



Transition: Differences Between High School and College

Postsecondary institutions differ slightly from high school. Understanding these difference can help students with transition. Students with disabilities who know their rights and responsibilities are much better equipped to succeed in higher education.

High School	Postsecondary Education
Laws & Responsibilities	
IDEA (Individuals with Disabilities Education Act) focuses on FREE Appropriate Public Education (FAPE), 504 (Section 504, Rehab Act 1973), ADA (Americans with Disabilities Act) 1990	*504 (Section 504, Rehab Act 1973), ADA (Americans with Disabilities Act) 1990, focus on accessibility and reasonable accommodations.
Covers ages 3-21 or until regular high school diploma requirements are met.	Covers students with disabilities regardless of age; schools may not discriminate in recruitment, admission, or after admission solely based on disability.
School attendance mandatory	Students decide to attend. Mostly like pay tuition
Districts are required to identify students with disability through free assessments and IEP process	Students are responsible for revealing and providing current documentation of disability. They must Self-Advocate
Students receive special education and related services based on identified disability	Formal special education services are not available.
Services include individually designed instruction modification and accommodations based on the IEP.	Reasonable accommodations and modifications may be made to provide equal access and participation
Individuals students needs based on teh IEP may be addressed by program support for school personnel.	No formal program support for school personnel is provided
Progress toward IEP goals is monitored and communicated to the parents/guardians and the student.	Students are required to monito their own progress and communicate their needs to instructor.
Schools assist in connecting the student with community support agencies if so identified as a transition need according to IEP	Students are responsible for making their own connec-tions with community support agencies

High School

Post Secondary Education

Classes

6 hours each day, 30 hours a week are spent in class	Approximately 12-16 hours each week are spent in class
Average class is 35-45 minutes	Class times vary from 50 minutes to 4 hours
Class is usually a semester long or 90 days	Colleges have semester or quarter system. Quarter systems meet approximately 11 weeks or 53-55 days. Semester systems meet approximately 16 weeks or 90
Classes are arranged	Each student decides his or her own schedule in consultation with an academic advisor. Schedules tend to look lighter than they really are
Classes are structured and scheduled one after the other	There are often hours between classes; class times vary throughout the day and evening.
Classes generally have no more than 35 students	Class vary greatly in size and may include 100 students or more
Classes generally held in one building	Classes are held at many different sites on campus
Classes meet daily	Classes may meet 1-5 times a week
Missing classes for various reasons is permissible and you may still complete the course	Missing classes may result in lowered grades or failing the class depending on course requirements
Rigid schedule with constant supervision	Great flexibility of scheduling
Students may take same subject all year	Students will have new classes every quarter/semester and new textbooks
General education classes dictated by state and district requirements	Graduation requirements are complex and vary for different fields of study
Textbooks are typically provided at little to no expense	Textbooks can be expensive. The average cost per year is over \$1,100 according to college board
Guidance is provided for students so they will be aware of graduation requirements	Students know and ensure they complete graduation requirements, which are complicated and may change
Modifications that change course outcomes may be offered based on the IEP	Modifications that change course outcomes will not be offered

High School

Postsecondary Education

Instructors

Daily contact with teachers and support staff	Classes meet less frequently, impacting access to instructors and assistance. Instructors are not always
Review sessions are often held prior to tests. Test questions are usually directed at the ability to clearly recall what has been learned. Make up tests are frequently	Students must work independently to prepare for tests. Review sessions by professors are rare. Students often must be able to apply information in new contexts.
Students are usually corrected if their behavior is inappropriate	Many moral and ethical decisions will arise. Students must take responsibility for their actions and decisions as well as consequences they produce
Students generally receive assignments in both written and oral form, and may hand those assignments in	Students are often required to use email and the internet for communication, class projects, submitting
Teachers approach you if they believe assistance is needed	Professors expect the student to initiate contact if assistance is needed
Teachers are often available for conversation before, during and after class	Professors typically have scheduled office hours for students to attend
Teachers closely monitor a student's progress	Professors may not monitor a student's progress but will grade based on upon the student's work or may not make any effort to discuss a student's performance in spite of falling scores
Teachers provide information missed if you are absent	Professors expect students to obtain notes from their classmates if they miss class
Teachers remind students of assignments, due dates, test dates and incomplete work	Professors may not remind students of incomplete work. They expect the students to read, save and consult the course syllabus (outline); the syllabus spells out exactly what is expected, when it is due and how it
Often write information on the board or overhead for notes	May lecture nonstop. If they write on the board, it may be to support the lecture, not summarize
Teach acknowledge and facts, leading students through the thinking process	Expect students to think independently and connect seemingly unrelated information

