



DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE FOR STUDENTS WITH DISABILITIES

| Laws Governing Education for High School Students with Disabilities | Laws Governing Education for College Students with Disabilities |
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| High schools are subject to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, as well as the Americans with Disabilities Act (ADA). <i>Guiding Principle:</i> The IDEA is an entitlement statute and is about free appropriate public education or the hope for success. | Post-secondary institutions are subject to Section 504 of the Rehabilitation Act and the ADA. They are not subject to IDEA. <i>Guiding Principle:</i> Section 504 and the ADA are about equal access or the opportunity to compete. Students must be otherwise qualified for the educational program and meet eligibility standards for disability assistance. |
| Accommodations in High School | Accommodations in College |
| You do not have to request accommodations. Counselors, special education teachers, and parents help you to make decisions concerning your Individual Education Plan (IEP). <i>Guiding Principle:</i> School districts identify students with disabilities and provide appropriate services. | You must disclose to the college's Disabilities Service Provider (DSP) that you have a disability, provide adequate, current documentation, and follow the guidelines of the Disabilities Services Office in order to obtain the reasonable accommodations you need to help ensure your success in college. <i>Guiding Principle:</i> You are responsible for disclosing your disability, providing documentation, and following up during each term of enrollment. You are considered to be an adult and must self-advocate. |
| Personal Freedom in High School | Personal Freedom in College |
| Your time is usually structured by others. <i>Guiding Principle:</i> You will usually be told what your responsibilities are and corrected if your behavior is out of line. | You manage your own class schedule and time. <i>Guiding Principle:</i> As an adult, you are responsible for choices and the consequences of those decisions. |
| High School Classes | College Classes |
| Most of your classes are arranged for you. Teachers carefully monitor class attendance. You are provided textbooks at little or no expense. You are not responsible for knowing what it takes to graduate. | You arrange your own schedule after consultation with your academic advisor. Schedules tend to look lighter than they really are. You may be expected to spend at least twice as much time on your studies as you spend in the actual classroom. Strict attendance requirements will be enforced. Students with more than the allowed number of absences may be dropped from a course, regardless of their grades. No prior notice to the student is required. You need to budget substantial funds for textbooks, which will usually cost more than \$200 each term. Be sure to apply for financial aid well in advance of your first term of enrollment. Graduation requirements are complex and vary for different majors/programs and are subject to change. You are expected to know the requirements that apply to you. |

| High School Teachers | College Instructors |
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| Teachers have been trained in teaching methods to assist in imparting knowledge in a variety of ways to reach students with different learning styles. | Instructors have been trained as experts in their particular fields of work and may not use a teaching style that is familiar to you. |
| Teachers provide you with information missed during your absence. | Instructors expect you to request any notes or information missed from your absence. |
| Teachers present information to help you understand the material in the textbook. | Instructors may not follow the textbook. Instead, to supplement the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. They will expect you to relate the class lectures to the textbook readings. |
| Teachers often write information on the board to be copied into your notes. | Instructors may lecture nonstop, expecting you to extract the important points for your notes. When instructors write on the board, it may serve to clarify specific information, not summarize the lecture. Good note-taking is a necessary skill in a college classroom. |
| Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the learning process. | Instructors expect you to analyze and make connections between unrelated topics. |
| Teachers often take time to remind you of assignments and due dates. | Instructors expect you to read and retain information presented in the course syllabus; the syllabus contains course requirements, important dates, and the grading system for the class. |
| Studying in High School | Studying in College |
| You may study outside of class very little each week, and this may be mostly last-minute test preparation. | You may need to study as least 2 to 3 hours for each hour spent in class, depending on the course you are taking. |
| You often need to read or hear a presentation only once to learn all of the information presented. | You need to review class notes and text material regularly. |
| You are expected to read short assignments that are then discussed, and often re-taught, in class. | You may be assigned substantial amounts of reading and writing which may not be directly addressed in class. |
| <i>Guiding Principle:</i> You will usually be told in class what you needed to learn from assigned readings. | <i>Guiding Principle:</i> It is up to you to read and understand the assigned material. Instructors create assignments and give lectures assuming you have done so. |
| Tests in High School | Tests in College |
| Testing is frequent and covers small amounts of material. | Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the instructor, need to organize material to prepare for a test. Some courses may only have two or three tests per term. |
| Make-up tests are often available. | Make-up tests are rarely an option; if they are, you need to request them. |
| Teachers frequently rearrange test dates to avoid conflicts with other school events. | Instructors in different courses usually schedule tests without regard to the demands of other courses or outside activities. |
| Teachers frequently conduct review sessions, pointing out the most important concepts. | Instructors sometimes offer review sessions, and when they do, they expect you to be an active participant. In other words, study beforehand and bring questions to the review session. |

| Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you or to solve the kinds of problems you were shown how to solve. | Mastery is often seen as the ability to apply what you have learned to new situations/circumstances or to solve new kinds of problems. |
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| Grades in High School | Grades in College |
| You are graded on conduct. This grade is based on expectations for behavior in the classroom. Work ethics are not considered. | Work ethics (appearance, character, attendance, teamwork, attitude, cooperation, organization, productivity, communication, respect) are taught at Georgia's Technical Colleges. You will receive a work ethics grade for each course taken. |
| Initial test grades, especially when they are low, may not have an adverse effect on your final grade. | Watch out for your first tests. These are usually "wake-up calls" to let you know what is expected and may account for a substantial part of your overall grade. If you receive notice of low grades in a Learning Support, Core, or Entry Level Occupational Course, request a tutor through the Student Success Center. |
| <i>Guiding Principle:</i> "Effort Counts" Courses are usually structured to reward a "good-faith effort." | <i>Guiding Principle:</i> "Results Count." Although "good-faith effort" is important in regard to the instructor's willingness to help you achieve good results, it will not substitute for results in the grading process. |

Adapted from web page found at "<https://www.smu.edu/provost/sasp/NeatStuffforNewStudents/HowIsCollegeDifferentfromHighSchool>" – Southern Methodist University and from the web page found at "<http://www.advising.wayne.edu/hndbk/different.php>" - Wayne State University