

CHOICES Book – 2021

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Introduction

*What are my post-secondary options?
Which colleges are best for me?
How do I receive accommodations in college?*

For many students and parents, the process of college planning and the entire application process may seem daunting. The college search and selection process can, however, be an educational adventure as well as a time of personal growth, an opportunity for increasing self-understanding and the beginning of goal setting. The post-secondary process should include a survey of all options available to students to ensure the broadest possible opportunity for self-fulfillment and success.

The process of considering post-secondary options begins well before senior year. For students looking for colleges offering specific support programs or services, the search should begin no later than junior year.

It is important to encourage students to take the initiative during this process. Parents should remain in the background cheering on and supporting their students' journey toward independence.

The college exploration process requires considerable planning, research and patience. Students must consider many important factors including:

- Self-reflection is required so that each student can fully understand (and, therefore, work toward) his or her own wants and needs.
- Analysis of the way in which each student learns best allows an accurate assessment of what facilities and services are needed for post-secondary education.
- Understanding the specific disability and how it impacts learning is needed to ensure appropriate academic, physical, emotional and social supports.

Exploring factors such as these allows each student to make the best decision on which program(s) will be best suited to their needs and, therefore, the best choice for post-secondary success. This ensures that students who "get in," "stay in."

The information in this Book is designed to help students and parents navigate through the process of post-secondary planning. It is the product of input from Counselors and special educators representing each of the high schools that sponsor the CHOICES Fair.

For further information, please contact the appropriate representative at your high school. Additional information is also available on the CHOICES website: postsecondarychoices.org

What is a Transition Plan?

“The term transition refers to a vast, dynamic field about which much has been written. As amended in 2004, the Individuals with Disabilities Education Act (IDEA), in part, defines transition services to be:

A coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, [and/] or community participation.

Section 602 (34)(A)

A good working definition of transition that recognizes current thinking about its practice and implementation was prepared by the Council for Exceptional Children and, in part, states:

Transition refers to a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in postsecondary education, maintaining a home, becoming appropriately involved in the community.

CEC, 1999¹”

Ferguson et al., distinguished between three important aspects of transition that need to be considered in post-secondary transition²:

- *status transition* – events directly involving the student, such as turning 21, leaving high school, getting a job, beginning college, changing living environment;
- *family life transition* – changes or disruptions in the family's established routines and responsibilities that make daily life manageable;
- *bureaucratic transition* – the shift from public school special education services to the adult service delivery system.

The IDEA requires parents to be invited to participate in the development of the Individualized Education Program (IEP) and the student must be invited if the purpose of the meeting will be consideration of transition services.

The example below, related to career exploration, is informative in terms of the secondary transition process:



Throughout the high school experience, the goal is to move from the general to the in-depth, while guiding students from the school outward into the community and larger world. Expanding knowledge, socialization and life skills assists this process. The progression is directed toward gradually assisting the student, in all areas, to move toward the most suitable preparation for further learning, work, independence, self-support and successful community living. It is these goals that are addressed in the IEP section on Transition.

¹ *Chapter 9, Guidance and Career Counselors' Toolkit*, GWU, HEATH Resource Center

² Blacher, Jan, *Transition to Adulthood*, "American Journal on Mental Retardation," 2001, Vol. 106, No. 2, 173-188

PARTICIPANTS IN THE TRANSITION PROCESS

Students are the primary focus.

Who has a more important role than the student? To use a baseball analogy, if the school is the team, the parents are the coaches and the student is the batter. Whether he[/she] swings, misses or hits it out of the park the outcome is his[/her]. He[/she] has to be the center of the process and an integral, active part of it. Without knowing his [/her] hopes and dreams, without his [/her] effort and self-knowledge there is no transition to adulthood.³

Students must:

- Be full participants in planning for their future.
- Become an effective self-advocate. Maintain open communication with school staff, parents, family, etc.
- Assume responsibility for actions and understand consequences associated with them.
- Work toward academic, social and personal goals. Cultivate self-awareness of strengths and weaknesses.
- Know themselves. Understand their disability and needs and be able to discuss and explain them.

