The Next Steps

A guide for students with disabilities in their transition from high school to post-secondary education.
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Purpose

The Next Steps is an easy-to-follow guide designed to assist students with disabilities in their transition from high school to postsecondary education.

While students progress through high school, their roles as “self-advocates” should continue to grow as they take on more responsibility for their own educational decisions.

Upon graduation, students have the option to further their education and to become even more confident, self-reliant adults. They also have the responsibility to understand their disabilities, their rights to equal access, and how to apply to enter postsecondary education. The Next Steps clarifies some of these rights and responsibilities and provides students with specific admission and other important information about the University of Northern Iowa (UNI).

A student’s self-advocacy responsibilities will increase in postsecondary education, and the role of parents and teachers as advocates will continue to decrease. Parents especially need to foster this change and encourage their children to empower themselves with the appropriate skills to be self-reliant. Students will always look to parents and trusted adults for support and advice. Responsibility for the postsecondary experience lies in the hands of the student.
Part One

Differences Between High School and Postsecondary Education
FAQ's: Transitioning from High School to College

Q: Will my disability records be automatically transferred to the college/university I choose to attend?

A: No. Primary and secondary schools are legally mandated to identify students with disabilities and provide a free and appropriate education for these students. Because of this, many students with disabilities and their families think high school disability records automatically transfer to college along with academic records, and that the college then continues services and accommodations provided in high school. **However, this is not the case.** In postsecondary education, the responsibility to identify a disability lies with the student, if in fact he or she desires to request services and accommodations on the basis of disability. Also, records regarding disability do not automatically transfer from high school to college. Such records can only be released or transferred to a postsecondary institution with written permission of the adult students (in cases where the student is under the age of 18, parent or guardian permission is also required).

Q: Do colleges and universities provide IEP's?

A: No. In postsecondary education, students are responsible for self-identifying themselves as individuals with disabilities, providing disability documentation, and requesting accommodations. The institution is responsible for providing reasonable accommodations for qualified students with disabilities. Colleges/universities do not provide special education versions of courses, IEP's, specialized progress reports, etc.

Q: Do colleges/universities have special admission standards for students with disabilities?

A: No. Postsecondary admissions offices must treat all applicants equally and are prohibited from asking applicants if they have a disability prior to admission. Applicants with disabilities must be qualified, and with or without reasonable accommodation, meet the same standards as students without disabilities.

For example, if a student is unable to regularly attend a class in which attendance is a critical component of the essential nature of the curriculum, the student may be unqualified to take that class.
The law is clear that technical standards can be applied to individuals with disabilities, even if those standards involve requirements that may be impossible for people with certain disabilities to meet. It is also clear, however, that those criteria/standards must reflect the essential skills for a program graduate.

Academic accommodations are provided to students with disabilities to ensure that they will have equal access to the information and the classroom setting. Everyone, however, must meet the same requirements in the end.

Q: Is "special education" available for students with disabilities in college?

A: No. Keep in mind, a postsecondary institution’s responsibility is to provide equal access, not special education. To ensure equal access, a designated person/office handles requests for reasonable accommodations. Reasonable accommodation is the provision of an auxiliary aid, or modification to the course or program that will allow access to the educational process, program and degree, or activity. Requests for reasonable accommodations must be supported by disability documentation and should be made with adequate advance notice to the institution. Institutions of higher education are required to provide reasonable accommodations to qualified individuals with disabilities provided such accommodations do not create an undue hardship.

Q: Are colleges/universities required to provide transportation or attendant care?

A: No. Colleges and universities are not legally required to provide these services. Students are responsible for their own transportation to and from campus and between classes and buildings once on campus. They are similarly responsible for self-care or for arranging attendant care for activities such as eating, medical treatment, toileting, and showering.

If UNI students with disabilities are in need of a personal care attendant, driver, etc., Student Disability Services will assist in finding an appropriate individual. However, students are responsible for paying those individuals.
Q: Are postsecondary institutions required to provide tutoring services?

A: Yes and No. If a college does provide tutoring services then they have to make sure such services are reasonably accessible to all students. If the college or university does not provide tutoring services, then they are not required to provide such services to any student, including students with disabilities.

Q: How is eligibility for reasonable accommodation determined?

A: Accommodation eligibility is based upon documented need. First, you should obtain documentation guidelines for your specific disability. A student requesting reasonable accommodations must provide documentation of a physical or mental impairment that substantially limits his/her ability to perform one or more major life activities in comparison to most people. Accommodation eligibility is not based upon the name or diagnosis of a disability, but rather upon the current impact of that disability on the life of the individual in the academic setting. Under Section 504 (Rehabilitation Act) a person has a disability if they (1) have a physical or mental impairment that substantially limits one or more of the major life activities; (2) has a record of such impairment; or (3) is regarded as having such impairment.

Q: Why is a diagnosis not enough? Why do students with the same diagnosis sometimes receive different accommodations?

A: Reasonable accommodations at postsecondary institutions are only based in part on a diagnosis of a disability. There also must be a significant impact (Functional Impact) on a major life activity. This is why documentation for a postsecondary institution has to provide more information than just a diagnosis and must address the severity of impact. Another student with the same disability may be impacted differently by his/her disability; therefore, all accommodations are determined on a case-by-case basis.

Q: What types of accommodations will I receive?

A: The type of accommodation(s) you receive will vary depending on your request, your documentation, the kind of disability you have, and course
standards. It is best if you know for yourself what kind of accommodations you need. The University’s primary responsibility is to evaluate requests for reasonable accommodations, determine eligibility based on supporting documentation of disability, and correspondingly provide reasonable accommodations to qualified students with disabilities.

Q: How often must a student request accommodations?

A: Because different classes may require different accommodations, students need to request accommodations on a semester-by-semester, course-by-course basis. Some accommodations require more time for coordination and must be requested in a timely manner.

Q: In high school, the rules for accommodating my disability were called IDEA; in college, they are called ADA. What is the difference?

