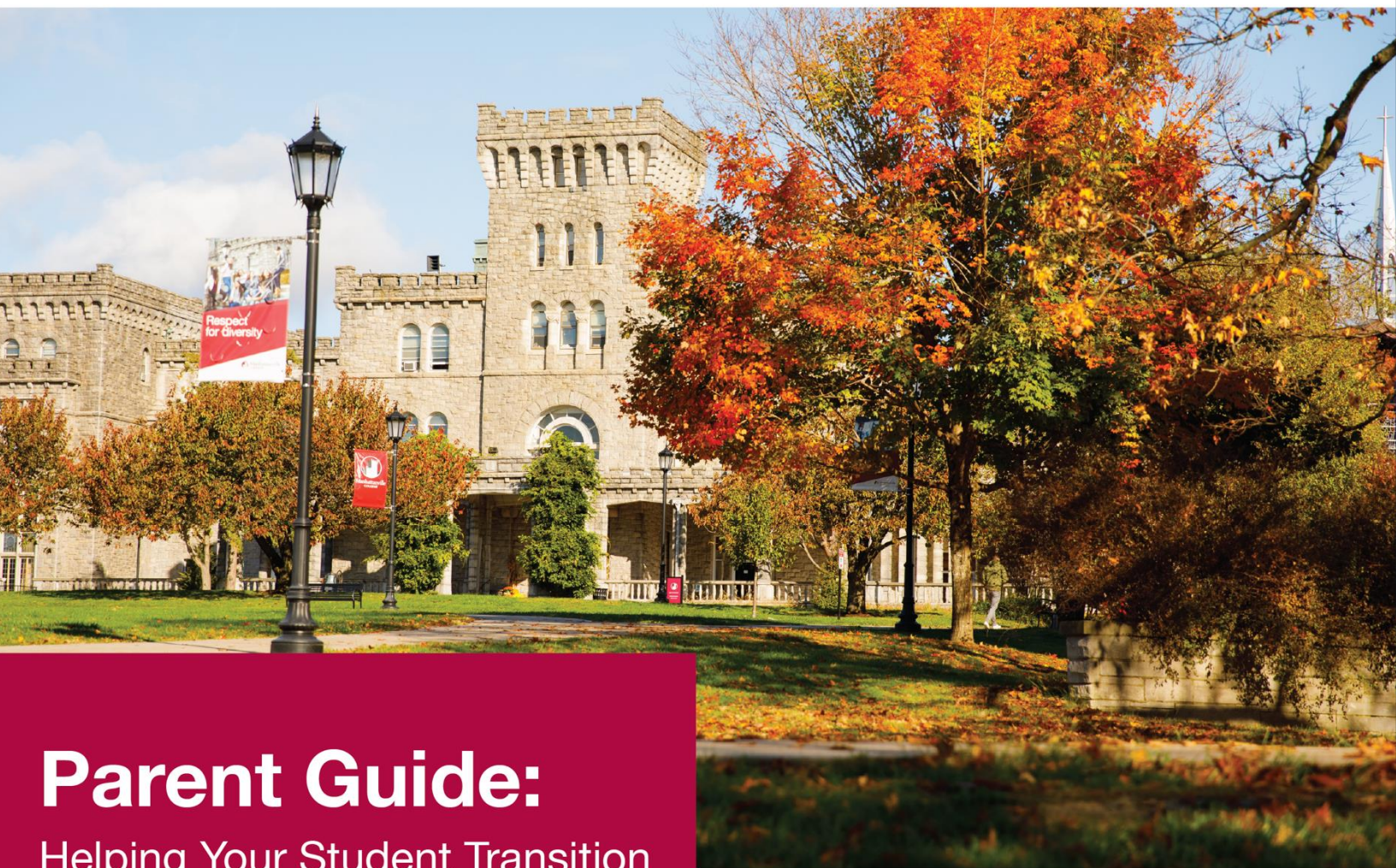




Parent Guide:

Helping Your Student Transition
from High School to College

2026-2027

**General Hours**

Monday-Friday 8:30am-5:00pm

Last Tests begin at 3pm

Manhattanville University Library
1st Floor, Room 134

mville.edu/offices/center-for-student-accessibility

Center for Student Accessibility Parent Guide: Helping Your Student Transition from High School to College

Contact and Hours

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General Hours

Monday-Friday 8:30-5:00

*Please note that all exams taken in the Testing Center must start before 3:00.

Welcome

Welcome to the Manhattanville University family and the Center for Student Accessibility! We are excited to partner with your student as they begin this new chapter and to help ensure equitable access to academic programs, campus opportunities, and university events.

We have created this guide to help you better understand the role of the Center for Student Accessibility, our expectations for students, and the important role families and guardians play in supporting students through the transition to college. We hope that this guide will provide valuable insight and guidance as you and your student navigate this exciting new journey.

