

THIEL

C O L L E G E

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

High School	Thiel College
Services are delivered to the student.	The student must seek out services.
The learning support personnel and/or parent(s) act as a 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 reasonable accommodations granted to deliver to their professor. It is the student's choice to deliver their letter and to disclose personal information to their professor(s) about their academic accommodations, 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.	Professors expect 2+ hours 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 the 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 may 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 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.	The college offers peer tutoring, Supplemental Instruction (SI), Peer Assisted Learning (PAL), and test review services for designated courses.
Teachers are trained in pedagogy (how to effectively teach diverse learners).	Professors have received degrees in their field but may not know all of the techniques for working with diverse learners. The Disability Resource Center Coordinator will assist faculty with making reasonable accommodations for students with disabilities.
Minimal advising is necessary.	Advising plays a key role in educational, professional, and personal development.
Mastery is usually defined as the ability to reproduce what was taught in the way that it was presented.	Mastery is often defined as the ability to apply what is learned to new circumstances with differing variables.
A limited number of required classes is required for graduation. Courses may be waived fairly easily.	Students are required to complete all core curriculum courses and specific courses for their major. Classes meeting graduation requirements cannot be waived.
Grading is often subjective and based on improvement over a period of time.	Students must earn a minimum of a "C" to pass a course. Often, grades are based solely on test scores.