



TOOLS

FOR COLLEGE

A GUIDE FOR STUDENTS WITH DISABILITIES





CREATED BY

David Dailey, *Dean of Student Services, Mesabi Range Community & Technical College*

Lindsay Grott, *Disability Services Director, Mesabi Range Community & Technical College*

Georgia Robillard, *Disability Services Director, Lake Superior College*

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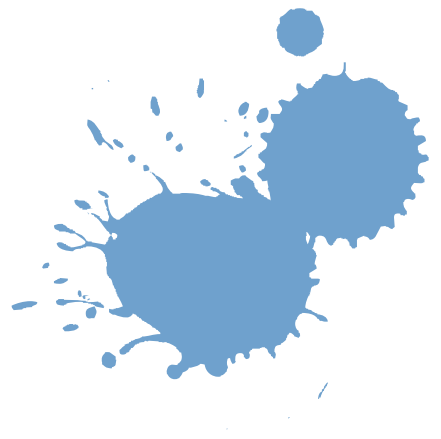
Northern Bridge involvement: The Northern Bridge is an organization of providers of disability services and educational/employment planning professionals in Northern Minnesota and Wisconsin. The Northern Bridge organization promotes professional growth through networking opportunities and focuses on best practices in disability services and available programs, services and providers. The Northern Bridge organization formed in the mid 1990's and has grown steadily since. In 2004, the Northern Bridge dedicated time and effort to meet two times a year and host workshops for disability service professionals from post secondary and secondary education, vocational counselors, university professionals and community agencies. These workshops took place in the format of a guided dinner conversation that encouraged open communication among professionals. Topics of discussion have included transition, assistive technology, differences between high school and college, expectations, personal success stories, the IEP process, community resources, and student, parent and professional expectations. Each year the dinners and the Northern Bridge organization have grown to include new members and community agencies. If you would like to learn more about the Northern Bridge organization or would like to become a member, please check out the Blogsite at www.northernbridge.blogspot.com and contact Lindsay Grott (contact information located under Mesabi Range Community and Technical College).

Graphic Designer: Jeff Lanfranchi



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Introduction

This booklet was designed by disability service professionals and the Northern Bridge organization to assist students with disabilities, their parents/guardians and professionals to make a smooth transition from high school to higher education.

The Northern Bridge is an organization of Disability Service providers and educational/employment planning professionals in Northern Minnesota and Wisconsin. The Northern Bridge organization promotes professional growth through networking opportunities and focuses on best practices in disability services and available programs, services and providers.

Mesabi Range Community and Technical College and Lake Superior College wrote and received a grant from the Center for Teaching and Learning grant. CTL is a system wide resource for faculty development for the Minnesota State Colleges and Universities. The focus of the 2007 grant was to increase access and opportunity to underserved student populations. This grant opportunity was a perfect way to continue working with students, families, and professionals during the transition process.

This booklet is meant to provide information that will help students prepare for post secondary school. It is meant to be a guide, and does not claim to have all the answers or guarantee success. However, this information can help students and will better prepare them to meet the challenges during this life change.

HOW TO USE THIS BOOKLET

Transition means change or movement from one stage to another. In special education, transition means helping students set goals for life after graduation, providing them with the skills they need to accomplish those goals, and making connections with any outside agencies which might help them once they have left the K-12 education system. College and high school are two very different worlds. Students who have been successful in high school may find that they struggle in college. Research indicates an alarming discrepancy between students with disabilities and students without – and their respective completion rates in post-secondary education. This often happens not because the students lack ability, but because they are ill equipped to deal with the differences between high school and post-secondary school.

By providing a guide of services, answers to questions, and helpful preparations, the challenges of helping students with disabilities enter college will be less stressful. Preparing and going to college is a new life after high school, and it's in the student's best interest to have all the tools necessary to assist with a successful transition to post-secondary education.

This booklet is designed to assist students, parents, and professionals who work with students with disabilities make a smooth transition to post-secondary institutions. There are many choices that face students in the not-too-distant future. This booklet can help make those transitions to higher education easier and more efficient.

College life and responsibilities are very much different than in the world of high school. The transition from high school to college for students with disabilities is not difficult as long as the differences are understood and preparation is made for the future challenges. The skills and tools students have acquired will serve them well in their next stage of education and training. Many of the successes students will experience depend on what actions they take today to prepare for this journey. This booklet can open up some of those realities to the college world.



TRANSITIONING FROM HIGH SCHOOL TO COLLEGE

TECHNICAL, COMMUNITY COLLEGE, UNIVERSITY

TECHNICAL COLLEGE

Technical colleges offer technical training programs in specific careers – automotive mechanic, computer technician, administrative assistant, carpenter, etc. Though some general courses may be required, most programs focus on training for a specific career. Programs can offer a certificate, diploma, and/or degree.


COMMUNITY COLLEGE

Community colleges offer Associate of Arts, Associate of Applied Science and/or Associate of Science Degrees. Most courses are general education (liberal arts) courses but students also have the opportunity to take career courses in fields such as nursing, business, computers, etc. Students who are unsure of their career plans or apprehensive about starting at a major university can take two years of general study at a community college. After graduating, students can transfer to a university to complete their bachelor's degree. Because all colleges/universities transfer credits differently, students should work with an advisor to ensure they are meeting the requirements.

UNIVERSITY

Universities offer Bachelor of Arts, Bachelor of Science and Master's degrees. The courses of study cover a wide variety of topics, from art to zoology. They are designed to be completed in about four years of study.

Differences between High School and College



The differences between high school and college can be overwhelming, but they can also be very exciting. They can scare and intimidate students, or they can free them to become his or her own person, in charge of what to do. The key is to understand the differences so that students are prepared for them. The following is a comparison between high school and college. Though not every possible area has been covered, there is enough variety so that students should get an understanding of how college operates.

HIGH SCHOOL

High school is mandatory and usually free.

Your time is structured by others.

You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.

Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.

Most of your classes are arranged for you.

You are not responsible for knowing what it takes to graduate.

