



## High School to College: Transitions and Opportunities

1. The Professor
  - Disciplinary expert (not disciplinarian)
  - Not restricted to textbook or standardized curriculum
  - Open and helpful, but also expects students to initiate contact, ask questions, apply advice, and utilize office hours
  - Prohibited from releasing information about grades or performance to anyone other than the student
2. The Learner
  - Self-directed, able to find information and make choices about effective use of time
  - Accountable to syllabus and course expectations, without reminders or prompting from faculty
  - Able to take notes, synthesize course material, and think critically (focus on constructing rather than regurgitating ideas)
  - Possesses control over attendance and performance
3. Use of Class Time
  - Little or no time devoted to study (homework is completed outside of class)
  - Little or no time devoted to summarizing or reviewing assignments (comprehension is expected)
  - Discussion-oriented
  - Class time may include activity in online course supplements (eCompanion)
4. Assessments (exams, assignments, etc.)
  - Exams are usually infrequent and may be cumulative
  - Emphasis is on authentic assessment that links course material to questions and problems, tapping critical thinking, application, and active learning
  - Not all assignments are graded or even reviewed
5. Inquiry, Writing, and Academic Honesty
  - Students are often given freedom to select their own topics and inquiry questions to guide research
  - Internet research is restricted to academic, peer-reviewed venues (not wikipedia, personal websites, online dictionaries and encyclopedias, etc.)
  - Writing assignments extend beyond research papers or five-paragraph themes
  - Academic honesty is required and academic dishonesty punished, even if unintentional

6. Grading

- Grades on tests and major papers often provide most of course grade
- Few, if any, opportunities for extra credit
- Standards are provided, but grades are earned by quality of *product*, not necessarily effort expended or quality of process; adherence to directions and completion of assignments are non-graded expectations
- “C” is considered acceptable work

7. Study

- Homework and reading assignments often extend beyond what can be explicitly covered in class
- Study should include critically reflecting on reading assignments to prepare for engaged class discussion
- 2 or 3 hours of study time for every 1 hour of time in class
- Often self-formed study groups are helpful, if approved by faculty

8. Parental Involvement

- For every hour spent on the phone with you, who is your student *not* talking to?
- University support services, not parents, serve as the primary “coaches” for students
- Academic honesty standards apply equally to students *and* parents