A: In high school, education is a right (under IDEA) and must be provided to all individuals. School districts are responsible for identifying students with disabilities and providing them with appropriate services. In college, education is not a right. Students must meet admissions criteria as defined under the ADA as “otherwise qualified.” Students are responsible to self-identify to Student Disability Services in order to be eligible for services. (You can find a more detailed explanation of the differences between IDEA and ADA on pages 43-46).
# How College Differs from High School

<table>
<thead>
<tr>
<th>HS: Following the Rules</th>
<th>UNI: Choosing Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school is mandatory and usually free.</td>
<td>College is voluntary and expensive.</td>
</tr>
<tr>
<td>You manage your own time.</td>
<td>You must decide whether to participate in co-curricular activities.</td>
</tr>
<tr>
<td>You must balance your responsibilities and set priorities.</td>
<td>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.</td>
</tr>
<tr>
<td>You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are.</td>
<td>You are expected to take responsibility for what you do and don’t do, as well as for the consequences of your decisions.</td>
</tr>
</tbody>
</table>

**Guiding Principle:** You will usually be told what to do and corrected if your behavior is out of line. **Guiding Principle:** You are expected to take responsibility for what you do and don’t do, as well as for the consequences of your decisions.

### HS: Attending Classes

<table>
<thead>
<tr>
<th>UNI: Succeeding in Classes</th>
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<tbody>
<tr>
<td>The school year is 36 weeks long; some classes extend over both semesters and some don’t.</td>
</tr>
<tr>
<td>Classes generally have no more than 35 students.</td>
</tr>
</tbody>
</table>
You may study outside of class as little as 0-2 hours a week, and this may be mostly last-minute preparation. You need to study at least 2-3 hours outside of class for each hour you spend in class.

You seldom need to read anything more than once, and sometimes listening in class is enough. You need to review class notes, texts, and other course materials regularly.

You are expected to read short assignments that are then discussed, and often re-taught, in class. You are assigned substantial amounts of reading and writing which may be not be directly addressed in class.

**Guiding Principle: You will usually be told in class what you need to learn from assigned readings.**

**Guiding Principle: It’s up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you’ve already done so.**

<table>
<thead>
<tr>
<th>HS: Tests</th>
<th>UNI: Tests</th>
</tr>
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<tbody>
<tr>
<td>Testing is frequent and covers small amounts of material.</td>
<td>Testing is usually infrequent and may be cumulative, covering large amounts of material. You need to organize the material to prepare for the test. A course may only have 2-3 tests in a semester.</td>
</tr>
<tr>
<td>Makeup tests are often available.</td>
<td>Makeup tests are seldom an option; if they are, you need to request them.</td>
</tr>
<tr>
<td>Teachers frequently conduct review sessions, pointing out the most important concepts.</td>
<td>Professors rarely offer review sessions, and when they do, they expect you to be an active participant—one who comes prepared with questions.</td>
</tr>
<tr>
<td>Teachers frequently rearrange test dates to avoid conflicts with school events.</td>
<td>Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.</td>
</tr>
</tbody>
</table>

**Guiding Principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.**

**Guiding Principle: Mastery is often seen as the ability to apply what you’ve learned to new situations or to solve new kinds of problems.**
<table>
<thead>
<tr>
<th><strong>HS: Teachers</strong></th>
<th><strong>UNI: Professors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers check your completed homework.</td>
<td>Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.</td>
</tr>
<tr>
<td>Teachers remind you of your incomplete work.</td>
<td>Professors may not remind you of incomplete work.</td>
</tr>
<tr>
<td>Teachers approach you if they believe you need assistance.</td>
<td>Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.</td>
</tr>
<tr>
<td>Teachers are often available for conversations before, during, or after class.</td>
<td>Professors expect and want you to attend their scheduled office hours.</td>
</tr>
<tr>
<td>Teachers have been trained in teaching methods to assist in imparting knowledge to students.</td>
<td>Professors have been trained as experts in their particular areas of research.</td>
</tr>
<tr>
<td>Teachers provide you with information you missed when you are absent</td>
<td>Professors expect you to get from classmates any notes from class you missed.</td>
</tr>
<tr>
<td>Teachers present material to help you understand the material in the textbook.</td>
<td>Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.</td>
</tr>
<tr>
<td>Teachers often write information on the board to be copied.</td>
<td>Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.</td>
</tr>
<tr>
<td>HS: Grades</td>
<td>UNI: Grades</td>
</tr>
<tr>
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</tr>
<tr>
<td>Grades are given for most assigned work.</td>
<td>Grades may not be provided for all assigned work.</td>
</tr>
<tr>
<td>Consistently good homework grades may raise your overall grade when test scores are low.</td>
<td>Grades on tests and major papers usually provide most of the course grade.</td>
</tr>
<tr>
<td>Extra credit projects are often available to help you raise your grade.</td>
<td>Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.</td>
</tr>
<tr>
<td>Initial test grades, especially when they are low, may not have an adverse effect on your final grade.</td>
<td>Watch out for the first tests. These are usually “wake-up calls” to let you know what is expected—but they may also count for a substantial part of your course grade.</td>
</tr>
<tr>
<td>You may graduate as long as you have passed all required courses with a grade of D or higher.</td>
<td>You may graduate only if your average in classes meets the departmental standard, usually a 2.5 GPA.</td>
</tr>
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</table>

**Guiding Principle: Effort Counts.**

**Guiding Principle: Results Count.**
Important Information about Student’s Right to Privacy and Confidentiality

Disability-related information and documentation is treated the same as medical information and handled under strict rules of confidentiality. Such information is shared only on a limited basis within the institutional community and then only when there is a compelling reason for the individual seeking the information to have knowledge of a specific aspect of this confidential information.

The Family Education Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, provides faculty with free access to educational information in institutional files regarding students with whom they are working. Disability related records are excluded from free access under FERPA.

Also excluded from free access under FERPA are inquiries external to the institution related to a student’s disability or academic progress. This can be a significant adjustment for students who are accustomed to strong parental advocacy and intervention on their behalf. It is important for the student to begin the development of strong self-advocacy skills and to seek the support of Student Disability Services when needed. Under FERPA, family members are not automatically provided with access to student information regarding disabilities, accommodations, or academic progress.
Part Two
Transitioning to College
Important Steps in Making the Transition to UNI:
A Checklist for Your Last Year of High School

☐ Make Yourself the Expert on Your Disability
☐ Be an Active Participant in Transition-Related Meetings
☐ Understand Your Accommodation Needs
☐ Prepare for Postsecondary Entrance Exams
☐ Create a Personal Information File
☐ Research Available Financial Assistance
☐ Select and Plan Educational Choices
1. Make Yourself the Expert on Your Disability

☐ Talk with your parents, doctor, school psychologist, high school teacher (i.e., special education), guidance counselor, or another appropriate professional to learn about your disability.

