

THERE ARE NO IEP'S IN COLLEGE

SUSY WOODS,
VISITING DIRECTOR,
OFFICE OF DISABILITY SERVICES,
UNIVERSITY OF ILLINOIS SPRINGFIELD

SO YOU'RE GOING TO COLLEGE

- YOU ARE GOING TO COLLEGE AND YOU HAVE A DISABILITY.....WHAT DO YOU NEED TO KNOW?
- WHAT WILL BE DIFFERENT?
- WHAT WILL BE THE SAME?
- HOW SUCCESSFUL WILL YOU BE?



WHAT IS COLLEGE?

- THIS PRESENTATION WHEN TALKING ABOUT COLLEGE IS DEFINING COLLEGE AS FOUR-YEAR, DEGREE GRANTING INSTITUTIONS SUCH AS THE UNIVERSITY OF ILLINOIS
- TWO YEAR COMMUNITY COLLEGES SUCH AS LEWIS AND CLARK COMMUNITY COLLEGE
- VOCATIONAL EDUCATIONAL SCHOOLS SUCH AS A COSMOTOLOGY SCHOOL

5 BASIC DIFFERENCES

- FAPE (FREE APPROPRIATE PUBLIC EDUCATION) IS AN ENTITLEMENT. A COLLEGE EDUCATION IS NOT AN ENTITLEMENT.



DIFFERENCE #2

- UNDER F.A.P.E. EVERY CHILD IS COVERED. THERE IS AN EXPECTATION OF ZERO REJECT.
- IN COLLEGE NOT EVERY ONE IS ACCEPTED. ACCEPTANCE IS BASED ON A NUMBER OF THINGS WHICH CAN INCLUDE GRADES, TEST SCORES SUCH AS A.C.T., EXTRACURRICULAR ACTIVITIES, ABILITIES, DIVERSITY ETC.

DIFFERENCE #3

- UNDER F.A.P.E. THE DISTRICT IS RESPONSIBLE FOR IDENTIFYING STUDENTS WITH DISABILITIES, EVALUATING THEM, AND COVERING THE COSTS.
- IN COLLEGE STUDENTS MUST SELF-IDENTIFY THEIR DISABILITY AND PROVIDE DOCUMENTATION. IF TESTING IS REQUIRED, IT IS THE STUDENT'S RESPONSIBILITY TO PAY FOR THIS. SOME LARGE COLLEGES MAY TEST FOR SUCH THINGS AS LEARNING DISABILITY BUT MOST DO NOT

DIFFERENCE #4

- UNDER F.A.P.E. PARENTS AND/OR GUARDIANS ARE INCLUDED IN THE DECISION MAKING.
- IN COLLEGE, ONCE THE STUDENT HAS REACHED 18 PARENTS BECAUSE OF FERPA ARE NO LONGER INCLUDED UNLESS REQUESTED BY THE STUDENTS. THIS MEANS THE BULK OF MAKING DECISIONS AND RECEIVING NEEDED SUPPORTS IS ON THE STUDENT.

DIFFERENCE #5

- UNDER F.A.P.E. IF PERSONAL DEVICES (HEARING AIDS, COMMUNICATION DEVICES, ETC.) ARE DETERMINED TO BE NECESSARY FOR EDUCATIONAL PURPOSES BY THE I.E.P., THE DISTRICT MUST PROVIDE
- COLLEGES ARE NOT REQUIRED TO PROVIDE THESE NOR DO THEY BECAUSE OF THE COST

LAWS AND THEIR IMPACT

- IDEA IS NOT IN EFFECT IN HIGHER EDUCATION. ONCE THE STUDENT HAS ACCEPTED THE HIGH SCHOOL DIPLOMA, THEIR RIGHT TO SERVICES UNDER IDEA CEASES
- HOWEVER TWO FEDERAL LAWS GOVERN SERVICES FOR STUDENTS:
- SECTION 504 OF THE REHABILITATION ACT WAS FIRST PASSED IN 1973 WITH SUBSEQUENT REAUTHORIZATIONS
- SECTION 504 APPLIES TO RECIPIENTS OF FEDERAL FINANCIAL ASSISTANCE

LAWS (CONTINUED)

- THE AMERICANS WITH DISABILITIES ACT WAS PASSED IN 1990. TITLE II OF THIS ACT APPLIES TO PUBLIC ENTITIES INCLUDING PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AND STATE COLLEGES
- LEGISLATION WENT INTO EFFECT TWO YEARS AGO THAT NOW ALSO REQUIRES PRIVATE COLLEGES TO PROVIDE ACCOMMODATIONS IF THOSE STUDENTS TAKE ANY FEDERAL FINANCIAL ASSISTANCE

