Differences in Disability Services
Between High School and College

	High Schools	College	Bethel College
Applicable Laws	• Individuals with Disabilities Education Act (IDEA). • Section 504, Rehabilitation Act of 1973.	• Americans with Disabilities Act (ADA), as amended. • Section 504 of the Rehabilitation Act of 1973. • Dept. of Housing and Urban Development Regulations. • FERPA (Family Educational Rights and Privacy Act).	• All of the information in the College section is applicable.
Goal	• Enable student success.	• Provide equal access to instruction; a "level playing field"	• Disability Services provides equal access. • Other services such as tutoring, peer coaching, and writing assistance available to to enhance success.
Documentation	• Individual Education Plan (IEP). • Section 504 plan. • School conducts evaluations as needed.	• Students self-report • Director's observations and interactions. • Current evaluations from applicable professionals including diagnosis, testing results, and other points may be required. • Students must get evaluation at own expense.	• Information in College section is applicable. • Documentation guidelines based on Association on Higher Education and Disability (AHEAD) guidance (http://www.ahead.org). • IEPs and 504s from high school may be used as additional information.
Parental Role	• School is required to include parents in process. • Parents have access to student records. • Parents advocate for their students.	• College officials are precluded from including parents once a student is enrolled (regardless of age). • Parents do not have access to students' records in most cases. • Students advocate for themselves.	• Parents urged to have the students communicate with college employees from application to enrollment. • Once enrolled, parents do not have access to any records unless a student gives permission electronically. • Students may opt to include parent in process.
Student Role	• Student is identified and supported by parents/teachers. • Implementing accommodations is the school's responsibility.	• Students self-identify to disability services (even if parents contact the office first). • Seeking and implementing accommodations is the student's responsibility.	• Student chooses whether or not to self-identify and/or use services. • Student is responsible to schedule accommodated testing and communicate such with the professor and CAS.

Teacher/ Professors/ Curriculum/ Grades	• Modifications to curriculum may be made. • Extended time for assignments and projects is common. • Multisensory approaches used.	• Modifying the coursework or expectations of the course is not an option. • Extended time on tests may be given, but not on assignments. • Multisensory approaches may or may not be used. The frequency of tests and assignments varies. The types of evaluations vary significantly. • Attendance may or may not be taken; student is responsible for attending class. • Grades are based upon the objectives and standards listed in the course syllabus.	• Information in College section is applicable. • College is writing intensive. Students are required to write in most classes. • Class participation and/or group work is expected. • Classroom attendance is considered an essential component of the curriculum. • Students who miss class frequently, regardless of the reason, may encounter situations where the faculty will not take the late work and may fail the student for lack of participation. • Grades may be heavily weighted on exam scores.
Course Selections and Requirements	• Courses selected by counselor; requirements may be modified to accommodate disability.	• Student is responsible for knowing requirements and, with the guidance of an advisor, for selecting courses. • Course substitutions for requirements may occur in specific situations.	• Students must articulate any concerns or issues about particular requirements to their advisor. Most often the advisor can guide students to courses which minimize the impact of the disability.
Process		• When a student (or a parent of a student) discloses a disability to an employee (excluding Health and Counseling Services), the information is to be communicated to Disability Services (or the faculty-staff member refers the student to disability services).	• Student makes appointment with Director of Academic Success for an intake to review records and determine accommodations. • Student follows through with testing, if needed. • Student is responsible to obtain faculty signatures to their accommodation form each semester.
Housing Accommodations	• Usually not relevant as most high schools; students live at home.	• Some colleges have the housing staff make accommodation decisions; others have the disability services provider make suggestions for housing accommodations.	• Students are to make requests for housing accommodations as far in advance as possible, as there are limited options within the residence halls. • Housing requests submitted to Student Life for approval.

Bethel College Center for Academic Success

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