INVESTING IN YOUR SUCCESS

A Booklet for Entering Students with Disabilities and Their Families

Disabilities Services
Concord, New Hampshire
Fifth Edition December, 2013
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Statement of Nondiscrimination

NHTI does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, veteran status, sexual orientation, or marital status. This statement is a reflection of the mission of the Community College System of NH and NHTI, Concord's Community College and refers to, but is not limited to, the provisions of the following laws:

Title VI and VII of the Civil Rights Act of 1964
The Age Discrimination Act of 1967
Title IX of the Education Amendment of 1972
Section 504 of the Rehabilitation Act of 1973
The Americans with Disabilities Act of 1990
Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974
NH Law Against Discrimination (RSA 354-A)
Genetic Information Nondiscrimination Act of 2008

Inquiries regarding discrimination may be directed to Michael O’Bryant, Title IX and Civil Rights/Equity Coordinator at NHTI, Concord’s Community College, 31 College Drive, Concord, NH 03301, 603-271-6484 ext. 4269, or to Sara A. Sawyer, Director of Human Resources for the Community College System of NH, 26 College Drive, Concord, NH 03301, 603-271-6300.

Statement of Availability in Alternative Formats

This publication is available in alternate formats upon request. Please contact the Office of Disabilities Services at 603-230-4000 x 4117 or x4432; tty 603-223-2316

Date of Last Amendment: May 19, 2014

NHTI does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, genetic information, veteran status, sexual orientation or marital status.

Dedication

This document is dedicated to the memory of Zech DeVits, always in the hearts of the NHTI community. In the words of Maya Angelou, “A joyous spirit is evidence of a grateful heart.” Zech, may your spirit enlighten all students at NHTI- Concord’s Community College.
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Welcome!

Congratulations on continuing your journey as a lifelong learner. We at Disabilities Services want to help you find out about your options and find out more about yourself as a learner.

Beverly W. Boggess, Ph.D., Coordinator of Disabilities Services on behalf of Disabilities Services Staff, NHTI- Concord’s Community College

Mission of CCSNH Disabilities Services

It is the mission of the CCSNH Disabilities Services to provide equal educational access, opportunities and experiences to all qualified students with documented disabilities who register with the college’s Disabilities 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 responsibility for reaching their academic goals.

ACCESS to College

A Accommodations are available through Disabilities Services to eligible students under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

C College curriculum and conduct code expectations are the same for all students, as listed in the course syllabus and program and technical standards.

C Choosing to actively learn new strategies and participate in supports such as academic coaching can make a difference in achieving goals.

E Equal opportunity to pursue programs is afforded to qualified students.

S Strategies for studying, self-management and self-advocacy skills are keys to success!

S “Success means doing the best we can with what we have. Success is in the doing, not the getting--- in the trying, not the triumph.” ---Wynn Davis

“Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome.” --- Booker T. Washington

“The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand.” --- Vince Lombardi
Look at yourself. Think and reflect about your:

- Learning Style: Visual, Auditory, Hands-on, Combined
- Strengths, Average Areas, Challenges
- Academic Skills and Background
  - Reading and Vocabulary
  - Writing, Spelling, Punctuation
  - Math Calculation, Reasoning, Application, Problem-Solving
- Personal Attributes
  - Motivation
  - Attitude
  - Interpersonal Skills
  - Stress Management
  - Attention and Concentration
- Most Efficient Methods for:
  - Processing Information
  - Time Management
  - Long Term Planning
  - Organization
  - Studying
  - Test Taking
- Activity Level
  - Initiative
  - Independence
- Technology
- Resources
- Career Interests
- Personal Preferences
  - Interests and Hobbies
  - Talents and Gifts
  - Hopes and Dreams
- Supports: Who can help?
- Goals: Immediate/ Short term/ Long term
- Action Steps
Checklist for Preparedness for Postsecondary Education for High School Students with Disabilities*

To prepare for the transition to college, it is important to consider your current level of academic skills and preparation, learning style, interests, personal attributes, career goals, study skills, technology applications and personal preferences. It is vital to be aware of the academic rigor and responsibilities associated with study at the post-secondary level. The following checklist may assist in determining your level of preparedness:

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<th></th>
<th>Not at all</th>
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<th>Very well</th>
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<tbody>
<tr>
<td>How well are you able to communicate your learning strengths and challenges?</td>
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<td>How well have you developed study skills specific to your learning style?</td>
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<td>How well are you able to identify accommodations and services you need?</td>
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<td>How well are you able to identify when assistance is needed?</td>
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<td>How well are you able to ask for assistance when needed?</td>
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<td>How often do you ask questions when you do not know or understand something?</td>
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<td>How well are you able to analyze assignments and plan study time accordingly?</td>
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<td>How well are you able to identify key information presented in a lecture?</td>
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<td>How well are you able to study on your own for at least 15-20 hours per week?</td>
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<td>How well are you able to think critically about a topic and express opinions in writing and/or verbally?</td>
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<td>How well are you able to manage your time effectively, including: getting yourself out of bed and to class on time; balancing study time with socializing and time alone; getting assignments in on time?</td>
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Once you have decided to enroll in college, there are a few things that need to be in place to ensure a smooth transition. The following check list may help with this process:
Prior to graduation from High School:

☐ Research colleges and universities in order to assess accommodations which may be available.
☐ Contact the college’s Disabilities Services Office with regard to documentation guidelines.
☐ Gather and submit appropriate documentation to Disabilities Services.
☐ Follow up with high school case manager in order to collect any additional information needed.

After graduation from High School:

☐ Schedule a meeting with Disabilities Services to discuss appropriate accommodations.
☐ Follow guidelines set up by the College/University for the implementation of appropriate accommodations.

*Adapted by Beverly Boggess from Western NY CCDA courtesy of Joy Breeden & Kathleen Berger
SERVICES AVAILABLE FOR STUDENTS WITH DISABILITIES AT NHTI--CONCORD'S COMMUNITY COLLEGE
Free, Friendly, Confidential Services Available for Eligible Students*

- Reasonable Accommodation Plans (RAP)
  Each RAP is individually prepared based upon documentation such as testing information, relevant medical records, interviews, and previous Individual Education Plans (IEPs) and/or 504 Plans. A RAP outlines accommodations to support you as you pursue your program of studies.

- Disabilities Services Staff
  A full-time Coordinator and part-time Disabilities Services staff are available to assist you with putting your RAP into action. You can participate in academic coaching, learn about assistive technology, practice strategies to help you achieve your goals and gain confidence in your skills as you become a more independent, self-directed learner. Advising about course load for health insurance coverage and sports participation are also available.

- Materials and Equipment for Academic Success
  Technology is constantly changing, so check the latest lists for what is available. We now have computer-based technologies to use in the Learning Center: Inspiration (for visually organizing thinking), Kurzweil 3000 system with scanner (text-to-voice software), Zoomtext (print enlarging and text-to-voice software), Dragon Naturally Speaking (voice-to-text software), We also can provide Magnilink CCTV (magnification system), Teach Logic (amplification system), and COMTEK (wireless listening system). We have information about accessing alternative electronic texts through publishers and Learning Ally and Bookshare.

- Equipment Loan Program
  Assistive technology equipment includes digital recorders, cassette recorders, spell checkers, speaking dictionaries and thesauruses, Bookman, Medspell, Quicktionary Reading Pens, AlphaSmart 2000/3000, SmartPens, regular and talking calculators, Victor Readers and Telex Players. These items are available for loan on a first-come, first-served basis.

- Referral for Diagnostic Testing
  We can assist you in accessing qualified evaluators who can provide additional information on your learning strengths, challenges and ways to learn more efficiently. At college, updating documentation is the student’s responsibility.

Who may be eligible?*

- A student with a diagnosed disability, including a student taking only one course at NHTI*
- A student who has a history of a disability but has not previously received services*
- A student who has a history of school difficulties and who may have an undiagnosed learning disability or attention deficit disorder or other disability*

*Documentation is required in all cases. Eligibility is determined by the Coordinator of Disabilities Services

To Learn More About Services for Students with Disabilities contact:
Beverly Boggess, Ph.D., Coordinator of Disabilities Services
bboggess@ccsnh.edu 603-271-6484 ext. 4117
Disabilities Services Specialists: 603-271-6484 ext. 4132
(Refer to current contact information)

We want to support you as you pursue your goals toward becoming a more independent, self-directed learner at NHTI.
At NHTI- Concord’s Community College, students must use this three step process to access Disabilities Services:

1. **Attend a Disabilities Services Information Session.**
   - Information Sessions are one hour long and are held weekly. Dates are posted on the Disabilities Services page of our website at [www.nhti.edu](http://www.nhti.edu). We highlight important differences between high school special education and college disabilities services, student’s rights and responsibilities, procedures, documentation requirements, college expectations, types of supports available, advising options and parent questions. To make your reservation, call Learning Center Reception at 603-230-4027.

2. **Provide documentation of disabilities for NHTI Disabilities Services.**
   - **It is your responsibility** to submit documentation that is complete and current. This documentation will assist the Coordinator of Disabilities Services in developing your Reasonable Accommodation Plan (RAP).
   - It will **not** be automatically sent by your school district.
   - It will **not** be considered in NHTI admissions decisions.

   In compliance with the Americans with Disabilities Act, the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act, students with disabilities at the postsecondary level who request accommodations are required to submit documentation of disabilities to support their requests. Specifically, this documentation should: be current within the past three to five years for educational evaluations (more current documentation may be necessary for some medical and psychiatric disabilities); be completed by a qualified examiner/health care professional; address the current level of functioning and major life activities affected; list the types of accommodations used and the results; address the appropriateness of the accommodations being requested. The major life activities are: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, waking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and operation of a major bodily function.

   Documentation may include the most recent diagnostic testing conducted by a trained and qualified professional, such as a psychologist, educational diagnostician or health care professional. Your most recent Individualized Education Plan (IEP), 504 Plan, Summary of Performance document, or other records from high school or other schools are also helpful in planning. These documents alone are **not sufficient documentation for eligibility for a RAP**. Your documentation is kept confidential and separate from other records, including department records, admission decisions, registrar records and transcripts.

   The Coordinator of Disabilities Services reviews documentation on a case-by-case basis for its quality, date and completeness. Documentation varies with the disability and must include a diagnosis, the professional’s credentials, the effect of the disability on a major life activity, and the effect on academic performance. If you do not have recent documentation, the Coordinator of Disabilities Services is available to consult with you, for example, to provide a list of possible evaluators for updated educational documentation and/or suggestions for obtaining other documentation. **NHTI does not provide diagnostic testing services.**

3. **Develop a Reasonable Accommodation Plan (RAP)**
   - You are invited to participate actively in developing your reasonable accommodation plan (RAP) in a meeting...
with the Coordinator of Disabilities Services. As your road map to success, your RAP will contain:

- A statement of confidentiality (Note: diagnoses are not included);
- The accommodations (such as extended time on exams) that you will be eligible to use;
- Your learning style, strengths and challenges;
- Your list of commitments and action steps as a student;
- Suggestions for your faculty to support what you are trying to accomplish;
- Release of information to Disabilities Services, requested if faculty have questions about your RAP;
- A reminder that it is your responsibility to share your RAP in classes in which you wish to use it;
- Suggestions for participation in academic supports:
  - Faculty office hours;
  - Academic Coaching with Disabilities Services Staff;
  - Learning Center activities such as: Writing Center, Study Solutions Lab, Computer Lab, Math Lab, request for tutor, Biological Sciences Open Lab, Accounting Tutoring, and Peer Tutoring.
  - Suggestions for Assistive Technology options such as:
    - Equipment loan program;
    - Software, courseware, and other technology;
    - Alternative texts to supplement textbooks.

You are responsible for informing your faculty in those classes in which you wish to use your RAP. To do so, you must meet with your faculty, provide a copy of your RAP and briefly discuss the contents. We advise you to take an active part in your learning and use available resources. Stay in contact with Disabilities Services, use your reasonable accommodation plan, participate in academic coaching and use assistive technology.

Each semester you must request copies and give your RAP to your instructors if you want to use it. If you would like to make changes to your RAP, you must meet with the Coordinator of Disabilities Services. We recommend meeting prior to the start of the semester.

