



Bridging High School to Post Secondary

Remedial Courses

Historically, tended to be in

- Math
- Reading
- Writing

SD Dept of Education

- College-readiness coursework
- Credit-bearing coursework

Legal Differences – High School vs. College

High School

- ▶ Individuals with Disabilities Education Act
 - ▶ Identify, evaluate, provide services, and demonstrate successful progress

College

- ▶ Section 504 of the Rehab Act
- ▶ Americans with Disabilities Act (as amended)
 - ▶ Ensure access and nondiscrimination

Students Considering College Must . . .

- ▶ Be responsible for their learning and organization
 - ▶ Attend class and be organized
 - ▶ Read the syllabus, stay informed about course requirements
 - ▶ Develop study strategies and use time wisely
 - ▶ Complete readings and assignments on time
 - ▶ Give instructor and fellow students complete attention to class
 - ▶ Seek help in a timely manner
- ▶ Demonstrate honesty and integrity
 - ▶ Do own work, without compromise
 - ▶ Be honest in all communications
 - ▶ Cite sources appropriately

...And...

- ▶ Be respectful
 - ▶ Respect diverse opinions, backgrounds, and life experiences of others
 - ▶ Show respect for instructor's knowledge, experience, and education
 - ▶ Be punctual and stay for entire class
 - ▶ Refrain from behaviors that may distract others
 - ▶ Communicate with instructors outside of class at appropriate times and places
- ▶ Demonstrate knowledge and appropriate use of technology
 - ▶ Know how to effectively use MS Office – Word, Excel, etc. as well as other online tools – dictionaries, thesaurus, course management tools such as D2L, Panopto, etc.
 - ▶ Refrain from using personal technology in class – cell phones, iPods, recorders

. . . But Above All . . .

- ▶ Have a desire to learn
 - ▶ View each class as an opportunity to learn something new
 - ▶ Actively engage in class and online assignments
 - ▶ Structure time to make classes and studying a priority
 - ▶ Be responsible for their own success

College 101

- ▶ Following is an example of how students should begin to prepare for college while still in High School.



- ▶ Incoming freshman-First time she is away from home
- ▶ Rooming with her cousin
- ▶ ACT Score in English 15
- ▶ ACT Score in Math 18
- ▶ Has a learning disability
- ▶ Undeclared major
- ▶ Can't wait to try the rock wall at the Wellness Center and go to the dances


Transition to College

- ▶ Cara, as a student with a disability, has to ensure that she is ready for college. This requires more work on Cara's part than college students without disabilities.



1st Step

- ▶ When Cara was 14, she began by fully participating in her IEP meetings to begin the transition process from high school to college.
- ▶ Cara participated in events such as Catch the Wave to learn all she could about what would be expected of her when she reached college.
- ▶ By the time Cara was a senior, she had eliminated modifications from her IEP and replaced them with accommodations.

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- ▶ Eliminating modifications helped ensure that Cara was ready for the **academic rigor** of college.
 - ▶ Academic rigor - teaching, learning, and assessment which promotes student growth in knowledge of the discipline and the ability to analyze, synthesize, and critically evaluate the content under study.

2nd Step

- ▶ Cara took responsibility for her disability.
 - ▶ She obtained copies of her disability documentation, understood what was in the documentation, and was able to describe her disability history.
 - ▶ She learned to clearly explain her disability and its impact on her in an academic setting – what her strengths and limitations are and how she compensates in areas that are difficult for her.
 - ▶ She began to advocate for herself rather than rely on her parents or her teachers to advocate for her.
 - ▶ She began to manage her own money, take care of her own health, and manage her own time.

3rd Step

Cara explored colleges and universities to see which one would be the best fit for her.

- ▶ Academic Programs
- ▶ Activities
- ▶ Admissions
- ▶ Campus Community
- ▶ Costs
- ▶ Counseling and Advisement
- ▶ Faculty/Class Size
- ▶ Financial Aid
- ▶ Living Arrangements
- ▶ Sports
- ▶ Student Body
- ▶ Transportation
- ▶ and Odds and Ends

4th Step

Once Cara selected her college/university, she met with the Director of Disability/Accessibility Services at the school to

- ▶ self-disclose her disability and
- ▶ request reasonable and appropriate accommodations.

The Process

- ▶ Self-disclosure
- ▶ Request Accommodations
- ▶ Provide Documentation
- ▶ Self Advocate
 - ▶ While the four steps in the process remain the same at all post-secondary institutions, each institution develops their own policies and procedures when implementing the process.

Self-Disclosure



- ▶ Student must self-identify as a student with a disability and disclose their disability to Disability/Accessibility Services.
- ▶ Student should be able to clearly:
 - ▶ Describe disability,
 - ▶ Describe strengths and weaknesses,
 - ▶ Describe disability history,
 - ▶ Describe accommodations received in high school,
 - ▶ Describe disability impacts on major life functions ,
 - ▶ Describe how disability impacts ability to function in an academic setting.

Provide Documentation

- ▶ Student must provide documentation to support their disability and their request for accommodations.
- ▶ Documentation should include:
 - ▶ Comprehensive assessments and evaluations using **adult scales**.
 - ▶ Clear **statement of diagnosis** and the current impact of the disability upon major life functions and the impact of the disability in an academic environment.
 - ▶ Pertinent **background** information relating to the disability.
 - ▶ Ongoing therapies and treatments.

Request Accommodations

- ▶ Student must request their accommodations. Unlike high school, the student must request their accommodations based on the impact of their disability in an academic setting.
- ▶ Accommodations must be reasonable and appropriate.
- ▶ Accommodations, not modifications.
- ▶ Accommodations are negotiated through an interactive process with the student, Disability/Accessibility Services, and faculty.
- ▶ Accommodations not requested will not be provided.

Self Advocate

- ▶ It is the student's responsibility to provide the accommodation memo to the professor and initiate discussions concerning the implementation of the approved accommodations.
- ▶ Accommodation request must be made in a timely manner.
- ▶ The student must notify disability services if:
 - ▶ the accommodations are not being provided correctly or in a timely manner, or
 - ▶ The accommodations are not working or are no longer needed.
- ▶ Alternate format requests must be made in a timely manner.

Campus Resources – LATI

Academic

Free Tutoring

Academic Counseling

Mental Health Counseling

Diversity Services

Educare Center

Student Loan Fund

Employment Services

Campus Resources - USD

Math Emporium

TRIO – tutoring and other services

Academic and Career Planning Center (ACPC)

Writing Center

Supplemental Instruction

Student Counseling Center

Native Student Services

Vucurevich Children's Center

Center for Diversity and Inclusion

Student Veterans Resource Center