

# **Transition to College: Focus on Students with Disabilities**

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### Tonight's Goal

- Open lines of communication
- Explore how the system works
- Promote consideration of relevant factors
- Help students and parents navigate the college (adult) system
- Answer general questions

### Individuals with Disabilities Education Act (IDEA, 2004)

Legal standard that applies at the high school level  
 Designed for minors  
 Education is a right  
**Fundamental tenet – Inclusion**  
 "Free and Appropriate Public Education in the Least Restrictive Environment"  
 School identifies, assesses, and provides programming for individuals with disabilities  
**Potential curriculum modification**  
 Students, parents and school are responsible for outcomes

*Seek out services  
bring IEP/testing info*

### Differences between High School and College

	IDEA	ADA
	<u>High School</u>	<u>College</u>
1. Identification	School	Student
2. Assessment	School	Student
3. Program	School/Parent	Student
4. Advocacy	School/Parent	Student
5. Decisions	School/Parent	Student
6. Planning	School/Parent	Student

The Family Educational Rights and Privacy Act (FERPA) prevents the sharing of student personal information without the student's specific written permission.

### Students' Relationship to the Academic Environment

May/June =====>	August/September
High School	College
IDEA	ADA
Minors	Adults
System-driven	Individual-driven
Shared responsibility	Personal responsibility



- No intermediate step

*What services do transition coord  
do in Troy?*

## Americans with Disabilities Act of 1990 (ADA, 1991)

Updated by Americans with Disabilities Act Amendments Act (ADAAA, 2009)  
 Legal standard that applies at the college level

Designed for adults

Education is viewed as a choice

Fundamental tenets – nondiscrimination, accessibility

"Reasonable Accommodations" focused primarily on classroom academic accessibility

Students must self-identify to the proper office and provide

documentation of current disability



No fundamental curriculum modification

(maintaining academic integrity can be an accreditation issue)

College must offer resources

Students decide whether to use resources

Students held responsible for outcomes

MAY BE ABUS TO  
 TEST IN A DIFF.  
 LOCATION + TIME

## Language

- K-12 education is a right
  - "Entitlement"
  - The system is designed to promote achieving graduation requirements
- The college experience is a choice
  - "Reasonable accommodations"
  - Students have the right to not be discriminated against, and should expect reasonable accessibility
  - The system compassionately reinforces the natural outcomes of decisions made by students.

## College and Parent (Typically) Share Same Goal

- Maximize student's ability to pursue long-term goals
  - What are the person's current capabilities?
  - What are the person's current desires?
- Promote appropriate current plan of action
  - College Readiness can evolve, is now the right time?
  - If not, what other option might promote timely readiness?
- Promote transition into the adult world
  - Working toward independent living?
  - Work or volunteer experiences?

## Accommodation Process

The student must self identify to the Disability Services Office EACH SEMESTER that services are desired

- Classes, requirements, student's condition may change
- Accommodations apply to student's registered class

The student must provide current documentation of a disability with sufficient information to HELP establish reasonable accommodations

- Student: documentation, learning style
- Teacher: teaching style, class format
- Class-specific circumstances

- Disability Services notifies instructors of officially-recommended accommodations

504 should have diagnosis  
most recent re-certification

4/21/2016

### Documentation

Specific documentation requirements depend on the condition.

Some factors include:

How obvious is the disability?

How old is the documentation?

When was the person assessed for the condition?

Is the condition one which, by current definition, is permanent?

Is the document dated, on letterhead, with a clear diagnosis listed, does it contain the student's name, and is it signed by a person licensed to formally make the diagnosis?

