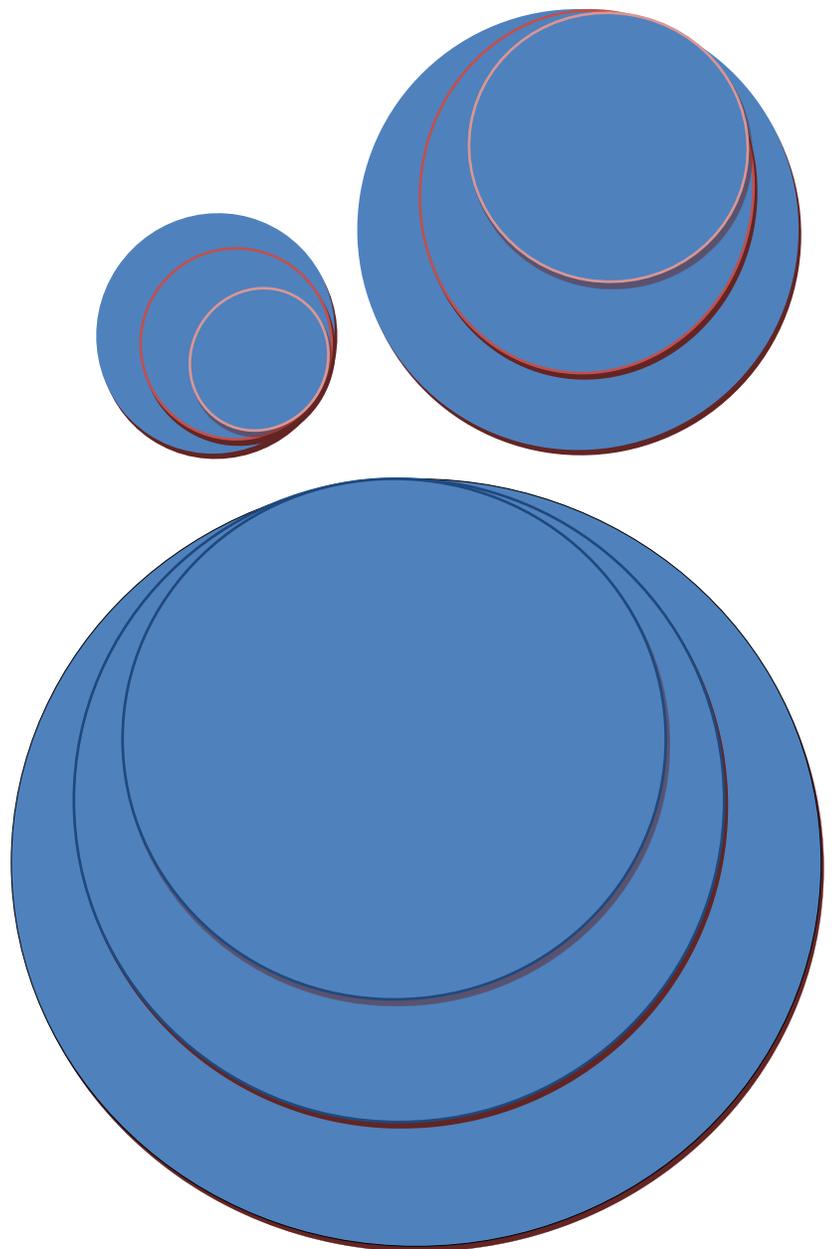


A guide for students with disabilities  
transitioning from high school to  
North Shore Community College



Congratulations on continuing in your educational journey! Whether you are considering attending North Shore Community College or have already decided to enroll at NSCC, we are here to support you on your path to success!

Transition to college can seem overwhelming and this can be especially true for students diagnosed with a disability. Laws change, workload increases, time management becomes crucial and it can definitely seem daunting!

This guide will take you step by step through the process of becoming a student at NSCC, requesting services through Accessibility Services and through the changes that you will encounter in your first year here.

We wish you the best of luck and look forward to working with you!

