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

# The Admissions Process

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

# Post-Admission: Documentation of a Disability

* What are academic adjustments and auxiliary aids and services?
* What kind of documentation is necessary for students with disabilities to receive academic adjustments from institutions of postsecondary education?
* Who is responsible for obtaining necessary testing to document the existence of a disability?
* Is a student’s most recent Individualized Education Program (IEP) or Section 504 Plan sufficient documentation to support the existence of a disability and the need for an academic adjustment in a postsecondary setting?
* What can high school personnel, such as school psychologists and counselors, transition specialists, special education staff and others do to assist students with disabilities with documentation requirements?
* Will a medical diagnosis from a treating physician help to document disability?
* If it is clear that a student has a disability, why does an institution need documentation?
* If an institution thinks that the documentation is insufficient, how will a student know?

# Post-Admission: Obtaining Services

* What are academic adjustments and auxiliary aids and services?
* Must institutions provide every academic adjustment a student with a disability wants?
* If students want to request academic adjustments, what must they do?
* What should students expect in working with a disability coordinator at an institution of postsecondary education?
* When should students notify the institution of their intention to request an academic adjustment?
* How do institutions determine what academic adjustments are appropriate?
* Who pays for auxiliary aids and services?
* What if the academic adjustments the institution provides are not working?

# Keys to Success:

## Attitude, Self-Advocacy And Preparation

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