### Reasonable Accommodations

- Effective: producing the intended or expected effect
- Any modification or adjustment (based on documented need) that should promote equal opportunity to rights and privileges of all programs and services offered by a secondary institution.
  - "ability to benefit"
  - "otherwise qualified"
- DOES NOT guarantee equal outcome
  - All students are graded in the same manner

Information provided by MI-AHEAD

must maintain 2.0 gpa @ comm. college

OCC - academic support center  
one on one tutoring

### Accommodation Examples

#### Information Input:

Additional Class Notes (to supplement student's class notes)

Use of audio recorder in class

Listening device

Reader for tests

Sign Language Interpreter

#### Information output:

Extended test taking time

Proctored alternate test location (less distracting environment)

Scribe for tests

#### Reasonable class participation concerns

Lab assistant (functional limitation, not code of conduct)

Sign Language Interpreter

### Accommodation Limitations

- Students should be prepared to meet ALL fundamental requirements of their chosen academic program.
- The grading rubric for tests and assignments should be the same for ALL students seeking credit for a class.
- Students are responsible for their own transportation and campus navigation.
- ALL students are expected to adhere to the student code of conduct, regardless of documentation on file.
  - Disruptive or dangerous behavior is not acceptable
  - Students are responsible for attendance, timeliness, and staying focused in class
- If the accommodation poses an "undue burden" (significant difficulty or expense)

*need a signed  
parent form*

## Confidentiality

### College covered by FERPA

- Can internally and privately disclose information as needed
- College does not disclose externally without signed release of information from student/guardian
- Signed release of information does not compel disclosure
- Students not marked for seeking services
- Everyone has comparative strengths and weaknesses
- **No Person is defined by a diagnosis**

## Classroom Etiquette

- Does attendance count? Can I bring food?  
How will I know how I'm doing? What assignments and tests do I have? How many points is each assignment and test worth? When are the due dates? How many points can I earn in the class?
- **READ YOUR SYLLABUS!**
- Contact instructor with questions, but make sure the answer isn't already in the syllabus or in a handout.
- Not your instructor's job to "pass" you, or motivate you.
- Instructor may be pleasant in class and still enter an F for you, if that's what you earned.

## What can a parent do?

- You know your emerging adult
- Understand what the system will and will not do
- Promote organization
- Promote responsibility
  - Certain behaviors are consistent with positive grades and outcomes
  - To shield a student from responsibility communicates disbelief in the student's ability to rise to the occasion.
    - This may be easier said than done if you are used to strongly advocating for your emerging adult
  - Training ground for the working world
    - What does a degree mean in the marketplace, overall?

## What can a parent do? (continued)

- Review syllabus carefully
- May want to monitor student progress
  - At some point, might need to rely on student's word.
- Coach the student to contact Instructor, Counselor, and/or Disability Service Department if questions arise
  - Resist possible urge to contact student's instructor on behalf of student.

### Important Points

- Disability Services, Not Special Education
  - Students must meet same academic objectives
- Reasonable accommodations
- “ability to benefit”
- “otherwise qualified”

### Discussion

- The college provides ACCESS
- The student provides SUCCESS

THANK YOU FOR YOUR TIME!

# Steps to Becoming an OCC Student



1. Submit an application to OCC Enrollment Services at [www.oaklandcc.edu](http://www.oaklandcc.edu) SF A206 RO B102
2. Apply for Financial Aid at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)  
SF A203 248.233-2940 RO B157 248.246.2440
3. Verify COMPASS schedule at ASC, take COMPASS:  
SF A212 248.233.2735 RO C104 248.246.2435
4. Make an appointment to see a counselor:  
SF A206 248.233.2750 RO B102 248.246.2450
5. Sign up for an Oakland Community College student email address at <http://mail.student.oaklandcc.edu>
6. Register for classes based on counselor recommendations at [students.oaklandcc.edu](http://students.oaklandcc.edu)
7. Pay for registered classes (online with credit card is easiest)
8. **Go to the ACCESS Office for classroom accommodations assessment:**  
SF A211 248.233.2780 RO B106 248.246.2450
9. Get your books and supplies at the Raiders Bookstore  
SF A111 248.233.2720 RO D101 248.246.2420

Check website [www.oaklandcc.edu](http://www.oaklandcc.edu) for more details.