☐ Go to the library or access the Internet and obtain information about your disability.

☐ It is your responsibility to advocate for yourself and to become self-determined. Search the web for resources available in your community AND in the Cedar Falls area that will be beneficial to you.

☐ Discuss with your IEP team how having a disability impacts you in the following areas:
  - Education/instruction
  - Independent living
  - Mobility
  - Employment
  - Social/recreational activities
  - Personal finances
  - Community involvement

☐ Know the instructional strategies and reasonable accommodations that may be necessary to help you succeed:
  - Develop an understanding of the differences between strategies and accommodations.
  - Work with your IEP team to create a list of strategies and accommodations that are essential for you.
  - Develop an awareness of the assistive technology that is available to assist you in effectively compensating for your disability.

☐ Learn about the laws protecting your civil rights related to your disability, and your rights and responsibilities:
  - Section 504 of the Rehabilitation Act of 1973
  - Americans with Disabilities Act (ADA)
  - Individuals with Disabilities Education Act (IDEA)
2. Be an Active Participant in Your Transition

☐ Attend and actively contribute during your IEP meetings. In the event that you cannot attend, request that the meeting be rescheduled for a time when you can attend. Self-advocacy is a critical skill in postsecondary education and employment.

☐ Understand the components of your IEP:
  • Talk with your IEP team about how the accommodations and modifications impact the courses you are taking, and the courses you may want to take at a postsecondary level. Learn what supports and other you and your IEP team feel are critical to you being successful in all learning environments.

☐ Request a copy of UNI’s disability documentation guidelines (or visit Student Disability Services website at http://www.uni.edu/sds/DocGuidelines.shtml and take that information back to your high school or medical professional as appropriate.
  • Contact Student Disability Services staff if you have any questions in regard to your documentation at (319) 273-2677.

☐ Request the evaluations you need to determine your interested, preferences, aptitudes, and achievement related to setting up transition services that will prepare you for postsecondary education. Example include:
  • Functional vocational evaluation
  • Vocational assessment
  • Psycho-educational evaluation
  • Specific disability documentation (medical, etc.)

☐ Discuss with your IEP team appropriate and/or necessary adult service providers that may be helpful to you. Contact those providers and schedule an appointment to determine if you are eligible for services (e.g., Iowa Vocational Rehabilitation Services [IVRS]).
3. Understand Your Accommodation Needs

IEP teams in middle schools and high school determine what accommodations students will need in order to access the general curriculum. Common accommodations in middle school and high school may include but are not limited to:

- **Testing Accommodations:** extended test time, alternative formats, separate, quiet location, variance in classroom seating, scribe, use of a computer.
- **Alternative Text Formats:** Braille, large print, audio tape, electronic texts.
- **Assistive Technology:** use of a computer, spell checks, calculators, typewriters, organizers, tilt boards, voice recognition, colored overlays, large grip pencils/pens, (i.e., any device or tool that assists).
- **Interpreting Services and/or Real Time Captioning**
- **Notetaking:** by classmate, copies of overheads/Power Point slides, various sizes of lined paper, raised line paper, colored inks, highlighted key words.
- **In-Class Seating Accommodation:** varied placement, adjustable tables, with or without table or chair.
- **Curriculum Modifications:** condensing reading material, assigning fewer problems/questions, alternative formats, extended time, picture vs. text.
- **Reports:** condensed reading for reports, condensed amount of writing, alternative formats—oral vs. written or creative process such as developing a diorama, extended time, altering sequence of report.

Understand that some accommodations used in middle school and/or high school may not be appropriate or allowed for postsecondary. Knowing and understanding the value of the accommodations you used in high school is essential in determining reasonable accommodations at UNI.
4. Prepare for Postsecondary Entrance Exams

- Determine which test(s) you need to take for postsecondary education entrance by discussing entrance requirements with the school guidance counselor or by contacting the postsecondary institution being considered. UNI requires that students complete the ACT and has no minimum ACT score requirement.

- Seek out options for preparation of the test if necessary by enrolling in exam prep programs, accessing study guides, purchasing ACT preparation books, watching video tapes, and/or working with computer programs. The ACT website offers online preparation tools at: http://www.actstudent.org/testprep/index.html

- Visit your school guidance counselor to complete a request for test accommodations on the ACT. Information in this regard is available on the ACT website at: http://www.act.org/aap/disab/index.html

- Begin taking exams your junior year. This gives you time to retake exams for those tests that allow retakes if you are not satisfied with your scores.
5. Create a Personal Information File

Your personal information file should include:

- Current school records:
  - Complete disability documentation (e.g., medical records, psycho-educational evaluation, neuropsychological evaluation, audiological, speech and hearing, optamological, psychiatric, physical). Visit the UNI Student Disability Services website at http://www.uni.edu/sds/DocGuidelines.shtml for specific documentation guidelines.
  - Other information related to your disability (past evaluations, history of accommodations provided, copy of current IEP or 504 Plan).
  - Copy of all transcripts (high school, postsecondary institutions).
  - Academic testing results.

- Immunization records (you will NOT be enrolled in any COLLEGE classes until you have proof of your immunizations).

- Social security card.

- Birth certificate.

- Current student visa or passport for international students applying to US institutions.

- Other information you think you might need (e.g., letters of recommendation, student portfolios, etc.).

- Copies of everything you send and receive from UNI. Organize materials so you can find the information you need easily.
6. Research Available Financial Assistance

- Pick up a financial aid packet from your high school guidance counselor’s office.

- Visit UNI’s website at http://www.uni.edu/finaid/ for financial aid-related information. Costs to consider include lab fees, tuition, books, meals, parking, housing, health fees, computer fees, and recreation center fees.

- Complete the application, following instructions included in the packet.

