

EFFECTIVE COLLEGE PLANNING FOR STUDENTS WITH DISABILITIES

MANUAL FOR STUDENTS, PARENTS AND
HIGH SCHOOL PERSONNEL



The Western New York Collegiate Consortium and Disability
Advocates

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This manual is widely used all over the United States of America.



Welcome to the start of new beginnings! You may be a parent who has helped your child navigate the waters of special education in the primary and secondary schools. You may be high school personnel who have been a major support to fellow teachers, students, and parents to provide the best and appropriate education for students. You may be a student vested in your future as the responsibility of education and accommodations is transferred to you with the rite of graduation.

There are professionals that care and are willing to help students access what they need in a post-secondary education. This manual is meant to be a helpful and practical guide for this transition.

“Education is a social process. Education is growth. Education is not a preparation for life; education is life itself.”- John Dewey

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UNDERSTANDING LEGAL FOUNDATIONS AND CHANGES

Section I

- *Introduction: The Laws*
- *College and IEP*
- *Americans with Disabilities Act (ADA), Americans with Disabilities Amendment Act Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act*
- *Differences in Legal Rights and Responsibilities in the Secondary and Postsecondary Education*

Introduction: The Laws

As you transition from secondary to post-secondary education you will find that the laws that pertain to disability and education also transition. In high school you are probably very used to having an Individualized Educational Plan (IEP) or a 504 plan dictate the types of services and accommodations you receive. An IEP is put in place because the school district found that you qualify under the Individuals with Disabilities Education Act (IDEA). IDEA is a federal law requiring school districts to provide a free and appropriate public education until graduation or age 21.

Students with a 504 plan who are receiving services are those who have a disability but may not need special education. However, they may still need certain disability-related accommodations in order to have equal access to education but are not in need of robust special education services provided under an IEP.

College and the IEP

IDEA only applies to elementary and secondary education. Once a student either graduates or “ages out,” the government is no longer required to provide a free and appropriate public education. Along the same lines, those who have graduated or aged out are no longer entitled to special education, an IEP, or a 504 plan.

This leaves many students and parents wondering, what happens once I get to college? Will I still be able to receive disability related services? The short answer is **probably**.

Although college students are no longer eligible for special education services under the IDEA or a 504 plan, there are different laws that protect students with disabilities once they move onto college.

Americans with Disabilities Act (ADA), the Americans with Disabilities Act Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act

There are several anti-discrimination and equal access laws that work in conjunction to help ensure students with disabilities receive equal access to education once they reach the post-secondary level. The ADA along with the ADAAA are civil rights legislation that protects individuals with disabilities against discrimination and provides reasonable accommodations to remove barriers to allow for accessibility. Additionally, Section 504 of the Rehabilitation Act requires that all colleges and universities receiving federal funding provide equal access to all programs and facilities to otherwise qualified individuals with disabilities.

Differences in Legal Rights and Responsibilities in Secondary and Post-Secondary Education

Secondary Education - Success Model

In secondary education the Success Model is often followed. IDEA applies and children are entitled to a free and appropriate public education (FAPE).

Children are provided “special education.” Examples:

- Districts must identify children in need of disability related services
- Class/ course modifications
- Consultant teachers
- Resource room
- Teachers are given a copy of the student’s IEP.

Post-Secondary Access Model

Section 504 and the American’s with Disabilities Act apply. The goal is to provide equal access and freedom from discrimination.

- The student must qualify and meet all requirements of academic programs, including the Code of Conduct.
- Cannot “fundamentally alter” course/program requirements.
- The I.E.P. and 504 plan that guided your child’s curricular program in High School does not simply carry over to college.
- The college cannot inquire about disability and students are not required to self- identify.
- It is the student’s responsibility to request disability related services each semester – self-advocacy is critical. The college will not know you need accommodations unless you request them.

HIGH SCHOOL

Section II

- *Role of the Students*
- *Role of Parents/Guardians*
- *Role of the Professional*

Role of the Student

Who has a more important role than the student? To use a baseball analogy, if the school is the team, the parents are the coaches and the student is the athlete. Whether he or she swings, misses or hits the ball out of the park, the outcome is his or hers. The student has to be the center of the process, an integral and ACTIVE part of it; without his or her effort and self-knowledge there is no transition to adulthood.

