



1

HIGH SCHOOL**HIGH SCHOOL CLASSES**

- You have limited class choices and the school creates your schedule.
- Generally classes have no more than 35 students.
- You proceed from one class directly to the next.
- You usually spend six hours a day in classes.
- Attendance is taken.
- Textbooks are provided at little or no expense.
- Required classes are the same for all students.
- Modifications that change course rigor, volume or outcomes may be offered based on an IEP.
- You will do most of your studying in class.

2

COLLEGE**COLLEGE CLASSES**

- You choose your classes and set your schedule.
- Classes may have more than 100 students.
- You often have several hours between classes which may be scheduled throughout the day and evening.
- You attend 2-4 classes per day, usually 12-16 hours per week.
- Attendance may or may not be taken, but professors know who misses.
- Textbooks are expensive. The cost is your responsibility.
- Classes are based on a field of study and requirements vary.
- Modifications that change rigor, volume or outcomes will not be offered.
- You will do most of your studying outside of class, at least 2-3 hours outside of class for each hour in class.

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HIGH SCHOOL**HIGH SCHOOL TEACHERS**

- Teachers remind students of incomplete work.
- Teachers approach students if they feel they need help.
- Teachers are often available for conversation before, during or after class.
- Teachers have been trained in teaching methods to assist in imparting knowledge to students.
- Teachers provide you with information you may have missed if you were absent.
- Teachers present material to help you understand what is 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.
- Teachers bear much of the responsibility for your learning.

2

COLLEGE**COLLEGE PROFESSORS**

- Professors may not remind students of incomplete work.
- Professors are usually open and helpful but most will expect you to initiate contact if you need assistance.
- Professors expect and want you to attend scheduled office hours.
- Professors have been trained as experts in their particular areas of research.
- Professors expect you to get from classmates any information you may have missed when absent.
- Professors may not follow textbooks. You are expected to read on your own. Lectures enhance information from the book.
- Professors may lecture non-stop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
- Professors expect you to think independently and make the connection between topics.
- Professors expect you to read, save and refer to the course syllabus to keep track of due dates and assignments.
- You bear the responsibility for your learning while professors serve as guides, mentors and resources.

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HIGH SCHOOL

STUDYING IN HIGH SCHOOL

- You may study as little as 0-2 hours per week and this may be to get ready for a test.
- You often need to hear or read material only once to learn all you need about a topic.
- You read short assignments that are then discussed in class and often retaught in class.
- You are frequently told what you need to learn from assigned readings.

2

COLLEGE

STUDYING IN COLLEGE

- You may need to study at least 2-3 hours for each hour of class.
- You will need to continually review class notes and text information to learn course materials.
- You may be assigned large amounts of reading and writing that may not be discussed in class.
- It is up to you to understand what must be learned from reading assignments. Lectures and assignments proceed from the assumption that you have already read the material.

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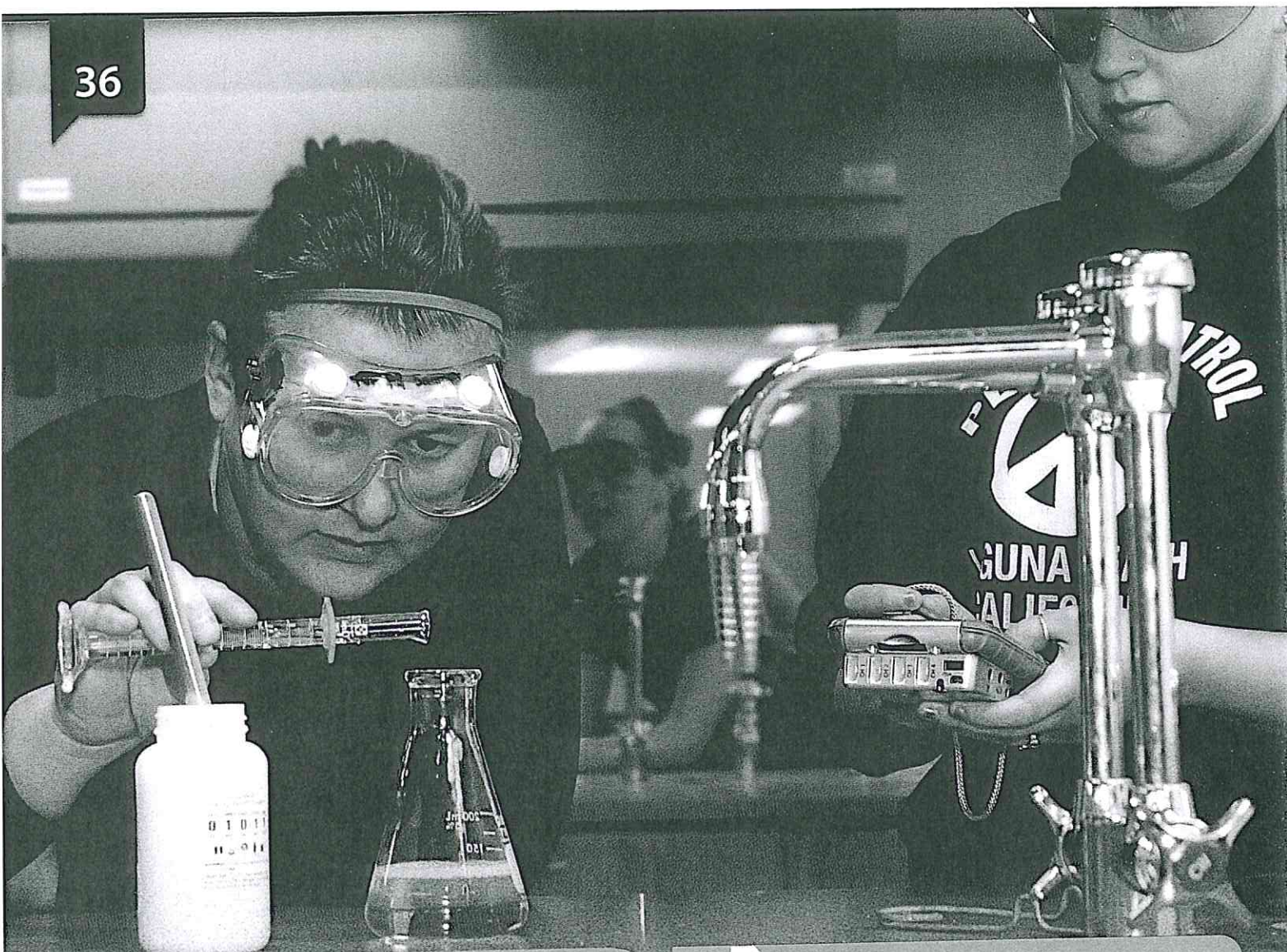
HIGH SCHOOL**TESTS IN HIGH SCHOOL**