Accessibility Services Staff  
North Shore Community College

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## BECOMING A STUDENT AT NSCC

### What Program is Right for Me?

The first step to becoming a student at NSCC is to decide if you would like to enroll in a degree or certificate program, as well as which program of study you would like to pursue. This link will take you to a page listing all of the programs we currently offer:

#### Credit Programs of Study

You may also decide that you would like to enroll as a non-credit student. Non-credit courses are a great way to gain new skills, receive additional training and learn a new subject. This link will take you to a page with information about the non-credit professional education programs offered at NSCC:

#### Non Credit Professional Education Programs

Now, you might be saying, this is great information to have but I don't know what program I want to apply for or what I would like as a career when I graduate? This is the case for many students who are graduating and thinking about attending college.

The following questions are helpful to ask yourself if this is how you are feeling:

- What were my favorite subjects in high school? Which subjects did I really do well in? Which subjects did I enjoy learning?
- What activities do I like to participate in outside of class or at home?
- Have teachers or loved ones commented that I am really good at one particular activity or area?
- What can I imagine myself doing as career?

Try creating a list of at least five options and explore those further. The internet is a great place to look for information about different career options including the amount of education needed for a specific career, the duties in a particular job and the average salary for that position.

If you're still feeling unsure, a great resource for you is the Massachusetts Career Information System or MassCIS. This is an internet based, interactive system designed to help people make better informed educational and occupational choices. MassCIS will allow you to perform activities like taking a self assessment and exploring occupations in detail. Massachusetts Career Information System

Once you've decided which program is the best fit for you, the next step is to apply to become a student at NSCC.

## How do I apply to NSCC?

Students who want to enroll at NSCC, full time or part time, degree or certificate program must formally apply and be admitted into NSCC. This process is called *matriculation*. Requirements for admission include a high school diploma, GED, HiSET or the completion of an approved home school program.

Complete an application:

- **Apply online**
  - Clicking on the following link will take you to the online application page. You will be guided through to each step as you complete the previous one.
    - [Apply Online](#)

If you have questions about admissions, please contact the Admissions Office by clicking here: [Admissions Contact Information](#)

If applicable, the next step is to apply for financial aid:

## Do I qualify for financial aid?

There are several types of Financial Aid available to students attending NSCC:

- **Grants** are awarded to students who demonstrate the most financial need and satisfy all general requirements for federal financial aid (most grant programs are available to both full time and part time students)
  - There are two general types of grants: federal and state
  - Grants do not need to be paid back
- **Loans** must be repaid after you leave school or drop below 6 credits. There are several types of loans for which you may qualify:
  - Federal student loans require students to be enrolled in at least six credits in an eligible program of study (degree or certificate)
  - PLUS loans for parents are available for parents of dependent undergraduate students enrolled in at least six credits
  - Private loans may be an option for students enrolled in non-credit courses, continuing education or who are taking less than 6 credit
- **Scholarships** are awarded through corporations, foundations and other organizations to students based on grades, community involvement, extracurricular activities, athletics, arts or other distinctions
  - Please click this link for more information on scholarships at NSCC
    - [Scholarship Programs and Searches](#)
- The **Federal Work-Study** program offers jobs for students with financial need, allowing them to earn money to help pay their educational expenses
  - Encourages community service work and work related to your field of study
  - Jobs are offered both on campus and off

You will also need to complete a **Free Application for Federal Student Aid (FAFSA)**. This can be done online at: [FAFSA](#) (please allow a minute to connect to the site)

Once you have completed the application for financial aid, you **may** need to take the Computerized Placement Test(s) of CPT's.

## What is a Placement Test?

New and Transfer students need to be evaluated for skill levels in key areas of math, reading, and writing. This can be completed through past GPA on your High School or College Transcripts or through Accuplacer Placement Testing.

Placement Testing is available on a walk-in basis when the college is open, including some extended evening hours. We do strongly encourage that you look over the review packets available as a refresher. Don't worry; this isn't a Pass/Fail test. We also recommend that you take the Communications portion one day and the Math portion on another day. CPT's are administered in the Center for Alternative Studies (CAS) Testing Center located in room DB213 in Danvers and room LS25 in Lynn.

For more information regarding the CPT's, free prep resources and the review packets, please click here: [Computerized Placement Testing \(CPT's\)](#)

### **Now it's time to register for classes!**

Once you have been accepted, set up your Student Portal, and have completed placement in needed: you should be ready to select your classes with an advisor.

You can choose classes in one of two ways:

- **Class Registration Events** – Each event will have a short advising prep presentation followed by 1-on-1 discussions with an advisor.