In Individualized Education Program (IEP) meetings, students need to take an active role using their voice to guide the conversations about their post-secondary plans. These meetings are laying the foundation for essential self-advocacy skills that are critical to success in post-secondary education. Additionally, the student should be encouraged and guided to lead their transition process by participating in college nights and/or college tours, including visiting the campus accessibility office. One of the most important steps a student who is thinking about college can do is to go to the accessibility office and meet with disability services personnel to discuss college for a person with a disability. Refer to Section 1 in the Effective College workbook to find guiding questions to ask/answer well speaking with the college. ([ECP Workbook](#))

Throughout the transition process meetings (IEP, counselor, teacher) can be used to explore questions regarding accommodations in higher education. When the student has a basic understanding of this knowledge the team can then explore with the student the reason for accommodations as stated on his or her IEP or 504. Then the student may be able to provide feedback on the effectiveness of the accommodations in the current setting.

Engaging the student in the process is vital. Please keep in mind the words of Edis Bevan:

“Nothing about us without us!”

Role of Parents/Guardians

The role of the family is vital to the transition process. The goal is to provide support and encouragement while also assisting the student with acquiring the necessary tools to gain independence. Setting realistic goals, providing the student with information related to his or her disability, and helping the student to find his or her own voice is instrumental to the development of self-advocacy skills that are imperative in the transition process.

Highlighted below are the essential differences between high school and college in regard to the roles of the student and parents/guardians:

In High School the Legal Relationship is with the Parent

- Parents are notified of every aspect of child's special education program
- Parents have the final decision-making rights when it comes to their child's education program
- Parents often receive regular communication from teachers
- Child/student is invited and encouraged to attend their annual meeting

In College the Legal Relationship is with the Student

- The Family Educational Right to Privacy Act (FERPA) provides students with rights to access their educational record. Once a child is over the age of 18 the institutions must have written permission to disclose any student information to a parent
- Student has the final decision-making rights about their education program
- Student's responsibility to actively seek disability accommodations
- Student decides the level of parental involvement
- Student must be their own self advocates; this includes notifying disability services if they are having a problem with accommodations

Role of the Professional

The role of teachers, counselors, social workers, and psychologists is to engage the student in the post-secondary transition process. To provide the students and families the resources needed to navigate the post-secondary system. These resources should include specific information about the college of interest along with the contact information to the [accessibility office](#). Professionals should also make a point to discuss with the students and families the differences between high school and college supports.

It is important for secondary school professionals to guide students with disabilities to the appropriate transition resources such as:

- New York Commission for the Blind and Visually Impaired ([NYSCB](#))
- Adult and Career Continuing Education Services - Vocational Rehabilitation ([ACCES-VR Buffalo Office](#))
- Office for People with Developmental Disabilities ([OPWDD](#))

Additionally, professionals provide a supportive atmosphere for the student and family conducive to communication. They assist the students and family to help develop realistic goals and expectations and provide information that help students learn about adult life roles.

THE COLLEGE SEARCH

Section III

- *Types of Institutions*
- *Making Contact with the Disability Services Office*
- *Items to Consider on Your College Visit*
- *The Application*
- *Financial Aid*

The College Search

Types of Institutions

Students with or without disabilities must take several factors into consideration when deciding on an institution of higher education. In this section, questions for consideration during the college search are presented as it relates to what a student with a disability may need to consider. This is not an endorsement of one type of institution or another.

- **Arts Colleges** focus on the arts in addition to regular courses, a concentration in photography, music, theater, fashion design, etc., may be offered.
- **Community Colleges** are two-year state institutions that offer associate degrees and certificate programs. Most community colleges are nonresidential. These colleges typically have a rolling admission deadline.
- **Liberal Arts Colleges** offer a broad base of courses in Liberal Arts (literature, history, languages, math and life sciences).
- **Universities** are often larger institutions that offer more majors and degree options. Universities may house several smaller colleges that prepare you for a variety of careers (ex: College of Engineering).
- **4-year public universities or colleges** are state institutions that may offer associates, bachelors, masters and doctoral degrees. Most of New York State public 4 year institutions are residential. There are no uniform admissions policies for state institutions.
- **4-year private universities or colleges** are privately funded institutions that may offer associates, bachelors, masters and doctoral degrees. Most private universities are residential. Each institution sets their own admissions standards and deadlines.
- **4-year proprietary colleges or universities** are for-profit institutions that may offer associates, bachelors, masters and doctoral degrees. Each institution sets their own admissions standards and deadlines.