Parent, Guardian, Family members should:

- Participate in school meetings and conferences related to student, for example the IEP meeting. Serve as an advocate for the student.
- Develop the student's skills and knowledge to insure he/she becomes as independent as possible. Encourage and grow the ability of the student to be a self-advocate.
- Ensure student is receiving support as needed outside the school environment.
- Plan for the financial requirements of post-secondary learning and living. This may include education, housing, recreation, insurance (particularly health), and more.
- Set realistic expectations.

School Specific Personnel Include:

Public Schools' responsibilities for individuals with disabilities are clearly set forth in law. See section in this Book, Legal Rights and Responsibilities for further information.

- TEACHERS – special education, general education, special subject teachers
- TRANSITION COUNSELORS (or Guidance Counselor or Case Manager) manage issues related to student transition.
- SOCIAL WORKERS
- RELATED SERVICE PROVIDERS
- GUIDANCE COUNSELORS
- CASE MANAGERS
- SCHOOL NURSE

³ <http://www.ccdanet.org/ecp/transition/what-is-the-role-of-the-student-in-the-transition-process/>, WNY Collegiate Consortium and Disability Advocates

Post-secondary Paths

EDUCATION	WORK	COMBINED APPROACHES	OTHER
College	Direct Placement	Work & College	Fifth Year Program
Vocational Training	Apprenticeship		Institutional Setting
Technical School	Internship		Post-secondary Residential Program
Military (enlist, ROTC, Academies)	On-the-Job Training	Work + Vocational, Technical, Continuing Adult Ed, etc.	Sheltered Workshop*
Continuing & Adult Education	Government Sponsored – JobCorp, IETC		Supported Employment**
Alternative Post-secondary Transition Program	Temporary Work	School + School based employment (assistantship, internship, student employment, etc.)	Life Skills Program
	Volunteer Work		Supported and Community Living – some supported through the Illinois Department of Human Services

* Sheltered Workshop - Serves moderate to severely disabled who are not ready or able to undertake competitive employment.

** Supported Employment - A job position in the competitive arena with assistance offered from a job coach or other person(s).

Naviance

Online technology for post-secondary planning⁴

Naviance is a system designed and organized to assist students and parents in searching, gathering and retaining information on college and career information. Naviance is an Internet/Web based program that can be accessed from school or home by computer using a designated password.

Examples of Naviance features include:

- Résumé writer.
- Personality profile: "Do what you are..." to assist in determining student's interest and career path.
- Learning Style – In this Book, "learning style" is often referenced. This section provides students an opportunity to discover their learning styles.
- Explore Careers – Career survey tool.
- College Search – Search function and College profiles.
- College Match – Generates a list of colleges students may wish to consider.
- College Compare - Compares colleges that may be appropriate based on student's background.
- Maps – Searches for colleges in a specific geographic area.
- Scattergrams - Lists specific school requirements and student's chances of being accepted.
- Link to resources for test preparation, athletics, colleges scheduled to visit student's school (e.g., Visit Schedule) and financial aid (e.g., Scholarship List, Scholarship Match).

To access this system, please contact your Transition or Guidance Counselor.

⁴ Adapted from: <http://foxborough.k12.ma.us/fhs/departments/guidance/naviance.htm>

• **SECTION 1 - POST-SECONDARY PREPARATION** •

This section contains advice for students on preparing for post-secondary education. It includes information on academic and personal preparation as well as a look at the process of applying for admission and obtaining needed services at post-secondary institutions.

“Increased awareness of learning challenges such as dyslexia and attention-deficit disorder, together with improved diagnosis and treatment, has helped millions of students improve their academic performance. But, as they enter their senior year of high school and begin the college admissions process, they face a whole new set of challenges. Now is the time to begin preparing to meet them. Here are seven things parents of college-bound students...should start doing right away:

- 1) Update diagnostic testing results.
- 2) Consider requesting special accommodations for standardized tests.
- 3) Discuss disclosing disabilities.
- 4) Begin establishing independence early.
- 5) Ask what services prospective colleges offer.
- 6) Find out about classroom accommodations for disabilities.
- 7) Explore whether a college offers suitable living and studying alternatives.

Managed properly, the college admissions process, and the transition from high school to college, can be seamless for students with disabilities. But success won't come without effort, and the time for students and their parents to begin making that effort is now.”^{5, 6}

Information on each of the above seven topics (and more!) is discussed in the pages that follow.