[Sign up for a Registration Event on the Danvers Campus](#)

[Sign up for a Registration Event on the Lynn Campus](#)

- **Walk-In Advising** is available at the Student Support and Advising Centers on both campuses for those students unable to attend a Class Registration Event. It is expected that any Walk-In Advising complete the [Online Registration Prep](#) prior to selecting courses.

### **Student Support and Advising Center Locations:**

**Lynn Campus:** Room LS-134 | 781-477-2132

**Danvers Campus:** Room DH-160 | 978-762-4036

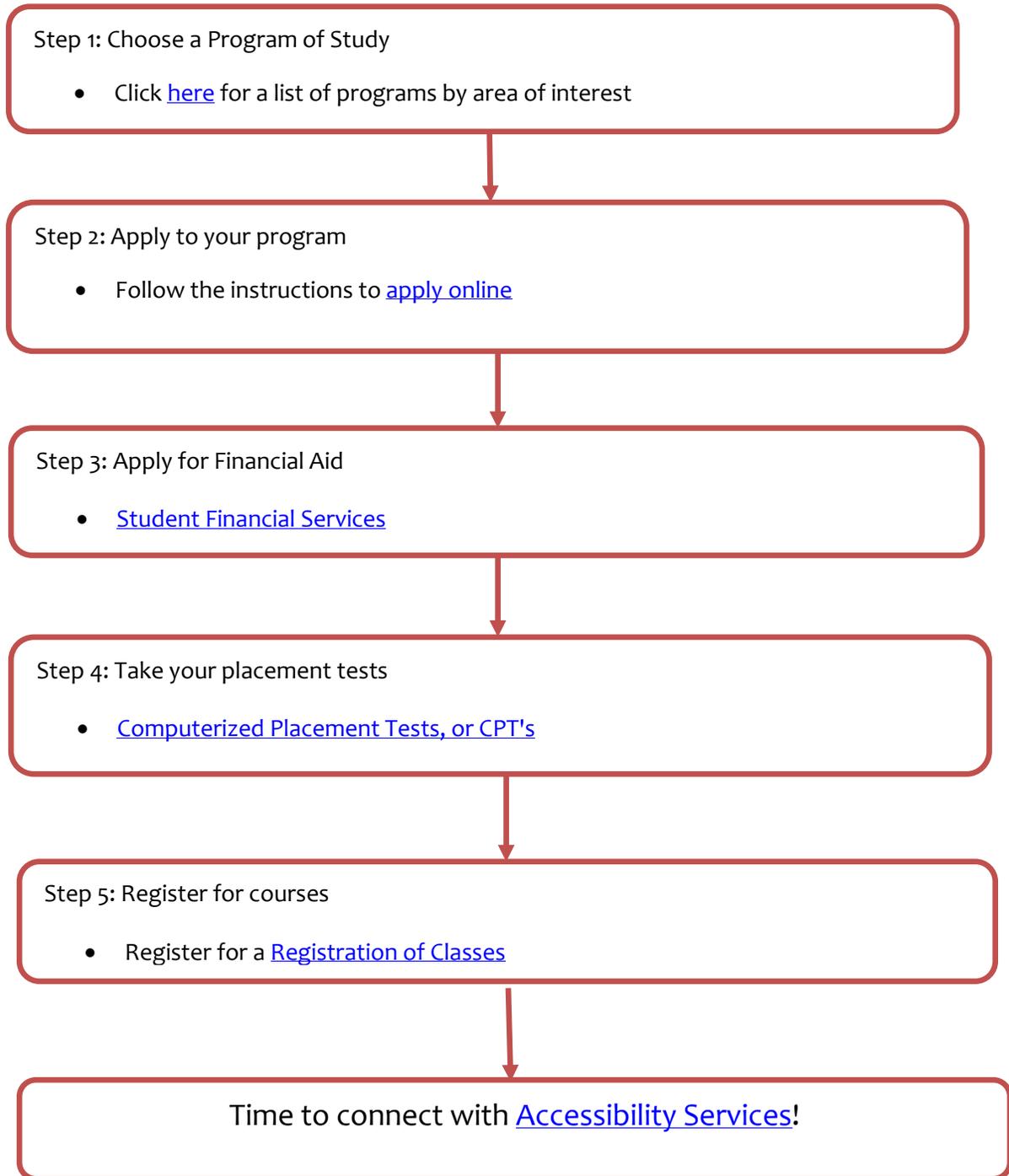
For more information, please visit: [Student Support and Advising Center](#)

## I've never had an academic advisor before...

Advisement is provided by the Student Support and Advising Center as well NSCC Faculty advisors. For your first year, you may meet with an academic advisor who is not a faculty member in your program. It is always best to check in with a faculty member from your program, however, so that you can ensure you are taking the appropriate courses for your degree.

