

High School vs. College for Students with Disabilities

HIGH SCHOOL	COLLEGE
<i>Overall Guiding Principle</i>	
Your parents and teachers have much responsibility for your success. You have a right to a high school education and a diploma. The laws under which this is done is the IDEA.	You are responsible for your own success or failure. You have an equal opportunity to achieve a college degree. The laws under which this is done are Section 504 of the Rehabilitation Act and the ADA.
<i>Who Initiates Accommodations</i>	
Teachers or other school staff identify you as needing accommodations.	<u>YOU</u> , the student, must identify yourself and present documents to justify specific accommodations.
<i>Parents</i>	
Your parents are responsible for making sure the school is accommodating you appropriately.	Your parents are no longer responsible for making sure you are being accommodated. This is now <u>your</u> responsibility both to initiate and to make the appropriate office aware if you are not being accommodated.
<i>Confidentiality</i>	
Your disability will be discussed with your parents, teachers, and members of your IEP or 504 plan. It may also be discussed with the person who diagnoses your disability and specifies accommodations.	Your disability information is covered by <u>FERPA</u> , the student right to privacy act. It may not be discussed, even with your parents without your written permission. Your disability and appropriate accommodations will only be disclosed to your teachers if you give permission.
<i>Feedback On Your Academic Progress</i>	
<ul style="list-style-type: none"> • Teachers give you frequent feedback. • Teachers check your completed homework. • Teachers approach you if they believe you need assistance. • Teachers take time to remind you of assignments and due dates. • Teachers remind you of your incomplete work. 	<ul style="list-style-type: none"> • You must ask the instructor for feedback. • Professors may not always check your homework, but they will assume you can perform the same tasks on tests. • Professors are usually open and helpful, but most expect you to initiate contact if you need help. • Professors expect you to use the syllabus and know due dates. • Professors may not remind you of your incomplete work.

<i>Studying</i>	
<ul style="list-style-type: none"> • Guiding principle: you are told in class what you need to learn from assigned readings. • You spend 30 hours a week in class, and may only spend as little as 0 to 2 hours outside of class studying. • You are expected to read short assignments that are then discussed, and often re-taught in class. 	<ul style="list-style-type: none"> • Guiding principle: It's up to you to read and understand the assigned material; the lectures and assignments proceed from the assumption that you have done so. • You spend 12 to 16 hours a week in class, but you need to study at least 2 to 3 hours outside of class for each hour you are in class. • You are assigned a substantial amount of reading and writing which may not be directly discussed in class.
<i>Tests and Grades</i>	
<ul style="list-style-type: none"> • Testing is frequent and covers small amounts of material. • Makeup tests are often available. • Mastery is seen as the ability to reproduce what you were taught. • Standards for grading may be changed, or credit may be given for effort. 	<ul style="list-style-type: none"> • Testing is usually infrequent and may be cumulative, covering large amounts of material, which you have to organize. • Read the syllabus. If makeup tests are available, you need to negotiate them. • Mastery is seen as the ability to apply what you learned to new situations and solve new problems. • Grading standards will not be changed, and credit is not usually given for effort.

Tips for Making the Transition

Attend Every Class

Although class attendance is not required in college, it is a good habit to practice and is essential to staying on task in with class schedules.

Be Organized

Come to each class with all required materials, the course textbook and a binder or folder to store returned assignments and exams in. Keeping track of all papers, quizzes and exams is a great way to keep track of your course grade and study for future exams.

Network with Your Peers

Always get the e-mail address and phone number of at least one classmate. In the event that you may become ill and miss class or need clarification on an assignment, this will ensure that you have the contact information of a classmate.

Get Involved

Join an extracurricular activity or club on campus. This is a way to get involved and meet new people. However, be careful not to get a hand in too many activities. Many students make the mistake of underestimating how much time their academics will occupy and take on too many additional activities. As a beginner, it might be wise to join one extracurricular activity and reserve the option to join more later if time allows for it.

Communicate with your Instructors & Advisors

Maintain communication with your course instructors and advisor. If you're having difficulty with an assignment, don't hesitate to schedule an appointment during your professors office hours. Be sure to be schedule an appointment with your advisor to enroll in courses for each semester.

Organize Your Time Wisely

Time management is a skill all successful college students learn to master. Many students find that between academics, extracurricular activities, part-time jobs and a social life, a person can become very overwhelmed. A good preventative strategy to becoming overworked is to devise a schedule before you start taking on tasks and know how much time you have.

Utilize Your Resources

Fort Hays State University has several resources that are free to students. These organizations are there to help you and can offer assistance in a variety of ways.