

Point By Point Contrast Of High School And College

Personal Freedom and Responsibility	
High School	College/University
High school is <i>mandatory</i> and usually <i>free</i> .	College is <i>voluntary</i> and <i>expensive</i> .
Your time is structured by others. Limits are set by teachers, parents and other adults.	You manage your own time. Managing your time and personal freedom may be one of the biggest challenges that you will face in college.
You are accountable for your attendance in class. Attendance is monitored and recorded.	Attendance may not be monitored or recorded. However, you are still responsible for meeting the course expectations.
Parents and teachers will remind you of your responsibilities and guide you in setting priorities.	<i>You</i> must balance your responsibilities and set priorities. You are considered an adult who is old enough to take responsibility for your actions as well as the consequences of your decision.
Academic goals are established in collaboration with others.	You establish and attain your own academic and personal goals.
High school administrators will prompt you to choose your courses and your schedule will be created for you.	Your schedule is determined by your program, but you must register each semester in a timely manner.
The school keeps you informed about the courses you require to graduate.	Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you.
Guiding principle: In high school you have fewer responsibilities because you have less freedom.	Guiding principle: In college you have more responsibilities because you have more freedom.

Structure	
High School	College
The school year is 36 weeks long; some classes extend over both semesters and some don't.	The academic year is divided into 15-week semesters.
Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.	You often have hours between classes; class times vary throughout the day and evening and you may spend only 12 to 20 hours each week in class.
Classes generally have no more than 35 students. Teachers will know all students in class.	Classes may number 100 students or more. Professors will not necessarily know all of the students.
You are provided with textbooks at no expense.	You need to budget substantial funds for textbooks, which will often cost more than \$500 each semester. Textbooks must be bought promptly (before the bookstore returns unpurchased copies).
More time is spent in class with the teacher directing your learning activities.	Less time is spent in class. You are expected to do more independent learning outside of class time. You may be required to work on group assignments that will require you and your group mates to schedule regular meetings.
Classes are scheduled from 9:00 to 3:00 with a lunch break. Each day follows the same schedule.	Classes may be scheduled from 8:00 until 6:30 with intermittent breaks. Class time varies from day to day throughout the week.
You are expected to complete short reading assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing that may not be directly addressed in class.
Guiding principle: High school is organized to teach students <i>how</i> to learn on their own.	Guiding principle: College is structured to allow you to demonstrate that you <i>can</i> learn on your own. The training wheels are off!

Instruction	
High School	College
Teachers may check your completed homework.	Professors rarely check completed homework.
Teachers remind you of your incomplete work.	Professors rarely remind you of incomplete work.
Teachers may approach you if they believe you need help.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. You will most likely need to make an appointment outside of class during scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular fields of practice.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. They may expect <i>you</i> to relate the classes to the textbook readings.
Teachers often write information on the board to be copied in your notes.	Professors may lecture non-stop, expecting you to identify the important points in your notes. Assume that overheads, PowerPoint presentations or writing on the board are intended to supplement a lecture, not summarize it. Good notes are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and independently synthesize seemingly unrelated topics.
Guiding principle: High school is a teaching environment in which you acquire facts and skills.	Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.

Study Habits	
High School	College
You may be successful with very little studying.	You will find it necessary to develop good study habits in order to be successful.
Your studying may be done the night before the test.	Because of the volume of work covered and the increased pace of delivery, you will need to study several days in advance of your test.
You may be able to study the same way for all subjects.	You will have to develop more than one way to study because of the difference in learning objectives from course to course.
Less study time is required (1-2 hours a day).	More study time is required; anticipate 2 hours of study for each hour of class time (3 to 6 hours a day).
You seldom need to read anything more than once, and sometimes listening in class is enough.	You need to review class notes and text material regularly.
Guiding principle: You will usually be told in class what you need to learn from assigned readings.	Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

Tests and Assignments	
High School	College
Quizzes and tests may be given weekly, usually at the end of chapters.	The number of tests and assignments per semester is determined by the individual course. For example, you may have 4 in one class and 8 in another class. You will need to manage your time carefully.
Most test questions are short answer, multiple choice, true and false and/or fill in the blank.	Test questions are more difficult to predict and may involve more explanation and writing.
Exams have varied formats, from multiple choice, to essay writing, to web-based assignments and hands-on activities. Testing is frequent and covers small amounts of material.	Testing may be infrequent and cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test.

Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to negotiate them with the professor.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors usually schedule tests without regard to the demands of other courses or outside activities.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
Assignments are more structured in terms of expected outcomes, process and completion requirements.	Assignments are completed more independently.
Time is given in class to complete assignments.	Assignments are most often completed outside of class time.
Accommodated testing is scheduled for students by their teachers.	You are required to request and schedule accommodated testing.
Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

Grades	
High School	College
A passing grade is usually 50%.	A passing grade may be 60%, 70% or higher.
You can fail one course and still proceed to the next year.	Failure in one course may disrupt your progress in the program. The course you fail may be a pre-requisite for several courses in the next semester.

Your grades are averaged as a final percentage.	Your grades are weighted and averaged as a GPA (Grade Point Average). A 4.0 GPA is the highest possible. Most programs require a GPA of 2.0 for you to remain in good standing.
Consistently good homework marks may raise your overall grade when test grades are low.	In college, homework is rarely collected or graded. Marks on tests and major assignments provide most of the course grade.
Extra credit projects may be available to help you raise your grade.	Extra credit projects are rarely an option.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade	Watch out for your <i>first</i> tests. These are usually “wake-up calls” to let you know what is expected; they may account for a substantial part of your course grade.
You may graduate as long as you have passed all required courses with a grade of D or higher.	You may graduate only if your average in classes meets the departmental standard—typically a 2.0 or C.
Guiding principle: “Effort counts.” Courses are usually structured to reward a “good-faith effort.”	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 substitute for results in the grading process.

Disability Support Services	
High School	College
You are identified as a student requiring disability supports, and accommodations are arranged for you.	You self-identify to receive disability supports, and you make the choice when and if to use accommodations.
Program modifications may be made for you.	All students must meet the program prerequisites for admission and achieve all “core competencies” of their program. Programs are not modified.
Accommodations vary depending upon your school board and available resources.	Accommodations are unique to each individual and made based on a review of the confidential disability documentation that you provide to the college’s Disability Services office.

<p>You may go to a resource room each day for assistance with your course work.</p>	<p>Most colleges do not have a “resource room.” You are expected to be independent and take responsibility for seeking assistance. Your Disabilities Consultant will inform you of the resources available to you.</p>
<p>An IEP is created for you outlining your learning supports for the entire year.</p>	<p>You review your accommodations with your Disabilities Consultant each semester.</p>
<p>The assistive technology you have access to is the property of the school and must be returned.</p>	<p>Financial aid may be available to help you purchase your own assistive technology.</p>
<p>Guiding principle: Because you are still learning how to address your disability-related needs and ensure they are met, school administrators will make the arrangements for you.</p>	<p>Guiding principle: As a college student, you are responsible for registering with Disability Services and ensuring that your disability related accommodations are in place for each test or assignment.</p>

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