- Research scholarship information from your guidance counselor or UNI. For UNI scholarship information visit: http://www.uni.edu/finaid/scholarship.shtml

- Contact local service clubs, other organizations, and businesses to see if they are awarding any scholarships (e.g., Lions Club, Rotary Club, etc.).

- Contact city, county, state, and national disability organizations to inquire about possible scholarships.

- Search the local library and Internet for information on scholarships.

- Research the deadlines specified by each scholarship source and mail the applications in order to meet the deadlines.

- Contact Iowa Vocational Rehabilitation Services to inquire about eligibility and funding for college.

For more information visit http://www.ivrs.iowa.gov or contact:

- Christine Crews-Larsen
  UNI VR Counselor
  (319) 273-6348
  chris.crews@uni.edu
7. Select and Plan Educational Choices

☐ Select the postsecondary institution(s) you are interested in attending and plan a visit, if possible. To schedule a visit at UNI visit http://www.uni.edu/resources/visit/.

☐ Investigate Student Disability Services. To learn more about services for students with disabilities at UNI visit us online at http://www.uni.edu/sds and request to meet with a staff person in Student Disability Services during your campus visit.

☐ Based on your investigation, select the postsecondary institution(s) that you feel has academic programs that match your interests and that will provide you the support services you need to be successful.

☐ Request an application from the postsecondary institution(s) in which you are interested. For an application to UNI, visit https://access.uni.edu/cgi-bin/admissions/ugrad_app.cgi.

☐ Complete the forms and send them to the schools you have selected (you may be able to complete many forms online). If you are concerned about meeting the admissions criteria, contact the schools regarding special admission options. Keep in mind many colleges will not process an admissions application if it is not complete.

- For UNI admissions criteria visit: http://www.uni.edu/admissions/freshmen/

☐ Request that official high school and college (if applicable) transcripts be sent directly to the selected institution(s).

☐ Apply for financial assistance.
What do you wish you would’ve known about college before you got to college?

Rachel (Junior):

“Don’t be scared to talk to your professors. Most are more than willing to help and will go out of their way to make sure they have answered all your questions! They are there to help you not hurt you!”

Ellen (Junior):

“I learned from first semester that classes in college are much more demanding of focus. I found that in my second semester I gave myself some ‘breathing room’ between classes. I space my classes out an hour or so, that way I don’t get burnt out like I did towards the end of the first semester. I had class from 9am until 3pm with only two ten minute breaks, on Mondays and Wednesdays. Now I have class from 9am until 3pm on Mondays, Wednesdays, and Fridays, but I have two hours between three classes.”

Liz (Freshman):

“I wish that I would have taken advantage of the tutors right away when I came to school. I started going to them after I did poorly on my first test. If I would have gone to them from the beginning it would have helped my overall grades for the whole semester. It is better to get help before you start slipping, than after you have slipped. The tutors are very helpful and I couldn’t have done it my freshman year without them.”

Jaime (Graduate Student):

“Student Disability Services helps individuals with disabilities find success and be successful in college.”

Shayla (Sophomore):

“One of the things I wish I would have known about before college is the importance of managing your own time. I was not very good at this before coming to college. There is no one here to tell you what to do and when to do it like at home with your parents. Also, another thing along the same lines is that procrastination doesn’t work!”
Important Steps in Making the Transition to UNI:
Considerations for Your First Semester at College

- UNI Procedure for Obtaining Disability Services
- Course Selection and Accessibility
- Accommodations for Students in Higher Education
- Housing Considerations
- Health Insurance Issues
- Student Support Programs
- Transportation Issues
- Plan to Attend Student Orientation
- Arranging Academic Accommodations at UNI
1. UNI Procedure for Obtaining Services

Upon acceptance and decision to attend UNI, students with a disability should complete the Request for Services and Documentation Review form.

Students should submit the completed form, along with current (within 3-5 years), relevant documentation to Student Disability Services (SDS) by mail or fax.

The Documentation Verification Specialist or another SDS staff person will review the submitted materials.

**If DOCUMENTATION MEETS UNI SDS REQUIREMENTS:**
- Students will receive a letter indicating their approval for services and their responsibility to schedule an intake/orientation to services appointment with an SDS staff person.

**If DOCUMENTATION IS INSUFFICIENT:**
- Students will receive a letter specifying additional, required information. Students may need to contact their evaluating professional to obtain further information and submit it to SDS for review.

Upon completion of the intake/orientation to services appointment, students are officially registered with SDS and may make accommodation requests at any time throughout the semester.

Students without documentation should complete a Request for Services and Documentation Review form and schedule a consultation appointment with an SDS staff person.

Visit [http://www.uni.edu/sds/SDSForms.shtml](http://www.uni.edu/sds/SDSForms.shtml) for UNI Student Disability Services online forms.

To inquire about obtaining services with Iowa Vocational Rehabilitation Services, contact UNI’s Vocational Rehabilitation office at (319) 273-6348. Visit [http://www.ivrs.iowa.gov/clients/applicantsguide.html](http://www.ivrs.iowa.gov/clients/applicantsguide.html) for additional information about IVRS and their services.
2. Course Selection and Accessibility

Course selection will vary from student to student. However, there are some basic factors for consideration in this process that can really enhance overall student success:

- Registering for classes as early as possible is critical to both academic success and ensuring the availability of accommodations from the first day of class. Some postsecondary institutions extend priority registration status to qualified students with disabilities to ensure time to prepare time-intensive accommodations.
- Scheduling a balanced course load affords students time to maximize their strengths. It does require students to seek information about course requirements ahead of time in order to make their course selections. But it also ensures they will not be overloaded in any one semester.
- Know the deadlines for adding and dropping courses. Student are permitted to drop and add classes without penalty before the deadline. This is every student’s opportunity to re-visit the courses initially scheduled and re-balance classes for a more successful semester.
- Verifying course locations ahead of time allows students to determine how long it will take to get to class and how much time is required between classes.
- For some students, visiting classrooms prior to the start of classes may also be important. This will ensure that the scheduled classroom settings are functional.