Your academic advisor will meet with you regularly to select courses for each semester and ensure that those courses align with your program requirements and future goals. If you have any questions about your program, your advisor is definitely the person to see!

## The Path to Accessibility Services



## **NSCC ACCESSIBILITY SERVICES**

Accessibility Services works one-on-one with students to review documentation and accommodation requests. We assist with the implementation of accommodations and provide guidance to students with disabilities. We also serve as a resource to faculty and staff.

### **What will happen to my IEP or 504 Plan?**

Your IEP or 504 plan will not automatically carry over when you become a student at NSCC. Students at the college level are required by law to self-disclose a documented disability in order to request services. Students in higher education, attending colleges or universities, are covered by the Americans with Disabilities Act (ADA) – it is this law which requires us to provide accommodations based on documentation.

The Accessibility Services department will not be aware of services you may have received in high school, until you initiate the request for services at NSCC. This may sound a little intimidating, but we are here to support you through the process.

### **I never had an IEP or 504 plan in high school; do I still qualify?**

If you have been diagnosed with and are able to provide documentation to support any of the following disability categories, you are eligible for services:

- ADD or ADHD
- Asperger's or PDD
- Blind or Low Vision
- Deaf or Hard of Hearing
- Learning Disability
- Medical or Physical Disability
- Psychological Disability
- Temporary Disability

You may be a student who has been diagnosed with more than one disability; we'll need documentation to support each diagnosis in order to provide accommodations.

### **What does disclosure mean?**

Two sections back, we mentioned that students at the college level are required to “self disclose” a disability to our department in order to qualify for services. This means that you will need to fill out a “Self Identification Form and Request for Services Form” (we'll let you know where to find this form very shortly).

This form is used to let us know that you have been diagnosed with what would be considered a disability under the ADA and that you would like to request academic accommodations and support through the Office of Accessibility Services.

## I'm nervous everyone will find out...

This can be a very common concern for students coming into NSCC from high school. The information you provide to us in order to access services is considered confidential. We cannot share it with anyone without your permission, not even your parents.

Your documentation is stored in a locked cabinet, with only Accessibility Services staff having access.

Please know that your privacy is important to us.

## I'm ready to connect with Accessibility Services, what do I do next?

The NSCC Accessibility Services website has great information about the department. You can even see pictures of the staff!

It's really important that you are registered for classes in order to begin this process. We will not be able to review your documentation or meet with you until you are registered.

You'll notice when you click on to the [Accessibility Services website](#), a section called "How to Request Services". Please click that link and select the appropriate packet and print it out. The first page is a reference for you to find out what the steps in the process are. The second page is the "Self Identification and Request for Services Form" (this is the form we talked about a few sections ago). The third form is a "Disability Verification Form" related to your diagnosis.

If you are a student who has been diagnosed with a learning disability you will turn in the self identification form as well as the verification form, along with copies of your most recent neuropsychological or achievement testing. The testing must include aptitude scores (this is a measure of performance across a range of skills) and achievement scores (a measure of your academic performance in specific categories). The scores from these assessments will guide us in our conversations with you about what academic accommodations you will be eligible for. We cannot process your packet without these copies. You may attach your IEP or 504 plan to the packet, but this is not required.

If you are a student who is deaf or hard of hearing, please attach a recent audiological report to the self identification form and the verification form.

A licensed professional will complete the verification form in the packet. This might be your family doctor, a psychiatrist, a licensed social or mental health worker. The person who is overseeing your medication or treatment is the right person to complete this form. Please remember to print and sign your name as well as write the date in the blue rectangle on the form – this is giving your permission for your confidential information to be released to us.

## What are these accommodations I've heard about?

Accommodations are academic adjustments designed to provide students with disabilities equal access and equal opportunity to participate in programs, courses, services, and activities. Accommodations allow students to be evaluated based on their true abilities.

