



Transitioning to College:
There is no special education
at the college level



Difference in Laws

- The high school must provide a free and appropriate education to all students
- In College the student must disclose their disability to assess the curriculum to qualify for accommodations



High School Versus College

- Nothing but the mainstream in college
- 6 hours per day, 5 days a week vs. 4 to 5 classes meeting 50 minutes 3 times a week for 16 weeks, 1 hour and 15 minutes 2 times a week or 3 hours 1 time a week.
- Classes can start as early as 7:30am and run as late as 10:30pm.
- Classes can be on Saturdays and Sundays
- Absence and lateness policies



High School Versus College

- In College you are required to achieve higher level thinking skills
- Memorization vs. comprehension
- Daily homework vs. long term and implied studying
- Frequent test vs. 2 to 3 a semester
- Passing moves you along vs. a minimum of a C



Differences Between High School and College

- Parents role changes
- Students need to be self advocates
- Students need to meet the same standards as their peers
- Accommodations cannot change student behavior codes
 - Disability will not excuse poor behavior
- Essential requirements at are not modified or changed
- Critical thinking skills are necessary



Differences Between High School and College

- Accommodations are not retroactive and accommodations cannot change essential standards of a course or program
- There is no resource room
 - There maybe a Disability Resource Center/Tutoring Center and services maybe by appointment only
- No one will know the student has a disability unless they self disclose
- Each semester a student must put in place accommodations



College Expectations

- Bigger work loads, larger classes
- Lecture style classes
- Rapid pace
- Independent work and long term assignments
- More writing and reading
- Applying critical thinking skills
- Retention of material
- Deadlines
- More distractions
- Ability to self advocate
- Autonomy



Concerns

- Increasing numbers of students are enrolling in college; however, they often struggle to adjust once they arrive (Izzo and Lamb)
- Students in HS have many support systems that enable them not to take responsibility for their behaviors, as well as their lives



Concerns (cont'd)

- Students have limited understanding of their disability and its impact in an educational or work setting
- Students, as well as parents do not understand college expectations, or the differences in the supports available at a college level



Concerns (cont'd)

- Students, many times, lack personal motivation, initiative, time management and problem solving skills
- Limited understanding of the differences in expectations, workload, types of thinking required in college



Concerns (cont'd)

- Limited use of active learning strategies and adaptive technology/software
- Limited understanding about the differences between the laws and the supports available at the high school and college level
- Accommodations in HS may not be the same as what is granted in college



Concerns (cont'd)

- Limited understanding of the role that parents, support personnel, and the importance of self advocacy



What A Student Can Do To Prepare

- Take College Level classes
- Develop independence
- Do not use resource room for home work
- Know your learning style
- Know effective study strategies
- Learn active reading techniques
- Use appropriate technology
- Know your reading rate



What You Can Do To Prepare

- Learn time management and goal setting skills
- Become self motivated and self determined
- Learn self advocacy skills/attend PPT
- Understand your disability
- Role play explaining your disability
- Be a good consumer



An Example of what a College Mission Statement might look like

...to ensure educational equity for students with disabilities. We provide assistance and information on issues of access to ensure the full participation of students with disabilities at



Examples of the types of disabilities served...

- Specific learning disability
- Attention deficit disorders (ADD/ADHD)
- Mobility/Orthopedic limitations
- Blind or visual impairments
- Hearing loss or deafness
- Chronic health-related disabilities
- Psychiatric disabilities
- Speech impairments
- Head injuries
- Autism spectrum disorders



Services Available

- Course selection and registration assistance
- Identification and provision of course and test accommodations
- Support from DRC Specialists – time management, study skills, identifying strengths and weaknesses, and other compensatory strategies
- Access to assistive computer technology and alternative formats
- Liaison between faculty and university departments
- Advocacy and self advocacy information and training



Services Available Continued...

- Referral to campus, community, and state services
- Loan of equipment, e.g. assistive listening devices, portable CCTV
- Accessibility information
- Assistance in arranging for sign language interpreters, note-takers, readers, etc.
- Support for recruiting personal assistants
- Designated courses in math & csp 100



Documentation Requirements

- Documentation of a disability is required under the Americans with Disabilities Act and Section 504 of the Rehab Act in order to determine eligibility for services
- Documentation should be current and reflect a present need for accommodations
- All documentation that is sent to the DRC is confidential
- IEP's and 504 plans are not considered complete documentation



Documentation Requirements continued...

- A diagnostic statement identifying the disability
- Current functional impact of the condition(s)
- The expected progression or stability of disability over time
- Any treatments, medications, accommodations/auxiliary aids, or services that are currently prescribed or in use



Documentation for Learning Disabilities

- A diagnosis of a learning disability and type(s) of learning disability(ies) should be supported by test data with a description of functional limitations.
- A diagnosis made by a qualified professional i.e., licensed school psychologist, licensed psychologist, learning disabilities/educational specialist.
- Assessments normed for adults are preferred. What this means is that your assessment should not be an assessment for children, but tests that are designed for adults i.e., WAIS rather than WISC.



To Receive Accommodations.....

- Students should have current documentation that supports the need for accommodation.
- Accommodations cannot change the technical standards of a program or a course.
- Accommodations are determined on an individual basis and may change over time.
- Accommodations cannot change behavior standards



Examples of Accommodations

- Extended time
 - for exams & quizzes
- Alternate format:
 - Braille, e-text, large print
- Auxiliary aids and services:
 - sign language interpreters, tape recorders, calculators, etc.
- Accessibility:
 - classrooms, residence halls, field trips, computer labs, etc.
- Assistive technology in classrooms and labs



Admissions: A Quick Overview

- Check admissions website for updated information
- Apply through the admissions office
- Meet the University's admissions requirements
 - College Prep classes
 - 4 years English
 - 3 years college math(Alg , Geometry, Alg 2) and 4th year is recommended
 - 2 to 3 years science – one must be a lab
 - 3 years history
 - 2 years of foreign language are recommended
 - SAT scores 900- 1100
 - ACT – 19 and above
 - Top half of class



Residence Life

- Housing is given on a first-come-first-serve basis
- If there is a disability related need for housing, documentation must support that need and you must contact the DRC and Residence Life with your housing request when first applying for housing
- All decisions are made on a case-by-case basis and depend upon availability of housing