WHAT THESE LAWS PROVIDE

- BOTH LAWS PROVIDE THAT A QUALIFIED INDIVIDUAL WITH A DISABILITY MAY NOT BE EXCLUDED FROM PARTICIPATION, DENIED BENEFITS, AND/OR OTHERWISE BE SUBJECTED TO DISCRIMINATION
- BOTH LAWS ARE ANTIDISCRIMINATION LAWS AND DO NOT PROVIDE ANY FUNDING AS IDEA DID.

LAWS (CONTINUED)

- UNDER THESE LAWS COLLEGES MUST PROVIDE AT NO COST REASONABLE ACCOMMODATIONS TO MAKE THEIR PROGRAMS ACCESSIBLE TO STUDENTS WITH DISABILITIES.
- THESE ACCOMMODATIONS MAY INCLUDE SUCH THINGS AS EXTENDED TIME ON TESTS FOR SOMEONE WITH A LEARNING DISABILITY, SIGN LANGUAGE INTERPRETERS FOR A STUDENT WHO IS DEAF, AND A FIRST FLOOR CLASSROOM FOR A STUDENT WHO USES A WHEELCHAIR AND WHEN THERE IS NO ELEVATOR ACCESS.

WHO IS A STUDENT WITH A DISABILITY?

- A STUDENT WITH A DISABILITY HAS A PHYSICAL OR MENTAL IMPAIRMENT WHICH SUBSTANTIALLY LIMITS ONE OR MORE MAJOR LIFE ACTIVITIES
- HAS A RECORD OF THIS OR
- IS REGARDED AS HAVING THIS.
- THIS CAN INCLUDE: PHYSICAL, PSYCHOLOGICAL, HEALTH, LEARNING DISABILITY, VISION, HEARING, ASPERGER'S/AUSTISM, ADD, COGNITIVE, TRAUMATIC BRAIN INJURY

WHO IS A QUALIFIED STUDENT WITH A DISABILITY?

- A QUALIFIED STUDENT IS A STUDENT WHO MEETS THE ACADEMIC AND TECHNICAL STANDARDS REQUIRED FOR ADMISSION OR PARTICIPATION IN THE COLLEGE'S EDUCATION PROGRAM.
- COLLEGE MAY NOT BE RIGHT FOR EVERY STUDENT WITH A DISABILITY JUST AS IT MAY NOT BE RIGHT FOR EVERY STUDENT WITHOUT A DISABILITY.

PRINCIPLES FOR COLLEGES

- COLLEGES MAY NOT DISCRIMINATE ON THE BASIS OF DISABILITY
- COLLEGES MUST MAKE ACADEMIC ADJUSTMENTS TO ENSURE REQUIREMENTS DO NOT DISCRIMINATE. FOR EXAMPLE IF A STUDENT NEEDS EXTRA TIME TO TAKE AN ENTRANCE EXAM THAT MUST BE GIVEN.

PRINCIPLES (CONT)

- COLLEGES MUST ENSURE THAT STUDENTS WITH DISABILITIES ARE NOT DISCRIMINATED AGAINST DUE TO ABSENCE OF AUXILIARY AIDS FOR STUDENTS WITH IMPAIRED SENSORY, MANUAL OR SPEAKING SKILLS.
- COLLEGES AND STUDENT SHOULD INTERACT WITH EACH OTHER TO DETERMINE WHAT THAT STUDENTS NEEDS IN THE WAY OF ACCOMMODATIONS

PRINCIPLES (CONT)

- ACCOMMODATIONS MUST BE PROVIDED IN A TIMELY MATTER. IT DOESN'T HELP THE STUDENT IF HE ASKS FOR ACCOMMODATIONS IN SEPTEMBER AND DOESN'T RECEIVE THEM UNTIL NOVEMBER WHEN THE SEMESTER WILL END IN EARLY DECEMBER.

PRINCIPLES (CONT)

- IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY THE COLLEGE OF BOTH HIS DISABILITY AND HIS NEED FOR ACCOMMODATIONS.
- COLLEGES DO NOT HAVE THE DUTY OR RESPONSIBILITY TO PROVIDE F.A.P.E.

