



TRANSITION

Education Beyond High School

Topics to Consider

When Making the Transition from High School to a Post-Secondary School

Transition means changing or moving from one stage to another. For special educators, transition means helping students **set goals for life after graduation**, teaching them skills needed to accomplish these goals, and providing connections to community resources that can support these goals.

What Every Student and Parent Should Know

College and high school are very different worlds. Students who have been successful in high school may find that they struggle in college. Current statistics show that about 60 percent of students with disabilities who enter post-secondary education drop out after one semester. This often happens not because the students lack ability, but because they have not been prepared to deal with the differences between high school and college.

If you are a student with a disability who plans on pursuing higher education, you can be very proud of your hard work and success at overcoming the difficulties your disability has placed before you. Continued diligence and specific skills will be needed in order for you to have a positive educational experience as you transition to the post-secondary level.

About this Booklet

This booklet was designed to assist students with disabilities make a smooth transition from high school to higher education. Additional preparation will help to create a successful college experience, ending with graduation from college in a preferred field of study.

This booklet is meant to be a guide and does not claim to have all the answers or guarantee success. By reviewing its pages, however, students and their parents/guardians will be better prepared to meet the challenges of this dramatic life change.

Table of Contents

2	Editorial Notes College Types
3	Parent Considerations Skills Students Need
4-5	High School vs. College
6-7	Student Guide - Timeline
8	Questions to Ask the College
9	Questions to Ask Yourself
10-11	Accommodations and Self-Advocacy Worksheets
12	Learning Styles and Study Habits Worksheets
13	Prepare Yourself
14-15	Apprenticeship
16	Website Resources
17-20	Area College Information

Free copies of this booklet may be downloaded at:

<http://faculty.normandale.edu/~osd>

For additional information, contact:

Mary Dupont: mdupont@bloomington.k12.mn

Debbie Tillman: debbie.tillman@normandale.edu

This booklet was adapted by:

Bloomington Schools/Normandale Community College
Collaboration Group

Photography by:

Kyle Grindberg, Daniel Henderson, and Roman Piskun

Normandale
community college



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A Couple of Things to Think About

“Deal with it.”

Bill Gates once made a list of eleven things that were never taught in high school. Number one on the list was, “Life is not fair; get used to it.” In life after high school, you will need to understand yourself so you are able to accept problems that arise and have the skills to deal with them. No one will follow you around to insure that you make good decisions, are getting your work done, or are acting appropriately when the unexpected happens. It is important to accept responsibility now and to make wise decisions as life offers more options with increased demands and choices.

“Getting in may be easier than getting out...”

While attending college depends on admissions criteria, it is also advisable for students to investigate the exit requirements as well. These requirements may include graduation standards or skill expectations set by the institution. Accommodations are available for students with disabilities, but alterations or waiving of graduation standards, exit requirements or skill expectations are not accommodations.

“You ain’t cool unless you ride the bus to school.”

Many things that are viewed as “uncool” in high school are very acceptable and even necessary in college. At many colleges, parking is hard to find and very expensive. Most students will ride the bus, ride bikes, or walk to classes. In high school, day planners or assignment books are the exception rather than the rule. In college, the reverse is true. So don’t think about what your classmates think is “cool.” Concentrate on what is needed to achieve your goals.

“Helicopter Parents”

This is the term used to describe parents who do not seem to allow their sons or daughters the independence to make their own decisions, reap their own rewards, or suffer their own consequences. They hover, always close at hand, ready to jump in and intervene at the slightest provocation. It is important to remember that after age 18, children are adults by law, responsible for their own actions. College personnel cannot discuss a student’s status, circumstances, or any issues with a parent unless the student authorizes it through a release. There is a fine line between assisting and enabling. Being a support for your student yet allowing freedom that leads to personal growth may be a difficult balance to attain.

Technical, Community College, University

What’s the difference? It’s really a matter of degrees!

Community and Technical Colleges

In recent years, many Minnesota technical and community colleges have merged, but some remain stand-alone institutions. Admission to these two-year colleges is open to anyone who has earned a high school diploma, a GED, or can successfully prove the ability to benefit. These institutions do not require standardized tests, although most will require placement testing in the areas of reading, writing and math once a student is admitted. Students not meeting the program standards may be required to enroll in developmental (pre-college) courses before continuing in a career program or college-level courses. Because all two and four year institutions transfer credits differently, students should check with the four year institution to insure that requirements are met.

Technical Colleges

Technical colleges, both private and public, offer training programs in specific career areas including auto mechanic, computer technician, administrative assistant, phlebotomist, carpentry, nursing assistant, culinary arts, business and accounting, cosmetology, and graphic design, to name a few. Although some general courses are required, most programs focus on training for a specific career. Programs sometimes require less than two years to complete, at which time the student is awarded a certificate or diploma.

Community Colleges

Although most students attend community colleges to meet the general education requirements for the first two years of a four year degree, community colleges also offer associate degrees and certificates in career programs in fields such as health sciences, business, computers, and accounting. Students who are unsure of their career plans or are apprehensive about starting at a university can fulfill their first two years of general study at a community college, where the class sizes are smaller and more individual attention can be received. After graduating, students may have acquired sufficient education to begin a career, or they may choose to transfer to a four-year college to complete a bachelors degree.

Colleges and Universities

Private and public four-year institutions offer Associate’s degrees, Bachelor of Arts and Science degrees, and Masters degrees. Admission requirements for colleges differ, but usually are based on standardized test scores, the completion of specific high school courses (Math, English, Science, Language), class rank, and possibly an essay written by the student. If a student does not meet the minimum requirements of an institution, s/he may be admitted with special provisions. The course of study in colleges covers a wide variety of topics from art to zoology and are designed to be completed in about four years. Students should apply early in their senior year to increase the option for admission and should complete a high school curriculum with rigor if their goals include attending a four-year college directly out of high school.

Confusion about which college to attend

The decision on where to attend college is an important one. Students and their families need to discuss career goals, finances, location and services when choosing a college. Not all majors are offered at all institutions. Generally private colleges are much more expensive than public. Some students are independent and enjoy venturing to new places. Some students may not have success without a strong disability services office. Having as much information as possible and involving those who care will aid in the decision process.

Disability Services and Information

Students with disabilities who desire to receive services while attending a post-secondary school are responsible for requesting accommodations from the campus Disability Services (DS) office. Students will need to provide the DS office current documentation of their disability, which may include high school special education records and/or a report from a licensed psychologist, disability specialist, or medical doctor. Students are responsible for requesting the services needed, because colleges generally do not provide accommodations unless they are requested.

Parent/Student Discussion Questions

Skills Needed for Post-Secondary

Some students go away to school while others live at home and attend a local college. Either way, there are skills all will need in order to be successful in the post-secondary environment. This list is by no means complete, but does give some examples of the questions to ask your student before entering college.

Time Management

Do you wake up in the morning and get started on your own? Can you prioritize tasks that need to be accomplished? Can you break large tasks/assignments into smaller, more manageable components? Do you meet deadlines?

At college, students are responsible for being at class each day, meeting deadlines, as well as organizing and prioritizing tasks. Classes are frequently spaced throughout the day and different days have different schedules.

Money Management

Do you have skills in handling money? Do you understand how credit cards work? Do you have a checking and/or savings account? How will the cost of education be financed?

College is very expensive; textbooks alone can cost hundreds of dollars each semester. Because of this, students need to budget and develop wise shopping skills. Meals, activity fees, insurance, school logo clothing and a host of other, non-educational costs can be overwhelming.

Eating and Exercise

Do you have an understanding of nutritional foods? Do you know how to prepare some simple, healthy meals? Do you know how to get bargains when shopping at a grocery store? Do you exercise on a regular basis?

At college, the traditional student gains 15 to 25 pounds during the freshman year, largely due to poor eating habits. Expensive junk food and quick meals often replace healthy and nutritious ones. Poor eating habits and lack of exercise can cause a student to be less energetic and non-productive.

Leisure Time

Do you have hobbies? Are you willing to join groups when you know none or few of the other members?