Center for Student Accessibility at Manhattanville

Manhattanville University recognizes disability and neurodiversity as an integral part of our community's overall diversity. The Center for Student Accessibility is committed to removing barriers and fostering an accessible and inclusive community for all Valiants.

The Center for Student Accessibility works to provide reasonable accommodations and support services to students with disabilities in compliance with the Americans with Disabilities Act (ADA) 1990, the Amendments Act (ADAAA) 2008, and Section 504 of the Rehabilitation Act 1973. To receive a documentation review and put accommodations in place, enrolled students are required to self-disclose to the Center for Student Accessibility.

CSA Office Goals

- Collaborate with the campus community to identify and remove accessibility barriers.
- Promote disability as a valued part of diversity.
- Empower students with disabilities through self-advocacy and self-determination.
- Build community by advancing the social model of disability.
- Provide programming that supports equity and access for people with disabilities.
- Help prepare students for an independent and fulfilling adulthood

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Chapter 1: Understanding the High School to College Transition

Your New Role as a Parent of a College Student

The transition from high school to college is a significant change not only for students, but also for their families. In high school, parents often play a central, hands-on role in managing schedules, communicating with teachers, monitoring progress, and advocating for support. In college, that role naturally evolves as students are expected to take greater responsibility for their education, decision-making, and daily lives.

One helpful way to think about this transition is as moving from the driver's seat to the passenger seat. Your student is now driving. They are making choices about academics, managing their time, navigating challenges, and advocating for their own needs. Your role becomes that of a guide, coach, and trusted sounding board rather than the primary decision-maker.

Taking on this new role includes:

- Encouraging your student to communicate directly with professors and college staff
- Supporting them in problem-solving rather than solving problems for them
- Allowing space for them to make choices—and occasionally make mistakes—from which they can learn and grow

While earning a college degree is an important milestone, the broader goal of college experience is to prepare students for independent, successful, and fulfilling adulthood. This involves developing the confidence, self-advocacy skills, resilience, and independence needed to navigate life beyond campus.

By stepping back just enough to allow your student to step forward, you are helping them build these essential life skills. The Center for Student Accessibility is committed to partnering with both students and families throughout this journey, supporting students as they grow into capable, self-directed adults.

Differentiation in Responsibilities Between High School and College

High School	College
The school district is responsible for identifying a student's disability.	Student must self-identify with the appropriate campus disability/accessibility office.
The school district develops Individualized Education Programs (IEPs) to define educational services.	Student must identify their needs and request services.
The school district provides free evaluations.	The student needs to obtain evaluations at their own expense. But it is not always necessary to get new evaluations if you have previous ones.
Primary responsibility for arranging modifications belongs to the school .	Primary responsibility for self-advocacy and arranging academic adjustments belongs to the student. Students who wish to use their approved accommodations must download their accommodation letter and share it with their professors each semester. This is the only way professors will know that the student is approved for accommodations. Students are also responsible for taking the necessary steps to activate specific accommodations. For example, students who plan to use testing accommodations must schedule each exam through the Testing Center. CSA staff can only coordinate testing accommodations when the student has submitted a request. Similarly, accommodations such as note-taking assistance and alternative format text require additional action on the student's part. These procedures are outlined in the Student Handbook and are reviewed with students when accommodations are approved.
Student is supported by parents and teachers .	Student is responsible for seeking assistance from the Disability Services Office , which exists to ensure equal access to students with disabilities.

The Value of Challenge

It is completely natural to feel concerned about your student struggling or not performing as well as they had hoped on an assignment or in a class. As parents, and as professionals who work closely with students, we share that instinct to swoop in and help. We care deeply about student success, and it can be difficult to take a step back.

However, college is an important time for growth, and experiencing challenges or setbacks can be one of the most valuable parts of that growth.

When a student struggles—whether that means earning a lower grade, misunderstanding an assignment, or missing a deadline—they are given an opportunity to:

- Reflect on what went wrong
- Identify new strategies
- Build problem-solving and resilience
- Learn how to seek help proactively

These are critical life skills that cannot be fully developed without experiencing difficulty at times. By allowing students to face challenges and work through them, you are helping them build confidence, independence, and the ability to advocate for themselves. While it can be tempting to step in, giving your student the space to learn from these experiences is one of the most powerful ways to support their long-term success.

Chapter 2: Understanding Disability in College

Disability and Diversity

Historically, disability was often viewed through a medical lens, focusing on limitations and deficits. Over time, disability advocates, scholars, and individuals with disabilities have worked to shift this perspective, emphasizing that disability is a natural and valuable part of human diversity. This movement has encouraged society to recognize that barriers are often created not by a person's disability, but by environments, systems, and attitudes that are not designed to be inclusive.

