Welcome to College! Independence = Responsibility
The transition from high school to college is an exciting experience for most students. For these students, this is an opportunity to become more independent, make their own choices, and be in charge of their own lives. However, with great independence comes great responsibility. For a student with a disability, this transition can be confusing and requires careful planning. The purpose of this pamphlet is to help with this planning by discussing differences between high school and college, the disability laws, the learning environment, academic accommodations, and tips for parents in helping their college-bound students transition into a new environment.

Americans with Disabilities Act
Colleges, public schools, and businesses are required to comply with the Americans with Disabilities Act (ADA). The ADA prohibits discrimination against individuals solely because of a disability.

ADA Amendment of 2008
The 2008 amendment of the ADA clarifies some of the terminology of the ADA specifically defining who is covered by the ADA.

Section 504 of the Rehabilitation Act
Section 504 of the Rehabilitation Act forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. This law applies to all organizations and programs receiving federal funds including public schools and colleges.

Family Educational Rights and Privacy Act (FERPA)
FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Individuals with Disabilities Education Act (IDEA)
IDEA is a federal law that governs how states and public agencies provide special education and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to age 21 or until high school graduation.

IDEA DOES NOT APPLY TO COLLEGE.

E) Mobility impairments:
In the case of a mobility impairment capabilities may change over time, the documentation must be recent (no older than the last significant change.)

F) Psychological disabilities:
A diagnosis that includes current medications. The documentation must be recent (no older than the last significant change in the treatment or condition).

G) Vision impairments:
A diagnosis and a vision screening test. In the case of a vision impairment that may change over time, the documentation must be recent (no older than the last significant change).

H) Other types of disabilities:
A diagnosis that describes the individual’s functional limitations.

“PRESCRIPTION PAD” DOCUMENTATION IS NOT ADEQUATE OR ACCEPTABLE. ALL LETTERS MUST BE ON THE DIAGNOSTICIAN’S LETTERHEAD AND DATED.

Contact Special Needs
Monday - Friday, 8 a.m. to 5 p.m.
Located on the lower level of the LLCC library.
Call 786-2828
Toll-free outside Springfield at 1-800-727-4161, extension 6-2828
TDD# 768-2798
Email: linda.chriswell@llcc.edu
The following table summarizes the differences between high school and college regarding students with disabilities

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
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<tbody>
<tr>
<td>The school identifies and tests for disability.</td>
<td>The student self-identifies and provides documentation of disability.</td>
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<tr>
<td>Most study work is done in class or study hall.</td>
<td>Most study work is done outside of class.</td>
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<tr>
<td>Students may have 1-2 hours of homework every night after a 6 hour day of classes</td>
<td>Student may need to study 2-3 hours outside of class for every semester hour. For example 12 semester hours (12 hrs./week) is a full load. (12 x 3) + 12 = 48 hour study work week.</td>
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<tr>
<td>Study times are arranged and monitored by teachers.</td>
<td>Study times are arranged and monitored by the student.</td>
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<tr>
<td>Resource teachers help students organize and make sure all assignments are turned in.</td>
<td>Students are responsible for organizing themselves and turning in assignments.</td>
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<tr>
<td>Class material is presented slowly enough that all or most of the students can keep up.</td>
<td>Class material is presented at the pace listed on the syllabus. Students have to keep up.</td>
</tr>
<tr>
<td>The student has a right to a Free Appropriate Public Education (FAPE).</td>
<td>The student has the right to equal access to the college facilities and programs.</td>
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<tr>
<td>The student has accommodations designated in her/his Individualized Education Program (IEP), and they are these automatically provided.</td>
<td>The student must contact the Special Needs Office for disability services, provide documentation for her/his disability, complete an intake form, and request reasonable accommodations.</td>
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<tr>
<td>Special education teachers interact with classroom teachers and advocate for the student.</td>
<td>The student is responsible for communicating with instructors and self-advocating.</td>
</tr>
<tr>
<td>Laws: Americans with Disabilities Act (ADA) Section 504 of the Rehabilitation Act Individuals with Disabilities Education Act (IDEA)</td>
<td>Laws: Americans with Disabilities Act (ADA) Section 504 of the Rehabilitation Act IDEA DOES NOT APPLY TO COLLEGE</td>
</tr>
</tbody>
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### Reasonable Accommodations Appropriate to Needs of Disability
- Enlarged Print / Braille
- Extended time for testing
- Tape record lectures
- Test reader / scribe
- Textbooks in electronic/audio format
- Notetaker
- ASL interpreter
- Accessible table / chair
- Assistive technology

### Process to Obtain Accommodations
- Make an appointment with the Special Needs Office (SNO) as soon as possible.
- Bring appropriate documentation of disability to meeting with SNO.
- Complete an intake form.
- Request specific accommodations.
- Communicate your needs with your instructor.

### How Parents Can Help
- Remember that college is the student’s primary job and encourage them to treat it as such. Also help the student remind their friends of this and plan time for social activities.
- Make sure your student has an appropriate study area. This area should be distraction-free with plenty of light, a smooth work surface for books and writing, an easily accessible filing system for organizing class materials, and a comfortable chair that will allow the student to use the work surface.
- Encourage the student to make an appointment with the Special Needs Office as early as possible to discuss accommodations.
- Make sure the student has recent, appropriate documentation of her/his disability for the Special Needs Office including a psychological report with subtest scores, individualized education program (IEP), and any documents from physicians or other medical personnel regarding the student’s disability.
- Encourage the student to visit the Special Needs Office and/or schedule an appointment with a Study Skills Specialist the first week of classes for assistance in organizing and planning for a successful learning experience.
- Remind the student to check her/his grades frequently during the semester and be aware of her/his status in all classes at all times. Students often ask for help after it is too late.

### Appropriate, Necessary Documentation for Accommodations

**A) Attention Deficit Disorder (ADD; ADHD):**
Written diagnostic report that includes client history, DSM diagnosis, level of severity, symptoms, functional limitations, diagnostic procedures, medications prescribed, and recommendations.

**B) Deaf or hard of hearing:**
An audiogram and a diagnostic statement that includes etiology, type and severity of the hearing loss, functional limitations, and recommendations. Other valuable information includes information regarding speech recognition threshold and use of amplification devices.

**C) Learning disabilities:**
A detailed report of the assessments including a standardized, individually administered test of cognitive ability/aptitude or intelligence, a standardized, individually administered test of achievement, a standardized, individually administered test of information processing, documentation of the evaluator’s having ruled out alternative explanations for academic problems, an indication of how patterns in the student’s cognitive ability, achievement and information processing reflect the presence of a learning disability.
Evaluation of Learning Disability documentation is based on the Association for Higher Education and Disability- AHEAD Documentation Guidelines.

**D) Medical disabilities:**
A diagnosis and a description of the major life activity affected by the specific medical disability.

LLCC is an equal opportunity educator and employer. 12/11