

# College-Bound Students With Disabilities

## Differences between High School and College

As the student makes the transition from high school to college it is important to recognize the significant differences between the two educational levels – high school & college.

Public High School	College
All students are guaranteed an education by law until age 21.	Students have no rights for education but cannot be discriminated against.
Schools must screen and evaluate students with a possible disability.	Colleges are not obligated to screen or evaluate.
An Individual Education Plan (IEP) must be developed for students identified with a disability.	Students are responsible for developing their own educational plan.
High schools must provide appropriate fundamental services, modifications and accommodations to meet the individuals' needs.	Colleges are obligated to provide "reasonable accommodations."
Students and parents have the right to request a due process hearing.	Students may only file a grievance with the college and have no right to due process.
Parents are legal advocates for students until age 18.	Students act as their own advocates.

## Individual Roles

Due to the differences, as previously stated, it is important to recognize the individual roles the parent, student and others in selecting a college.

### **Parent:** Needs to . . .

- Transition from being the primary advocate to being a supporter.
- Assist the student in understanding and following through the search and selection process of selecting the school.
- Encourage the student to self-advocate and be prepare to speak on this/her own behave.
- Be realistic about options.
- Be supportive and accepting.

**Student:** (The “Key Player”) Needs to . . .

- Assume the responsibility for the process in search and selection of the school.
- Understand his/her disability.
- Be able to articulate his/her disability to others.
- Prepare in advance and be able to self-advocate.
- Take responsibility for his/her future.

**General Educators/Special Educators/Counselors:** Need to . . .

- Prepare the student to be responsible for the search and selection of the school.
- Encourage the use of appropriate strategies and accommodations that enable the student to be successful.
- Be a mentor to the student.
- Be encouraging and supportive.

**Personal and Academic Awareness**

Students need to know and understand themselves both academically and personally. In other words, students need to know *who they are, where they have been, where are they going and what will they become?* Academic and personal awareness play a vital role in college life that will enable the student to be motivated, be challenged and be successful. Therefore, students need to understand the following:

<b>Academic</b>	<b>Personal</b>
Adequacy of academic preparation.	Ability to interact with peers and adults.
Knowing academic strengths and weaknesses.	Ability to productively use free time – in class and out of class.
Willingness to be challenged and have self-motivation.	Ability to cope with change and challenges.
Willingness to utilize appropriate accommodations.	Ability to assume responsibility.

Once the student is cognitive of his or her realistic personal and academic awareness, the student will be in a better position to look at the practices and philosophies of the potential school in regards to students with disabilities and further evaluate the range of services colleges can provide. Because of the continuum of services that exists and differs from college to college, it is the student’s responsibility (Key Player) to know the level of services needed and find the appropriate college institution.

## **Additional Tips:**

- ❖ Parents and students need to identify and prioritize the student's most important areas of need – in regards to accommodations.
- ❖ Parents and students need to utilize the expertise of their high school academic counselor, transition coordinator, teachers and other school personnel.
- ❖ Parents and students need to take advantage of both print and computer resources.
- ❖ Parents and students need to seek information for their specific question(s). ie. College admission policy, fees for services, deadlines, etc.
- ❖ Parents and students need to collect all information and compare to determine the college that best fits their criteria.
- ❖ In most cases, for students with disabilities, there might be additional steps such as, identifying the special services office or person, student services application, release of current Full Individual Evaluation (FIE) documentation that identifies disability, etc.

University of Texas at El Paso (UTEP)  
Disabled Student Services Office (DSSO)  
Room 106, East Union Building  
V/TTY: 915-747-5148  
Fax: 915-747-8712

El Paso Community College (EPCC)  
Center for Students with Disabilities (CSD)  
Main Office Valle Verde Campus  
V/TTY: 915-831-2426  
Fax: 915831-2244

New Mexico State University (NMSU)  
Services for Students with Disabilities (SSD)  
Corbett Center 244  
Voice: 505-646-6840  
Text Telephone: 505-646-1918  
FAX: 505-646-5222

Doña Ana Branch Community College (DABCC)  
Services for Students with Disabilities (SSD)  
505 527-7548

- ❖ The “Key Player” (student) is responsible for meeting the specific requirements and deadlines of that chosen college. Therefore, advance planning and preparation is important.

## **The Law**

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal **access** to an education. The child may receive accommodations and modifications.

Unlike the Individuals with Disabilities Education Act (IDEA), Section 504 does not require the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provides the child with educational benefit. Under Section 504, fewer procedural safeguards are available to children with disabilities and their parents than under IDEA.

The following pages provide additional information by [WrightsLaw.com](http://WrightsLaw.com) on college students with disabilities.

# Help for College Students with Disabilities from Wrightslaw.com

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

Parents of disabled kids are often surprised to learn that their college-bound children are no longer eligible for services under the Individuals with Disabilities Act. Although college students with disabilities are protected from discrimination under Section 504, some professors take a dim view of students who request accommodations.

