

Access

to Postsecondary Education

Dear High School Student:

The goal of the Kentucky Department of Education is to provide every youth in Kentucky with access to a quality secondary education. This includes an emphasis on individual student planning. I strongly encourage you to take advantage of your school's guidance in developing your graduation and learning plan, as well as your individual education program. Become a self-advocate and participate with the members of your planning team -- your parents, teachers and counselors -- in order to develop and implement the best plan for you to meet your postsecondary goals.

If your goals include continuing your education after high school, congratulations! Students who complete some kind of post-secondary education earn much more money than students who have only a high school diploma. This handbook is designed for you and your team to use as you plan for postsecondary education and/or training. The handbook will guide you through the planning process and some of the decision-making that is ahead of you. Good luck as you complete the requirements for high school graduation and prepare for continuing education!

Sincerely,

Larry Taylor

Director

Division of Exceptional Children Services Kentucky
Department of Education



Planning for Education after High School

A HANDBOOK for

- Students
- School Counselors
- Teachers
- Parents

To use in coordinating appropriate transition services

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So You've Decided to Continue Your Education!

This handbook is designed as a guide to help students with disabilities who have decided to continue their education after high school graduation.

While high school is an exciting time, what you do after high school can be just as exciting **if** you have done some careful and thoughtful planning. Students' "Transition Plans" include:

- thinking about their strengths as individuals,
- knowing what interests them, and
- considering different types of work and jobs.

Students transition and go in many different directions after high school. Some choose to go right into the workforce. Some go into the military service. Still others go on to postsecondary education. Students with disabilities have all of these options too.

This guide deals with the last of these options, *postsecondary education*. Postsecondary education includes many kinds of education and training programs, technical college degree and certification programs, apprenticeship experience, two- and four-year colleges, private trade schools, on-the-job training, and more.

Contributing Partners:

- Human Development Institute, University of Kentucky
- Eastern Kentucky University Disabilities Services
- University of Kentucky Disabilities Services
- University of Louisville Disabilities Services
- Council for Postsecondary Education
- Kentucky Association for Higher Education and Disability
- Midsouth Regional Resource Center
- Kentucky Special Education Cooperative Network
- Office of Vocational Rehabilitation

Special Thanks to the Wisconsin Department of Public Instruction whose booklet *Opening Doors to Postsecondary Education and Training* served as a model for this document!

TIMELINE FOR PLANNING

- √ Beginning at age 14, your Individual Education Program or IEP should include a statement of transition service needs in the Present Level of Performance.
- √ Beginning by 6th grade, you will begin developing your Individual Learning Plan or ILP.
- √ Beginning with your IEP that's in place when you're 16, your IEP should include your measurable postsecondary goals.
- √ Beginning at age 16, your IEP should include a statement of your transition services, including any interagency linkages.
- √ One year before you reach the age of 18, you will be informed of your rights under the special education laws.

After high school, the rules change.

One key to a successful transition from high school to college is to anticipate and be prepared for the differences between the two settings. In addition to being prepared for the transition issues that all students face, students with disabilities must also be prepared for the changes in how support services are requested and arranged.

The Differences Between High School and College		
Question	High School	College
What is the law?	Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act	Americans with Disabilities Act (ADA) and Section 504 (Subpart E)
What is the intent of the law?	IDEA: To provide a free, appropriate public Education in the least restrictive environment. 504: To ensure that no otherwise qualified person with a disability is denied access or is subjected to discrimination in any program or activity provided by any public school or entity.	To ensure that no otherwise qualified person with a disability is denied access or is subjected to discrimination in any program or activity provided by any public school or entity.
Who is covered under the law?	All children 0-21, or graduation from high school, that require special education services	All qualified individuals with disabilities who meet the admissions requirements or entry criteria for a particular program and can document the existence of a disability as defined by the ADA.
Who is responsible for identifying and documenting the disability	School districts are responsible for identifying students with disabilities and providing special instruction, individualized education plans, and/or accommodations	Students are responsible for notifying the Disability Resource Center staff of their disability and their need for accommodations. Accommodations are provided on a semester by semester basis in order for students with disabilities to have equal access to the institution's programs, services and activities.
Who is responsible for assessment?	Public schools are responsible for the assessment of a student.	Colleges do not have to assess the student. Students are expected to provide proof of a disability within the institutional guidelines.
What about course waivers?	Some courses may have been waived for a student before graduation, if they were specifically related to the student's disability	Substitutions for specific graduation requirements may be requested by following a rigorous petition process, including "waivers" for requirements. Substitutions may be considered only after the student has provided adequate verification to the Disability Resource Center of their disability and unsuccessfully attempted the course in question with the appropriate accommodations.

Adapted from: Indiana University Bloomington, Disability Services. Retrieved April 17, 2006, from <http://www.indiana.edu/~iubdss/>

Many students – especially those who do not have a family member who has been to college – think college is pretty much like high school, only bigger. But there are some very big differences. Many students who did not do well in high school “blossom” in college. Others never get used to college life and do not do as well as they did in high school. *Much of how college will differ depends on you.*

To be prepared, it helps you to know what differences lie ahead. Though academic requirements and student life vary depending on the college you attend, there are basic differences that apply in almost every case such as:

Different Treatment

Because you will probably be over 18 years old in college, you will be treated like an adult. This is because you will be an adult. As an adult, you will have to make sure you do what you’re supposed to do, you will be responsible for the way you live, and you will have to meet greater expectations from others.

Different Structure

Generally, there are fewer rules and regulations imposed by others in college. You will be expected to make and stick to your own schedule, as well as keep up on all your work. Most professors do not take attendance in class – they expect you to be there to learn. And whether or not you learn is your responsibility. Many students, after a brief period of adjustment, will settle into a balanced lifestyle of work and play. Those who don’t usually do not make it through their first year.

Different Responsibility

In college, you will take on more responsibility for your decision, actions, and lifestyle. This is part of being on your own. Professors and administrators will probably not give you a hard time about your clothes, your hair, or your general behavior (within bounds). But do be prepared to be held accountable for your behavior. There is no one to blame for not waking up on time, not eating properly, or not washing your clothes.

Different Expectation

People will expect more of you and expect you to develop in your own unique way in college. In high school, you are often expected to behave or perform to a minimum standard. Some people will expect you to go beyond minimal performance in college, so you can grow and develop as a person. You will also begin to realize what a great effect you can have – both positive and negative – on yourself, on others, and the world around you. This can be both exciting and frightening.

Different Academic Subjects

In college, you will be free to explore numerous paths and interests that were simply not open to you in high school. There are more foreign languages, arts, and sciences offered in college. Subjects like philosophy and religion are also taught at college but probably not in high school.

Different Way of Teaching

Some subjects are taught differently in college. In high school, for instance, history may have been mainly names, dates, and places. You had to memorize facts and figures. In college, those facts are not nearly as important as why certain events and actions happened. In college English, less time may be spent on grammar and spelling (it is assumed you have mastered these) and more on writing creatively and criticizing literature. If you major in one of the sciences, you will find that in your junior and senior years, you may be designing your own experiments rather than doing exactly what everyone else in your class is doing. In foreign languages, you

will be reading literature in its original language rather than just repeating phrases and you may have an opportunity to work and study in another country for a semester or year.

Be open to falling in love with a subject in college that you may have disliked in high school. Two-thirds of college students graduate with a different major than the one they had in mind when they started – often because they found an old subject taught in a new and more interesting way.

