**Differences between High School and College**

**Class Time**

**Class Size**

**Study Time**

**Tests**

**Grading**

**Teaching**

**Freedom**

**High School**

6 hours per day, 180 days; total: 1,080 hours

25-30 students

1-2 hours per day, to complete homework

Weekly, at the end of every chapter

Evaluations may be subjective, basedonlevel of effort or level of improvement.

Teachers take attendance and regularly check notebooks and homework. Teachers may lecture from textbooks and often use whiteboard and worksheets.

Most of the time is *structured*. Teachers, other adults, and parents regulate behavior. High schools have just a few monitored buildings.

**College**

12-15 hours per wk., 28 wks.; total: 336-420 hours

GC – 10 to 70 students

Others – up to 200-300

2-3 hours for every hour in class; 24-45 hours per week

2-4 per semester, at the end of four chapters

Satisfactory academic standing requires GPA of 2.0 or above, based on mastery of content.

Professors might not take attendance or check homework or daily work. Professors’ lectures might not follow textbooks closely. Professors require library research and expect you to integrate ideas from varied sources.

Managing time and personal freedom is a college student’s greatest challenge. Self-reliance is the key. Campuses may be large.

Adapted from Shaw, Brinckerhoff, Kistler, & McGuire. *Learning Disabilities: A Multidisciplinary Journal,* 1991. 2, 21-26.

**Are You Transitioning from High School?**

If you are a student with a disability who is in transition from high school to college, you will find that college is different from high school for you in some important ways. Some key differences and the laws that support these differences are as follows:

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| **Laws - High School** | **Laws - College** |
| Individuals with Disabilities Act (IDEA) |  |
| Section 504 of the Rehabilitation Act (Subpart D) | Section 504 of the Rehabilitation Act |
| Americans with Disabilities Act (ADA), as amended | Americans with Disabilities Act (ADA), as amended |
| Civil Rights Restoration Act | Civil Rights Restoration Act |
| **Basis for Participation – High School** | **Basis for Participation – College** |
| Entitlement: rights-based | Eligibility: otherwise qualified |
| **Educational Focus – High School** | **Educational Focus - College** |
| Remediation: obligated to help student achieve success | Accommodations: obligated to provide equal access |
| **Who’s Responsible – High School** | **Who’s Responsible - College** |
| School district and parents | College and student |
| **Goal – High School** | **Goal - College** |
| High School diploma, college or work | College degree, employment |

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| **The high school’s responsibilities include the following:** | **The post-secondary level institutional role changes as follows:** |
| **Identify** students with disabilities. | **Protect** a student’s right to privacy and confidentiality. |
| **Assess** learning disabilities. | **Provide** access to programs and services, for persons with disabilities. |
| **Classify** disabilities according to specified diagnostic categories. | **Determine,** based on student-provided documents, that a mental or physical impairment causes a substantial limitation of a major life activity. |
| **Involve** parents or guardians in placement decisions. | **Accept** and evaluate verifying documentation. |
| **Provide** certain non-academic services. | **Determine** whether a reasonable accommodation is possible for students who are otherwise qualified for the program or service. |
| **Place** students in programs where they can benefit. | **Inform** students of office location and procedures for requesting accommodations. |
| **Structure** a large part of the student’s weekly schedule. | **Provide** reasonable access to program and service choices equal to those available to the general public. |
| **Modify** educational programs. | **Make** reasonable accommodations for students who meet the above qualifying criteria. |
| **Prepare** Individualized Education Plans (IEPs). | **Suggest** reasonable adjustments in teaching methods which do not alter the essential content of a course or program. |
| **Provide** a free and appropriate education. | **Assure** that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA, as amended. |
| **Provide** appropriate services by the school nurse or health service. | **Inform** students of their rights and responsibilities. |

Modified from *Disability Resources & Services Student Handbook*, Scottsdale (AZ) Community College