Refer to Policies and Procedures Manual for Services Available for Students with Disabilities for Faculty, Staff, and Students at the NHTI for detailed information. You may:

- View a copy on our website: www.nhti.edu
- Request your own copy
- Request an alternative format

CONTACT INFORMATION (Refer to current contact information)

Beverly Boggess, Ph.D.
Coordinator of Disabilities Services
bboggess@ccsnh.edu,
(603) 271-6484 ext. 4117
(603) 224-0434 (tty)
Fax (603) 230-9309

The Learning Center- NHTI
31 College Drive
Concord, NH 03301-7412

Disabilities Services Specialists (603) 271-6484 ext. 4132

Learning Center Reception (603) 230-4027
Successful Transition from High School to College for Students with Disabilities

When students graduate from high school, they are no longer covered under the Individuals with Disabilities Education Act (IDEA). However, they do still enjoy the protections provided by the Americans with Disabilities Education Act, ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act.

Students attending universities are considered adults, with privacy and confidentiality protections. In contrast to the K-12 setting, university staff cannot talk with parents and guardians about a student’s academic activities without a student’s permission.

Documentation requirements may vary from institution to institution. Each institution has the right to establish its own guidelines for documentation requirements. Check with each institution to obtain the documentation requirements. The documentation must verify the disability, describe the extent/severity of the impairment and provide information regarding the functional impact of the disability, which supports the need for specific accommodations.

College students must structure and plan their own study time; colleges do not set up study periods or provide for time to do homework during classes.

Professors and classes may differ regarding attendance requirements, scheduling assignment due dates, and exams. It is the student’s responsibility to study each professor’s syllabus to determine these requirements. Attendance may be considered an essential requirement of some courses and therefore not subject to waiver or reduction.

Grades reflect the quality of the work submitted.

Universities are not required to:
- Reduce or adjust the essential requirements of a course or program
- Conduct testing and assessment of disabilities
- Provide personal attendants
- Provide personal or private tutors

*Adapted from the University of North Carolina

**Critical Differences between High School and College**  
for Students with Disabilities

<table>
<thead>
<tr>
<th>High School</th>
<th>Higher Education Services</th>
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</thead>
<tbody>
<tr>
<td>Special Education</td>
<td></td>
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<tr>
<td>IDEA &amp; Section 504 of the Rehabilitation Act</td>
<td>Americans with Disabilities Act and ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act</td>
</tr>
<tr>
<td>IEP or 504 Plan</td>
<td>Reasonable Accommodation Plan (RAP).</td>
</tr>
<tr>
<td>Education is a <em>right</em> and must be provided in an appropriate environment to all individuals.</td>
<td>Education is not a <em>right</em>, It is an <strong>opportunity</strong>. Students must meet certain admissions criteria defined under the ADA as “otherwise qualified.” Students must also meet the criteria of the accepting institution such as health, character, technical standards, conduct code and course objectives.</td>
</tr>
<tr>
<td>Fundamental alteration of programs and curricula are required. Curriculum can be modified.</td>
<td>Students need to meet course objectives. No fundamental alterations of programs and curricula are required. There are <strong>no course modifications</strong>.</td>
</tr>
<tr>
<td>Services are provided</td>
<td>Services must be requested. Laws protect only those students who are “otherwise qualified.”</td>
</tr>
<tr>
<td>Specialists inform teachers of student’s needs through an IEP or 504 Plan</td>
<td>Students are responsible for informing professors of their needs using the RAP. Students choose to disclose a disability through the Coordinator of Disabilities Services.</td>
</tr>
<tr>
<td>Testing is provided.</td>
<td>Students provide documentation. If re-evaluation is necessary, it is the student’s responsibility to arrange and pay for it.</td>
</tr>
<tr>
<td>Student’s strengths and challenges are determined by the specialists.</td>
<td>Students are expected to develop self-advocacy skills and learning strategies.</td>
</tr>
<tr>
<td>Personal services for medical or physical disability are required.</td>
<td>No personal services are required.</td>
</tr>
</tbody>
</table>

**NOTE.** For further information, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities* by U.S. Department of Education and Office for Civil Rights. (September 2011).

Keys to Accessing College for Students with Disabilities: Outline of Major Points

- **Steps to a RAP**
  - To set up your Reasonable Accommodation Plan (RAP):
    1. Attend an Information Session
    2. Send us your documentation
    3. Meet with Coordinator of Disabilities Services
  - Information Session
    1. This is step one of the Three Step Process to Access Disabilities Services at NHTI
    2. What are the next steps?
      1. Send or bring in documentation of disabilities
      2. Schedule an individual meeting with the Coordinator of Disabilities Services to develop a reasonable accommodation plan.
  - We recommend that you complete all 3 Steps before selecting and registering for classes with an Advisor/Department Head
  - Admissions and Financial Aid are separate processes
  - You have access to postsecondary education. This is an exciting new chapter in your life and you have many choices!
  - In college, students with disabilities have equal opportunity to pursue programs of study

- **Access and Success**
  - At college, we accommodate for equal access. We want students to be successful. It is up to the student to turn access into success.
  - Supports are available. It is up to the student to participate actively.

- **Key differences between Laws:**
  - **High School:**
    - Individual with Disabilities Education Act (IDEA)
    - Section 504 of the Rehabilitation Act
  - **College:**
    - Section 504 of the Rehabilitation Act
    - Americans with Disabilities Act (ADA)
    - ADA Amendments Act
      - "No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."
  - **What is a Disability?**
    - Any physical or mental impairment which substantially limits one of more major life activities
  - **Who is covered by these laws?**
    - Anyone who has a history (a record) of an impairment or is regarded as having such an impairment
  - **Rights and Responsibilities:**
    - Students have them in college. They differ from high school
    - In high school, students are entitled. In college, students are eligible for services
    - Special education is not provided. Supports are available
    - It is up to the student to choose to participate
• **Key Differences between Plans:**
  - High School
    - Individual Education Plan (IEP)
    - 504 Plan
  - College
    - Students identify needs and request services
    - Students set up accommodations through Disabilities Services
  - Plans at College
    - An IEP or 504 plan at high school ends with graduation
    - Students who did not have a plan or are returning to school can make a fresh start
    - At college, students with disabilities can set up a Reasonable Accommodation Plan (RAP)

• **Key Differences between Rights and Opportunities:**
  - High School
    - Education is a right
  - College
    - Education is an opportunity. Students must meet certain admissions criteria defined under the ADA as "otherwise qualified." Students must also meet the criteria of the accepting institutions such as health, character, technical standards, conduct code and course objectives.
    - High schools can modify programs and curricula to ensure student success.
    - Some accommodations may be similar to those in high school.
    - In college, we are trying to prepare students for taking responsibility and moving into the world of work and lifelong learning.

• **Key Differences between Curriculum:**
  - High School
    - Fundamental alteration of programs are required
    - Curriculum can be modified
  - College
    - Students need to meet course objectives
    - No fundamental alterations of programs and curricula are required
    - There are no course modifications
  - What does "courses are not modified" mean?
    - A modification is a change in the essential elements of a course – how or what is taught
    - At the college level, course material does not change depending on an individual’s abilities as it can in high school
  - What are accommodations?
    - Accommodations are academic adjustments available to put students with disabilities on a more level playing field with neither an unfair advantage nor an unfair disadvantage
  - The same standards apply to all students
    - All students must be "otherwise qualified" to meet:
      - Course Objectives
      - Conduct Code
      - Academic Standards
      - Health, Character, and Technical standards set by each NHTI Program (see catalog)
      - In college, students with disabilities have the same requirements as other students:
        - They will read the full 50 pages assigned to the class, not just 25 pages of an assignment
♦ Write the same assigned 5-8 pages, rather than a shorter paper
♦ Complete all the assigned math problems, not just part of them or just the even numbered problems
  ▪ Professors set up assignments for each course in the syllabus
  ▪ Students are evaluated on each assignment
  ▪ Students are expected to do their own work
  ▪ Students attend classes by themselves
  o Remember, academic support is available! Academic support happens outside of the college classroom, for example, the Learning Center and faculty office hours.

o In college, students with disabilities are evaluated against the same
  ▪ Course objectives,
  ▪ Conduct code,
  ▪ Academic standards,
  ▪ and Health, character, and technical standards that are required of ALL students

o In college, students must follow:
  ▪ Course Objectives
    ♦ For example, SC104 Astronomy and Space: identify the main characteristics of each planet within the solar system.
    ▪ Conduct Code for the College (posted on our website www.nhti.edu)
      ♦ About respect for self, faculty and other students

o Educated Person Statement of Philosophy
  ▪ “…We commit ourselves to the following outcomes which we feel define the educated person:
    ♦ …Reads, writes, speaks and listens on a level that will facilitate the ability to work in a discipline and participate and contribute in a democratic community;
    ♦ …Performs mathematical operations necessary to be competent in both a personal and professional setting….

o In college, students must follow:
  ▪ Academic Standards
    ♦ 2.00 grade point average GPA
    ♦ Acceptable academic progress
    ♦ The more credits a student takes, the closer to a GPA of 2.00 must be attained to avoid probation or suspension
  ▪ NOTE: Continuation of Financial Aid awards depends upon acceptable academic progress. Over time, the courses attempted and the courses completed are compared to determine future awards

o Health, Character and Technical Standards
  ▪ These are identified as the requirements of programs of study (majors) based upon industry/career/professional standards. Refer to NHTI catalog and website (www.nhti.edu)
    ♦ Example: Human Service
      ♣ “The ability to demonstrate and maintain organizational skills, time management and professional respect and conduct as a human service student, either at a practicum site, or in the community.”

    ♦ Example: Health Sciences, Nursing
      ♣ “Standards have been established to provide guidance to students as to skills and abilities required to function successfully in the program and ultimately in the profession of nursing:
... Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential.

The student must be able to exercise stable, sound judgment and to complete assessment and interventional activities in a timely manner to assure patient safety and well-being."

Example: Early Childhood

"Ability to work with frequent interruptions, to respond appropriately to unexpected situations requiring immediate crisis response and role responsibility exchange; to demonstrate safe and required care for children, families, colleagues and the workplace as a whole; and to cope with substantial variations in workload and stress levels."

- There are internship considerations in majors
  - "The student is expected to demonstrate sufficient emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member...must be able to demonstrate the ability to act in a professional manner...."

- Key differences between Services:
  - High School
    - Services are provided (Note: Teachers are contracted)
  - College
    - Services must be requested. Laws protect only those students who are "otherwise qualified"

- Key Differences between Disclosure:
  - High School
    - Specialists inform teachers of students’ needs through an IEP
  - College
    - Students are responsible for informing professors of their needs using the Reasonable Accommodation Plan
    - Students disclose disabilities through the Coordinator of Disabilities Services
  - To Use Disabilities Services
    - Students must let us know:
      - They have disabilities and
      - They need support, and
      - They must follow the process: Steps 1-2-3
    - Students inform faculty of their RAP (reasonable accommodation plan) if they wish to use it
      - *If a student chooses NOT to inform faculty about the RAP, faculty are NOT legally required to provide accommodations*

- Key Differences between Testing and Documentation:
  - High School
    - Testing is provided (typically at no charge as part of a free, appropriate education K-12)
  - College
    - Students provide documentation
      - If re-evaluation is necessary, it is the student’s responsibility to arrange and pay for it
    - Students must provide documentation to receive accommodations.
      - Students must present recent, updated documentation according to the college’s guidelines to participate in Disabilities Services.
What is Documentation?
- The IEP and/or 504 plans are helpful. They are not sufficient by themselves
- The documents the IEP or 504 Plan were based upon are called documentation
- Documentation can be:
  - Educational
  - Medical or
  - Both may apply

What is Educational Documentation?
- The most recent educational test reports that the plans were based upon are needed
- These may include, depending on the disabilities:
  - Ability
  - Achievement
  - Speech and Language
  - Other tests as appropriate - attention and concentration, adaptive behavior and adjustment

What is Medical Documentation?
- Relevant records from a health care professional
  - Diagnosis
  - Treatment
  - Frequency of contact
  - Medications, if applicable
  - Recommendations
- Documentation needs to explain what major life activities are affected by the disabilities:
  - Caring for Oneself
  - Performing Manual Tasks
  - Seeing
  - Hearing
  - Eating
  - Sleeping
  - Walking
  - Standing
  - Lifting
  - The Operation of a Major Bodily Function

All documentation is confidential and kept separate from:
- Department records
- Admissions decisions
- Registrar records
- College transcripts

Key Differences in Academic Independence:
- High School
  - Students’ strengths and challenges are determined by the specialists
- College
  - Students are expected to develop self-advocacy skills
- What is self-advocacy?
  - A person’s own understanding of:
    - How he/she learns best
    - What he/she needs in a situation
    - Asking for what he/she needs
  - From 100 Things Every College Student with a Disability Ought To Know
    - Tip #96: “...You shouldn’t be too proud to ask for assistance”
“I didn’t want to use accommodations or ask for help because I didn’t want to be ‘different.’ It was a matter of pride. Then I saw my poor mid-term grades. I’m much smarter now; I use the resources that are here.” ~Becky, Business major who experiences a learning disability

Tip #93: “Good communication and self-advocacy skills are essential.

