

Course Goals:

Welcome to Becoming a Self-Advocate! In this course you will learn about:

- ❖ Disability terms
- ❖ Finding out about your disability and accommodation needs
- ❖ Finding careers of interest
- ❖ Learning laws and your legal rights
- ❖ Setting goals
- ❖ Planning for school and work

When you are done, you will better know how to do well in school and work!

Keep in Mind!

This course is designed to let you read at your own pace. You can always go back and review the material if you need a refresher.

Chapter 5: School after High School

Hi there, Ms. Jordan here again. I'm going to walk you through this chapter. What is your name?

Overview:

In order to do well at the postsecondary level, you must first know that not all schools and training programs are alike. This chapter will provide chances to look at how colleges are different than high schools. You will also learn how to get into colleges.

Learning Objectives:

- ❖ Research college websites, school counselors and current college students.
- ❖ Research how to get into colleges.

How do I even begin?

Persons with disabilities make the move from high school to college with many learning strengths and needs.

You are already on the journey to self-advocacy, so you know how important it is to understand your own abilities.

Here is an article that might help you understand how to go through the college selection process. Click on the link below - Selecting a College for Students with Disabilities.

<http://www.ldonline.org/article/11772/?theme=print>

What are some important terms you should know in order to better understand the college selection and admissions process?

College Related Terms

Youth Apprenticeship: An *apprenticeship* is a learning system that prepare students for work by giving them a combination of classroom instruction and paid on-the-job training.

Youth Options: *Youth Options* is a statewide program that allows high school juniors and seniors who are in good academic standing to take postsecondary courses from a postsecondary institution that may count for both college credit and toward high school graduation.

Prerequisites: A *prerequisite* is a class you must take before you can take another higher-level class. Some majors or classes require you to complete prerequisites before you are eligible to enroll in those majors or classes.

Entrance Exams (Tests): Some form of entrance exam/test is often required for admission to postsecondary institutions. Two common entrance exams are the SAT and ACT. It is important to research which test(s) an institution accepts before you apply.

Placement Exams (Tests): Once admitted, it is common for students entering college to take a *placement exam/test* in subjects such as math or foreign languages. These exams determine what level of classes they should take first.

Majors: An *academic major* is the subject area that a student commits to. Earning an undergraduate degree requires completing all the requirements for the academic major.

Advanced Standing: *Advanced standing* is recognition and credit given for prior studies taken at other institutions.

Reduced Credit Load: A *reduced credit load* means taking less than 12 credits in a semester at a postsecondary institution.

Tuition: *Tuition* is the cost of attending a postsecondary institution.

Fees: *Fees* are another mandatory cost that is added in addition to tuition, usually covering things such as facilities on campus or technology fees.

FAFSA: *FAFSA* stands for Free Application for Federal Student Aid. It is a free form that you must fill out each year in order to qualify for financial aid.

Grants versus Loans:

Grants are funds awarded to students to pay for college. They do not need to be repaid.

Loans are provided to students to pay for college, which must be repaid (plus interest).

Okay, now that you know some basic ideas and terms, it's time to go into more detail about the process for selecting a college. Be sure to take notes as you go – you'll use this to research some specific schools later.

Choosing a College – for students with disabilities.

Choosing a college can be very difficult. If you are an individual with a disability, there are lots of things to consider. This document will walk you through some of those considerations.

Topics Covered:

- Types of colleges.
- Finding the right fit.
- Disability services.
- Other considerations you may not have thought about.

Types of colleges:

1. Technical Colleges

- Hands-on learning for specific, high-skilled occupations in demand in your community.
- Typically offer certificates, diplomas and two-year associate degrees.
- You will also find in general the class sizes are smaller.

2. Community Colleges (2 year)

- Two-year colleges offering accredited Associate in Arts, Associate in Science and Associate in Applied Science degrees.
- Typically, general education classes that are getting you ready to move into a four-year university or college.
- Some do also offer career and technical certificates.

3. Colleges/Universities (4 year)

- Usually four-years.
- Offer Bachelor degrees and graduate degrees, such as a Master's and/or PhD.

4. Public/Private

When you think about the differences, you should think about:

- Costs: Typically, public universities are funded by tax dollars and are usually less expensive than private schools. This is not always the case because there are scholarships, grants, and other monies available to counteract the idea that private schools are always more expensive.

- Services: There are a number of different services public universities and colleges must provide. One of those is disability services. Public schools are required to have disability services; private schools do not always have those services. It really is on an individual basis, so that is why it is so important to ask and find out.
- Class size: Speaking in generality, public colleges are usually larger than private schools, therefore class sizes are usually a little bit bigger.
- Selectivity: Some schools (both public and private) are more selective and only chose the top students from classes that can attend there. However, thinking about some of the private colleges, some of their entrance requirements are not as stringent as the public schools. It is really on a case-by-case basis.

