



Postsecondary Education



E-News is published on a monthly basis during the school year. Each issue focuses on a specific topic or theme. This month's theme is **Postsecondary Education**.

Preparing Students for Postsecondary Education

"We acknowledge that not everyone needs to go to college. But everyone needs a postsecondary education. Indeed, we have seen ample evidence that some form of postsecondary instruction is increasingly vital to an individual's economic security. Yet too many Americans just aren't getting the education that they need-and that they deserve" (The Secretary of Education's Commission on the Future of Higher Education, 2006, p. x).

All students, including students with disabilities, must be adequately prepared to succeed in the postsecondary environment. Postsecondary education options include colleges, universities, career and technical programs, apprenticeships, and employer training. Students pursuing postsecondary options will find a number of significant differences between the K-12 and postsecondary systems-including the governing laws and the services and supports available to students with disabilities.

Tips for Selecting the Right Postsecondary Education Program

Postsecondary institutions and programs vary significantly in terms of their campuses, philosophies, composition of the student body, course options, costs, and other parameters. Students and their families should research their options carefully, and may do the following:

- Review course catalogs, websites, and other materials to determine if course offerings are a good match for the student's academic interests
- Research costs of tuition, books and supplies, room and board, payment

In This Issue

[Preparing Students for Postsecondary Education](#)

[Legislation & Postsecondary Education Access](#)

[Services and Supports Available to Students with Disabilities Engaged in Postsecondary Education](#)

[Differences between Secondary and Postsecondary Education](#)

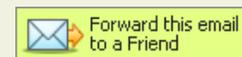
[Tips for Selecting the Right Postsecondary Education Program](#)

[References](#)

[Resources](#)

[Project 10 Website Updates](#)

[Upcoming Events](#)



Legislation and Postsecondary Education Access

Individuals with Disabilities Education Act (IDEA)

The primary law governing special education in the K-12 system is the Individuals with Disabilities Education Act of 2004. IDEA requires that a free appropriate public education (FAPE) be provided to students with disabilities. FAPE includes identification and evaluation of disabilities as well as provision of accommodations and other supports that will ensure that students benefit to the fullest extent possible from the education process. The services, accommodations, and supports each student receives are provided at

options, scholarships, and other financial resources

- Visit the campus to identify logistical issues such as navigating the campus, housing, transportation, and meals
- Visit the Disability Support Services office to meet the staff and discuss needs and supports available
- Review campus activities (football games, free movies or activities, sororities and fraternities, etc.) and determine good matches for the student's interests
- Talk to students on campus or in the postsecondary program about their experiences

Differences Between Secondary and Postsecondary Education

Kochhar-Bryant, Bassett, and Webb (2008) have mapped the differences between secondary and postsecondary environments which are summarized in a chart on the Website of the Florida Consortium for Postsecondary Education and Intellectual Disabilities at <http://www.fltpsid.info/files/DifferencesHSCollege.doc>.

Kochhar-Bryant et al. (2008) indicated that students with disabilities will find a more competitive educational environment on postsecondary campuses. High schools accept all students in their service areas; however, students must be accepted into postsecondary programs based on specific criteria, which may include grade point averages, prerequisite courses, and other accomplishments. The more competitive the institution of higher education, the higher its standards for course work, grades, and work load will be.

Communication with Instructors

A major difference between secondary and postsecondary schools is the way information passes between students and instructors. High school students are reminded by their teachers of upcoming tests, assignments and classroom activities. In contrast, postsecondary students customarily receive information from a syllabus that is distributed at the beginning of the course - and which may not be mentioned again. The syllabus contains information such as the course schedule, purpose and objectives; required and recommended reading; a list of assignments and their due dates; grading criteria; and instructor contact information and office hours. Examination schedules may not be listed as they are often set by the college or university, with students picking up exam packets at assigned locations and times.

Grading Practices and Attendance

Postsecondary grading may be comprehensive - based on class participation, assignments, and tests - or based on a single examination or class assignment. Students might not be reminded when assignments are due but will be expected to turn them in on time regardless. Attendance might not be taken, but students are expected to attend and are typically responsible for obtaining content needed. Classes range from lectures with little student participation to laboratory sessions monitored by graduate assistants. Class and laboratory sessions range from an hour to three hours or more and may be scheduled any time during the day, including early in the morning or in the evening.