Different Way of Learning

Many classes will be organized differently from the traditional high school lecture class. Some will be big lecture classes followed by small discussion groups. Some professor will have you read books, write papers, and discuss both in class. You may even have the chance to work independently with a professor or design your own research projects. Grading will be different, too. In some classes, you may have only essay tests. In other classes your entire grade may be determined by a single large paper or project. You may even have classes in which a group project is the primary grade.

Different Level of Competition

In high school, you are often graded on whether or not you learn certain things. For example, there are standardized tests given to show that you have achieved a minimum level in certain subjects. In college, you are often graded “on the curve,” your grade is determined more by how well you did in relation to your classmates than on a minimum knowledge base. This means there is more one-on-one competition between students. For example, receiving an 85 percent on a test in high school may have automatically been a B. In college, if most people did better than that, it could be a C or C-. You may have been in the top 10 or 15 percent of your high school class, but at college most of your fellow students were also in the top 10 or 15 percent of their high school classes. You may have found it easy to make a 3.5 (on a 4.0 scale) grade point average in high school. Earning a 3.5 in college will take much more effort.

Different Day to Day

High school is a place you go to seven or eight hours a day, less than half the days of the year. In contrast, many colleges are set up to be your home – a place where you will eat and sleep, spend time off, make new friends, and even do your laundry. Therefore, chances are good that college will have an even greater effect on you than high school did. In fact, it will be a time in your life like no other.

Source: ICPAC *Information Series*, # IS-21

An investment in knowledge always pays the best interest.

~Benjamin Franklin

Possible Help with Transition from High School to College

The Kentucky Office of Vocational Rehabilitation (OVR), the Kentucky Office of the Blind (OFB) and/or the Kentucky Department for Community Based Services (DCBS) may be able to provide you with certain assistance/support as you transition from high school to college. Assistance is based upon eligibility criteria for each of these agencies. Check with the following agencies for services they may provide:

Kentucky Office of Vocational Rehabilitation:

502-564-440

1-800-372-7172 (in Ky.)

TTY (for hearing impaired) 888-420-9874 (in Ky.)

FAX 502-564-6745 or

<http://ovr.ky.gov/index.htm>

Kentucky Office of the Blind:

800-321-6668 or 877-592-5463

TDD: 502-564-2929

Fax: 502-564-2951 or <http://blind.ky.gov/>

Kentucky Department for Community Based Services:

(502) 564-3703

1-800-372-2973

TTY 1-800-627-4702nt

Fax: (502) 564-6907 or

<http://chfs.ky.gov/dcbs/>

Take Control...Become a Self-Advocate

Where do you begin?

Begin with *yourself* – asking, “What are my abilities and interests?” “What do I want and need from my everyday life as an adult?” “What do I like and dislike about school work, chores at home, jobs I’ve had to do, hobbies, and volunteer commitments?”

Start taking positive steps by staying involved in your transition process. The key to successful transition to postsecondary education is **early planning**. It is essential for you to maintain high academic standards and expectations throughout your elementary, middle and high school years.

Skill development and practice (time management, independent living, mobility skills and the ability to ask for specific help when you need it) are also important.

The following questionnaire will help in planning for your transition.

Questions You Should Ask Your IEP Team Members or Support Network

The following are questions, recommended skills, and steps needed in planning for postsecondary education. Check them off as you address each area.

How do I develop self-advocacy skills?

- Know effective ways to explain your disability and your specific needs.
- Communicate strengths and weaknesses (courses and types of assignments that were easier or more difficult).
- Explain skills that can help you learn.
- Explain academic areas where you may need accommodations (extended test-taking time, note taker, lecture notes, books on tape, and so forth).
- Explain current services provided (accommodations or extra help that have been successful).
- Approach instructors at the beginning of the course regarding what accommodations are needed.
- Explain legal rights (IDEA, ADA, Section 504).
- Communicate what is a reasonable accommodation.
- Actively participate in your IEP meetings by sharing your interests and postsecondary goals with the team. Make sure transition plans are documented in your IEP.

How and when do I develop a timeline for transition planning to postsecondary education?

Pre-High School

- Plan for high school classes (consider college prep classes).
- Develop a list of postsecondary options of interest.
- Develop an understanding of disability and learning styles.
- Take the EXPLORE assessment in 8th grade.
- Develop study skills.
- Start saving money.
- Identify transition needs and career planning goals through the IEP process.
- Remediate and/or compensate for basic-skill deficits.
- Look into the need for Assistive Technology Assessment (e.g. are there assistive technologies that can help you be successful?)

Ninth Grade

- Contact a guidance counselor and design a class schedule.
- Develop a clear understanding of the nature of your disability and how it affects learning.
- Take courses or participate in groups that promote skills in time management, studying, assertiveness training, stress management, and exam preparation.
- Prepare for all classes.
- Explore career options (interest inventories, career fairs, discussion with school personnel and parents).
- Develop skills for academic independence (time management, study skills, note taking, and so forth).
- Participate in extracurricular activities (athletic and non-athletic).
- Continue to remediate and/or compensate for basic-skill deficits.
- Determine what types of courses are necessary for admission (keep in mind, modified courses may not be acceptable for admission to some postsecondary institutions).
- Investigate assistive technology tools (communicative device, unique computer needs, TTY, and so forth).

Tenth Grade

- Continue academic preparation and remediation/compensation strategies, and identify any assistive technology needs.
- Identify interests, aptitudes, and accommodation needs.
- Continue or develop self-advocacy skills (asking for help, communicating needs to instructors, and so forth).
- Meet with guidance counselor to discuss colleges and college requirements.
- Find out if the schools you are interested in require or recommend that candidates take the ACT or SAT exams. If they do, make preparations to take the appropriate exam.
- Find out about documentation required by ACT/SAT in order to receive testing accommodations.
- Attend college fairs.
- Visit colleges and other postsecondary education training options.
- Gather information about college programs and about services offered for students with disabilities and make certain you understand their requirements for documentation of disability.
- Identify application deadlines for postsecondary support programs.
- Investigate eligibility requirements and services available through the Ky. Office of Vocational Rehabilitation (OVR) and other adult service providers such as Office for the Blind (OFB), Center for Independent Living (CIL) and Workforce Investment Act (WIA) partners, and/or Ky. Department of Community Based Services (DCBS).
- Participate in volunteer and paid work experiences.
- Determine need for technology training and reassessment.
- Take the PLAN assessment

Eleventh Grade

- Continue academic preparation and remediation/compensation strategies, assistive technology needs, and self-advocacy skills.
- Focus on matching interests/abilities and career goals to appropriate postsecondary education choice.
- Identify appropriate postsecondary choice.
- Take ACT or SAT with or without accommodations.
- Establish a tentative career goal.
- Identify people to write recommendations for you.
- Invite Office of Vocational Rehabilitation (OVR) counselor and other appropriate adult agency representatives to IEP meeting for discussion and planning of post high school options. Complete application, eligibility and Order of Selection (OOS) process and begin discussion about the Individualized Plan for Employment (IPE) process.
- Tour postsecondary campuses and be sure to include the Disability Services office.
- Investigate services offered by postsecondary setting and determine which settings match individual needs and goals.
- Learn to use local public transportation options.

- Obtain picture identification card or driver's license.
- Obtain documentation of disability from current assessment (within two years of graduation date) because colleges require assessments. Check with the learning institution(s) of your choice regarding requirements for disability documentation.