COLLEGE

College is voluntary and sometimes expensive.

You manage your own time.

You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.

You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class

You arrange your own schedule in consultation with your advisor. Schedules tend to look lighter than they really are.

Graduation requirements are complex and differ from year to year. You are expected to know those that apply to you and work with an advisor.

GOING TO HIGH SCHOOL CLASSES

The school year is 36 weeks long; some classes extend over both semesters and some don't.

You do most of your studying in class, with homework as a back-up.

You are provided with textbooks at no expense.

You are expected to read short assignments that are then discussed, and often re-taught, in class.

SUCCESSING IN COLLEGE CLASSES

The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams. You can also attend in the summer.

You do most of your studying outside of class (at least 2 to 3 hours outside of class for each hour in class) with lectures and other class work as a guide.

You need to budget substantial funds for textbooks, which will usually cost more than \$300 each semester. Textbooks must be bought promptly (before the bookstore returns unpurchased copies).

You are assigned substantial amounts of reading and writing which may not be directly addressed in class.

HIGH SCHOOL TEACHERS

Teachers check your completed homework.

Teachers approach you if they believe you need assistance.

Teachers are often available for conversation before, during, or after class.

Teachers provide you with information you missed when you were absent.

Teachers often write information on the board to be copied in your notes.

Teachers often take time to remind you of assignments and due dates.

COLLEGE PROFESSORS

Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.

Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

Professors expect you to attend their scheduled office hours.

Professors expect you to get any missed notes from your classmates.

Professors may lecture nonstop, expecting you to identify the important points in your notes.

Professors expect you to read, save, and use the course syllabus (outline).

TESTS IN HIGH SCHOOL

Testing is frequent and covers small amounts of material.

Makeup tests are often available.

Teachers frequently rearrange test dates to avoid conflict with school events.

TESTS IN COLLEGE

Testing is usually infrequent and may be cumulative, covering large amounts of material.

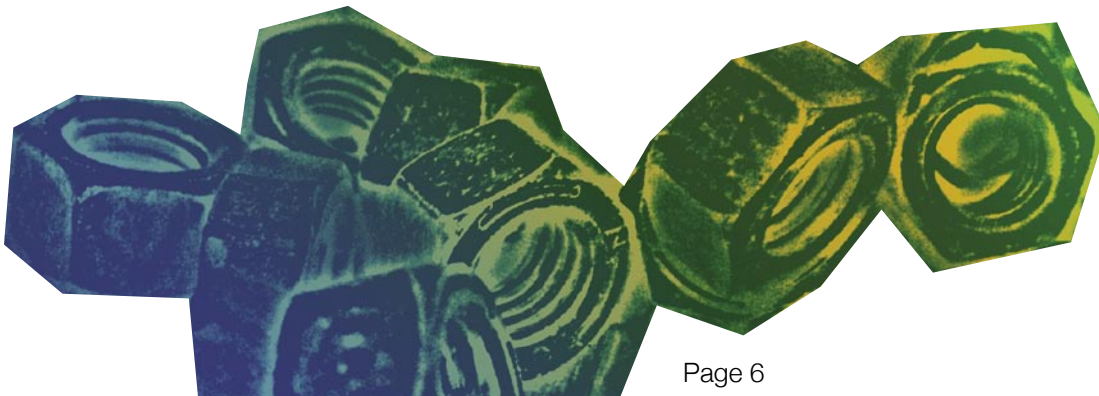
Makeup tests are seldom an option; if they are, you need to request them.

Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.

SPECIAL EDUCATION IN HIGH SCHOOL

DISABILITY SERVICES IN COLLEGE

(IDEA) Individuals with Disabilities Education Improvement Act	504 of the Rehabilitation Act of 1973
(FAPE) Free and Appropriate Public Education	(ADA) Americans with Disabilities Act
Behavior can be viewed as a manifestation of the disability.	You must meet essential educational, behavioral, and other standards.
Accommodations and modifications are communicated to the teachers by the case manager.	You must request accommodations and provide professional documentation. Modifications are not available.
Services are delivered to the student	You must request services at the college's disability services office.
The school informs the parents of the student's progress.	The school cannot communicate with the parents without the student's permission.
The case manager and/or parent act as the student's advocate.	The student is their own advocate.
Services may include individually designed instruction, curriculum modifications and accommodations based upon the IEP.	Only reasonable accommodations are available based on professional documentation.
There are regular meetings to discuss the student's progress.	You are responsible to monitor your own progress and seek assistance as needed.
Personal care, assessment, and physical therapy are provided by the school.	You are responsible for personal service and care as well as medical and related requirements.



High School Timeline for Students

FRESHMAN YEAR

- Learn about your disability and be able to explain it to others.
- Learn what your accommodations are and how they help you to be successful.
- Know how you learn best; understand your learning style.
- Review and adjust your future goals in the five transition areas.
- Begin career exploration. Take career aptitudes and interest inventories.
- Learn to be organized, independent and to manage your time.
- Participate in your IEP meeting.

SOPHOMORE YEAR

- Begin to explore colleges (programs/degrees, entrance requirements, graduation requirements).
- Take classes that will prepare you for college.
- Practice requesting your own accommodations. Do not let your case manager do it all for you.
- Actively plan your IEP meeting with your case manager. Plan to speak on your own behalf at the meeting.
- With the help of your case manager, investigate other service providers that you can contact for assistance after graduation.
- Talk with the counselor about college, career choices, and preparing for entrance exams.
- Begin career exploration activities (skill inventories, career aptitude, career investigation).

JUNIOR YEAR

- Narrow your career choices and match them to college programs.
- Invite outside agencies that provide assistance after graduation to your IEP meeting (rehab services, social worker, Center for Independent Living, etc.).
- Assist your case manager in planning and running your IEP meeting and in writing your IEP.
- Explore assistive technology that might be helpful in college.
- Learn when, if, and how to disclose your disability to others.
- Develop time management and study skills. Become as academically independent as possible.
- Talk with the admissions and enrollment department about scholarships, financial aid programs, and college.
- Take any assessments test that colleges require
- Take the Armed Forces ASVAB test if applicable.
- Attend college fairs and open houses.
- Plan a visit to several colleges by contacting the Disability Services Coordinator for arrangements.

