

Lorain County Community College

Basic Differences Between High School and College

OSNS Student Transition Guide

CLASSES

	HIGH SCHOOL	POSTSECONDARY
1.	Usually follow a school directed schedule and proceed from one class to another. A typical class schedule is Monday – Friday from 7:45 AM - 3 PM.	Individual students must manage their own time and schedules. Classes are generally 1, 2, 3, or 4 credits which reflect the amount of time spent in class instruction. Most classes are 3 credits and meet two or three times a week for 1 – 1.5 hours per class.
2.	General education classes are dictated by state/district requirements. Credit is given toward graduation for all classes.	Based on the results of placement testing, students may need to take remedial courses (course # starts with “0” 012, 023, etc.) prior to starting required courses for certificate or degree programs. Credit is given for remedial courses and financial aid can be utilized to cover costs. However, remedial credits do not count towards credits needed for certificate/degree completion. Freshman courses are 100 level (151, 161, etc.) Sophomore courses are 200 level (216, 282).
3.	Typically a school year is 36 weeks long; some classes extend over both semesters. Summer classes may be offered but are not used to accelerate graduation.	Academic year is divided into two separate 15 week semesters (fall and spring) plus a week for final exams. Summer semester begins the middle of May and includes condensed courses 5, 10, or 12 week long courses. Summer classes may be used to accelerate graduation.
4.	Class attendance is usually mandatory and monitored carefully.	Attendance policies vary with each instructor. Lack of attendance may impact performance. Review syllabus to see the impact on grades.
5.	Classes generally have 30-35 students.	Class size may vary from 10 – 100 students.
6.	Textbooks are typically provided at little or no expense.	Textbooks can be expensive. Typically the cost ranges from \$200-800 per semester for a full time student (12 – 18 credits).
7.	Guidance is provided for students so that they will be aware of graduation requirements.	Graduation requirements vary for different fields of study. Students are responsible for monitoring their progress. It is strongly encouraged that students meet with a counselor every semester to make sure that they fulfill the requirements of their field of study. This will avoid taking unnecessary courses which adds additional time and money to the college experience.
8.	Modifications that change course outcomes may be offered based on the student’s IEP. (shortened or reduced assignments)	Modifications that change course outcomes will not be offered. Assignments and due dates will be the same for all students.

INSTRUCTORS

	HIGH SCHOOL	POSTSECONDARY
1.	Grade and check completed homework.	Assume homework is completed and students understand the material. Expect students to have access to a computer to complete and submit assignments. Access to a computer is essential! Expect students to have a backup plan if the computer they used malfunctions (e.g. use of library computer, flash drive, etc.).
2.	May remind students of incomplete assignments.	Do not remind students of incomplete assignments. It is the student's responsibility to check with the instructor to see if requirements are being met. Students should always know what their grade is, # of points/total # of points.
3.	Often remind students when assignments/projects are due and of test dates.	Give a course syllabus on the first day of class which indicates when assignments/projects are due and test dates. Will refer students to syllabus and expect students to monitor their responsibilities. It is important for students to understand how to use a syllabus.
4.	May be available before, during, or after class to answer questions or discuss concerns.	May require students to attend scheduled office hours as indicated in syllabus.
5.	Have been trained in teaching methods.	Have content knowledge but not necessarily formal training in teaching methods. Many are adjunct instructors, teaching part time while working full time in their field. This makes instructors a valuable source of information about a field of study (accounting, welding, electronics, biology, computer graphics, etc.)
6.	Often provide students with information missed during absence.	Expect students to get information from classmates when the student misses class.
7.	Present information during class time to help students understand what is in the textbook.	May not follow the textbook. Lectures enhance the topic area. The student is expected to make the connection between lectures and textbook. Tests may contain questions about the textbook material even if it isn't discussed in class.
8.	Often write information on the board or overhead to be copied for notes.	May lecture nonstop. If instructors write on the board it may be to support the lecture, not summarize it. Good notes are a must!
9.	Teach knowledge and facts, leading student through the thinking process.	Expect students to think independently and to make the connection between information. Critical thinking skills are essential.

STUDYING

	HIGH SCHOOL	POSTSECONDARY
1.	Study time outside of class may vary (0-3 hours per week per class).	Generally need to study at least 2 -3 hours outside of class for each hour in class. Typically a 3 credit course requires 6 – 9 hours/week of outside study time.
2.	Instructors may review class notes and text material regularly.	Students are expected to review class notes and text material regularly outside of class. Free tutoring help is offered in the Tutoring Center on campus. It is up to the student to access.
3.	Often assignments can be easily completed during a study hall and the content is reviewed the following day during class. Long term projects or papers are rarely given.	There may be substantial amounts of assigned reading and writing to be completed outside of class. Often this material is not directly reviewed in class but will be included on the test. It is up to the student to read and understand the assigned material or access support. There are often projects or papers which require 1 -2 weeks or longer to complete. Good time management skills are essential.

