

POSTSECONDARY LANGUAGE DICTIONARY

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Understanding key differences between high school
and university in Ontario

York University in collaboration with:



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INTRODUCTION

The transition to university from high school can be overwhelming and often confusing. This document has been designed to support students and their families succeed in the transition to university.

It is key to understand how processes change from high school to university. We encourage students and family members to read this document together and discuss it with both high school and postsecondary service providers.

Within this document, you'll learn about:

- academic accommodations;
- funding opportunities; and
- classroom differences and the importance of time management in university.

CONTENTS

Topic	Page No.
Policy Governance	5
Time Management	6
Accommodations & Documentation	7
Academic Accommodations	9
Schooling Structure: The Classroom	11
Schooling Structure: The Instructor	12
Admissions	13
Grades and Transcripts	13
Resource Support	14
Funding	16
Contact Information	17
Notes	17

POLICY GOVERNANCE

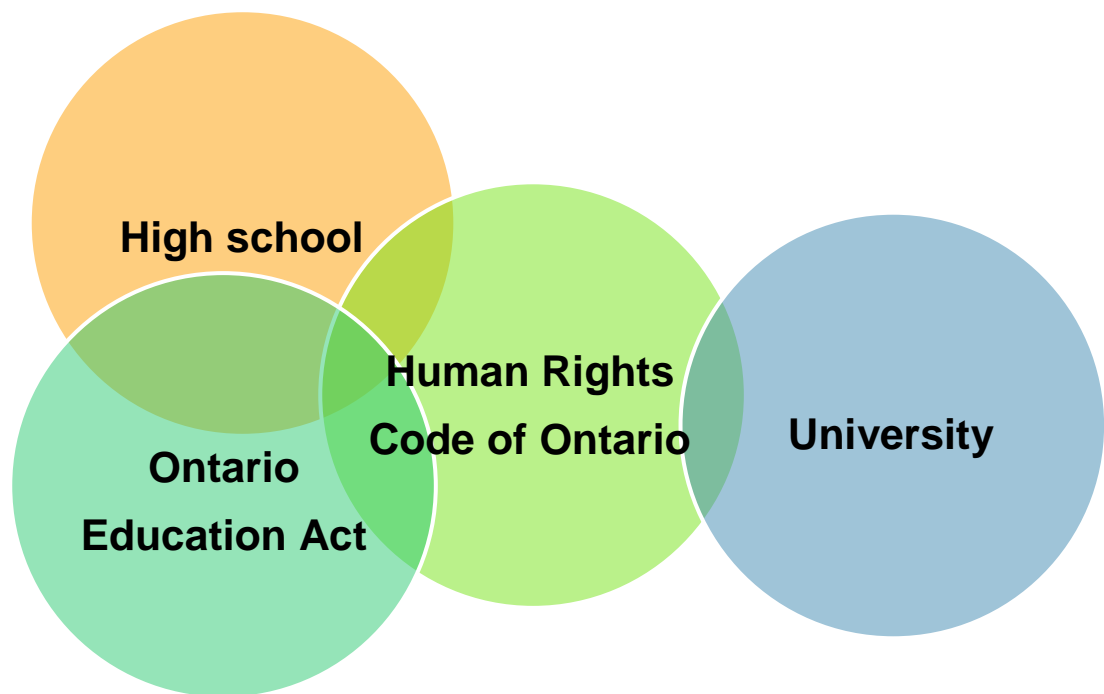
Understanding the differences between the Ontario Education Act and the Human Rights Code of Ontario helps to understand:

- an institution’s legal responsibility to accommodate people with disabilities in academic settings; and
- the rights of people with disabilities in academic settings, and how rights and accommodations change from high school to post secondary (college/university).

HIGH SCHOOL AND UNIVERSITY GOVERNANCE STRUCTURE

Although both high school and postsecondary institutions are governed by the Ontario Human Rights Code, only high schools must follow the laws set out in the Education Act of Ontario.

Figure 1



TIME MANAGEMENT



Class participation looks different in every class. Speak to your class instructor to understand the expectations of class participation and to share any concerns you might have. Make an appointment with your instructor!

HIGH SCHOOL

- Back-to-back classes, with the exceptions of spares.
- Same lunch period each day.
- Attending school every day.
- School ends at the same time each day.
- Attendance is monitored and mandatory.

