

# College Accommodations are Different from High School

<b><i>Laws Governing Education for High School Students with Disabilities</i></b>	<b><i>Laws Governing Education for College Students with Disabilities</i></b>
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).	Post-secondary institutions are subject to Section 504 of the Rehabilitation Act and the ADA. They are not subject to IDEA.
Guiding principle: The IDEA is an entitlement statute and is about free appropriate public education, or the hope for success.	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.
<b><i>Special Accommodations in High School</i></b>	<b><i>Special Accommodations in College</i></b>
You do not have to request special accommodations. Counselors, special education teachers and parents help to make decisions concerning your Individual Education Plan (IEP).	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: School districts identify children with disabilities and provide appropriate services.	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.
<b><i>Personal Freedom in High School</i></b>	<b><i>Personal Freedom in College</i></b>
Your time is usually structured by others.	You manage your own time.
Guiding principle: You will usually be told what your responsibilities are & corrected if your behavior is out of line.	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.
<b><i>High School Classes</i></b>	<b><i>College Classes</i></b>
Most of your classes are arranged for you.	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.
Teachers carefully monitor class attendance.	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 are provided with textbooks at little or no expense.	You need to budget substantial funds for textbooks, which may cost well over \$200 per semester. Be sure to apply for financial aid well in advance of your first semester of enrollment.
You are not responsible for knowing what it takes to graduate.	Graduation requirements are complex, and differ for different majors and sometimes for different years. You are expected to know those that apply to you.
<b><i>High School Teachers</i></b>	<b><i>College Instructors</i></b>
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	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 you missed when you were absent.	Instructors expect you to get any notes you missed from classmates.
Teachers present material to help you understand the material in the textbook.	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.
Teachers often write information on the board to be copied in your notes.	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.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Instructors expect you to think about and make sense of and connect seemingly unrelated topics.

Teachers often take time to remind you of assignments and due dates.	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.
<b><i>Studying in High School</i></b>	<b><i>Studying in College</i></b>
You may study outside of class as little as 0-2 hours a week and this may be mostly last-minute test preparation.	You may need to study at least 2-3 hours outside of class for each hour in class, depending on the course you are taking.
You often need to read or hear presentations only once to learn all you need to learn about them.	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 are assigned substantial amounts of reading and writing which may not be directly addressed in class.
Guiding principle: You will usually be told in class what you needed to learn from assigned readings.	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.
<b><i>Tests in High School</i></b>	<b><i>Tests in College</i></b>
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 the material to prepare for the test. A particular course may have only 2 or 3 tests in a quarter.
Makeup tests are often available.	Makeup tests are rarely an option; if they are, you need to request them.
Teachers frequently arrange test dates to avoid conflict with 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, one who comes prepared with questions.
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've learned to new situations or to solve new kinds of problems.
<b><i>Grades in High School</i></b>	<b><i>Grades in College</i></b>
You are not graded on work ethics	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.
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 – 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, look for tutoring resources through the Student Success Center in room 122.
Guiding principle: "Effort counts." Courses are usually structure to reward a "good faith effort."	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.