

Prepare for the Expectations of College in High School

This document identifies many college expectations for entering college freshmen and what middle and secondary school students with intellectual disability, their teachers, and parents can do to prepare for those expectations. There are three categories of expectations: personal independence, academic engagement, and civic and social engagement.

These knowledge and skills sets are characterized as expectations, not requirements. Check eligibility information for each program's requirements

PERSONAL INDEPENDENCE	
College expectations	Middle & Secondary preparations
Independently Travel to/from college, employment, & internships	Teach public transportation and ADA/regional transit options. Plan travel to/from [school] and the time to be ready or to arrive. Plan contingencies.
Learn to Navigate campus independently	Enable independent navigation, allow for mistakes and problem solving in local community, on high school campus, allow natural consequences.
Maintain important personal information	Maintain personal identification (passwords, contact information. Learn and develop strategies for personal medication and medical information (e.g., insurance, medical conditions, allergies),
Uses strategies to manage use of funds	Develop strategies to keep money and banking information safe (manage funds, personal bank card), and make purchases within resources (e.g., buy beverages/snacks, pay for transportation, meals, books, personal items)
Self-identify & Self-advocate, as needed, to gain access to accommodations or success strategies	Develop understanding of personal disability and abilities. Learn about personal academic & support needs. Be able to share disability when needed (self-identify). Identify and tryout accommodations available at IHEs and decide which are a good fit. Identify and request academic, physical, or personal accommodations and strategies as warranted. Schedule time to meet with school counselor when changes to IEP needed.
Exhibit personal Agency & Self-determination	Identify & understand how and where to find resources and activities available to them. Students make choices & decisions (e.g., awareness of and choice in purchases, healthy choices, socializing at high school clubs, sports, and volunteer opportunities). Allow natural consequences for choices made.

ACADEMIC ENGAGEMENT	
College expectations	Middle & Secondary preparations
Communicate with professors, instructors, and tutors	Request accommodations & support with teachers; communication with teacher (e.g., absence, running late, set up meeting, email & face-to-face)
Use a syllabus	Use a syllabus to identify homework, assignment due dates and assessments, and class rules and guidelines.
Be prepared for class	Follow a checklist to prepare for classes: readings, notes, assignments, and anticipated topics for discussion. Teach strategies for identifying core information in texts.
Take & Study notes	Use technology, following, and summarizing class discussions. Use notes to review class content and study for tests. Use apps such as Quizlet to practice information
Work collaboratively with peers	Complete class projects with a partner; work in groups
Use a learning management system (Canvas, Blackboard) for course work and class information, texting, and email platforms	Teach about file organization & file systems on the computer, Students use tools such as Schoology, Outlook & calendar apps, and internet file storage such as Google Drive or One Drive for schoolwork. Students have an email address, know their address, and use email and texting to communicate with teachers, family, and friends.
Manage Schedules for academic and social activities	Build opportunities for students to develop their own weekly schedule, make and record appointments, social activities, and assignments and assessments, and master a calendar app (Google, Outlook). Teach students to use the schedule app tools of timers and reminders.
Utilize Campus Resources (Dining Halls, Student Union, Library, Fitness center, Counseling services, etc.)	Students choose & purchase meals & personal items, learn healthy choices, seek support from school and counselors and nurses as appropriate. Students explore and borrow technology from the library. Students seek out fitness staff or club sponsor to identify school exercise or sport opportunities.

CIVIC AND SOCIAL ENGAGEMENT	
College expectations	Middle & Secondary preparations
Identify & Engage in small group and campus social activities and events	Teach student how to find & explore school and community scheduled activities and events aligned to their interests. Teach students to plan & engage in personal free time (meet friends, buy beverages/snacks, calling a friend, taking a walk), and community resources and social activities (a school club or sport) in and out of school.
Identify & Engage in campus & community volunteer and civic opportunities	Teach students how to find and explore community and school activities (clubs, service and civic organizations, and volunteer opportunities) aligned to their interests. Help students to join and attend various activities and clubs. Teach students to track meeting and activity schedules .
Identify & Engage in healthy activities	Teach students how to find and explore one or more sports and/or physical exercise activities aligned to their interests. Guide students to try out various exercise opportunities. Encourage students to establish & schedule regular exercise routines (pick-up basketball, yoga, jogging).