NSCC offers academic adjustments designed to “level the playing field” for students with disabilities in a mainstream model. All students must learn the same material and are graded according to the same standards. Likewise, all students, including students with disabilities, must comply with the behavioral standards set forth for students in the . [Code of Conduct](#)

Colleges are not required to provide modifications to a course or program, to conduct testing of learning disabilities, to provide personal attendants or tutors, or to prepare or adhere to IEPs (Individual Education Plans).

Requests for accommodations are evaluated based on documentation supplied by students and in accordance with the Americans with Disabilities Amendments Act.

Accommodations may include, but are not limited to:

- Extended time for testing
- Audio taping of classes
- Use of assistive technology lab
- Preferential seating
- Permission to leave class due to a medical condition

## What is assistive technology?

Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. This can include computer hardware or software, computer keyboards and mice, screen magnifiers, etc. For example, an individual with blindness or low vision might use the computer program, Jaws, a text to speech program which will allow them to listen to print materials for their course.

Please click the following link or visit the NSCC Accessibility Services webpage to access our [Student Guide to Accessibility Services](#). This guide will provide more in depth information regarding the process for requesting accommodations at NSCC, the eligibility requirements for specific accommodations and the rights and responsibilities of NSCC students, Accessibility Services department and staff.

As always, please contact us if you have any questions!

## I would like to meet other students with disabilities

The Transition Support Group, or TSG, is a place where students with disabilities can form relationships with each other and have a safe place to discuss various topics, learn strategies and explore resolutions to challenges you have encountered or may encounter. TSG is facilitated by disability counselors; the topics are recommended by the students in the group. Some previous topics have included setting goals, developing self advocacy skills, identifying academic strengths and how to use your accommodations effectively.

You might be asking yourself, why should I attend TSG? These are just a few reasons:

- Meet other students in a confidential, receptive and friendly atmosphere
- Develop strategies to achieve your academic goals while balancing schoolwork and other responsibilities
- Select topics for each meeting based on your interests and needs
- Participation is always at your comfort level
- It's free and optional

The schedule for TSG will change from one semester to the next; please feel free to stop by the Accessibility Services office for more information. Change since we do not have group? Add Graduation Group?

## Delta Alpha Pi Honor Society

In May 2011, North Shore Community College started the Beta Kappa Chapter of the [Delta Alpha Pi International Honor Society \(DAPI\)](#). The initials DAPI stand for Disability, Achievement, and Pride. The honor society has more than sixty chapter comprised of students in undergraduate and graduate programs at colleges and universities.

Eligible students are invited to join DAPI at the start of the fall and spring semesters. Students must meet the following criteria:

- Completion of at least 24 college-level credits
- A cumulative GPA of 3.1 or higher
- Documentation of a disability through Disability Services
- An interest in leadership

Membership is free and students who are members of DAPI will:

- Be invited to the Recognition Ceremony, held each year in May
- Receive a blue and gold cord to wear at graduation
- Have opportunities to participate in leadership activities (these have included, organizing and running awareness activities on campus, tutoring elementary school students, and attending student and parent orientations to share experiences)

## DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

So, we've already talked a little about the differences between high school and college in regard to Accessibility Services but what about in general. How will the classes be different? Will I have more homework? How will I know when my papers or assignments are due? Well, if you've been asking yourself these questions, this next section is for you!

On our [Accessibility Services website](#), you'll find information regarding the differences in accommodations between K-12 (IDEA) and College (ADA).

Some additional differences you may find include:

High School	College
<b>Your time is structured by others</b>	You manage your own time
<b>Each day you proceed from one class directly to another, spending 6 hours each day – 30 hours a week – in class</b>	You often have hours between classes; class times vary throughout the day and evening and you may spend only 6 to 12 hours each week in class
<b>The school year is 36 weeks long; some classes extend over both semesters and some don't</b>	The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams
<b>Teachers are often available for conversation before, during, or after class</b>	While instructors are available via phone or email, they will expect you to meet with them during their office hours
<b>Testing is frequent and covers small amounts of material</b>	Testing may be infrequent and may be cumulative, covering large amount of material. You may only have 2 or 3 tests during one semester for a particular course
<b>Grades are given for most assigned work</b>	Grades may not be provided for all assigned work
<b>Teachers present material to help you understand the content in the textbook</b>	Instructors may not follow the textbook. Instead, they may add to the text through the use of background information, research or illustrations. They may also expect you to relate the classes to the textbook readings.