Today, disability is increasingly recognized as an important dimension of diversity, alongside race, ethnicity, gender, religion, sexual orientation, and other aspects of identity. People with disabilities contribute diverse perspectives, experiences, talents, and strengths that enrich our communities. At Manhattanville, we are committed to fostering a culture of access, inclusion, and belonging where all students are valued, respected, and empowered to succeed.

The Social Model of Disability

The social model of disability is a way of thinking about disability that focuses on the barriers people face rather than the debilitating condition.

According to this model of disability, people are often disabled not by their condition itself, but by environments, systems, and attitudes that do not take their needs into consideration. For example:

- A student who uses a wheelchair is disabled by a building that lacks a working elevator, not by the fact that they use a wheelchair.
- A student with a reading disability is disabled by course material that are not available in an accessible format.

The social model of disability encourages us to identify and remove barriers so that all students have equal access to opportunities to learn, participate, and engage.

Neurodiversity

Neurodiversity is the idea that differences in how people think, process, and communicate are natural forms of human diversity. In this way, neurodiversity recognizes that there is no single “correct” way for the brain to function. Individuals who might identify as neurodivergent include people with:

- ADHD
- Autism
- Dyslexia
- Dyscalculia
- Dyspraxia
- Tourette Syndrome
- Bipolar Disorder
- Depression
- Specific Learning Disabilities
- Obsessive Compulsive Disorder

Neurodiversity encourages us to value these differences and recognize both the strengths and challenges that come with them.

Neurodiversity Symbol



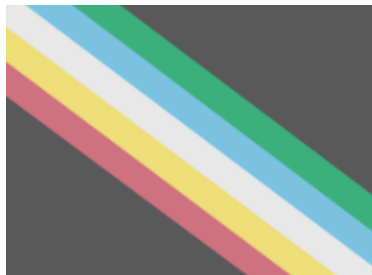
You may have seen a brightly colored infinity symbol (∞) associated with neurodiversity.

The infinity symbol represents:

- The infinite variety of human minds and ways of thinking
- The idea that there is no single "normal" brain
- The strengths, talents, perspectives, and contributions of neurodivergent individuals
- Inclusion and acceptance of neurological differences

Many neurodiversity advocates use a rainbow-colored infinity symbol to represent a broad range of neurodivergent experiences and identities. It has become a widely recognized symbol of neurodiversity and neurodivergent pride.

Disability Pride Flag



The Disability Pride Flag is a symbol of pride and unity within the disability community. The flag features a charcoal-gray background with five diagonal stripes running across it. Each color represents an important part of the disability community:

Red: Represents physical disabilities

Gold: Represents neurodiversity, including conditions such as autism, ADHD, dyslexia, specific learning disabilities, and other neurological differences.

White: Represents invisible, non-apparent, and undiagnosed disabilities.

Blue: Represents psychiatric and emotional disabilities, including mental health conditions.

Green: Represents sensory disabilities, including those related to vision, hearing, and sensory processing.

The charcoal-gray background acknowledges the history of exclusion, discrimination, abuse, and loss experienced by people with disabilities, while also representing resilience and solidarity within the disability community.

The diagonal stripes symbolize breaking through barriers and creating a more accessible and inclusive society.

The Disability Pride Flag was created by disability activist Ann Magill, who has cerebral palsy. Magill introduced the first version of the Disability Pride Flag in 2019. The original design featured bright colors, and a zigzag lightning-bolt pattern intended to represent the obstacles and barriers people often need to navigate throughout their lives.

After the flag was introduced, members of the disability community expressed concerns that the high-contrast and zigzag pattern could trigger migraines, seizures, or visual discomfort for some individuals with disabilities. In response, Magill worked on creating a more inclusive flag. The result is the current version, which was adopted in 2021. Magill muted the colors and use straight diagonal lines instead of the zigzag pattern.

Chapter 3: Disability Laws and Accommodations

Reasonable Accommodations vs. Unreasonable Accommodations

What Is a Reasonable Accommodation?

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, a reasonable accommodation is a modification or adjustment that helps ensure students with disabilities have **equal access** to educational programs and services.

A reasonable accommodation must:

- Address a documented disability-related need
- Provide equal opportunity, not an advantage
- Not fundamentally alter essential course or program requirements
- Not create an undue burden (significant difficulty or expense)

Understanding Reasonable Accommodations vs. Fundamental Alteration

Category	Reasonable Accommodation	Fundamental Alteration
Definition	A change in how a student accesses learning, without changing what is being taught or assessed.	A change that alters the essential nature of a course, program, or academic requirement.
Purpose	Ensures equal access and opportunity for students with disabilities.	Would give an unfair advantage or remove key academic requirements.
Academic Standards	Standards stay the same.	Standards are changed or lowered.