For more information please visit **The [College Board's search link](https://bigfuture.collegeboard.org/college-search)** (<https://bigfuture.collegeboard.org/college-search>)

Making Contact with the Disability Office

Before you visit your prospective institution, make contact with the disability services office. (Name of the offices may vary by institution and may also be called Student Access Center, Accessibility Resources/Services) Reaching out to disability services personnel will provide you with vital information necessary for making your college choice. The personnel will communicate with you the process for acquiring and implementing accommodations. Students will learn what type of documentation is necessary, the technology and software available, and will be introduced to important people who may make their time at college successful. After

scheduling your campus visit through admissions and in coordination with the disability services office there are several other items to consider.

Items to Consider on Your College Visit

Physical Accessibility Needs

When arriving on campus it is important to note where the parking lots, sidewalks, and entrances are located. For some students, the amount of walking or movement to navigate the campus is extremely important to examine before deciding on an institution. Make sure you are aware of the location of elevators and lifts on campus. Oftentimes campuses have older structures that may not be as easily accessed.

Campus Size and Setting

Do you want to attend an institution with a large campus in an urban setting or do you prefer an institution with a small campus in a rural area? Does the institution have multiple campuses and are you going to have classes on each of them? Are there public transportation stops available? Factors such as these may become important in your decision to attend certain campuses.

Class Size

Generally, the larger the campus size the larger the class size. This is most often the case but some programs at large institutions may have limited enrollment resulting in smaller classes. Also linked to class size is contact with professors. At larger institutions classes may be taught by teaching assistants and there is less opportunity to interact with your professor. Conversely, at smaller institutions you may have direct access to professors, and they may know your name. Furthermore, some institutions may rely on adjunct professors who are part-time and not as easily accessible. Adjunct faculty may be more available by email or virtual meetings.

Current Student Perspectives

Arrange an opportunity to meet with a few current students if possible. Student testimonials about campus accessibility, technology, student life and academics are honest firsthand access to information that may help you decide on an institution.

Housing

The process for obtaining an accommodation in housing varies from campus to campus. Different campuses have a variety of housing options, or no housing options at all. Some factors that are important in the decision-making process are:

- layout of residence halls
- location of residence halls

- accessibility of individual rooms
- location and accessibility of showers
- single rooms

The Application

The application process for each institution may be different. Most institutions have a paper option and an electronic one. There may also be a fee associated with applying. In addition to the application and high school transcripts, institutions may require SAT and or ACT scores for admissions and a personal written statement and/or interview. Check with the admissions office or college website for each institution's requirements.

In addition to visiting the websites of individual colleges for information, students may choose to apply to several colleges from one location. This is provided through the [Common App](#) application process site. This site provides access to first year and transfer applicants to apply to multiple colleges from one location.

Financial Aid

A student's eligibility for financial aid is determined by an evaluation of the information provided on the Free Application for Federal Student Aid ([FAFSA](#)), and the New York State Tuition Assistance Program ([TAP](#)) Application (NY residents only).

Students with disabilities may additionally qualify for the following:

ADA TAP is an award for students who must take a reduced course load based on their disability. Students with a disability may enroll in 3-12 credit hours per semester and be eligible for ADA/part-time TAP. Upon enrollment and based on eligibility, students receive a prorated portion of the TAP award they would be eligible for if they were enrolled full time. More information about ADA TAP can be found at the New York State Higher Education Services Corporation website: [ADA Part time TAP](#) (http://www.hesc.ny.gov/content.nsf/CA/TAP_Coach_ADA_Parttime_TAP)

ACCES-VR is a NY State agency that provides funding based on eligibility for educational resources a student with a disability may need to be successful in college. Some of the resources include technology assessments, computer equipment, and funding for tutoring or coaching. A complete list can be found at the state website: [ACCES-VR](#)

NYSCB is the New York State Commission for the Blind. This agency provides valuable resources for both academics, professional and home life for New York state residents that are blind or visually impaired. For more information their website can be accessed at: [NYSCB](#)

Private Scholarships – contact the Office of Financial Aid to obtain a list of private scholarships available as well as additional links to other sources of funding.

Additional Resources

American Association of People with Disabilities (AAPD)

For individuals interested in higher education, the [AAPD](#) offers the Higher Education project, which aims to improve disabled individuals' access to and inclusion in higher education, creating peer networks and access to resources.

U.S. Department of Labor

This [government-sponsored database](#) provides information about services for individuals with disabilities. It is an "information and referral" website – services are not actually available through this site.

U.S. Department of Education

The [US Department of Education](#) promotes achievement for all students, including those with disabilities. The agency promotes key educational issues and establishes policies on financial aid.

Additionally, the site offers information on various legal rights and the Office of Civil Rights.