UNIVERSITY (MORE INDEPENDENCE!)

- No assigned lunch period, classes are spread out and there may be days off.
- School does not end at the same time each day, unless you have planned it.
- Attendance may be mandatory for some classes, but not others.
- Attendance is factored in as part of the grade (usually between 5-15% or more).
- No one will contact a student to make sure they are attending class.

ADDITIONAL NOTE

- Read course syllabus for expectations on attendance.
- Students are responsible for creating and managing their own schedules.
- Students should seek out the appropriate supports to assist with developing a schedule that works for them.

ACCOMMODATIONS AND DOCUMENTATION

Question	High school	University
<p>How are accommodations and supports initiated?</p>	<p>Information about students learning needs contained in the OSR (Ontario School Record) are automatically transferred from school to school (within the same school board). This information is shared with specific staff.</p>	<p>Students must register with the office that sets up accommodations and supports, often (but not always) called accessibility or disability services.</p> <p>A website for this service will explain what is needed to register. This can involve:</p> <ul style="list-style-type: none"> • calling or completing an online registration form to set up an appointment; and • submitting documentation outlining needs (psycho-educational assessment, medical documentation).
Question	High school	University
<p>What documents are required to set up accommodations?</p>	<p>A psychological-educational assessment is completed by the school board. This usually involves a detailed standardized individual assessment of cognitive processes, skills and abilities pertaining to learning.</p> <p>This assessment usually stays on file and informs the accommodations put in place (IEP is based on this).</p> <p>An educational assessment can be completed by the</p>	<p>Documentation from a qualified health professional (psychologist, psychiatrist, family doctor) is required.</p> <p>This documentation can either identify the diagnosis and/or the functional limitations of the disability.</p> <p>If a psychological-educational assessment was completed through elementary/high school, this is acceptable but might need to be updated.</p> <p>Preference is for documentation to be recent (5 years or less) but all existing documentation can be considered.</p>

STRENGTHENING TRANSITIONS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS

	school, at no cost to the student ¹ .	More current documentation (less than 5 years old) is essential for meeting criteria for bursaries and grants for students with disabilities. IEPs can be submitted, but alone are not enough to identify appropriate accommodation needs at this level.
Question	High school	University
What if more documentation is required?	Sometimes supports (and/or an IEP) can be put in place even if a psychological assessment has not yet been completed (through consultation with the teacher and school staff).	Disability counsellors can provide information on how to access additional documentation (as needed).
Question	High school	University
How are accommodations decided?	The Identification, Placement and Review Committee (IPRC) reviews all of the assessment information and identifies strengths and needs. This involves consultation with: <ul style="list-style-type: none"> • Teacher • Parents (and student if over 16 years old) • Other professionals 	Counsellor reviews documentation to identify needs and consults with student in one-to-one meetings. Professor is consulted if needed (to ensure learning objectives of course are maintained).

¹ The information contained within this document related to this topic is broad and does not contain the specific policies of each school board in Ontario.

There is no standard applicable to all school boards that states when assessments are offered. School boards offer assessments at various points between elementary and secondary school. To help you prepare, consult with your school board so you have a clear understanding of what assessments your child will have.

ACADEMIC ACCOMMODATIONS

IF STUDENTS RECOGNIZE THE NEED FOR ACADEMIC ACCOMMODATIONS, THEY MUST:

- Register with the office that provides support services for students with disabilities in order to receive accommodations.