Twelfth Grade

- Strengthen self-advocacy skills (your legal responsibilities after the age of 18).
- Prepare transition packet for disability documentation that includes: evaluation reports, transcripts, test scores, current IEP, medical records, writing samples, and letters of recommendation.
- Role-play interviews.
- Talk with students who are receiving services at colleges and other postsecondary education training settings about their experiences.
- Schedule an interview/tour with schools of interest.
- Prepare applications.
- Jointly develop the IPE with OVR counselor which identifies goals, services, and responsibilities. Develop service plans with other adult service agency providers as appropriate.
- Determine need for technology training and reassessment

How do I select a college?

- Talk to people who have graduated from your school and have gone on to college. Talk to counselors, teachers, and family friends about programs and schools that match your interests.
- Explore programs at several potential institutions to determine if they match career interests and goals.
- Investigate the college climate.
- Investigate the college setting.
- Investigate the college admission requirements.
- Investigate available services and history of providing accommodations.
- Investigate the accessibility of the campus

How do I match my interests and needs with course offerings of the college?

- Determine field of study, interest, or possible major.
- Identify/match college with interest/field of study.
- Participate in job-shadowing experiences and write down the skills and knowledge the jobholder used to get things done. Look for courses and college experiences that build that knowledge and those skills.
- Inquire about class sizes.
- Inquire about support classes (time management, study skills, writing labs, and so forth).

How do I match my needs to the programs and services offered at the college?

- Inquire about learning support programs and services available.
- Inquire about counseling support programs and services available.
- Inquire about mentoring and/or tutoring programs.
- Inquire about special assistance for the application process.
- Inquire about possible requirement waivers for admission.

What are the financial considerations?

- Determine tuition, book, transportation, and housing costs.
- Determine tutoring fees.
- Investigate availability of scholarships.
- Investigate availability of financial aid.
- Investigate availability of work-study opportunities.
- Investigate employment opportunities (on and off campus).
- Determine with family members the amount of financial support they can offer.

What housing accommodations are available?

- Determine whether to live on campus or at home.
- Investigate on-campus housing (rules, computer availability, study rooms, and so forth).
- Investigate off-campus housing.
- Inquire about support services (special floor considerations, assistance).
- Obtain documentation, if single room is a required accommodation.
- Investigate accessibility of on and/or off campus residences

What transportation provisions are available?

- Inquire about accessible public transportation.
- Inquire about parking for students.



What Will Help Get Me In?

1. Making contact with the Disabilities Services Office at the school(s) you are considering.
2. Making appropriate course selections in high school.
3. Making high school grades that meet requirements.
4. Taking admission tests, placement, or ability tests.
5. Having references and developing interview skills
6. Obtaining any specific skills or on-the-job training needed
7. Developing your verbal and quantitative skills.
8. Being involved in activities outside of classes.
9. Having prior job skills and leadership roles.
10. Being determined, advocating for yourself and having a positive attitude.

Other Things to Keep in Mind

High School Transcripts

High school graduation requirements are set by state and individual school district standards. All postsecondary education institutions will require a copy of your high school transcripts noting the courses you took and the grades you made.

Student Portfolio

If you are planning to go to college, it is helpful for you to plan early. A portfolio designed to identify your accomplishments and competencies may assist the admissions recruiter at the postsecondary institution. You can use many of the documents from your **Individual Graduation/ Learning Plan** to create this portfolio. Take your portfolio on the visit and interview on a campus or send a copy with your application. Items you may want to include are:

- Work samples (reports, models, or pictures of projects you have completed, papers you have written, evidence of your participation on teams or school activities, descriptions of volunteer work)
- Interest inventory results
- Letters of recommendation (teachers, school counselors, employers, administrators, coaches)
- State and/or district assessment results
- Personal statement of future goals

After you are admitted to a postsecondary institution, you may be required to submit the following to the disabilities services contact at the institution:

- Accommodations that will be needed
- Current documentation and description of disability
- Description of learning style

Summary of Performance

Before you graduate from high school, you will receive a copy of your individual Summary of Academic Achievement and Functional Performance. This summary will include a copy of your Individual Graduation/Learning Plan (ILP), a copy of your most recent Individual Education Program (IEP), and other documents and materials that help to show your academic achievement and functional performance. The documentation you will need to present to the postsecondary institution's disabilities service provider should be included in this summary. If you have questions or concerns about your summary, talk to your guidance counselor or your special education teacher.

Questions You Should Be Prepared to Ask & Answer

Ask yourself these questions:

- Why do I want to go to college?
- What are my career goals?
- In what would I like to major?
- Why did I choose this college/university?
- What were my favorite high school courses?
- What were my extracurricular activities?
- Do I plan to work while going to school?

Staff from Disabilities Services Providers

may ask these questions:

- What are your strengths and weaknesses?
- How does your disability affect your academic performance?

- How do you compensate for your disability?
- What assistance, accommodations, or assistive technology did you receive in high schools that were effective?
- What assistance or accommodations do you think you will need to be successful in college?
- Do you plan to take a full load of courses?
- How much time do you study each day, and how do you plan your time?
- Are you willing to put in extra effort compared to other students to earn a college degree?

WHAT CLASSES MUST I TAKE WHILE IN HIGH SCHOOL?

In Kentucky, there are six student learning goals, all of which are aimed at helping you be successful after school. These are:

1). Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives; 2). Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives; 3). Student shall develop their abilities to become self-sufficient individuals; 4). Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service; 5). Student shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life; and 6). Student shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

In order to achieve these learning goals, Kentucky high schools require students to take the following subjects: Language Arts, Social Studies, Mathematics, Science, Health, Physical Education, History, Appreciation of Visual and Performing Arts and World Language.

The exact number of credits you will need of each subject may vary from high school to high school. Please check with your high school guidance counselor regarding the exact number of credits in each subject you will need to graduate.

Postsecondary Education Exploration Worksheet

Exploring Choices, Selecting, and Applying For Postsecondary Education

Make and use a copy of these pages for each college you are considering.

Name of College: _____

Internet Address of College: _____

Services, Programs, & Characteristics

CHARACTER AND SETTING

This college/university is academically (circle one):

Highly competitive Moderately competitive Open Admissions/not competitive

Average class rank of current freshman class _____

High school grade point average of incoming freshman class _____

Average SAT/ACT score _____ Size of college _____

Size of city/town _____ Sororities/fraternities on campus _____

Clubs or organizations of interest _____

Sports activities (participant or spectator) _____

GETTING THERE/GETTING AROUND

Miles from home: _____ Access to buildings: Yes ___ No ___

Effect of terrain (e.g. hills/slopes) on mobility: _____

Public transportation: Yes ___ No ___ If yes, what type? _____

Is there are meal plan? Yes ___ No ___ Cafeteria located on campus? Yes ___ No ___

Access to support services? Yes ___ No ___ Access to fitness facilities? Yes ___ No ___

Open computer labs are available? Yes ___ No ___

Computer labs are accessible? Yes ___ No ___

ADMISSION REQUIREMENTS

Minimum ACT score accepted: _____ Minimum SAT score accepted: _____
Admissions Interview needed: Yes___No___ Letters from high school teachers _____
Modified admissions for students w/ disabilities _____

HOUSING

On campus housing available _____ Off campus living approved for special accommodation _____
Halls available with visual alarms and evacuation plans for those with disabilities _____
Obtain a Residence Hall brochure to view halls and rooms or access the internet _____
Quiet floors available _____ Study rooms in residence halls _____ Private rooms _____