SENIOR YEAR

- Immediately begin a “Graduation File.” Keep copies of all information about you that will be needed during the year. Contents may vary based upon your goals, but if you are going to college, the following categories are minimal:
 - College applications
 - Disability documentation
 - Scholarships
 - Financial aid
 - Other agency contacts
 - High school records
 - Use a day time planner to record your assignments and appointments (will need in college)
 - » If necessary, take the ACT, SAT.
 - » Complete college applications (most can be entirely or partially completed online). Earlier is better; generally in the fall, but check college websites for deadlines.
- Admission to post-secondary institutions is not free.
- Take the ACCUPLACER Assessment Test (Community and Technical College’s placement exam).
- Prepare a “disability confirmation” packet. In order to access accommodations you need to verify that you have a disability.
 - Contact the college’s Disability Coordinator. Documentation requirements may vary by college.
 - A current (within three years) evaluation/assessment report.
 - A current IEP. This document outlines past accommodations.
 - Medical evaluations if appropriate.
- Apply for scholarships. You do not have to be an honor student to get a scholarship. Many are based on participation or volunteering. Some are related to your parents’ employment or your racial heritage or your disability.
 - Talk to admissions about scholarships that are appropriate for you.
 - Search the Web. There are sites that will send you scholarship information based on questions you complete.
 - NEVER pay for a scholarship search. All the good ones are FREE.
 - Place copies in your file.
- Apply for financial aid (FAFSA) online. (Some outside funding sources will require the FAFSA to be completed)
 - Parents must include their income tax information so it cannot be completed before February.
- Visit the college before you accept admission. You cannot tell if a place is good for you by what is on paper. You need to visit the campus. Contact the Disability Service coordinator.



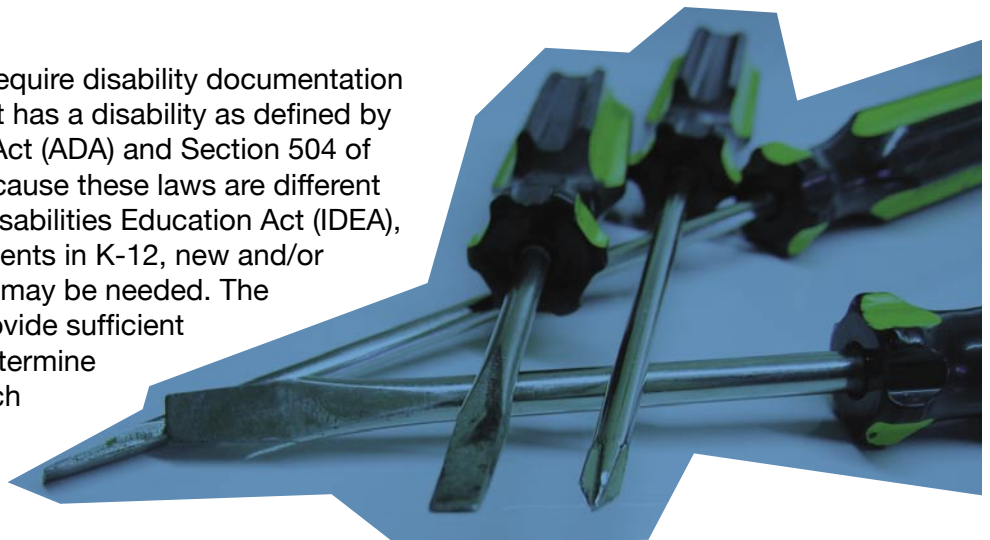
- Review “Differences Between High School and College” (see page 3).
- Make your senior year as close to college as you can:
 - Take challenging academic classes without modification.
 - Use only accommodations available at college. Use them only upon request by you.
 - Be able to explain your disability and describe the accommodations that work best for you.
 - Be accountable for timelines and due dates.
- Run your IEP meeting.

Documentation of a Disability

Documentation of a disability is the basis for providing accommodations. Understanding what the disability is, and determining how to accommodate the student in the post-secondary setting, is the main focus of providing support services. In order to receive disability services in college, students will need to have current documentation of their disability. The legislation states that in order to receive services from a post-secondary institution, a person with a disability must first disclose his/her disability to the college’s Disability Services Office. Additionally, comprehensive documentation must establish that there is “a physical or mental impairment that substantially limits one or more major life activities.” This is the ADA definition of a disability. Ideally, students should request that their high school conduct a comprehensive re-evaluation during their senior year. For specific disability documentation guidelines, contact the college’s Disability Services Office.

WHAT KIND OF DOCUMENTATION DO POST-SECONDARY SCHOOLS REQUIRE?

Post-secondary schools require disability documentation establishing that a student has a disability as defined by the American Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Because these laws are different from the Individual with Disabilities Education Act (IDEA), which applies to only students in K-12, new and/or additional documentation may be needed. The documentation should provide sufficient information to properly determine the accommodations which permit equal access to educational activities.



POST-SECONDARY SCHOOLS GENERAL DISABILITY DOCUMENTATION ESSENTIAL COMPONENTS:

- Certified/Licensed Professional (medical doctor, psychologist, neurologist, etc.) on professional stationary (no prescription pad notes)
- Clearly stated diagnosis
- Description of assessment and relevant history
- Description of functional limitations or educational impact
- Documentation must be current in order to determine current impact and validate the need for services
- Recommendations for accommodations (what has worked, medications, strategies, etc.)

Documentation Requirements for Post-Secondary

Attention Deficit/Hyperactivity Disorder

Practitioners Who Can Provide a Diagnosis: Psychologist, Licensed Clinical Psychologists, Psychiatrists, Clinical Social Workers, Neuropsychologists, and other appropriately trained medical doctors.

