

COLLEGE PLANNING SERVICES FOR STUDENTS WITH DISABILITIES



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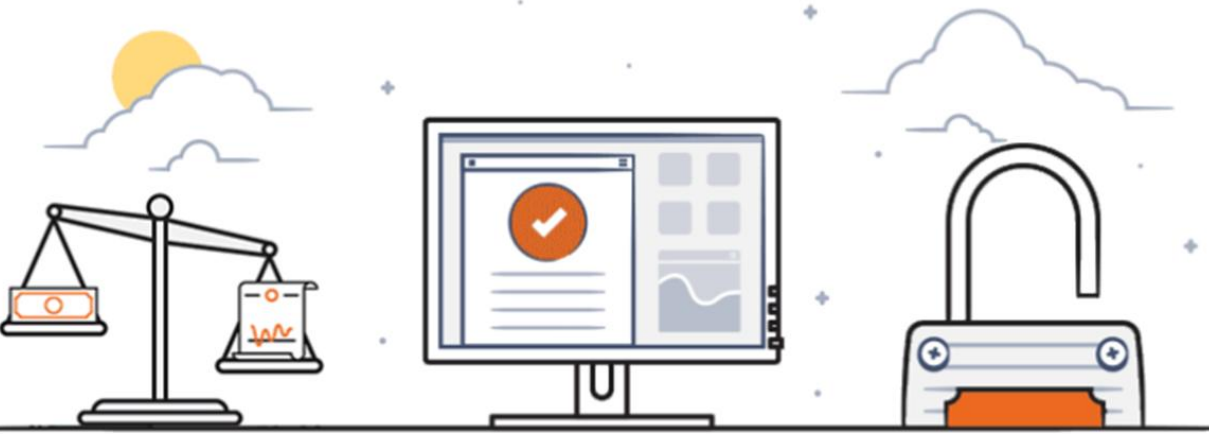
OFFICE EMAIL: CSDOFFICE@NCC.EDU

High School Vs. College

High School	College/ Higher Education
Special Education/Resource Room	Disability Office (Name will vary)
Individuals with Disabilities Education Act (IDEA) – All about Success	ADA/Section 504 of the Rehabilitations Act – All about Access
School primarily responsible for identifying students that need support and arranging accommodations	Student must self-disclose & register with disability services office if they wish to seek accommodations
Individualized Education Plans (IEP)/ 504 plan	IEP/504 plan does not carry over into college, it is used as a guide
Declassified students may still receive accommodations.	Documentation requirements vary based upon disability (ex: Psychoeducational Evaluation, Letter from physician/treating professional, ect). Declassified students might not receive accommodations.
Evaluations at no cost to student	If a student has outdated documentation, they may be responsible for the expense of a new evaluation
May have modifications to curriculum	While each college varies, it is more typical that students will be expected to meet all University/program requirements. There may be situations such as a Foreign Language Substitution option or Physical Education (but all requests are reviewed based upon supporting documentation)
Parent is primary advocate	The student is expected to self-advocate, with support from Disability Office as needed. Parents does not have access to the student's education records without the student's written consent
Disruptive conduct may be accepted.	Students who are disruptive and unable to abide by the Student Code of Conduct can be dismissed from the college

FERPA Compliance

The Family Educational Rights and Privacy Act



FERPA is a federal law that protects the privacy of student records and applies to all schools that receive funds from the USDOE.

Types of Student Records:

- Financial information
- Disciplinary files
- Student transcripts
- Immunization & health records

To be compliant, schools can utilize a paperless system for storing student records. School's funding is based on compliance.

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students by limiting third party access to student education records. When a student reaches the age of 18 or begins attending a postsecondary institution, regardless of age, FERPA rights transfer from the parent to the student.

DISABILITIES OFFICE OVERVIEW

- The disabilities office provides equitable access for students with disabilities. Reasonable accommodations are determined based upon review of a student's application and documentation.
- We support students in utilizing approved accommodations which could include academic, classroom, and housing accommodations.
- Reasonable accommodations “level the playing field” for students with disabilities. For example, sign language interpreters, braille, extended time on exams, testing in a distraction-reduced environment, screen enlargements, wheelchair accessible desk, note-taking technology, ect.
- At the college level, it is the responsibility of the student to self-disclose to the disability office if they wish to receive services. It is also the responsibility of the student to discuss any need to have changes to their accommodations. For example, if the student's vision declines, and they need larger print.



PICKING THE RIGHT SCHOOL FOR YOU



- When you are doing your college visits take time to also visit the disabilities office, meet with the staff, and see what accommodations the college may offer compared to your current IEP or 504 plan. This is very important, as some disability offices offer different reasonable accommodations
 - What educational/medical documentation must I bring to identify myself as a student with a disability entitled to reasonable accommodations? How current must it be? And Who decides if I qualify for accommodations and are the accommodations I need available?
 - How much advance notice is needed to have textbooks recorded on tape?
 - Is tutoring provided? What is the cost?
 - Are waivers or substitutions granted to students who, because of their disabilities, cannot pass certain courses, such as foreign languages or statistics?
 - Are courses in basic skills or study skills offered? Are they available for credit? Can they be counted as hours toward full-time status? What is the cost?
 - Is there a support group on campus for students with disabilities?
 - Is there an adaptive technology lab on campus? What software is used for accommodations?
 - Is there counseling available through the office or another office on campus? Is there a fee?