MAJOR FIELD OF STUDY/CLASSES

Availability of major I want to study _____ My major will be _____
My major is a 4 year/bachelor degree _____ My major is a 2 year/associate degree _____
If undecided, does the college have a course designed to help me make a career decision?
Yes___ No___
Requirements for admission into my field of study _____
Minimum requirements to remain in my field of study _____

CLASSES

Orientation classes: Yes___No___ Learning Strategies classes: Yes___No___
Study skills class: Yes___No___ Time Management classes: Yes___No___
Developmental courses in: Math _____ Reading _____ English _____
Foreign language required: Yes___ No___ (if yes) Are alternate/modified courses available?
Yes___ No___

FINANCIAL CONSIDERATIONS

Tuition, Housing and Fees: High _____ Moderate _____ Low _____
Scholarships available: Yes___No___ Financial Aid available: Yes___No___
My KEES money available: Yes ___No___ Work study available: Yes___ No___

SERVICES FOR STUDENTS WITH DISABILITIES

Disabilities Office staff available _____ Office information/services on the internet _____

Disabilities office location: _____

Disabilities office phone number: _____

Special programs for students with disabilities _____ Learning disability programs _____

Registering with the Disabilities Office:

Access to disability documentation guidelines _____

Application for services _____

Special forms for housing accommodation requests _____

Other forms: _____

Disabilities Office provides the following with appropriate documentation:

Letters of accommodation for professors _____

Tutoring: tutoring labs on campus _____ one/one tutoring _____

Test accommodations: Extended time _____ Quiet testing _____ Readers _____

Oral _____ Books on tape _____ Textbooks in alternate format : CD _____ Audio Formatted _____

Classroom accommodations: Readers _____ Scribes _____ Note takers _____

Interpreters _____ Handicapped parking _____

Additional Services/supports:

Assistive technology available _____

Study groups _____

Peer support groups _____

Receive diagnostic testing: Psychology Clinic _____ Speech and Hearing Clinic _____

Special Advisors _____

Collaboration with:

Office for the Blind: On campus _____ Off campus _____

Office of Vocational Rehabilitation: On campus _____ Off campus _____

Counseling Center: On campus _____ Off campus _____

Who Completes Postsecondary Education?

Students with disabilities should consider the challenges they will encounter in postsecondary education. You can compensate for the challenges by demonstrating the characteristics of other successful students.

CATEGORY	SUCCESSFUL STUDENTS	UNSUCCESSFUL STUDENTS
Motivation	<ul style="list-style-type: none"> ▪ Goal-oriented ▪ Determination, perseverance ▪ Self-discipline ▪ Willingness to work 	<ul style="list-style-type: none"> ▪ Lack of goals or career ideas ▪ Immature ▪ Procrastinates
Preparation	<ul style="list-style-type: none"> ▪ Academic preparation ▪ Knowledge of study and compensatory techniques ▪ Familiar with learning style ▪ Time-management skills 	<ul style="list-style-type: none"> ▪ Lack of academic preparation ▪ Protected in high school ▪ Learned helplessness ▪ Lack of study and time management ▪ Disorganized
Self-Advocacy	<ul style="list-style-type: none"> ▪ Self-awareness ▪ Self-acceptance ▪ Knowledge of laws, policies, and resources ▪ Assertiveness skills ▪ Problem-solving skills 	<ul style="list-style-type: none"> ▪ Unrealistic expectations ▪ Denial of disability, embarrassment ▪ Lack of knowledge, legal rights, or programs ▪ Lack of self-esteem and self-confidence ▪ Lack of effective communication techniques ▪ Lack of problem-solving skills

(Hecks-Coolick and Kurtz, 1997)

Final Word

Life is a giant buffet of choices. You are the one who makes the decisions about what you want, where you go and how successful you will be. Many students with disabilities have successfully completed postsecondary experiences and have wonderful careers. You are the key to your own success. You have the support of your parents, teachers, counselors, and other students, but the adventure is yours. If you plan ahead, develop goals and are willing to explore your interests and communicate what you need, who knows all that you will be able to accomplish. Begin planning. "It's your future now."



Definition of Terms Used in this Handbook

Academically Competitive – Describes schools that accept only students who can prove high academic ability and in which many students value learning, achievement and good grades; also describes students who score well on standardized and non-standardized tests and who get high grades in school.

Accommodation - A change in the usual way of doing things so an individual's needs can be met.

ACT and SAT – Standardized tests attempt to measure students' potential to do well in college; Kentucky colleges that require standardized test scores request the ACT, which is designed to assess high school students' general educational development and their ability to complete college-level work. It covers four areas: English, mathematics, reading, and science reasoning.

ADA (Americans with Disabilities Act) – A federal law that prohibits discrimination against individuals who are disabled. A postsecondary school may not discriminate on the basis of disability. See Section 504 for more information.

Advocacy – Speaking up for a cause, person, or idea.

Apprenticeship – A time during which a person learns a trade or occupation, sometimes as part of a trade union program.

Aptitude – A person's ability for learning; a talent or quickness in learning, and understanding in particular areas.

Assistive Technology – Equipment, hardware, inventions, tools, or other help for people with disabilities; aids to help people do the tasks of daily life.

Career Fairs – Events in high schools, colleges, or communities that offer the opportunity to talk with people who work in a variety of jobs and who will answer questions about their companies, including preparation it takes to enter their field.

Career Placement Service – A person or group of people at a school or college who help students and graduates learn about and apply for jobs. The amount and kinds of services vary, but some services help arrange interviews, provide information on specific companies, and work with students to identify which jobs will be a good fit.

Career and Technical Education (CTE) – was formerly known as “vocational education”. Kentucky provides secondary and postsecondary opportunities through a wide range of Career and Technical Education courses and various pathways. Courses can provide career exploration, preparation, leadership development and may include cooperative work experience. Secondary students can take CTE courses at their local high school or at an Area Technology Center (ATC). Students can continue their postsecondary career and technical education at Kentucky Community and Technical Colleges or other postsecondary institutions.

Correspondence Classes (print based courses) – Some classes from universities and other schools can be taken by mail. A person registers by phone, mail, or online and arranges to buy books. The teacher sends readings and assignments. Students keep in touch with their instructor by mail, submitting assignments, and sending in exams. Some correspondence courses are for credit; others relate to peoples' personal interests and hobbies.

Education - A program of instruction or a series of experiences, planned to help individual learners grow in knowledge and/or skill. Education contributes to personal growth. It also can lead to specific outcomes such as diplomas or certifications, driver education, or a college education.

Co-curricular Activities – Doing things that are not part of academic requirements or homework at school. Volunteering at the humane society, working on or acting in plays, participating in sports, and belonging to scouts, 4H, or FFA are a few examples of co-curricular activities.

IEP – Individualized Education Program – The IEP is a written document which ensures that a child with a disability receives a Free Appropriate Public Education (FAPE) in the least restrictive environment. It is the most important legal document written for a child with disabilities. IEPs are developed through discussion at team meetings that include parents and professionals involved in that child's education. The IEP describes the educational process planned for the student and serves as a communication tool among parents, schools, and others involved in the education and training of the individual. It can serve as a method for joint planning, problem solving, and decision-making.

Independent Living Skills – The motivation, knowledge, and ability to live daily life in as self-reliant a way as possible, with the least amount of control by others. Independent living skills can include:

- self-advocacy,
- job seeking and retention,
- budgeting and paycheck management, food planning, selection, buying and preparation,
- recreational activity awareness, planning and participation,
- selection and care of clothing,
- awareness and use of resources including clinics, physicians, adult service agencies, counselors, neighbors, and others,
- dating, co-worker and interpersonal skills, and
- community participation.