“Be assertive in stating your needs; however, be willing to collaborate and try suggestions.”

- Asking for assistance is encouraged and expected. Student services, such as the DSS office, career counseling, and tutoring departments exist for this very reason– to provide support to help you succeed
- Learning to self-advocate gives students an edge!
  - Practice to get more comfortable
    - Figuring out what questions to ask
    - Following through on next steps
    - Getting experience “navigating” the educational system
  - Build Confidence

**Key Differences between Personal Services:**

- **High School**
  - Personal services for medical or physical disabilities are required

- **College**
  - No personal services are required to be provided by the college

- In college, students are expected to do their own work and attend classes by themselves.
  - One-on-one instructional aides do not attend classes with students and are not provided by the college.
  - *Exceptions are approved accommodations for example, for: a deaf student who has ASL interpreters; a student who has a privately provided personal care attendant.*

- In college, students can use supports to meet requirements
  - These academic supports are available to all students:
    - Faculty Office Hours
    - Learning Center
      - Math Lab
      - Writing Center
      - Computer Lab
      - Study Solutions Lab
      - Biological Sciences Tutoring
      - Request for Tutor
    - Applied Study Strategies – LC11x
      - For individual help with a co-requisite course
      - Meet with a professional tutor as the instructor (LC111- one credit, 1 hour per week; LC112- two credits, 2 hours per week; LC113- three credits, 3 hours per week
      - Students earn credits
      - Tuition is charged
      - Some restrictions apply
      - Find out more with our brochure or check the NHTI website [www.nhti.edu](http://www.nhti.edu) for course descriptions
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Academic Supports are available for students to choose to use

- How can using supports help?
  - To improve grades
  - To enter a program
  - To continue at college
  - To achieve academic excellence
  - To transfer to another college

- We have found that students who participate actively in their learning tend to be more successful!

Students with disabilities can:

- Participate in academic supports
- Use strategies based on learning styles
- Use Disabilities Services

Disabilities Services: Reasonable Accommodation Plan (RAP)

- Accommodations
- Academic Coaching
- Assistive Technology
- What’s In a Reasonable Accommodation Plan (RAP)?
  - Accommodations that student is eligible to use
- What are some possible accommodations?
  - Test Accommodations
    - Extended time (typically time and a half: for example for a 60 min. test you can take up to 90 min.)
    - Separate quiet test environment
    - Reader for exams (if eligible)
  - Mathematics
    - Use of calculator when appropriate to course objectives (depends on the course)
    - Use of formula sheets, when appropriate to course objectives (depends on the course)
    - Clarification of word problems
  - Language and Information Processing
    - Use of spell checker for in-class work
    - Use of voice-to-text software for assignments
    - Support with proofreading and editing
    - Support for note taking

- What’s in a Reasonable Accommodation Plan (RAP)?
  - What actions the student is willing to take to study. For example,
    - Use faculty office hours
    - Use study schedule
    - Review handouts and notes regularly
    - Ask questions when appropriate
    - Use study guides and websites
    - And so forth…
- Each student's:
  - Learning style
  - Strengths
  - Average areas
  - Challenges
  - Other specific comments and suggestions

- Activities suggested for faculty to do to support the student
  - Reminder: Faculty members determine what's reasonable based upon the essential elements of the course

- Request that the student approve a release of information if the faculty have questions about the RAP

- Reminder that the student is required to share the RAP with faculty in order to use it:
  - That means that students need to follow the process to use Disabilities Services. Faculty are eager to help; however, faculty will only be able to provide accommodations if the student shares the Reasonable Accommodation Plan (RAP)

  - Academic Coaching – provides the keys to turning access into success!
    - Students meet individually with Disabilities Services staff once per week for half an hour
    - “It's like having a personal trainer for academics!”
    - Students can find their best ways to:
      - Use personal strengths
      - Learn using visual, auditory, hands-on or a combination learning style
      - Focus and concentrate
      - Maintain momentum and motivation
      - Discover new strategies to use
      - Strengthen individual academic skills in:
        - Reading and Vocabulary
        - Writing, Spelling, Punctuation
        - Math Calculation, Reasoning, Application, Problem-Solving
      - Set goals
      - Manage personal schedule efficiently
      - Organize for success
      - Minimize the effects of stress
      - Use technology to learn efficiently
      - Build skills for increasing career opportunities
      - Find resources for support
      - Use interests and hobbies for balance
      - Set up an action plan to achieve hopes and dreams

- What do students who have used Disabilities Services such as accommodations, academic coaching, and assistive technology have to say about their experiences?
  - How has Disabilities Services helped you to reach your goals?
    - “By answering questions and concerns that I have and checking in with me.”
    - “Helped me to stay on task, break things down and schedule my time.”
    - “They helped me to understand assignments.”
    - “Taught me ways to study and retain the material I have learned.”
• “Helping me to create plans and access available resources to help accomplish goals.”
• “Provide opportunities to achieve full potential by using accommodations.”

- Assistive Technology
  - Consider options:
    - Equipment (Equipment Loan available)
    - Request for Alternate Texts
    - Software
  - Assistive Technology can help put a student on more of a level playing field
    - Mathematics
    - Reading
    - Writing
    - Memory
    - Processing speed
    - Fine motor coordination
  - Options For Assistive Technology
    - What types of technology can provide tools to make learning more efficient, successful, and rewarding?
      - Alternative Textbooks
      - Audio books
      - E-texts
    - Equipment loan program
      - Spell checkers
      - MedSpell
      - Digital recorders, Tape recorders
      - Victor Readers and Telex Players
      - Quiktionary reading pen
      - Alphasmart keyboards
      - SmartPens
      - And the list goes on…
    - Software available in the Learning Center:
      - Text-to-Voice Kurzweil, Natural Reader, ReadPlease)
      - Writing and Editing with Kurzweil Text-to-Voice (word prediction and dictionary/thesaurus)
      - Voice-to-Text Dragon Naturally Speaking
      - Enlarging Zoomtext
  - Zech DeVits Memorial Equipment Fund (for eligible students)
    - Funds raised through Annual Wheelchair Basketball Benefit
    - Apply for technology and software (hardware excluded)
    - Recent awards: digital recorders, Kurzweil flash drive, Quiktionary reading pen

- Now that students with disabilities have ACCESS to college, how can students turn ACCESS into SUCCESS?
  - The goal at college is to develop into a more independent, self-directed learner.
  - What are ways to make strides toward this goal?
    - To become more prepared
    - To become more aware of how learning happens for you
    - To build skills
To find resources
To find useful technology
To gain support for lifelong learning

You have many options!
  o Alternatives for Lifelong Learning
    ▪ Skill Building to Strengthen Academic Backgrounds
    ▪ Career/Employment Programs
    ▪ Supplemental Programs for Life Skills
    ▪ Lifelong Learning: Interest Areas for Enrichment and Pursuit of Interest Areas
    ▪ Community Participation and Community Service
  o Lifelong Learning can take many forms. What alternatives and experiences can build necessary skills?
    ▪ Developmental courses
    ▪ Skill-building
    ▪ Career support
    ▪ Supplemental programs
    ▪ Other Resources
    ▪ Other alternatives?

Consider for yourself:
  ♦ Schedule options:
    ❖ day, evening, on-line
  ♦ Course Combinations:
    ❖ balance level of difficulty, interest, intensity
  ♦ Course Load:
    ❖ full-time, part-time, one course

Alternatives and Resources: Course Load
  o Associate Degree Programs- see www.nhti.edu
  o Certificate program for a concentration in a field without general education requirements; for example:
    ▪ Sports Management
    ▪ Landscape Design
    ▪ Early Childhood
  o Admissions requirements, prerequisite skills and standards apply
  o 12 credits is considered a full-time load.
  o 6-11 credits is a reduced course load.
    ▪ Students can request a letter of support through Disabilities Services for health insurance coverage and athletic participation verification.
  o Another option to try out college is to take only one course at a time:
    ▪ Develop skills
    ▪ Try out college classes
    ▪ Pursue an interest

Alternatives and Resources: Audit a Course
  o Learn more in an interest area
  o Participate in class activities
  o No evaluation
  o Taken only with permission
Some restrictions apply

- **Alternatives and Resources: Build Skills**
  - NHTI Business Training Center
    - Workshops for skill development
    - Day, evening short-term workshops
    - Business-paced training
    - Computer Proficiency Certificate

- **Alternatives and Resources: Strengthen Academics**
  - Community education classes at local high schools
    - For personal development
    - For academic growth
    - To meet prerequisites:
      - Algebra
      - Biology
      - Chemistry
      - English

- **Alternatives and Resources: Strengthen Academics**
  - College Transition Program
    - Second Start, Concord
      - Writing, Reading, Math, Computer Skills
      - Simulates structure of college semester
  - Other College Transition Programs
    - Landmark College
    - College Living Experience
    - Goodwill stepping Stones Program
  - Adult Tutorial / Literacy Programs
    - Second Start in Concord
      - Classes
      - One-on-one sessions

- **Alternatives and Resources: Career Support**
  - New Hampshire Vocational Rehabilitation (NHVR) is an agency that helps persons with disabilities help themselves
    - to get a job,
    - keep the job, and
    - develop a lifetime career.
  - 7 regional offices throughout the state
  - Individuals may be eligible for help with:
    - Job Placement
    - Job Development
    - Vocational Evaluation
    - Vocational Counseling
  - Individuals may also be eligible for help with:
    - Diagnostic Testing
      - Possibly updated documentation for college studies toward a career/profession
      - Some restrictions apply
• Support for education and training. For example, tuition support or technology support for college classes
  o NHVR offers other special services and supports for individuals who are:
    ▪ blind/ visually impaired and/or
    ▪ deaf/hard of hearing
  o NHVR offers other special services and supports for:
    ▪ Independent living
    ▪ Transition
    ▪ Employer support
  o Granite State Independent Living
    ▪ Information and Referral
    ▪ Transportation
    ▪ Career Support
      ♦ Ticket-to-Work
      ♦ NH Works
• **Alternatives and Resources:** Job Corps
  o For eligible youth aged 16-24
  o To learn career/ vocational skills
  o To build a resume
• **Alternatives and Resources:** Support from Adult Services
  o State Regions
  o Concord Area =Community Bridges
    ▪ Individual Service Plan
      ♦ Support for Lifelong Learning
      ♦ Community Participation
      ♦ Life Coaching
      ♦ Communication Skills
  o Privately Funded Agencies
    ▪ Family Centered Transition Planning
    ▪ Life Management Assistance Program
• **Alternatives and Resources:** Community Service
  o Improve communities
  o Learn skills
  o Earn money for education
• **Alternatives and Resources:** Volunteering
  o To serve others
  o To build a resume
  o To explore a career
  o To network
  o To find mentors
  o To give of yourself
• **Alternatives and Resources:** Participation in the Campus Community
  o Some campus activities are open to the public.
    ▪ Sports Events
    ▪ Wings of Knowledge programs
    ▪ Friday Night Film Series
    ▪ Film Festival
    ▪ Bistro
Essential Question: What are the key aspects to make a successful transition to lifelong learning and the world of work?
  o Learning how one learns
  o Taking action toward goals

Summing up:
  o Lifelong learning can build “transferable skills” for the world of work
  o Lifelong learning can help with facing life’s challenges such as:
    ▪ Earning a living
    ▪ Health and wellness
    ▪ Safety
    ▪ Communication skills
    ▪ Citizenship
    ▪ Household management
    ▪ Interpersonal relations
    ▪ Environment and science
    ▪ Art and aesthetics
    ▪ Leisure time
    ▪ Money management
    ▪ Transportation and
    ▪ Travel
  o Know yourself
    ▪ Learning Style
    ▪ Academic Skills
    ▪ Study Methods
    ▪ Technology Needs
    ▪ Activity Level
    ▪ Career and Work Interests
    ▪ Personal Skills & Interests
    ▪ Dreams and Goals – What are your future goals?
  o Advice to You, the Student
    ▪ What choices will support your success?
    ▪ “Learning is not a spectator sport!” ~Mary Lloyd-Evans
  o Next steps
    ▪ Take action toward your goals
    ▪ Best wishes for success with your next steps
  o How Does Disabilities Services Fit In?
    ▪ Admissions – Placement Testing* – Registration/ Meet with Advisor/ Orientation**
      *Need accommodations? Contact us. Provide documentation for review
      **Wonder about how many courses to take? Which courses? Contact us!
• Financial Aid
  ▪ Financial Aid – FAFSA – 6 credits partial award/ 12 credits full-time
  ▪ The same requirements apply to all students
  ▪ Could you be eligible for other financial support?
    ♦ Vocational Rehabilitation?
    ♦ Area Agency?
    ♦ Private Agencies?

