



## The Impact of Separation and Change: The Transition from High School to College

# THE ADMISSIONS PROCESS

- **Are students with disabilities entitled to changes in standardized testing conditions on entrance exams for institutions of postsecondary education?**
- **Are institutions of postsecondary education permitted to ask an applicant if he or she has a disability before an admission decision is made?**

- **May institutions of postsecondary education deny an applicant admission because he or she has a disability?**
- **Are institutions obligated to identify students with disabilities?**

# **POST-ADMISSION: DOCUMENTATION OF A DISABILITY**



- **What are academic adjustments and auxiliary aids and services?**
- **What kind of documentation is necessary for students with disabilities to receive academic adjustments from institutions of postsecondary education?**
- **Who is responsible for obtaining necessary testing to document the existence of a disability?**
- **Is a student's most recent Individualized Education Program (IEP) or Section 504 Plan sufficient documentation to support the existence of a disability and the need for an academic adjustment in a postsecondary setting?**

- **What can high school personnel, such as school psychologists and counselors, transition specialists, special education staff and others do to assist students with disabilities with documentation requirements?**
- **Will a medical diagnosis from a treating physician help to document disability?**
- **If it is clear that a student has a disability, why does an institution need documentation?**
- **If an institution thinks that the documentation is insufficient, how will a student know?**

## **POST-ADMISSION: OBTAINING SERVICES**





- **What are academic adjustments and auxiliary aids and services?**
- **Must institutions provide every academic adjustment a student with a disability wants?**
- **If students want to request academic adjustments, what must they do?**
- **What should students expect in working with a disability coordinator at an institution of postsecondary education?**

- **When should students notify the institution of their intention to request an academic adjustment?**
- **How do institutions determine what academic adjustments are appropriate?**
- **Who pays for auxiliary aids and services?**
- **What if the academic adjustments the institution provides are not working?**

**KEYS TO SUCCESS:**

**ATTITUDE, SELF-ADVOCACY AND PREPARATION**

- **Accepts responsibility for their own success.**
- **Takes an appropriate preparatory curriculum.**
- **Good study skills and the ability to write well are critical factors of success in postsecondary education.**
- **Learn time management skills**
- **Acquire computer skills**
- **Consider supplemental postsecondary education preparatory programs.**
- **Get involved on campus.**