Examples of Reasonable Accommodations

Accommodations and explanations

The following is a list of some of the most common accommodations approved through our office and an explanation of how they work. Please note that this is not an exhaustive list.

Testing Accommodations

- **Extended Time for Tests/Quizzes:** Student is approved for extended time. This accommodation is intended to provide additional time for demonstrating knowledge during timed assessments. Please note that this accommodation applies only to tests and quizzes and does not extend assignments on homework, projects, or other assignments. Your student is responsible for signing up to take their exam in the Testing Center at least four business days in advance. This gives our office the time we need to prepare to proctor the exam for your student.

- **Text-to-Speech Technology for Tests/Quizzes:** This accommodation allows students to use text-to-speech (TTS) technology to have exam or quiz questions read aloud while testing in the Testing Center. This support may be provided through tools such as Microsoft Word's built-in text-to-speech feature or a reader pen. The purpose of this accommodation is to assist with reading access and comprehension during assessments. Your student is still responsible for understanding the content and selecting their own answers. The technology will read the text exactly as written and does not provide explanations or clarifications. Internet access, dictionaries, or other external supports are not permitted unless specifically approved by your professor. Our office encourages Text-to-speech over human readers to promote greater independence. It is beneficial for students who struggle with reading to learn to use this type of technology as this is the technology they will be expected to use if they need accommodations in the workplace.
- **Separate Location Testing:** Your student is approved to take your exams in the CSA Testing Center (Library Room 134). Your student is responsible for signing up to take their exam in the Testing Center at least four business days in advance. This gives our office the time we need to prepare to proctor the exam for your student.
- **Speech-to-Text Technology for Tests/Quizzes:** Your student is approved to use speech-to-text technology for tests and quizzes. This means your student can speak their answers aloud, and the technology will type exactly what they say in real time. The software records only what they say. It does not edit, correct, or improve their responses. This accommodation is designed to support how your student expresses their knowledge, while still maintaining the academic expectations of the assessment. Your student is not permitted to use the internet, dictionary, or other outside resources, unless their professor has specifically allowed them for the exam.
- **Use of a Calculator:** Your student is approved to use a calculator on tests and quizzes that require calculations. This accommodation is intended to support their ability to complete math-based work while maintaining the academic expectations of the exam. A calculator will be provided by the Center for Student Accessibility (CSA) unless their professor gives different instructions. If all students in the class are permitted to use a calculator, your student will follow the same instructions as the rest of the class.

Classroom Accommodations

- **Genio Software for Note Taking:** Your student is approved to use Genio software as a note-taking accommodation. This technology is designed to help your student capture and organize information during class by combining audio recording with their written notes. This accommodation is meant to enhance your student's note-taking process while maintaining their active participation in class. Any recordings your student creates are for their personal use only. They may not share, post, or distribute these recordings to others.
- **Permission to Record Lectures:** This accommodation is typically paired with other accommodations for Assistive Technology for notetaking so that the student can audio record the lectures in class as part of their notetaking process. Any recordings they create are for their personal use only. They may not share, post, or distribute these recordings to others. This accommodation is for audio recordings only.

- **Use of Computer to Take Notes in Class:** Your student is approved to use a computer in class to take notes. This accommodation is designed to help them capture and organize course material during lectures and discussions. The computer should be used only for note-taking purposes during class. It should not be used for unrelated activities such as browsing the internet, checking email, or working on other assignments unless the instructor has given permission.
- **Access to Peer Note Taker:** Your student is approved to receive a copy of notes from a peer in their class. This accommodation is designed to support their access to course content by providing an additional set of notes to supplement their own.

*It is important to understand how this accommodation works. Peer note-takers are volunteer students, and while the Center for Student Accessibility makes every effort to find one for your student's class, we cannot guarantee that a note-taker will be available for every course. Because these notes are created by another student, we also cannot guarantee their quality or style. Students are still expected to attend class and take their own notes, as peer notes are meant to supplement—not replace—a student's own notetaking.

Accommodations for Access to Course Materials

- **Books in Alternative Format:** This accommodation allows your student to request books they have purchased in an alternative format so that you can use text-to-speech software. Students must complete the [Alternative Format Book Request Form](#) each semester to request books in an alternative format.

Changes in Accommodations Between High School and College

<i>“Unreasonable” Accommodations Typical in High School</i>	<i>Reasonable Accommodations Typical in College</i>
Acceptance of behavior that disrupts classroom	Brief breaks to step outside class
Provision of copies of materials	Assistive technology to assist with notetaker or a peer notetaker to supplement the student's notes.
Unlimited time or tests divided into multiple parts	1.5x or 2.0x extra time on exams to be used in one seating.
Study Guides	There is no accommodation for this, but students are welcome to attend office hours to ask for clarification from the instructor.
Retake tests	None
Aide or paraprofessional	None
Modifications on tests	None
Reduced requirements for assignments	None

*From Jane Brown, EdD & Lorre Wolf, PhD *Neurodiversity in College: A Parent's Guide for Autistic Students* (2025).