⁵ <http://voices.washingtonpost.com/higher-ed/>

⁶ Written by, Paula M. Rooney, President of Dean College.

Preparing Students for Post-secondary Experiences

Parents, Counselors, teachers and students with special needs may use this list as a reminder of helpful skills and necessary steps to take as the high school student moves toward post-secondary programs.

1. **TESTING:** Make sure psychoeducational testing is up-to-date.
2. **RECORDS:** Obtain all special testing records before high school graduation. Colleges, as well as vocational rehabilitation offices, request these records to assist in providing special services to students.
3. **DRS:** Consider making contact with the local Department of Human Services/Division of Rehabilitation Services (DRS) before graduation. DRS offers a variety of services to eligible students such as vocational assessment, job placement and financial assistance.
4. **VOCATIONAL ASSESSMENT:** Consider an assessment as a way to refine present and future goals.
5. **STUDY SKILLS:** Make sure the student's knowledge of study skills is adequate. In addition to high school assistance, consider special study skills classes offered at community colleges, private agencies or through individual tutoring.
6. **SUPPORT:** Consult with the high school to obtain a good understanding of how much support or special help the student is receiving. It is important to determine realistically whether minimal support services or an extensive program will be needed at the post-secondary level.
7. **LIVING SKILLS:** Help students increase their independent living skills. Help them learn to manage their own checking accounts, do their own laundry, clean, complete necessary cooking, etc.
8. **WORK:** Encourage part-time jobs or volunteer positions. These experiences are helpful in improving socialization skills and gaining a better understanding of work situations, expectations and responsibilities.
9. **DISABILITY:** Make sure students have a good understanding of their particular disabilities. They should know, and be able to articulate, their strengths and weaknesses as well as what compensating techniques and accommodations work best for them.
10. **SOCIALIZATION:** Help students understand how their disabilities are connected to social experiences with peers, families and employers. For example, a visual or auditory (hearing) discrimination deficit and/or an attention deficit disorder frequently lead to missed cues and inappropriate timing in conversation.
11. **ADVOCACY:** Encourage students to be their own advocates. A good first step is to encourage

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them to discuss their disabilities and needed accommodations, if any, with their regular high school instructors.

12. **LEGAL:** Learn about Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). These laws indicate what types of accommodations must be provided and/or allowed at post-secondary institutions if a student requests them. At the post-secondary level, the responsibility is on the individual to initiate the provision of services and accommodations, unlike the requirements of IDEA, which place responsibility on elementary and secondary schools.
13. **EXAMS:** Gather information on special exam arrangements for the SAT and/or ACT. Options include extended time, readers, MP3 player, computer for essay, etc.
14. **VISIT:** Try to visit colleges and post-secondary programs or training facilities before making a definite choice.
15. **EVALUATIONS:** Make sure the student has had recent vision and hearing evaluations, administered by qualified specialists.
16. **MEMBERSHIP:** Encourage students to have their own memberships in organizations specific to their disability. Newsletters can keep them informed about new resources and special programs.
17. **CHOICE:** Make sure it is the student's choice to attend school. The most successful students are those who have high motivation and a good understanding of their particular strengths and weaknesses. They understand that it may be harder and take more time to manage post-secondary work. They are committed to spending extra time studying, and to requesting and using appropriate accommodations when needed.

Adapted from: Carol Sullivan, Counselor for LD Students, Northern Virginia Community College, and the staff of HEATH Resource Center, 1987

The most important concept to grasp is that the student with a disability needs ALL the same competencies as any other college student PLUS whatever special skills or strategies are needed to cope with his/her disability. It is better to start acquiring skills in an environment he/she knows well, (i.e., high school) rather than to wait until he/she arrives on the college campus. Going to a college comfortable with oneself and one's needs will make the difference between success and failure.⁷

⁷ WNY Collegiate Consortium and Disability Advocates, <http://www.ccdanet.org/ecp/importantstatement/>

Self-Determination: A Critical Skill for Post-secondary Success

What is self-determination?