THE TRANSITION

Section IV

- *Students Rights and Responsibilities*
- *College Rights and Responsibilities*
- *Documentation and the Accommodation Process*
- *Sample Accommodations*
- *The Difference Between High School Teachers and College Professors*

The transition from high school to college can be challenging if you are not sure what to expect. As a student with a disability, it is important to know your rights and responsibilities, as well as the rights and responsibilities of your college. This section will help you prepare for what to expect during the transition to college.

Students Rights and Responsibilities

Under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, as amended in 2008, individuals with disabilities have certain rights that provide access to a college education. More detailed information about your rights and responsibilities can be found in the online resource from the Department of Education - [Students with Disabilities Preparing for Postsecondary Education: Know your Rights and Responsibilities](#).

A good resource to learn more about your rights and responsibilities is “Students with Disabilities Preparing for Postsecondary Education: Know your Rights and Responsibilities.” <http://www2.ed.gov/about/offices/list/ocr/transition.html>.

Students with disabilities have the right to:

- Voluntary disclosure of disability.
- Equal access to course, program, instructional materials, services, jobs, activities, and facilities available through the college or university.
- Appropriate confidentiality of all information pertaining to disability with the choice of to whom to disclose the disability, except as required by law.
- When requested in a timely manner, reasonable and appropriate accommodations, academic adjustments, and /or auxiliary aids determined by the institution on a case-by-case and/or course-by-course basis, including accessible format of instructional materials.

Students with disabilities have the responsibility to:

- Meet the eligibility and essential technical standards, both academic and institutional, including the student code of conduct.
- Identify him/herself in a timely manner as an individual with a disability to the office responsible for accommodations when requesting an accommodation.

- Provide documentation from a qualified professional who verifies the nature of the disability, current impact of that disability on everyday activities, and the need for specific accommodations.
- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments and services.
- Maintain academic, admissions, conduct, and graduation standards.

College Rights and Responsibilities

The College has the right to:

- Require that a student with a disability provide current documentation completed by a qualified professional to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
- Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of documentation with the student's signed consent authorizing discussion.
- Select among equally effective and appropriate accommodations, adjustments, and /or auxiliary aids for each student on a case-by-case/course-by-course basis.
- Deny a request for accommodations, adjustments, and/or auxiliary aids if documentation does not identify a specific disability that substantially limits a major life activity, fails to verify the need for the accommodation, or is not provided in a timely manner.
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid that are inappropriate or unreasonable. These include those posing a direct threat to the health and safety of others, constituting a substantial change or alteration to an essential element of a course or program, fundamentally altering of the nature of the service provided and/or what would pose an undue financial hardship or administrative burden on the institution.

The college has a responsibility to:

- Review and revise institutional, programmatic, employment and other policies and procedures to assure that they do not discriminate against qualified individuals with disabilities.

- Ensure courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings based on a review of what the law requires.
- Evaluate students on their abilities, not their disabilities.
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

Documentation and the Accommodation Process

For many students with disabilities using accommodations makes the difference between having a successful semester or not. At the college level, students choose whether or not to use accommodations. This choice is made each semester and for every course. Using accommodations isn't a choice someone else can make for you. Each college has their own procedures for students to access and receive accommodations, but the process begins with you.

How do you know what you'll need?

Accommodations may change from semester to semester and course to course. What may be needed for one class may not be needed for another. Accommodations may be individualized and provided with consideration to both student need and specific course requirements.

Start with having a conversation with the disability services provider. Consider speaking with the instructor prior to the beginning of the semester. Request a copy of the course syllabus. How is the class taught and what will be required?

What accommodations have you typically used and what works well for you?

Be prepared to articulate your needs related to your disability. Know what types of accommodations have helped you be successful and discuss some of the challenges you have experienced in the classroom. Be open to trying new things. Don't be surprised if colleges utilize different methods in implementing your accommodations. The college environment varies greatly from high school and different accommodations may be necessary.

When should I be requesting accommodation?

Accommodations may be requested at any time during the semester. However, some accommodations take more time to arrange and coordinate than others. Request as early as possible. Remember, students cannot be accommodated retroactively. For example, if a

student chooses not to use accommodations for a test, the student will not have an opportunity to retake the test.

Assistive technology

Colleges often use assistive technology to accommodate students. Assistive technology provides opportunity to actively and independently access information. It may be something as simple as a recording device, software, or new app to download to your phone. Ask the college what types of assistive technology are available and begin to familiarize yourself with the various technological tools out there.

What is documentation?

