



For Students with Disabilities:
Understanding the Transition to College

Presented by:
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Who is the Decision-Maker?

K-12 → Parents or Guardians, Teachers, Counselors

College → Students



The Services Change Because the Laws Change

K-12

Law: IDEA & REHAB ACT, Section 504, Subpart D
Special Education

Post Secondary

Law: ADA & REHAB ACT, Section 504, Subpart E
Support Services



K-12 = “SUCCESS”

Emphasis on success - Standards are modified

VS.

College = “ACCESS”

Emphasis on equal access - Standards **are not** modified



Who is Responsible for What?

Responsibility	K-12	Postsecondary
Identification	School	Student
Assessment	School	Student
Curriculum	School/Parent	Institution
Advocacy	School/Parent	Student
Decisions	School	Student
Transition Plan	School	Student



Adult Choices

- Because you are 18 years or older, you get to **choose** whether or not you disclose your disability.
- Because you are 18 years or older, you get to **choose** whether or not you request accommodations.
- Some students with disabilities **choose** to go all the way through college without ever requesting any assistance.
- Some students **choose** to use accommodations from their first semester through their last semester.



How does all of this work?

- **Students** provide appropriate documentation
- **Students** request reasonable accommodations
- **Director of Student Support Services** approves and coordinates reasonable accommodations and makes referrals to other on-campus service providers
- **Director of Student Support Services** prepares instructor accommodation letters
- **Students** deliver letters and discuss accommodations with each instructor



What is a “reasonable” accommodation

- Decisions about accommodations are made on a case by case basis and depend largely on the recommendations of the diagnosing professional.
- An accommodation is considered reasonable if it does not fundamentally alter the class requirements.
- Students with disabilities are expected to meet the same academic standards as their peers.
- Nothing we will do will make college “easier.” Our only goal is to make college fully accessible so that you have the same opportunities as your peers.
- Once your accommodations are in place, you will have the same opportunity to succeed or fail as any other student.



Comparing Accommodations

	K-12	College
1. Preferential Seating	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Note Taker	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Copies of Instructor's Notes	<input checked="" type="checkbox"/>	Depends
4. Permission to Record Lectures	<input checked="" type="checkbox"/>	Depends
5. Extended Time for Exams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Extended Time for Assignments	<input checked="" type="checkbox"/>	Depends
7. Modified Tests (from essay to multiple choice)	<input checked="" type="checkbox"/>	No



Comparing Accommodations

	K-12	College
8. Modified textbooks to accommodate lower reading levels	<input checked="" type="checkbox"/>	No
9. Tutoring	<input checked="" type="checkbox"/>	Depends
10. Alternative Format Texts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11. Waivers for graduation requirements	<input checked="" type="checkbox"/>	No
12. Provide transportation to school	<input checked="" type="checkbox"/>	No
13. Modified assignments	<input checked="" type="checkbox"/>	No



Comparing Accommodations

	K-12	College
14. Use of spelling and grammar tools for tests	<input checked="" type="checkbox"/>	Depends
15. Monitor attendance and progress	<input checked="" type="checkbox"/>	No
16. Calculator for math tests	<input checked="" type="checkbox"/>	Depends
17. Administer test over several days	<input checked="" type="checkbox"/>	No
18. Distraction- reduced environment for tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Comparing Accommodations

	K-12	College
19. Weekly parent calls or notes	<input checked="" type="checkbox"/>	No
20. Minimize memory demands with word lists	<input checked="" type="checkbox"/>	No
21. Personal Care Attendant	<input checked="" type="checkbox"/>	No
22. Unlimited excused absences	<input checked="" type="checkbox"/>	No
23. Alternate or modified assignment	<input checked="" type="checkbox"/>	No



Documentation Standards

1. Documentation must be **CURRENT** (post-secondary testing is preferred)
2. Documentation must make a **CLEAR** connection between the disability and the requested accommodations
3. Diagnoses must be performed by a qualified evaluator (your eye doctor shouldn't be diagnosing your learning disability)
4. Documentation must **CLEARLY** state the diagnoses
5. Documentation must **CLEARLY** state the functional limitations resulting from the diagnoses
6. Documentation must **CLEARLY** state the name, credentials and contact information of the professional who made the diagnoses.



The Director of Student Support Services **WILL**

- Empower you to make your own choices
- Coordinate your accommodations
- Monitor discrimination issues
- Ensure accessibility
- Protect your confidentiality



The Director of Student Support Services **WILL NOT**

- Monitor your academic progress
- Force you to use accommodations
- Call to remind you to go to class
- Provide academic help with coursework
- Talk freely about you with parents, instructors, etc. without your written consent (FERPA)



What if I Can't do Math?

- There is a math requirement for every degree we offer at Shorter University. This is true for almost every college in the United States.
- If you want to earn a college degree, you will have to be able to pass the same math requirements as every other student.
- We cannot necessarily fix the “I can't do math” problem but we can make sure you have access to the same opportunities as your peers, to give math your very best effort.
- Shorter University does offer a Remedial Math class and free tutoring available through the Office of Student Engagement and Success.



What if I Can't Read or Write?

- Just like math, it is critical that you have strong skills in reading and writing if you are going to be successful in college. As a college student, you will spend the vast majority of your time either reading or writing about what you have read!
- Shorter University does have Remedial English class available which can be very helpful.
- Shorter University also has tutors available for supplemental instruction and a Writing Center through the Office of Student Engagement and Success.



If you have any questions, please do not
hesitate to call the Director of Student
Support Services at 706-233-7323