Recency of Documentation: ADHD is a condition that can manifest itself differently as people age. Therefore, it is generally recommended that a current evaluation be conducted that includes the items listed below. Students are advised to check with the post-secondary institution that they plan to attend in order to determine the required date of documentation.

CONTENTS OF DOCUMENTATION:

- 1) A specific diagnosis that conforms to the Diagnostic and Statistical Manual – IV (DSM-IV) of the American Psychiatric Association for Attention Deficit Disorder, with or without hyperactivity. The diagnosis must identify symptoms of ADHD that were present in childhood and the current symptoms that have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home).
- 2) Current functional limitations on major life activities resulting from the Attention Disorder. These may include but are not limited to:
 - Cognitive functioning
 - Academic skill levels
 - Behavioral functioning
 - Learning
 - Social functioning
 - Executive functioning

- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Aptitude/Cognitive ability: Assessed using a standardized test such as the Wechsler Adult Intelligence Scale – Third Edition or a similar instrument.
 - Academic Achievement: Tests of Reading, Writing, and Math Skills measured by standardized and comprehensive individual achievement tests such as the Woodcock-Johnson Revised, or the Wechsler Individual Achievement Test-II. Specific achievement tests may also be used such as the Test of Written Language-3 or the Stanford Diagnostic Mathematics Test.
 - Tests of Information Processing including attention, memory, and executive functioning.
 - Clinical observations/interview
 - Teacher observations
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies, or services that may benefit the individual in a higher-education environment. This includes suggestions for the use of assistive technology, how the use of medications may alleviate symptoms of the attention disorder, and any other recommended interventions such as counseling services.
- 6) Other pertinent diagnoses or recommendations for other evaluations that may be needed.

Pervasive Developmental Disorders

(INCLUDES AUTISM SPECTRUM DISORDERS, ASPERGER'S DISORDERS, AND OTHERS)

Practitioners Who Can Provide a Diagnosis: Psychologist, Licensed Clinical Psychologists, Neuropsychologists, Psychiatrists, and other relevantly trained medical doctors. The documentation should include:

Recency of Documentation: If documentation of an Autism Spectrum Disorder by a recommended practitioner has been established during the time that the student attended K-12 school, that diagnosis will generally be sufficient. However, a description of the current functional limitations of the disorder should be provided.

CONTENTS OF DOCUMENTATION:

- 1) A specific diagnosis that conforms to DSM-IV (Diagnostic and Statistical Manual of Mental Disorders, 4th Edition). A criteria for Autism, Asperger's Syndrome, or Pervasive Developmental Disorder – Not Otherwise Specified.

- 2) Current functional limitations on major life activities resulting from the Autism spectrum disorder. These may include but are not limited to:
 - Communication or Language Skills
 - Social Interaction
 - Restricted, repetitive, and/or stereotyped patterns of behavior, interests or activities
 - Sensory functioning, especially sensitivity to environmental conditions that may be present in the educational setting
 - Motor planning
- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Aptitude/Cognitive ability. Assessed using a standardized test such as the Wechsler Adult Intelligence Scale – Third Edition or a similar instrument.
 - Academic skill levels, especially if student has received accommodations for academic skill levels in the past assessed using individually administered, standardized measures
 - Standardized tests of language skills
 - Clinical observations/Interview
 - Teacher observations
 - Standardized scales of symptoms related to autism
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies, or services that may benefit the individual in a higher-education environment. This includes suggestions for the use of assistive technology, how the use of medications may alleviate symptoms of the autism spectrum disorder, and any other recommended interventions such as counseling services or occupational therapy.
- 6) Other pertinent diagnoses or recommendations for other evaluations that may be needed.

Cognitive Disability

Practitioners Who Can Provide a Diagnosis: Psychologist, Licensed Clinical Psychologists, School Psychologists, Neuropsychologists, or other relevantly trained professionals.

Recency of Documentation: If a diagnosis of Cognitive Disability by a recognized practitioner has been well established during the time that the student attended K-12 school, that diagnosis is generally sufficient. However, current academic achievement data, adaptive skills and a description of the current functional limitations of the diagnosis should be provided.

CONTENTS OF DOCUMENTATION:

- 1) A specific diagnosis that conforms to DSM-IV criteria for Mental Retardation.
- 2) Current functional limitations on major life activities resulting from the Cognitive Disability. These may include but are not limited to:
 - Cognitive development
 - Receptive and expressive language
 - Academic skills
 - Adaptive and/or self-care skills
 - Motor skills
 - Social functioning
- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Aptitude/Cognitive ability: Assessed using a standardized test such as the Wechsler Adult Intelligence Scale – Third Edition or a similar instrument.
 - Academic Achievement: Tests of reading, writing, and math skills measured by standardized and comprehensive individual achievement tests such as the Woodcock-Johnson Revised, or the Wechsler Individual Achievement Test-II. Specific achievement tests may also be used such as the Test of Written Language-3 or the Stanford Diagnostic Mathematics Test.
 - Adaptive Functioning: Measured by standardized checklists such as the Adaptive Behavior Assessment System or similar test
 - Standardized tests of expressive and receptive language skills.
 - Teacher observation.
 - Clinical observation/interview.
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies, or services that may benefit the individual in a higher education environment including suggestions about how specific effects of the disability may be accommodated through the use of assistive technology.
- 6) Other pertinent diagnoses or recommendations for other evaluations that may be needed.

Specific Learning Disability

Practitioners Who Can Provide a Diagnosis: Psychologist, Licensed Clinical Psychologists, School Psychologists, Neuropsychologists, and other relevantly trained professionals.

Recency of Documentation: There is significant variation in post-secondary requirements for the documentation of learning disabilities. Some institutions will require recent intellectual testing with an adult-normed standardized test. Others will accept historical

information if intellectual ability was well documented during the K-12 years. In all cases, information regarding academic achievement and information processing skills needs to be current in order to establish appropriate academic accommodations at the post-secondary level.