Individuals with Disabilities Act (IDEA) - The IDEA is a federal law that strengthened academic expectations and accountability for the nation's 5.8 million children with disabilities in public schools. The IDEA required Individualized Education Programs (IEPs) that spell out the educational goals for each child and the services that he or she will receive for his education. It increased parental involvement. The law required regular progress reports to parents, included children with disabilities in state and district assessments, and in setting and reporting on performance goals as they do for non-disabled children. The law required that IEPs include the program modifications and supports for the child and teacher to enable the child to succeed in the classroom. IEPs must relate clearly to the general curriculum that children in regular classrooms receive. IDEA was also designed to remove financial incentives for placing children in more separate settings when they could be served in a regular classroom, and it included regular classroom teachers in the meetings at which the academic goals of children with disabilities are set.

Individual Learning (Graduation) Plan (ILP/IGP) –The Individual Learning (Graduation) Plan is a plan of study that emphasizes academic and career development for students beginning in middle school and continues throughout high school. The plan serves as a tool which helps students set learning goals based on academic and career interests

Interest Inventories – Verbal, written, or computer exercises that help a person identify interest areas and jobs that may be a good fit for them based on things they like to do and activities in which they would like to participate.

Internet Classes (or Web Classes) – Courses students can take via the Internet, on a personal computer with a modem or other Internet connection. Many colleges and universities, including the Kentucky Community and Technical College System (KCTCS), offer classes that can be taken entirely by computer. In addition, the Kentucky Virtual University and the Kentucky Virtual High School offer these opportunities. Some entire degree programs can be earned via Internet classes. There is always tuition for these classes. Assignments can be submitted over the Internet. Quizzes and tests are given on a computer. Students have to be motivated to take a class on their own computer. Sometimes the classes meet at a certain time, so students have to schedule their class participation. Other courses are available any time.

Job Shadowing – Finding out about different occupations and kinds of work environments by following and watching people actually do the jobs.

Learning Styles – Different people learn in many different ways. Some learn best through hearing, others through reading, others through watching, others through active involvement and still others through many times of practicing doing something; most of us learn best using some combination of reading, hearing, seeing, doing, or repeating. The activities that help us learn most quickly and thoroughly form our learning style.

Mentoring Programs – A mentor is a trusted person, a counselor, teacher, or other person who helps someone do new things or cope with new surroundings. Mentors usually work with other people in a one-to-one relationship.

Mobility Skills – The word “mobility” refers to the ability of people with vision or other disabilities to move with ease, speed, and safety through the environment. Mobility is distinguished from “orientation” which adds the element of spatial awareness. The maximum ability of a person to get around in her/his living and working space is a combination of good mobility skills and good orientation skills.

On-the-Job Training – A way to gain knowledge and skills a person can acquire while they are in the workplace, already doing some activities related to an existing position description.

Portfolio – A collection of evidence, usually including papers, pictures, descriptions, and recommendations about what a person is able to do. A writer’s portfolio would include publications. An artist’s portfolio would include samples or pictures of his or her paintings/photographs/drawings. A carpenter’s portfolio would include a description of the tools he or she has used, pictures of objects built, descriptions of special talents or abilities written by teachers, supervisors, or mentors.

Postsecondary – After high school.

Private College or University– Postsecondary school run and supported by private individuals or a corporation rather than by a government or public agency. Some private colleges are connected with churches or religious orders; others are independent. Private schools generally charge higher tuition than public colleges and technical schools. Some have smaller enrollments and lower student/teacher ratios than public colleges.

Proprietary School, College, or University – A postsecondary school which is run as a business, to make a profit. Some types of education and training such as pet grooming, broadcasting, bartending, and massage therapy are often provided by proprietary schools.

Public College or University – In the United States, postsecondary school is supported by public funds and provides reduced tuition for education for citizens of the state which supports it. Public colleges and universities are often accountable in some way to the state legislature and other public input.

Remediation/compensation strategies – Ways of addressing, overcoming, or correcting limitations or barriers caused by a disability so a person can participate as fully as possible in daily life activities such as work, education, and training.

Section 504 of the Rehabilitation Act of 1973 – Section 504 was enacted to “level the playing field” - to eliminate impediments to full participation by persons with disabilities. The statute was intended to prevent intentional or unintentional discrimination against persons with disabilities, persons believed to have disabilities, or family members of persons with disabilities. Section 504 protects qualified individuals with disabilities. A postsecondary school may not discriminate on the basis of disability. It must insure that the programs it offers, including extracurricular activities, are accessible to students with disabilities. Postsecondary schools can do this in a number of ways: by providing architectural access, providing aids and services necessary for effective communication, and by modifying policies, practices, and procedures. All programs and services must be provided in an integrated setting. In some instances, architectural access may be the only way to make a program accessible. Qualified interpreters, assistive listening systems, captioning, TTYs, qualified readers, audio recordings, taped texts, Braille materials, large print materials, materials on computer disk, and adapted computer terminals are examples of auxiliary aids and services that provide effective communication. Such services must be provided, unless doing so would result in a fundamental alteration of the program or would result in undue

financial or administrative burdens. The most challenging aspect of modifying classroom policies or practices for students with disabilities is it requires thought and prior preparation. The difficulty lies in anticipating needs and in the classroom preparing in advance. The actual modifications are rarely substantive or expensive. Some examples are:

- rescheduling classes to an accessible location;
- early enrollment options for students with disabilities to allow time to arrange accommodations;
- substitution of specific courses required for completion of degree requirements;
- allowing service animals in the classroom;
- providing students with disabilities with a syllabus prior to the beginning of class;
- clearly communicating course requirements, assignments, due dates, grading criteria both orally and in written form;
- providing written outlines or summaries of class lectures, or integrating this information into comments at the beginning and end of class; and
- allowing students to use note takers or tape record lectures.

Modifications will always vary based on the individual student's needs. Modifications of policies and practices are not required when it would fundamentally alter the nature of the service, program, or activity.

Self-advocacy Skills – Self-advocacy is the art of speaking up for yourself and your needs and being able to explain a disability clearly and concisely. Once people understand the disability, they may need to know what kinds of actions or things can help overcome a disability. The combination of skills of being able to explain your disability and to speak in favor of the ways of overcoming the barriers brought on by that disability is called self-advocacy.

Stress management – Everyone is nervous and afraid in some situations. There are some specific behaviors, thoughts, and activities that can help people when they feel panic coming on. Different things work for different people, but what works for an individual is his or her stress management routine. That can include slow or regulated breathing, ways of sitting or standing, particular patterns of thought, or remembering and repeating certain words or phrases.

Study Skills – Techniques of scheduling time, finding a quiet place, sitting still, reading, remembering, reviewing, deciding what material is important, and taking helpful notes are all study skills. Study skills classes help individuals find out what particular study skills work best for them.

Time Management Skill – The ability of a person to plan, control, or schedule how she/he uses time in their day-to-day schedule. The way a person uses time shows which tasks/activities are important and which can be dropped. Through planning, a person can increase the amount time in which he/she can work and do other things of interest; control distractions that waste time; and can increase effectiveness and reduce stress.

Area Technology Centers (ATC) – The primary purpose of Area Technology Centers is to serve high school students and provide instruction in courses such as carpentry, welding, plumbing, business and marketing, culinary arts and child care. Students may also have opportunities to combine classroom learning and work by participating in cooperative work experience.