## What do I do with this syllabus?

During your first day of class, you'll be given a syllabus by each of your instructors. A syllabus is an outline and summary of topics which will be covered in your course. Dates for exams as well as due dates for assignments and projects are typically listed on each syllabus – this really comes in handy when you're working on your schedule and time management!

Other important information your syllabus will contain:

- Contact information for your instructor, usually phone and/or email
- Your instructor's office hours
- The attendance policy for the course (remember, even if you have registered with Accessibility Services, you'll still have to follow this)
- Your instructor's grading information

Please keep your syllabus in a safe place – this really is like a road map and it will help you to navigate through your course!

## 1 to 2 hours for every hour in class? Wow!

When you attend NSCC, the amount of credits you carry each semester is known as a course load. A full-time course load is considered 12 credits. Often, a student will indicate to their advisor that they would like to enroll full time but it is important for you to consider other obligations that might affect your success when taking 12 credits. For example, will you be working while attending classes? Do you have family obligations? Are there any transportation issues that may impact your ability to attend classes' full time?

A great rule of thumb to use when working on your schedule for an upcoming semester is that for every credit hour you are enrolled in, you can expect to spend approximately 1 to 2 hours outside of class reading, doing research, studying, etc. So let's say you are enrolled for 12 credits in the upcoming semester:

12 credits (4 courses) = 12 hours in class per week & 12-24 hours study/prep time per week, outside of class

If you are working part time, maybe 16 hours, this means that with class and work combined, 40 – 52 hours of your week are accounted for before even factoring in sleep and down time. Enrolling in a full course load really is like a full time job!

## We pick classes for September in April? Yes, it's true!

After you've been accepted to NSCC, following completion of your placement test, you will meet with an academic advisor. This advisor will help you register for your first semester of classes, based on your program of study and your placement test scores. For each subsequent semester, we strongly recommend you meet with your assigned advisor (you'll receive information about who that is when it gets closer to the start of the advisement period) or with an advisor in Student Support and Advising. Your advisor will ensure that you are

enrolling for courses which you have met the pre-requisite for (a course you must successfully complete before moving on to the next course) and a course which meets the requirements for your program.

Advisement for the fall semester, which runs from September to December, usually takes place in April; advisement for the spring semester, which runs from January to May, usually takes place in November.

### Help! I'm having trouble with this Math section...

If you find that you're struggling in any subject, we highly recommend that you meet with one of the professional or peer tutors available at the Tutoring Centers on both the Danvers and Lynn campuses. Even if you aren't struggling but would just like to do better in any of your subjects, stop by during the Centers' open hours. Subjects tutored include but are not limited to Math, Science, Business and Writing. Tutoring is free to students registered for at least one class.

For more information on Tutoring services at NSCC, please click the following link or go to the Tutoring web page on the NSCC site: [Tutoring at NSCC](#)

## **SKILLS FOR SUCCESS**

So you're now officially a student at North Shore Community College and you've gone through the process of requesting and being approved for accommodations through Accessibility Services. Congratulations!

There are still some things that that you can do to help ensure you're successful and enjoy your time at NSCC.

### What Kind of Learner Am I?

Each individual has a learning style which they prefer and which may aid them in being more successful. For example, someone may prefer to listen to a lecture by an instructor rather than reading textbook material. Someone else might be more successful in courses where they are able to participate with hands on learning activities.

It is important to recognize which is your learning style. By doing so, you may be able to incorporate different tips and techniques that can help you to achieve greater success in your classes.

Here are some different learning styles and tips you might find helpful:

- Visual – you prefer using images, pictures and graphs to organize information and communicate with others [use diagrams and charts when learning material]
- Auditory – you like to work with sound and music [use sound, rhyme and music in your learning]
- Verbal – you find it easy to express yourself, both in writing and verbally [find ways to incorporate more speaking and writing into your studies]
- Kinesthetic – you use your body and sense of touch to learn about the world around you [use physical objects as much as possible, such as flashcards]

## How Can I Be My Own Best Advocate?

Self-Advocacy is learning how to speak up for yourself, making your own decisions about your own life, learning how to get information so that you can understand things that are of interest to you, finding out who will support you in your journey, knowing your rights and responsibilities, problem solving, listening and learning, reaching out to others when you need help and friendship, and learning about self-determination.

Knowledge is the key to self-advocacy. Like anything else, the more you know, the better you understand, and the easier it is to explain.

