



ALVIN COMMUNITY COLLEGE
OFFICE OF DISABILITY SERVICES
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Comparisons between High School and College

High School (A Right)	College (A Privilege)
<u>Class Time:</u> 6 hours per day, 5 days a week	<u>Class time:</u> 12-18 hours per week, 1-3 times a week, classes might last 1-4 hours each
<u>Price:</u> Free, including books	<u>Price:</u> Several hundred dollars tuition and must pay for books
<u>Study Time:</u> 2 hours per day?? Frequent tests and quizzes, variety of assignments including worksheets.	<u>Study time:</u> 2 hours of study for every one hour of class: 4+ hours per day. Infrequent tests & quizzes, mostly papers assigned
<u>Grades:</u> Report cards sent to parents and student, graded on effort and modifications	<u>Grades:</u> Report cards sent to student (access from web site), graded on performance only, no modifications
<u>Graduation:</u> Can graduate without passing TAKS, no specific GPA required, can't be expelled for grades	<u>Graduation:</u> Cannot graduate without passing TSI requirements, must have 2.0 GPA or higher to graduate, can be suspended for low grades
<u>Teachers:</u> Active role in your progress	<u>Teachers:</u> Passive role. You may need to initiate assistance
<u>Knowledge:</u> Memorization of facts, grammar rules, following class experiments in science	<u>Knowledge:</u> Critical thinking, critically thinking about literature, define and experiment on own
<u>Academic feedback and pace:</u> day to day homework, graded often, teacher monitoring, special services monitoring, limited work outside class, slower pace	<u>Academic feedback and pace:</u> long range assignments, student works independently, extra work outside of class, quick pace, expectation to get tutoring on own if behind

<u>Structure:</u> High, limits set by teachers, parents, other adults	<u>Structure:</u> Low, limits set by you. No one will come to you
<u>Legal Protection:</u> IDEA, ADA, Section 504	<u>Legal Protection:</u> ADA, Section 504
<u>Goal:</u> Assist and ensure SUCCESS	<u>Goal:</u> Assist and give ACCESS
<u>Identifying Students with disabilities:</u> School	<u>Identifying Students with disabilities:</u> Student initiative
<u>Documentation & supporting need for accommodation:</u> School, umbrella coverage in all academics	<u>Documentation & supporting need for accommodation:</u> Student, each accommodation must be justified. Accommodations are specific to area of disability
<u>Timeline:</u> Decided on by school district, testing may carry over for years	<u>Timeline:</u> Documentation must be less than 5 years old and often less than 3 years old
<u>Providing accommodations:</u> School	<u>Providing accommodations:</u> College
<u>Modifications:</u> Shortened assignments, textbooks on reading level, graded on effort, revisions and assistance on test, exempt from tests	<u>Accommodations, not modifications:</u> Books on tape, note takers, extra time on test, alternative location for exam
<u>Planning Course of Study:</u> School	<u>Planning Course of Study:</u> Student/ College
<u>Advocating to obtain services:</u> Parent and student, ARD, 504 and IEP meetings	<u>Advocating to obtain services:</u> Student must know own strengths and weakness
<u>Deciding on coursework:</u> IEP team including student	<u>Deciding on coursework:</u> Student
<u>Related Services:</u> Schools provide all services related to educational needs, including rehabilitation and personal.	<u>Related Services:</u> College provides physical and academic access only. Personal needs are student's responsibility.
<u>Responsibility:</u> School and parents are held responsible for some actions and behavior	<u>Responsibility:</u> Student is an adult and held responsible for all actions and behavior