Not only do you have to think about what type of college you want to go to, it's also about finding the right fit.

Finding the Right Fit

Other considerations you want to think about are:

- Location: close to home? Far away?
- Cost: tuition, books, cost of living (where you decide to live).
- Academic programming: what do you want to study? Currently or in the future.
- Size: small, large or midsize?
- Services Available: disability services, tutoring, writing centers. What about support with math?
- Student body: extracurricular activities, people you may be or become friends with?

All of these are considerations you should think about prior to choosing a college.

How do you find out about these colleges?

Find out about the colleges by going to their websites:

- Review the website carefully for information about academic programs, tutoring, admissions and disability-related services. All of the information is typically located there. If it is not, give them a phone call. Also, be sure to set up a visit. There are lots of ways in which you can find out more information about the college, but the best start is going on their website.

After you get done going on the website, call the college or go online and schedule a tour.

Visit, Visit, Visit! I can't emphasize this enough. Various programs let you meet students, sit in the classroom or meet instructors.

Make certain **you** participate in campus programs.

- Talk to students, attend a class and/or meet instructors. Find out what is out there and go to that campus. You can't make a good decision without first visiting.

School is expensive. As you look at costs, make sure the first thing you do is fill out the FAFSA form.

Cost:

- Financial Aid: FAFSA (Free Application Federal Student Aid). Work with your school guidance counselor, DVR rep or Special Education teacher to be sure to get this information and to start early.
- Loans, Grants, and/or Scholarships: monies available for you to go to school.
- As an individual with a disability, it may be possible to qualify for funds from the Division of Vocational Rehabilitation (DVR). There are many ways then can support you going on to postsecondary school.

What about the size and makeup of the student Body:

- Large, small, urban or rural. Does it make a difference to you?
- Others who are similar to you, vastly different or somewhere in between, does it matter? These are things you want to think about.
- Student organizations. How involved do you want to be at the postsecondary level? These are considerations you should also think about.

Disability and Other Services. This one is really important. The only way you are going to find out about the services available is to go visit and talk to the people in the support services office.

- What types of disability services are available?
- What kind of disability documentation do you need to provide?

- What about the office personnel – are they welcoming? Are they people you would want to work with on a regular basis.
- Other services: tutoring, writing center or other support. Ask about prices and hours available.

Admissions Process:

- What is the process: look online, ask during your visit or contact an admissions counselor.
- Requirements: what are the requirements for attending a college or gaining entrance into a particular program?
- Documentation: what needs to be completed, do you have the necessary documentation? What types of documentation is necessary in order to qualify for disability services.
- Accommodations: is there support on entrance exams, is there an alternative admissions process, what are remediation requirements?

All of these things you need to learn *prior* to starting the admissions process. You need to talk to someone at the campus.

Be Prepared!

- Contact a college to arrange a visit! Extremely important.
- Talk with a Disability Support Services office and the admissions office!
- Gather your disability documentation and any other documentation!
- Practice advocating!
- Ask lots of questions!

Okay! Now that you understand a bit more about selecting a college, let's do some of your own research.

In order to answer a few questions, you will need to learn more about one institution that interests you. How will you do that?

Will you?

- Visit the campus?
- Go to their website?
- Call disability services?

Whichever of the questions you choose, be sure to collect the following pieces of information:

- Name of institution.
- The specific program of study that interests you.
- Why you have chosen that institution.
- Entrance requirements (if any).

Take a few moments and write down the following:

1. What is the name of the institution?
2. What field of study are you interested in? (Note: make sure the institution offers the field of study)
3. Why did you choose the institution?
4. What do you know about the admission requirements?

There is a lot of other important information you will need to learn before you can apply. Which of the following pieces of information do you still need to learn?

- Length of program.
- Type of degree offered.
- Cost.
- Location.
- Size of school.
- Extracurricular activities.
- Disability services offered.
- I have found out what I need to know about all these things.

When applying to an institution, here are some things to consider:

Your Rights and Responsibilities:

- According to federal laws, a person with a disability can legally apply for accommodations on an entrance exam.
- In order to qualify, you must *prove* you have a disability (Remember the information on documentation in Chapter 2.)
- Be sure you have another person look at your documentation before you apply! For example, your DVR counselor, Special Education teacher or even the support services office.

There are many types of documentation. Common types of documentation include a psychological report, IEP, or educational evaluation. Talk to your special Education teacher about the types of documents you have in your file.

Disclosure and Accommodations:

- For accommodations on entrance exams, visit the SAT or ACT websites.