Much of a successful college experience, especially when living on campus or away from home, is the social interaction among students. Colleges offer a wide variety of recreational and social activities including clubs & organizations, but it is up to the student to take the initiative and join. No one will get them involved, so they must accomplish that on their own.

Clothing and Hygiene

Do you know how to separate clothes for washing? Do you understand washing and drying temperatures for various fabrics? Do you shower regularly and use deodorants and perfumes appropriately?

Too much odor can socially isolate a student more quickly than almost anything else. It is important that students take the initiative to wash themselves and their clothing regularly. To avoid ruining expensive or favorite clothing, the student should be well-practiced in the use of a washing machine and dryer.



Home Alone

If "going away to college," have you ever spent extended time away from home? Can you manage all the tasks of daily living without parental assistance?

For students who leave home to attend college, homesickness and/or the need to care for oneself can be overwhelming. Living in a dorm or an apartment is far different and more demanding than living at home and doing a few chores.

Medical Needs

If on medication, can you self-administer? Can you self-advocate for special dietary or environmental needs? Do you know who to contact for medical or dental emergencies? Can you complete insurance forms without assistance?

Many campuses have health clinics on site. Others have arrangements with clinics within the community, and some assume health and dental care are solely a student's responsibility. Students, especially those with chronic medical issues, need to become familiar with the college's medical services. Pre-arrangement plans can be made between a family and the college, but ultimately the student will need to initiate assistance should the need arise.

Financial Aid and Scholarships

Have you talked to your high school counselor about possible scholarship opportunities? Have you talked with the admissions office at the college about financial aid packages or work programs? Has your family completed the FAFSA application? Do you qualify for government assistance such as SSI or the Vocational Rehabilitation Program?

As already stated, college can be very expensive, but there is help available through financial aid and scholarships. Colleges can help, but financial aid is something that needs to be dealt with by a student and his/her family before the student arrives on campus, preferably 6 to 9 months before courses begin. Loans, grants, and other assistance are available, and students should understand the differences and the ultimate cost for their education.

Computer & Keyboarding

Do you feel comfortable using a computer for writing assignments or web searches? Are you able to type at 30-40 words-per-minute? Have you ever had a computer class?

College students are expected to submit papers that are word processed, and being able to keyboard at a sufficient speed will aid in timely assignment completion. Students who lack computer experience or skills should take a class in high school or use educational software to improve computer capabilities.

High School vs. College

You're not in Kansas anymore.

If you thought that going from elementary school to high school was a big change, get ready! The differences between college and high school can be overwhelming, but they can also be very exciting. They can scare and intimidate you, or they can free you to become your own person, in charge of what you do. The key is to understand the differences so that you are prepared for them.

The following is a comparison between high school and college.

Though not every possible area has been covered, there is enough variety so that you should get a strong sense for how college operates.

On the left hand side of the page is a "characteristic" of high school. Directly across the page is how that same "characteristic" works in college.

Be prepared to learn!



High School

College

Following the rules in high school

Attending high school is mandatory.

Students' time is structured by others.

Students need permission to participate in extra curricular activities.

Adults will remind students of responsibilities and help set priorities.

Students are not responsible for knowing what it takes to graduate.

Students are usually corrected if their behavior is out of line.

Going to high school classes

Classes generally have no more than 35 students.

Students proceed from one class directly to the next.

Students usually spend 6 hours a day (30 a week) in class.

Attendance is taken.

Textbooks are provided at little or no expense.

Modifications that change course rigor, volume, or outcomes may be offered based upon the IEP.

Required classes are the same for all students and dictated by the state.

High school teachers

Teachers remind students of their incomplete work.

Teachers approach students if they feel they need help.

Teachers are often available for conversation before and after class.

Teachers have been trained in teaching methods to assist in providing knowledge to students in the best ways possible.

Teachers provide students with missed information if they are absent.

Teachers present materials to help students understand what is in the textbooks.

Teachers often write information on the board so that students know what to copy into their notes.

Teachers provide knowledge and facts leading students through the thinking process.

Teachers often take time to remind students of assignments and due dates.

Being responsible in college

Attending college is voluntary.

Students manage their own time.

Students decide whether to participate in co-curricular activities.

Students balance their own classes with the help of an adviser.

Graduation requirements are complicated and frequently change. The student is expected to know what applies to them.

Students are expected to take responsibility for their actions. If students exhibit bad behavior, they can be suspended or expelled.

Succeeding in college classes

Classes may have more than 100 students.

Students often have several hours between classes which may be scheduled throughout the day and evening.

Students attend 2 to 4 classes a day, 12 to 16 hours per week.

Attendance may or may not be taken, but professors know who misses.

Textbooks are expensive and usually cost between \$300-\$600 per semester.

Modifications that change rigor, volume, or outcomes will not be offered.

Classes are based upon field of study and requirements vary.

College professors

Professors do NOT remind students of incomplete work.

Professors expect students to approach them if assistance is needed.

Professors keep office hours and students must schedule appointments.

Professors are experts in their fields but have not always been trained as teachers.

Professors expect students to get missed information from their classmates.

Professors may not follow textbooks; students are expected to read on their own. Lectures enhance the book & students make connections.

Professors may lecture non-stop, expecting students to decide what is important to put into notes.

Professors expect students to think independently and make the connections between topics.

Professors expect students to read, save, and refer to the course syllabus (outline) and to keep track of dates and assignments.

High School vs. College

High School

College

Special education in high school

Disability services in college

Individuals with Disabilities Education Act (IDEA)	504 of the Rehabilitation Act of 1973
Free and Appropriate Public Education (FAPE)	Americans with Disabilities Act (ADA)
Services cover birth to age 21, or until a high school diploma is attained.	Services cover students with disabilities regardless of age; based upon nondiscrimination.
Students receive special education and related services based upon identified needs.	Formal special education services are not available.
Behavior can be viewed as a manifestation of the disability.	Student must meet essential educational, behavioral, and other standards.
Accommodations and modifications are communicated to the teachers by the case manager.	Students must request accommodations and confer with professors.
The environment is adjusted to the student.	The student must adjust to the environment.
Services are delivered to the student.	Students must seek out services.
The school informs the parents of the student's progress.	The school cannot communicate with the parents without the student's permission.
The case manager and/or parent act as the student's advocate.	The student is his/her own advocate.
Schools are required to identify students with disabilities through free assessments.	Students are responsible for revealing their disability, providing current documentation, and paying for an assessment.
Services may include individually designed instruction, curriculum modifications and accommodation based upon the IEP.	Only reasonable accommodations are available.
Schools assist students with making connections with community resources.	Students are responsible for making their own connections with community resources.
There are regular meetings to discuss the student's progress.	Students are responsible to monitor their own progress.
Assessment, physical therapy, and personal care are provided by the school while the student is in school.	Students are responsible for personal service and care as well as medical and related requirements.
High school is mandatory and free.	College is voluntary and very expensive.

Studying in high school

Studying in college

Students may study as little as 0-2 hours per week and this may be mostly to get ready for a test.	Students may need to study at least 2 to 3 hours for each hour of class.
Students often need to hear or read material only once to learn all they need to about the topic.	Students need to continually review class notes and text materials.
Students read short assignments that are then discussed and often re-taught in class.	Students may be assigned large amounts of reading and writing that may not be talked about in class.
Students are frequently told what they need to learn from assigned readings.	It is up to students to understand what must be learned from reading assignments.

Tests in high school

Tests in college

Tests are frequent and usually cover only a small amount of material.	Tests are often infrequent and may cover large amounts of material going back to the beginning of the course.
Make-up tests are often available.	Make-up tests are usually not allowed.
Teachers frequently rearrange test dates to avoid conflicts with school events.	Professors generally schedule tests without regard to school events or other classes.
Teachers frequently conduct reviews prior to test days.	Professors rarely offer review sessions. If they do, they are frequently scheduled at a different time and run by teacher assistants.