TESTING

	HIGH SCHOOL	POSTSECONDARY
1.	Frequent testing, covering small amounts of material.	Usually 2 -3 tests per semester per class. These tests maybe cumulative and cover large amounts of material. The student is expected to know material in textbook, lecture material, and any handouts. Some classes may require only papers and/or projects instead of tests. Final exams generally include all the material covered during the semester.
2.	Make-up tests are often available.	Make-up tests are seldom an option. Students need to take responsibility to discuss this with instructor.
3.	Test dates can be arranged to avoid conflicts with other events.	Generally, scheduled tests are without regard to other demands. Students need to be prepared to have numerous tests on the same day.
4.	Frequently conducts review sessions emphasizing important concepts prior to tests.	Faculty rarely offer review sessions. Often a group of students create their own review sessions.
5.	Generally a lot of review information is given to help prepare students for finals. Students are frequently reminded of the date and time of the final exam.	Usually the student is expected to prepare for finals on their own. LCCC publishes a finals' schedule online several weeks before finals. The student is expected to know when and where the final is given.

GRADES

	HIGH SCHOOL	POSTSECONDARY
1.	Given for most assigned work.	May not be provided for all assigned work.
2.	Good homework grades may assist in raising a student's grade when test grades are low.	Tests and major papers provide the majority of the course grade. Homework assignments may provide minimum points. Students need to carefully read course syllabus.
3.	Extra credit options are often available.	Generally, extra-credit options are not used to raise a grade. Extra credit may not be offered.
4.	Initial test grades, especially when low, may not have an adverse effect on final grade.	First tests are often "wake up" calls to let a student know what is expected. They may account for a substantial part of final grade. Students need to contact instructor and tutoring center if do poorly. Student needs to take action and not wait and hope that things will get better – usually things only get worse and harder to rectify.
5.	Graduation requirements may be met with a grade of "D" or higher.	Requirements are met only if student's grade average meets the departmental standards. Generally a "C" is required or the course must be repeated.

OTHER FACTORS

	HIGH SCHOOL	POSTSECONDARY
1	State and/or district policies may determine eligibility for participation in extracurricular activities.	LCCC's policies determine eligibility for participation in extracurricular activities.
2	Parents typically manage finances for school-related activities.	Students are responsible for money management. It is the student's responsibility to check with Financial Aid Services each semester regarding financial coverage. Any changes to scheduled classes (drop, add, withdraw) need to be discussed with Financial Aid Services. The student is legally responsible for all bills.
3.	Parents and teacher may provide support and guidance with responsibilities and setting priorities.	Students are responsible for setting their own priorities.

LAWS AND RESPONSIBILITIES

	HIGH SCHOOL	POSTSECONDARY
1.	Individuals with Disabilities Act (IDEA) and Americans with Disabilities Act (ADA).	Section 504; Americans with Disabilities Act (ADA), Federal Education Rights & Privileges Act (FERPA).
2.	Covers ages 3 -21 or until regular high school diploma requirements are met.	Covers students with disabilities regardless of age; school may not discriminate in recruitment, admission, or after admission solely on basis of disability.
3.	Free, appropriate public education is mandatory.	Students choose to attend and are responsible for all tuition and college fees.
4.	Districts are required to identify students with disabilities through free evaluations and the individualized education program (IEP) process.	Student is responsible for revealing and providing current documentation of a disability. The student must self advocate.
5.	Students receive special education services to address needs based on an identified disability.	Formal special education services are not available. Office for Special Needs Services offers services to students with documented disabilities, but the student must initiate contact with the office.
6.	Services may include specially designed instruction, modifications, and accommodations based on the IEP.	Reasonable accommodations and modifications may be made to provide equal access and participation.
7.	Individual student needs based on the IEP are regularly monitored and reviewed by school personnel.	Students are responsible to assess their participation and performance at LCCC.
8.	Progress toward IEP goals is monitored and communicated to the parent(s) and the student.	Students are required to monitor their own progress and communicate their needs to instructors.
9.	Schools assist in connecting the student with community support agencies if identified as a transition need according to the IEP.	Students are responsible for making their own connections with community support agencies.
10.	Parents are legally responsible for students until age 18. Educational records are confidential. Parent(s) or legal guardians may access these records.	All parental rights transfer to the student once the student is admitted to the college. The student's records are confidential. The student must give permission for parents to access them.