Martin and Huber Marshall (1995), define self-determination as consisting of seven components:

1. *SELF-AWARENESS* is the ability to identify and understand one's needs, interests, strengths, limitations and values.
2. *SELF-ADVOCACY* refers to the ability to express one's needs, wants and rights in an assertive manner.
3. *SELF-EFFICACY* is commonly referred to as self-confidence—the belief that one will attain a goal.
4. *DECISION-MAKING* is the complex skill of setting goals, planning actions, identifying information to make decisions and choosing the best option to reach one's goals.
5. *INDEPENDENT PERFORMANCE* is the ability to start and complete tasks through self-management strategies.
6. *SELF-EVALUATION* includes the ability to self-assess performance and determine when a goal or task has been satisfactorily completed.
7. *ADJUSTMENT* is the process of revising one's goals and plans to improve performance or success.

Why is self-determination important for students with disabilities in post-secondary education?

Self-Determination is a critical skill for the success of students with disabilities in post-secondary education, because after high school graduation they are no longer entitled to the services detailed in the Individuals with Disabilities Education Act of 1997 (IDEA). In the post-secondary setting, students with disabilities must disclose and describe their need for accommodations to the Disability Services Office, which determines their eligibility for those accommodations. Students with disabilities may need to advocate for accommodations that are not readily offered. They may also need to explain their disability and required accommodations to others, for example, professors, roommates, supervisors, etc.

The elements of self-determination described above are key to achieving goals. A student in a post-secondary setting must believe that he or she can be successful, make decisions, act independently, evaluate and modify performance in various situations as necessary and adjust goals and plans to improve performance or achieve success.

Adapted from: NCSET, Self-Determination for Post-Secondary Students, <http://www.ncset.org/topics/sdpse/faqs.asp?topic=7>

Support Networks

Individuals have a universal need for other people, groups and organizations that support their efforts to live a full and productive life. Those with disabilities, and those who live with or assist those with disabilities, can benefit from developing a list of individuals and groups who are reachable when assistance is needed. A list of names and phone numbers should be prepared and kept readily available for use as needed.

Individuals and groups chosen for a support network may share a similar need or interest or may be professionals offering services directed to specific needs, interests and/or circumstances. Different situations may call for different network members. In one situation, a close friend or family member might be the most appropriate resource; in another, a "third" party, who is less directly involved, might be the right choice. That is why it is wise to "grow" your network in advance of the need, so that when a situation arises and support is needed, the specific resource will be easily accessible.

DETERMINE AREAS IN WHICH SUPPORT IS NEEDED:

- Education/Training
- Employment – Search, placement, training, advancement
- Independent Living – Transportation, Housing, Food, Financial assistance/advice, Social services – including assistance with Social Security, SSI, Medicare, Medicaid, Legal consultation, Personal services, Emotional support, Self-management, Self-advocacy, Medical/physical
- Leisure/Recreation
- Socialization
- Respite – a short interval of rest or relief
- Identification of resources and services
- Interpersonal support – caregivers (including caregiver support), family support, stress & coping skills

DETERMINE WHAT "TYPE" OF SUPPORT IS NEEDED. Different qualifications/backgrounds/levels of familiarity are required to provide different types of support. For:

- Information
- Instruction
- Treatment
- Guidance/Counseling, e.g., assistance in making choices,
- Someone to talk to...share successes, concerns, frustrations and failures

CONSIDER THE ABILITY OF THE "RESOURCE" TO RESPOND AND PROVIDE ASSISTANCE. Supports chosen should be:

- Available
- Positive/healthy
- Comfortable – able to interact positively and not create undue stress
- Good influences
- Honest
- Qualified
- Appropriate to your needs
- Cost and time effective

CONSIDER SKILLS REQUIRED FOR A SUCCESSFUL SUPPORT NETWORK RELATIONSHIP:

- Attitude
 - Open
 - Willing to participate

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- Communication - Good judgment/insightful/knowledgeable
 - Listen and expect to be listened to.
 - Offer positive, productive feedback and respond appropriately when it is offered.
 - Provide encouragement, nurturing and appreciation.
- Rapport
 - Commit to working together to resolve differences of opinion and approach. Learn to adjust and make informed decisions.
 - Cultivate respect for yourself and others.
 - Build constructive relationships.

