

Differences between High School and College for Students with Disabilities

Disabled Students Programs and Services (DSPS) is **not** a continuation of special education. There is no special education in college and university.

HIGH SCHOOL	POST-SECONDARY
Applicable Laws	
IDEA, Individuals with Disabilities Act	ADA, Americans with Disabilities Act
SECTION 504, Rehabilitation Act of 1973	SECTION 504, Rehabilitation Act of 1973
Every student with a disability has a right to a high school education. Responsibility falls on the school and parents, as well as the student.	Every student has an equal opportunity to earn a college degree. Every student is responsible for their own success or failure.
IDEA is about success.	ADA is about access.
Required Documents and Advocacy	
IEP and/or 504 Plan	IEP and/or 504 Plan might not be sufficient. DSPTS is not bound by IEP/504 Plan content. Documentation via relevant professional provider, ex, psychiatrist.
School provides evaluation at no cost.	Post-secondary is not mandated to provide evaluations/assessments nor responsible for identifying needs.
Documentation focuses on determining whether student is eligible for services based on specific disability categories.	Documentation should provide information on specific functional limitations and demonstrate the need for specific accommodations.
School is responsible for identifying the needs and arranging accommodations. Child Find.	Student must self-identify and initiate the process and make DSPTS aware. At GCC, that means a student is responsible for contacting DSPTS to establish services. Student is responsible for arranging accommodations on an on-going basis. At GCC, the student will need to contact the Accommodations Resource Center (ARC) to secure accommodations for their classes each term.
Confidentiality and Role of Parents/Guardians	
Parents are responsible for making sure the school is accommodating their child properly. They are the primary advocate outside of the student.	Students are expected to advocate for themselves. *If there is an educational guardianship, then a copy must be provided to DSPTS.
Parents may have access to any student information re: disability and services.	Student must give permission for parents to obtain information about services and classes. *
Parents receive regular feedback from school.	Contact with parents is limited via FERPA (Family Education Right to Privacy Act) and privacy laws.*
Student's disability info is discussed by parents, teachers, administrators, and others on the IEP team, as well as those diagnosing or working to accommodate.	Disability, services, etc., are covered by FERPA. Written and/or verbal permission from the student is required for contact with and/or disclosure to third parties, including parents.
Teachers are aware of student's diagnosis/es.	Diagnosis/es are not disclosed to the instructors without the student's consent. DSPTS staff may disclose necessary information in a "need to know" situation.

Modifications	Accommodations
Modifications change <i>what</i> the student is taught or expected to do.	Accommodations change <i>how</i> a student learns or accesses the curriculum.
Modifications provide tools, materials, technology, aids, space, and time to help the student <i>achieve</i> the curriculum.	Accommodations provide tools, materials, technology, aids, space, and time to help the student <i>access</i> the curriculum.
Teachers may modify/change the curriculum and/or alter the pace of assignments.	Instructors are not required to modify curriculum design. No fundamental alterations to the course or its curriculum.
IEP/504 Plan might include modifications to test and/or grading.	Accommodations on how tests are given are allowable if supported by eligibility.
Modifications are changes to course content, required work, instruction, assignment, objective, or outcome. They change the learning goal.	Accommodations are supports and services provided to help a student access curriculum. Curriculum learning expectations and outcomes are the same as for non-DSP students.
Modifications change the complexity level of information.	Accommodations might change the way a student can respond.
Modifications allow the student to experience the same curriculum but with different learning outcomes.	Allows students with disabilities the opportunity to complete the same level of curricular activities as non-DSPS students.
Modifications might use different grading criteria appropriate to student's specific level and needs.	Grading is the same as for non-DSPS students.
Examples:	
Teacher assigns 5 paragraph essay to class, and special education student needs to complete only 3 paragraphs for full credit.	DSPS student will need to complete the same requirements as everyone else.
Teacher assigns 30 vocabulary words for test. Special education student needs to complete 20 for full credit.	DSPS student will need to complete the same requirements as everyone else.
Special education student might complete fewer assignments than the rest of the class throughout the term.	DSPS students will need to complete the same requirements as everyone else. Ex, an instructor assigns two essays, a group project, weekly quizzes, a midterm and a final.
Learning and Behavior	
Teacher reviews expectations, etc.	Student is expected to read the syllabus and be aware of deadlines, assignments, projects, etc.
Teacher helps with accessing class technology.	Student is responsible for navigating general class technology, such as Canvas, Zoom, etc.
Teacher provides reminders.	Student manages their time and assignments independently.
Outside of class studying times vary.	Student should expect to spend at least 2 to 3 hours studying outside the class for each hour of class time or each unit (credit).
Teacher will often initiate offers of help, suggest or provide tutoring, etc.	Student to seek help from instructor, attend office hour, go to tutoring, meet with counselor, etc.
Instructor may provide notes to student.	Student is responsible for own notes. Notetaking assistance is available based on eligibility.
Student to abide by code of conduct. Manifest determination.	Student to abide by code of conduct. No manifest determination. No exceptions due to disability.