There are a number of considerations related to accessibility that may be considered by students such as:

- The time it takes to get to class (from housing and from one class to another);
- Elevator access;
- Adjustable tables;
- Accessible seating in lecture halls;
- Accessible restrooms; and
- Emergency evacuation procedures.
3. Accommodations for College Students

In higher education, students must request the accommodations they feel they will need. If the student is eligible for accommodations, Student Disability Services will determine reasonable accommodations based on the student’s input/need, functional limitations, and supporting disability documentation. Student Disability Services may require additional documentation depending upon the disability and the nature of the request.

Unlike middle school or high school, colleges and universities do not provide IEP's or “special education” programs and services. All students are required to meet the same competencies for all classes. College students are responsible for their own individual progress. Also, it is important for you to know that many instructors may not have extensive experiences in teaching students with disabilities and/or may not be familiar with handling accommodation requests. The more YOU, the student, know about your disability and your accommodation needs before you get into postsecondary education, the better!

Examples of common accommodation requests include:
- Testing accommodations: extended time, separate location, reader, scribe
- Alternate format books: audio tapes, electronic format
- Assistive Technology
- Interpreting Services
- Notetaking Assistance
- Preferential Seating
- Tape Recorder Use

Because some accommodations require significant preparation time, many postsecondary institutions have policies that specify deadlines to ensure requested accommodations for the first day of class. For steps for Arranging Academic Accommodations at UNI, see page 34, or visit: http://www.uni.edu/sds/SAARForms.shtml
4. Housing Considerations

When determining appropriate housing, some considerations impacting students with disabilities may include:

- Proximity to campus and classes
- Access to public transportation
- Room accessibility (e.g., roll-in shower, flashing strobe light, first floor location)
- Private room option
- Parking for attendants
- Approval for attendants living with students
- Emergency evacuation procedures
- Parking close to residence halls
- Laundry facilities
- Dining facilities
- Automatic door opening and lock feature
- Proximity to medical facilities

HOUSING AT UNI

Let UNI be your home away from home! We invite you to live with us during this exciting time in your life and enjoy the most complete college experience that UNI has to offer:

- Living in one of the ten residence halls puts you in the thick of college life.
- The on-campus package includes all dining and housing accommodations plus utilities, cable and broadband Internet.
- You will have support to accomplish your academic goals and lots of friends to join you in creating memories to last a lifetime.

For more information about housing at UNI, visit:
http://www.uni.edu/dor/index.shtml
5. Health Insurance Issues

It is essential that students have health insurance coverage. At UNI, students who do not have personal health coverage can purchase health insurance through the school.

- For UNI Student Health and Dental Insurance, visit http://www.uni.edu/health/insurance/

6. Student Support Programs

There are usually a number of student support programs available in postsecondary education to assist students in becoming more successful. Some of the programs and services available to UNI students include:

- Academic Advising
  http://www.uni.edu/advising
- Ask-a-Tutor (Peer Tutoring)
  http://www.uni.edu/unialc/read_learn/askatutor.html
- Counseling Center
  http://www.uni.edu/counseling/
- Rod Library (General page & Accommodations link)
  http://www.library.uni.edu/
  http://www.library.uni.edu/sites/default/files/policies/dispolpub.pdf
- Student Disability Services
  http://www.uni.edu/sds
- Student Health Center
  http://www.uni.edu/health/
- Vocational Rehabilitation (Christine Crews-Larsen)
  http://www.ivrs.iowa.gov
- Wellness and Recreation Center
  http://www.uni.edu/wellrec/
- Writing Center
  http://www.uni.edu/unialc/writingcenter/
7. Transportation Issues

- Research accessible on-campus/public transportation availability.
  - The Panther Shuttle is a free bus service offered to UNI students and staff that runs Monday through Friday from 7 a.m. to 5 p.m. For more information on the Panther Shuttle visit http://www.vpaf.uni.edu/pubsaf/parking_division/shuttle.shtml

- If Parking on campus, register with Public Safety to acquire a parking permit and inquire about accessible parking, if necessary.
  - For information on vehicle permits at UNI, visit: http://www.vpaf.uni.edu/pubsaf/parking_division/vehicle.shtml
  - For information on handicapped parking at UNI, visit: http://www.vpaf.uni.edu/pubsaf/parking_division/vehicle.shtml#h

8. Plan to Attend Student Orientation

- If available, all students should take part in campus orientation programs prior to classes to ensure a better understanding of the physical and programmatic layout of the postsecondary institution and to meet other new students.

- During orientation you will register for your fall classes, learn more about academic programs, student resources, and opportunities for campus involvement.

  In addition, orientation includes programs for parents designed to assist them in understanding more about the University, academic requirements, campus resources, and student activities.

  - For additional information in regard to orientation programs at UNI visit: http://www.uni.edu/.orientation/
9. Arranging Academic Accommodations at UNI

Once you have been approved for services with Student Disability Services (SDS) at UNI:

- **FINALIZE** your class schedule as early as possible.

- **SCHEDULE AN APPOINTMENT.** Contact SDS at (319) 273-2677 between 8:00am and 4:30pm to make an appointment with an SDS staff person.

  During your meeting you and the SDS staff will discuss documentation and reasonable accommodations for which you are eligible, review policy and procedures, and complete Student Academic Accommodation Request (SAAR) forms for instructors.

  **You are strongly encouraged to schedule an appointment within the first two or three weeks of the semester.**

- **COMPLETE SAAR FORMS WITH SDS.** Arrive 15-20 minutes prior to your scheduled appointment to complete the student section of the SAAR forms at SDS. Completing the student section before your scheduled appointment is required and will greatly reduce the length of your appointment.

  Bring the following information to complete the student section of the forms:
  
  - **Student Identification Number**
  - **Class Schedule** (including course names, course numbers, and section numbers)
  - **Instructors’ Names**

  Following completion of the forms, SDS WILL RETAIN A COPY OF THE ORIGINAL (blue copy) to ensure that accurate information is provided to instructors.

  Students will retain the additional copies (white, yellow, and pink) until meetings with instructors can be arranged.
☐ MEET WITH INSTRUCTORS AND WORK OUT LOGISTICS. Schedule an appointment with your instructors or meet with them during their office hours within one week of completing SAAR forms with SDS.

Discuss with them how the accommodations fit within their curriculum. The instructor is the expert on the information to be taught in the course and you are the expert on how your disability impacts you academically. This discussion between you and your instructor should lead to an experience where you both feel comfortable with the accommodations.

