

Disability Support Services

Williston State College

1410 University Ave.
PHONE: 701-774-4220

Williston, ND 58801

MISSION AND RESPONSIBILITY OF THE DISABILITY SUPPORT SERVICES

Mission: To assist Williston State College in meeting the federally-mandated responsibility to provide equal access and opportunity to college programs and campus activities.

Responsibility: To provide academic support services for eligible students with disabilities, promote student development, and serve as a resource on disability awareness and accommodations.

Application for Services

Name: _____ Date: _____

Date of Birth: ____/____/____ Student ID: _____

Local Address: _____

City: _____ State: _____ Zip Code: _____

Permanent Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ email: _____

Present Academic Status: High School Student First Year Second Year Third Year

Major: _____

Are you a client of Vocational Rehabilitation Services? Yes No

If yes, please provide the name and phone # of your counselor: _____

Accommodation Services Requested: _____

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Please describe your conditions and / or diagnoses, and their impact on you. (explain anything that will help DSS determine appropriate services) Please use more paper if necessary

- Examples of physical / medical conditions include but are not limited to visual impairment, deafness, hearing impairment, mobility impairments, respiratory conditions, cardiac conditions, seizure disorders, chronic conditions, multiple sclerosis, cerebral palsy, hand function limitations, etc.
- Examples of cognitive / psychological conditions include but are not limited to learning disabilities, ADD/ADHD, traumatic brain injury, Autism Spectrum Disorder, etc.

Please list all medications that you are currently taking for this disability: _____

Do you use mobility aids (e.g. wheelchair, power cart, crutches, braces, etc.)? Yes No

To assist our understanding of how your condition affects you in the academic environment, please describe things that are especially difficult to you because of your condition(s): _____

I certify that the information on this form is correct. I understand that in order to be eligible for services through Disability Support Services, I must provide documentation from a professional that verifies the existence of a disability and identifies the need for disability-related services.

Name

Date

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Guidelines for Disability Documentation North Dakota Colleges and Universities Disability Services Council

The North Dakota Colleges and Universities Disability Services use documentation of disability to 1) establish whether an individual is a person with a disability and 2) provide a rationale for identifying and implementing reasonable accommodations.

Formal evaluation procedures, clinical narratives, and the individual's self-report will be used to determine appropriate and reasonable accommodations for students with disabilities. The approved accommodations and strategies must logically relate to the functional limitations described in the documentation.

Disability Documentation Should Include:

1. A **clear diagnostic statement** that describes how the condition was diagnosed, information on the functional impact, and details on the progression or prognosis of the condition. Dates of the original and current diagnostic evaluations need to be included.
2. A **description of the diagnostic** methodology, criteria, evaluation methods, procedures, tests used, dates administered, clinical narrative, observations, and specific results that are congruent with the particular disability.

Documentation for learning disabilities must include test scores and interpretation of aptitude, achievement, and, when possible, information processing. Tests used should be current and appropriate for assessing adolescents and adults

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Frequently Asked Questions

1. How do I receive disability services at college?

You need to contact the Disability Services office on campus to start the application process.

2. When do I need to apply for Disability Services?

It is a good idea to start the application process at the Disability Services office as soon as you have been admitted into college, so that any accommodations you may need can be arranged.

3. Can I use my 504 Plan or IEP for documentation of my disability?

If your 504 Plan or IEP contain the necessary information, it may be accepted as documentation. (See Guidelines for Disabilities).

4. Will I receive the same services that I received in high school?

High school Special Education programs are required by law to provide whatever service, help, or accommodation that you needed to be successful. Colleges are required by law to provide "equal access to education" through programs, activities, and facilities. They provide access by using accommodations - not necessarily services or extra help. Access is provided through reasonable accommodations.

For example, services such as word banks or reduced assignments probably will not be provided because postsecondary schools do not provide modifications that would change the educational standards of coursework.

5. Will my 504 plan follow me to college?

The 504 Plan developed by your high school will not follow you to college, but the rights and protections under Section 504 of the Rehabilitation Act of 1973 apply. Section 504 is civil rights legislation and provides two things: 1) nondiscrimination on the basis of disability and 2) an equal opportunity to participate. The concept of "maximizing success" is only found under IDEA for elementary and secondary schools.

6. I have a disability. Will I be eligible to use accommodations in college?

The decision to provide accommodations is based on the activity and whether the disability creates any barriers to doing it. For example, a student who is paralyzed from the waist down has a disability and needs a physically accessible environment. However, this same student would not be eligible to use note-taking services or be provided with books on tape, because the disability does not interfere with reading or writing.

7. Can I receive a failing grade for a college class in which I am receiving accommodations?

Accommodations ensure "access" not necessarily "success."

8. Who decides what accommodations I can use in college?

The Disability Services office at the college in which you are enrolled makes the final decision after reviewing your disability documentation and talking with you. Accommodations will be based on how the disability interferes with access to the educational environment and the course curriculum.

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9. Do I have to pay for my accommodations?

It is the College's responsibility to provide reasonable accommodations to eligible students with disabilities at no cost to the student.

10. Do colleges and universities provide testing to identify a learning disability?

Colleges and universities are not required to provide testing services. Referrals will be made to appropriate professionals.

11. Is financial assistance available through the disability services office for students with disabilities?

Some agencies that may provide support are: Vocational Rehabilitation, Workers Compensation, the Veterans Administration, and Job Service.

12. Will the Disability Services office provide services like helping me get ready for the school day or pushing my wheelchair?

Services or equipment needed to assist a person with activities of daily living are the responsibility of the individual not the College.

For example, helping with dressing or reminding someone to take their medication, is a personal service that an individual need in order to function on a daily basis, whether or not they are in college.

If the service or equipment is needed solely for the purpose of participating in a college program or activity, it is the College's responsibility to provide it. For example, the College would provide a writer or scribe for essay tests if the student's disability prevented her/him from writing. The College, however, is not obligated to provide a writer so that same student could do homework or write personal letters.

Differences between High School and College Accommodations for Students with Disabilities

Applicable Laws

HIGH SCHOOL	COLLEGE
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
I.E.P. (Individualized Education Plan and/or 504 Plan)	High School I.E.P. and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

Self-Advocacy

HIGH SCHOOL	COLLEGE
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Office of Disability Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate in the accommodation process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter pace of assignments	Professors are not required to modify curriculum design or alter assignment deadlines
You are expected to read short assignments that are then discussed, and often re-taught, in class	You are assigned substantial amounts of reading and writing which may not be directly addressed in class
You seldom need to read anything more than once, and sometimes listening in class is enough	You need to review class notes and text material regularly

Grades and Tests

HIGH SCHOOL	COLLEGE
I.E.P. or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students.
Your time and assignments are structured by others	You manage your own time and complete assignments independently
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	You need to study at least 2 to 3 hours outside of class for each hour in class