

California Lutheran University

Disability Support Services

Significant Differences in Disability Services Between High School and College

| | High Schools | Colleges/Universities | California Lutheran University |
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| Applicable Laws | <p><i>Individuals with Disabilities Education Act (IDEA)</i></p> <p><i>Section 504, Rehabilitation Act of 1973</i></p> | <p><i>-Americans with Disabilities Act (ADA), as amended</i></p> <p><i>-Section 504 of the Rehabilitation Act of 1973.</i></p> <p><i>-Dept. of Housing and Urban Development Regulations</i></p> <p><i>-FERPA (Family Educational Rights and Privacy Act)</i></p> | <p>All of the information in the College section is applicable; below are additional pieces of information.</p> <p>CLU's Approach to Privacy (see Parent or Student Handbook)</p> |
| Goal | Enable student success | Provide equal access | Disability Support Services (DSS) provides equal access; other CLU services for all students available to enhance success |
| Disability Information | <p><i>Individual Education Plan (IEP)</i></p> <p><i>Section 504 plan</i></p> <p>School conducts evaluations as needed.</p> | <p>-Student self-report</p> <p>-Director's observations and interactions</p> <p>-Current evaluations from applicable professional including diagnosis, testing results, and other points may be required.</p> <p>-Student must get evaluation at own expense.</p> | <p>Disability information guidelines based on Association on Higher Education and Disability (AHEAD) guidance (http://www.ahead.org).</p> <p>IEPs and 504s from high school may be used as additional information.</p> |

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| <p>Parental Role</p> | <p>School is required to include parents in process.</p> <p>Parents have access to student records.</p> <p>Parents advocate for student.</p> | <p>College officials are precluded from including parents once student is enrolled (regardless of age).</p> <p>Parents do not have access to students' records in most cases.</p> <p>Students advocate for themselves.</p> | <p>Parents urged to have the student communicate with college employees from application to enrollment.</p> <p>Once enrolled, parents do not have access to any records unless student signs written consent.</p> |
| <p>Student Role</p> | <p>Student is identified and supported by parents/teachers.</p> <p>Implementing accommodations is school's responsibility.</p> | <p>Students <i>self-identify</i> to disabilities services or other designated staff (even if parents contact the office first).</p> <p>Seeking and implementing accommodations is the student's responsibility.</p> | <p>Student chooses whether or not to self-identify and/or use services.</p> <p>Once a student comes forward, the DS staff will explain policies, procedures, and philosophy to student.</p> |
| <p>Teachers/ Professors/ Curriculum/ Grades</p> | <p>Modifications to curriculum and/or changes to the pace may be made. (Not for college credit classes, however.)</p> <p>Multi-sensory approaches used.</p> <p>Frequent testing, and graded assignments used.</p> <p>Attendance taken and reported.</p> <p>Grades may be modified based on curriculum.</p> | <p>Modifying essential components of courses and/or curriculum is not an option.</p> <p>Multi-sensory approaches may or may not be used. The frequency and types of tests and assignments varies. Study guides are typically not provided.</p> <p>Students typically cannot use notes on exams. Attendance may or may not be taken; student is responsible for attending class.</p> <p>Grades based upon the objectives and standards listed in the course syllabus.</p> | <p>The College is writing intensive. Students are required to write in most classes.</p> <p>Group work and class participation is a frequent expectation.</p> <p>Classroom attendance is considered an essential component of the curriculum. Students that miss class frequently, regardless of the reason, may encounter situations where faculty will not take the late work and may fail the student for lack of participation; <i>all of the information in the College section is applicable.</i></p> |

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| 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, selecting courses. Course substitutions for requirements may occur in specific situations. | Students must articulate any concerns or issues with 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 parent of a student) discloses a disability to an employee (excluding Health and Counseling Services), the information could be communicated to the disability office. OR, the faculty-staff member refers the student to the disability office. | If the coordinator of DSS receives information regarding a student's disability from any source, the coordinator may then try to contact the student to let the student know of available resources, policies, procedures, and philosophy. Students need to contact DSS to follow-up with the submission of such information as it is the responsibility of the student to self-identify. |
| Housing Accommodations | Usually not relevant as most traditional-aged h.s. students live at home. | Some colleges have the Residence Life staff make accommodation decisions; others have the disability services provider make such decisions. | Students are to make requests for housing accommodations to DSS as far in advance as possible as there are limited options within the halls; students should keep in mind the initial housing deadlines. DSS will determine the appropriateness of the requests. |
| Environment | Consistent monitoring, structured environment, set schedule | Self-monitoring, unstructured environment, discretionary/ free time | Students needing daily check-ins, academic coaching, or private tutoring will need to recruit and hire such professionals; this cost is the responsibility of the student. DSS will not pay for such assistance, nor does it provide such; students may inquire with DSS for potential suggestions. <i>All of the information in the College section is applicable.</i> |

More information on best practices in disability information and transition planning can be found on the Association on Higher Education and Disability's web site (<http://www.ahead.org>) and from the U.S. Department of Education Office for Civil Rights' pamphlet "**Students with Disabilities: Preparing for Postsecondary Education: Know Your Rights and Responsibilities**" (<http://www.ed.gov/ocr/transition.html>).

Disability Support Services (DSS)
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