At the conclusion of each meeting, instructors will sign on the instructor signature line, indicating their consent to provide the accommodations. At that time, instructors will retain the pink copy for their records.

☐ RETURN FORMS TO SDS. After you have met with each of your instructors to discuss accommodations, remove the yellow copies of the SAAR forms for your records. Return the white copies to SDS no later than two weeks following your scheduled SDS appointment.

SDS will verify that accommodations remain unchanged upon return of the SAAR forms.

Failure to return white copies of the SAAR forms to SDS will result in the nullification of accommodations for that semester.

☐ REPEAT THE PROCEDURE NEXT SEMESTER. You are responsible for requesting new SAAR forms at the beginning of each semester as you will have new classes and instructors.

If you wait too long, it may be difficult to make the necessary arrangements. Instructors are under no obligation to provide accommodations for a student who is not registered with SDS and who does not arrange accommodations in a timely manner.
10. Know Your Rights and Responsibilities

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school, thus you need to be well informed about your rights and responsibilities as well as the responsibilities that postsecondary schools have toward you. Being well informed will help ensure that you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

Practically every postsecondary school must have a person/office who coordinates the school's compliance with Section 504 or Title II or both laws. At UNI, this entity is the Office of Compliance and Equity Management (www.uni.edu/equity/index.shtml). This office has oversight for all equity and affirmative action issues involving compliance with federal and state laws, as well as Board of Regents and University policies dealing with civil rights issues. One specific task of the Office of Compliance and Equity Management is to oversee compliance with various federal and state laws, executive orders, rules, and regulations, including (but not limited to) the ADA.

Schools also must have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

Please visit the following links for information on UNI grievance procedures:

- SDS Appeals Process:
  http://www.uni.edu/sds/AppealsProcess.shtml

- University Anti-Discrimination and Harassment Policy:
  http://www.uni.edu/pres/policies/1302.shtml
What resources at UNI helped to make your transition from high school easier?

Ellen (Junior): “I think that there are so many people willing to help you, or point you in the right direction! No matter what your problem is, there is somebody in Student Disability Services ready to help you with whatever you need!”

Rachel (Junior): “Use the Writing Center. It is a great way to get a paper proofread and they’ll give you helpful hints to help improve your writing.”

Liz (Freshman): “The Counseling Center was very helpful to me because I see a counselor once a month, just to talk about general things, not just my learning disability. It has really helped me to adjust to living in the dorm and adjust to handling the stress of being in college.”

Shayla (Sophomore): “I was a stubborn student and did not take advantage of a lot of resources at UNI when I first got here because I was determined to do it on my own and also embarrassed to ask for help. I can tell you from experience that there is no need to feel embarrassed about needing extra help and there is no need to do it the hard way when the resources are available for student to use. One resource that I did use were Student Disability Services, in order to arrange extra time for my tests. I also scheduled times to meet with my professors to talk about my performance in the class, what their expectations were of me, and how to improve my grade. This worked wonders as my professors know that I was taking my education seriously by making the time to come and talk with them.”

Jaime (Graduate Student): “Student Disability Services allowed me to obtain my books on tape and get copies of my instructors notes for each lecture which allowed me to be a better student.”
Part Three
Expert Perspectives on the ADA and Higher Education
Prepare Students for College Early, Experts Say

There are differences in how students with disabilities are treated at the K-12 and postsecondary level. It is important that professionals who work with these students in high school, the students themselves, and their parents understand these differences so that when students transition to college they will understand their rights and responsibilities and have a better chance at adapting to the college environment, said two speakers at a Thompson Publishers Groups audioconference.

While K-12 schools are subject to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, as well as the Americans with Disabilities Act (ADA), postsecondary institutions are not subject to the IDEA. The IDEA is an entitlement statute. It is about a free, appropriate public education, or the hope for success, said Jane Jarrow, the head of Disability Access Information and Support.

On the other hand, Section 504 and the ADA are about equal access, or the opportunity to compete. This is a critical distinction and one that often confuses both disability student services (DSS) personnel and K-12 special education personnel, said Kathy Hoffman, who provides services to students with disabilities at Erie Community College.

Section 504 and the ADA are civil rights laws to prevent discrimination. They apply in any setting (Section 504 only when an organization receives federal funding). Although Section 504 also applies in the K-12 setting, it has a slightly different meaning than it does in postsecondary education, where the emphasis is on equal opportunity to compete, not on succeeding or the provision of a free, appropriate public education.

In postsecondary education, the definition of disability is different than it is in K-12 education, the speakers said. The IDEA lists specific categories of disability, but under Section 504 and the ADA, disability is defined only as a significant limitation to a major life function. There may be times when a student eligible for special education services in a K-12 setting will not be eligible for disability services in a postsecondary setting and times when a student who needs services in a postsecondary setting would not receive special education in a K-12 setting.

For example, students with behavioral problems that cause learning
disabilities might be eligible for special education in K-12 but might not have disability services or accommodations in postsecondary education. Students in wheelchairs could be recognized as having a disability in a postsecondary institution and eligible for accommodations – even if they never received special education in their K-12 schooling because they did not need it.

Students must be eligible for disability services under Section 504 and the ADA. They must be otherwise qualified for the educational program and meet eligibility standards for disability assistance. The laws in the postsecondary setting are about access, not about success, the speakers said.

**Areas of Confusion**

Because the IDEA is an entitlement statute, K-12 school districts must identify children with disabilities and provide appropriate services to help them achieve a free appropriate public education. But at the postsecondary level, students must self-identify to receive services. Many parents and students do not realize this and expect the postsecondary institution to come to them, or to provide an individualized education program like the one the student had in high school. This is not going to happen, Jarrow said, and the expectation that it will often is a source of disappointment for students entering college, and for their parents.

Another area of confusion is documentation. At the K-12 level, the school may provide evaluations and documentation for the student. If it is obvious that a student has a disability, the documentation the school uses to qualify the student for services may not be current. For example, a dyslexic child who obviously cannot read without assistance might have an IEP throughout her K-12 schooling with only an evaluation and the accompanying documentation in the second grade. At the postsecondary level, documentation needs to be current because the student must prove that she has a significant limitation to a major life activity to qualify for disability student services.

