

Differences in Academic Expectations

Academic Environment	
High School:	Post-Secondary:
<p>Instruction more experiential</p> <p>Student learns by doing and experiencing</p>	<p>Instruction often provided via lecture</p> <p>Lecture may cover different information than textbook</p> <p>Instructors rarely suggest ways to learn material</p> <p>Effective reading comprehension skills more important</p> <p>Good note taking more important</p> <p>Few visual and study aids provided</p> <p>Identifying main ideas more important</p> <p>Effective communication skills more important</p> <p>Student must independently seek additional and supplementary sources of information</p> <p>Student must initiate requests for additional help</p> <p>Student needs to self-monitor progress</p> <p>Paying attention in class more important</p> <p>Studying more important</p>
<p>Most classes meet every day</p> <p>Most classes have a maximum of 25 to 30 students</p>	<p>Classes may meet less often</p> <p>Much less direct teacher contact</p> <p>Less time in the classroom</p> <p>Classes have from 20 to 500 students</p>
<p>Monitoring of progress done by other people</p> <p>Student may rely on external motivators</p>	<p>Self-evaluations</p> <p>Motivation must be internalized</p>
<p>Tasks more structured</p> <p>Step by step instructions given</p> <p>Grades based on a variety of activities</p> <p>Assignments are sometimes modified or shortened</p> <p>Extra time given to complete assignments</p>	<p>Tasks less structured</p> <p>Student held responsible for developing a method to complete tasks</p> <p>Grades based on fewer tasks or larger projects</p> <p>Assignments are not modified or shortened</p> <p>Assignments must be completed by deadline.</p> <p>Students are expected to modify course load in order to meet deadlines (i.e. take fewer courses).</p> <p>Harder work required for earning a grade of A or B</p> <p>Simple completion of an assignment often earns a grade of C or lower</p> <p>Semester grades sometimes based on two or three test scores</p> <p>Student progress usually not monitored closely by instructors</p> <p>More major writing assignments</p> <p>Student must be flexible and learn at pace established by instructors</p> <p>Student has opportunity to take web-based, Internet courses, tele-courses, or distance learning courses if offered</p>
<p>Teachers help prepare</p>	<p>Exam questions more difficult to predict</p> <p>Exams require more writing and essay exams more common</p>

Academic Environment

High School:	Post-Secondary:
<p>students for exams</p> <p>Exams questions tend to be objective</p> <p>Just memorizing facts may be sufficient to pass tests</p> <p>Exams questions may be clarified and paraphrased</p>	<p>Less frequent exams covering more information</p> <p>Reader for exams read questions only reads questions exactly as written.(no paraphrasing or clarification of questions) or write answers exactly as spoken</p>
<p>Teachers trained in teacher education programs</p> <p>Homework requires limited time</p> <p>Homework assigned on a day to day basis</p>	<p>Instructors trained in content/skill areas</p> <p>Student spends two to four hours doing homework for every hour spent in class</p> <p>Long-range, comprehensive assignments given</p>

Responsibilities

High School:	Post-Secondary:
<p>Fewer responsibilities</p> <p>Career decisions not expected</p> <p>Student assisted with decisions</p> <p>Limits set for student by parents and teachers</p> <p>Schedule set by school</p>	<p>More independent living (car, insurance, gas)</p> <p>Student expected to know career goal</p> <p>Increased number of decisions</p> <p>Student expected to make independent decisions</p> <p>Students are responsible for designing a schedule of courses in which they can be successful (i.e. type of courses, # of courses, time during the day, etc.)</p> <p>More self-evaluation and self-monitoring required</p> <p>More independent reading and studying required Student more responsible for managing time and commitments</p> <p>Student establishes and attains own goals</p> <p>Student determines when help is needed</p> <p>Student must locate the appropriate resources</p> <p>Student accountable to whomever pays for education</p> <p>Interest in learning generated by student</p> <p>Motivation to succeed generated by student</p>
<p>Attendance and progress well monitored</p> <p>Student's time structured by home and school</p>	<p>Attendance and progress not monitored</p> <p>More "free" time during day</p> <p>Time management and organizational skills critical</p>

Responsibilities

High School:	Post-Secondary:
Special education teacher liaison between student, other teachers, administrators, and parents	Student responsible for self advocacy Student must self identify disability and request services from postsecondary institution Student required to provide recent documentation of disability Documentation must clearly support requested accommodations
Help readily available Student need not seek-out help	Student must independently seek help using effective communication skills Services must be requested well in advance (ie. You cannot wait until day of test to ask for accommodations)
Student labeled as "special education" Student possibly served separately from other students	Student not labeled or served separately from other students Other students and faculty will not know about student's disability without student's permission Faculty only notified of required accommodations
Personnel talk freely with parent about student progress and planning	Personnel cannot discuss student without student's written permission

Stress/ Support

High School:	Post-Secondary:
Lighter work load, slower pace, and less stress	Increased work load and faster pace, more stress Entire course completed in 16 weeks or less
Fewer social distractions More contact with instructors Less academic competition Student given structure Goal of secondary education is completion of degree Live at home with family and friends for support	Student experiences new and increased social pressures and new social expectations Relationships with family and friends change Personal support network different Less contact with instructors Less individual feedback More academic competition Behavior problems not tolerated Student given little direction Goal of postsecondary education is access to opportunities Student more independent and accountable for behavior Student experiences increased financial responsibilities Student expected to know what he/she wants from postsecondary education, classes, life, etc. Student may leave home where family and friends not readily available for support

Physical Environment	
High School:	Post-Secondary:
Most high schools have one building	Multiple buildings
Home environment with set eating and sleeping patterns	Eating and sleeping routine altered

Current documentation is necessary for all accommodations

ADD/ADHD – documentation provided can be up to 1 year old

Psychological- documentation provided can be up to six months old

LD – current for three years if tested before 18 yrs old; current for five years if tested after 18 yrs old

Physical - documentation provided can be up to six months old

Reasonable accommodations in the classroom (*with appropriate and current documentation*):

- Adapted course materials (large print, books on tape, Braille, etc.);
- Note takers, interpreters, readers;
- Permission to tape record lectures;
- A proctor to read exam questions;
- Additional time on exams;
- Permission to use a calculator or spell checker;
- Adaptive equipment such as a print enlarger or augmentative communication devices;
- Assistive technology such as screen reader, screen magnification, voice-type;
- Scheduling classes (location, appropriate course load, time of day, etc.);
- Consideration of alternative degree or course requirements that do not lower the standards for that degree (i.e. a substitution for a PE requirement);
- Appropriate dietary alternatives in a school owned food service;
- Use of service animals;
- Housing accommodations (if housing is also provided for other non-disabled students).

Accommodations that are considered unreasonable:

- It is an unreasonable accommodation if making the accommodation or allowing participation poses a direct threat to the health or safety of others;
- It is an unreasonable accommodation if making the accommodation means making a **substantial change in an essential element of the curriculum** (educational viewpoint) or a substantial alteration in the manner in which services are provided.
- It is an unreasonable accommodation if it poses an undue financial or administrative burden.

Adapted from AHEAD guidelines 2010



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