Time Management

Students in postsecondary education are responsible for managing their time and responsibilities. They are expected to take the initiative to find resources, supports or accommodations if they need them. If they are encountering difficulties, they are expected to follow up with faculty and make appointments based on faculty office hours. Students are also responsible for selecting their major field of study, electives and course schedules.

References

Kochhar-Bryant, C., Bassett, D.S., and Webb, K.W. (2008). *Transition to postsecondary education*. Thousand Oaks, CA: Corwin Press.

Florida Department of Education. (n.d) *Career and adult education: An overview of programs*. Tallahassee, FL. Retrieved from <http://www.flde.org/Workforce>

no cost to the family and are outlined in the student's Individualized Education Program (IEP). IDEA promotes parental involvement in their children's education including accessing school records and participating in IEP meetings and decisions that affect their children's education.

Americans with Disabilities Act (ADA)

Students who exit the K-12 system will find that postsecondary accommodations and disability services are primarily governed by the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. Under the ADA, students are responsible for self-advocating, requesting accommodations, and providing recent documentation that verifies that their disabilities affect the learning process. The ADA further specifies that requested accommodations must be reasonable; if they are not, the postsecondary institution or program does not have to provide them. The ADA does not address the role of parents who may find that their involvement is not welcomed in the postsecondary environment. In addition, the Family Education Rights and Privacy Act (FERPA) does not allow parents to access a student's educational records without the student's written consent-despite the fact that the parents may be paying the student's tuition and fees.



Services and Supports Available to Students with Disabilities in Postsecondary Education

Disability Support Services

In order to determine eligibility for services - and if determined eligible, meet the needs of students with disabilities (as required by section 504 of the ADA) - there are offices on public postsecondary education campuses where students with disabilities can request services to support their learning. The name of the office may vary between postsecondary institutions and examples include: student disability support services, student disability resource centers and students with disabilities services offices.

Students can visit the office of disability support services when they tour a campus and should consider making an appointment with a staff member to discuss services available, as well as the application process for requesting services. The services available may vary, thus it is

The Secretary of Education's Commission on the Future of Higher Education. (2006). *A test of leadership: Charting the future of U.S. higher education*. Washington, DC: U.S. Department of Education. Retrieved from <http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

The Secretary of Education's Commission on the Future of Higher Education. (2006). *A test of leadership: Charting the future of U.S. higher education*. Washington, DC: U.S. Department of Education. Retrieved from <http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

Resources

Association on Higher Education and Disability

<http://www.ahead.org/resources/documentation-guidance>

Provides information on documentation requirements for students with disabilities to access accommodations at the postsecondary education level.

Differences between High School and College

<http://www.fltpsid.info/files/DifferencesHSCollege.doc>

Compares high school and college by a number of factors such as level of responsibility, class size and format, faculty interaction, grades, resources and supports, attendance, time management, and more.

IDEA/504/ADA Comparison Chart

[https://www.morainevalley.edu/CDS/ADA-IDEA-504%20chart%20\(2\).pdf](https://www.morainevalley.edu/CDS/ADA-IDEA-504%20chart%20(2).pdf)

Compares the requirements of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act in the areas of requirements, definitions, coverage, services, funding, evaluation/documentation, individual educational plan/accommodations, and classroom placement.

Postsecondary Options for Students with Intellectual Disabilities

http://www.communityinclusion.org/article.php?article_id=178

Describes the types of postsecondary programs for students with "significant learning, cognitive, and other conditions," as well as current knowledge and research.

Project 10: Transition Education Network, Postsecondary Education

<http://www.project10.info/PostsecondaryEducation.php>

Provides information on colleges and universities, Career and Technical Education, and apprenticeships, including steps in identifying options, applying to a school or program, financial planning, disclosing a disability, requesting accommodations, supporting postsecondary youth, and programs for youth with intellectual disabilities.

Project 10: Transition Education Network, Transition Wheel Spoke on Postsecondary Education Access

<http://www.project10.info/files/TWPostsecondaryAccess.091012.rtf>

Describes postsecondary education options, their application processes, and the differences between postsecondary education and high school.

Think College!

<http://www.thinkcollege.net>

Provides information and resources on age-appropriate college options for students with intellectual and developmental disabilities, including helpful hints and a searchable database of postsecondary programs.

important for the student to check with the particular postsecondary institution of interest. Examples of services include note takers, readers, scribes, text in alternative format, reduced-stimulus environments and adaptive classroom furniture.