A student diagnosed as dyslexic in the second grade who never had another evaluation may have learned coping strategies that will make her ineligible for services at the postsecondary level. Documentation that she still has a significant limitation to a major life function needs to be current for her to receive consideration for disability services. Most schools do not provide the evaluation or testing that will result in that documentation. This is the responsibility of the student, Jarrow said.
Hoffman said that parents who expect classes or class requirements for their child to be waived at the college level because they are waived at the high school level are in for an unpleasant surprise.

This happens, for example, when the student or parents request that math class be waived. Often, Hoffman said, this is for a student who wants to major in architecture or business, where math classes are an essential element of the program.

DSS professionals sometimes will criticize the K-12 school system for being too easy on the student and not requiring courses or skills the student will need to succeed in college. But DSS professional have to remember that K-12 institutions have a different mission – to try to give the student tools for success. DSS professionals should not be focused on success, but rather on access to compete, Jarrow said.

Both K-12 and DSS have a responsibility to help the student who will transition to college. DSS can perform outreach to K-12 to show students, parents, and teachers just how different the educational environments are. One excellent way to do this, Hoffman said, is to have students who are in college go back to their school or school district to talk about how different the college environment is and help prepare students in high school for the transition to college.

Although the IDEA does not mandate that transition plans inform the student about the different environment in postsecondary settings, it is desirable that both parents and students start preparing fairly early in a student’s high school years for what will happen in college.

Students who may not have had to advocate for themselves in a K-12 setting will have to in college. Students who had personal services such as aides in elementary and high school may have to use technological solutions instead in college. If they encounter these solutions for the first time when they are away at school on a college campus, they will have a harder time adapting.

A better strategy is to make sure students are familiar with the types of accommodations they might need before they begin living on a college campus.
Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA)

<table>
<thead>
<tr>
<th>ISSUES</th>
<th>IDEA</th>
<th>SECTION 504</th>
<th>ADA</th>
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<tbody>
<tr>
<td>Requirements in the Law</td>
<td>• Provides a free, appropriate public education in the least restrictive environment.</td>
<td>• Requires any agency, school, or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream.</td>
<td>• Extends coverage of section 504 to employment, public and private educational institutions, transportation providers, and telecommunications, regardless of presence of any federal funding.</td>
</tr>
<tr>
<td>Definitions in the Law</td>
<td>• Specific disability categories are defined in the law; covers students with educational disabilities that require special services from specially trained teachers.</td>
<td>Defines persons with disabilities who:</td>
<td>• Definition of a disability essentially same as section 504 and extends coverage to persons without disabilities who may be related to or associated with a person with a disability</td>
</tr>
<tr>
<td></td>
<td>• Not all students with disabilities are eligible.</td>
<td>• Have a physical or mental impairment which limits one or more major life activities;</td>
<td>• Includes HIV status, contagious, and non-contagious diseases.</td>
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<tr>
<td></td>
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<td>• Have a record of such an impairment; or</td>
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<td>• Are regarded as having an impairment.</td>
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<tr>
<td>ISSUES</td>
<td>IDEA</td>
<td>SECTION 504</td>
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<tr>
<td>Who Is Covered?</td>
<td>● Covers students with educational disabilities that require special educational services ages 3-21 or until graduation.</td>
<td>● Protects all persons with a disability from discrimination in educational settings based solely on disability.</td>
<td>● Protects all persons with a disability from discrimination in educational settings based solely on disability.</td>
</tr>
<tr>
<td>Services Provided</td>
<td>● Offers educational services that are remedial in addition to services available to all mainstream students (i.e., PE, Art, field trips).</td>
<td>● Eliminates barriers that would prevent a student from full participation in programs/ services offered to the general school population.</td>
<td>● Eliminates barriers that would prevent a student from full participation in programs/ services offered to the general school population.</td>
</tr>
<tr>
<td>Funding</td>
<td>● Schools receive federal funding to provide remedial services.</td>
<td>● Requires that schools not discriminate based on student’s disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids.</td>
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<tr>
<td>Evaluation/Documentation</td>
<td>● School district is responsible for identifying and evaluating students with disabilities.</td>
<td>Same for elementary and secondary schools</td>
<td>● Students must self-identify as having a disability and must provide adequate documentation of a disability.</td>
</tr>
<tr>
<td></td>
<td>• Evaluations are the responsibility of the school and are performed at no expense to student/parent.</td>
<td>Same for elementary and secondary schools</td>
<td>• Evaluations/ documentation of disability are student’s responsibility and expense.</td>
</tr>
<tr>
<td></td>
<td>• Parents must consent to evaluations and placement decisions.</td>
<td>Same for elementary and secondary schools</td>
<td>• Student has responsibility for advocacy, negotiating accommodations plan.</td>
</tr>
<tr>
<td>IEP/Accommodations</td>
<td>● Individual Education Plan (IEP) developed with parents, teachers, and other specialists involved.</td>
<td>504 Plan developed with parents, teachers, school personnel involved (for elementary/secondary students)</td>
<td>• Accommodation plan developed with student and Student Disability Services staff on campus.</td>
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<td></td>
<td></td>
<td>Same for college/postsecondary</td>
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<td>ISSUES</td>
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<tr>
<td>Classroom Placement</td>
<td>Placement must be in the least restrictive environment; may be special classrooms, resource, or regular classroom. (Elementary and secondary students)</td>
<td>Placement is in regular classroom with support services to eliminate barriers to the educational experience. (Elementary, secondary, &amp; college students)</td>
<td>All courses are mainstream with accommodations provided to students who qualify under the ADA</td>
</tr>
</tbody>
</table>
THE ADA AND ITS IMPACT: WHAT IS THE LAW?
• The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The five Titles of the ADA extend civil rights protections for people with disabilities in the following manner:
  • **Title I:** Employment in the public and private sectors.
  • **Title II:** Publicly funded facilities, services, and programs including transportation and public education.
  • **Title III:** Any privately owned/operated places of accommodation.
  • **Title IV:** Telecommunication relay services.
  • **Title V:** Miscellaneous administrative and exclusionary clauses.