STUDENT RESPONSIBILITIES

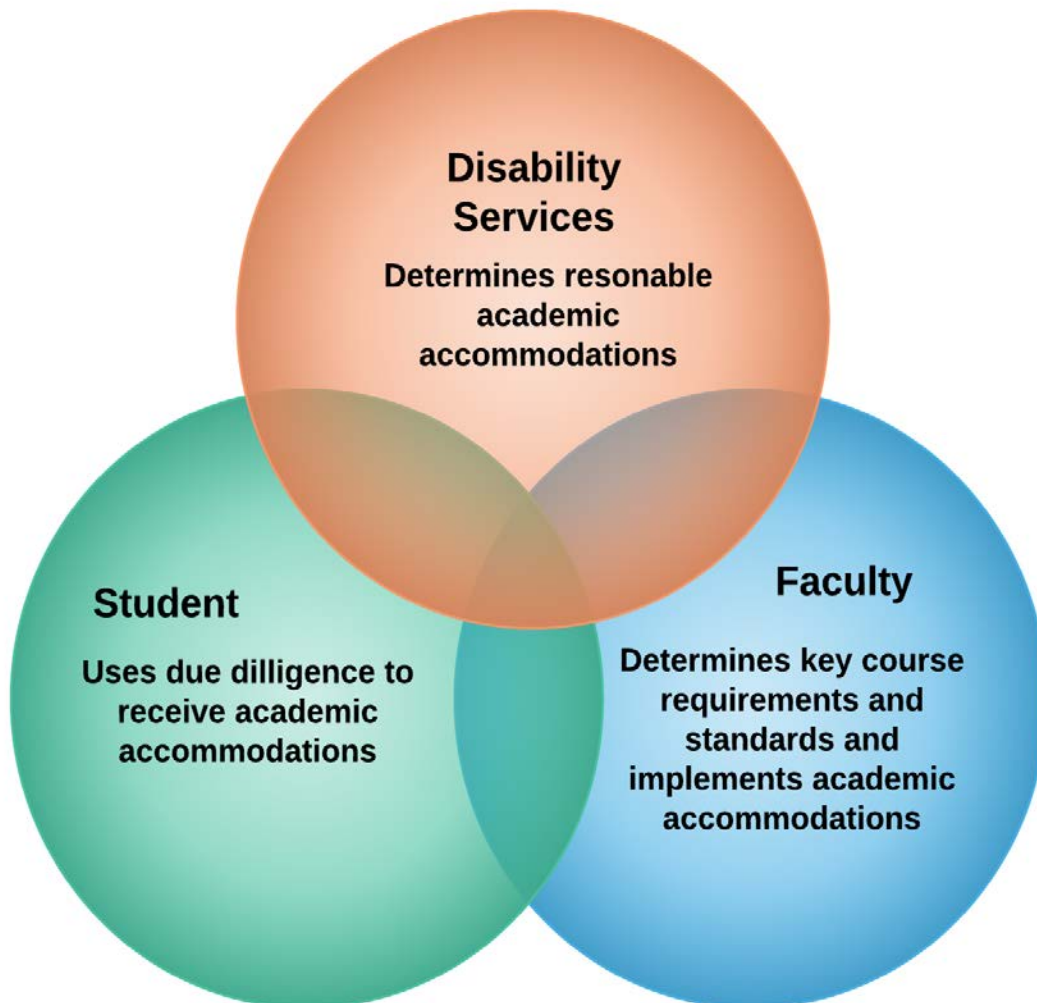
- Request services in a timely manner (ideally before or at the very start of term).
- Have a psycho-educational assessment to determine accommodations, not IEPs (current practice in high school).
- Present course instructor(s) with a letter, provided by the Disability Services Office (DSO), detailing the recommended accommodations.
- Meet all course requirements using only the approved academic accommodations.

STAFF/FACULTY RESPONSIBILITIES

- The goal of the academic accommodation is to give a student with a disability equal access to the learning environment.
- Not to guarantee an A or even that the student will be successful. An academic accommodation is designed to level the playing field.
- Not to alter the key aspects of the course, nor do they diminish academic integrity or rigour.
- Remember that academic accommodations are not automatically transferable from high school to post-secondary. The IEP is a legal document (Education Act of Ontario) that only applies while a student is attending high school, no postsecondary.

VISUAL EXPLANATION OF HOW ACADEMIC ACCOMMODATIONS ARE DETERMINED:

