

Rigor and Culture: Differences in Looks Between High School and College

Presented by

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Will you be profitable, my friend?



Contemporary Art Museum, Stockholm, Sweden

Rigor in the Classroom: High School v. College

- What are the similarities and differences in the content and delivery of material between the High School-site college-level course and the College-site course?
- What are the physical/environmental differences? Do these differences affect how the course is taught in both settings?

Time

- Most High School semesters are eighteen weeks, whereas college semesters are sixteen weeks; does how often the class meets affect delivery? If so, how?

Time II

- Bells v. No Bells! How does time figure in the picture? High School schedules vary wildly in how the school day is organized: some schools use a six or seven period day with classes lasting fifty to sixty minutes five days per week; others use a “block schedule” in which students meet every-other day for ninety minute periods; still others use a modified block in which students meet every day for ninety minutes and finish an entire semester course in nine weeks. How does this compare to the college semester?

The Syllabus

- What is the point of a syllabus?
- How detailed should a syllabus be?
- For high school students taking college courses, what does the instructor need to do with the syllabus to make it “user friendly” for the student?
- At the college level professors “expect students to know what to do and how to do it.” At the high school level instructors need to make sure students *learn* what to do and how to do it

Expectations v. Standards

- In Florida, and most other states, standards apply to each course and mastery of the standards is one determinant of students' grades.
- At the college level there are few specific standards, but rather expectations or outcomes that students should master during the course.
- How does this affect the differences among professors with regard to content delivery, i.e., do college-level instructors have more “academic freedom” than their high school counterparts? Should they?

Common Core!

- Common Core standards have been adopted by more than forty states in the United States. Colleges and universities do not use Common Core standards, so how does the high school-level instructor incorporate these standards into a college-level course?

A Common Core Standard:

Can this apply to the college-level course
without reducing rigor?

Can it *increase* rigor?

CC RH.1112.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

Academic Maturity: What does it take for a High School student to be a College student?

Younger college students may not have developed the maturity to handle controversial or “adult” subject matter, but sometimes this material is part of the course, the literature, or the history. How do high school-level instructors deal with this issue?

Early College and Dual Enrollment versus International Baccalaureate and Advanced Placement

Early College and Dual Enrollment courses require students to meet the same level of rigor and pass the same exams required of traditional college students; they are not, however, required to pass an exam (AP or IB) for credit. Does this mean college courses are *less* rigorous than IB or AP courses?

Process and Content

IB and AP courses tend to be more process driven;
College courses tend to be more content driven.

The Text Book and Other Documents

Texts used in the high school college-level setting should be the same as courses offered in the college setting. Additional resources such as primary source documents should also mirror those available or provided to students taking the course at a college or university. The text material, electronic materials and services, and technology should be as similar as possible between the two different settings

Some comments
from current Early
College students.

Questions?