High school grades

Grades in college

Most assignments receive grades.	Assigned work may or may not be graded.
Good homework grades may help to raise poor test scores.	Tests and major papers provide the majority of the grade, but a grade may be lowered if homework is not done.
Extra credit options are usually available to raise a grade.	Extra credit options are usually not available to raise a grade.
Initial tests are often not counted, especially if they are low.	First tests reveal expectations of the professor and are usually a part of the final grade.

Post-Secondary Enrollment Timeline

what to do when

Each year - beginning at age 14:

- Attend your IEP meeting and gradually assume more responsibility for conducting it. Your plan is being developed, so you need to be a part of the planning. As a part of the IEP meeting:
 - ___ Review your post high school goals in the five transition areas.
 - ___ Talk about your graduation plans. Do you plan to graduate with your age peers? Do you have a career goal?
 - ___ Review your graduation status. Are you passing classes and getting the credits you need?
 - ___ Schedule your classes. What classes are best or necessary for you to take? Should substitutions be made?
- Maintain a filing system (PROfiler) to organize all information related to school, work, activities, etc.

During your 9th grade (freshman) year:

- Learn about your disability and be able to explain it to others.
- Learn what accommodations are and which will help you to be successful.
- Know how you learn best; understand your learning style.
- Review and adjust your future goals in the five transition areas.
- Begin career exploration. Take career aptitudes and interest inventories.
- Practice being a good student. Learn to be organized, independent and to manage your time.
- Participate in extracurricular activities (athletic and non-athletic).
- Participate in your IEP meeting.

During your 10th grade (sophomore) year:

- Begin to explore colleges (programs/degrees, entrance requirements, graduation requirements).
- Take classes that will prepare you for college.
- Practice requesting your own accommodations. Do not let your case manager do it for you.
- Actively plan your IEP meeting with your case manager. Plan to speak on your own behalf at the meeting.
- With the help of your case manager, investigate other service providers that are available for assistance after graduation.
- Build your resume. Continue participation in your school’s activities and volunteer work, as all scholarship and entrance applications place importance on student involvement.
- Talk with your counselor about college, career choices, and preparing for entrance exams.
- Begin career exploration activities including skill inventories, career aptitude, or career investigation.

During your 11th grade (junior) year:

- Narrow your career choices and match them to college programs.
- Invite outside agencies that provide assistance after graduation to your IEP meeting such as rehab services, social worker, Center for Independent Living, etc.
- Understand “the age of majority” statement in your IEP and what it means.
- Assist your case manager in planning and running your IEP meeting and in writing your IEP.
- Explore assistive technology that might be helpful in college.
- Practice self-advocacy skills - learn when, how, and if to disclose your disability to others.
- Develop good time management and study habits. Become as academically independent as possible.
- Talk with your counselor about scholarships, financial aid programs, or how to earn college credits while in high school.
- Take the ACT, SAT and/or the student assessment test (commonly ACCUPLACER) in the spring.
- Take the Armed Forces ASVAB test - an excellent career aptitude activity.
- Continue to build your work, activities and volunteerism resume.
- Begin visiting college campuses.
- Plan a visit to several schools by contacting the college admissions office or disability services coordinator for arrangements.



During your 12th grade (senior) year:

- Immediately begin a “Graduation File.” Keep copies of all information that will be needed during the year. Contents may vary based upon your goals, but if you are going to college, the following categories are needed:
 - __ College applications
 - __ Disability verification and accommodation
 - __ Scholarships
 - __ Financial Aid
 - __ Other agency contacts
 - __ Recommendations
 - __ High school records
- If necessary, retake the ACT, SAT or ACCUPLACER exams in the fall.
- Complete college applications (most can be entirely or partially completed online). Earlier is better; generally in the fall, but check college websites for deadlines.
- College applications are not free, usually costing \$20 or more. The fee may be waived if you have financial need or if your application is submitted early.
- Have a parent or case manager proofread the application before submitting, and make a copy for your file.
- Prepare a “disability confirmation” packet. In order to access accommodations, you need to verify that you have a disability.
 - __ Contact the college disability coordinator. Verification requirements differ by school and may include:
 - __ A current (within 3 years) evaluation report
 - __ A current IEP. The college will be especially interested in the adaptations sections
 - __ Medical and/or outside the school evaluations reports
- Create a high school records folder. Include:
 - __ Transcripts
 - __ ACT, SAT or ACCUPLACER scores
 - __ Lists of activities (school and non-school) that you’ve participated in and dates
 - __ List of awards or recognitions
 - __ List of hobbies or leisure activities
 - __ Written recommendations from a few teachers and members of the community
 - __ List of names and addresses of those writing letters of recommendation



- Apply for scholarships. You do not have to be an honor student to get a scholarship, as many are based on participation or volunteering. Some may be related to your parents’ employment, your racial heritage or your disability.
 - __ Talk to the counselor about scholarships appropriate for you.
 - __ Search the web. There are sites that will send you scholarship information based on questions you complete.
 - __ NEVER pay for a scholarship search. All the good ones are FREE.
 - __ Place copies of scholarship applications in your file.
- Apply for financial aid. Even if you do not qualify for grants or loans, you will probably get access to work-study programs.
 - __ Complete a Free Application for Federal Student Aid (FAFSA). Talk to your counselor or parents if you need assistance. It is fastest to complete the application online. Parents must include their income tax information so it cannot be completed before February.
- Visit your college of choice before you accept admission. You cannot tell if a school is a good fit for you by what is on paper or a website. Determine if the other services you need are provided by the college.
- Review the “High School vs. College” pages. Talk about the differences with your case manager and/or parents.
- Make your senior year as similar to college as you can:
 - __ Take challenging academic classes without modification
 - __ Use only accommodations available at college and use them only upon request
 - __ Be able to explain your disabilities and describe the accommodations that work best for you
 - __ Be accountable for timelines and due dates
- Run your IEP meeting.





Asking the Questions

Questions to Ask the College

The Disability Services (DS) office at post-secondary educational institutions vary greatly. During your college visits, you should make an appointment with the disabilities services coordinator to discuss the college's program and the accommodations and technology that may be available to you based on your disability and documentation. **Some questions you might ask are:**

What documentation is necessary for accessing disability services?

What types of services are available?

Does the college offer courses that help students with disabilities make the transition from high school to college?

Who is in charge of providing services?

Where do students go to access services?

Is there a place or program where students can "drop in" to get help when needed?

How many students receive disability services?

How are professors informed that students qualify for disability services?

Is there a support group on campus for students with disabilities?

Are tutoring services available? If so, is there a cost involved?

How responsive are professors to working with students who have disabilities?

Does the college provide adaptive technology/equipment for student use?

Are students with disabilities given early class registration privileges?

If I choose to attend, how early, before classes begin, should I meet with the disability services coordinator?



Answering the Questions

Questions You Should Ask Yourself

With or without disabilities, a large number of students who begin college do not finish. Some change their career path; some find college too difficult; some arrive unprepared; some simply do not like the experience.

College is very demanding. Motivation, preparation, and self-advocacy are key ingredients for success. The rewards and opportunities are many, but so are the challenges.

Before you commit to college, you might want to **ask yourself these questions:**

Why do I want to go to college?

Am I prepared to spend several hours a day studying?

Will I be able to approach people I do not know well to ask for assistance?

What is my career goal?

What are my strengths as a student?

What will I do with my “free” time?

Can I be organized enough to keep track of assignment and testing schedules?

What types of classes will be the most difficult for me?

Will I be motivated to attend classes no matter when they are scheduled?

Will classes with large numbers of students be difficult for me?

What accommodations work best for me?

Am I willing to join a study group?

What extracurricular activities interest me?



Accommodations Worksheet

When meeting with the disability services coordinator from a post-secondary school, it is very important that you be able to describe the accommodations you feel are needed. Though the accommodations provided in high school may not necessarily be available in college, the disability services coordinator can assist you more positively if you can discuss your needs and the accommodations that have helped you in the past.

This worksheet will help you understand appropriate accommodations. Remember, you will only be eligible for accommodations that relate directly to your disability and functional limitations described in your documentation.