High School	Postsecondary Education
Studying	
Students are expected to read short assignments that are then discussed, and often re-taught in class	Students are assigned substantial amounts of reading and writing, which may not directly addressed in class
Instructors may review class notes and text material regularly for classes	Students should review class notes and text materials regularly
Study time outside of class may vary (maybe as little as 1-3 hours a week)	Generally need to study 2-3 hours outside of class for each class
Someone is available to help plan study time (teachers, Sped, Parents)	Students responsible for setting and following through on all scheduling and study time

High School	Postsecondary Education
Testing	
School District provides free testing, evaluation and transportation to program	Students must provide current and appropriate documentation as defined by the college. If documentation from high school is not adequate, the student pays for additional evaluation/testing
Frequent coverage of small amounts of material	Usually infrequent. Must be cumulative and cover large amounts of material. Some classes may require only papers and/or projects in lieu of exams
Make up tests are often available	Make up tests are seldom an option. May have to be requested
Test dates can be arranged to avoid conflict with other events	Usually tests are scheduled without regard to other demands
Frequently conducts review sessions emphasizing important concepts prior to tests.	Review sessions are rarely offered. May need to find tutor or study group

High School	Postsecondary
Parent/Guardian Involvement	
Good homework grades may assist in raising the overall grade when tests are graded lower	Tests and major papers provide the majority of a student's grade
Extra Credit options are often available	Generally not offered
Initial test grades, especially when low, may not have adverse effect on grade	First tests are often "wake up calls" to let students know what is expected

High School

Postsecondary

Other Factors to Consider

The main office exists as the center of activity for school	Students are responsible to know where to located information, assistance, study support
Through vehicles such as the IEP students, parents, teachers, counselors and support staff work together to ensure that students needs and accommodations are provided	Students, <u>not teachers, counselors and parents</u> , must be able to identify their disability, provide documentation, and request accommodations and supports
Transition planning and timelines exist to clarify students' vision, identify programming choices and coordinate appropriate coursework options	Students made course selections with some assistance from advisors or instructors
Personal services for medical and physical disability are required	No personal services required

Types of Accommodations

Here is a list of commonly provided educational accommodations.

- Sign language interpreters
- Note takers or scribes
- Tape recorders
- Test taking accommodations, such as:-giving exams in alternative formats (e.g., giving a written exam orally, or changing the way answers are recorded);- extending the time allowed;-permitting use of a dictionary or spell checker (unless test is designed to measure spelling ability);-providing quiet room for test taking in order to decrease auditory or visual distractions;-repeating instructions.
- Assistive listening devices
- Removal of architectural barriers-providing quiet room for test taking in order to decrease auditory or visual distractions;-installing better lighting in classrooms to assist students with low vision
- Course substitutions and waivers
- Written materials in alternative formats such as large print, Braille, computer diskette, or audiotape readers

Postsecondary Disability Student Services

Campus disability services office ensure equal access to educational programs and services by providing consultation on accommodations (placement testing, classroom, assistive technology, and more) for students with disabilities who are otherwise qualified for college. Postsecondary institutions refer to their disability offices in different ways; however, the most common title is "Disability Services (DS) Office.

