

Resources for College Students with Disabilities

Educational Access Services

Colorado Mesa University's office for students with disabilities.

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EAS web page: www.coloradomesa.edu/eas

Exam scheduling forms: Select "Student Accommodations." Form is found under "Testing Accommodations."

Know your rights and responsibilities

Information provided by the U. S. Department of Education, for students with disabilities who are preparing to attend higher education. www.ed.gov/about/offices/list/ocr/transition.html

The Self-Advocacy Handbook

This online handbook by the CSU Access Project teaches college students with disabilities how to become strong self-advocates. Modules include Transition to College; Know Yourself; Know What You Need and Want; and Know How to Get What You Need and Want. accessproject.colostate.edu/sa

Assistive Technology

Adapttech. Free & inexpensive adaptive technology downloads: www.adapttech.org/

Assistive Technology Partners: Colorado Program to enable people with disabilities to obtain and use appropriate assistive technology:

<http://www.ucdenver.edu/academics/colleges/medicalschool/programs/atp>

Employment

Colorado Mesa University Advising and Career Center: 970-248-1491

Colorado Division of Vocational Rehabilitation, Grand Junction office, 970-248-7103.

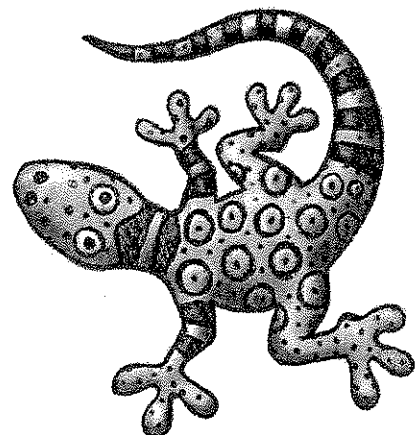
Job Accommodation Network (JAN): www.jan.wvu.edu

Colorado State Workforce Center: 2897 North Ave., Grand Junction, CO 81501; 970-248-7560

General Disability Information

Disaboom provides people with disabilities the answers, solutions, and connections you need for living your life to the fullest: www.disaboom.com

The federal government website for comprehensive information on disability programs and services in communities nationwide: www.disability.gov



College 101: Students with Disabilities

Advising & Course Selection

Self-disclosing to academic advisor:

- What is important for him/her to know to better help you put together a manageable schedule?
 - More alert, do better in early morning
 - Joints/body aches in early morning
 - Topics re: 'x' trigger reaction (e.g. seizure, anxiety, post traumatic stress)
 - Difficult topics require more time (e.g. math, foreign language)
 - Need time to eat and take medication(s) at certain time(s) of the day

- What factors/variables are important in choosing your classes?
 - Class format (small group discussion vs. large lecture)
 - Teaching style
 - Exam format (essay vs. multiple choice)
 - Amount of reading
 - Number of credit hours (desired or manageable vs. advised or required)

Course Selection:

- Is math an area of difficulty for you?
 - Create a schedule that will allow more time for difficult topics-fewer credit hours-for that semester

- How do you handle a lot of reading?
 - Inquire how much reading is required in the courses you will be taking
 - Get texts early and begin reading ahead
 - Ask about books in alternate format

Differences that matter:

- M/W/F classes are approximately 50 minutes long; T/R classes are 1 1/4-hours long. What differences does that make for you?
 - Number days/week of being in-class for continuity, practice, (2 vs. 3)
 - Amount of time required to pay attention, be seated in class (50 min. vs. 1 ¼ hr)

- How many hours do you think that you want to take?
 - Rule-of-thumb is 1-hr in-class = 3-hrs. out-of-class preparation (some classes will require more study time)
 - Impact on scholarship, financial aid, Voc. Rehab, other
 - Concern of time (years to graduate, cost) vs. level of achievement (GPA)

- When are you most alert? Is there anything that would affect you taking AM classes? PM classes?