enough	You need to review class notes and text material on a regular basis.

**Grades and Tests**

<b>High School</b>	<b>College</b>
I.E.P. or 504 plan may include modifications to test/quiz format and grading	Modifications to grading and test format (i.e. multiple choice vs. essay) are not typically supported. Accommodations to take those exams in their original format with extended time or reduced distraction are available when supported by disability documentation.
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save, and consult the course syllabus; the syllabus explains exactly what is expected of you, when it is due, and how you will be graded

**Study Responsibilities**

<b>High School</b>	<b>College</b>
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Tutoring DOES NOT fall under Student Disability Services & University Testing. Students with disabilities must seek out <a href="#">tutoring and writing support</a> as they are available to all students
Your time and assignments are structured by others	You manage your own time and complete assignments independently. Faculty may not accept late assignments or may give grade deductions if the assignment is late.

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<b>High School</b>	<b>College</b>
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	You need to study at least 2 to 3 hours outside of class for each hour in class