We collected these resources to help you learn self-advocacy skills and make the transition from high school to college.

The resources are divided into three categories: **your rights and responsibilities under Section 504; the importance of planning and preparing; and keys to success.** Good luck!

## Section 504: Your Rights & Responsibilities

FAQs About Section 504 and Post Secondary Education

<http://www.pacer.org/text/pride/504.htm>

Why a 504 Plan in High School is Different from a 504 Plan in College

<http://www.okc.cc.ok.us/okahead/home/transition.html>

Sample 504 Plan: Accommodations in the Classroom and for Testing

[http://www.ocean.cc.nj.us/campus/student\\_services/drc/ADA%20\\_form.pdf](http://www.ocean.cc.nj.us/campus/student_services/drc/ADA%20_form.pdf)

Questions and Answers on Disability Discrimination under Section 504 and Title II

<http://www.ed.gov/offices/OCR/qa-disability.html>

"College Students and Disability Law" by Stephen Thomas.

Comprehensive article about Section 504, ADA, qualifying as a 'person with a disability', admission, accommodations, and dismissal. Includes guidelines for higher education practitioners; legal references.

[http://www.ldonline.org/ld\\_indepth/legal\\_legislative/college\\_students\\_and\\_dis\\_law.html](http://www.ldonline.org/ld_indepth/legal_legislative/college_students_and_dis_law.html)

Policy Statement: Disability Harassment in Colleges (U. S. Department of Education)

<http://www.ed.gov/PressReleases/07-2000/PolicyDisabilityharassment.doc>

## **Planning & Preparing for College**

College Interview Preparation Form

[http://www.ldonline.org/ld\\_indepth/postsecondary/nacac\\_form2.html](http://www.ldonline.org/ld_indepth/postsecondary/nacac_form2.html)

College Planning for Students with Learning Disabilities

[http://www.ldonline.org/ld\\_indepth/postsecondary/eric\\_collegeplanning.html](http://www.ldonline.org/ld_indepth/postsecondary/eric_collegeplanning.html)

Getting Ready for College: Advising Students with Learning Disabilities

[http://www.ldonline.org/ld\\_indepth/postsecondary/hrc\\_gettingready.html](http://www.ldonline.org/ld_indepth/postsecondary/hrc_gettingready.html)

Resources for College Students with LD or AD/HD– Schwab Learning

<http://schwablearning.org/articles.asp?r=524&g=1>

Financial Aid Guides and Resources – Schwab Learning

<http://www.schwablearning.org/Articles.asp?r=259&g=2>

## **Keys to Success in College**

Assessing and Improving Study Skills and Strategies

<http://www.d.umn.edu/student/loon/acad/strat/>

<http://www.csbsju.edu/academicadvising/helplist.html>

[http://www.unc.edu/depts/unc\\_caps/TenTraps.html](http://www.unc.edu/depts/unc_caps/TenTraps.html)

<http://www.muskingum.edu/~cal/database/genpurpose.html>

Cornell Note Taking System

[http://www.byu.edu/ccs/Learning\\_Strategies/study\\_skills/note-tak.htm](http://www.byu.edu/ccs/Learning_Strategies/study_skills/note-tak.htm)

Self-Advocacy for College Students

[http://www.ldonline.org/ld\\_indepth/postsecondary/nclد\\_selfadv.html](http://www.ldonline.org/ld_indepth/postsecondary/nclد_selfadv.html)

“Success in College for Adults with Learning Disabilities” from Heath Resource Center

<http://www.acenet.edu/programs/heath/Success.cfm>

Tips for College Bound High School Students with Diagnosed Learning Disabilities

[http://www.ldonline.org/ld\\_indepth/transition/college\\_tips.html](http://www.ldonline.org/ld_indepth/transition/college_tips.html)

The following is a suggested month to month count down in preparation for college courtesy of Wachovia.com 1-877-502-1812:

### **Junior Year:**

#### August

- ✓ Review your high school courses and activities. Colleges look for challenging course work, strong grades and extracurricular activities, such as sports, clubs and volunteering.
- ✓ Get a Social Security number (or Resident Alien ID) if you don't already have one.

#### September

- ✓ Start looking through college catalogs and guidebooks and surf the Web for information.
- ✓ Put together a list of 10 colleges that you would like to attend.
- ✓ Talk to your parents and high school guidance counselor about that list.
- ✓ Register and study for the Preliminary Scholastic Aptitude Test (PSAT).
- ✓ Check the times and places for college fairs and parent nights in your area.

#### October

- ✓ Take the PSAT.
- ✓ Research Advance Placement (AP) or college courses you might take.

#### November

- ✓ Learn about eligibility requirements for federal and private student loans. Talk to your parents about how much you and your family can afford to spend for your education.

#### January

- ✓ Plan for the next round of tests: the SAT I, the SAT II, and the ACT.
- ✓ Check with the colleges you are applying to; find out what tests they require you to take.