• Do you have questions about:
  ▪ Your level of preparedness at this time?
  ▪ You may wish to set up an Advising Meeting with the Coordinator of Disabilities Services
to discuss options
Frequently Asked Questions (FAQs)
Disabilities Services at NHTI- Concord’s Community College

This information is provided to answer frequently asked questions about NHTI programs and services and to amplify material presented at Information Sessions and in Keys to Accessing College for Students with Disabilities. The definitive sources of complete and current information are: the current NHTI Catalog (also available at www.nhti.edu), the NHTI Student Handbook and other publications, such as the Policies and Procedures Manual for Services Available for Students with Disabilities for Faculty, Staff, and Students at NHTI-Concord’s Community College.

SECTION A: RIGHTS AND RESPONSIBILITIES

A1. What laws protect the rights of students with disabilities at the college level?

   Section 504 of the Rehabilitation Act of 1973 is considered landmark civil rights legislation, which established protection of the rights of people with disabilities. Section 504 states: No otherwise qualified individual with a disability in the United States…shall, solely by reason of her or his disability, be excluded from the participation in, denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance….

   Regarding postsecondary education, Subpart E of Section 504 states: “Colleges and universities must be free from discrimination in their recruitment, admissions, and treatment of students.” Section 504 was reaffirmed by the Americans with Disabilities Act (ADA) of 1990, which was designed to provide equal opportunities for people with disabilities. Refer to Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities (Revised September 2011) at the end of this document.

A2. How do Section 504 of the 1973 Rehabilitation Act and the ADA relate to postsecondary (college) programs?

   Several key points are especially important for college students to understand with reference to their rights and responsibilities. Section 504 is a “basic civil rights provision.” Its purpose is to prohibit discrimination on the basis of a disability throughout the life span of individuals with disabilities and to assure the accessibility of programs receiving federal financial assistance. Section 504 protects those individuals who are deemed “otherwise qualified”; that is, students who meet the requisite academic and technical standards in spite of the disability when provided reasonable accommodations.

   Provision of services by the school is required only if the student informs the institution of a disability and requests services. Admission of an individual with disabilities must be carried out in a non-discriminatory way. Academic requirements, course examinations or other procedures for evaluating student progress should reflect student achievement rather than the area of impairment. Students with disabilities are eligible for full and equal access to programs and activities of the institution.

A3. How do the ADA and Section 504 of the Rehabilitation Act define disability?

   Both the ADA, the ADA Amendments Act and Section 504 of the Rehabilitation Act define a disability with respect to an individual as: (a) a physical or mental impairment that substantially limits one or more of the major life activities; (b) a record of such impairment; or (c) being regarded as having such an impairment. A physical or mental impairment is defined as “any physiological disorder or condition, cosmetic disfiguration, or anatomical loss affecting one or more …body system.” An impairment is considered a disability if it results in a “substantial limitation in one or more major life activities” for the individual in question. The major life activities are: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, waking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and operation of a major bodily function. The ADA Amendments Act notes that disability determination is made “without regard to the ameliorative effects of mitigating measures” such as medication, hearing aids, other technology, reasonable accommodations, “learned behavioral or adaptive neurological modifications” or other such interventions- with the exception of ordinary eyeglasses or contact lenses. Also an impairment “that is episodic or in remission is a disability if it would substantially limit a major life activity when active.”

A4. What resources explain physical accessibility for higher education?
The recommended sites for physical access in higher education are the following links:
http://www.ada.gov/pubs/ada.htm
http://www.ada.gov (Search "Regulations")
Additionally, the Department of Justice offers technical assistance manuals and supplements posted at:

A5. What are students’ responsibilities concerning the ADA and Section 504 of the Rehabilitation Act?
At college, students have many choices. Many responsibilities shift to the student and are quite different from those a student may have been accustomed to in their high school programs. Refer to Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities (revised by OCR September 2011) at the end of this document. The points described are consistent in postsecondary programs across the nation.

A6. Are course modifications provided as they are in high school?
In contrast to high school programs, at college students need to meet course objectives, program requirements and health, character and technical standards. No fundamental alterations of programs and curricula are required at the college level. Thus course modifications, that is, changes in the essential elements of a course, how or what is taught, are not provided. At the college level, course material does not change depending on an individual’s abilities as it can in high school. Academic supports are available to help students meet requirements; however, students need to be otherwise qualified to meet college requirements.

A7. What does “otherwise qualified” mean?
Students need to meet the academic and technical standards required for admission or for participation in the college’s programs to be considered “otherwise qualified.” Students must maintain this status. Students with disabilities are given equal opportunity to participate in programs, and they need to meet the same course objectives, health, character and technical standards with reasonable accommodation as other students. Students are expected to meet the same conduct code (refer to NHTI Student Handbook) as all other students. The theme of the conduct code is respect for self and respect for others. Classrooms are considered learning environments. Academic support occurs outside of the classroom. Students are expected to attend classes by themselves, with the exception of students whose accommodations include privately provided personal care attendants and/or American Sign Language (ASL) interpreters.

A8. How are accommodations handled in clinical and practicum classes?
Lab and clinical experiences can be accommodated only to the extent that there is no fundamental alteration of the program requirements, and the health, character and technical standards. Students are encouraged to work with Disabilities Services staff and program faculty to develop strategies to meet standards and course objectives.

A9. Will instructors have access to information in my file in Disabilities Services?
Disabilities services files are confidential. They are not shared with other offices. If a student wishes to have Disabilities Services share information with a specific person, he/she must sign a release form for that specific person. The Reasonable Accommodation Plan does not reveal a diagnosis. It is the student’s decision whether or not to share his/her RAP with an instructor.
If a student does not give the instructor a Reasonable Accommodations Plan, the student is not eligible for accommodations. After faculty and student have discussed the RAP, the faculty signs a Faculty Signature Sheet, which the student returns to Disabilities Services. At the end of the course, the instructor will shred the RAP.

A10. If I document my disability and register for Learning Center services, will that be noted on my transcript or my permanent record?
No. Disabilities Services records are completely separate from all other NHTI records. Information about use of Disabilities Services is considered confidential. Information is shared among offices only with the permission of students.

A11. Will my parent have access to all my school records?
Only if a student signs a release giving permission, can a parent exchange specific information with college personnel. The student chooses whether or not to sign the release and may change it at any time. General information about a course, procedures, or expectations will be provided to parents whenever appropriate. It is at the discretion of college personnel to share relevant information if the student has signed a release.

A12. Can students with disabilities be required to use Disabilities Services?
No. It is strictly the student’s decision to use or not to use available services. A student is required to request services and follow the designated process in order to access services:
1. Attend an Information Session,
2. Provide appropriate documentation to support the request for accommodations and
3. Meet with the Coordinator of Disabilities Services to develop a Reasonable Accommodation Plan. A student who does not follow the process is not eligible for services.

A13. What are NHTI’s grievance or complaint procedures for students with disabilities?
There are procedures for a student’s grievances or complaints concerning actions or decisions which he/she may perceive violate his/her rights under the ADA. Students must first seek to resolve their complaints by talking directly with the person or persons involved. If the complaint remains unresolved, the student should discuss the problem with the Coordinator of Disabilities Services. The Coordinator of Disabilities Services will arrange a meeting with the student and the other parties involved with the problem. If these good-faith efforts do not lead to a satisfactory resolution, or if the Coordinator of Disabilities Services is part of the problem, the student will be encouraged to contact the Equity Coordinator directly. The Equity Coordinator is the designated authority to investigate, mediate, and suggest a resolution. Refer to the NHTI Student Handbook regarding Civil Rights/Equity grievance procedure.

A14. Who is the Civil Rights/Equity Coordinator at NHTI? How can the Coordinator be contacted?
The Equity Coordinator is Michael O’Bryant, who serves as NHTI’s Title IX and Civil Rights/Equity Coordinator at the time of this publication. Professor O’Bryant chairs NHTI’s Affirmative Action Committee and reports to the Vice President of Academic Affairs and the President of NHTI on all matters of ADA compliance. He is a member of a system-wide Equity Committee, based at the System Office and chaired by Sara Sawyer, Director of Personnel for the Community College System of New Hampshire. NHTI’s ADA compliance policies, procedures, and activities are administered in close cooperation with the Equity Committee. Questions regarding Civil Rights/Equity may be directed to Professor Michael O’Bryant at (603) 271-6484 ext. 4269 or to his office in North Hall, Room 113 (Refer to current contact information).

SECTION B: DISABILITIES SERVICES

B1. How does a student access Disabilities Services and set up a Reasonable Accommodation Plan?
The first step is to attend one of the Information Sessions, which are given once a week. Call 230-4027 to make an appointment. These sessions present an overview of the services available and what students need to do to get them.
The second step is to send or bring documentation to the Coordinator of Disabilities Services. It is the student’s responsibility to submit complete and current documentation.
The third step is for the student to meet with the Coordinator of Disabilities Services. Eligibility for services and accommodations is determined by the Coordinator of Disabilities Services during this meeting. Factors that are taken into account include: the medical or educational documentation, or both; the student’s perspectives and adaptive experiences; and the professional judgment of the Coordinator, who is trained and experienced in identifying the functional limitations of and mitigating approaches to
disabilities. In this meeting, the Coordinator of Disabilities Services and the student will develop a Reasonable Accommodations Plan (RAP).

B2. How are faculty informed about the needed accommodations?

Each semester the student gets copies of his/her RAP from Disabilities Services and delivers copies to the instructors of the classes in which he/she chooses to use the accommodations. The student and faculty discuss the accommodations and the student returns the signed faculty signature sheet(s) to Disabilities Services. The student is then eligible to use his/her accommodations. If the student chooses not to use the RAP in specific courses, the faculty will not know about the accommodations. It is strictly the student’s choice to use or not use the RAP. If a student does not provide a RAP to faculty, the faculty are not required to extend any further considerations than those available to any other student.

B3. If a student is not enrolled in a full course load, is he/she still eligible for Learning Center services?

Students are eligible for Learning Center services if they are enrolled in one or more classes as a matriculated or non-matriculated student. All students, including those with disabilities, are eligible to use the academic supports which are currently available to all students, for example: the Math Lab (drop-in), the Computer Lab (drop-in, assistance available during posted hours), the Writing Center (by appointment), the Study Solutions Lab (by appointment), and Request for Tutor (for many freshman-level courses, by request and subject to availability). These services are not limited to students with disabilities.

B4. How can students access assistive technology?

Assistive technology can support students in learning more efficiently. Technology innovations are evolving continuously, and students are encouraged to inform themselves of options. When the Reasonable Accommodation Plan is developed, possibilities for assistive technology are discussed. Students may wish to purchase their own assistive technology. If they need financial assistance to do so, they may be eligible for assistance through Vocational Rehabilitation. Students are encouraged to seek assistive technology evaluations, especially if specialized needs.

At NHTI, Disabilities Services Staff are available to teach students how to use the assistive technology suggested in their reasonable accommodation plans (RAPs). Disabilities Services has an equipment loan program and has some software available for use in the Learning Center. After attending one semester at NHTI, a student may apply for the Zech DeVits Memorial Equipment Fund to acquire software and equipment. Awards do not include hardware. Refer to the Zech DeVits Memorial Equipment Fund brochure for more information. Applications are available from Disabilities Services.

B5. What software and equipment are available for use in the Learning Center?

Consult the Disabilities Services staff for the most current list. For example, as of this publication, the following are currently in the collection: Kurzweil 3000, eReader, Inspiration, Dragon Naturally Speaking, and ZoomTest 8.1. Some equipment is also available to use: MagnaLink CCTV to enlarge texts for students with visual challenges; Bamboo and Graphire for faculty and staff to use in class presentations; COMTEK audio amplification/FM system for students with hearing challenges.

The Equipment Loan program currently includes digital recorders, cassette recorders, spell checkers, Franklin Electronic Dictionaries, Bookman, MedSpell, Quicktionary Reading Pens, Smart Pens, AlphaSmart 2000/3000, SmartPens, Talking Calculators, Victor Readers and Telex. Technology is always changing, so students are encouraged to refer to the current list of assistive technology available.