Documentation is information submitted by the student, from a qualified professional, who helps personnel at the disability service offices determine what accommodations are appropriate. This documentation should be current, include diagnosis, functional limitations, and summary of impact to the student. It may also include diagnostic testing results, evaluation procedures, and credentials of the evaluator where appropriate.

What does the college require?

Plan to research documentation requirements for each individual college you are interested in attending. Each college will have their own documentation guidelines. Most often this information is available online. If you had a 504 Plan or Individualized Education Plan (IEP) in high school, a copy of this by itself may not be enough documentation. Contact service providers directly if clarification is needed. Documentation must be provided for all conditions the student is requesting to be accommodated.

Submitting documentation

It is the student's responsibility to ensure documentation has been provided. Submitting documentation is just the first step in receiving disability related services. Students must contact the disability services office, and follow the process put in place by the college to request accommodations. The college can only assist you with accommodations if you make the request. College disability service providers cannot seek you out.

Documentation of disability should be submitted directly to the designated disability service provider on campus. It should not be submitted to admissions, the academic department, advisor, or athletic coach. There may be instances when sending documentation to the health office on campus would be appropriate, however in most instances health services will not automatically share that information with Disability Services. If you need disability related accommodations, you will still need to come to the disability provider on campus. Use caution when deciding with whom to share documentation. Documentation of disability is protected under the Family Educational Right and Privacy Act (FERPA). Only individuals with a legitimate educational need to know will have access to your documentation.

How will accommodations be determined?

Accommodations are determined on an individualized basis: case-by-case and, course-by-course. Based on an interactive process with the student and an analysis of the documentation provided, the Disability Services office will make a determination on what types of accommodations a student may receive. Typically, the student will complete paperwork with the Disability Services provider to officially register with their office. It will vary by college how professors are notified of a student's accommodations. Please check with the college Disability Services office to understand their procedures.

Sample Accommodations

Accommodations are determined on an individualized bases; case-by-case, course -by -course.

Because accommodations are individualized, colleges must rely on documentation provided by the student to make a determination on what types of services a student may receive. Providers analyze the student's functional limitations, and how they may impact the student in the college setting.

While there is no checklist for disability accommodations here are some of the most commonly used accommodations:

- Accessible web content
- Accessible Materials, including alternately formatted textbooks or readings
- Alternate/ distraction reduced location
- Assistance with scribing
- Assistive Listening Devices
- Assistive technology software
- Brief breaks
- Calculator
- Closed captioning
- Computer
- Extended time for classroom and online testing. This usually does not include projects or homework assignments.
- Interpreting and CART Services
- Tagged images

Accommodations that cannot be made:

Services which do not appear on the list above may be discussed when you request accommodations for your disability. However, most college disability services offices **do not** or in some cases cannot provide the following as disability related accommodations.

- Aids or equipment for personal study
- Fundamental alteration of the nature or purpose of programs, services, and activities
- Medical or psychological assessment and diagnosis
- Personal Care Assistants
- Reduction of academic standards
- Services that would pose a direct threat to the health or safety to self or other
- Tutoring
- Waiver of program essentials

It's on YOU now! YOU, the student, are now responsible for taking care of your academic needs. What does this mean? It means:

- Ensure that you have good study skills and time management skills
- Become familiar with using computer and software assistive technology needed to comfortably and efficiently use computers.
- Seek out supplemental course program offered in the summer prior to starting your first semester; exposing you to experiences you will likely have once classes have started and a chance to become comfortable with the layout of the campus.
- Get involved in on-campus activities and clubs. Students who are involved are more connected and invested in their college and tend to be more successful.
- What are YOUR goals? Why are you attending college? What are your expectations?

The Difference between High School Teachers and College Professors

One of the hardest transitions all college students experience is the style and role difference between high school teachers and college professors. Some may assume that if you teach you must have had training on how to be a teacher. This is true for high school teachers; however, college professors may not have specific teacher training. The following chart outlines some of the common differences between high school teachers and college professors:

High School Teachers	College Professors
Follow up on your homework: is it done? Did you understand it? Give additional opportunities to make up work or redo for additional credit.	Assume you did it and you understand it. Minimal opportunity to make up assignments. Not always graded but the professor.
Teachers may read the textbook in class and check for understanding of the material.	Reading are expected to be done prior to the class and the student is expected to bring questions or thoughts on the readings.
Teachers and other staff can provide tutoring for students needing more support.	Professors will not “re-teach” lectures. Come prepared with exact questions. Tutoring is obtained by the student seeking out college resources. One on One tutoring may have fees.
Teachers and communicate to parents to talk about daily in class activities, attendance and performance.	Due to FERPA there is limited or no contact between parents and the professors. Attendance may or may not be counted.
Teachers are certified in the methods and practices of teaching. The goals to make sure you have the great opportunity for understand and success.	Professors are specialists in their area of study. Often professors have limited formal training in teaching methods. Professors are there to present content and material.
Teachers will work with students and parent if work was missed if a student does not attend school.	Professors expect student to find a way to obtain notes and assignments from a classmate.
Teachers will send repeated messages or reminders for tests and projects.	Professors will post dates in the syllabus (which is subject to change at the will of the professor), make brief announcements in class or post assignments in an online learning portal.
Teachers can be contacted though phone, email and web options. Teachers are available to speak with parents and students through parent teacher conferences or meeting. Teachers are also in school Monday-Friday on a constant schedule.	Professors have limited office hours and various methods of contacting them. Students need to refer to the course syllabus for information on the professor’s office hours and how to best get in touch with them.

Ongoing Communication with the Disability Services Office

Communicating with the Disability Services office throughout your college experience is encouraged to make sure accessibility needs are being met. Disability services personnel understand that there are many changes in college and your access needs may change over time. Keeping the office informed helps to ensure the best service and support throughout your college career. Remember you are your own best advocate. No one can assist you if you do not speak up.

Overall Takeaways When Transitioning to College

The most important thing to remember, is that when you transition to college, *you* are now responsible for requesting accommodations and taking care of your academic needs. What does this mean? It means:

- You must seek out the Disability Services office to start the accommodation process. They will not find you.
- You must provide documentation of disability to the Disability Services office, as your high school will not automatically send this information. Your 504 plan or IEP does not transfer to college.

Here are some additional tips to help with a successful transition to college:

- Have/learn good study and time management skills.
- Become familiar with using computer and software assistive technology.
- Know/learn basic technology skills: word processing, researching, navigating the internet etc.
- Learn about assistive technology tools that will help you with reading, writing, taking notes etc.
- Get involved in on-campus activities and clubs. Students who are involved are more connected and invested in their college and tend to be more successful.
- Seek out any programs or support that may be offered by your Disability Services office or Academic Support office, such as tutoring or mentoring.
- Think about your goals and what you can do to be successful.

GLOSSARY

Section VI

Glossary

ACADEMIC: A term used to describe any collegiate course of study; a term used to describe areas of study falling under the traditional scholarly disciplines, as distinct from directly vocational or technical programs.

ACADEMIC ADVISOR: Students who are matriculated into academic programs are assigned a faculty member who assists the student in setting semester course schedules and monitors that the student meets all of that academic program's degree requirements.

ACADEMIC ADJUSTMENT: A modification made to a course or program for a student with a disability. The modification is made to a nonessential part of the course or program.

ACCES-VR: Adult Career Continuing Education Services-Vocational Rehabilitation Disabilities. This is New York State's vocational rehabilitation services department for all individuals with disabilities except those who are blind.

ACCOMMODATION: *see Reasonable Accommodations*

ADD/DROP: A system used to change a student's schedule after registration has been formally completed. (Usually the first week of classes. Also called Schedule Adjustment.)

ALTERNATE FORMAT: Conversion of print materials into a form accessible to individuals who cannot read standard print. Examples include Braille, *e-text*, and large print.

AMERICANS WITH DISABILITIES ACT: Federal law passed in 1990 (effective beginning January 26, 1992) extending the civil rights protections offered by **Section 504** to places of public accommodations, state and local governments, and employment in addition to recipients of federal funding.

ASSISTIVE LISTENING DEVICE: Technology, usually consisting of a transmitter and a receiver, used to enhance sound for individuals with hearing impairments. Some may be used with or without hearing aids.

ASSISTIVE TECHNOLOGY: Any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

ASSOCIATE'S DEGREE: The degree awarded by community colleges and private two year colleges Associate of Science (A.S.), Associate of Art (A.A.), Associate of Applied Science (A.A.S.) and Associate in Occupational Studies (A.O.S.).

AUDIT: Student option for recording attendance in a course when no grade is desired.

BACCALAUREATE DEGREE (Bachelor's Degree): An academic degree awarded to students who successfully complete undergraduate requirements in a planned, approved program (usually requiring four years of full-time study to complete). Community college and private two year college graduates often transfer to a four year institution to complete this degree after receiving their Associate Degrees.

CAPTIONING: Providing text for speech.

