



College is **DIFFERENT** from High School

Laws Governing Education

for High School Students with Disabilities

- 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).
- Guiding principle: The IDEA is an entitlement statute and is about free appropriate public education, or the hope for success.

Laws Governing Education

for College Students with Disabilities

- Post-secondary institutions are subject to Section 504 of the Rehabilitation Act and the ADA. They are not subject to IDEA.
- Guiding principle: Section 504 and 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.

Special Accommodations in High School

- You do not have to request special accommodations. Counselors, special education teachers and parents help to make decisions concerning your Individual Education Plan (IEP).
- Guiding principle: School districts identify children with disabilities and provide appropriate services.

Special Accommodations in College

- You must self-disclose to the college's Disabilities Service Provider (DSP) that you have a disability, provide adequate and current documentation, and follow the guidelines of the Special Services Office in order to obtain the reasonable accommodations you need to help ensure your success in college.
- Guiding principle: You are responsible for disclosing your disability, providing documentation and following up during each quarter of enrollment. You are considered to be an adult and must self-advocate.

Personal Freedom in High School

- Your time is usually structured by others.
- Guiding principle: You will usually be told what your responsibilities are & corrected if your behavior is out of line.

Personal Freedom in College

- You manage your own time.
- Guiding principle: You're old enough to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

High School Classes

- Most of your classes are arranged for you.
- Teachers carefully monitor class attendance.
- You are provided with textbooks at little or no expense.
- You are not responsible for knowing what it takes to graduate.

College Classes

- You arrange your own schedule in 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 class.
- Attendance requirements are very strict. Students with more than the allowed number of absences may be dropped from a course, regardless of their grades.
- You need to budget substantial funds for textbooks, which will usually cost well over \$200 each quarter. Be sure to apply for financial aid well in advance of your first quarter of enrollment.
- Graduation requirements are complex, and differ for different majors and sometimes for different years. You are expected to know those that apply to you.

High School Teachers

- Teachers have been trained in teaching methods to assist in imparting knowledge to students.
- Teachers provide you with information you missed when you were absent.
- Teachers present material to help you understand the material in the textbook.
- Teachers often write information on the board to be copied in your notes.
- Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.
- Teachers often take time to remind you of assignments and due dates.

College Instructors

- Instructors have been trained as experts in their particular fields of work and may not use a teaching style that is familiar to you.
- Instructors expect you to get any notes you missed from classmates.
- Instructors may not follow the textbook. Instead, to amplify 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.
- Instructors may lecture nonstop, expecting you to identify the important points in your notes. When instructors write on the board, it may be to amplify the lecture, not to summarize it. Good notes on your part are a must.
- Instructors expect you to think about and make sense of and connect seemingly unrelated topics.
- Instructors expect you to read, save and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

Studying in High School

- You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.
- You often need to read or hear presentations only once to learn all you need to learn about them.
- You are expected to read short assignments that are then discussed, and often re-taught, in class.
- Guiding principle: You will usually be told in class what you needed to learn from assigned readings.

Studying in College

- You may need to study at least 2 to 3 hours outside of class for each hour in class, depending on the course you are taking.
- You need to review class notes and text material regularly.
- You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
- Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

Tests in High School

- Testing is frequent and covers small amounts of material.
- Makeup tests are often available.
- Teachers frequently rearrange test dates to avoid conflict with school events.
- Teachers frequently conduct review sessions, pointing out the most important concepts.
- 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.

Tests in College

- Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the instructor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a quarter.
- Makeup tests are rarely an option; if they are, you need to request them.
- Instructors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
- Instructors sometimes offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
- Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

Grades in High School

- You are not graded on work ethics.
- Initial test grades, especially when they are low, may not have an adverse effect on your final grade.
- Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."

Grades in College

- 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. Employers take note of your work ethics grades and may base their hiring decisions on them.
- Watch out for your first tests. These are usually "wake-up calls" to let you know what is expected—but they also may account for a substantial part of your course grade. If you receive notice of low grades in a Learning Support, core, or entry-level occupational course, request a tutor through the TRACS Center, Room 113 (Stewart building).
- Guiding principle: "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.