Because IDEA no longer covers students who graduated from high school, the rights of students with disabilities are different in college from what they were in high school. Unlike high school, postsecondary institutions are not required to provide FAPE. Rather postsecondary institutions are required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if a postsecondary school provides housing to nondisabled students; it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

504 Eligible Students

A student eligible for services through Section 504 must: Have a physical or mental impairment that substantially limits one or more major life activity; or Have a record of such an impairment; or Be regarded as having the impairment.

Local Post Secondary/After High School Education

Skagit Valley College (360)416-7623 Campuses in Island and Skagit Counties. Offers 2 year Associate Degree, professional certificates, basic education and continuing education. They offer the INVEST program. INVEST Fast Track Employability Certificate: The INVEST program is designed to address the unique academic and employment needs of post-secondary students with intellectual disabilities. INVEST students may earn a 1 or 2 year local employability certificate. INVEST courses focus on academic enrichment, inclusive socialization and recreation, assistive technology, self-advocacy, independent living skill development, career exploration and integrated work experiences. Contact the Director of Disability Services for more info **(360)416-7969**. “Individualized Next Step Vocational Education and Social Skills Training” (INVEST)

Washington Vocational Services ATTIC Program: The ATTIC Transition Program is for students with disabilities aged 18-21 located at our Skagit County/Burlington location to provide training to develop work skills and increase the student’s ability to live and work independently, making contributions in their community. Burlington, **(360) 419-0910** www.wvs.org/attictransition

Washington State University College of Education has launched a new on-campus program in Pullman, aimed at providing educational opportunities and a college experience to young adults from around the country with intellectual or developmental disabilities. The two-year post-secondary program is called **ROAR** (Responsibility, Opportunity, Advocacy, and Respect) and its co-founders say it closely follows WSU’s land-grant mission of access, engagement, and service to the community. Brenda L. Barrio – Assistant Professor of Special Education **(509)335-2525** – brenda.barrio@wsu.edu
www.education.wsu.edu/WSUROAR

Highline College is committed to delivering one of the core values of our institution – access. In an effort to provide education to all those who seek it, Access Services at Highline College supports and assists students with disabilities with campus and classroom accommodations. In addition, Access Services and Highline Human Resources collaborate to provide reasonable accommodations for employees and applicants.

Bellevue College: Neurodiversity Navigators: As an educational program of the Center for Career Connections as part of the R.I.S.E. Learning Institute, the Neurodiversity Navigators (formerly Autism Spectrum Navigators) program offers educational opportunities along with individualized advocacy and access services for Neurodivergent Bellevue College students. Students who have met the College admission requirements must fill out an application form and follow the steps on the Next Steps flyer by the deadlines listed. Go to our Future Students page for more information. <https://www.bellevuecollege.edu/autismspectrumnavigators/>

University of Washington Access Program guides faculty, technology, service providers, veterans units, employers, and students in promoting the success of all students, including those with disabilities, in postsecondary studies and careers. It promotes the application of universal design and effective accommodations to physical spaces, instruction, services, and technology in technical schools, colleges, universities and (2) the development of self-determination, technology, and academic skills for students with disabilities. <https://www.washington.edu/doit/programs/accesscollege>

College Consensus: THE COMPLETE GUIDE TO COLLEGE FOR STUDENTS WITH DISABILITIES Making the transition from high school to college is a huge rite of passage for any student. It can be an especially steep slope to climb for college students who have learning differences or disabilities. But yes, students with disabilities can go to college and even make it to the top of their class. <https://www.collegeconsensus.com/resources/college-life/guide-for-students-with-disabilities/>

All colleges and universities have developed some means by which students can request and receive specific disability-related accommodations. The goal of these accommodations is to level the playing field so that students with disabilities can have equal access to the programs and activities offered in their college environment. Examples of such accommodations may include: Extended time and a distraction-reduced environment for exams, Note-takers for lectures, Access to certain assistive technology, Housing accommodations

Helpful Toolkit, with or without Autism, regarding college/university/secondary education:

<https://www.autismspeaks.org/tool-kit/postsecondary-educational-opportunities-guide>