FIGURE 2

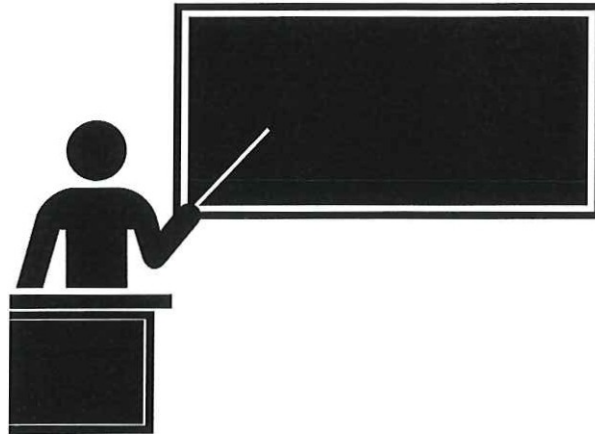


SCHOOLING STRUCTURE: THE CLASSROOM



High school	University
<ul style="list-style-type: none"> • Teacher provides/outlines the lesson, students listen, take notes and demonstrate their understanding in a variety of ways. Often, time is given to complete academic tasks. • Usually 25-30 students in a classroom. • Homeroom – where attendance is taken and announcements are made. • Resource room is available for support. 	<ul style="list-style-type: none"> • Lectures usually involve large number of students (anywhere from 75 – 1000). • Lecture halls – theatre style seating where professor instructs and students listen and take notes. • In addition to lectures, some courses include a tutorial or lab that complements the lecture. • A teaching assistant or lab instructor runs these sessions where course content is reviewed, discussed and/or applied (approximately 25 students). • Group work may take place and assignments are discussed in greater detail.

SCHOOLING STRUCTURE: THE INSTRUCTOR



High school	University
<ul style="list-style-type: none">• Teacher specializes in subject matter and is formally trained in methods of instruction.• Teaches the content in a variety of ways, incorporating readings, activities and opportunities to ask questions and apply new information within the classroom setting.• Most often, it is the instructor's full time job to teach and are more available and accessible to students outside of classroom hours• The course curriculum is established by the Ministry of Education	<ul style="list-style-type: none">• Professors are often experts in a subject matter (hold a Masters/PhD) and are responsible for the design and content of the course.• Professors talk (in lecture style) to share course content.• Teaching Assistants (TAs) are sometimes assigned to teach a tutorial that runs alongside a lecture.• TAs are typically graduate students (Masters or PhD students) and use their sessions to breakdown lecture or readings, encourage discussion, review for tests and assignments.• TAs are often the ones who mark student assignments and tests.

ADMISSIONS

- Accessibility/Disability Services does not determine or make decisions on the acceptance or rejection of a student’s application.
- Relevant disability documentation for a student registering with disability services should always be sent to the accessibility/disability office unless it is for a modified admission.
- Modified admissions documentation should be sent to the Admissions office.
- All matters relating to a student’s application to the university should always be directed to the university’s admission’s department.

GRADES AND TRANSCRIPTS

CONFIDENTIALITY

A transcript needs to be requested from the Registrar’s office by the student. A student’s transcript information is never shared between the university and staff.

DISABILITY FILE

The Disability Services Office (DSO) will keep track of Letters of Accommodation (LOAs) and other documentation. Any staff within the DSO will have access to this information.

High school

Ontario School Record (OSR) – all educational documentation (e.g. report cards, IEPs) are stored in the OSR

Each student’s OSR file is kept at the student’s current school
Teachers are expected to read and understand student needs from year to year. Teachers, parents and students have access to OSRs.

University

Academic Transcript – a document that has the accumulation of a student’s grade history at the particular institution. If a student has attended more than one post-secondary institution, then the student will have multiple transcripts in accordance with the number of institutions the student has attended.