<http://students.collegeboard.org>

<http://www.actstudent.org>

- If you know you'll need accommodations in the application process, consider disclosing your disability in your application.

For example, in Chapter 6 you will learn how to write a letter about your disability. You might want to attach the letter to your application materials.

- And remember, talk to a support services representative at the institution before you apply!

Click the link below for a list of Support Service Representatives at the Wisconsin Technical Colleges.

https://docs.google.com/document/d/180Kjba2BM1nkpEQuFRJTK9xQ1DVoc23c_ySfEfvdbiw/edit?pref=2&pli=1

Click the link below for some other useful tips.

<https://www.petersons.com/college-search/college-admission-students-disabilities.aspx#/sweeps-modal>

Resources for the Application Process: Reference the following attachments at the end of the document.

Attachment 1: College Visit Planning Guide

Attachment 2: Understand your Rights and Responsibilities

Attachment 3: Applications Form Checklist

Wonderful! Now that you have some great resources for choosing and applying to college, let's review what you've learned in the chapter.

You're almost done with Chapter 5 of Becoming a Self-Advocate.

Admission procedures at the postsecondary level are confusing. It is important to know what's necessary.

Question 1:

As part of the admissions process, many schools use what kinds of tests?

- a) Physical endurance tests.
- b) Personality tests.
- c) Psychological tests.
- d) Standardized tests such as ACT, SAT, TABE or Compass.

Question 2:

What does FAFSA stand for?

- a) Financial Aid for Student Applicants.
- b) Free Assistance for Financially Struggling Americans.
- c) Free Application for Federal Student Aid.
- d) Fun Awesome Fantastic Super Amazingness.

Question 3:

As part of the admissions process, what must colleges provide for those who are disabled?

- a) Waived admissions testing.
- b) Reduced tuition.
- c) Accessible facilities and services.
- d) Tutoring services to prepare for the admission testing.

Question 4

What is the difference between college admissions and program/major admissions?

- a) Students can be accepted to a college, but in order to be accepted to a program/major there may be additional requirements (such as GPA or class prerequisites).
- b) Program/major admissions is a highly selective process and only those individuals with a 4.0 GPA are admitted.
- c) There is not a difference between the two types of admissions.
- d) College admissions means that you reside in the same state as the school and program/major admissions means that you are out-of-state.

Question 5:

A college must accept all applicants when making admissions decisions.

- a) True, all applicants regardless of qualifications must be accepted.
- b) Unknown.
- c) False, a college may accept only qualified applications.

Congratulations:

You have now completed Chapter 5 of Becoming a Self-Advocate. Be sure to complete the corresponding Chapter 5 survey located on the survey page.

Click the link below when you are ready to complete the chapter 5 survey:

<https://svrirtc.instructure.com/courses/680365/assignments/5718761>

Click on the link below to return to home page:

<https://svrirtc.instructure.com/courses/250296>

Answer Key

Question 1: The correct answer is ... **d**).

Many schools use standardized tests such as ACT, SAT, TABE or Compass.

Question 2: The correct answer is ... **c**).

Free Application for Federal Student Aid.

Question 3: The correct answer is ... **c**).

Accessible facilities and services.

Question 4: The correct answer is ... **a**).

Students can be accepted to a college, but in order to be accepted to a program/major there may be additional requirements (such as GPA or class prerequisites).

Question 5: The correct answer is ... **c**).

False, a college may accept only qualified applications.

Excellent Job!

College Visit Planning Guide

Purpose: One of the most important parts of college research is the campus visit. Visiting a chosen college will provide a firsthand impression of the students, faculty, facilities, and programs. On a visit it is important to learn everything you can about the admissions process, gain a sense of the academic and social atmosphere, see the study/living/recreational facilities, talk with current students, and learn about the surrounding community.

Instructions: Use the following checklist to plan for your visit to at least one college. Check off those items in which you participated in and be sure to answer the questions regarding the visit.

Planning the visit

- A good college visit takes about 2-6 hours (depending upon the college and the nature of the visit), be sure to include time to visit the surrounding area especially if you are unfamiliar with the community
- Contact the college or check their Web site prior to scheduling your visit and be sure to let the college know about all of the things you would like to see on your visit.
- Be sure to ask if you can sit in on a class of interest

During the visit

- Focus on people, facilities, and the programs
- Talk to as many people as you can-including current students and instructors
- Wander through the snack bars and student centers to observe how students interact with each other
- Keep track of all names of people you talk with (get their card), especially those you will need to speak with again if you intend to return to this college
- Discuss any accommodation needs with the appropriate personnel during the visit
- Ask questions

After the visit

- Complete the questions below and update any information on the College Comparison Worksheet
- Send a thank you

Check off items completed during the college visit.

