



Suffolk University

Disability Services

The Differences between High School and College And Preparing for College Checklist

Personal Freedom	
High School	College
High school is mandatory and free.	College is <i>voluntary</i> and <i>expensive</i> .
Your time is usually structured by others.	You manage your own time.
You need permission to participate in extracurricular activities.	You must decide whether to participate in extracurricular activities.
You need money for special purchases and or events.	You need money to meet basic necessities.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	You will be faced with a large number of moral and ethical decisions you have not had to face previously.
Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line.	Guiding principal: You're old enough to take responsibility for what you do and don't do, as well as for the consequences of your decision.

Classes	
High School	College
Each day you proceed from one class directly to another.	You often have hours between classes; class times vary throughout the day and the evening.
You spend 6 hours each day=30 hours a week in class.	You spend 12 to 16 hours each week in class.
The school year is 36 weeks long; some classes extend over both semesters and some do not.	The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
Most of your classes are arranged for you.	You arrange your own schedule in consultation with your academic advisor.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely whether or not you attended.
Classes generally have no more than 35 students.	Classes may number 100 students or more.
You are provided with textbooks at little or no expense.	You need to budget substantial funds for textbooks, each semester.
You are not responsible for knowing what it takes to graduate.	Graduation requirements are complex, and differ for different majors and sometimes different years. You are expected to know those that apply to you.

Instructors

High School	College
Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work.	Professors may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
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 materials to help you understand the material in the textbook.	Professors may not follow the textbook.
Teachers often write information on the board to be copied in your notes.	Professors may lecture nonstop, expecting you to identify the important points in your notes. 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 synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save and consult the course syllabus (outline).

Studying

High School	College
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You often need to read or hear presentations only once to learn all you need to learn about them.	You need to review class notes and text material regularly.
You are expected to read short assignments that are then discussed, and often re-taught in class.	You are assigned substantial amount of reading and writing which may be not directly addressed in class.
Guiding principle: You will usually be told in class what you needed 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	
High School	College
Testing is frequent and covers small amount of material.	Testing is usually infrequent and may be cumulative, covering large amount of material. A particular course may have only 2 or 3 tests in a semester.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented, or to solve the kinds of problems you were shown how to solve.	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
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may help you raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.
Extra credit projects are often available to help you raise your grade.	Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
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, but they also may account for substantial part of your course grade.
You may graduate as long as you have passed required courses with a grade of D or higher.	You may graduate only if your average in classes meet the departmental standard, typically a 2.0 or C.
Guiding principle: "Effort counts." Courses are usually structured 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 <i>substitute</i> for results in the grading process.



Suffolk University

Disability Services

Check List for New Students with Disabilities

Check each box once you have completed the item

Things to do while you're still in high school:

1. Visit the colleges you are interested in.
2. Interview the Office of Disability Services at each college your applying to; find out what accommodations you will qualify for.
3. Make sure your diagnostic documentation is up-to-date (must be less than 3 years old). IEPs and 504 plans are NOT considered documentation; see the Office of Disability Services handbook for specific requirements: <http://www.suffolk.edu/campuslife/3975.html>.
4. Find an organizational calendaring system that works for you. You might use a planner journal, your phone or an online calendar.
5. Refine your study skills. Determine what environments you study best in.
6. Practice your independent living skills, getting up on your own, making smart nutritional choices, problem solving, etc.

Things to do once you have been accepted to and chosen Suffolk University:

1. Submit your documentation to the Office of Disability Services. You may mail, email or fax it to:

Kirsten Behling
Suffolk University
73 Tremont St., 7th Floor
Boston, MA 02018
617-994-6820 (ph)
617-994-6812 (fax)
kbehling@suffolk.edu

- 2. Make an appointment with the Office of Disability Services before school begins.
- 3. If you would like to use your accommodations for the math placement exam (which occurs during orientation) you should contact the Office of Disability Services by the end of May.
- 4. If you are requesting specific housing due to the limitations of your disability you should follow steps 1 and 2 and fill out a housing accommodations form: <http://www.suffolk.edu/campuslife/45437.html>.

Things to do once school begins:

- 1. If you have not met with the Office of Disability Services you should plan on doing so as soon as school begins. Make sure that the office has a copy of your documentation ahead of time.
- 2. You will receive an email from Rebecca Kmiec that your accommodation letters are ready to be picked up. Stop by the Office of Disability Service and pick them up as soon as you receive that email.
- 3. Hand deliver your accommodation letters to each one of your professors. You are NOT eligible to receive accommodations until you have handed the letters to your professors.
- 4. Follow all of the Office of Disability Services procedures in terms of requesting a peer note taker, using assistive technology, early registration and booking your exams. The office has strict deadlines for each of these that we will not alter. Please familiarize yourself with these deadlines by paying attention to the emails Rebecca Kmiec sends you.
- 5. Contact the Office of Disability Services for any questions or concerns you have related to your disability while you're at Suffolk. Your accommodation letters are only good for one semester. You will need to re-request them for subsequent semesters.
- 6. To ensure your success at Suffolk use your accommodations and the academic resources that are available to you early and often.