

Differences Between Accommodation Services and Academic Expectations in High School vs. College

High School	(Dickinson) College
Services are delivered to the student.	The student must seek out services.
The learning support personnel and/or parent(s) act as student's advocate.	The student acts as his/her own advocate.
There is regular contact and meetings with parents.	There is no parent contact without the student's permission.
Teachers are automatically informed of the diagnoses of students with IEPs.	Eligible students are given a letter outlining only the accommodations granted. It is up to students whether or not they give that letter to professors, and what they tell professors about their disability and specific challenges.
The student's time is usually structured by others.	The student manages his/her own time, with a great deal of independent time.
Homework may involve 1-2 hours per day.	Expect 2+ hours of studying for each hour of class (totaling about 25-30 study hours a week).
Teachers often check completed homework.	Professors may not always check homework, but they will assume that the student can perform the same tasks on test.
Teachers often remind students of late or incomplete work, and accept it.	Professors may not remind students of incomplete assignments or accept any late work.
Classes are usually under 1 hour, and students are often given handouts.	Classes often last longer than an hour and professors expect students to take notes on what is presented visually as well as what is said.
Students can often wait to review notes and handouts until the day before a test	Students should review class notes daily, as there may only be 2-3 total exams all semester
Teachers approach students if they believe they need assistance.	Professors are usually open and helpful, but often expect the student to initiate contact for assistance.
Teachers often take time to remind students of due dates.	Professors expect students to read and follow course syllabus for course requirements, assignments and due dates.
Tests are often frequent and cover small amounts of material.	Testing may be infrequent and cover large amounts of material. Some courses may have 2 or 3 tests per semester.
Teachers tend to offer review periods and study guides for tests.	Many professors expect students to form study groups and create their own study guides.
Teachers are trained in pedagogy (how to effectively teach diverse learners).	Professors have received degrees in their field (but often have not been trained in pedagogy).
Minimal advising necessary.	Advising plays a key role in class selection.
Mastery is usually seen as the ability to reproduce what was taught in the way it was presented.	Mastery is often seen as the ability to apply what you have learned to new circumstances with differing variables.
Limited number of required classes. Courses can be waived fairly easily.	Obligation to take an array of distribution requirement classes. Classes meeting graduation requirements cannot be waived.