Training – “Education” is planned to help people learn, know, and remember information. “Training” is about doing: getting and practicing skills. Training improves performance; it brings about a change in ability and a difference in behaviors. A person who participates in training should be able to do something *after* the training they could not do *before* the training. Training usually includes learning, doing and practice (repetition). The person being trained will know *why* they are doing something and see *how* their task fits in to the bigger picture at work (in manufacturing, or welding, or printing, for instance). A major part of training is learning *what* workers are supposed to do. Another key part is *problem solving* – figuring out what to do when things don't go exactly as planned.

Transcript – An official record, kept by a school, of the courses taken, and the grades earned, for a particular student. Some employers require a copy of a transcript sent directly by the school; others will accept a copy of a students records and grades.

Transition – To change or move from one time of life, role, style, or place to another. High school graduation is a time of transition to a job, college, trade school, the military, or an apprenticeship.

Tutoring Programs – An opportunity to work with someone who can help with class work or skill development, either one-on-one, or in small groups. Tutors are often volunteers who are willing to help other students who have questions or concerns about their work.

Two Year Community and Technical Colleges – The Kentucky Community and Technical College System (KCTCS) offers classes in basic academic subjects (English, foreign language, communication, math, science, social science, and the arts) that lead to Associate degrees and/or employment certificates. After a person graduates from a two-year community or technical college, she or he may want to continue study at a college or university or get a job using what was learned.

Vocational Rehabilitation – The use of education, training, and therapy to assist a person to learn and be able to do one or more jobs, to have a trade, and to earn a paycheck.

Writing Lab – A place at a school, college, or university where students can bring their writing assignments or projects and get help in expressing themselves, clearly, concisely, and effectively. Students may take drafts of assignments to writing labs and get help in spelling, grammar, or putting good sentences together.



Intelligence plus character--that is the goal of true education.

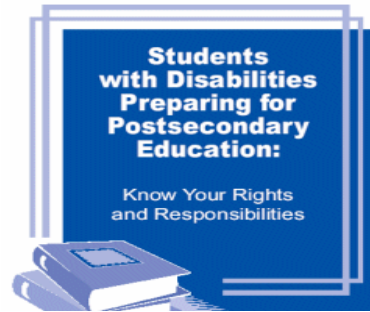
~ Martin Luther King, Jr.

ACCESS to Postsecondary Education For Students with Disabilities

The CHALLENGE...knowing your rights and responsibilities as you transition to and proceed through the postsecondary education and training program you have chosen.

U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202

May 2005



More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, 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.

The Office for Civil Rights (OCR) in the U.S. Department of Education is providing the information in this pamphlet to explain the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure that the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.

Because both school districts and postsecondary schools must comply with these same laws, you and your parents might believe that postsecondary schools and school districts have the same responsibilities. This is not true; the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school probably will require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional to do it. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through this Department of Education Web page: <http://www.ed.gov/about/offices/list/osers/rsa/index.html>

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative also would be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school 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.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may [file a complaint](#) against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, contact us at:

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1- 877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

Where to Get Information about Accommodations on Kentucky Campuses

Kentucky Public Universities

Eastern Kentucky University

General Information (859) 622-1000, 1-800-465-9191
Disability Services 859-622-2933
SSB, CPO 66
521 Lancaster Avenue
Richmond, KY 40475-3102
www.eku.edu

Kentucky State University

General Information (502) 597-6000, 1-800-633-9415
Disability Services (502) 597-6277
400 East Main Street
Frankfort, KY 40601
www.kysu.edu

Morehead State University

General Information (606) 783-2221, 1-800-585-6781
Disability Services (606) 783-5188
University Boulevard
Morehead, KY 40351
www.moreheadstate.edu

Murray State University

General Information (270) 809-3011
Disability Services (270) 809-2018
PO Box 9
Murray, KY 42071-0009
www.murraystate.edu

Northern Kentucky University

General Information (859) 572-5100, 1-800-637-9948
Disability Services (859) 572-6373
Louie B. Nunn Drive
Highland Heights, KY 41099
www.nku.edu

University of Kentucky

General Information (859) 257-9000, 1-800-432-0967
Disability Services (859) 257-2754
University of Kentucky
Lexington, KY 40506-0032
www.uky.edu

University of Louisville

General Information (502) 852-5555, (502) 852-6531

Disability Support Services (502) 852-6938

2301 South Third Street
Louisville, KY 40292-0001
www.louisville.edu

Western Kentucky University

General Information (270) 745-0111, 1-800-495-8463

Disability Support Services (270) 745-5004

1906 College Heights Boulevard, #21052
Bowling Green, KY 42101-1052
www.wku.edu

Kentucky Community and Technical College System (KCTCS)

Kentucky Community and Technical College System

General Information: 859.256.3100

Disability Services 859.256.3326

300 N. Main Street
Versailles, KY 40383
www.kctcs.edu

Ashland Community and Technical College

General Information 1-800-928-4256

Disability Services 606-326-2051

1400 College Drive
Ashland, KY 41101
606-326-2000
www.ashland.kctcs.edu

Big Sandy Community and Technical College

General Information 1-888- 641-4132

**Disability Support Services (606) 886-7359,
1-888-641-4132, ext. 67359**

www.bigsandy.kctcs.edu

Hager Hill Campus

150 Industrial Park Road
Hager Hill, KY 41222
(606) 789-5321

Mayo Campus

513 Third Street
Paintsville, KY 41240
(606) 789-5321

Pikeville Campus

120 South Riverfill Drive
Pikeville, KY 41501
(606) 218-2060

Prestonsburg Campus

One Bert T. Combs Drive
Prestonsburg, KY 41653
(606) 886-3863

Bluegrass Community and Technical College District

General Information (all campuses) 859-246-6200 or Toll Free 1-866-774-4872

Disability Support Services 859-246-6530 or Toll Free 1-866-774-4872 extension 56530

Services for Students who are Deaf and Hard of Hearing 859-246-6753 V/TTY

www.bluegrass.kctcs.edu

Cooper Campus

470 Cooper Drive
Lexington, KY 40506-0235

Leestown Campus

164 Opportunity Way
Lexington, KY 40511-2623

Regency Campus

2659 Regency Road
Lexington, KY 40503-2922

Danville Campus

59 Corporate Drive
Danville, KY 40422-9690

Lawrenceburg Campus

1500 Bypass North, US 127
Danville, KY 40342-9465

Winchester-Clark County Campus

36 Wheeler Avenue
Winchester, KY 40391-1804

Bowling Green Community and Technical College

General Information 270-901-1000

Disability Services 270-901-1084

<http://www.bowlinggreen.kctcs.edu>

Main Campus

1845 Loop Drive
Bowling Green, KY 42101
270-901-1000

Glasgow Campus

129 State Avenue
Glasgow, KY 42141
270-901-1200 & 270-651-5673

Glasgow Technology Campus

500 Hilltopper Way
Glasgow, KY 42141
270-659-6900

Kentucky Advanced Technology Institute

1127 Morgantown Road
Bowling Green, KY 42101
270-901-1150

Elizabethtown Community and Technical College

General Information 270-769-2371
Disability Services 270-706-8455

Main Campus

600 College Street Road
Elizabethtown, KY 42701
270-769-2371, 1-877-246-2322
www.elizabethtown.kctcs.edu

Fort Knox Campus

1174 Dixie Street
Fort Knox, KY 40121
270-706-8858
www.ftknox.kctcs.edu

Gateway Community and Technical College

General Information 859-441-4500
Disability Services 859-442-4120
www.gateway.kctcs.edu