What is your disability? _____

Has your case manager helped you identify your stated educational needs from your IEP or Assessment Summary Report? Write them here:

Read the "Adaptations" section of your IEP. Write down what accommodations and modifications are identified in that document.

For the next five questions, use the following key:

0 = did not try 1 = very helpful 2 = not very helpful

1. During my years in high school, when I needed extra assistance with a difficult class, what helped?

- Taped lectures
- Extra time on assignments
- Having someone take notes for me
- Being given an alternate or different test/assignment
- Having a tutor
- Going to the resource room for help
- Being allowed to complete assignments with another student
- Other, please list: _____

2. When taking a test, what seemed to help?

- Getting extra time
- Taking the test in another room
- Having the test read to me
- Having someone write down the answers I provided
- Being allowed to use notes
- Other, please list: _____

3. To help with difficulty in reading, what worked?

- Using books on tape or CD
- Having handouts read to me
- Receiving outlines or study guides ahead of time
- Receiving vocabulary guides ahead of time
- Being given extra time to read the assignments
- Other, please list: _____

4. To help with difficulty in writing, what helped?

- Having someone scribe (write) for me
- Use of computer for writing assignments
- Presenting reports orally
- Having a proofreader
- Recording answers or ideas on tape
- Other, please list: _____

5. If you have difficulty with organization and turning assignments in on time, what helped?

- Having an assignment book
- Having teachers check my assignment sheets
- Having my case manager check and remind me
- Receiving extra time to do assignments
- Turning in small parts of a large assignment over time
- Other, please list: _____

List any other things that you did on your own or were provided for you, which helped you to be successful in school.

On page 11, at the bottom, there is a list of accommodations that colleges routinely make available to students with disabilities. Based upon what you have written on page 10, discuss with your case manager which post-secondary accommodations you feel would best meet your educational needs.

Accommodations and Self-Advocacy

What is an accommodation?

What does “self-advocacy” mean to me?

The disability services coordinator is the person at the college with whom you should discuss the possible accommodations that may be appropriate for you. **However, you are the person who is responsible for following through on the accommodations** and speaking to your professors about them, if necessary.

Role-play the following: Pretend that your case manager is the college disability services coordinator. Explain what accommodations have worked for you and how they are related to your disability.

Practice. Pick a classroom teacher with whom you feel comfortable. Arrange to meet him/her outside of class. Explain your disability and talk about accommodations. Follow through on the agreed upon accommodations without assistance from your case manager.

For the next three questions, use the following key:

- 0 = never
- 1 = rarely
- 2 = sometimes
- 3 = usually
- 4 = almost always

1. If I am having difficulty with an assignment, who is the person I generally ask for help?

- Parent
- Classmate
- Teacher
- Special education teacher/case manager
- No one

2. What do I do when I need help?

- Take initiative and ask for help in a positive way
- Make my needs plainly understood
- Keep it to myself and get through it as best I can
- Not do the work

3. How do I feel about letting others know that I have a disability?

(There is no correct answer, but think about the “pros” and “cons” of each of your answers.) **I would:**

- Keep it to myself and not tell anyone
- Tell only a disability services coordinator before I started college
- Tell a professor only if I was having trouble passing the class
- Tell people ahead of time, so they would know from the beginning
- Tell others only if I started having problems



Common Accommodations Offered by Most Colleges

Each accommodation plan is arranged on a case-by-case basis.

Though services vary a great deal with each institution, they generally include the following:

Extended test time	Enlargements	Adaptive Software	Interpreter
Quiet test site	Note takers	Early registration	Closed Captioning
Readers/taped test	Taping lectures	Proofreaders	Assistive Listening Devices
Scribes	Textbooks on tape/CD	Adaptive equipment	Reduced course load

Learning Style & Study Habits

Each person learns in different ways and at different speeds. It is important to understand how you learn best. There are three basic ways that people learn new information: seeing (visual), hearing (auditory), and doing (kinesthetic). A visual learner might prefer to learn by watching a video; an auditory learner by listening to a lecture; a kinesthetic learner by building a model. Some learning methods contain more than one learning style. For example, taking notes can be both visual and kinesthetic.

Your case manager will have several different tests that can help in determining your preferred learning style. Knowing this will help you understand how you most easily acquire new information. The few questions that follow are not meant to be a learning styles assessment, but as a means to get you thinking about how you learn.

Circle the word that indicates how likely you are to use the methods listed.

1. When you learn something new, do you prefer to:

Read a book?	rarely-sometimes-usually-almost always
Watch a demonstration?	rarely-sometimes-usually-almost always
Listen to a lecture?	rarely-sometimes-usually-almost always
Take notes?	rarely-sometimes-usually-almost always
See a video?	rarely-sometimes-usually-almost always
Do an experiment?	rarely-sometimes-usually-almost always

2. To show what you have learned, do you prefer to:

Write a report?	rarely-sometimes-usually-almost always
Do a project?	rarely-sometimes-usually-almost always
Talk about it?	rarely-sometimes-usually-almost always
Make a drawing or chart?	rarely-sometimes-usually-almost always
Take a test?	rarely-sometimes-usually-almost always

3. If you need to memorize information, what seems to work:

Write it down?	rarely-sometimes-usually-almost always
Repeat it out loud?	rarely-sometimes-usually-almost always
Make charts, lists, graphs?	rarely-sometimes-usually-almost always
Make mental pictures?	rarely-sometimes-usually-almost always
Match it with what you do know?	rarely-sometimes-usually-almost always

After you have taken a Learning Styles Inventory or Assessment, **talk with your case manager about the educational implications of the results.**

Knowing your preferred learning style should help you understand why you benefit from certain accommodations. It may also suggest other strategies that might be valuable in your learning process.

Developing good study and organizational habits are extremely important for success in post-secondary schools. Place the number corresponding to **your current study habits** on the line in front of the statement. When finished, compare your answers with statements in the section that talks about how high school and college are different.

- 0 = never
- 1 = rarely
- 2 = sometimes
- 3 = usually
- 4 = almost always

When I study, I...

- ___ Set aside a certain amount of time to study every day.
- ___ Use my study hall time in school to get assignments done.
- ___ Study only the night before tests.
- ___ Study just enough to get passing grades.
- ___ Study only the subjects I like.
- ___ Don't study at all.

What is the average number of hours you study per week? _____

To keep track of assignments, I...

- ___ Use an assignment book or day planner.
- ___ Ask classmates when assignments are due.
- ___ Expect the teacher to remind me.
- ___ Have a daily assignment sheet that my teacher signs.
- ___ Rely on my case manager to remind me.
- ___ Hand in assignments late.

If I receive a large assignment that is due at the end of the quarter/semester, I...

- ___ Complete it all as soon as possible.
- ___ Break it into smaller segments and work on it throughout the semester.
- ___ Rush to get it finished a day or two before it is due.
- ___ Forget about it and turn it in late.

If I am given a large reading assignment or chapter to read out of a textbook, I...

- ___ Read the assignment and take notes.
- ___ Read the assignment and highlight important sections.
- ___ Have someone read the assignment to me.
- ___ Ask someone what the assignment was about.
- ___ Don't read the assignment.

In a lecture class, I...

- ___ Take notes from what the teacher says.
- ___ Take only the notes the teacher writes on the board.
- ___ Copy someone else's notes.
- ___ Don't take notes.

What Students Need to Do to Prepare for Post-secondary Education



Answering Your “Whys”

Know your disability.

If you understand your disability, you will be prepared to deal with difficulties when they arise and will be better prepared to deal with them. You will also be able to explain your disability to others in words that are understandable and have the confidence to advocate for yourself. If you do not understand your disability, you will not be able to request accommodations that will aid in your success.



Know what accommodations work well for you and why.

There are many accommodations, but if you do not know the ones that help you learn, they will be of no benefit. You should know why they work, because people will ask you to justify providing them for you.



Be involved in or run your IEP meetings.

It is YOUR educational plan, not your teacher’s or your parent’s, and if you do not care enough to be involved, why should anyone else? It is also good practice for taking control of your life and making your own decisions.