#### February

- ✓ Go through the catalogs and visit the Web sites of the three to six schools that interest you the most.
- ✓ Attend financial aid nights in your area, if you have not already.

#### March

- ✓ Start investigating private scholarships and other aid programs. Scholarships may be awarded by your parent's employers or membership organizations. You may also be eligible based on your cultural background or intended course of study or disability.

#### April

- ✓ Register for SAT and/or ACT exams. Take an exam prep course to help you succeed.

#### May

- ✓ Schedule visits to the three to six colleges on your final list. If appropriate, apply for an interview and /or an overnight stay. Visit each school's financial aid office to find out what types of aid are available.
- ✓ Begin preparing essays for college admissions and scholarship applications.

#### June

- ✓ Take SAT and/or the ACT exams.
- ✓ Mark your calendar with the test dates and registration deadlines for the remaining SAT (I and II) exams.
- ✓ Continue researching organizations that award scholarships to graduating seniors. You may have to apply the summer after your junior year.

### **Senior year:**

#### August

- ✓ Review your career plans and decide which type of school is right for you.
- ✓ Visit the three to five colleges that interest you most.
- ✓ Get registration materials and test dates for the SAT and/or ACT. Remember to take such tests at least six weeks before colleges' score submission deadlines.

#### September

- ✓ Meet with college admissions representatives visiting your school.
- ✓ Make a calendar of key application and financial aid deadlines.
- ✓ Ask teachers, counselors and other adults who know you for letters of recommendation for scholarship and admission applications.

#### October

- ✓ Take SAT or ACT exams if necessary.
- ✓ Work on admissions application essays.



- ✓ Visit your top college choices. Talk face to face with current student and faculty members at those schools.
- ✓ Continue to seek and apply for scholarship awards.

#### November

- ✓ Take SAT or ACT exams if necessary.
- ✓ Obtain financial aid applications from your colleges of choice. Determine the info required and due dates.
- ✓ Prepare your college applications.

#### December

- ✓ Start gathering the info needed for the Free Application for Federal Student Aid (FAFSA), available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

#### January

- ✓ Submit your completed FAFSA as soon after January 1<sup>st</sup> as possible. It's helpful if your parents can complete their income tax returns early – schools may request them to prove eligibility for financial aid.

#### February

- ✓ Check to see if your mid-year transcripts have been sent to the colleges to which you have applied.
- ✓ If you're enrolled in AP classes, plan for AP exams or College-Level Examination Program (CLEP) exams.

#### March

- ✓ Look for your Student Aid Report (SAR) in the mail. If you have not received your SAR four weeks after sending your FAFSA, contact the Federal Student Aid Information Center at 1-800-433-3243.

#### April

- ✓ Watch the mail for acceptance letters and financial aid award letters. Compare the financial aid packages.
- ✓ Choose a college and send in a deposit by the deadline. Notify other colleges that you will not be attending them.
- ✓ Contact the financial aid office at your chosen college to make certain your application is complete.

#### May

- ✓ Take AP examinations.
- ✓ Write thank you to the people who wrote letters of recommendation.
- ✓ Celebrate your high school graduation!
- ✓ Enjoy college life!

# AVAILABLE CLASSROOM ACCOMMODATIONS NMSU

**These are some of the classroom accommodations provided by the Services for Students with Disabilities (SSD) office for eligible New Mexico State University (NMSU) students with disabilities.**

You must bring in documentation supporting your needed accommodation, fill out our Student Information Form, and meet with the SSD Coordinator before you can be accommodated.

**EARLY REGISTRATION** - Is available for only those students otherwise qualified and actively utilizing services from SSD each semester.

**BOOKS ON TAPE** - SSD is registered with Recording for the Blind & Dyslexic (RFB&D). We also hire students and volunteers from the community to read textbooks onto tape.

**BRAILLE SERVICES** - Can be made available for textbooks, tests, handouts and syllabi.

**EQUIPMENT LOAN** - Special equipment can be checked out on a short term basis by students registered with SSD. Adaptive equipment is also available in the NMSU libraries and computer labs.

**ASSISTIVE TECHNOLOGY** - Assistive technology can be available for all SSD students who might benefit from its use. Contact the SSD office for information.

**NOTAKING PAPER** - Provided by SSD office for notetaker use in classroom.

**READERS** - Are hired through the SSD Office to read exams and quizzes.

**SIGN LANGUAGE INTERPRETERS** - Contact the Interpreter Coordinator through the SSD office.

Please contact the SSD Coordinator for more details and if you have any questions.

<b>Coordinator:</b>	Michael Armendariz
<b>Location:</b>	Corbett Center, Room 244
<b>Address:</b>	P. O. Box 30001, MS 4149 Las Cruces, NM 88003
<b>Voice Telephone:</b>	(505) 646-6840
<b>TDD/Text Telephone:</b>	(505) 646-1918
<b>Fax:</b>	(505) 646-5222