



STUDENT SUPPORT & TRANSITION SERVICES
DEPARTMENT WITHIN STUDENT AFFAIRS
DISABILITY RESOURCES AND SERVICES

HOW IS POSTSECONDARY EDUCATION DIFFERENT FROM HIGH SCHOOL?

HIGH SCHOOL CLASSES	POSTSECONDARY CLASSES
<ul style="list-style-type: none"> * Most classes are arranged for you. * Classes generally have no more than 35 students * Teachers carefully monitor class attendance. 	<ul style="list-style-type: none"> * You arrange your own schedule in consultation with your academic advisor. It will be your responsibility to take into account your accommodation needs. * Classes may number 100 students or more. * Professors may not formally take roll, but they are still likely to know whether you attend or not and you will be responsible for all class information and assignments. * Graduation requirements are complex. You are expected to work with an advisor and determine which classes to take in order to graduate.
HIGH SCHOOL TEACHERS	POSTSECONDARY INSTRUCTORS
<ul style="list-style-type: none"> * Teachers approach you if they believe you need assistance. * Teachers use textbooks to guide instruction and often take time to remind you of assignments and due dates. 	<ul style="list-style-type: none"> * Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. * Professors may not follow the textbook. They expect you to read and consult the course syllabus (outline) throughout the semester. They may deviate from the syllabus and make those announcements in class.
STUDYING IN HIGH SCHOOL	STUDYING IN POSTSECONDARY
<ul style="list-style-type: none"> * You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation. 	<ul style="list-style-type: none"> * You need to study at least 2 to 3 hours outside of class for each hour in class, e.g. 3 hours per week for each 1 hour of class (i.e. meets 1 hour 3X per week).

STUDYING IN HIGH SCHOOL, cont.	STUDYING IN POSTSECONDARY, cont.
<ul style="list-style-type: none"> * Guiding principle: You will usually be told in class what you need to learn from assigned reading. 	<ul style="list-style-type: none"> * Guiding principle: It is up to you to read and understand the assigned material. Lectures and assignments are based on the assumption that you've already done so. You may need to see professors during their office hours with questions.
TESTS IN HIGH SCHOOL	TESTS IN POSTSECONDARY
<ul style="list-style-type: none"> * Teachers frequently rearrange test dates to avoid conflict with school events. * Teachers frequently conduct review sessions, pointing out the most important concepts. 	<ul style="list-style-type: none"> * Professors usually schedule tests according to their syllabi without regard to the demands of other courses or activities. * Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
GRADES IN HIGH SCHOOL	GRADES IN POSTSECONDARY
<ul style="list-style-type: none"> * Initial test grades, especially when they are low, may not have an adverse effect on your final grade. * Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort". 	<ul style="list-style-type: none"> * Watch out for your <i>first</i> tests. These are usually "wake-up calls" to let you know what is expected. All tests may account for a substantial part of your course grade. * Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.
PERSONAL FREEDOM IN HIGH SCHOOL	PERSONAL FREEDOM/ POSTSECONDARY
<ul style="list-style-type: none"> * Your time is usually structured by others. * You need money for special purchases or events. * You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities. 	<ul style="list-style-type: none"> * You manage your own time, e.g. getting up on time, attending classes, studying, meeting deadlines, household chores, maintaining a job. * You will be faced with decisions, some moral and ethical, you have not had to face previously. <i>You</i> must balance your responsibilities and set priorities.

ACCOMMODATIONS IN HIGH SCHOOL:	ACCOMMODATIONS/POSTSECONDARY:
<ul style="list-style-type: none"> * Accommodations and modifications are written into and provided in an appropriate settings based on the Individualized Education Programs (IEP) or 504 Plans for students. * The special education teacher informs your other teachers regarding the accommodations you require. A parent’s signature is required. 	<ul style="list-style-type: none"> * Students must self-identify, by providing qualifying documentation and work closely with the Disability Resource Center to determine reasonable accommodations. * Accommodations requested by the student are provided on a course-by-course basis and instructors are not contacted, except by student.
WHAT ABOUT SELF-ADVOCACY IN HIGH SCHOOL?	WHAT ABOUT SELF-ADVOCACY IN POSTSECONDARY?
<ul style="list-style-type: none"> * The parent or guardian is the primary advocate. Students with disabilities learn about their disability, the importance of advocacy, the accommodations they need and ways to become a self advocate. 	<ul style="list-style-type: none"> * Students must be able to communicate what their disability is, their strengths and weaknesses, how the disability impacts and functionally limits major life activities, and identify any requested accommodations.
HOW IS CONFIDENTIALITY HANDLED IN HIGH SCHOOL?	HOW IS CONFIDENTIALITY HANDLED IN POSTSECONDARY?
<ul style="list-style-type: none"> * Most, if not all information is accessible by the parents specifically if the student is a minor. 	<ul style="list-style-type: none"> * Student information is protected under FERPA (the Family Educational Rights and Privacy Act of 1974).
WHAT IS THE LAW AND ITS INTENT IN HIGH SCHOOL?	WHAT IS THE LAW AND ITS INTENT IN POSTSECONDARY?
<ul style="list-style-type: none"> * IDEA (Individuals with Disabilities Education Act). Under IDEA, children with disabilities are absolutely entitled to a “Free and Appropriate Public Education.” 	<ul style="list-style-type: none"> * IDEA no longer applicable * Students have civil rights and must advocate for themselves in order to enjoy those rights.

WHAT IS THE LAW AND IT'S INTENT IN HIGH SCHOOL?, cont.	WHAT IS THE LAW AND IT'S INTENT IN POSTSECONDARY?, cont.
<p>* 504 (Section of the Rehabilitation Act of 1973) * ADA (Americans with Disabilities Act)</p> <p>To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.</p> <p>All qualified persons with disabilities who meet the entry age level criteria or particular program entry criteria of the postsecondary institution and who can document the existence of a disability as defined by the ADA are covered.</p>	<p>* 504 (Section of the Rehabilitation Act of 1973) * ADA (Americans with Disabilities Act)</p> <p>To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.</p> <p>All qualified persons with disabilities who meet the entry age level criteria or particular program entry criteria of the postsecondary institution and who can document the existence of a disability as defined by the ADA are covered.</p>

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