Talk to your teachers about the accommodations you need.

In college or employment, no one will advocate for you, so you must do it yourself. The earlier you begin to practice talking to people about what you need, the easier it will become and the better you will become. Practice now when a job or college credits do not depend on it.



Develop organizational skills.

Planners or assignment notebooks are essential in college. Classes are scheduled on various days, and assignments may be given weeks before they are due. If you do not write down what is due, for whom, when, in what format, etc., you may forget. Developing a method to organize classroom material is essential, including the state of your back-pack! So start now to develop good organizational habits.



Take career assessment and interest inventories.

Even though people frequently change majors, jobs, careers, or work in an area that has nothing to do with a college major, it is a good idea to know what you want to do, or at least your strengths, before you enter the post-secondary arena. If college was free, it would not matter, because education is always a good thing. But it is expensive, so the quicker you can complete your course of study, or the less often you change your mind about your major, the less you will pay for your education.



Know how to study.

Implementing study strategies based on your preferred learning style will help you learn more quickly and efficiently. Students in college need to study everyday, and they should have strategies for reading, memorizing, and grasping new concepts and information.



Take tough academic classes in high school.

Colleges and technical schools will be academically challenging and will have strict graduation requirements. If you do not push yourself in high school, it will be more difficult to be successful in college. College programs do not reduce requirements because of a disability, so a rigorous high school plan of study will have long term benefits.



Learn how to manage your time.

In high school, teachers give reminders and may allow late work, but this is not the case in college. Professors expect you to be responsible by turning in all assignments on time, and many will not accept late work.



Take the ACT or SAT & retake if not satisfied with the results.

An ACT or SAT score is a four-year college entrance requirement. Even if you plan to attend a community or technical college, it is recommended you take a standardized test to see how well you do compared with other college-bound students. Accommodations are available.



Visit and apply to at least two different colleges.

Colleges frequently “feel” different than how they look online or on paper, and many students report that they changed their opinion about their “first choice” college after a visit. Find colleges that have the programs you are interested in and then visit them. If you want to know what the students are like and what happens on the campus, plan an overnight visit through the college admissions office. Once you have narrowed your favorites to two or three schools, apply to them all. If you are not accepted at your first choice, you will already have applied at your second school of choice.



Talk to your counselor about scholarships and financial aid.

College is expensive, and financial assistance may be very helpful. Scholarships do not necessarily require high grades or ACT/SAT scores - many are available for students with GPAs of 2.5 or better - BUT usually require a great deal of community involvement or volunteer service. There are a variety of scholarships available, so check with your counselor to see what you might be eligible for, and then take the time to complete the applications.



Work a part-time job.

Working is good practice for being responsible, interacting with people, and being on time. In college, you will have a lot of hours before, after, or between classes, and even though much of the time will need to be spent studying, a part-time job and source of income will be very helpful.



Earn While You Learn

College is not the only path to a successful career. A quality apprenticeship program can be as valuable as a four-year college degree, and those involved get paid while completing it!

What is an apprenticeship?

An apprenticeship is a formal system of employee training that combines on-the-job training with related technical instruction. It is designed to produce craftworkers who are fully competent in all aspects of an occupation including knowledge, skill and proficiency on the job.

How is an apprenticeship different?

An apprenticeship includes paid on-site training as well as quality technical instruction. Programs vary, but in most, the majority of the time is spent in paid, hands-on training at the work site with supplemental classroom work or technical instruction.

What are the qualifications?

Most programs require a high school diploma or GED certificate.

What types of occupations have apprenticeships?

In the state of Minnesota, there are over 105 occupations that have apprenticeship training. About 80% of these are in the building trades such as carpentry, plumbing and electrical.

How long does it take?

Time for apprenticeship completion varies from one to five years based upon the occupation chosen. Most programs in Minnesota last four years. In addition, 144 hours of related technical instruction is required for each year of the program.

How much money will I make?

Earning capabilities vary with the occupation chosen, but graduates from the apprenticeship programs are paid well and generally receive regular pay increases. (See www.mn-careers.org for specific information on average occupation wages.) An apprentice will generally earn 50 percent of the journey (fully qualified) level wages.

Keep in mind

Every occupation has a unique working environment. Physical abilities and limitations need to be considered when choosing an apprenticeship program. Construction occupations, for example, can require outside work that is physically demanding and hazardous.

Who do I talk to about an apprenticeship?

Start with a school counselor who can provide you with more detailed contact information. The website: www.constructioncareers.org will give you additional information as well as the names of contacts around the state. Finally, the Minnesota Department of Labor and Industry (www.doli.state.mn.us) can provide information, advice and guidance. Click on "Apprenticeship" for a wealth of information and contacts.

Apprenticeable Occupations in Minnesota

Plant maintenance

Boiler operator
 Building maintenance repairer
 Electrician, maintenance
 Lift station operator
 Locomotive, mechanic
 Machinist, composing room
 Machinist, linotype
 Machinist, maintenance
 Machinist, printing press
 Machinist, railroad
 Machinist, mechanic
 Millwright, maintenance
 Operating engineer (diesel)
 Operating engineer (steam)
 Pipefitter, maintenance
 Plumber, maintenance
 Predictive maintenance inspector
 Sheet metal worker, maintenance
 Sheet metal worker, railroad
 Slide forming machine technician
 Stationary engineer
 Waste water treatment plant operator
 Water and gas maintenance person
 Water mechanic
 Water treatment plant operator
 Water works operator
 Welder

Construction industry

Asphalt and paving equipment operator
 Boilermaker
 Bricklayer
 Building maintenance repairer (Step up)
 Carpenter
 Cement mason
 Concrete pump operator
 Construction driver
 Drywall finisher
 Electrical estimator
 Electrician (construction)
 Floor coverer
 Glass worker
 Glazier
 Heat and frost insulator
 Iron worker
 Laborer
 Lather
 Marble finisher
 Marble setter
 Millwright
 Operating engineer (equipment operator)
 Painter and decorator
 Pile driver
 Pipefitter
 Pipefitter, refrigeration and air conditioning
 Plaster tender
 Plasterer
 Plumber
 Roofer
 Sanitary well construction
 Sheet metal worker
 Sign hanger

Sprinkler fitter
 Terrazzo worker
 Tile finisher
 Tile setter
 Tuckpointer, cleaner, caulker
 Universal equipment operator

Power trade industry

Cable splicer
 Electric meter person
 Electric shop mechanic
 Electrical mechanic
 Electric meter tester
 Electrician, powerhouse
 Electrician, substation
 Gas fitter
 Gas meter repairer
 Gas service person
 Gas supply mechanic
 Gas technician
 Hazardous waste technician
 Hydro repairer operator
 Instrument and control specialist
 Maintenance insulator
 Mapper
 Material control specialist
 Meter mechanic
 Meter tester
 Plant administrative specialist
 Plant attendant
 Power lineworker
 Power production repairer
 Radiation production specialist
 Refuse derived fuel processor
 Relay technician
 Repairer (steam)
 Rigger
 Rubber goods tester

Splicer mechanic
 Steam heat utility person
 Steamfitter-welder
 Survey specialist
 System field technician
 Telecommunications technician
 Telephone systems wirer
 Tester, electric repair shop
 Tree trimmer
 Trouble technician
 Utility service person
 Woodworker

Material handling

Meat cutter
 Motor boat mechanic
 Motor engineering refrigeration compression mechanic
 Musical instrument repairer
 Optical trades
 Photographer (commercial)
 Photographer (portrait)
 Radio and television technician
 Refrigeration service mechanic
 Sausage maker
 Scale servicer
 Sewing machine mechanic
 Shoe and boot repairer
 Sign painter
 Tailor
 Taxidermist
 Telephone servicer
 Toll crib clerk and power tool repairer
 Trailer technician
 Truck and tractor technician
 Watchmaker
 Welder, job shop

