	High School vs. College	
Attendance and Schedules	School year is 36 weeks	Academic year divided into two 16 week semesters
	Attendance is mandated by law, reported daily, and monitored by districts and the state	Attendance policies are determined by campus administration and instructors
	Daily schedule is determined by the school	Students manage their own time and schedules
Classes and Instruction	Classes typically have 25-35 students	Classes may have 100 or more students
	Teachers provide content related instruction and guide student thinking	Instructors lecture on course content and expect students to think independently
	Textbooks are provided by the school and are used daily as a part of classroom instruction	Textbooks are purchased by students and may be supplemental to lectures
Student Learning	Teachers are responsible for ensuring that students are learning and completing assignments	Students are responsible for their own learning and for completing assignments
	Study time outside of class may be as little as 2-5 hours per week	Study time outside of class is generally 2-3 hours for each hour of class attended
	Reading/writing assignments are generally brief and are discussed and re-taught in class	Extensive reading/writing requirements that may or may not be directly addressed in class

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	High School vs. College	
Testing and Grades	Regular quizzes and tests over specific parts of content	Tests 2-3 times per semester that cover large amounts of content
	Teachers often review content prior to testing	Test preparation in student-led study groups
	Grades awarded daily, weekly, 6/9 weeks, semester, year; extra credit often available	Grades based on tests and major papers; extra credit is generally not an option
Accommodations and Supports	Districts are required to identify students with disabilities who require special education	Students are expected to self-advocate and provide documentation of a disability
	ARD committees meet annually to determine individually designed instruction, modifications, and accommodations	Students may request reasonable accommodations & modifications for equal access and participation
	Parents are expected to be involved in helping students be successful	Students are responsible for their own educational success; parent involvement may be discouraged
Other Factors	Districts provide daily transportation to school	Students provide their own transportation to school
	Public schools provide free and open enrollment to school-age children/youth	Tuition and fees are required for enrollment, based on number of credit hours, and vary between institutions
	Student codes of conduct and planned extra-curricular activities often define social interactions	Students are regarded as adults and develop social relationships based on personal choice

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	High School vs. College	
Legal Differences	IDEA (Individuals withDisabilities Education Act)	ADA (American with Disabilities Act of 1990)
	Section 504 Rehabilitation Act of 1973	Section 504 Rehabilitation Act of 1973
	IDEA is about facilitating SUCCESS	ADA is about facilitating ACCESS
Documentation	IEP and/or Section 504	Documentation guidelines specify information required for each category of disability
	Documentation intended to determine eligibility for services based on specific categories in IDEA	Documentation must include information on specific functional limitations and must demonstrate the need for specific accommodations
Parental Role	Parent has access to the student's records	Student must provide written consent for parent to access student records (due to FERPA)
	Attends IEP or Section 504 meetings	Student attend meetings on their own (unless they provide parental consent to attend meetings)
	Parent may advocate for their child	Student must advocate for him-or-herself

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	High School vs. College	
Instructional Differences	Teachers may modify curriculum or assignments	Professors are not required to make modifications to curriculum nor to assignments
	Content is supported differently (i.e., material for homework may be discussed in class or re-taught)	Many classes require large amounts of reading and writing which may or may not be reviewed in class
	Content material is typically less dense and intense and in-depth review may not be neccessary	Content material is often dense and may require greater review and active reading, note-taking. Reviewing is essential
Student Responsibilities	Tutoring and academic support may be a part of a student's IEP or 504 plan	Tutoring and academic support are not a part of the Office of Disability Services; Students must use the tutoring/academic support services offered to students
	The student's time is structured by others (i.e., in school 8 hours a day)	The student structures his or her own time and must complete assignments independently (i.e., no progress check)

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