CONTENTS OF DOCUMENTATION:

- 1) A diagnosis of Specific Learning Disability that conforms or reflects the elements to DSM-IV criteria. The diagnosis must address exclusionary factors such as, status as an English Language Learner or insufficient instructional opportunities. Refer to the documentation requirements of each institution of higher education for additional details or their web sites on pages 22-24.
- 2) Current functional limitations resulting from the specific learning disability. These may include but are not limited to:
 - Cognitive ability
 - Academic skill development
 - Information processing
 - Receptive or Expressive language skills
- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Aptitude/Cognitive ability: Assessed using a standardized test such as the Wechsler Adult Intelligence Scale – Third Edition or similar instrument.
 - Academic Achievement: Tests of reading, writing, and math skills measured by standardized and comprehensive individual achievement tests such as the Woodcock-Johnson Revised, or the Wechsler Individual Achievement Test-II. Specific achievement tests may also be used such as the Test of Written Language-3 or the Stanford Diagnostic Mathematics Test.
 - Tests of Information Processing skills measured by standardized tests such as the Woodcock Johnson Revised: Tests of Cognitive Ability.
 - Standardized tests of expressive and receptive language skills
 - Teacher observation
 - Clinical observation/interview
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies, or services that may benefit the individual in a higher-education environment, including suggestions about how specific effects of the disability may be accommodated through the use of assistive technology.
- 6) Other pertinent diagnoses or recommendations for other evaluations that may be needed.

Emotional Behavioral Disability (EBD)/ Severe Emotional Disturbance

Please Note - Severe Emotional Disturbance, known in Minnesota (K-12) as Emotional Behavior Disorder (EBD), does not require a mental health diagnosis at the K-12 level. In post-secondary, the student may have a specific mental disorder as listed in the DSM-IV (Diagnostic & Statistical Manual of Mental Disorders, 4th Edition American Psychiatric Association, Washington D.C. in order to be eligible for accommodations. Eligibility documentation under IDEA may not always reflect required diagnosis under DSM-IV.

Practitioners Who Can Provide a Diagnosis: Psychologist, Licensed Clinical Psychologists, Licensed Clinical Social Workers, Neuropsychologists, Psychiatrists, and other relevantly trained medical personnel.

Recency of Documentation: Because Psychological Disabilities may manifest themselves differently as people age, it is recommended that a diagnosis and description of functional limitations be made that describes the current impact of the disability.

CONTENTS OF DOCUMENTATION:

- 1) A specific diagnosis that conforms to DSM-IV criteria for a specific psychological disorder. The diagnosis should also list the specific symptoms and severity of symptoms that are currently present.
- 2) Current functional limitations resulting from the specific psychological disorder. These may include but are not limited to:
 - Cognitive functioning
 - Behavioral functioning
 - Ability to learn
 - Social functioning
- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Clinical observation/interview
 - Standardized checklists or scales of emotional functioning
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies, or services that may benefit the individual in a higher-education environment. This includes suggestions for the use of assistive technology, how the use of medications may alleviate symptoms of the psychological disorder, and any other recommended interventions such as counseling services.
- 6) Other pertinent diagnoses or recommendations for other evaluations that may be needed.

Traumatic Brain Injury

Practitioners Who Can Provide a Diagnosis: Neurophysiologist or medical doctor with expertise in the area of Traumatic Brain Injury.

Recency of Documentation: If residual effects of the Traumatic Brain Injury are stable, then the original diagnosis along with recent documentation of the current effects of the TBI is needed.

CONTENTS OF DOCUMENTATION:

- 1) A specific diagnosis of traumatic brain injury.
- 2) Functional limitations on major life activities as a result of the brain injury. These may include, but are not limited to:
 - Cognitive ability
 - Memory
 - Attention
 - Emotional/behavioral functioning
 - Motor ability
 - Sensory impairments
- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Aptitude/Cognitive Ability: Assessed utilizing a standardized test, such as, the Wechsler Adult Intelligence Scale – Third Edition or a similar instrument.
 - Academic Achievement: Tests of reading, writing, and math skills measured by standardized and comprehensive individual achievement tests such as the Woodcock-Johnson Revised, or the Wechsler Individual Achievement Test-II. Specific achievement tests may also be used such as the Test of Written Language-3 or the Stanford Diagnostic Mathematics Test.
 - Tests of Information Processing including attention, memory, and executive functioning
 - Receptive and Expressive Language: Assessed using standardized measures of receptive and expressive language ability.
 - Teacher observation
 - Clinical observation/interview
 - Standardized checklists or scales of emotional functioning
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies, or services that may benefit the individual in a higher-education environment including suggestions about how specific effects of the disability may be accommodated through the use of assistive technology.
- 6) Other pertinent diagnoses or recommendations for other evaluations that may be needed.

Physical Disability/Other Medical Condition

Practitioner Who Can Provide a Diagnosis: Licensed Physician with expertise in the area of disability, (i.e. Neurologist, Orthopedist, Psychiatrist).

Recency of Documentation: If the physical disability or other medical condition is stable, then the original diagnosis along with recent documentation of the current impact of the condition is needed. If physical condition is unstable, it is best to provide documentation that is as close as possible to the date that accommodations are requested, usually within the last six months.

CONTENTS OF DOCUMENTATION:

- 1) A specific medical diagnosis.
- 2) Functional limitations on major life activities as a result of the physical or medical condition. These may include but are not limited to:
 - Limitations on functional activity such as walking, sitting, reaching, etc., should be as detailed as possible.
 - Fatigue
 - Ability to physically attend classes
 - Cognitive impact due to medical treatment
- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Teacher observation
 - Clinical observation/interview
 - Physical Therapy or Occupational Therapy Evaluation or Report
 - School Nurse Report
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies, or services that may benefit the individual in a higher-education environment. This includes suggestions for the use of adaptive equipment and assistive technology. Also discuss how the use of medications may affect impairments or functional abilities and how any side effects from medication may impact the student's ability to perform adequately in the post-secondary setting.
- 6) Other pertinent diagnoses or recommendations for other evaluations that may be needed. This should also include any anticipated changes in the student's condition.

