

# PREPARING FOR COLLEGE

## 1. KNOW YOURSELF

- Have a goal.
- Understand your disability.
- Know what has helped you.
- Obtain current and complete documentation needed for college. (*High school IEPs and 504 plans are valid for high school use only.*)
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## 2. DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

	HIGH SCHOOL	COLLEGE
How do students receive services?	High Schools must provide services to all identified students.	College students must request services needed for <i>accessibility</i> . They are not automatically given.
Who provides, arranges, and pays for disability assessment?	High School	Student
Who develops accommodations?	High School Teams make decisions to develop IEPs and 504 plans stating what is needed for a student to be <i>successful</i> .	Disability Coordinators determine accommodations necessary for <i>accessibility</i> . They develop RAPs (Reasonable Accommodation Plans) stating what is needed for a student to gain <i>accessibility</i> .
Is parental involvement allowed without student's permission?	Yes	No
Are there SPECIAL EDUCATION services ( <i>including modified courses or instruction, personal or educational aides, behavioral modifications, or specialized tutoring</i> )?	Yes	No. All students must meet the essential academic and technical requirements ( <i>be otherwise qualified</i> ) to enter a program and maintain them to remain in that program. Course content and requirements can not be changed. Classroom protocol must be followed and behavioral standards must be met.
How are instructors informed?	High school personnel inform teachers of IEPs or 504 plans.	College students must give copies of their RAP to their instructors. Accommodations do not begin until students notify faculty. <span style="float: right;">1/07</span>

### 3. Know how to Communicate Your Needs

BE YOUR OWN ADVOCATE ASK questions – LISTEN to replies – MAKE notes

ASK <u>WHEN</u> YOU APPLY	MEET WITH DISABILITY COORDINATOR <u>BEFORE</u> COURSES BEGIN	MEET WITH YOUR ADVISOR AND INSTRUCTORS
Who do I contact for <b>disability support</b> ?	<b>Find out</b> what documentation is required and obtain it.	<b>Meet your academic advisor</b> as soon as possible, perhaps even before classes begin. Give your advisor a copy of your RAP.
Are any <b>entrance or course placement tests</b> required?  If so, how do I <b>arrange accommodations</b> for them?	<b>Review</b> your documentation with the disability coordinator.	<b>Meet with instructors</b> privately and early. ( <i>Accommodations are not retroactive.</i> ) Give each a copy of your RAP when you discuss your needs and arrange for accommodations.
Are there <b>foreign language</b> requirements?	<b>Develop</b> a Reasonable Accommodation Plan (RAP).	<b>Use the course SYLLABUS wisely.</b> A syllabus generally includes: Course objectives Office location and hours TEXT and supplies needed Attendance/homework policy Grading/testing information
Do you have a <b>specialized program</b> for students with disabilities?	<b>Seek</b> advice about course content, instructors, and scheduling.	
If so, what does it cost and how can I apply?	<b>Learn</b> how to deliver your RAP to your instructors and academic advisor.	
	<b>Practice</b> what you will say to your instructors and academic advisor.	

### 4. KNOW YOUR OPTIONS

**Consider** various programs: Select courses - Certificate Program - Associate Degree - Bachelor Degree

**Begin** by focusing on your **strengths**.

**Consider** taking *fewer* courses each semester than suggested. (This may extend your program.)

**Find** out how many credit hours needed for *full-time* student status.

**Ask** your advisor for guidance *before* you adjust your schedule.

**Realize** that summer college courses are often *condensed* into fewer weeks and longer class sessions.

#### MISSION STATEMENT

It is the **mission** of NHCTCS Disabilities Services to provide equal educational access, opportunities, and experiences to all qualified students with documented disabilities who register with the college's Disability Services office. Reasonable accommodations are provided to students to allow them to achieve at a level limited only by their abilities and not by their disabilities. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self advocacy skills, as they assume responsibilities for reaching their academic goals.

*Adopted 2006*

# **A Comparison of High School and College.**

## **INSTRUCTORS**

### **High School**

- Teachers check your completed homework.
- Teachers remind you of incomplete work.
- Teachers approach you if they believe you need assistance.
- Teachers have been trained in teaching methods to assist in imparting knowledge to students.
- Teachers present material to help you understand the material in the textbook.
- Teachers often put information of the chalkboard that is to be copied for notes.
- Teachers seldom require outside sources.
- Teachers impart knowledge and facts.

### **College**

- Professors generally do not remind you of incomplete work.
- Professors expect you to approach them if you need assistance.
- Professors have been trained as experts in their field and may not have been trained in teaching methods.
- Professors may not follow a textbook. They may give illustrations, provide background information, discuss research about the topic you are studying, or amplify the textbook with additional material.
- Professors often lecture nonstop and may not identify the important points in your reading assignments.
- Professors may require library research and expect you to know how to do it.

## **GRADES**

### **High School**

- Grades are given for most assigned work.
- Homework grades may help when test grades are low.
- Graduation may occur as long as you have passed all required courses with a grade of “D” or higher.

### **College**

- Grades may not be provided for all assigned work.
- Graduation will occur only if your average in all classes meets the departmental standard, which is usually a 2.0 or “C”.

## CLASSES

### College

- Class times vary throughout the day and evening.
- You spend about 12 to 20 hours each week in class.
- The school year is divided into two 15 week semesters plus a week following each semester for examinations (32 weeks).
- You will need to arrange your own schedule, depending upon course offerings.
- Classes may be larger in size than in high school.
- You must budget substantial funds to purchase your own textbooks.

### Tests

- Testing may be infrequent and cover large amounts of material
- Makeup tests are seldom available.
- Test scheduling is determined by the instructor via the syllabus or course outline, and is not open to changes related to college events or your personal plans.

### Studying

- You are expected to study 2 to 3 hours outside of class for each hour in class.
- You may be assigned substantial amounts of reading.

## COURSE SELECTION

### High School

- Your courses are generated by a pre-determined curriculum, possibly according to your level of skill.
- You may need parental permission to participate in extracurricular activities.
- You can count on someone correcting you if you are not responsible.
- You are usually provided with school owned textbooks.
- **Curriculum may be modified to meet your needs if you have a disability.**

### College

- You select your courses with your advisor according to your program.
- Your time outside class is your own. If you wish to participate in extracurricular activities you can and you are encouraged to do so.
- If you choose not to attend class, you will miss the information from that class unless you make the arrangements to get the material from a classmate or your professor.
- How many classes you take each semester is up to you. In order to be considered full-time, you must take at least 12 credits.
- It is not necessary to take a full course load each semester to remain in college.
- **Curriculum is not modified if you have a disability.**