The Next Steps

PART TWO

Transitioning to College

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

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- Important Steps in Making the Transition to UNI:
- A Checklist for Your Last Year of High School
- Important Steps in Making the Transition to UNI:
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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.
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, ophthalmological, 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.
ADVICE FROM UNI STUDENTS

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 3 pm 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!”

What do you wish you would’ve known about college before you got to college?
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/applicantsguide.html](http://www.ivrs.iowa.gov/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
ADVICE FROM UNI STUDENTS

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 proof read 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.”
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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