CART: Communications Access Real-Time. Using court reporters to caption classroom lectures.

CATALOG: The book published by a college (annually or biannually) which describes the programs offered at the College, the academic policies of the College, services available to students, and short descriptions of each course.

CBVH: NYS Commission for the Blind and Visually Handicapped provides assistance to individuals who are legally blind with 20/200 in the corrected better eye.

"CLOSED" COURSE: Status of a course in which current enrollment has reached the number of students the instructor is scheduled to teach.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP): A standardized examination in college-level subject matter. The general examinations cover material offered in freshman-level English composition, humanities, fine arts, mathematics, natural sciences, and social science courses. Subject examinations cover material offered in specific advanced level courses.

CONFLICT: This occurs when the student attempts to register for two courses that are offered at the same time or which overlap.

CONTINUING STUDENT: Students who are considered eligible for registration the next semester because they were enrolled the previous semester (or were on an approved/recorded Leave of Absence) have not been academically dismissed, and have not yet graduated.

CO-REQUISITE: A requirement that may be met either before registration for a particular course or program, or at the same time as that course or program.

COUNSELOR: The Counseling Office has counselors available to help students with personal problems, academic problems, program changes, withdrawals, goal setting and interest testing.

COURSE NUMBERS: The numbers assigned to a particular course for registration identification purposes.

COURSE SUBSTITUTION: The substitution of a course for another required course that is specified in an academic program. Decisions regarding substitutions must be made on a case-by-case basis. Only courses that are non-essential can be substituted. Courses that essential to the program or that are required for licensure or certification cannot be substituted.

C-PRINT: A notetaking system developed for hard-of-hearing students. It is similar to CART, but captions meaning-for-meaning instead of word-for-word.

CREDIT HOUR: Unit of measure that indicates the number of classroom hours per week that the class is held. Credit hours for laboratory, studio and physical education skills courses are often computed on a different basis.

CUMULATIVE QUALITY POINT AVERAGE: The total of the student's grade points for all semesters divided by the total number of credit hours completed for all semesters.

CURRICULUM: An organized course of study approved by the State Education Department that results in a degree. Ex. Business; Environmental Science; Nursing.

DEVELOPMENTAL COURSES: Courses which prepare the student to complete the courses necessary for their degree. These classes often do not count toward a degree.

DISABILITY: A physical or mental impairment that substantially limits one or major life activities.

DISMISSAL: Notification that a student can no longer attend that institution. Dismissal can be the result of poor grades resulting in Academic Dismissal or removal from the campus for behavior that violates the Student Code of Conduct.

E-TEXT: Print materials available in electronic ("e") format for use with a computer program which can read to the user.

EXTERNAL TRANSFER CREDIT: Credit granted for courses taken at another school.

FULL TIME STATUS: A student with a disability who cannot attend the expected number of full time hours due to the nature of their disability may be considered full time. Most colleges require documentation of a very significant disability and require recertification for full time status each semester.

FULL TIME STUDENT: Generally granted for a semester registration of 12 or more credits; an institution **may** grant full time status to a student with a disability enrolled for fewer than 12 credits if that registration is related to the impact of the disability on the student.

GRADE POINT: The value of a letter grade. A=4, B=3, C=2, D= 1, F=0.

GRADE POINT AVERAGE: See Quality Point Average.

GRIEVANCE PROCEDURE: Each institution must have a published formal procedure for students to follow if they feel that they have been treated unfairly by a college employee.

INCOMPLETE GRADE: Grade assigned by instructor to allow student to finish course requirements after course ends.

LIBERAL ARTS: Liberal Arts are those academic disciplines taught without regard to specific preparation for a vocation, falling within the behavioral and social sciences, the humanities, the natural sciences and mathematics, and the fine arts. Specifically excluded are all vocational courses such as accounting or education courses.

MAJOR: Academic major to which a student has applied and been accepted by the specific department. Students with an accepted major are eligible to register for courses in that department's 'majors only' (restricted) courses. A student may have two majors.

MASTER COURSE SCHEDULE: Booklet containing the courses which will be offered in a given semester. This booklet is different each semester.

MASTER'S DEGREE: An academic degree awarded to students who successfully complete a prescribed course of graduate study (after a Bachelor's Degree).

MATRICULATE: The process of applying and being accepted into a degree program at a college or university. Being matriculated is important for academic advisement and financial aid purposes and allows the student to take advantage of all services within the school.

MATRICULATED STUDENT: A student who enrolls or registers in a college as a degree candidate (necessary for financial aid).