WHAT IS THE ADA’S DEFINITION OF A “PERSON WITH A DISABILITY”?
• A “person with a disability” is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. (Documentation of a disability may be required). A person is considered to be a person with a disability if he/she has a disability, has a record of a disability, or is regarded as having a disability.

HOW DOES THE ADA AFFECT INSTITUTIONS OF HIGHER EDUCATION?
• **Public Institutions:** For all activities, policies, procedures, and practices, Title II covers public institutions. Title II of the ADA upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973, for schools receiving federal funding.

  **Private Institutions:** Private institutions are covered under Title III. Because of the public attention given to the passage and implementation of the ADA, and the new provisions for focused on disability access to many private institutions places of public accommodation, renewed attention is being of higher education. This focus includes the whole scope of the institution’s activities, including facilities, programs, and employment.
AREAS OF REVIEW FOR ADA EVALUATION

Institutions of higher education are responsible for having clearly established procedures, including a grievance procedure for persons with disabilities who feel their rights have been violated under the ADA. Moreover, each institution is responsible for conducting a self-evaluation of its preparedness, as well as ongoing review of possible barriers in the following areas:

- There may be no exclusion on the basis of a disability.
- Participation should be in the most integrated setting possible.
- There may be no discrimination through eligibility criteria.
- Reasonable accommodations in policies, practices, and procedures must be made as necessary to avoid discrimination on the basis of disability.
- Modification must be made to allow the presence/use of services animals.
- Surcharges to cover the costs of accommodations may not be imposed solely on persons with disabilities.
- Examinations and courses must be accessible.
- There may be no discrimination because of insurance constraints.
- There may be no harassment or retaliation against individuals who are accessing their rights under the law or against those who assist people with disabilities in accessing their rights.

Of particular importance is making appropriate accommodations for students with disabilities are the mandates for making modifications as needed in policies, practices, and procedures, and for assuring accessibility of examinations and courses.

This includes all aspects of academic and non-academic activities, (including admissions and recruitment), admission to programs, academic adjustments, housing, financial assistance, physical education and athletics, and counseling.
Terms to Know

Accessibility: Removal of obstacles (or barriers) when designing activities, services, and/or information.

Accommodations: Provisions made in how students access or demonstrate learning. These do not substantially alter the instructional level, the content, or the performance criteria. The changes are made in order to provide students equal access to learning and equal opportunity to demonstrate what is known.

Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

Assessment: The systematic process of gathering relevant information to make legal and instructional decisions about the provision of services. Assessment is an on-going process and not a one-time event. It involves the entire data collection process, and not just a single instrument for measuring skills.

Assistive Technology: Any item, piece of equipment, or product system, whether acquired commercially off of the shelf, modified, or customized that is used to increase, maintain, or improve functional capabilities of an individual with a disability.

Evaluation: Administration of formal tests or informal strategies (such as observation) to determine strengths and weaknesses, or to compare a student’s performance to a specified level of mastery or achievement.

Individuals with Disabilities Education Act (IDEA): Federal special education law and regulations. Amended the Education for All Handicapped Children Act (P.L. 94-142).

Individualized Education Plan (IEP): A document developed with the student, family, and school outlining a student’s present levels of educational performance, special education and related services needed, necessary transition services, and overall programming needs of the student to obtain free, appropriate public education in the most appropriate setting.

Modifications: Substantial changes in what the student is expected to learn and demonstrate (usually limited to k-12 education). Changes may be made at the instructional level, in the content or with the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based upon individual needs and abilities.

Postsecondary Institution: References any educational institution providing learning to students beyond high school.

Private Institution: Institutions that operate by private source contributions and tuition paid by students, and do not receive any state dollars.
Public Institutions: Institutions that receive state funding in addition to student tuition.

Reasonable Accommodation: Modifications or adjustments to allow for known physical or mental impairments of student, individuals, or employees with disabilities to benefit from their education, employment, or activity.

Section 504: Part of the Rehabilitation Act of 1973 that guarantees specific rights in federally funded programs and activities to people who qualify as having a disability. Section 504 states, “no otherwise qualified disabled individual in the United States... shall, solely by reason of a disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Self-Advocacy: The development of specific skills and understandings that enable children and adults to explain their disabilities to others and to cope positively with the attitudes of peers, parents, teachers, and employers.

Self-Determination: A combination of skills, knowledge, and beliefs allowing a person to engage in goal setting and attainment, choice and decision making, problem-solving, self-advocacy, and autonomy. A person who understands one's strengths and limitations and sees oneself as capable and effective is one who employs self-determination skills.

Student Portfolios: A system for collecting and assessing progress made by students on a continuous basis. Examples might include samples of a student’s writing, math work, book reports, projects, copies of IEP’s, evaluations, and/or medical records—those pertinent to education or other accommodations the student will need.

Syllabus/Syllabi (plural): A course information document provided by the instructor for the students in a class. The syllabus typically includes the names of the course, instructor’s name, office location and office hours, required and optional readings, general statement or purpose of the course, course goals, policies, and course schedule.

Transition Services: A coordinated set of activities which prepares a student with a disability for the move from high school to post-school activities, such as employment, postsecondary education, adult services, independent living, or community participation and is based upon the individual student’s needs, taking into account the student’s preferences and interests.

Universal Design: Design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
References


*Much of the information in this booklet was reprinted with permission from the Arizona Department of Education, Exceptional Student Services division, 4/6/07.*

To view a copy of *Taking the Next Steps* visit: http://drc.arizona.edu/pdf/Transition-Guide.pdf


Postsecondary Education Consortium (n.d.). *Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA)*. Retrieved April 2, 2007, from http://sunsite.utk.edu/cod/pec


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You can visit the Thompson Publishing Group website at http://www.thompson.com


An online version of this booklet can be found on the UNI Student Disability Services website at www.uni.edu/sds/NextSteps.shtml as either a complete booklet, or as a three part series.

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Dean of Students Office
Division of Student Affairs
University of Northern Iowa
103 Student Health Center
Cedar Falls, IA  50614-0385
Phone: 319-273-2677
for deaf or hard of hearing, use Relay 711
Fax: 319-273-7576
E-mail: disabilityservices@uni.edu
Website: www.uni.edu/sds

The information contained within this booklet was collected and assembled by Jill Smith, Fall 2007.