Deaf/Hard of Hearing

Practitioners Who Can Provide a Diagnosis: Licensed Audiologists and similarly trained medical professionals.

Recency of Documentation: If hearing is stable, a statement to that effect and the most recent documentation is usually sufficient. If hearing is not stable, documentation should be as close as possible to the date that accommodations are requested, usually within the last six months.

CONTENTS OF DOCUMENTATION:

- 1) A specific designation as deaf or hard of hearing.
- 2) Functional limitations on major life activities as a result of being deaf or hard of hearing. These may include but are not limited to:
 - Communication
 - Receptive and/or Expressive language skills
 - Academic skill development
- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Audiological results
 - Age of onset
 - Academic Achievement: Tests of reading, writing, and math skills measured by standardized and comprehensive individual achievement tests, such as, the Lomma's Woodcock-Johnson Revised, or the Wechsler Individual Achievement Test-II. Specific achievement tests may also be used such as the Test of Written Language-3 or the Stanford Diagnostic Mathematics Test.
 - Receptive and Expressive Language: Assessed using standardized measures of receptive and expressive language ability
 - Clinical observation/interview
 - Teacher observation
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies, or services that may benefit the individual in a higher-education environment, including suggestions about how assistive technology may be used.
- 6) Other pertinent diagnoses or recommendations for other evaluations that may be needed.

Blind/Low Vision

Practitioners Who Can Make the Diagnosis: Optometrists, Ophthalmologists, Vision Specialists, or other relevantly trained professionals.

Recency of Documentation: If vision is stable, a statement to that effect and the most recent documentation is usually sufficient. If vision is not stable, documentation should be as close as possible to the date that accommodations are requested, usually within the last six months.

CONTENTS OF DOCUMENTATION:

- 1) A specific designation as blind or low vision
- 2) Functional limitations on major life activities as a result of being blind or having low vision. These may include but are not limited to:
 - Impact on ability to utilize standard educational materials
 - Orientation and mobility
 - Academic achievement
- 3) Evidence to support the functional limitations statements made in #2. This may include but is not limited to:
 - Results of vision testing
 - Age of onset
 - Academic Achievement: Tests of reading, writing, and math skills measured by standardized and comprehensive individual achievement tests, such as, the Woodcock-Johnson Revised, or the Wechsler Individual Achievement Test-II. Specific achievement tests may also be used such as the Test of Written Language-3 or the Stanford Diagnostic Mathematics Test.
 - Clinical observation/interview
 - Teacher observation
- 4) Recommended Accommodations: All accommodations should be directly related to functional limitations listed in #2. The rationale for each recommendation should be contained in #3 above.
- 5) Recommendations for other supports, strategies, or services that may benefit the individual in a higher-education environment, including suggestions about how specific effects of the disability may be accommodated through use of assistive technology.
- 6) Other pertinent diagnoses or recommendations for other evaluations that may be needed.

Frequently Asked Questions (FAQs)

As a student with a disability leaving high school and entering post-secondary education, will there be differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary, and post-secondary 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 education 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, your post-secondary school is not required to provide FAPE. Rather, your post-secondary 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 post-secondary 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 you need to know, even before you arrive at your post-secondary school, are addressed in the remaining questions.

Can colleges deny an applicant admission because he or she has a disability?

No. If an applicant meets the essential requirements for admission, an institution may not deny that applicant admission simply because he or she has a disability, nor may a college exclude an applicant with a particular disability as not being qualified for its program. A college may, however, require an applicant to meet any essential technical or academic standards for admission to or participation in the college and its program. A college may deny admission to any student, disabled or not, who does not meet essential requirements for admission or participation.

Can students with disabilities request changes on entrance exams for college?

It depends. Federal law requires changes to the testing conditions that are necessary to allow a student with a disability to participate as long as the changes do not fundamentally alter the examination or create undue financial or administrative burdens. Examples of changes in testing conditions that may be available include, but are not limited to:

- Alternative format ie. Braille, large print, audio
- Scribe
- Frequent breaks
- Extended testing time
- Quiet exam setting
- Sign language interpreter for spoken directions

Are students required to inform the college that they have a disability?

No. The only reason a student would disclose that they have a disability is if he/she wants the college to provide accommodation. The disclosure of a disability is always voluntary. For example, a student who has a disability that does not require services may choose not to disclose his or her disability.

What accommodations must a post-secondary school provide?

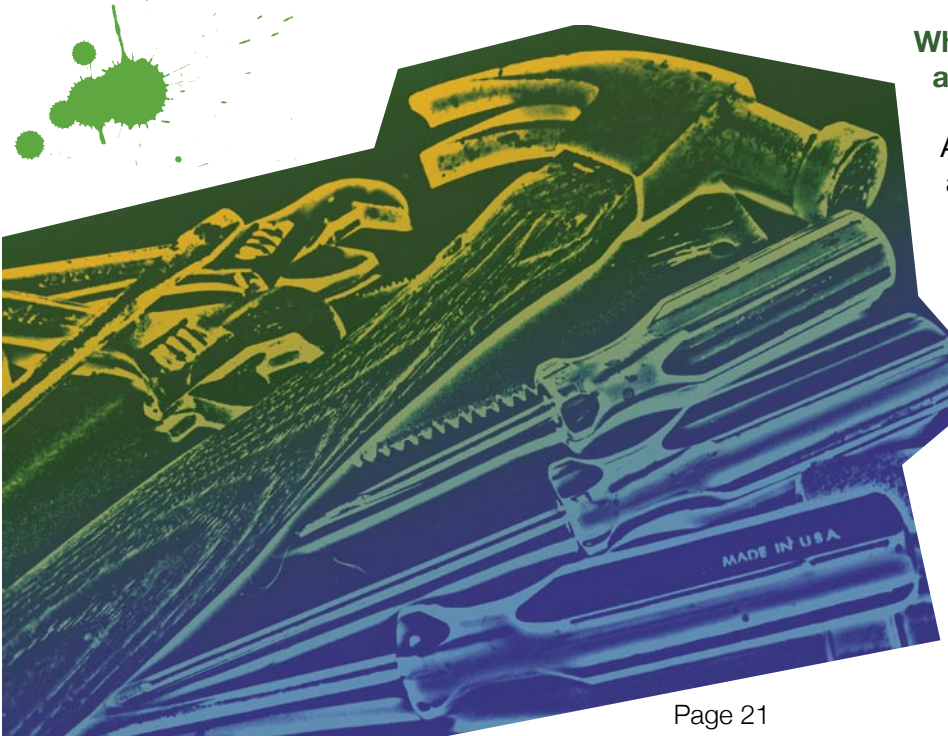
The appropriate accommodation must be determined based on the disability and individual needs. Academic accommodations may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such accommodations are arranging for priority 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 academic accommodations, your post-secondary school is not required to lower or effect substantial modifications to 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 post-secondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your post-secondary school will not provide personal attendants. Accommodations are designed to give students equal access to the learning environment. An individualized plan of accommodations is designed based on disability documentation. Students must meet with the college's Disability Services Director to request accommodations. Accommodations are not retroactive. In addition, the student should have ready professional documentation of their disability (medical doctor, psychiatrist, psychologist, etc.). IEP's alone are not accepted as professional documentation, unless they accompany a current evaluation/assessment.