A Note on Conduct

Students with disabilities are held to the same behavioral and conduct standards as all other students. The existence of a disability does not exempt a student from complying with Manhattanville University's policies or code of conduct.

When a student with a disability is involved in a disciplinary or conduct process, the student may request reasonable accommodations if they are necessary for equal access to the proceeding. Accommodations may include modifications to communication methods, meeting formats, timelines, and other procedural elements.

The purpose of accommodations during disciplinary proceedings is to provide equitable access to the process itself, not to influence, alter, or guarantee any particular outcome. Accommodations are intended to remove barriers that may prevent a student from understanding, participating in, or responding during proceedings.

Chapter 4: Roles and Responsibilities

Rights and Responsibilities of College Students with Disabilities

Legal Rights of College Students with Disabilities

The Americans with Disabilities Act and its amendments (ADAAA) require colleges to provide students with documented disabilities with reasonable accommodations. Accommodations are changes in learning or testing environments that create equal access for college students without fundamentally altering the objectives or learning outcomes of a course or program of study.

Student Responsibilities

The student's responsibilities include the following:

- Self-identify as a person with a disability to the university's disability services office (at Manhattanville this is the Center for Student Accessibility).
- Provide up-to-date documentation of the disability and its functional impacts.
- Request academic accommodations that will provide access to information and testing on an equal level with students who do not have disabilities.
- Self-identify to faculty as a student with a disability by providing your accommodation letter.
- Remind faculty in a timely manner of academic accommodations required for tests and assignments.
- Sign up for tests in the Testing Center ahead of time.
- Use accommodations when needed (Please note that accommodations are not retroactive. Example: If a student forgets to use an accommodation for a test, they DO NOT get to retake the test with the accommodation).
- Accept responsibility for her/his/their education. This includes maintaining satisfactory academic performance, attending classes, completing assignments, behaving appropriately, and communicating regularly with the appropriate office and/or individual regarding specific needs.

Center for Student Accessibility Responsibilities

- The CSA's responsibilities include the following: Assess students' requests for accommodations based on their documentation and self-report during the intake meeting.
- Provide information regarding policies, procedures, rights, and responsibilities to students with disabilities in accessible formats upon request.
- To review requests for appropriate learning and testing accommodations.
- To provide reasonable and appropriate accommodations for students with disabilities who meet the university criteria for eligibility.
- To ensure confidentiality of all information about the student's disability.

- To assist students in communicating with faculty about their disabilities and required accommodations, if necessary.

Faculty Responsibilities

Instructors' responsibilities include the following:

- Allowing students to disclose their disabilities in an appropriate and confidential space.
- Acknowledge the rights of students with dignity and respect.
- Maintain the integrity and academic standards of a course. If a professor is concerned that an accommodation poses a fundamental alteration to their course, they should reach out to the Center for Student Accessibility as soon as possible.
- Maintain student confidentiality at all times.
- Provide reasonable accommodations that are approved by the Center for Student Accessibility.

Parent Responsibilities

- *Talk openly with your student about their disability.*
Students should understand their diagnosis, strengths, challenges, and the functional impacts of their disability(ies).
- *Encourage your student to take ownership of their education.*
This includes communicating with professors, managing their schedule, and following through on responsibilities.
- *Support the development of self-advocacy skills.*
Encourage your student to request accommodations, ask questions, and seek help when needed.
- *Respect your student's privacy rights (FERPA).*
Your student must give permission for you to access academic or disability-related information.
- *Encourage your student to connect with campus resources.*
This includes the Center for Student Accessibility, the Writing Center, Student Health and Counseling (SHAC), etc.
- *Help your student build independence and problem-solving skills.*
Instead of stepping in, guide them in thinking through challenges and identifying next steps.
- *Maintain open communication while allowing space for growth.*
Regular check-ins can be helpful but encourage your student to take the lead in decision-making.
- *Be a source of encouragement and support.*
Adjusting to college can be challenging. Remind your student that growth takes time and persistence.

Chapter 5: Communication and Privacy

Communication from Center for Student Accessibility

At the Center for Student Accessibility (CSA), we empower students to build confidence, independence, and strong self-advocacy skills. By taking an active role in managing their accommodations and communication, students develop essential lifelong skills that support self-determination and prepare them for successful, fulfilling, and independent adulthood.