Boone Campus

500 Technology Way
Florence, KY 41042

Covington Campus

1025 Amsterdam Rd.
Covington, KY 41011

Edgewood Campus

790 Thomas More Parkway
Edgewood, KY 41017

Highland Heights Campus

90 Campbell Drive
Highland Heights, KY 41076

Park Hills Campus

1030 Old State Rd.
Park Hills, KY 41011

Hazard Community & Technical College

General Information 1-800-246-7521
Disability Services (606) 487-3086
www.hazard.kctcs.edu

Hazard Campus

One Community College Drive
Hazard, KY 41701
(606) 436-5721, 1-800-246-7521

Hazard Technical Campus

101 Vo-tech Drive
Hazard, KY 41701
(606) 435-6101

Lees College Campus

601 Jefferson Avenue
Jackson, KY 41339
(606) 666-7521

Leslie County Center

108 Maple Street
P.O Box 1870
Hyden, KY 41749
(606) 672-6800

Knott County Branch

238 Highway 160
P.O. Box 7498
Hindman, KY 41822
(606) 785-4114

Henderson Community and Technical College

General Information (270) 827-1867, 800-696-9958

Disability Services (270) 831-9783

2660 South Green Street
Henderson, KY 42420
www.hencc.kctcs.edu

Hopkinsville Community and Technical College

General Information 270-886-3921

Disability Services 270-886-3921 ext. 6199

720 North Drive, PO Box 2100
Hopkinsville, KY 42241-2100
www.hopkinsville.kctcs.edu

Fort Campbell Campus

English Army Education Center
Room 135, 202 Bastogne Avenue
Fort Campbell, KY 42223
(270) 798-7418 or (931) 431-3777