When should I request an accommodation?

Although you may request an accommodation from your post-secondary school at any time, you should request it as early as possible.

Some accommodations may take more time to provide than others.

You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate accommodation.



Who is responsible for obtaining documentation of a disability?

The student. Colleges are not required to conduct or pay for an evaluation to document a student's disability and need for an accommodation, although some institutions do so. If a student with a disability is eligible for services through the state VR Services program, he or she may qualify for an evaluation at no cost.

<http://www.jan.wvu.edu/SBSES/VOCREHAB.HTM>. If students with disabilities are unable to find other funding sources to pay for necessary evaluation or testing for college, they are responsible for paying for it themselves.



May a post-secondary school charge me for providing an accommodation?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

Once the college has received the necessary documentation from me, what should I expect?

The college will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the college is not required to lower or waive essential requirements. If you have requested a specific accommodation, the college may offer that academic accommodation or an alternative one if the alternative also would be effective. You should expect your school to work with you in an interactive process to identify an appropriate accommodation. Unlike the experience you may have had in high school, however, do not expect your post-secondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the college accommodations are not working?

If the accommodations provided are not meeting the student's needs, it is the student's responsibility to notify the Disability Services Coordinator as soon as possible. It may be too late to correct the problem if the student waits until the course or activity is completed. The student and the Disability Services Coordinator should work together to resolve the problem.

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

Practically every post-secondary 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 or Title II or both laws. You may contact this person for information about how to address your concerns.

RESOURCES:

WHERE TO GET INFORMATION ABOUT DISABILITY SERVICES ON NORTHEASTERN MINNESOTA CAMPUSES

Mesabi Range Community & Technical College

- Campus locations:
 - 1100 Industrial Park Drive, Eveleth, MN 55734
 - 1001 Chestnut St. W., Virginia, MN 55792
- Disability Service Director Contact: Lindsay Grott
- Phone: (218) 749-0319
- E-mail: L.grott@mr.mnscu.edu
- Web: www.mesabirange.edu

Lake Superior College

- Campus location: 2101 Trinity Road, Duluth, MN 55811
- Disability Service Director Contact: Georgia Robillard
- Phone: (218) 733-7650
- E-mail: g.robillard@lsc.edu
- Web: www.lsc.edu

College of St. Scholastica

- Campus location: 1200 Kenwood Avenue, Tower Hall 2144, Duluth, MN 55811
- Disability Service Director Contact: Heather Angelle
- Phone: (218) 723-6645
- E-mail: HAngelle@css.edu
- Web: www.css.edu

Duluth Business University

- Campus location: 4724 Mike Colalillo Drive, Duluth, MN 55807
- Disability Service Director Contact: Ann Sertich
- Phone: (218) 722-4000
- E-mail: asertich@dbumn.edu
- Web: www.dbumn.com

Fond du Lac Tribal and Community College

- Campus location: 2101 14th Street, Cloquet, MN 55720
- Disability Service Director Contact: Anita Hansen
- Phone: (218) 879-0805
- E-mail: anita@fdltcc.edu
- Web: www.fdlcc.edu

Hibbing Community College

- Campus location: 1515 East 25th Street, Hibbing, MN 55746
- Disability Service Director Contact: Sidra Boutto
- Phone: (218) 262-6712
- E-mail: sidraboutto@hibbing.edu
- Web: www.hibbing.tec.mn.us

Itasca Community College

- Campus location: 1851 E. Hwy. 169, Grand Rapids, MN 55744
- Disability Service Director Contact: Ann Vidovic
- Phone: (218) 327-4167
- E-mail: a.vidovic@it.cc.mn.us
- Web: www.itasca.mnscu.edu

Pine Technical College

- Campus location: 900 4th Street SE, Pine City, MN 55063
- Disability Service Director Contact: Gloria Baker
- Phone: (320) 629-5174
- E-mail: bakerg@pinetech.edu
- Web: www.pinetech.edu

Rainy River Community College

- Campus location: 1501 Hwy 71, International Falls, MN 56649
- Disability Service Director Contact: Maurizio Facciotto
- Phone: (218) 285-2208
- E-mail: mfacciotto@rrcc.mnscu.edu
- Web: www.rrcc.mnscu.edu

University of Minnesota-Duluth

- Campus location: 1120 Kirby Drive, Duluth, MN 55812
- Disability Service Director Contact: Penny Cragun
- Phone: (218) 726-8727
- E-mail: pcragun@d.umn.edu
- Web: www.d.umn.edu

University of Wisconsin-Superior

- Campus location: Belknap & Catlin, Superior, WI 54880
- Disability Service Director Contact: Dr. Mary Lee Vance
- Phone: (715) 394-8515
- E-mail: mvance@uwsuper.edu
- Web: www.uwsuper.edu

Vermilion Community College

- Campus location: 1900 East Camp St., Ely, MN 55731
- Disability Service Director Contact: Donna Prichard
- Phone: (218) 235-2177
- E-mail: d.prichard@vcc.edu
- Web: www.vcc.edu

Wisconsin Indianhead Technical College

- Campus location: 600 N 21st, Superior, WI 54880
- Disability Service Director Contact: Bill Elowson
- Phone: (715) 394-6677 ext. 6327
- E-mail: belowson@witc.edu
- Web: www.witc.edu

Post-secondary Education Exploration Worksheet

Exploring Choices, Selecting, and Applying For Post-secondary Education

Make and use a copy of these pages for each college you are considering.