PRINCIPLES (CONT)

- CONFIDENTIALITY IS A KEY COMPONENT TO SERVICES RECEIVED.
- PROFESSORS WILL KNOW A STUDENT IS RECEIVING ACCOMMODATIONS BUT WILL NOT KNOW WHY.
- THE STUDENT MAY DISCLOSE AS MUCH OR AS LITTLE AS THEY WISH ABOUT THEIR DISABILITY.

ADMISSION

- COLLEGES MAY NOT DENY ADMISSION ON THE BASIS OF DISABILITY.
- STUDENTS DO NOT HAVE TO DISCLOSE THEIR DISABILITY TO THE COLLEGE EITHER BEFORE OR AFTER ADMISSION. HOWEVER SOMETIMES IT DOES HELP TO DISCLOSE IN YOUR PERSONAL STATEMENT ESPECIALLY IF YOU HAVE A LOW A.C.T. THAT MIGHT HINDER ADMISSION.
- THEY DO HAVE TO DISCLOSE THE DISABILITY IF THEY WANT ACCOMMODATIONS.

WHAT ARE ACADEMIC ADJUSTMENTS?

- ACADEMIC ADJUSTMENTS ARE MODIFICATIONS NECESSARY TO ENSURE REQUIREMENTS DO NOT DISCRIMINATE ON THE BASIS OF DISABILITY IF THE STUDENT IS OTHERWISE QUALIFIED.
- EXAMPLES OF MODIFICATIONS MAY INCLUDE: CHANGE IN LENGTH OF TIME TO COMPLETE A PROGRAM OR SUBSTITUTION OF COURSES. FOR EXAMPLES, SOMETIMES LANGUAGES ARE DIFFICULT FOR STUDENTS WITH ASPERGER'S SYNDROME. FOR THESE STUDENTS IT MIGHT BE POSSIBLE TO SUBSTITUTE SOMETHING FOR THE LANGUAGE REQUIREMENT.

WHAT ARE NOT ACADEMIC ADJUSTMENTS?

- THE COLLEGE IS NOT REQUIRED TO CHANGE ACADEMIC REQUIREMENTS THAT ARE ESSENTIAL TO THE DEGREE BEING PURSUED BY THE STUDENT OR ANY DIRECTLY RELATED LICENSING REQUIREMENT
- THE ACADEMIC PROGRAM IS NOT REQUIRED TO ALTER THE FUNDAMENTAL NATURE OF ITS PROGRAM.
- OCR (OFFICE OF CIVIL RIGHTS) CONTINUES TO GIVE DEFERENCE TO THE ACADEMIC DISCRETION OF A COLLEGE IN THESE AREAS.

WHAT IF A STUDENT NEEDS AN AUXILIARY AID?

- COLLEGES MUST TAKE STEPS TO ENSURE THAT NO STUDENT WITH A DISABILITY IS EXCLUDED FROM PARTICIPATION IN A CLASS OR SUBJECTED TO DISCRIMINATION BECAUSE OF THE ABSENCE OF EDUCATIONAL AUXILIARY AIDS.

WHAT ARE THESE AIDS?

- TAPED TEXTS
- NOTE TAKERS
- INTERPRETERS
- READERS
- ADAPTED CLASSROOM EQUIPMENT FOR STUDENTS WITH MANUAL IMPAIRMENTS
- BRAILLE OR ELECTRONIC VERSIONS OF WRITTEN MATERIALS

WHAT ARE COLLEGES NOT REQUIRED TO DO?

- COLLEGES ARE NOT REQUIRED TO PROVIDE ACCOMMODATIONS THAT WOULD BE A FUNDAMENTAL ALTERATION OF THE CLASS OR THAT WOULD PUT UNDUE FINANCIAL OR ADMINISTRATIVE BURDENS ON THE COLLEGE
- COLLEGES ARE NOT REQUIRED TO PROVIDE DEVICES OR SERVICES OF A PERSONAL NATURE SUCH AS PERSONAL ASSISTANTS, INDIVIDUALLY PRESCRIBED DEVICES, READERS FOR PERSONAL USE OR TUTORS. HOWEVER MANY COLLEGES DO OFFER LEARNING SPECIALISTS WHO WORK WITH THE STUDENTS ONE ON ONE.

NOT REQUIRED TO DO (CONT)

- COLLEGES ARE NOT REQUIRED TO LET STUDENTS WITH DISABILITIES DO LESS THAN OTHER STUDENTS IN THE CLASS.
- COLLEGES ARE NOT REQUIRED TO PASS STUDENTS SIMPLY BECAUSE THEY HAVE A DISABILITY.

