

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

HIGH SCHOOL	(BATES) COLLEGE
Services are delivered to the student	The student must seek out and initiate services
Learning support staff and/or parent(s) act as advocate for the student	The student acts as their own advocate
The school modifies the educational program(s) to ensure student <i>success</i>	The college makes reasonable accommodations that do not alter the essential content or requirements of a course or program to ensure <i>equal access</i>
There is often regular contact and meetings with parent(s)	There is not parent contact without the student's permission
Information about a student's disability are automatically shared with teachers	The OAESS provides a letter to professors outlining approved accommodations only. It is up to the student if they want to share information about their specific disability
The student's time is usually structured by others	The student manages their own time, often with a great deal of independent time
Homework may involve 1-2 hours per day	Expect 2+ hours of studying/homework for each hour of class (totally about 25-30 study/homework hours per week)
Teachers often check completed homework	Professors may not always check homework, but they will assume the student can perform the same tasks on an exam
Teachers often remind students of late or incomplete work, and accept it	Professors may not remind students of incomplete assignments or accept 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 an exam	Students should review class notes daily, as there may be only 2-3 exams per semester
Teachers approach students if they believe they need assistance	Professors are usually open and helpful, but often expect students to initiate contact for assistance
Teachers will often remind students about upcoming due dates	Professors expect students to read and follow the 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.
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
Minimal advising and academic planning is necessary	Advising plays a key role in course selection and academic planning
Mastery of material 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 courses and courses may be waived fairly easily	Student has an obligation to meet academic program and graduation requirements

*Adapted from Office of Disability Services at Dickinson College