The three most important parts to becoming a self advocate are:

- Know yourself
- Know your needs
- Know how to get what you need

In high school, you may have told that you were diagnosed with a certain kind of learning disability, or you might have received services such as extended time for testing – but you may be unsure what that meant. A big part of knowing yourself is to learn about the way you learn. If, for example, you have been diagnosed with dyslexia, learning about what that means for you in class, in your day to day life, will allow you to learn what you need. If you have been diagnosed with anxiety, what does it feel like, for you, when you are getting anxious? In addition, what are your strengths? Are you a great writer? Do you love doing Math? Can you play a musical instrument or sing? All of this information will give you the knowledge you need to move on to the second part of becoming a self advocate: knowing your needs.

If you are a student dealing with anxiety, would it decrease your anxiety if you were able to take a break during class? If you struggle when reading, does it help for you to hear material and passages rather than only reading them off a page? When you study, do you retain information better if your environment is completely quiet or when there is a little bit of noise? Knowing your strengths and weaknesses, how to use one to offset the other, will give you the insight you need to know *what* you need.

Once you have determined what your needs are, where do you go to ensure that they are met. For students with disabilities, the best place to start is Accessibility Services. Not only will we meet with you to ensure that you are being provided with appropriate, reasonable accommodations but we can also assist you in knowing where to go with any other the other questions you might have. Do you know where the Tutoring Center is located or the Student Support Center? What if you have a financial aid question? Knowing where to go when you have a question or concern, and taking the steps necessary to ask for what you need, indicates that you are a strong self-advocate.

## When can I fit in fun?

We've talked a lot about the ways in which your schedule might change, how the amount of work you will know will be expected to do will strongly impact the way you schedule your week. But you might be asking yourself – where in all of this can I fit in seeing my friends or going to the movies, just hanging out?

The key here is balance. You should always consider your classes and time at NSCC to be your priority but you can still make time to do all the fun things you enjoy! This is where time management becomes very important, and a skill that will be with you, not only at NSCC but also as you move forward into your career and life after NSCC.

Here are some strategies that will help you develop a schedule that works for you:

- Prioritize – write down all your tasks and sort them into three groups; the tasks in the first group should be done first and those that are less of a priority should be saved for last
- Time Management – decide how much time a task, assignment, or project requires and be sure to include that as part of your schedule
- Relax – plan time regularly to relax and have fun. This can be anywhere from minutes to an entire day depending on your schedule. Don't feel bad about taking some time for fun – you earned it!
- Self care – make sure that you are eating right, getting enough sleep, exercising, practicing stress management techniques (we'll get to those shortly). All of these things will help your brain to function better
- Flexibility – allow extra time for unforeseen circumstances that are bound to come up (these are those curveballs we so often hear about life throwing)
- Floating tasks – these can be done anywhere and at anytime. Carry a book with you that you need to read or some flash cards that you need to review. These especially come in handy when those unforeseen circumstances arise – you never know when the train will be running late!

If things still seem too overwhelming and like there just isn't enough time to get everything done, these strategies may work for you:

- Re-prioritize – change the importance of the tasks you need to complete. Ask yourself if you're trying to do too much.
- Postpone – for those lower level tasks, it can be okay to put them off for a bit?
- Delegate – ask someone else to do something on your list.
- Do it differently – ask yourself if there is another way to complete a task that might be giving you some difficulty

## I'm Stressed Out! How Do I Deal?

Stress is defined as a response to a demand that is put on you. Stress is a normal reaction when your brain recognizes a threat or encounters an unexpected event.

You may experience stress in a lot of different ways:

- Physiological – increased heart rate, high blood pressure, sweating
- Behavioral – you may feel jumpy, excitable or irritable
- Psychological – you may not be able to focus at work or interact effectively with people. You may not be able to make good decisions

These are some examples of what may be a stressor in your life:

- Academics – pressure to succeed
- Dating – relationship problems
- Environment – commuting, unstable living situation, dealing with parking
- Extracurricular – trying to do too many activities outside of class
- Peers – peer pressure, especially negative peer pressure
- Time Management – being unsure of how to plan your time so that there is balance in your life
- Money – taking out loans to attend college
- Family – pressure to succeed, relationships, providing emotional and financial support

A stress journal may help you to identify what your stressors are. Keep a daily log of what caused you stress, how you felt (physically and emotionally), how you reacted and managed to make the situation better.