IT IS TIGHTROPE WALKING!

- PROFESSORS MUST GIVE THE STUDENTS THE ACCOMMODATIONS NECESSARY FOR THE STUDENT TO BE SUCCESSFUL.
- CONVERSELY, PROFESSORS MUST NOT LET STUDENTS WITH DISABILITIES GET OUT OF WORK, TESTS, PROJECTS, ETC. SIMPLY BECAUSE THEY HAVE A DISABILITY. THIS BENEFITS NO ONE, BUT ESPECIALLY THE STUDENT WHO WILL SOME DAY BE IN THE WORK FORCE.

HOW CAN TESTS BE ACCOMMODATED?

- THE IDEA OF TESTING IS TO MEASURE A STUDENT'S ACHIEVEMENT.
- SOME WAYS TO ACCOMMODATE TESTING ARE:
- EXTENDED TIME ON TESTS
- TAKING THE TESTS IN A DISTRACTION FREE ENVIRONMENT
- READER AND/OR SCRIBE
- LET THE STUDENT HAVE SMALL BREAKS IF NEEDED

ACCOMMODATING TESTS (CONT)

- ALLOW STUDENT TO USE COMPUTATIONAL AIDS SUCH AS CALCULATOR OR A SPELL CHECKER.
- PERMIT STUDENTS TO USE A COMPUTER TO TYPE THE TESTS IF THE STUDENT HAS MOBILITY PROBLEMS THAT IMPACT THEIR HANDS.

OTHER ACCOMMODATIONS

- FOR HEARING IMPAIRMENTS:
 - USE GOOD DICTION, GIVE FULL DESCRIPTIONS, DESCRIBE CLEARLY WHAT IS BEING WRITTEN, KEEP THE DOOR SHUT TO KEEP OUT BACKGROUND NOISE, GIVE THE STUDENT PREFERENTIAL SEATING AND WHEN WORKING IN GROUPS LET HIS GROUP WORK IN A QUIET PLACE

OTHER ACCOMMODATIONS (CONT)

- FOR MOBILITY DISABILITIES:
 - MAKE SURE THE CLASSROOM IS ARRANGED SO IF THE STUDENT IS IN A WHEELCHAIR HE CAN EASILY NAVIGATE THE ROOM.
 - ALLOW THE STUDENT TO HAVE HELP IF NEEDED IN SUCH IN-CLASS ACTIVITIES AS LAB EXPERIMENTS.

OTHER ACCOMMODATIONS (CONT)

- PSYCHIATRIC/EMOTIONAL
DISABILITIES:

SHOW PATIENCE AND
UNDERSTANDING

UNDERSTAND THAT THESE
ARE INVISIBLE DISABILITIES

HELP THE STUDENT TO FEEL
COMFORTABLE IN THE CLASS

OTHER ACCOMMODATIONS (CONT)

- MEDICAL/HEALTH-RELATED
DISABILITIES:

BE FLEXIBLE WHEN THE STUDENTS
MISSES CLASS FOR MEDICAL
REASONS

ACCOMMODATE NEED FOR EXTRA
TIME TO COMPLETE ASSIGNMENTS

OTHER ACCOMMODATIONS (CONT)

- VISION DISABILITIES:
EXPLAIN THINGS YOU ARE PUTTING
ON THE BOARD OR ARE USING
POWER POINTS FOR
IF THE STUDENT IS BLIND MAKE
SURE HE HAS A CLEAR PATH TO
NAVIGATE

ACCOMMODATIONS CAN INCLUDE:

- EXTENDED TIME ON TESTS (THIS CAN RANGE FROM 1.5 TIMES TO UNLIMITED TIME, DEPENDING ON THE DISABILITY NEED AND THE PROFESSOR)
- TESTS TAKEN IN DISTRACTION FREE ENVIRONMENT
- NOTE TAKER OR COPY OF LECTURE NOTES
- TESTS READ AND/OR SCRIBED
- TESTS PUT IN ALTERNATE FORMAT. THIS CAN BE AUDIO OR VISUAL AND CAN BE PUT ON CD'S, ON MP3 PLAYERS, ON IPODS (TO MENTION JUST A FEW)

ACCOMMODATIONS (CONT)

- STUDY SKILLS WITH STAFF
- E-MAIL CONNECTIONS (AN ORGANIZATIONAL TOOL THAT KEEPS STUDENTS ON TRACK)
- PREFERENTIAL SEATING IN CLASS
- EXTENDED TIME FOR ASSIGNMENTS
- EXCUSED ABSENCES WHEN DISABILITY RELATED
- SMALL GROUP WORK DONE IN QUIET AREA