- | | | |
|--|---|--|
| <input type="checkbox"/> Went on an official campus tour | <input type="checkbox"/> Ate at the cafeteria | <input type="checkbox"/> Sat in on a class |
| <input type="checkbox"/> Toured the library | <input type="checkbox"/> Talked to instructor(s) | <input type="checkbox"/> Visited student housing |
| <input type="checkbox"/> Talked to current students | <input type="checkbox"/> Talked with financial aid | <input type="checkbox"/> Other(s); list _____ |
| <input type="checkbox"/> Checked out the computer labs | <input type="checkbox"/> Talked with disability office | |
| <input type="checkbox"/> Toured the surrounding area | <input type="checkbox"/> Talked with admissions office | |
| <input type="checkbox"/> Checked out student activities | <input type="checkbox"/> Read students newspaper/bulletin board | |

Questions for consideration during and after the college visit. Complete the following with information gained from the college visit.

1. How many students are typically in the program that you are interested in pursuing?
2. How long does it take most students to complete the program?
3. What types of jobs are available in this field or where have students that have graduated from this program gotten jobs?
4. What do I need to do to apply for financial aid?
5. Who should I contact?
6. Are there scholarships available? How do I apply?
7. What kind of housing is available?
8. What do students do in their free time?
9. How can I get involved at the school?
10. Where can I go from help with my classes?

11. Put your own question here: _____?
Then the answer:

12. Put your own question here: _____?
Then the answer:

13. Put your own question here: _____?
Then the answer:

14. Put your own question here: _____?
Then the answer:

15. Put your own question here: _____?
Then the answer:

Rights and Responsibilities of College Students with Learning Disabilities (LD)

Legal Rights of College Students with LD

Academic accommodations are required by law for eligible college students with LD. Accommodations are changes in the learning and testing environments that give college students with LD an equal opportunity to learn. The Americans with Disabilities Act (ADA) and its amendments (ADAAA) require that reasonable accommodations be made available to college students who have current documentation of learning disabilities and who request learning and/or testing accommodations.

Student Responsibilities

Student responsibilities include the following:

- To self-identify as a person with a disability to the disability services office at the college or university.
 - To provide up-to-date documentation of the disability to the disability services office.
 - To request academic accommodations that will insure access to information and testing on an equal level with students who do not have disabilities.
- To self-identify to faculty as a student with a disability and provide them with a copy of the Individual Student Profile developed with the disability services office.
 - To remind faculty in a timely manner of academic accommodations required for tests and assignments.
 - To ultimately accept responsibility for his or her successful education. This includes maintaining satisfactory academic levels, attending classes, completing assignments, behaving appropriately, and communicating regularly with the appropriate office and/or individual regarding specific needs.





Disability Services Office Responsibilities

- To assess **students'** requests for accommodations using the current disability documentation provided by the students.
- To provide information regarding policies, procedures, rights and responsibilities to students with disabilities in accessible formats upon request.
- To recommend appropriate learning and testing accommodations.
- To provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities who meet the college or university criteria for eligibility.
- To ensure confidentiality of all information pertaining to **students'** disabilities.

- To assist students in communicating with faculty about their disabilities and required accommodations, if needed.

Faculty Responsibilities

If students request instructional and/or testing accommodations in a class, they must disclose the need for the accommodations to the instructor and give the instructor any documentation provided by the disability services office, typically a letter from that office validating the need for the specified accommodations. Students do not have to disclose their disabilities to their instructor, only the need for accommodations.

The instructors' responsibilities include the following:

- To allow students to disclose their disabilities in an appropriate and confidential place.
- To acknowledge the rights of students with dignity and respect.
- To maintain the integrity of academic standards.
- To maintain student confidentiality at all times.
- To provide reasonable instructional and/or testing accommodations.

Attachment 2

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Application Forms Checklist

Purpose: Admission procedures at the postsecondary level can be confusing and time-consuming. It is important that individuals are prepared with the necessary documentation and information in order to fully complete and understand the process.

Instructions: For each of the chosen postsecondary educational institutions from Learning Plan 6, place a check mark next to identified admission procedures that are necessary to complete the process.

Possible Procedures/Documents	College 1	College 2	College 3	College 4
College				
Campus application				
Official high school transcripts				
Other college transcripts (if necessary)				
Admission test results				
Campus interview				
Letters of recommendation				
Essay				
Counselor’s Statement Form				
Immunization records (check records online at https://www.dhfswir.org/PR/clientSearch.do?language=en)				
Criminal background check				
Physical exam				
Decision forms				
Apply for FAFSA pin number (go to http://www.pin.ed.gov/PINWebApp/pinindex.jsp)				
Other; please list				