Apprenticeship

Apprenticeable Occupations in Minnesota

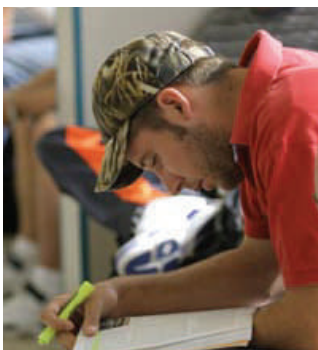
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Professional technical industry

Administrative finance specialist
Administrative information specialist
Child care development specialist
Finance technician
Information technician
Interpreter, community
Knowledge-based applications developer
Supported employment specialist
Translator, community

Service industry

Aircraft and engine mechanic
Airframe and power plant mechanic
Amusement device repair mechanic
Artificial limb mechanic
Automotive body technician
Automotive painter
Automotive technician
Automotive upholsterer
Baker
Bracemaker
Business machine mechanic
Camera repairer
Car repairer (railroad)
Central office equipment person
Chef
Combination telephone line worker
Commercial artist
Computer maintenance specialist
Computer operator
Contact lens technician
Cook
Custodial technician
Customer service representative
Dental technician



Diesel technician
Display and lettering
Electrician, railroad
Electronics and control technician
Electronics technician
Electroplater and polisher
Engineering technician
Farm tractor and equipment technician
Farrier
Field engineering technician
Fire fighter
Fuel handler
Fuel injection servicer
Furniture upholsterer
Garage mechanic
Gunsmith
Heavy equipment mechanic
Highway equipment mechanic
Industrial truck mechanic
Instrument repairer
Internal combustion engine mechanic
Jeweler
Laboratory technician
Landscape technician
Locksmith
Machinist, aircraft
Machinist, automotive
Marine mechanic

Manufacturing industry

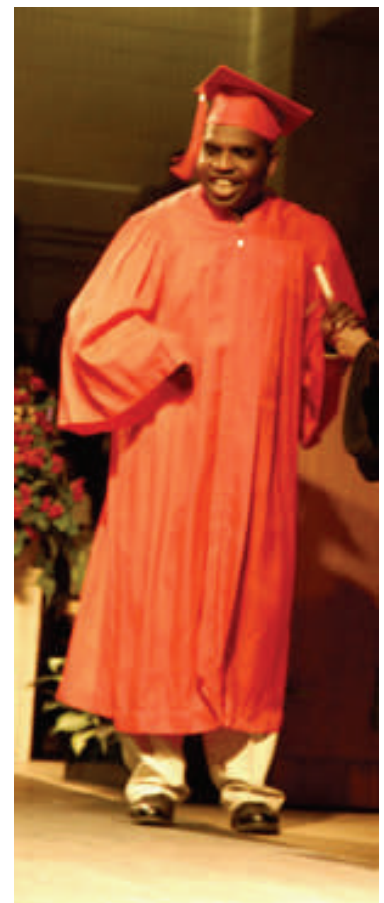
Assembler-welder
Automatic screw machine operator
Beveler
Boat builder
Buttermaker
Cabinet maker/mill person
Cheesemaker
Cloth cutter
Coremaker
Cupola tender
Custom boot maker
Die sinker
Drafter, architectural
Drafter, design
Drafter, electrical
Drafter, engineering
Drafter, mechanical
Drafter, ornamental iron
Drafter, structural steel
Drafter, surveying
Drafter, tool design
Drafting specialist
Electrical cabinet & panel fabricator
Electrical motor repairer
Fabric cutter
Fabrication and layout person
Fur cutter
Furniture maker
Furrier
Glassblower
Glass machine operator
Glass mold maker
Glass worker (art)

Glass worker (stained)
Glass worker (warehouse)
Granite cutter
Granite polisher
Granite sandblaster
Heat treater
Hydraulics technician
Iron shop person, arch & ornamental
Lighting designer
Machinist
Machinist, tool room
Marker burner
Marking device mechanic
Mechanical assembler
Metal display fabricator
Metal spinner
Metal trades pipefitter
Miller
Model maker
Mold maker
Molder
Monument maker
Neon tube bender
Patternmaker
Pipe organ builder
Pipe and tubing assembler
Printed circuit technician
Production sheet metal worker
Punch press operator
Roll turner
Steel fabricator-fitter
Steel rule die maker
Structural assembler
Structural layout person
Structural steel fabricator
Systems control technician
Template maker
Thermoplastic injection molder/supervisor
Thermoplastic mold technician
Thermoplastic parts handler
Thermoplastic quality inspector
Tool and die maker
Tool and die repairer

Graphics arts industry

Auto stitching and tipping machine operator
Bookbinder
Collator operator
Color matcher and ink maker
Composing room technician
Compositor
Cutting machine operator
Electronic pre-press operator
Engraver, hand
Envelope machine adjuster
Envelope paper cutter
Folding machine operator
Gathering machine operator
Lithographer, class "C"
Lithographer, color artist
Lithographer, color camera person
Lithographer, duplicator operator

Lithographer, half-tone and line photographer
Lithographer, offset press feeder
Lithographer, offset press operator
Lithographer, photo contact operator
Lithographer, platemaker
Lithographer, stripper
Lithographer, stripper layout artist
Lithographer, web fed
Offset camera person, stripper and platemaker
Offset press feeder
Offset press operator
Paper stock cutter
Photoengraver
Press feeder
Press operator, cylinder and platen
Press operator, flexographic label
Press operator, silkscreen semi-automatic
Press operator, steel die
Press operator, web fed
Printer, class "C"
Printer, job shop
Sheeting machine operator



Information a Click Away

www.actstudent.org

Everything you want to know about the ACT Assessment - disability accommodations, test prep, test sites and dates, college search, financial aid information, and much more.

www.collegeboard.com/splash

Information about the SAT Assessment - disability accommodations, test prep, test sites and dates, college search, financial aid information and much more.

www.collegeboard.com/highered/apr/accu/accu.html

Provides general information related to the ACCUPLACER assessment used by most community and technical colleges to determine a student's ability to benefit from educational programs. There are many free online sample test sites. Simply enter "ACCUPLACER" into Google or a similar search engine and choose the site you prefer.

www.socialsecurity.gov

A valuable resource about all social security programs. Apply for benefits, get addresses of local offices, request forms, and make connecting links to other social security online services.

www.fafsa.ed.gov

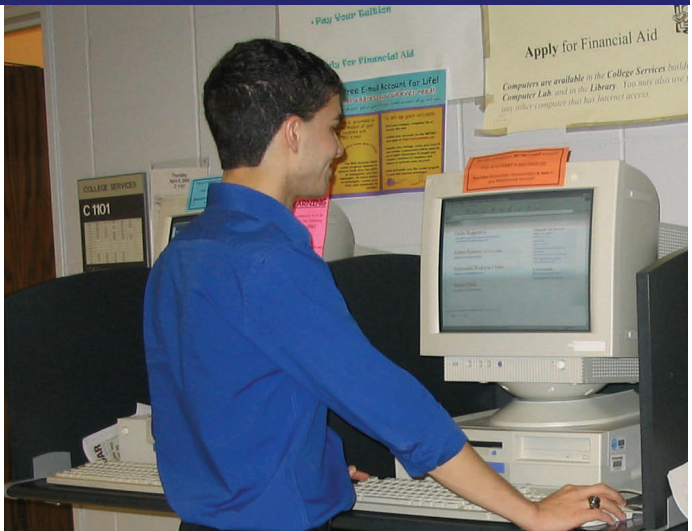
FAFSA stands for "Free Application for Federal Student Aid." Online submission is easier and quicker to complete with a shorter response time, though a paper copy is also available. The form is very similar to completing one's income taxes and information is required on parents and the student. Completing this form can qualify a student for federal grants, loans, or work study and should be completed as early as possible after the first of the year.

www.ed.gov/about/offices/list/ocr/transition.html

This is a government website providing information on the rights and responsibilities of a student with a disability upon entering a post-secondary educational institution.

www.mnscu.edu

This website contains general and admissions information about the 7 state universities and 25 community and technical colleges that are a part of the Minnesota State Colleges and University (MnSCU) system.



www.mnscu.edu/campuses/index.html

A state map with the location of all Minnesota State Colleges and Universities. Click on the site of interest and it will provide information and web links related to schools, programs, and services.