- Testing is frequent and covers small amounts of material.
- Makeup tests are often available.
- Teachers may rearrange test dates to avoid conflict with school event times.
- Teachers frequently conduct review sessions.
- Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you.

2

COLLEGE**TESTS IN COLLEGE**

- Tests may be infrequent and cover large amounts of material and could be cumulative. You, not the professor, organize the material to prepare for a test.
- Makeup tests are often not available.
- Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
- Professors usually do not offer review sessions, and when they do, they expect the student to come with questions and be an active participant.
- Mastery is often seen as the ability to apply what you have learned to new situations or to solve new kinds of problems.



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HIGH SCHOOL

HIGH SCHOOL GRADES

- Grades are given for most assigned work.
- Good homework grades may help to raise poor test scores.
- Extra credit options are usually available to raise your grade.
- Initial tests are usually not counted, especially if they are low.
- You may graduate as long as you have passed all required courses with a grade of D or better.

2

COLLEGE

COLLEGE GRADES

- Assigned work may or may not be graded.
- Tests and major papers provide the majority of the grade, but a grade may be lowered if homework is not done.
- Extra credit options are usually not available to raise a course grade.
- First tests reveal expectations of the instructor and are usually a part of the final grade.
- You may graduate only if your average in classes meets the departmental standard—typically a 2.0 (C) or better.

SPECIAL EDUCATION IN HIGH SCHOOL

- Individuals with Disabilities Education Act (IDEA) applies to high schools.
- Students receive special education and related services based upon identified needs.
- Behavior can be viewed as a manifestation of the disability, and different behavior standards are allowed.
- Accommodations and modifications are communicated to the teachers by the case manager.
- Modifications that change course rigor, volume or outcomes may be offered based on an IEP.
- Services are delivered to the student.
- The school informs the parents of your progress.
- The case manager and/or parent act as your advocate.
- Schools are required to identify students with disabilities through free assessments.
- Services may include individually designed instruction, curriculum modifications and accommodations based on an IEP.
- There are regular meetings to discuss your progress.
- Assessment, physical therapy and personal care are provided by the high school.
- School personnel seek you out and decide what services and support you can receive.
- You receive services in a special education classroom or from a related service provider.
- Documentation is coordinated by a school psychologist or appointed staff person. The high school staff develops an IEP from documentation, and testing is provided and paid for by the school.
- IDEA provides the mandate and funding to schools for in-school special education services as well as transportation/buses to school, physical, occupational, speech therapy, and tutoring.

DISABILITY SERVICES IN COLLEGE

- State law, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) apply to colleges.
- Disability services are available.
- You must meet the college's behavioral conduct standards.
- Modifications are usually not available, and you must request and discuss accommodations yourself.
- Modifications that change rigor, volume or outcomes will not be offered.
- You must request services through the disability services office.
- The school cannot communicate with your parents without your permission.
- You need to be your own advocate.
- You are responsible for disclosing your disability, providing current documentation and paying for an assessment if needed.
- Reasonable accommodations for access are available. The 504 Plan and IEP end upon high school graduation.
- You are responsible to monitor your own progress.
- You are responsible for arranging and paying for personal services and medical care.
- You must request help; no one will come to find you.
- You receive access services from a designated person or office, and the service model may differ from college to college.
- You must provide information about your disability (documentation), and colleges can set their own guidelines for documentation. After high school, you may be required to pay for a new evaluation if one is needed.
- Colleges are required to offer reasonable accommodations and support services, not services of a personal nature. Tutoring is usually not offered through disability services, but is generally a service available to all students. It is your responsibility to arrange for the transportation and therapy you need.