Name of College: _____

Internet Address of College: _____

Services, Programs, & Characteristics

CHARACTER AND SETTING

This college/university is academically (circle one):

- Highly competitive
- Moderately competitive
- Open Admissions/Not Competitive

- Average class rank of current freshman class _____
- High school grade point average of incoming freshman class _____
- Average SAT/ACT score _____
- Size of college _____
- Size of city/town _____
- Sororities/fraternities on campus _____
- Clubs or organizations of interest _____
- Sports activities (participant or spectator) _____

GETTING THERE/GETTING AROUND

- Miles from home: _____
- Access to buildings: Yes ___ No ___
- Effect of terrain (e.g. hills/slopes) on mobility: _____
- Public transportation: Yes ___ No ___
- If yes, what type? _____
- Is there a meal plan? Yes ___ No ___
- Dining/food service located on campus? Yes ___ No ___
- Access to support services? Yes ___ No ___
- Access to fitness facilities? Yes ___ No ___
- Open computer labs are available? Yes ___ No ___
- Computer labs are accessible? Yes ___ No ___

ADMISSION REQUIREMENTS

Minimum ACT score accepted: _____

Minimum SAT score accepted: _____

ADMISSIONS REQUIREMENTS (Continued)

Admissions Interview needed Yes ___ No ___
Letters from high school teachers Yes ___ No ___
Modified admissions for students w/ disabilities Yes ___ No ___
ACCUPLACER Yes ___ No ___

HOUSING

On-campus housing available Yes ___ No ___
Off-campus living approved for special accommodation Yes ___ No ___
Halls available with visual alarms and evacuation plans
for those with disabilities Yes ___ No ___
Obtain a residence hall brochure to view halls and rooms or
access the internet Yes ___ No ___
Quiet floors available Yes ___ No ___
Study rooms in residence halls Yes ___ No ___
Private rooms Yes ___ No ___

MAJOR FIELD OF STUDY/CLASSES

Availability of major I want to study Yes ___ No ___

My major will be _____

- My major is a 4 year/bachelor degree
- My major is a 2 year/associate degree
- My major is a technical program

If undecided, does the college have a course designed to
help me make a career decision? Yes ___ No ___

Requirements for admission into my field of study _____

Minimum requirements to remain in my field of study _____

CLASSES

Orientation classes: Yes ___ No ___

Learning strategies classes: Yes ___ No ___

Study skills class: Yes ___ No ___

Time management classes: Yes ___ No ___

Developmental courses in:

Math Yes ___ No ___

Reading Yes ___ No ___

English Yes ___ No ___

Foreign language required: Yes ___ No ___

(If yes) Are alternate/modified courses available? Yes ___ No ___

FINANCIAL CONSIDERATIONS

Tuition, Housing and Fees: High Moderate Low
Scholarships available: Yes ___ No ___
Financial aid available: Yes ___ No ___
Work-study available: Yes ___ No ___
Other employment available. Yes ___ No ___

SERVICES FOR STUDENTS WITH DISABILITIES

Disability Services Office staff available. Yes ___ No ___
Office information/services on the Internet Yes ___ No ___
Disability Services office location: _____
Disability Services office phone number: _____
Special programs for students with disabilities Yes ___ No ___
Learning disability programs Yes ___ No ___

Registering with the Disability Services Office:

Access to disability documentation guidelines Yes ___ No ___
Application for services Yes ___ No ___
Special forms for housing accommodation requests Yes ___ No ___
Other forms: _____

Disability Service Office provides the following with appropriate documentation:

Letters of accommodation for professors Yes ___ No ___
Tutoring: Tutoring labs on campus One-to-one tutoring
Test accommodations: Extended time Quiet testing Readers
 Oral Audio Books
Textbooks in alternate form: CD Audio Formatted
Classroom accommodations: Readers Scribes Note takers
Interpreters Yes ___ No ___
Handicapped parking Yes ___ No ___

Additional Services/supports:

Assistive technology available Yes ___ No ___
Study groups Yes ___ No ___
Peer support groups Yes ___ No ___
Receive diagnostic testing: Psychology clinic Speech and hearing clinic
Special advisors. Yes ___ No ___

Collaboration with:

Office for the Blind: On campus Off campus
Office of Vocational Rehabilitation: On campus Off campus
Counseling Center: On campus Off campus

STRENGTHS & WEAKNESSES ASSESSMENT

Observation by Student	Weak	Average	Strong	Comments
Written Expression				
Reading Comprehension				
Math Skills				
Oral Expression				
Listening Comprehension				
Study Skills				
Organizational Skills				
Memory				
Knowledge of Strength/ Weakness				
Self Advocacy Skills				
Goal Orientation/Motivation				

Observation by Parent	Weak	Average	Strong	Comments
Written Expression				
Reading Comprehension				
Math Skills				
Oral Expression				
Listening Comprehension				
Study Skills				
Organizational Skills				
Memory				
Knowledge of Strength/ Weakness				
Self Advocacy Skills				
Goal Orientation/Motivation				

Observation by Teacher	Weak	Average	Strong	Comments
Written Expression				
Reading Comprehension				
Math Skills				
Oral Expression				
Listening Comprehension				
Study Skills				
Organizational Skills				
Memory				
Knowledge of Strength/ Weakness				
Self Advocacy Skills				
Goal Orientation/Motivation				