TYPES OF INDIVIDUALS AND GROUPS TO CONSIDER FOR YOUR SUPPORT NETWORK:

- Relatives
- Professionals
 - Caregivers
 - Health care providers
 - Mentors
- School
 - Teachers
 - Classmates
 - Parent Programs/Groups
 - Student Organizations/Extracurricular Activities/Sports
- Support Groups (one-on-one, group or online – not school affiliated)
 - Parent Groups - Support groups exist for general and/or specific disabilities.
 - Groups organized through agencies, charities, and organizations (disability specific and general).
 - Online Support Groups
- Community
 - Neighbors
 - Co-workers
 - Religious organizations
 - Cultural organizations
 - Charities
 - Friends
 - Recreational participation, hobbies, sports clubs or teams
 - Youth Service organizations
 - Community volunteer work associates

UNDERSTAND POSSIBLE SOURCES FOR FINDING SUPPORT NETWORK MEMBERS:

- People or groups with which you are already associated
- Recommendations of trusted people
- School recommendations
- Internet – (for local and nationally recognized disability organizations)
- Professional directories or recommendations
- Community resource lists
- Institutions of higher learning
- Personal health care provider

DEVELOP A LIST OF EMERGENCY ASSISTANCE NUMBERS – Resources to contact for immediate assistance in crisis situations:

- Crisis hotlines & Centers
- Hospital Emergency Room (ER)
- 911

How is College Different from High School?

High School	College
High School is <i>mandatory</i> and <i>free</i> (unless you choose other options).	College is <i>voluntary</i> and <i>expensive</i> .
Others usually structure time.	Students manage their own time.
Parents and teachers often remind students of their responsibilities and guide them in setting priorities.	Decision-making is largely the student's. <i>The student</i> must balance his/her responsibilities and set priorities.
Classes are structured and scheduled one after the other.	There are often hours between classes; class times vary throughout the day and evening.
6 hours each day – 30 hours a week – are spent in class.	Approximately 12-16 hours each week are spent in class.
Classes are arranged.	Each student decides his or her own schedule in consultation with an academic advisor. Schedules tend to look lighter than they really are.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely to know whether or not you attended.
Classes generally have no more than 35 students.	Classes vary greatly in size and may include 100 or more students.
A Counselor guides course selection and monitors credits.	Each student must know the requirements for his/her major and program of study.
Teachers remind students of assignments, due dates and incomplete work.	Professors may not remind students of incomplete work. They expect students to read, save and consult the course syllabus (outline); the syllabus spells out exactly what is expected, when it is due and how it will be graded.
Teachers approach you if they believe assistance is needed.	Professors are usually open and helpful, but most expect the student to initiate contact if assistance is needed.
Teachers are often available for conversation before, during or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers provide missed information if you are absent.	Professors expect students to obtain notes from their classmates if they miss class.
Students are expected to read short assignments that are then discussed, and often re-taught, in class.	Students are assigned substantial amounts of reading and writing, which may not be directly addressed in class.
Students generally receive assignments in both written and oral form, and may hand those assignments in during class time.	Students are often required to use email and the Internet for communication, class projects, submitting assignments, etc.
Through vehicles such as the IEP, students, parents, teachers, Counselors and support	<u>Students</u> , not teachers, Counselors or parents, must be able to identify their disability, provide

Considerations for the College Search

staff work together to ensure that students' needs and accommodations are provided.	documentation, and request accommodations and supports.
Students are usually corrected if their behavior is inappropriate.	Many moral and ethical decisions will arise. Students must take responsibility for their actions, decisions and consequences.
Review sessions are often held prior to tests. Test questions are usually directed at the ability to clearly recall what has been learned. Make-up tests are frequently available.	Students must work independently to prepare for tests. Review sessions by professors are rare. Students must often be able to apply information in new contexts. Make-up tests are rare.
Students are not responsible for knowing graduation requirements.	Students must know and ensure they complete graduation requirements, which are complicated and may change.