B6. How can students access alternative/ digital texts, e-texts, or audio books?

Consult Disabilities Services to request digital materials. To request alternate texts, students must complete request forms and present receipts for items purchased for classes. For each class, the specific information about the book is required, such as the author, edition and publisher. Students are urged to make requests well in advance, and Disabilities Services staff will respond to the request by researching available options such as publishers and companies (for example, Learning Ally) which provide alternative texts for students with disabilities.
Students are encouraged to apply for individual subscriptions to other sources for alternative texts, for example, current options such as Learning Ally and/or Bookshare. These options designate their own eligibility requirements, and Disabilities Services staff can assist with documentation of disabilities.

**B7. What are Learning Ally and Bookshare?**

Students with disabilities can subscribe to Learning Ally and/or Bookshare to receive audio books, magazines, and periodicals. As of this publication Bookshare is free to eligible persons and Learning Ally has a membership fee. Application forms for both are available from the Disabilities Services staff. The student can request verification from the Coordinator of Disabilities Services necessary for their application(s).

**B8. What is Academic Coaching?**

Each student who is eligible for Disabilities Services may choose to meet individually with Disabilities Services staff for academic coaching. The academic coaching model, like coaching in sports, comes from a wellness perspective. Academic coaching at NHTI–Concord’s Community College strives to support students working toward excellence and peak performance within the Learning Center mission: to support academic success by promoting independent, self-directed learning in a positive environment. A student meets weekly with a Disabilities Services staff for guidance with strategies for time management, organization, problem-solving, communication with professors, improving specific skills, using assistive technology, increasing self-advocacy, and addressing other academic concerns. During each session, the student shares progress, plans, and makes decisions. While the student determines the priorities, Disabilities Services staff offer expertise in addressing concerns. Naturally, throughout the academic coaching experience, Disabilities Services staff respect students’ confidentiality and power of choice.

**B9. What specific activities may be included in academic coaching?**

Academic coaching begins each semester with a brief assessment of the student’s strengths and areas for growth in study strategies appropriate for their learning styles. The student chooses priorities from skill-building areas such as:

- balancing life, work, and social obligations
- organizing time and materials
- adapting reading and note-taking skills to college texts
- tackling assignments and semester-long projects
- taking tests (strategies)
- learning how to talk to professors (role playing)
- solving problems
- speaking up for one’s own needs (self-advocacy)
- managing stress
- exploring campus resources for academic supports, college supports such as counseling, and possible referrals to off-campus resources
- using the assistive technology suggested in the RAP, such as e-texts and audio books, voice-to-text software, Inspiration mapping software, and other devices.

**B10. What do students who have participated in academic coaching have to say about their experiences?**

- “It is and has been a hard road for me to learn and accept that things didn't/don't come as easy to me as others, but Disability Services has changed everything around for me and I am learning how to cope and accommodate.”

Regarding reaching goals:

- “Through the skills they helped me learn I should be able to pass my classes (also the accommodations make a world of difference).”
- “[Staff] has been an excellent support to my success this semester. She helped me so much with time management, stress reduction, and organization; I could go on and on. She is so kind, compassionate and an asset to this institution.”
- “Help in decision-making and in resolving issues with professors.”
- “With my RAP, teachers can understand my learning needs.”

Regarding staying in a program of studies:
- “Encouraged me to stay in the program.”
- “Gave me support needed to overcome my problem.”
- “Helped me become an independent learner.”
- “Helped me to assess importance of tasks and prioritize them.”
- “Disabilities Services helped solve problems when they were little, before they became big.”

Regarding overcoming barriers/problem solving:
- “Having my RAP made teachers know about my situation.”
- “Helped me weigh pros and cons of decisions.”
- “Going from one program to the next and allowing me to get feedback and support.”
- “Less stressful during or before testing, resulting in better grades.”
- “They helped me to find alternative solutions to problems”

SECTION C: DOCUMENTATION

C1. What documentation is necessary for accessing Disabilities Services?
   It is the student’s responsibility to submit documentation that is complete and current. This documentation will assist the Coordinator of Disabilities Services in developing the Reasonable Accommodation Plan (RAP). It will not be automatically sent by the school district. It will not be considered in NHTI admissions decisions.

   In compliance with the Americans with Disabilities Act, the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act, students with disabilities at the postsecondary level who request accommodations are required to submit documentation of disabilities to support their requests. Documentation varies with the disability but all must include a diagnosis, the professional’s credentials, the effect of the disability on a major life activity, and the effect on academic performance. Specifically, this documentation should:
   - be current within the past three to five years for educational evaluations (more current documentation may be necessary for some medical and psychiatric disabilities);
   - be completed by a qualified examiner/health care professional;
   - address the current level of functioning and major life activities affected;
   - list the types of accommodations used and the results;
   - address the appropriateness of the accommodations being requested.

   Educational documentation must include the most recent diagnostic testing conducted by a trained and qualified professional, such as a psychologist, educational diagnostician or health care professional. It should include ability, achievement, and other relevant areas, such as speech and language, attention and concentration, adaptive behavior, adjustment, and so forth.

   Medical documentation should explain the diagnosis, frequency of contact, treatment, medications (if applicable), major life activities affected before and after treatment, and recommendations for accommodations. Major life activities are: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, waking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and operation of a major bodily function.

   A student’s most recent Individualized Education Plan (IEP), 504 Plan, Summary of Performance (SOP) document, or other records from high school or other schools are also helpful in planning. However, the source documents used in developing these documents are the most pertinent, and the IEP, 504 plan and SOP alone are not sufficient documentation for eligibility for a RAP.

   Each student’s documentation is kept confidential and separate from other records, including department records, admissions decisions, registrar records and transcripts.
The Coordinator of Disabilities Services reviews documentation on a case-by-case basis for quality, currency and completeness. If the student does not have recent documentation, the Coordinator of Disabilities Services is available to consult about options for obtaining documentation, for example, to provide a list of possible evaluators for updated educational documentation and/or suggestions for obtaining medical or other documentation. **NHTI does not provide diagnostic testing services.**

**C2. What are options for obtaining updated educational documentation?**

The Coordinator of Disabilities Services carefully evaluates the information submitted by each student in order to determine which accommodations may be appropriate. If updated documentation is necessary, there are several options listed below for obtaining educational evaluations. College students are responsible for the cost of evaluations.

Regarding educational evaluations, the following may be applicable: ability (IQ); achievement in mathematics, reading, written expression, spelling and other academic skill areas; speech and language, executive function, adaptive behavior and other applicable areas.

One option is that a student may choose to contact each evaluator who completed previous diagnostic testing and request a documentation update. A student may request a letter from the evaluator which: summarizes the original documentation results; adds any further information necessary to ascertain current eligibility and support the requested accommodations; and confirms that the documentation is considered current, appropriate and consistent with the previous reports based upon the evaluator’s knowledge of the student. It is possible that the evaluator may need to complete an interview or conduct some additional testing if necessary to make the required statements.

A second option is to obtain updated testing from a qualified evaluator in the areas needed, such as ability, achievement or other appropriate areas, and submit reports to the Coordinator of Disabilities Services. Each student is encouraged to check with the insurance company for eligibility for possible evaluation support; if a student is eligible, he/she would be referred to the list of approved providers.

A third option, if a student is not eligible for insurance coverage, is to select a private provider and plan to self-pay. A list of possible evaluators is available from Disabilities Services upon request. Some evaluators may offer reduced rates and payment plans.

A fourth option is to contact Vocational Rehabilitation for assistance. NH Vocational Rehabilitation (NHVR) strives to improve employment possibilities for people with disabilities. If a student’s experience in choosing, getting or keeping a job has been challenging while managing disabilities, NHVR may be an option. NHVR will need to know that an individual wants to work and has a physical, learning or psychological disability that is supported by a diagnosis from a doctor, psychologist, or licensed professional. Each individual must complete steps for eligibility. Eligibility is based upon need for assistance to find employment, advance in a field of work, or satisfactorily perform current job duties. It is important to specify that as a student who is pursuing a program of studies toward a career, there is a need for updated documentation to support career goals. If a student finds that he/she will really need accommodations in order to pursue postsecondary education toward a career goal, and knows that he/she needs assistance with obtaining the supporting documentation, then the student is encouraged to inquire about any available NHVR support for a neuropsychological exam and/or vocational evaluation. NHVR clients may also be eligible for job development and placement services, although not typically at the same time as evaluation services and educational support. Students who plan to pursue the NHVR option should contact NHTI Disabilities Services staff for further guidance. Additional details are posted at: [http://www.ed.state.nh.us](http://www.ed.state.nh.us) where current contact information for each office is also available.

**C3. How would a student go about obtaining updated medical documentation?**

It is the student’s responsibility to obtain current documentation for medical conditions that affect learning and the major life activities covered by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Each student is advised to contact his/her health care professional and request the completion of medical documentation forms, available from Disabilities Services. These forms can be returned by fax or mail to the Coordinator of Disabilities Services. The person completing the form needs to provide the following information: diagnosis, treatment, frequency of contact, medications (if applicable), major life activities affected by the disabilities **before treatment**, major life activities affected by the disabilities **after treatment**, and recommendations for accommodations. The health care professional may add recommendations for accommodations. It is the responsibility of the Coordinator of Disabilities Services to determine what accommodations are appropriate for each student based upon
C4. What should an educational evaluation report include?
The educational evaluation report should include: the credentials of the evaluator, a diagnostic statement identifying the disabilities; a description of the diagnostic methodology (tests) used; a description of current functional limitations and test results; a description of expected progression or stability of the disabilities; current and past accommodations, services; and recommendations for accommodations, adaptive devices, assistive services and strategies.

C5. Where should documentation be submitted?
Documentation should be submitted for review by mail to: Coordinator of Disabilities Services, Learning Center, NHTI- Concord’s Community College, 31 College Drive, Concord, NH 03301-7412, or by fax to 603-230-9309 to the attention to Coordinator of Disabilities Services (Refer to current contact information). Documentation can also be brought directly to the Learning Center.

Documentation should not be sent to the Admissions or Registrar’s Office because it is not part of the application and admissions decisions reflect equal opportunity. Documentation of disabilities is not sent automatically by high schools. Each student is responsible for obtaining his/her documentation and sending it to Disabilities Services in order to be eligible for accommodations. Disabilities Services staff are available to assist students with necessary releases of information upon request.

C6. If it is clear that a student has a disability, why does the college need documentation?
Students who have the same disability may not need the same accommodations. Colleges are required to make decisions regarding appropriate academic accommodations for each individual student. A student will meet with the Coordinator of Disabilities Services to discuss what would provide access for that student.

C7. How will the student know if the documentation he/she submitted is sufficient?
The student will receive a letter acknowledging the documentation received by Disabilities Services and the next steps in the process to participate in Disabilities Services. The documentation should support the student’s request for accommodations. Suggestions for further documentation may be included in the letter. However, the suitability of the documentation will be discussed during the student’s individual appointment with the Coordinator of Disabilities Services. If documentation needs to be updated or more complete, various options and suggestions for obtaining complete and current documentation will be discussed.

SECTION D: PLACEMENT TESTING

D1. What is placement testing?
Placement testing includes assessment in mathematics, reading comprehension and computer literacy; a writing sample and/or writing self-placement; and a self-assessment which yields a profile of study skills and learning strategies. Students receive a Placement Test Message packet. This summary of testing results is reviewed during the student’s meeting with the academic advisor and used in the process of selecting an appropriate course load, course levels and combinations of courses.

D2. May students have accommodations for placement testing?
Yes. A student who has submitted appropriate documentation of a disability may be eligible for temporary reasonable accommodations during placement testing. Placement testing is untimed and may take 2-3 hours. Students use the computer for responses and may either handwrite or word process their writing samples. Students who are in need of accommodations for placement testing must make the request by contacting Disabilities Services. Accommodations for placement testing are provided on an individual basis depending upon the nature of the disabilities. Examples of testing accommodations include but are not limited to use of calculator, enlarged print, testing over several sessions, and a separate quiet test room. To check on specific information and/or make requests, students must contact the Coordinator of Disabilities Services. Students will be advised of the steps to develop a reasonable accommodation plan for their courses.
D3. When should students schedule placement tests?
Each student admitted to a program must test before registering for courses. Testing for fall semesters begins in the spring, and testing for spring and summer semesters begins in the fall. We recommend that a student who wishes to access Disabilities Services complete placement testing before meeting with the Coordinator of Disabilities Services to develop a Reasonable Accommodation Plan. We also recommend that the student complete steps to access Disabilities Services before meeting with a department head/advisor to register for courses. This is particularly important if the student is interested in advising recommendations for course load, combination of courses, and other disabilities-related aspects.