NON-MATRICULATED STUDENT: An individual who may be enrolled in courses at a college but is not working toward a degree.

OPEN COLLEGE ELECTIVE (General Elective or Elective): A course from any of the college degree credit courses.

OVERLOAD: Students who are registered for more than 19 semester credit hours. This is possible only if a student's advisor has granted permission and students have paid tuition at the part-time student rate for any credit hours over the 19 credit hour limit.

PART-TIME STUDENTS: Students who register for fewer than 12 semester credit hours.

PERSONAL CARE ASSISTANT: A person who assists the individual with a disability with activities of daily living. This is generally the responsibility of the individual with a disability and not the college or university.

PHYSICAL ACCESSIBILITY: The extent to which the buildings and grounds of an institution needs modifications, accommodations or adaptations in order to provide the individual with a

disability an opportunity to get from place to place in the institution, and make use of its facilities.

PLACEMENT TEST: Test designed to measure the student's ability in English and/or mathematics and then to prescribe what English and/or mathematics courses the student will begin with.

PRE-REQUISITE: A basic course that the student is required to take before registering for an advanced course.

PRIORITY REGISTRATION: Permission given to students with disabilities to register early when the nature of the disability significantly impacts course selection and time scheduling.

PROBATION: Status of a student who may face dismissal if the grades or actions that prompted the probation are not improved within a designated period of time.

PROGRAM ACCESSIBILITY: The extent to which any given program needs modifications, accommodations or adaptations in order to provide the individual with a disability an equal opportunity to participate in the program.

PROGRAM CHANGE: The process a student must use to change from one major course of study to another.

PROGRAM REQUIREMENTS: Courses that form the basis for an academic major and are essential to completing that program or meeting license or certification requirements. These courses are essential to the program and cannot be waived or substituted.

QUALITY POINT AVERAGE (Grade Point Average): The total of the student's grade points in a semester divided by the total number of credit hours completed for that semester.

REASONABLE ACCOMMODATIONS: Those academic adjustments, auxiliary aids and services, program modifications or physical access adjustments that are made to the programs, employment opportunities, activities, and services sponsored by the college to provide equal access to all otherwise qualified persons with disabilities.

REGISTRATION: The process of selecting the courses and sections of each student's class schedule for a specific semester.

RESERVED COURSES: Courses in which enrollment is limited to those people who are matriculated into the designated degree program.

REGISTRAR: The administrator who is in charge of the Registration or Records office.

REGISTRAR'S OFFICE: The office on campus in charge of student transcripts, verifying students status at school, registering and issuing student semester schedules, grades, end of the term reports, and processing the student's graduation certification.

SCHEDULE ADJUSTMENT: Changing courses or sections on student's approved semester course schedule. May require the approval of the student's academic advisor.

SECTION 504: The section of the Rehabilitation Act of 1973, as amended, which requires that all institutions that receive Federal assistance must make their programs, services and activities accessible to individuals with disabilities.

SECTIONS: Various classes of the same course in the same semester. They may have different days, times, instructors, and/or rooms, but course content will be the same.

STUDENT CODE OF CONDUCT: Rules of behavior established by the college describing unsatisfactory behavior by a student. Includes rules such as those that govern use of alcohol or drugs on campus or at campus events. Violation of these published rules can result in probation or dismissal.

TRANSCRIPT: The student's educational record. Official transcripts are sent from institution to institution or to potential employers at the student's request and bear the seal of the College.

TTY/TDD: TeleText Type, or Telecommunications Device for the Deaf, is a device which permits individuals who are hearing or speech impaired to communicate through the use of text transmission over phone lines.

TESTING ACCOMMODATIONS: Those adjustments to test location, administration or format that are approved for an individual student for a given test or course.

VRS: Vocational Rehabilitation Services. (Also: Video Relay Service)

WITHDRAWAL FROM COURSE: When a student cannot continue in a course for some reason, he or she must formally withdraw from that course. The withdrawal is not finalized until the Registrar's Office receives all necessary paperwork. Failure to complete the withdrawal process will result in **F grade** in the course. A student cannot withdraw beyond established dates. The student withdraws **ONLY** from that course or courses but remains enrolled in the rest of the courses for which he or she is registered.

WITHDRAWAL FROM COLLEGE: Formal process utilized to change the status of an active student to one who is inactive. Discontinuance of attendance, notifying instructors, or mere telephone contact with college personnel do not constitute an official withdrawal. Students remain both academically and financially responsible for all incurred expenses until the withdrawal procedure has been finalized.