Jefferson Community and Technical College

General Information (502) 213-5333

Disability Services (502) 213-2449

www.jefferson.kctcs.edu

Downtown Campus

109 East Broadway
Louisville, KY 40202
(502) 213-5333

Southwest Campus

1000 Community College Road
Louisville, Ky 40272
(502) 213-5333

Carrollton Campus

324 Main Street
Carrollton, KY 41008
(502) 732-4846 or (800) 843-3887

Jefferson Technical Campus

727 W. Chestnut Street
Louisville, KY 40203
(502) 213-5333

Shelby County Campus

1361 Frankfort Road
Shelbyville, KY 40065
(502) 633-5524

Madisonville Community and Technical College

General Information 270-821-2250

Disability Services (270) 824-1708

www.madisonville.kctcs.edu

Main Campus

2000 College Drive
Madisonville, KY 42431
270-821-2250

Health Campus

750 N. Laffoon Street
Madisonville, KY 42431
270-824-7552

Technology Campus

150 School Avenue
Madisonville, KY 42431
270-824-7544

Muhlenberg Campus

406 W. Everly Brothers Boulevard
Central City, KY 42330
270-757-9881

Maysville Community and Technical College

General Information (606)759-7141

Disability Services ext. 66143

1755 U.S. 68
Maysville, KY 41056
www.maysville.kctcs.edu

Rowan Campus

609 Viking Drive
Morehead, KY 40351
(606)783-1538

Licking Valley Campus

319 Webster Avenue
Cynthiana, KY 41031
(859)234-8626

Owensboro Community and Technical College

General Information 270.686.4400, 1-866-755-OCTC

Disability Services 270-686-4528

4800 New Hartford Road
Owensboro, KY 42303
www.octc.kctcs.edu

Downtown Campus

1501 Frederica Street
Owensboro, KY 42301
270-686-4444

Southeastern Campus

1901 Southeastern Parkway
Owensboro, KY 42303
270-686-4488

Somerset Community and Technical College

General Information (606) 679-8501, 1-877-629-9722

Disability Services (606) 451-6706

808 Monticello St.
Somerset, KY 42501
www.somerset.kctcs.edu

Somerset Campus South

230 Airport Rd.
Somerset, KY 42501

Laurel Campus North

100 University Dr.
London, KY 40741

Laurel Campus South

235 South Laurel Rd.
London, KY 40744

McCreary Center

250 College St.
Whitley City, KY 42653

Russell Center

848 Steve Wariner Dr.
Russell Springs, KY 42642

Clinton Center

1001 W. Hwy. 90
Route 4 Box 438C
Albany, KY 42602

Southeast Kentucky Community and Technical College

General Information 606-589-2145, 1-888-274-7322

Disability Services 606-589-2145, ext. 13018

<http://www.southeast.kctcs.edu>

Cumberland Campus

700 College Road
Cumberland, KY 40823
606-589-2145

Harlan Campus

164 Ball Park Road
Harlan, KY 40831
606-573-1506

Middlesboro Campus

1300 Chichester Avenue
Middlesboro, KY 40965
606-242-2145

Pineville Campus

3300 South US 25E
Pineville, KY 40977
606-337-3106

Whitesburg Campus

2 Long Avenue
Whitesburg, KY 41858
606-633-0279

West Kentucky Community and Technical College

General Information (270) 554-9200

Disability Services (270) 534-3406

4810 Alben Barkley Drive
Paducah, KY 42001

www.westkentucky.kctcs.edu

Kentucky Private Colleges and Universities

Alice Lloyd College

General Information (606) 368-2101

Disability Services (606) 368-6120

100 Purpose Road
Pippa Passes, KY 41844

www.alc.edu

Asbury College

General Information (859) 858-3511, 1-800-888-1818

Disability Services (859) 858-3511, ext. 2116

One Macklem Drive
Wilmore, KY 40390-1198

www.asbury.edu

Baptist Seminary of Kentucky

General Information (859) 455-8191

631 South Limestone Street

Lexington, KY 40508

www.bsky.org

Bellarmino University

General Information (502) 452-8000, 1-800-274-4723, ext.8131

Disability Services (502) 452-8150

2001 Newburg Road

Louisville, KY 40205-0671

www.bellarmino.edu

Berea College

General Information (859) 985-3000, 1-800-326-5948

Disability Services (859) 985-3150

Berea College

Berea, KY 40404

www.berea.edu

Brescia University

General Information (270) 685-3131, 1-877-273-7242

Disability Services (270) 686-4259

717 Frederica Street

Owensboro, KY 42301-3023

www.brescia.edu

Campbellsville University

General Information (270) 789-5000, 1-800-264-6014

Disability Services (270) 789-5192

One University Drive

Campbellsville, KY 42718-2799

www.campbellsville.edu

Centre College

General Information (859) 238-5200, 1-800-423-6236

Disability Support Services (859) 238-5223

600 West Walnut Street

Danville, KY 40422-1394

www.centre.edu

Clear Creek Baptist Bible College

General Information (606) 337-3196

300 Clear Creek Road

Pineville, KY 40977-9752

www.ccbbc.edu

Georgetown College

General Information (502) 863-8000, 1-800-788-9985

Disability Services (502) 863-7074

400 East College Street
Georgetown, KY 40324-1696
www.georgetowncollege.edu

Kentucky Christian College

General Information (606) 474-3000

100 Academic Parkway
Grayson, KY 41143-1199
www.kcc.edu

Kentucky Wesleyan College

General Information (270) 926-3111, 1-800-999-0592

Disability Services (270) 926-3111

3000 Frederica Street, PO Box 1039
Owensboro, KY 42302-1039
www.kwc.edu

Lexington Theological Seminary

General Information (859) 252-0361 Ext. 245

631 South Limestone Street
Lexington, KY 40508-3288
www.lextheo.edu

Lindsey Wilson College

General Information (270) 384-2126, 1-800-264-0138

Disability Services (270) 384-8100

210 Lindsey Wilson Street
Columbia, KY 42728-1298
www.lindsey.edu

Louisville Bible College

General Information (502) 231-5221

I-265 at Beulah Church Road
Louisville, KY 40228-2472

Louisville Presbyterian Theological Seminary

General Information (502) 895-3411

1044 Alta Vista Road
Louisville, KY 40205-1798
www.lpts.edu

Mid-Continent

General Information (270) 247-8521

Disability Services (270) 247-8521 ext 354

99 Powell Road East
Mayfield, KY 42066
www.midcontinent.edu

Midway College

General Information (859) 846-4421, 1-800-755-0031

Disability Services (859) 846-4421

512 East Stephens Street

Midway, KY 40347-1120

www.midway.edu

Pikeville College

General Information (606) 218-5250, 1-866-232-7700

Disability Services (606) 218-5232

147 Sycamore Street

Pikeville, KY 41501

www.pc.edu

The Southern Baptist Theological Seminary

General Information (502) 897-4011

2825 Lexington Road

Louisville, KY 40280-0001

www.sbts.edu

Spalding University

General Information (502) 585-7111, 1-800-896-8941, ext. 2111

Disability Services (502) 588-7176, ext. 2239

851 South Fourth Street

Louisville, KY 40203-2188

www.spalding.edu

St. Catharine College

General Information (859) 336-5082

Disability Services (859) 336-5082

2735 Bardstown Road

St Catharine, KY 40061

www.scckky.edu

Thomas More College

General Information (859) 341-5800, 1-800-825-4557

Disability Services (859) 344-3521

333 Thomas More Parkway

Crestview Hills, KY 41017-3495

www.thomasmore.edu

Transylvania University

General Information (859) 233-8300, 1-800-872-6798

Disability Services (859) 233-8215

300 North Broadway

Lexington, KY 40508-1797

www.transy.edu

Union College

General Information (606) 546-4151, 1-800-489-8646

Disability Services (606) 546-1611

310 College Street

Barbourville, KY 40906-1499

www.unionky.edu

University of the Cumberlands

General Information (606) 549-2200, 1-800-343-1609

Disability Services (606) 549-2200

6178 College Station Drive

Williamsburg, KY 40769-1372

www.cumberlandcollege.edu

Documentation of Disability is Necessary

TO RECEIVE EDUCATIONAL ACCOMMODATIONS AT POSTSECONDARY EDUCATIONAL INSTITUTIONS

What Kind of Documentation Do Postsecondary Schools Require?

Postsecondary schools require disability documentation establishing that a student has a disability as defined by the American Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (*see page 3 of this guide*).

Because these laws are different from the Individual with Disabilities Education Act (IDEA), which applies to students in K-12, new and/or additional documentation may be needed. The documentation should provide sufficient information so the accommodations that permit equal access to educational activities can be determined. Though service eligibility is determined locally with each institution having its own standards and policies for disability documentation, the **Kentucky Association for Higher Education and Disability** (KyAHEAD) has adopted statewide procedures to guide Kentucky postsecondary schools in securing evidence of student disability. These guidelines appear below:

Postsecondary Schools Statewide General Disability Documentation

Essential components:

- Certified/Licensed Professional (medical doctor, psychologist, neurologist, etc.) on professional stationary (no prescription pad notes)
- Clearly stated diagnosis
- Description of assessment and relevant history
- Description of functional limitations or educational impact
- Current: To determine current impact and validate the need for services based on expected changes or stability of the disability.
- Recommendations for accommodations (what has worked, medications, strategies, etc.)

NOTE: Each Postsecondary Institution determines whether documentation meets eligibility criteria for services. Therefore, please make sure to check with the college/university of your choice regarding required documentation of disability.

Postsecondary Schools Statewide Learning Disability Documentation

Essential components:

- Certified/Licensed Psychologist / Neuropsychologist / Psychiatrist
- Full psycho-educational assessment report
- Description of assessment and relevant history
- Comprehensive Adult Assessment Tools (Not brief screeners):
 - **Cognitive measures**
 - Approved Cognitive Measures:
 - The Wechsler Adult Intelligence Scale-III
 - The Woodcock-Johnson III: Tests of Cognitive Abilities
 - Not approved cognitive measures:
 - *The Wechsler Intelligence Scale for Children (WISC)*
 - *The Slosson Intelligence Test*
 - *The Kaufman Brief Intelligence Test*
 - **Achievement measures**
 - Approved Achievement Tests:
 - Woodcock-Johnson III: Tests of Achievement (WJ-ACH)
 - Wechsler Individual Achievement Test (WIAT)
 - Not approved achievement test:
 - *Wide Range Achievement Test (WRAT-R)*
 - **Information Processing**
 - Derived from subtests on cognitive and achievement measures
- Report complete standardized scores (composite and subtest scores)
- Indication of substantial educational impact
- Current: To determine current impact and validate the need for services
- Eligibility Determination or clearly stated diagnosis
- Recommendations for accommodations (what has worked, strategies, etc.)

NOTE: Each Postsecondary Institution determines whether documentation meets eligibility criteria for services. Therefore, please make sure to check with the college/university of your choice regarding required documentation of disability.

Adapted from AHEAD Best Practices Disability Documentation in Higher Education, 2006, www.ahead.org; Educational Testing Service: Resources for Test Takers with Disabilities, 2006, www.ets.org; and ACT Assessment: Services for Students with Disabilities, 2006, www.act.org.

What Does this Documentation Do?

- It establishes that a student *currently* has a substantial limitation to a major life activity.
- As a result of that substantial limitation, accommodations are needed for a student to *equally participate* in educational activities.
- It offers guidance regarding appropriate accommodations for a student in a postsecondary setting.

In Preparation for a Postsecondary Setting, Students Should:

- Know what their disability is and what accommodations benefit them.
- Know how to describe their academic *and* personal strengths and weaknesses.
- Continue to develop self-advocacy skills regarding their accommodations.
- Gather all necessary documentation to establish eligibility for accommodations after high school.
- Investigate potential postsecondary schools and request information about services, accommodations and documentation requirements from each postsecondary setting.
- Contact the postsecondary school during the application process (or sooner) so that accommodations can be discussed and implemented before classes begin.

High Schools are required to:

- Assist students with disabilities in developing a clear post school transition plan.
- Provide transition services, including any interagency linkages that are necessary, to assist the student in meeting his/her postsecondary goals, such as helping students develop self-awareness about their disability as well as effective self-advocacy skills that promote student independence and self-reliance.
- Provide a summary of academic achievement and functional performance, recommended to include (1) a copy of the student's individual graduation/learning plan, (2) a copy of the most recent individual education plan, (3) all relevant test scores and educational data including those used to establish and maintain eligibility for special services, and (4) recommendations for assisting the student in meeting his/her postsecondary goals.

Final Thoughts

- Communication is essential – begin the transition to postsecondary education early!
- College students with disabilities must be given an equal opportunity to benefit from the program (an opportunity comparable to that afforded non-disabled students), however;
- The law ensures opportunity; it doesn't ensure success.
- Successful college students take primary responsibility for accommodations, communication and services.
- Assistance is available if students ask for it.

I am the master of my fate; I am the captain of my soul.

~ William Ernest Henley