SECTION E: ACADEMIC ADVISING: STANDARDS

E1. What are academic standards?
Academic standards are the requirements that all students must address, including students with disabilities. Students must meet a 2.0 or “C” grade point average and make acceptable academic progress in courses. Academic Affairs sets forth expectations that all students must meet in keeping with applicable national accreditation standards. The NHTI Catalog and website explain in detail important requirements for all students, such as the Educated Person Standards. The Office of Financial Aid also designates standards for acceptable academic progress for those students participating in financial aid in keeping with federal regulations. Students are urged to inform themselves of key requirements and consult advisors for clarification.

E2. What types of requirements apply to the programs of study?
Each Associate’s Degree program has General Education core requirements, including English Composition EN101; Mathematics at various levels, PC Applications IT102 (the computer literacy requirement), Social Science courses (such as Psychology and Sociology) and Humanities. Each program of study includes specific core courses for that major. For example, all Business majors must take courses such as Accounting, Introduction to Business, as well as specialized courses to meet requirements in their specific major, such as Sports Management. Students also have choices of courses called electives to meet academic requirements, for example, electives such as American History, Anthropology, Educational Psychology, Introduction to Sociology could satisfy a Social Science requirement in a given major.

Each major designates specific course requirements in a recommended sequence. Prerequisite courses must be taken for preparation for the next course in sequence. The website provides a course description for each course. In addition, for each major, there are Specific Admissions Requirements. Health, character and technical standards are also stipulated wherever applicable.

E3. Are requirements different for students with disabilities?
All students at the postsecondary level, including students with disabilities, must meet the same academic standards, admissions requirements, course requirements, health, character and technical standards and conduct code for the college. The Individuals with Disabilities Education Act does not apply at the postsecondary level. Instead, the American with Disabilities Act, ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act protect students with disabilities and afford them equal opportunity to pursue programs of study. Colleges are not required to fundamentally alter the essential elements of their courses. Students with disabilities, as well as all other students, must meet the same requirements. Students with disabilities must be “otherwise qualified” to meet these standards.

E4. What are accommodations?
Accommodations, also known as “academic adjustments,” may include extended time on tests, separate quiet test environment, auxiliary aids and services for equal access to the college's programs and services. Accommodations can assist students with disabilities as they pursue program requirements. The Reasonable Accommodation Plan is developed through a three-step process through Disabilities Services. In addition to using a Reasonable Accommodation Plan, students with disabilities may benefit from the use of academic supports such as assistive technology, academic coaching and tutoring services available to all students. The college is not required to provide personal devices or services or services of a personal nature.
E5. How are accommodations handled in clinical and practicum classes?
Lab and clinical experiences can be accommodated only to the extent that there is no fundamental alteration of the program requirements, and the health, character and technical standards. Students are encouraged to work with Disabilities Services staff and program faculty to develop strategies to meet standards and course objectives.

E6. At what academic level are courses taught?
It is expected that students have completed high school or GED requirements before being accepted into a program. Each program lists admission requirements and technical standards. The student conduct code also applies. For details, consult the NHTI Catalog, also available at www.nhti.edu. Some students may need to take courses in an area they did not pursue in high school, such as biology, chemistry and physics in order to meet program requirements for a particular major, such as a health science major. To meet these requirements, a student may choose to take such courses offered through evening or weekend programs at area high schools.

Students who need to firm up their backgrounds in a particular area, such as mathematics or English, may take developmental courses. These are offered at several levels but do not earn credit toward graduation.

E7. Are all NHTI students considered to be adults?
Yes. The content and teaching methods of college courses presume students are adults. Some courses may not be appropriate for students below the age of 18 and those who do not have a high school diploma or equivalent. Such students are advised to meet with an Admissions or Division of Continuing Education (DCE) Counselor to discuss enrollment prior to registration. Academic departments reserve the right to participate in such discussions. All students are expected to meet course prerequisites.

ACADEMIC ADVISING: PROGRAMS

E8. What programs of study are offered by NHTI- Concord’s Community College?
NHTI is accredited as both a community and a technical college and is part of the Community College System of New Hampshire (www.ccsnh.edu). NHTI offers associate degree programs, certificate programs, distance learning/on-line classes and business training. Programs of study currently offered are listed on the NHTI website (www.nhti.edu). Examples of these majors include intensive technical programs in engineering (Architectural, Mechanical/Manufacturing, Electrical), health science (Dental Assisting, Dental Hygiene, Radiologic Technology, Radiation Therapy, Diagnostic Medical Imaging/Sonography, Registered Nursing, Practical Nursing) and computer technology (Information Technology, Computer Programming, Animation Graphic Game Programming). Various programs are offered in other fields including Business (Accounting, Management, Marketing, Sports Management, Hotel Tourism Administration), Education, Child Studies, Human Services, Criminal Justice, and Paralegal. General Studies includes Liberal Arts with various concentrations such as life or behavioral science, Associate of Arts and Associate of Science degrees.

Many certificate programs are available, such as Computer-Aided Design, Medical Coding, Paralegal Studies, Landscape Design, and Accounting.

Courses are offered in various formats, such as day, evening, 100% online, and distance learning (a combination of on-line plus limited class meetings) during fall, spring and summer terms. The Business Training Center conducts workshops and training series to address basic, technical and business-oriented skills.

E9. What is a matriculated student? What is a non-matriculated student?
A student who has declared a major and has been accepted into a program is considered a matriculated student. These students register for courses with an advisor who is usually the Department Head of the program, or one of the General Studies advisors.

Non-matriculated students are those who have not been formally admitted to a program. Non-matriculated students must meet the same course requirements and follow the same rules, policies, and procedures of the college as other students. Non-matriculated students can register for one or more
classes through the Academic Advising Center located in the Division of Continuing Education, room 103 in Sweeney Hall, 230-4021.

**E10. What is the General Studies Program?**

General Studies (AGS), also termed Liberal Arts, may be a logical starting point for many students. Students may major in General Studies while completing pre-requisite courses, then apply for admission to that program. For example, a student might complete general education requirements as a General Studies major, then begin coursework in biology and chemistry in anticipation of applying to the Dental Hygiene program.

Students may choose to remain in the General Studies major to earn Associate of Arts or Associate of Science degrees. General Studies also offers courses which prepare students to transfer to four-year colleges.

Students may take a concentration of courses in these Liberal Arts areas: English, Liberal Arts and Science, Life Science, Social Behavioral Science, Experiential Option or Exploration Option.

For each option, the NHTI catalog outlines a core of requirements in mathematics, English, social science, humanities, computer literacy and electives. The General Studies major also offers a course called the General Studies College Success Seminar GS100 to help students set a direction for their college studies. Study Strategies courses help students to strengthen study skills.

All students, including those with disabilities, are responsible for addressing specific course objectives, Educated Person standards, academic standards, the conduct code, and health, character and technical standards set forth in their programs of study.

**E11. May students change majors?**

Yes, students may change majors. The same admissions, program and health, character and technical standards apply as listed in the current NHTI Catalog.

Many students start with General Studies to prepare for another major and then apply to that major once they complete pre-requisites. Courses successfully completed (grade of C or better) would apply toward the requirements of other majors.

It is common for students to change their minds as their interests, preferences, and priorities change. The General Studies College Success Seminar GS100 may include opportunities for career exploration.

Once students begin taking courses in a program, they learn what is actually involved in the major and the career. They may find that the major originally chosen does not fit their expectations or individual skills and talents. Students will find CHOICES® software useful for career exploration. This computer program is conveniently located in the Learning Center Computer Lab and other locations across the NHTI campus.

**E12. What are certificate programs?**

Certificate programs offer courses specific to a field of study without the general education course requirements. (See NHTI Catalog). For example, for the IT Certificate, students take only IT courses. After completing introductory courses, students can select options such as Database Management and Web Design, to complete the required number of courses. A student earns a certificate once the courses are successfully completed.

A student could choose to continue past the certificate program and later complete the general requirements, culminating in an Associate’s degree. Courses successfully completed with a grade of C or better, could fulfill degree requirements in that major as specified in the current NHTI Catalog.

It is important to review the course descriptions and consider the basic skills required in reading, writing, mathematics and computer literacy that are necessary in order to pursue certificate programs. Students who are likely to use Learning Center services can be required to complete placement testing in order to receive appropriate advising.

**E13. What is the Transfer Fair?**

The Transfer Fair is an annual event in the spring, which brings representatives of many colleges to NHTI campus to discuss transferring from NHTI to those other colleges. NH Transfer Connection
Program facilitates transferring from NHTI to other in-state colleges. NHTransfer.org is a helpful website with information about procedures for transferring from (CCSNH) Community College System of NH to University System of NH (USNH) and participating private universities.

ACADEMIC ADVISING: COURSE SELECTION AND LOAD

E14. How would a student decide what courses to take?

The NHTI catalog lists the courses that are required for each degree and certificate program (major). Placement testing helps each student understand his/her academic strengths and areas for growth in order for the advisor to recommend courses at an appropriate level, for example, math, English, reading. A student’s advisor can help with class selection, program planning and other academic matters. The advisor in most cases will be the Department Head of the program. For General Studies (AGS) majors, one of the AGS faculty will be designated as the student’s advisor. For non-matriculated students, Academic Advisors are available in the Advising Center located in the Continuing Education Office, Sweeney 103.

E15. What are some important considerations for students with disabilities to keep in mind when selecting courses?

Students with disabilities may also wish to discuss course ideas with Disabilities Services staff. Some important considerations include the student’s specific academic strengths and challenges, learning style, career goals, interest areas, work schedules, most productive times of day for classes, and so forth. Students are advised to avoid overloading their college class schedules and to seek a balance between rigorous courses with those that are of special interest to the student and at a manageable level for the student’s academic skills and talents. Students are also advised to consult the Financial Aid Office for questions about their specific circumstances.

E16. In what formats are courses offered?

Courses are offered during the day and evening courses in fall, spring, and summer terms. Additionally, there are weeklong intensive courses, 100% on-line and hybrid courses, that is, a combination of on-line plus limited class meetings. Refer to the course bulletin for the current term on the NHTI website. The Business Training Center provides workshops, training and specialized offerings for businesses, including noncredit and certificate options.

E17. How many courses do students take? What is a full-time or part-time course load?

A full-time load is 12 credits; part-time students carry fewer than 12 credits. Twelve credits mean a total of three four-credit or four three-credit courses or other combinations. During a given semester, a class meets one hour per week for each credit hour. For example, a three-credit course meets three hours a week.

For part-time students or those taking fewer than 12 credits, Federal Financial Aid guidelines specify six credits as the lowest load that qualifies for a partial financial aid award. Please note that although 12 credits are considered a full time load, the NHTI Catalog often shows more than 12 hours for programs of study. These listings show the sequence of courses needed to finish particular programs in two years.

All students, including those with disabilities, must address the same financial aid regulations and guidelines currently in place as posted in the most current NHTI Catalog and website postings.

E18. What are some alternatives on campus for those not ready for a full load?

If a student meets the criteria for a college program, but is not ready to take on a full course schedule, there are several alternatives. A student may take a reduced course load of 6-11 credits, or take only one course at a time. Certificate programs concentrate on a particular field with the general requirements of a full Associate’s degree. Some courses can be audited. Check the NHTI website for current catalog.

E19. Under what circumstances would a student take a reduced course load?

Students need to maintain a satisfactory grade point average of C or better to remain in their programs (refer to current NHTI Catalog). For some students with disabilities, maintaining satisfactory
progress with a full-time course load of twelve or more credit hours may be difficult. In some cases, eleven, ten or nine credits may actually be equivalent to a full-time load for these students. Therefore, these students may be advised to take a reduced course load, for example, between seven and eleven hours. Students are strongly urged to maintain regular contact with their faculty, advisors, and Disabilities Services staff.

E20. How does a reduced course load affect health insurance coverage for students with disabilities?
Disabilities Services can assist in preparing letters for health insurance companies to verify that for the specific student a reduced course load is equivalent to a full-time course load for other students. Federal Financial Aid Guidelines stipulate six credit hours as the minimum number of hours for a reduced course load. Students must request these letters from Disabilities Services as students are strongly urged to take an active role in academic support activities. Naturally, it is up to the insurance company to make a determination based on this information.