ACCOMMODATIONS (CONT)

- WHEN PARTICIPATION IS PART OF THE GRADE CALL ON THE STUDENT RATHER THAN WAIT FOR THEM TO RAISE HAND
- ABILITY TO TAKE BREAK DURING CLASS
- USE OF ASSISTIVE TECHNOLOGY SUCH AS SOFTWARE SUCH AS JAWS, READ AND WRITE GOLD, ETC.
- PRIORITY REGISTRATION
- OTHER ACCOMMODATIONS AS NEEDED

IS THERE DUE PROCESS AT COLLEGE?

- THERE IS NO DUE PROCESS AT COLLEGE. HOWEVER A STUDENT WHO FEELS HE HAS BEEN DISCRIMINATED AGAINST BECAUSE OF HIS DISABILITY HAS SEVERAL OPTIONS:
- TALKING WITH THE OFFICE OF DISABILITY SERVICES AND WITH THE PROFESSORS INVOLVED
- FILING A COMPLAINT WITH THE DEAN OF THE COLLEGE
- FILING A COMPLAINT WITH WHOEVER OVERSEES DISABILITY SERVICES (AT U.I.S. IT IS STUDENT LIFE)
- FILING AN EEOC OR OCR COMPLAINT

HOW TO GET THE BALL ROLLING

- A STUDENT WITH A DISABILITY NEEDS TO DO TWO THINGS ONCE HE HAS BEEN ACCEPTED TO COLLEGE:
- ONE, TALK TO DISABILITY SERVICES ABOUT HIS DISABILITY AND ABOUT WHAT HE NEEDS TO BE SUCCESSFUL
- TWO, BRING IN DOCUMENTATION THAT PROVES/DOCUMENTS THE DISABILITY

WHY IS DOCUMENTATION IMPORTANT?

- DOCUMENTATION SHOWS THE RELATIONSHIP BETWEEN THE DISABILITY AND ACCOMMODATIONS ASKED FOR (DIAGNOSTIC)
- DOCUMENTATION ALSO OFTEN HAS SUGGESTIONS FROM OUTSIDE PROFESSIONALS ON WHAT THE STUDENT NEEDS TO BE SUCCESSFUL(PRESCRIPTIVE)

DOCUMENTATION AND MORE...

- COLLEGES DO NOT PAY FOR ASSESSMENT. THIS IS DONE AT THE STUDENT'S EXPENSE.
- THE EARLIER THE STUDENT APPLIES FOR SERVICES THE BETTER. THE SERVICES NEEDED MAY TAKE SOME TIME TO PUT IN PLACE (E.G. BOOKS SCANNED, FINDING A SIGN LANGUAGE INTERPRETER)

ARE ALL COLLEGES EQUAL?

- ALL COLLEGES ARE NOT EQUAL IN THE WAY THEY PROVIDE SERVICES. FOR THIS REASON THE STUDENT NEEDS TO INVESTIGATE THE TYPE OF SERVICES OFFERED.
- DO NOT BE AFRAID TO VISIT COLLEGES, ASK QUESTIONS, TALK TO OTHER STUDENTS
- GOOD COLLEGES WILL WELCOME THIS KIND OF SCRUTINY.

WHAT ARE THE RANGE OF SERVICES?

- SERVICES DIFFER FROM STUDENT TO STUDENT AND DEPEND ON WHAT EACH STUDENT NEEDS.
- EVEN STUDENTS WITH THE SAME DISABILITY MAY HAVE DIFFERENT ACCOMMODATIONS.
- SERVICES DEPEND UPON THE NATURE AND EXTEND OF DISABILITY
- SERVICES ALSO DEPEND ON DIFFERENT ACADEMIC PROGRAMS AND WHAT IS REQUIRED IN THOSE PROGRAMS.

COMMUNICATION: THE MOST IMPORTANT PART OF SERVICES

- COMMUNICATION IS ESSENTIAL FOR SUCCESS FOR THE STUDENT WITH A DISABILITY REQUIRING SERVICES
- THIS COMMUNICATION SHOULD BE BETWEEN THE STUDENT AND THE COLLEGE AS WELL AS THE STUDENT AND OFFICE OF DISABILITY SERVICES AND THE STUDENT AND HIS PROFESSORS.