To request services and supports, students need to register with the disability support services office. Many disability support services offices have information about the application process for receiving support posted on their website. Individuals can also call or visit offices for more information and clarification on the process. Documentation of a disability is an important part of the application process and is required in order to determine a student's eligibility for support services. Similar to the application process, information about the required documentation may be found on most offices' websites and by contacting staff directly. Documentation requirements vary based on the type of disability and across each postsecondary institution. Common documentation requirements may include a recent (3 - 5 years) comprehensive evaluation by a qualified professional that establishes a disability, its impact on learning and supports the need for accommodations. Also helpful can be a Summary of Performance (SOP), which is required by IDEA for students with disabilities graduating with a standard diploma. In Florida, the SOP is recommended for students who graduate with a special diploma, too. In brief, the SOP provides a summary of a student's academic achievement, functional performance, and recommendations on how to help the student achieve his or her postsecondary goals.

Once the student has been determined eligible for disability support services, then he or she can meet with staff to discuss support and services available, including accommodations. Once these are established, the student typically continues working with his or her disability support services staff throughout each semester. With the assistance and guidance from office staff, the student may engage in a number of activities, including providing accommodation letters to instructors, learning to advocate for his or her needs and self-monitoring his or her progress to determine if the provided services are meeting his or her needs. With adequate supports and services, students with disabilities can achieve the education needed to experience successful careers!

Upcoming Events

2014 Project 10 Regional Institute/NSTTAC Team Cadre Meetings

Regions 1 & 2, Feb. 3, 2014

FDLRS Miccosukee, Aquilina C. Howell Instructional Services Center, 3955 W Pensacola St, Tallahassee, FL 32304

Registration available at: https://docs.google.com/forms/d/10_qgxhKA-x_tmV2Cp5o4Db5C6jnshL4dMYFTIfNwHCo/viewform

Contact Tury Lewis (tllewis@usfsp.edu) for more information

Regions 3 & 4, Feb. 5, 2014

Project 10 Website Updates

Morgridge International Reading Center at UCF, 4143 Andromeda Loop Orlando, FL 32816

Registration available at: https://docs.google.com/forms/d/1j0ulqh1a_1pUd6b8QnSkIUwNMB8cjdGm0tDJgCUzQo/viewform
Contact Federico Valadez (fvaladez@usfsp.edu) and Heather Mack (hmack1@usfsp.edu) for more information

Region 5, Feb. 7, 2014

Sunrise Grand Ballroom at the Sunrise Civic Center, 10610 W. Oakland Park Blvd. Sunrise, FL 33351

Registration available at: https://docs.google.com/forms/d/1JHnPuPEAC0Ys6kZgj_M1zly5HK68PRXKJ9ZBCZ95HSo/viewform
Contact Lisa Friedman-Chavez (lfchavez@usfsp.edu) for more information

VISIONS XXI: Coming of Age...the Next Transition, sponsored by the Florida Division on Career Development and Transition (FDCDT), has been scheduled for April 29 to May 2, 2014 at the Bonaventure Resort and Spa in Weston, Florida. Additional information will be forthcoming.



The following items were recently updated or added to the Project 10 website at <http://www.project10.info>

A-Z Library

- New item on Accelerated Learning
- Updated Attendance Works item

Postsecondary Education

- New Financial Planning page
- New College Navigator item on Identifying Postsecondary Options page

What's New

- E-Summit on Chronic Absenteeism and Student Achievement
- New brief on Personal Attributes of Highly Successful Employment Specialists Who Work with Transition-Age Youth
- Save the date for VISIONS XXI: April 29 to May 2, 2014

Effective Practices > Family Involvement

- Added Test, Fowler, & Kohler (2013) findings on parental expectations and involvement

About Project 10 E-News

Project 10 E-News provides short information summaries and resource links related to secondary transition.

Have a question? Want to find or recommend a resource? Have some great news to share?

Send us an email at project10@stpete.usf.edu
and we'll take it from there!

For back issues of Project 10 E-News, visit the E-News page on the Project 10 website at <http://www.project10.info/Newsletter.php>.

Project 10: Transition Education Network assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

Project 10: Transition Education Network
University of South Florida St. Petersburg

Questions or comments?

Email us at

project10@stpete.usf.edu
www.Project10.info

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