CONSIDERATIONS FOR COLLEGE SELECTIONS

- Affordability: Cost/ Scholarships
- Academic Majors Available
- Campus Safety
- Housing Options
- Extracurricular/ Clubs
- Location
- Transportation
- Campus Life and Atmosphere
- Size of school and class Sizes
- Support Resources
- Traditional or online classes Availability
- Work-Study and Campus Job Opportunities
- Study Abroad Opportunities
- Talk to Current Students
- Transferability
- Rank What's Most Important to You

REGISTERING WITH THE DISABILITIES SERVICE OFFICE

- Apply to the College
- Contact the disabilities office and submit an application or a request for services
- Submit appropriate documentation for review to the disabilities office (do not send it to admissions)
- Meet with your college disability counselor or accommodations specialist
 - What is your disability? And How does it interfere with your learning?
 - What are your academic strengths?
 - In what areas do you have difficulty or problems?
 - What accommodations will you need?
 - What kind of support services have you used in high school? And what was most helpful?
 - How do you manage your time?



ACCOMMODATION EXAMPLES

- **Testing Accommodations**

- Extended Time
- Distraction Reduced Environment (Testing Lab)
- Use of computer for exams
- Use of calculator for exams (when appropriate)
- Scribe for exams (answers typed or written for student)

- **Housing Accommodations**

- Medical Singles
- Emotional Support Animal (ESA)
- Accessible specific housing/dorming

- **Classroom Accommodations**

- Note-taking technology
- Permission to tape record lectures/class
- Attendance modification
- Instructions/directions in writing
- Accessible classroom and or/furniture
- Assistive listening devices
- Speech-to-text services
- Service Animals
- Sign-language interpreters
- Materials in Braille Format
- Materials in Electronic Format

DIFFERENCES BETWEEN 4-YEAR AND 2-YEAR INSTITUTIONS

2-YEAR INSTITUTIONS

- Can earn a Certification or Associates Degree
- Affordable Tuition
- Smaller Class Sizes
- Opportunities to Improve GPA through Community College Classes
- Career Planning & Exploration

4-YEAR INSTITUTIONS

- Can earn a Certification, Associates Degree, Bachelor's Degree, Master's Degree, or Doctorate Degree
- Admission Scholarship Opportunities
- Broader Course Selection from 4-Year Schools
- Independence
- Research Opportunities

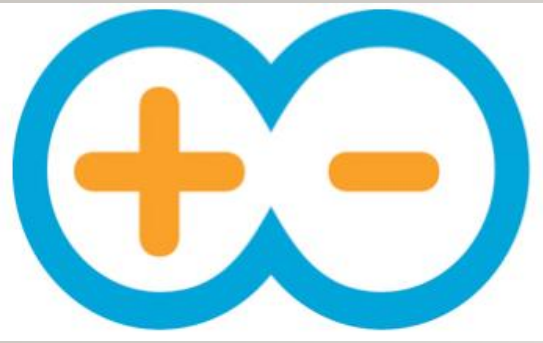


THE CENTER FOR STUDENTS WITH DISABILITIES

WWW.NCC.EDU/CAMPUSSERVICES/DISABILITIES_SERVICES/

- Our mission is to serve students with documented physical/medical, visual, learning, emotional, or hearing disabilities who have been accepted at NCC. We provide them with resources and support to gain confidence, become independent, develop learning strategies and skills, and capitalize on their strengths
- Services
 - Academic Advisement
 - Voter Registration
 - Appropriate Classroom and Testing Accommodations
 - Sign Language Interpreters
 - Adapted Computer Access
 - Support Center
 - Academic Testing Center

Center for Students with Disabilities
Building “U”
Phone: 516-572-7241
CSDoffice@ncc.edu



THE ACHILLES PROJECT

STUDENTPERSONNELSERVICES@NCC.EDU

- The Achilles Project has been designed to develop the potential recognized in twice exceptional (2e) students at NCC through identification tools, appropriate educational programming and counseling techniques.
- Uses Holistic Approach
 - Meets academic & social-emotional needs and teaches to student strengths while supports areas of weakness.
- Social-Emotional Component
 - Counseling to address unique needs & career issues, Social skills workshops, Peer Mentoring, Student Support group
- Academic Component
 - Individualized curriculum, Strength-based instruction, High-interest subject & optimal learning style, Differentiated instruction, Faculty mentoring/Research projects/Internships, Supports for areas of weakness, Tutoring, Seminars in organizational & study skills and test anxiety strategies, Faculty teams, Small classes enhanced for students with different needs

ASPIRES

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- ASPIRES was developed to give support with transition and managing the college campus for individuals with Autism Spectrum Disorder. The program provides academic support, assistance in executive function skills and social relationships. The goal of this program is for each student to graduate with an associate degree, have the option to continue their education and/or be competitively employed.
- How To Apply
 - Applicants must first apply to NCC and take the placement exam. ASD students will need to meet the following criteria to be accepted to the NCC ASPIRES program:
 - Diagnosis of high functioning Autism and or related disability from a physician/neurologist
 - Regents diploma or local diploma – not an IEP/skills certificate
 - IQ of +/- 90 (WISC/WAIS). Recommendations attesting to an applicant's college academic ability may be considered as part of the application process
 - Applicants must provide evidence of ability to do college-level academic work
 - Applicant must provide evidence that they have the ability to adhere to the NCC student code of conduct

BEFORE WE GO...

TIPS ON HOW TO MAKE COLLEGE TRANSITIONING FOR STUDENTS WITH DISABILITIES EASIER

- Know your disability and how it has an impact on your education
- Know your strengths and weaknesses.
 - If you are not a morning person, do not register for a 6 am class
- Know what accommodations work for you
 - If you have a read for a test, but you find it distracting and you don't use it, tell the disabilities counselor
 - Make sure the accommodations you are using are on your documentation
- Learning how to advocate for yourself.
 - Students, you are now in charge! We can only talk to you. We also can not read your minds.
 - Start by practicing at your IEP/504 meeting

Thank you for joining
us!
Q & A