What this means

- Students lead the process: Students communicate directly with CSA and their professors about their needs and accommodations.
- Students must be present: Any meeting that includes parents or guardians must also include the student. We do not meet with families alone about a student's accommodations or academic concerns, except in rare emergency situations.
- Family involvement is welcome but requires permission: Parents/guardians can attend meetings (with the student), ask general questions, and support their student behind the scenes.
However, we can only share specific information if the student has given written permission through FERPA.
- Clear boundaries help students grow: Parents/guardians cannot request changes, speak on behalf of the student, or coordinate accommodations directly with CSA or faculty.
- Students have responsibilities: Students should regularly check their university email, communicate with CSA and faculty, and reach out if challenges arise.

Special Circumstances

In rare cases (such as a medical emergency or temporary inability to communicate), CSA may adjust these guidelines for a limited time.

Family Educational Rights and Privacy Act

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students' education records. Under this law, the rights to access and control a student's educational records transfer from the parent to the student. This transition happens as soon as a student either turns 18 or enrolls in a postsecondary institution—whichever comes first. From that point forward, the student is considered the primary decision-maker regarding their educational information.

This means that we are not permitted to share information with parents without the approval of the student.

A student can sign a FERPA Proxy form that indicates persons who they designate can have access to their educational record. Please keep in mind that students can adjust this FERPA Proxy at will at any time.

If a student designates a parent as a FERPA Proxy, they can also dictate which types of educational record information the parent can access. It is possible that the student can determine

whether parents only have access to their financial information and not to their academic information.

If a student designates you as a FERPA Proxy, we will still be required to let a student know when we have communicated with you in regard to their educational record or progress.

Helping Your Student Become Independent

Tips for Supporting Your Student's Increased Independence

- **Help your student understand their disability.**
Talk with your student about how their disability impacts academics, daily life, and independence. Encourage them to recognize their strengths, understand their challenges, and identify the accommodations, strategies, and supports that help them succeed. Developing this self-awareness is an important step toward effective self-advocacy in college.
- **Encourage health self-management**
Before college, make sure your student knows their medical history, medications, allergies, and healthcare needs. They should be able to identify their providers, contact their doctors when needed, refill prescriptions, and communicate about their health independently.
- **Pause before stepping in.**
When challenges arise, ask your student, *“What do you think your next step is?”* rather than solving the problem for them.
- **Shift from directing to coaching.**
Offer guidance and ideas but let your student make final decisions and take action.
- **Promote communication skills.**
Suggest that your student email professors, attend office hours, or meet with staff on their own before you get involved.
- **Normalize setbacks.**
Remind your student that confusion, mistakes, and challenges are part of the college learning process.
- **Reinforce confidence and resilience.**
Celebrate effort, growth, and independence—not just outcomes.

Tips for Promoting Self-Advocacy Skills

- **Encourage your student to speak for themselves first.**
When questions or concerns arise, guide them to contact professors, advisors, or the Center for Student Accessibility directly.
- **Practice conversations together.**
Help your student prepare what to say in emails, meetings, or office hours so they feel more confident communicating their needs.
- **Shift from speaking for your student to supporting from behind the scenes.**
Offer feedback and reassurance but allow your student to lead interactions with campus staff.

- **Encourage early communication.**
Remind your student to share accommodation letters and talk with professors at the beginning of the semester—before challenges arise.
- **Normalize asking for help.**
Reinforce that seeking support is a strength and an expected part of the college experience.
- **Guide, don't direct.**
Ask questions like, *“What do you want your professor to understand?”* or *“What outcome are you hoping for”*

Tips for Helping Your Student Problem-Solve

- **Ask your student questions instead of providing them with answers:** Help you student think through challenging situations by asking them questions such as:
 - What exactly is the problem?
 - What do you think caused it?
 - What outcome do you want?
 - How feasible is this outcome? Are there more feasible alternative outcomes?
 - What options do you have to achieve your desired outcome?
 - What are the pros and cons of each option?
 - What do you think is the best next step?
 - What action do you need to take to complete this step?
 - Who on campus might be able to help?
- **Allow them to experience natural consequences:** Mistakes are a normal part of learning. Missing a deadline, forgetting an appointment, or struggling with time management can provide valuable lessons that help students grow. While it is natural to want to protect your student from disappointment, overcoming challenges often leads to greater independence and resilience.
- **Resist the urge to take over:** Before stepping in, ask yourself: *“Is this something my student is capable of handling with guidance?”* If the answer is yes, consider helping them develop a plan rather than solving the problem for them.