<http://www.nlsec.k12.mn.us>

The Northern Lights Special Education home page has helpful information about preparing students for life after high school (click on "Secondary Transition"). There are also resources for connecting youth with non-education services providers who could potentially assist a student in achieving his or her goals (click on "Interagency").

www.washington.edu/doit/brochures/academics/cprep.html

Preparing for College: an Online Tutorial. A new DO-IT publication guides students through a set of preparatory experiences.

www.c3online.org

This site maps and provides access information for services for youth with disabilities within the state of Minnesota.

www.apprenticeship.org

Describes apprenticeships, provides requirements in a variety of fields, gives contact information by location in state, and links to similar sites.

www.children.state.mn.us/MDE/Learning_Support/Special_Education/Birth_to_Age_21_Programs_Services/Secondary_Transition/Index.html

Minnesota Department of Education/Secondary Transition. This is a site to access information to enhance, develop, and support effective secondary transition programs and services for youth with disabilities. A helpful guide is listed on this page with information on post-secondary education for students with disabilities titled, *Planning Guide for Students Entering Post Secondary Programs*.



Minnesota College Information

College	Address	Disability Service Contact - Email Website	Phone
Alexandria Technical College	1601 Jefferson Street Alexandria, MN 56308	Mary Ackerman - marya@alextech.edu http://web.alextech.edu/web/Default2.aspx?pid=1628	320-762-4673
Anoka Ramsey Community College	300 Polk Street Cambridge, MN 55008	Maria Barlage - maria.barlage@anokaramsey.edu http://www.anokaramsey.edu/StudentServices/	763-689-7034
Anoka Ramsey Community College	11200 Mississippi Blvd NW Coon Rapids, MN 55433	Scott Bay - scott.bay@anokaramsey.edu http://www.anokaramsey.edu/StudentServices/	763-433-1334
Anoka Technical College	1355 West Highway 10 Anoka, MN 55303	Tim Skaja - TSkaja@anokatech.edu http://www.ank.tec.mn.us/specneed.htm	763-576-4747
Augsburg College	2211 Riverside Avenue South Minneapolis, MN 55454	Regina Hopingardner - class@augsborg.edu http://www.augsburg.edu/classprogram/	612-330-1053
Bemidji State University	1500 Birchmont Drive NE #19 Bemidji, MN 56601	Kathi Hagen - khagen@bemidjistate.edu http://www.bemidjistate.edu/disabilities/	218-755-3883
Bethel University	3900 Bethel Drive CC426 St. Paul, MN 55112	Kathy McGillivray - k-mcgillivray@bethel.edu www.bethel.edu/disability	651-635-8759
Capella University	225 South 6th Street, 9th Floor Minneapolis, MN 55402	Lisa Bromenshenkel - lisa.bromenshenkel@capella.edu http://www.capella.edu/online_learning/ada.aspx	888-227-2736
Carleton College	1 North College Street Northfield, MN 55057	Anne Lamppa - alamppa@acs.carleton.edu http://apps.carleton.edu/campus/dos/handbook/disability/	507-646-4464
Central Lakes College	501 West College Drive Brainerd, MN 56401	Judy Richer - jricher@clcmn.edu http://www.clcmn.edu/disabilityservices/main.htm	218-855-8128
Century Community & Technical College	3300 Century Avenue North White Bear Lake, MN 55110	Ed Sapinski - e.sapinski@century.edu http://www.century.edu/accesscenter/default.aspx	651-779-3354
College of Saint Catherine	2004 Randolph Ave, MS #4152 St. Paul, MN 55105	Thelma Obah - tyobah@stkate.edu http://minerva.stkate.edu/offices/academic/oneill.nsf	651-690-6593
College of Saint Scholastica	1200 Kenwood Avenue Duluth, MN 55811	Heather Angelle - hangelle@css.edu	218-723-5901
College of Saint Benedict & Saint John's University	37 South College Avenue St. Joseph, MN 56374	Michelle Sauer - msauer@csbsju.edu www.csbsju.edu/	320-363-5687
Concordia University	275 Syndicate Avenue St. Paul, MN 55104	Melissa Fletcher - fletcher@csp.edu http://concordia.csp.edu/Disability/Index.html	651-641-8272
Concordia University, Moorhead	901 8th Street South Moorhead, MN 56562	Monica Kersting - kersting@cord.edu http://student.cord.edu/dept/counseling/disability.shtml	218-299-3514
Dakota County Technical College	1300 145th Street East Rosemount, MN 55068	Anne Swanberg - anne.swanberg@dctc.edu http://www.dctc.edu/students/resources/disabilityServices.cfm	651-423-8469



Minnesota College Information

College	Address	Disability Service Contact - Email Website	Phone
Fond du Lac Tribal & Community College	2101 14th Street Cloquet, MN 55720	Anita Hanson - anita@fdltcc.edu http://www.fdl.cc.mn.us/web/osd/index.html	218-879-0805
Gustavus Adolphus College	800 West College Avenue St. Peter, MN 55082	Laurie Bickett - lbickett@gustavus.edu http://oncampus.gustavus.edu/oncampus/advising/disability.cfm	507-933-7027
Hamline University	1536 Hewitt Avenue C-1908 St. Paul, MN 55104	Deb Holtz - dholtz02@gw.hamline.edu http://www.hamline.edu/hamline_info/offices_services/student_relations/studentaffairs/disabilities_services/disability_home.html	651-523-2521
Hennepin Technical College	13100 College View Drive Eden Prairie, MN 55347	John Heinrichs - john.heinrichs@hennepintech.edu http://www.hennepintech.edu/current/support/disability.htm	952-995-1544
Hennepin Technical College	900 Brooklyn Blvd Brooklyn Park, MN 55445	Sara Laviolette - sara.laviolette@hennepintech.edu http://www.hennepintech.edu/current/support/disability.htm	763-488-2477
Hibbing Community College	1515 East 25th Street Hibbing, MN 55746	Shelly Flaten - shellyflaten@hibbing.edu http://www.hibbing.edu/resourceServices/disabilityServices/	218-262-6712
Inver Hills Community College	2500 East 80th Street Inver Grove Heights, MN 55076	Tim Boyer - tboyer@inverhills.edu http://www.inverhills.edu/StudentResources/DisabilityServices.aspx	651-450-8628
Itasca Community College	1851 East Highway 169 Grand Rapids, MN 55744	Ann Vidovic - avidovic@itascacc.edu http://minerva.stkate.edu/offices/academic/oneill.nsf	218-327-4167
Lake Superior College	2101 Trinity Road Duluth, MN 55811	Georgia Robillard - g.robillard@lsc.edu http://www.lsc.edu/StudentServices/DisabilityServices/index.cfm	218-733-7650
Mesabi Range Community & Technical College	1100 Industrial Park Drive Eveleth, MN 55734	Dave Dailey - d.dailey@mr.mnscu.edu http://www.mr.mnscu.edu/disability_services/index.htm	218-744-7471
Mesabi Range Community & Technical College	1001 Chestnut Street West Virginia, MN 55792	Lindsay Grott - l.grott@mr.mnscu.edu http://www.mr.mnscu.edu/disability_services/index.htm	218-749-0319
Metropolitan State University	700 East 7th Street St. Paul, MN 55106	Eve Nichols - disability.services@metrostate.edu http://www.metrostate.edu/studentaff/disability/	651-793-1540
Macalester College	1600 Grand Avenue St. Paul, MN 55105	Irene Kao - kao@macalester.edu http://www.macalester.edu/deanofstudents/deanofstudents/disability/index.html	651-696-6275
Minneapolis Community & Technical College	1501 Hennepin Avenue Minneapolis, MN 55403	Jane Larson - jane.larson@minneapolis.edu http://www.minneapolis.edu/counselingandadvising/disabilityservices/index.cfm	651-793-1540
Minnesota School of Business Globe College	3680 Pheasant Ridge Drive NE Blaine, MN 55449	Jana Gymer-Koch - jkoch@msbcollege.edu http://www.msbcollege.edu/	763-225-8010
Minnesota State College - Southeast Technical	1250 Homer Road Winona, MN 55987	Steve Zmyewski - szmyewski@southeastmn.edu http://www.southeastmn.edu/ss/disableStudent.html	507-453-2410
Minnesota State Community & Technical College	900 Highway 34 East Detroit Lakes, MN 56501	Pat Johnson - pat.johnson@minnesota.edu http://www.minnesota.edu/student_services/students_with_disabilities.php	218-846-7486