RESOURCE SUPPORT

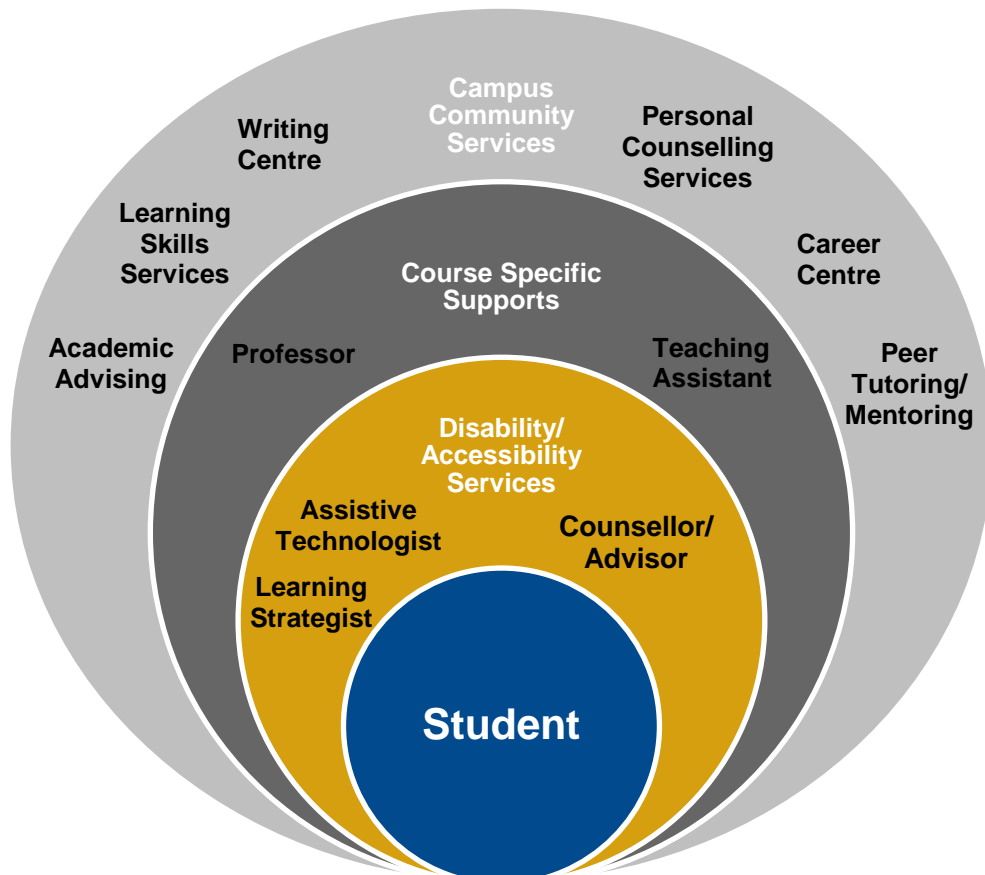
Resource supports include assistance in the following areas to enhance learning:

- Developing strategies
- Making use of technology
- Developing skills (reading, writing, time management)

In high school, you may have had the support of:

- Course/subject teacher
- Guidance counsellor
- Resource teacher
- Peer tutor
- Educational assistant
- Social worker and/or child and youth worker

In university, supports can be accessed through:



FUNDING

WHAT IS OSAP?

For a complete and comprehensive understanding of OSAP, please visit:

<http://www.ontario.ca/how-get-osap>.

SHOULD I APPLY FOR OSAP?

Yes! Even if you think you do not qualify, apply. There is no cost to apply. Applying for OSAP does not mean you have to take the money if approved, but OSAP eligibility means that you are eligible for the BSWD (Bursary for Students with Disabilities).

WHEN SHOULD I APPLY FOR OSAP?

As soon as you click yes on your university acceptance. The sooner your OSAP eligibility is determined, the sooner the proper supports can be put into place.

*June 30th is the recommended deadline to apply in order to receive funds before the start of classes.

WHAT IS THE BSWD?

The Bursary for Students with Disabilities (BSWD) is a funding support program that can cover the cost of supportive technology and services related to your learning needs that are impacted by your disability. Even if you are eligible just for \$1 of OSAP you may be eligible for the BSWD.

As this is considered a bursary, you do not have to pay back these funds but they must be accounted for with receipts. For a more comprehensive explanation of the BSWD, please visit:

<https://osap.gov.on.ca/prodconsum/groups/forms/documents/forms/prdr011575.pdf>

HOW DO I APPLY FOR OSAP?

To apply for OSAP, please visit the following site: <http://www.ontario.ca/page/how-get-osap>.

FULL-TIME STUDIES

For OSAP purposes, you're in full-time studies if you're taking 60% or more of a full course load. If you have a disability, you may choose to be considered a full-time student if you're taking at least 40% of a full course load. Your full course load percentage is defined by your school.

CALCULATING COURSE LOAD (YORK UNIVERSITY)

The following table is relevant to York University students only. If you are not attending York University, please refer to the website of your institution of choice.

Category of student	Course Load Needed to Apply for Full-Time OSAP	Course Load Equivalent in Registered Credits
Undergraduate student without a permanent disability	At least 60% course load	At least 9 credits in each term
Undergraduates with a permanent disability	At least 40%	At least 6 credits in each terms
Graduate student	Registered as a full-time student (show 100 per cent course load on OSAP application)	Credits are not considered