Additional Tips for Supporting Your New College Student

- Encourage your student to check their email at least twice a day. A lot of important information is delivered through their school email. They do not want to miss important events or dates.
- Encourage your student to read their full syllabus for each class.
- Talk to your student about how to use AI appropriately

Chapter 6: Programs and Opportunities

Valiant Launch: Learning and Social Success Program: Fee-Based Program

The Valiant Launch Program is an integrated academic program providing robust individualized learning and social support for college-ready students. All students signed up for the program will receive executive functioning skill development support. Additional social communication support is available through our Plus level for neurodivergent students whose executive function needs extend into social dynamics. The goal of the program is to assist students with the transition to post-secondary life by building greater confidence and independence as well as strengthened skills that can lead to decreased anxiety, stress, and discomfort in academic and social settings.

Valiant Launch Foundation

All students enrolled in Valiant Launch Program will receive the following base level services:

- 3 weekly hours of integrated academic and skill building support with a professional Learning Specialist
- Weekly CSA group Study Hall
- Drop-in learning support with Learning Specialist on duty
- Monthly skill building workshops covering topics such as executive functioning, time management, resume building (required for first semester)
- Assistive technology training
- Special academic advising workshops
- Guided group participation in campus signature events like Wellness Fair, Resource Fair, Classroom-to-Career Fair, Fall Fest, International Bazaar, and others.
- Semesterly Parent/Guardian Newsletter from the Director of the CSA
- End of semester Summary of Progress Report
- Launch Week Orientation programming if entering in the fall semester

Launch 3 Weekly Hours = \$4500

Valiant Launch Next Level

- All the benefits of Valiant Launch Foundation
- Increase to 4 weekly hours of integrated academic and skill building support with a professional Learning Specialist
- Dedicated Career Counselor

Launch 4 Weekly Hours = \$5500

Valiant Launch Plus

- Can be added to Valiant Launch Program Foundation or Valiant Launch Program Next Level
- Available to first- and second-year students only; upper class students can apply to be peer mentors for the program
- Weekly lunch session in the cafeteria
- Biweekly support group in SHAC
- Biweekly on-campus event in collaboration with other areas of the campus
- 2 off-campus social engagement events (e.g., Target, Chipotle) or community service outings per semester
- During the first year, students will meet weekly for one-on-one meetings with a member of the CSA staff for personal goal setting

Valiant Launch Plus/Foundation = \$6500

Valiant Launch Plus/Next Level = \$7500

How to Apply for the Valiant Launch Program

The application for the Valiant Launch Program is separate and distinct from the application process to Manhattanville University. To be considered for this program, you must be admitted to the university and complete the following steps:

- **Complete and submit an application**
- Provide the necessary documentation requested in the application
- Have an interview with a staff member of the Center for Student Accessibility
- During this interview, the student will be asked to respond to a writing prompt that can demonstrate their present level of writing ability
- Students will be notified of their admittance to the program through the email provided in the application
- **If admittance to this program determines your decision to commit to Manhattanville, this application must be received by April 15th**
- Applications will continue to be accepted until the program is filled

For more information on the Valiant Launch Program please visit [Valiant Launch Program](#)

Manhattanville Valiant Access Club

Manhattanville Valiant Access Club (MVAC) is a welcoming and supportive space in which students, both with and without documented disabilities, can come together and discuss issues pertaining to and affecting access around campus. The group creates and develops action-based projects to address issues relevant to accessibility. The club also works to cultivate and foster an environment in which disability and neurodiversity are viewed as a valuable part of Manhattanville's overall diversity.

All students are invited to join the Manhattanville Valiant Access Club (MVAC). For more information about the club, please contact the advisor Kate Shannon at kate.shannon@mville.edu.

Delta Alpha Pi (DAP) International Honor Society

Beginning in **Fall 2026**, the Center for Student Accessibility (CSA) is proud to support the establishment of a chapter of **Delta Alpha Pi International Honor Society** at Manhattanville University.

Founded in 2004, Delta Alpha Pi is an international honor society that recognizes the academic achievements, leadership, and advocacy of undergraduate students with disabilities. The society also promotes disability awareness, encourages leadership development, and fosters a strong sense of community among students.

To be eligible for membership, students must:

- Have a documented disability and work with the Center for Student Accessibility (CSA)
- Demonstrate an interest in disability issues and advocacy.

Undergraduate students must also:

- Have completed at least **24 credits**.
- Have earned a minimum cumulative **3.10 GPA** on a 4.00 scale
- Maintain grade point average to remain eligible
- Adhere to the University's academic integrity policy
- Attend 50% of the honor society's meetings a semester to remain eligible
- Support and advocate for all aspects of accessibility at Manhattanville University

Eligible students will receive information about membership, the application process, and dues from the Center for Student Accessibility. We look forward to recognizing and celebrating the accomplishments of our students through this exciting new opportunity.

For more information contact Advisor Julie Pastore at Julie.Pastore@mville.edu.