Now that you know what stress is, what can cause it, and how you can identify what is stressing you out, the list below are things you can do to start feeling better and reduce that stress:

- Learn how to say “No” – know your limits and do not compromise them by taking on more than you can handle
- Attitude – your mind is a powerful tool ; thinking about a situation rationally can help a lot
- Laugh – do something that you enjoy; hang out with friends, participate in a hobby, watch a funny movie
- Healthy eating – try and eat at least one home cooked meal a day
- Exercise – physical activity can help you to burn calories and stress. Aim to exercise for 30 minutes a day three times a week
- Relax your mind and body – take deep breaths, visualize success, practice “mindfulness”, meditate
- Sleep – you need at least 7 hours of sleep for your brain and body to function at their optimal level. Try to not take naps that last for more than one hour
- Healthy relationships – hang out with family and friends you can relate to and share your problems with
- Time management – use a planner to help a lot with this
- Organization – learn how to organize your notes, keep track of your assignments and due dates (your disability counselor can help you with this!)
- Budget – create a budget for your expenses – pay your bills first and determine how much you will be able to spend for “fun”
- Spirituality – find meaning in your life, volunteer, connect with others
- Slow Down – take and deep breath and know your limits
- Find a support system – these are people you are comfortable speaking to honestly about your life; this may be family, friends, a counselor, etc.

If you are feeling very overwhelmed and unsafe, please come to Accessibility Services or Student Support and Advising to talk to someone.

## Picture yourself five years from now...

Goals can bring a lot of meaning to your life. There is a lot of power in setting and determining your own goals. When you become the source of your own destiny, you grow without the interference of another's experience or expectation. As a result, you become more self-confident.

There are a few types of goals you can set for yourself:

- Short Term: may be reached in a year or less and require action now or in the near future
- Mid Term: may be attained within a few years, such as earning a degree
- Long Term: major life targets which may take years, such as establishing a career

### **Another Meaning for GPA: Goal, Plan, Action**

**Define a Goal:** this should include short term goals, like passing a test and long term goals. Choosing your goals means that you decide on what you value most. Write down your goals many times and place them everywhere to reinforce the idea in your mind. Don't worry if your goal changes; goals are meant to give you a target to work toward in order to focus your time. If your goal changes, write down the new one.

**Devise a Plan:** the best plans are not always obvious and may take some time to discover. Once you have decided on a goal, work to accomplish it. Pursue it with an open mind.

**Take Action:** Goals and plans never come to fruition unless you take action.

Here are a few steps you can take to discover your goals:

1. Brainstorm – write down possible goals and words that come to mind without worrying about how neat your handwriting is or if you spelled something wrong. Once you have finished, group similar ideas together and write a one sentence summary about the main idea
2. Plan – focus on one goal and write down a plan or series of steps you need to take in order to reach this goal
3. List your strengths – write down all your academic strengths along with personal qualities
4. Assess your weaknesses – write down all your academic weaknesses and personal obstacles that you will need to overcome; this may include finances, family, health problems

If you are still unsure of your goals after these steps, don't worry. This process has provided you with some insight and concrete material from which to start. You can check in with your disability counselor or academic advisor for help.

*We hope you've found our transition guide helpful as you begin your journey as a student at North Shore Community College! We are committed to supporting you through not only your first year, but until you achieve the success you are aiming for, whether that be walking across the stage at graduation, being hired for a job you love doing or simply learning something new.*

Please contact us if you have any questions: [Accessibility Services Staff](#)

Sources:

Cal Poly Academic Skills Center: <http://www.sas.calpoly.edu/asc/ssl.html>

The National Center on Accessible Information Technology in Education: <http://www.washington.edu/accessit/>

Learning Styles Online: <http://www.learning-styles-online.com/>

Wrightslaw: <http://www.wrightslaw.com/>

Southern Methodist University Altshuler Learning Enhancement Center: <http://smu.edu/alec/transition.asp>

North Shore Community College:

- Accessibility Services <https://www.northshore.edu/accessibility/>
- Admissions <http://www.northshore.edu/admissions/index.html>
- Student Financial Services <http://www.northshore.edu/paying/financial-services/>
- Student Support and Advising Center <http://www.northshore.edu/support/center/index.html>
- Tutoring <http://www.northshore.edu/support/tutoring/index.html>



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