E21. How does a reduced course load affect sports participation for students with disabilities?
Students who participate in sports normally take a full-time course load of at least twelve credits. Students with disabilities who need to take a reduced course load in order to maintain an acceptable grade point average can request from Disabilities Services a letter of support for sports participation. Students are responsible for making their requests to Disabilities Services in a timely fashion. As with health insurance letters, the Federal Financial Aid guideline typically requires at least six credit hours as the lower limit for a reduced course load.

E22. What if a student wants to enroll in only one course?
Some students may wish to register for individual courses to try out college before officially applying for admission to a degree or certificate program or before choosing a major. These non-matriculated students may do so without applying to degree or certificate programs. Many general education and some program-specific courses may be available through the Division of Continuing Education. Some restrictions apply: course prerequisites must be met and space needs to be available after matriculated students have registered. Students are expected to have completed high school requirements or their GED certificate. Courses successfully completed would still "count" toward a program. (Refer to NHTI Catalog). Placement testing is recommended for all students who are likely to use Learning Center Services.

E23. What does it mean to audit a course?
Auditing gives students an opportunity to interact with other students but does not include evaluation or grading. Typically, students come to class on class days, listen to lectures, watch videos, and participate in discussions as they happen in class. However, they do NOT participate in learning assessment activities such as exams, quizzes, homework, oral presentations, and so forth. Students in an audit situation may have access to a Blackboard site, as long as the access doesn’t extend to evaluative activities such as journals, threaded discussions that are graded, online quizzes and so forth. Refer to the current NHTI Catalog check the current policy. An example from the catalog follows.

Under the Audit policy students may enroll in courses which provide an opportunity to learn more about the challenges of college work, explore a discipline of interest, refresh prior learning, or supplement existing knowledge. Typically, a student attends lectures, seminars, and/or labs but does not complete graded assignments. When enrolled as an audit, the student will not be given a final grade nor will credit towards graduation be given for the course (the academic transcript will reflect an AU for the course). Not all courses can be taken for audit, and entry into a course as an auditing student is by permission of the instructor. A student must complete a registration as an audit during the first week of classes. Once admitted as an audit, the student may not change to credit status after the designated add period; likewise, a student registered for credit may not change to audit status after the designated add period. Exceptions to the above may be made by the Vice President of Academic Affairs. Students must pay the full tuition for the audited course. Financial Aid does not cover costs for an audited course.
E24. Are students who take one course eligible for Learning Center support and Disabilities Services?
Yes, students who take one course are eligible for Learning Center services as well as participation in campus clubs and organizations. Those who anticipate needing Learning Center Services in tutoring and/or Disabilities Services must complete Placement Testing.

E25. What courses would a General Studies major take?
Typically, General Studies (AGS) students would begin with The General Studies College Success Seminar GS100 to help identify programs and majors of interest to them. Another option, Study Strategies (GS102) includes not only the GS100 material, but presents study techniques, such as note-taking, test preparation, time management, and organizational skills. Advisors often recommend the GS102/104 sequence to students who need to reinforce these skills in order to improve the likelihood of academic success. In addition, AGS majors would take an English class; a math course; IT102, computer literacy course (course levels determined by placement test scores) and possibly a social science, (such as psychology).

E26. How long is a semester?
Fall and spring semesters are usually 15-16 weeks long. Fall term usually begins around Labor Day and continues through December. Spring term usually begins at the end of January and continues through mid-May, including a one-week Spring break.

Summer courses are offered in several formats: day classes in two five-week sessions June - July and July - August, or evening classes over eight- to ten-week sessions from June through August. The same course material is covered in much less time than a regular semester, so students have longer, more frequent classes each week, with less time in between to process information and to complete assignments.

E27. May a student withdraw from a class once it has begun?
Yes. Students who officially withdraw from the college or from an individual course by the current applicable deadline set by Financial Aid may be eligible for a refund minus non-refundable fees. See NHTI Catalog or the website. For details, contact the Financial Aid Office at 230-4013 or in Sweeney 105. Due to the complexity of federal financial aid regulations, students are urged to contact Financial Aid regarding their specific situation.

E28. Can a student use a Reasonable Accommodation Plan (RAP) when taking on-line classes?
Yes. The student who wishes to use the Reasonable Accommodation Plan can submit their RAP to instructors, with support from the Coordinator of Disabilities Services as needed, via print transmission and/or confidential email. Instructors would review the RAP and indicate approval to the Coordinator of Disabilities Services. Extended time for tests can be given on Blackboard. If the course requires proctored exams for all students, on line students can come to the Learning Center on campus.

SECTION F. ALTERNATIVES FOR SKILL BUILDING AND LIFELONG LEARNING

F1. What is meant by “supplemental programs”?
A “supplement” is something that fills in to make up for something that is missing or lacking; for example, some people take a vitamin supplement to make up for not getting enough vitamins in their diet.

Supplemental programs can help fill in what a student needs in order to make a successful transition to life at college. Such programs can offer an opportunity to increase academic skills, such as reading and math, that a student needs to prepare for college level courses. A supplemental program may provide a student the opportunity to take a course not offered in his/her high school.

Supplemental transition programs may also prepare a student for college expectations, such as study skills, time management, problem-solving, self-advocacy and communication skills. Such programs may expose students to experiences they may encounter in college such as living in dorms, eating in dining halls, and relating to other students.

Supplementary programs may also offer exploration of interests and career areas. For example, some people enjoy their careers and are also passionate about their other interests in order to gain
balance in their lives. A person can take supplemental programs to pursue various interests, such as yoga, dancing, or photography.

A student may take supplemental courses before or after applying to college. A student may also take a supplemental course while at the same time taking college courses for which he/she is qualified.

F2. Why would a student want to participate in skill building programs?

Skill building programs are helpful for many students. Students who did not have an academic program in high school can learn the academics needed in college. Students who used a significant amount of assistance from a paraprofessional in high school can learn to function on their own. There are no aides in a college classroom. Students may need to practice working independently. Some students who do not meet college standards at this time may be able to bring their skills up to college level and may become eligible for college at a later time.

F3. What alternatives are available for skill-building?

Area high schools have Community Education Classes which can help build academic skills; examples include algebra, biology, chemistry, physics, English. These classes can also be taken to meet prerequisites for college courses, such as those for Health Sciences.

F4. What other alternatives are available for students whose skills are not at college level?

For students whose skills are not at the level of a high school graduate, several alternatives are available. Second Start in Concord, as explained on its website, offers several skill building programs. **College Bridge for Adults** is for adults who have a diploma or a GED certificate and want to go to college. Students spend time developing the essential skills they will need to succeed in a college environment. Instructors focus on reading, writing, math, speaking, active listening and effective note-taking. Students also improve their computer skills and learn how to use the Internet for schoolwork. A career counselor is available to help students plan a career path. In addition to gaining valuable academic skills, participants in this program become familiar with filling out college applications, applying for financial aid, course expectations, and grading policies.

The **Adult-Learner Services Program** offers free, basic educational services for adults who, for various reasons, cannot attend regular classes but might benefit from one-on-one help.

Those who are unable to attend classes can explore the **Guided Study** path. Students meet twice a month with a learning coach to design their study plan. The learning coach provides materials, assignments, encouragement and guidance. This may be the best choice for “do-it-yourself” types who need a flexible study schedule and don’t mind studying alone.

The **Adult Basic Education (ABE)** classes provide instruction in basic reading, writing, and math. Most people find that taking classes is the fastest and most enjoyable way to reach their educational goals. These daytime and evening classes are free, even for those who already have a diploma and just want to brush up on their skills.

People who did not finish high school can study with Second Start and take the General Educational Development examination, more commonly known as the GED. Preparation for this exam includes practice in the five skill areas of the GED exam: Writing, Reading, Social Studies, Science and Math. [www.second-start.org](http://www.second-start.org).

F5. What are some alternatives to make the transition to college easier?

**Success Seminar**, offered to students with disabilities by NHTI Disabilities Services in late August and/or early September, is a free session which presents ways to make a successful transition to college: adjustment concerns, notebook organization, assistive technology, and helpful websites. Participants may receive free resources, typically helpful booklets, a master notebook, and a CD of useful websites.

College Transition Programs offer college readiness as well as academic skill development. For example, **College Bridge Program for Adults**, as mentioned in F4, is a free or low-cost 15-week course for adults who have a diploma or a GED certificate and computer skills. In addition to academic skill development, they provide college readiness training in such things as filling out forms and applications, active listening, effective note-taking, and meeting academic and social expectations. Job training and career counseling may also be available. For more information, visit [www.second-start.org](http://www.second-start.org).
Other college transition programs include the **Summer Transition to College** program at Landmark College (www.landmark.edu) which works with students with learning disabilities; **College Living Experience** (www.experiencecle.com) which is for students with Autism Spectrum Disorders, Asperger’s Syndrome, and other learning disabilities; and **Goodwill Stepping Stones Program** (www.goodwillcva.org/aboutus/partners.html) which prepares students, who have been out of high school for two or more years and want an Associate’s Degree.

**F6. What are some alternatives for strengthening job skills as well as academics?**

There are many ways to strengthen academic skills that will also help on the job. For example, NHTI Business Training Center focuses on standard business applications, finance, customer relationships, management, development, and technical skills. This center offers certificates of completion and proficiency, including a Computer Proficiency Certificate. They also offer an Advanced Manufacturing Processes Certificate. The current brochure is posted at www.nhti.edu/community-industry-training.

The Business & Industry Training Office for the Community College System of New Hampshire offers options throughout the state for improving business skills.

**F7. What are course options for personal development or enrichment?**

College is not the only place to learn and academics are not the only thing people want to learn. People may have a passion for a special interest, like dancing, or they may just want to try something new, like drawing. Area high schools also offer Community Education courses open to the public. For example, Concord Community Education regularly offers classes in many subjects, such as computer skills, art, languages, wellness, drawing, quilt making, dancing, photography, and other interest areas. To view Concord’s current listings visit www.classesforlife.com. Other communities have similar programs.

Other noncredit classes are offered in the community. Nutrition and fitness classes are offered by local and regional hospitals, for example, The Center of Health Promotion at Concord Hospital. Art classes are offered at community art schools, for example, the Kimball-Jenkins Art School.

**F8. What are some examples of alternatives and resources for career support?**

The US Dept. of Labor provides the **Virtual Career Network/Healthcare** (www.vcn.org/healthcare/), an online tool for current and prospective healthcare workers which allows people to explore occupations and identify local education and training programs.

**Granite State Independent Living (GSIL)** and the **Employment Network** (www.gsil.org), together with the Social Security Administration, has two programs, “Ticket to Work” and “NH at Work.” These programs offer people on SSI and SSDI ways to explore employment options and receive support to find and maintain employment.

**F9. What career support is available from New Hampshire Vocational Rehabilitation?**

**Vocational Rehabilitation** is a federally funded service agency that provides job/career support services to persons with disabilities. NHVR helps people get a job, keep a job, and develop a lifetime career. Individuals may be eligible for help with job placement, job development, vocational evaluation, and/or vocational counseling.

VR services may be able to assist with educational support if that education is based on vocational goals. VR might help get updated documentation if needed for college studies that are leading to a career. Each student must follow specific steps to determine eligibility, and the support requested must be clearly related to career goals. Students are encouraged to find out about options if they: want to work; have a physical, learning, or psychological disability that is supported by a diagnosis from a doctor, psychologist or licensed professional; and have a disability that keeps them from finding employment, advancing in a field of work, or satisfactorily performing current job duties.

**F10. How are Vocational Rehabilitation services obtained?**

NH Vocational Rehabilitation may accept individuals as clients provided that the disability prevents the individual from gainful employment and that the individual’s ability to successfully enter the work force would be a result of his/her having benefited from the VR service provided. In order to access possible VR services, interested persons are encouraged to contact an NHVR Regional Office. The
applicant will be provided with information, and eligibility will be determined. An NHVR counselor would assess vocational and, if appropriate, educational aspects. The counselor would then work with the client to develop an employment plan that will specify the services and supports most likely to address that individual's needs. Possible individualized services include: evaluation (medical, psychological, education, work); vocational guidance and counseling; training; employment; accommodations (adaptive aids, assistive technology, accessibility and work site evaluations and ADA issues); restoration (treatment, devices and other types of accommodations. It may be possible that support could include tutoring, technical aids such as word processors, tape/digital recorders, spell checkers and audio books through Learning Ally or other sources. Options for Support Services are typically dependent on financial need and may include funds to purchase books and supplies after financial aid is applied, tuition assistance after financial aid is applied, and/or transportation costs after financial aid is applied. For more information go to: [http://www.ed.state.nh.us](http://www.ed.state.nh.us).