COMMUNICATION (CONT)

- IT IS IMPORTANT THAT STUDENTS KEEP ODS AWARE OF CHANGES IN THEIR DISABILITY AS WELL AS CHANGES IN THEIR NEEDS.
- IT IS EQUALLY IMPORTANT THAT STUDENTS SPEAK UP WHEN THEY NEED SOMETHING MORE IN THE WAY OF ACCOMMODATIONS.

QUESTIONS TO ASK WHEN CHOOSING A COLLEGE

- ARE THERE OTHER STUDENTS ON CAMPUS WITH A SIMILAR DISABILITY?
- WHAT SERVICES ARE AVAILABLE? ARE THE SERVICES YOU REQUIRE AVAILABLE?
- IS THERE AN OFFICE OF DISABILITY SERVICES ON CAMPUS?
- HOW SUCCESSFUL HAVE OTHER STUDENTS WITH DISABILITIES BEEN IN GRADUATING FROM THIS COLLEGE?

QUESTIONS (CONTINUED)

- HAVE YOU TALKED TO PROFESSORS IN YOUR PRESPECTIVE MAJOR? DO THEY SEEM OPEN TO WORKING WITH A STUDENT WHO MIGHT HAVE SOME SPECIFIC NEEDS?
- ARE THERE OTHER DIVERSE GROUPS ON CAMPUS SUCH AS ETHNIC MINORITIES, GLBTQ STUDENTS, INTERNATIONAL STUDENTS? ARE THESE MINORITY GROUPS A WELCOMED PART OF THE CAMPUS?
- WHAT IS THE RETENTION RATE FOR STUDENTS WITH DISABILITIES?

QUESTIONS (CONT):

- HOW ACCESSIBLE IS THE COLLEGE, BOTH THE CAMPUS AND THE CLASSROOMS?
- IF YOU USE PARTICULAR EQUIPMENT (SUCH AS A WHEELCHAIR OR HEARING AID) IS THERE A BUSINESS IN TOWN THAT CAN HELP YOU IF YOU RUN INTO TROUBLE WITH YOURS?
- WHAT IS YOUR GUT FEELING ABOUT THE SCHOOL?

YOU HAVE VISITED COLLEGES....WHAT ELSE?

- THE I.E.P. SHOULD REFLECT ANY CONCERNS OR NEEDS THE STUDENT MIGHT HAVE.
- FOR INSTANCE, WILL THERE BE A SUPPORT SYSTEM IN PLACE IF THE STUDENT IS LIVING AWAY FROM HOME.
- DOES THE STUDENT KNOW HOW TO SPEAK UP FOR HIMSELF AND LET PEOPLE KNOW WHAT HE NEEDS?

OTHER THINGS TO CONSIDER

- IS THE HIGH SCHOOL STUDENT TAKING CLASSES NOW THAT WILL PREPARE HIM FOR COLLEGE, I.E. MATH, ENGLISH, SCIENCE, LANGUAGES
- THE STUDENT SHOULD LOOK FOR SCHOLARSHIPS. FOR INSTANCE SOME ORGANIZATIONS SUCH AS VISION AND HEARING GROUPS GIVE SCHOLARSHIPS. ALL COLLEGES GIVE SCHOLARSHIPS.
- IS THE STUDENT PRACTICING WITH HIGH SCHOOL TEACHERS ASKING FOR THE ACCOMMODATIONS HE NEEDS FOR HIS CLASSES?

FINAL THOUGHTS

- COLLEGE STUDENTS WITH DISABILITIES MUST BE GIVEN THE OPPORTUNITY TO BENEFIT FROM THE COLLEGE PROGRAM.
- THE LAW ENSURES OPPORTUNITY; IT DOESN'T ENSURE SUCCESS.
- ONCE THE STUDENT HAS THEIR FOOT IN THE DOOR AND ARE ON A LEVEL PLAYING FIELD. THE RESULTS ARE IN THE HANDS OF THE STUDENT
- PARENTS OF MANY COLLEGE PARENTS ARE COPTER PARENTS; PARENTS OF STUDENTS WITH DISABILITIES ARE BLACKHAWK COPTER PARENTS. THIS IS ALSO AN ADJUSTMENT FOR PARENTS!

AND FINALLY.....

- SOME PEOPLE SEE THINGS AS THEY ARE AND SAY 'WHY?' I DREAM THINGS AS THEY NEVER WERE AND SAY 'WHY NOT?'
- WHY NOT INDEED?!!!!!!
- QUOTE BY GEORGE BERNARD SHAW BUT ON THE TOMB OF ROBERT F. KENNEDY