Minnesota College Information

College	Address	Disability Service Contact - Email Website	Phone
Minnesota State Community & Technical College	1414 College Way Fergus Falls, MN 56537	David Seyfried - dave.seyfried@minnesota.edu http://www.minnesota.edu/student_services/students_with_disabilities.php	218-736-1595
Minnesota State Community & Technical College	1900 28th Avenue South Moorhead, MN 56560	Ted Guerrero - ted.guerrero@minnesota.edu http://www.minnesota.edu/student_services/students_with_disabilities.php	218-299-6614
Minnesota State Community & Technical College	405 Colfax Avenue SW Wadena, MN 56482	Mike Heino - mike.heino@minnesota.edu http://www.minnesota.edu/student_services/students_with_disabilities.php	218-631-3530
Minnesota State University, Mankato	MSU 132 Memorial Library Mankato, MN 56001	Julie Snow - julie.snow@mnsu.edu http://www.mnsu.edu/dso/	507-389-2825
Minnesota State University, Moorhead	1104 Seventh Ave S, Box 12 Moorhead, MN 56563	Greg Touges - toutges@mnstate.edu http://www.mnstate.edu/disability/	218-477-5859
Minnesota West Community & Technical College	344 West Main Street Marshall, MN 56258	Debra Carrow - debra.carrow@mnwest.edu http://www.mnwest.edu/disability-services/	507-537-7051
Minnesota West Community & Technical College	1450 College Way Worthington, MN 56187	Mike Fury - mfury@mnwest.edu http://www.mnwest.edu/disability-services/	320-372-3407
Normandale Community College	9700 France Avenue South Bloomington, MN 55431	Debbie Tillman - debbie.tillman@normandale.edu http://faculty.normandale.edu/~osd/	952-487-7035
North Central University	910 Elliot Avenue South Minneapolis, MN 55404	Todd Monger - tjmonger@northcentral.edu http://www.northcentral.edu/ssc/disability/	612-343-4458
North Hennepin Community College	7411 85th Avenue North Brooklyn Park, MN 55445	Connie Sherman - connie.sherman@nhcc.edu http://www.nhcc.edu/das/	763-493-0556
Northland Community & Technical College	2022 Central Avenue NE East Grand Forks, MN 56721	Ellen Brehmer - ellen.brehmer@northlandcollege.edu http://www.northlandcollege.edu/services/disability/	218-773-4629
Northland Community & Technical College	1101 Highway One East Thief River Falls, MN 56701	Dean Dalen - dean.dalen@northlandcollege.edu http://www.northlandcollege.edu/services/disability/	218-681-0835
Northwest Technical College	905 Grant Avenue Southeast Bemidji, MN 56601	Sarah Plahn - sarah.plahn@ntcmn.edu http://www.ntcmn.edu/co_curricular_services/learners_with_disabilities.php	218-333-6650
Northwestern College	3003 Snelling Ave N #2509 St. Paul, MN 55113	Dr. Yvonne RB-Banks - yrbanks@nwc.edu www.nwc.edu/students/services/doss.php	651-631-5221
Pine Technical College	900 4th Street Southeast Pine City, MN 55063	Gloria Baker - bakerg@pinetech.edu http://www.pinetech.edu/student_services/disability_services.php	320-629-5174
Rainy River Community College	1501 Highway 71 International Falls, MN 56649	Maurizio Facciotto - mfacciotto@rrcc.mnscu.edu http://www.rrcc.mnscu.edu/	218-285-2208
Ridgewater College	Two Centuries Avenue Hutchinson, MN 55350	Veronica Hansen - vhansen@ridgewater.edu http://www.ridgewater.mnscu.edu/Current-Students/Student-Services/Disability-Services.cfm	800-722-1151



Minnesota College Information

College	Address	Disability Service Contact - Email Website	Phone
Ridgewater College	2101 15th Avenue Northwest Willmar, MN 56201	Tammy Becker - tammy.becker@ridgewater.edu http://www.ridgewater.mnscu.edu/Current-Students/Student-Services/Disability-Services.cfm	800-722-1151
Riverland Community College	1900 8th Avenue Northwest Austin, MN 55912	Sharon Stiehm - sstiehm@riverland.edu http://www.riverland.edu/successcenter/disabilityservices.cfm	507-433-0646
Rochester Community College	851 30th Avenue Southeast Rochester, MN 55904	Travis Kromminga - travis.kromminga@roch.edu http://www.rctc.edu/student_support_center/html/disability_support_services.html	507-280-2968
Saint Cloud State University	720 4th Avenue South St. Cloud, MN 56301	Owen Zimpel - ozimpel@stcloudstate.edu http://www.stcloudstate.edu/sds/	320-308-4080
Saint Cloud Technical College	1540 Northway Drive St. Cloud, MN 56303	Judy Jacobson-Berg - jjacobsonberg@sctc.edu http://www.sctc.edu/disabilityServices/	320-308-5096
Saint Mary's University of Minnesota, Minneapolis	2500 Park Avenue Minneapolis, MN 55404	Kelly Friesleben - kfriesle@smumn.edu http://www.smumn.edu/sitepages/pid1870.php	612-728-5208
Saint Mary's University of Minnesota, Winona	700 Terrace Heights Winona, MN 55987	Bonnie Smith - bsmith@smumn.edu http://www.smumn.edu/sitepages/pid1870.php	507-457-1465
Saint Olaf College	1520 St. Olaf Avenue Northfield, MN 55057	Ruth Bolstad - bolstadr@stolaf.edu www.stolaf.edu/services/asc/	507-646-3288
Saint Paul College	235 Marshall Avenue St. Paul, MN 55102	Thomas Matos - thomas.matos@saintpaul.edu http://www.saintpaul.edu/students/services/disability/index.aspx	651-846-1362
South Central College	1920 Lee Boulevard Mankato, MN 56003	Marilyn Weber - marilyn.weber@southcentral.edu http://www.southcentral.edu/support/disabilityServices.cfm	507-389-7339
Southwest Minnesota State University	1501 State Street, BA 250 Marshall, MN 56258	Pam Ekstrom - ekstrop@southwestmsu.edu http://www.southwestmsu.edu/CampusLife/DisabledStudentServices/Index.cfm	507-537-7672
University of Minnesota	200 Oak Street SE, Suite 180 Minneapolis, MN 55455	Betty Benson - ds@umn.edu http://ds.umn.edu/	612-626-1333
University of Minnesota, Duluth	236 KSC, 1120 Kirby Drive Duluth, MN 55812	Penny Cragun - pcragun@d.umn.edu http://www.d.umn.edu/access/	218-726-6130
University of Saint Thomas	2115 Summitt Avenue #4016 St. Paul, MN 55105	Kimberly Schumann - kjschumann@stthomas.edu www.stthomas.edu/enhancementprog/	651-962-6315
Vermillion Community College	1900 East Camp Street Ely, MN 55731	Doug Furnstahl - d.furnstahl@vcc.edu http://www.vcc.edu/studentinfo/sss/disability.htm	218-365-7214
Walden University	155 Fifth Avenue South Minneapolis, MN 55401	Carolyn Roney - disability@waldenu.edu http://www.waldenu.edu/c/Services/UniversityServices_385.htm	612-312-1313
Winona State University	136 Howell Hall, PO Box 5838 Winona, MN 55987	Nancy Dumke - drc@winona.edu http://www.winona.edu/disabilityservices/	507-457-2391