

Differences Between High School and College



It is important that students and families recognize and understand the differences between high school and college before making a decision about whether to attend college or explore other options.

The charts below describe the differences in key areas that impact student learning.

APPLICABLE LAWS	
High School	College
<ul style="list-style-type: none"> ·Section 504, Rehabilitation Act of 1973 ·IDEA (Individuals with Disabilities Education Act) ·IDEA is about Success 	<ul style="list-style-type: none"> ·Section 504, Rehabilitation Act of 1973 ·ADA (Americans with Disabilities Act of 1990, Title 11) ·ADA is about Access
REQUIRED DOCUMENTATION	
High School	College
<ul style="list-style-type: none"> ·IEP (Individual Education Plan) and/or 504 Plan is the guiding document of support ·School provides evaluation at no cost to student or family ·Documentation focuses on determining whether student is eligible for services based[GU1] on specific disability categories in IDEA [GU1]services based on 	<ul style="list-style-type: none"> · Accommodation letter is the guiding letter of support - high school IEP and 504 are not sufficient documentation ·Guidelines in the college disability center/department of the college specify information needed for each category of disability ·Student must get evaluation at own expense ·Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations
SELF-ADVOCACY	
High School	College
<ul style="list-style-type: none"> ·Student is identified by the school and is supported by parents and teachers ·Primary responsibility for arranging accommodations belongs to the school ·Teachers approach you if they believe you need assistance ·Students should be practicing self-advocacy skills in high school 	<ul style="list-style-type: none"> ·Student must self-identify to the college disability services office ·Primary responsibility for self-advocacy and arranging accommodations belongs to the student ·Students are responsible for sharing their Accommodation Letter and/or discussing their accommodations with a professor. Professors are usually open and helpful, but most expect you to initiate contact if you need assistance
PARENTAL ROLE	
High School	College
<ul style="list-style-type: none"> ·Parent has access to student records and can participate in the accommodation process ·Parent advocates for student assistance as appropriate 	<ul style="list-style-type: none"> ·Parent does not have access to student records without student's written consent ·Student advocates for self

INSTRUCTION

High School

College

- Teachers may modify curriculum and/or alter curriculum pace of assignments
- You are expected to read short assignments that are then discussed and often re-taught in class
- You seldom need to read anything more than once, sometimes listening in class is enough

- Professors are not required to modify design or alter assignment deadlines
- You are assigned substantial amounts of reading and writing which may not be directly addressed in class
- You need to review class notes, text and material regularly

GRADES AND TESTS

High School

College

- IEP or 504 plan may include modifications to test format and/or grading
- Testing is frequent and covers small amounts of material
- Makeup tests are often available
- Teachers often take time to remind you of assignments and due dates

- Grading and test format changes (i.e. multiple choice vs. essay) are generally not available
- Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation
- Testing is usually infrequent and may be cumulative, covering large amounts of material
- Makeup tests are seldom an option; if they are, you need to request them
- Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spell out exactly what is expected of you, when it is due, and how you will be graded

STUDY RESPONSIBILITIES

High School

College

- Tutoring and study support may be a service provided as part of an IEP or 504 plan
- Your time and assignments are structured by others
- You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation
- Districts may provide a laptop and or books for students during their high school experience

- Tutoring DOES NOT fall under college disability services.
- Students with disabilities must seek out student support services as they are available to all students (ex. math, writing, or computer centers, etc.)
- You manage your own time and complete assignments independently
- You need to study at least 2 to 3 hours outside of class for each hour in class
- Students are responsible for purchasing their course materials and laptop prior to the start of class

ACTIVITIES OF DAILY LIVING

High School

College

- Time management to and from class could be prompted by bells or teachers
- School consecutive hours (start and finish times) are determined by district, typically a class runs 45 minutes
- Transportation is typically provided by district to get to and from school
- District personnel may be assigned to support in various areas including personal care, safety and academic support

- Students need to manage their class schedules independently
- College classes may vary in length (up to 3 hours) and may happen during the day or evenings
- Students are responsible for arranging transportation
- Students are responsible to hire personal care assistant, if needed, to access college courses