**F11. Where are the Vocational Rehabilitation Regional Offices?**

There are seven NHVR offices across the state. Check NHVR website for the most current information. [http://www.ed.state.nh.us](http://www.ed.state.nh.us).

**F12. What are some other examples of government-funded alternatives available for employment preparation?**

Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. Job Corps offers hands-on training in America’s fastest growing careers. Career technical training areas include: advanced manufacturing, automotive and machine repair, construction, finance and business, health care, homeland security, hospitality, information technology, renewable resources, retail sales and services, transportation, and many more. If the student wants to become a welder, a plumber, an office administrator, a licensed practical nurse, or a heavy equipment operator, Job Corps has the training. Students also have the chance to train with Job Corps employer partners on actual work sites.

In addition to career training, Job Corps also offers a mentoring program and courses in independent living, employability, and social skills. Job Corps will help a student create a resume, apply and interview for a job, and will work with the student for up to 18 months after graduation from their program.

All this is offered at no cost to the student. Students receive housing, meals, basic health care, and a living allowance. The Job Corps program is for people between ages 16 and 24 who are ready to “work, learn, and become a leader.” This program trains students in more than 75 technical career areas at 122 centers across the country. To find the centers closest to you and to find out about qualifying, go to [www.jobcorps.dol.gov](http://www.jobcorps.dol.gov).

**F13. What are some services Community Bridges offers?**

The Career Development Program at Community Bridges identifies potential employment opportunities and uses creative solutions to find employment for individuals with disabilities. Some of their creative solutions include internships, on-the-job training, and collaboration with Vocational Rehabilitation. Some of their services include job shadowing, informational interviewing support, onsite work observations, and education about different job functions and skills. Work experiences include a chance to share natural talents, to improve social skills, to build a personal identity, to meet new people, to learn new skills, and to enrich the lives of others.

Community Bridges AXIS Self-Directed Coaching is a new program that provides individualized, one-on-one support to post-high school persons on the Autism Spectrum. Participants can customize their coaching sessions based on what is most important to them. A participant meets with a coach regularly to work toward achieving reasonable goals in a wide range of areas, such as life skills, seeking and maintaining employment, higher education, and social experiences. AXIS gives participants the tools they need to solve problems, develop strategies for handling new situations, and advocate for their own needs. AXIS helps participants develop a network of resources.

Concord Social Connections is part of the AXIS program, where adults socialize and connecting with other adults who share the same interests. Members meet monthly to talk, play board games, and select other activities to participate in together as a group, such as mini golf, Fisher Cats
games, and hiking. There is no fee to join, but each member is responsible for any expenses incurred at community activities.

AXIS can be funded by many organizations including Vocational Rehabilitation, He-M 525, Self Directed Services, or can be paid for by the participant. For more information about AXIS Self-Directed Coaching, go to www.communitybridgesnh.org.

Community Bridges is a non-profit agency serving communities of central NH, region 4 of Adult Developmental Services. Other regions in the state have their own area agencies; Manchester’s is called the Moore Center. Individuals with disabilities and their families are connected with resources that help them achieve positive growth. For more information about Community Bridges’ Career Development Program go to www.communitybridgesnh.org.

F14. What are Adult Developmental Services?

The NH Developmental Services System offers adult individuals with developmental disabilities a wide range of supports and services within their own communities. All direct services are provided through ten non-profit designated Area Agencies located throughout NH. Community Bridges is the Concord Area Agency. The range of services available include: Service Coordination (advocacy, facilitation, monitoring); Day Services (focusing on improving personal care skills, vocational activities, and community integration); Employment Services; Personal Care Services (daily living skills, community integration); Community Support Services (for developing skills to live independently); Family Support Services (respite and environmental modifications); Crisis Services; Assistive Technology Services; Specialty Services. For more information, go to http://www.dhhs.nh.gov/dcbcs/bds/adult.htm.

F15. What are some examples of privately-funded programs for adult development and employment preparation?

Privately-funded agencies, such as Family Centered Transition Planning (http://iod.unh.edu/Projects), help students develop life skills to enhance independence and employability. SPECS (Specific Planning Encourages Creative Solutions) http://nashuaautismnetwork.com is a series of workshops to help families create transition plans and support networks for after high school. LifeMap (Life Management Assistance Program www.aane.org) strives to increase levels of independence for people with Asperger’s Syndrome.

F16. What alternatives will help develop skills and provide an opportunity to improve communities?

Volunteering can help people develop skills and at the same time help the community. Adults of all ages can volunteer for AmeriCorps, receive training for specific projects, and serve for one year helping to meet critical community needs. The volunteers will gain skills and experience, the satisfaction of helping others, and the Segal AmeriCorps Education Award which can help pay for college. Other volunteer opportunities can be found online. Some examples of internet sites of volunteer opportunities:

- www.volunteernh.org
- www.volunteermatch.org
- www.volunteerguide.org
- www.americantowns.com/nh/concord
- www.redcross.org
- www.iparticipate.org
- www.liveunited.org/volunteer
- www.hud.gov/local/nh/homeless/volunteer.cfm
- www.nhfoodbank.org/volunteer.html
- www.idealista.org

SECTION G: CLUBS, ORGANIZATIONS, SERVICE LEARNING

G1. Who is eligible to participate in clubs, organizations and other campus activities for NHTI students?

Students who are enrolled in at least one course are eligible to participate in about thirty clubs and organizations representing athletics, professional associations, drama, cross-cultural and special
interest groups. In addition, students may participate in events sponsored by the Campus Activities Board. For a complete listing see www.nhti.edu/student-life/student-involvement.

G2. What is Service Learning?
Service Learning means students participate in actual hands-on practice in a field relevant to the subject of the course. Many programs at NHTI have service learning as part of their curriculum, including Social Science, Education, Addiction Counseling, and Environmental Science. For example, a student majoring in Human Service may spend some class time working in places like schools, prisons, rehab centers, daycares, or other places, depending on what aspect of social service the student plans to enter.

Service Learning opportunities increase student learning by linking theory with direct experience and by making the academic subject relevant to real world experience. It also gives students the opportunity to make a positive difference in the community. Learn more at our website www.nhti.edu.

G3. What other opportunities are there for serving the community?
The Office of Campus Activities and Community Service Programs sponsors many different projects. Several campus clubs focus on serving the community, such as the NHTI Alternative Spring Break Club, the Environmental Action Club, and many more. For more information, visit www.nhti.edu.

G4. Is there a club for veterans?
Yes. The mission of the Student Veterans Club is to increase awareness and understanding of veterans’ issues on campus and facilitate the successful transition from “combat to classroom.” The focus is to provide military veterans, their families, and civilian supporters, a welcoming atmosphere and a social environment to provide the veteran the resources necessary for success in his/her academic endeavors.

G5. What activities and events are open to the public?
Community Activities, which are open to the public, appear monthly on the NHTI website calendar. These include athletic events, Friday Night Film Festivals, Annual Somewhere North of Boston Film (SNOB) Festival, and Wings of Knowledge Presentations.

The Library offers community access privileges. The McAuliffe-Shepard Discovery Center on our campus is open to the public. The Bistro Snack Bar in Sweeney Hall is also open to the public; however, the Capital Commons Cafeteria is reserved for students, faculty, staff and their guests. Various other organizations sponsor events on our campus; however, these events are not part of regular NHTI programs.

SECTION H: COUNSELING AND CAREER SERVICES AND RESOURCES

H1. What kinds of counseling services are offered?
NHTI’s Counseling Office, located in the Health Services suite in the Student Center, is staffed by one full-time and one part-time counselor. The mission of the Counseling Office is to teach students how to identify and successfully achieve their educational, career, and life goals, and to enhance the student’s learning environment throughout the institution. The primary goal is to teach strategies whereby students can gain insight, solve problems, make decisions, change behavior, resolve conflict, and accept responsibility.

Counseling seeks to help students realize the greatest benefit from growth opportunities, while assisting in the successful resolution of developmental conflict. The counselors may work with students individually and in small groups. For students enrolled at NHTI, confidential individual short-term counseling is provided at no charge. Referrals to off-campus resources are available when appropriate. More information is available in their brochure. To schedule an appointment, contact the Counseling Office.

H2. What career resources are available?
CHOICES® software allows students opportunities to learn more about their own interests and possible careers. After answering a series of questions about interests and preferences on the computer, CHOICES® provides a customized profile. Using this personal information, students can search a current
database to find careers and positions which match their profiles. Students can find specific information about working conditions, salary, training, and job outlook for various positions and careers. CHOICES® is available in the Learning Center Computer Lab and at other campus locations.

**H3. What kind of Career Placement services are available?**

The NHTI Student Handbook, also posted at www.nhti.edu, provides links sponsored by the Advising Center for: college major and career decisions; exploring career interests; and community employment in conjunction with the Community College System of New Hampshire. Many employers who hire NHTI graduates list new positions. Each year a Transfer Fair is held to showcase opportunities for continuing studies at other colleges. It is recommended that students become acquainted with these services during their first year.

**H4. What Residence Life services are available?**

Students who live on campus have access to Residence Assistants and Residence Directors to discuss issues related to residential life. This information is presented at orientation for new students. For details contact the Residence Life Office in Student Affairs. See also http://www.nhti.edu/student-life/residence-life.

**H5. How can a student request accommodations for living in the residence halls?**

The student must make the request through Disabilities Services and provide appropriate documentation to support the request. Requests will be reviewed in consultation with the Director of Residence Life. All students, including those with disabilities, are expected to follow the student code of conduct and judicial procedures as outlined in the NHTI Student Handbook. See also http://www.nhti.edu/student-life/residence-life.

**H6. What is the NHTI Transition Program?**

The Transition Program provides support and financial assistance for tuition, books and other educational expenses for “students in transition.” NHTI students who are single pregnant women, single parents, displaced homemakers, individuals with documented disabilities, and or individuals with limited English proficiency may apply for the program. Awards are made before each semester, pending grant funding.

The Transition Program (formerly called the Single Parent/Displaced Homemaker Program) is a federally funded initiative, which has helped hundreds of women and men to obtain degrees and launch careers. The director helps students to reach their goals through assistance with parenting and academic issues, support groups, and ongoing workshops. Students may apply through the NHTI Counseling Office.

*Note: The links to web resources were current at the time of this updated publication.*
More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four-year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U.S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.*

Although Section 504 and Title II apply to both school districts and postsecondary schools, the responsibilities of postsecondary schools differ significantly from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.
As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district’s jurisdiction. Whatever the disability, a school district must identify an individual’s educational needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, however, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost.

Other important differences that you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. But if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure equal educational opportunity. Examples of adjustments are: arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing, and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or substantially modify essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?
You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or to assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following those procedures. In their publications providing general information, postsecondary schools usually include information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs, and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

**When should I request an academic adjustment?**

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school’s procedures to ensure that the school has enough time to review your request and provide an appropriate academic adjustment.

**Do I have to prove that I have a disability to obtain an academic adjustment?**

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment.

**What documentation should I provide?**

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how your disability affects a major life activity; and information on how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you. This is generally not sufficient documentation, however, because of the differences between postsecondary education and high school education. What you need to meet the new demands of postsecondary education may be different from what worked for you in high school. Also, in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school’s requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

**Who has to pay for a new evaluation?**

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. You may, therefore, have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency at [http://rsa.ed.gov](http://rsa.ed.gov) by clicking on “Info about RSA,” then “People and Offices,” and then “State Agencies/Contacts.”
Once the school has received the necessary documentation from me, what should I expect?

To determine an appropriate academic adjustment, the school will review your request in light of the essential requirements for the relevant program. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment, or it may offer an effective alternative. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Nor may it charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school’s compliance with Section 504, Title II, or both laws. You may contact that person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. But the postsecondary school’s grievance procedures must include steps to ensure that you may raise your concerns fully and fairly, and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps that you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome of the school’s grievance procedures or wish to pursue an alternative to using those procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure How to File a Discrimination Complaint with the Office for Civil Rights, which you may obtain by contacting us at the addresses and phone numbers below, or at http://www.ed.gov/ocr/docs/howto.html.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education’s Obligations Under Section 504 and Title II of the ADA. You may obtain a copy by contacting us at the address and phone numbers below, or at http://www.ed.gov/ocr/docs/auxaids.html.
Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends, and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at:

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1-877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

* You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its individualized education program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

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