Appendix

Differences Between High School and College Quick Reference Guide

Item	High School	College
Legal Protections	• The primary laws protecting students with disabilities in K-12 are the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. • Students are entitled to a Free Appropriate Public Education (FAPE). Schools must identify, evaluate, and provide services. • School districts have a legal obligation to locate and evaluate students who may need services (“Child Find”). • Supports might include specialized instruction, related services, modified curriculum, and transportation. • Consideration is given to documented disabilities when conduct issues arise.	• The primary laws protecting students with disabilities in college are the Americans with Disabilities Act, the Americans with Disabilities Act Amendment Act, and Section 504 of the Rehabilitation Act. • These are civil rights laws aimed at ensuring access, not success. • No entitlement to FAPE. College must provide equal access, not guaranteed success or special education services. • Student must self-identify and request accommodations. Colleges do not seek out students with disabilities. • IEPs do not transfer to college. Previous documentation may support accommodation requests, but colleges determine accommodations under ADA/504 standards. • Students may be responsible for obtaining updated evaluations or documentation. Required accommodations are provided without extra charge. • Student must comply with the university’s code of conduct. Disability is not considered when conduct issues arise.
Role of Parents/Guardians	• Parents are central decision-makers and advocates. • Schools regularly communicate directly with parents about grades, behavior, and services.	• All educational records belong to the student under FERPA. • Students are the primary decision-makers. • Communication is primarily with the student; faculty/staff do not communicate with parents without student permission.

	• Parents have access to their student's grades, records, and progress. • Parents contact teachers/counselors to resolve issues. • Parents attend IEP/504 meetings and help determine accommodations and services.	• Students must self-identify, submit documentation, and request accommodations independently. • Students are expected to communicate directly with professors and staff; parents are not intermediaries. • Meetings are with the student. Parents may attend if they are invited. • Students are responsible for tracking their own progress and seeking help when needed. • Full expectation of independence.
Routines	• Student may have the same classes every day. • Transportation is often provided by parents or the school district.	• Each day's schedule is different from the next.
Instruction	Teachers may.... • Check student's notes for accuracy. • Interpret or modify assignments. • Remind student of deadlines. • Allow time for homework, research, and study during class. • Tell students what to study for a test or provide a study guide.	• Student is responsible for checking syllabus and asking for help from professors. • Professors rarely teach directly from the textbook. They challenge students to think analytically and to synthesize information. • Student must synthesize info from text, notes, lectures, and other sources for tests. • Class time only allows for instruction. All research, study, and homework must be done on the student's own time.
Time Management	• Parents and teachers help student follow schedules and break down projects into smaller parts. • Structure is built into the school day. • Limits are set by others (parents, school).	• Student makes choices between studying versus lots of other temptations. • Student must judge and plan for time needed to complete assignments. • Student must juggle competing priorities. • Student must manage leisure time.

Studying	- Studying is usually synonymous with doing homework. - Class time set aside for study.	- Students must study during their own time. - Most professors do not provide study guides. - Higher-level thinking is required; more than memorization.
Disability-related needs	- Teachers figure out what students need to be successful and inform others. - Parents and teachers know the student's needs, strengths, and weaknesses. - Teachers modify students' classes and curriculum. - Teachers might make waivers for difficult subjects. - Schools must do whatever it takes to help the student succeed.	- Students must initiate accommodations. - Students must disclose the nature of disability to obtain accommodations. - College determines reasonableness of requested accommodations. - College may not waive requirements. - Student must be otherwise qualified (academically, behaviorally).
Assignments	- Teachers assign day to day. - Students can write a paper the night before. - Students may choose preferred assignments or projects.	- Assignments are often listed on a semester long syllabus and posted in learning management system (Brightspace, Canvas) - Students must check the syllabus to know what is due - Professors may not always announce assignments or remind students when assignments are due.
Behavior	- Disability is considered when determining disciplinary action. - Disciplinary action may not be taken if the behavior is disability related.	Students must be able to abide by the conduct code and treat others respectfully.

Directions for Downloading Accommodation Letters

Your student must download their accommodation letter and share it with their professors each semester to receive their accommodations. Below are the directions for downloading the letter.

1. Log in to mville.studenthealthportal.com. Click on the “**Accommodations**” tab and then select “**Term Request**” from the drop-down menu.
2. Choose the Term (i.e. FA26 or SP27).
3. Click “**Request Accommodations**” on the bottom of the page and check off which accommodations you would like to appear on your letter. You can also just choose “Check All”.
4. Navigate back to “**Term Request.**” Then the “**download**” buttons will be enabled (in grey). At this point, you can download your letters and distribute them to your professors. The system looks like it is generating different letters for each class, but in reality, there is only one letter, so you only have to download it once.
5. Save the letter with your name as part of the title since the system generates a document title that is very code heavy.