Legal Rights and Responsibilities

Secondary vs. Post-secondary Education

QUESTION	SECONDARY	POST-SECONDARY
WHAT IS THE LAW?	<p><u>IDEA</u> (Individuals with Disabilities Education Act-http://idea.ed.gov) and <u>Section 504</u> of the Rehabilitation Act of 1973 (http://www.Section504.gov)</p>	<p><u>ADA</u> (Americans with Disabilities Act of 1990-http://www.ada.gov) and <u>Section 504</u> (Subpart E) of the Rehabilitation Act of 1973 (http://www.Section504.gov)</p>
WHAT IS THE INTENT OF THE LAW?	<p><u>IDEA</u>: To provide a free, appropriate public education (FAPE) in the least restrictive environment to students with disabilities. <u>Section 504</u>: To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any entity that receives federal funds of any kind.</p>	<p><u>Section 504</u>: To ensure that no otherwise qualified person with a disability will be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any entity that receives federal funds of any kind. <u>ADA</u>: Allows eligible individuals with disabilities the same access to programs, activities and services as their nondisabled peers. ADA's main purpose is to extend the legal mandate of Section 504 beyond recipients of federal funds.</p>
WHO IS COVERED UNDER THE LAW?	<p>All infants, children and youth requiring special education services until age 22 or graduation from high school.</p>	<p>All qualified individuals with disabilities who meet the entry age level criteria or particular program entry criteria of the college and who can document the existence of a disability as defined by Section 504 and/or ADA.</p>
WHAT IS A DISABILITY?	<p><u>IDEA</u>: 13 disability classification areas are defined in IDEA and include types of specific disabilities: Autism, Deaf-blindness, Deafness, Emotional disturbance, Hearing impairment, Mental retardation, Multiple disabilities, Orthopedic impairment, Other health impairment, Specific learning disability, Speech or language impairment, Traumatic brain injury, Visual impairment. <u>Section 504/ADA</u>: Has no specific list. A person with a disability is defined as anyone who has: (1) any physical or mental impairment which substantially limits one or more major life functions; (2) a history of such</p>	<p><u>Section 504</u>: - see description under "Secondary." <u>ADA</u>: In addition to what is covered in Section 504, ADA also includes HIV status and contagious and non-contagious diseases.</p>

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	an impairment; or (3) is regarded as having such an impairment.	
WHO IS RESPONSIBLE FOR IDENTIFYING AND DOCUMENTING THE NEED?	School districts are responsible for identifying, evaluating and planning educational services at no expense to the parent or individual.	Students are responsible for self-identification and for obtaining disability documentation from a professional who is qualified to assess their particular disability. The student, not the institution, assumes the cost of the evaluation.
WHO IS RESPONSIBLE FOR INITIATING SERVICE DELIVERY?	School districts are responsible for identifying students with disabilities and providing special instruction, Individualized Education Plans (IEPs), transition services as delineated in an IEP and accommodations.	Students are responsible for notifying the Disability Support Services staff of their disability and of their need for accommodations. Accommodations, (not separate special education programs), are provided on a case-by-case and semester-by-semester basis in order for students with disabilities to have equal access to the institutions' programs, services and activities.
WHO IS RESPONSIBLE FOR ENFORCING THE LAW?	<u>IDEA</u> is basically an entitlement statute, enforced by the Office of Special Education and Rehabilitation Services in the U.S. Department of Education. <u>Section 504</u> is a civil rights statute enforced by the Office for Civil Rights (OCR), U.S. Department of Education.	<u>Section 504</u> is a civil rights statute enforced by the Office for Civil Rights (OCR), U.S. Department of Education. <u>ADA</u> is a civil rights statute enforced by the U.S. Department of Justice.
WHAT ABOUT SELF-ADVOCACY?	The parent or guardian is the primary advocate. Students with disabilities should learn about their disability, the importance of self-advocacy, the accommodation(s) they need and ways to become a self-advocate. Students with disabilities from age 14 on must be invited to participate in the IEP process. If the student does not attend, the district must ensure that the student's preferences and interests are considered.	Students must be able to communicate what their disability is, their strengths, weaknesses and how the disability impacts and functionally limits major life activities. They must be able to identify and justify any requested accommodations. The Family Educational Rights Privacy Act (FERPA) guarantees student confidentiality. Conversations with parents regarding confidential information, without written consent from the student, are illegal after the student reaches the age of majority.

"Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

Considerations for the College Search

IDEA, amended in 2004, Public Law 108-466

Adapted from: Kay McVey, Faculty Development Specialist Project Connect, Henderson State University

Career Awareness and Career Exploration

There are many options for exploring career possibilities and defining goals and interests.

- During the summer register for a class on a college campus that explores a career area of interest or promotes skill development.
- Arrange for a day to “shadow” a family friend or acquaintance who is in a field that interests you.
- Call to arrange an informational interview with someone who is currently engaged in a career in which you are interested.
- Read the career suggestions included with your ACT score report.
- Ask your Counselor about accessing your school’s Internet subscription website (e.g., Naviance) for career information.
- Find a summer job or internship in an area of interest.
- Participate in a work study/work readiness program at your school.
- Volunteer at a location that will provide you exposure and involvement with potential career areas of interest.
- “Self-evaluate interpersonal and intrapersonal skills, establishing targets for improvement.
- Acquire personal skills in areas, including (1) goal setting, (2) time management, (3) communication, (4) decision making, (5) problem solving, (6) intrapersonal (self) communication, (7) workplace ethics, (8) respectfulness, (9) wellness and safety, (10) ability to accept criticism and praise, (11) basic financial literacy, and (12) personal safety.”⁸

Students can visit postsecondarychoices.org and click on the careers tab for links to career inventories.

Career assessment can help students identify: dreams and aspirations, goals, interests, learning style preferences, skills, work values and traits, aptitudes [and] possible barriers to success in postsecondary education and/or employment.⁹

⁸ Kochhar-Bryant, Carol, Bassett, Diane S., Webb, Kristine W. (2009) *Transition to Postsecondary Education for Students with Disabilities*. Corwin Press and DCDT.

⁹ Chapter 6, *Guidance and Career Counselors’ Toolkit*, GWU, HEATH Resource Center

The Right Fit

Colleges and Universities serve students with special needs in many ways. Most schools offer mandated services; i.e., services whose provision is required by law; e.g., priority registration and note takers. Schools sometimes offer additional support services at a charge such as tutoring, personal attendants, individually prescribed devices, etc. Some schools offer alternative post-secondary transition programs. Not all post-secondary institutions provide exactly the same programs and services for students with disabilities. It is important to know that the college you choose can offer the types of programs and support services you need.

Once you begin to narrow your choices of possible career goals you can begin to think about how to reach those goals. Which colleges offer the academic program(s) and degree(s) that will lead to your goal? Can your family afford that college? Can you start at a college close to home and transfer later? These are questions that all potential college students need to address. The following chart briefly describes different types of post-secondary institutions and their academic options:

TYPES OF POST-SECONDARY EDUCATIONAL INSTITUTIONS	
College	An institution that offers educational instruction beyond the high school level in a 2-year or 4-year program.
University	An academic organization, which grants undergraduate and graduate degrees in a variety of fields. It is made up of a number of 'schools' or 'colleges,' each of which encompasses a general field of study.
Liberal Arts College	Four-year institution, which emphasizes programs of broad undergraduate education. Pre-professional or professional training may be available, but is not stressed.
Community & Junior Colleges	Two-year institutions of higher learning, which provide vocational training and academic curricula (terminal and transfer). TERMINAL COURSE: Academic program is complete in itself. A student who completes it most often may not apply to a 4-year college for further study without completing additional course requirements. School may confer a license or certificate. TRANSFER COURSE: Academic program is designed to lead into a 4-year course at another college or university. School may confer Associate degrees.
Engineering or Technological College	Independent professional schools, which provide 4-year training programs in the fields of engineering and physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.
Technical School	A 2-year institution that offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering, computers, physical sciences, etc. These schools may also offer certificates in certain career programs and clerical areas.
Alternative Post-secondary Transition Programs	“Transition” programs usually have their own self-contained facility or separate facilities on traditional campuses. Transition programs have a strong vocational component.

Considerations for the College Search

	These programs are designed to serve high functioning, limited learners and lower functioning students with disabilities.
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Adapted from: "Effective College Planning" by the WNY Collegiate Consortium of Disability Advocates

Assessing College Readiness

Landmark College in Putney, Vermont has developed a simple assessment form, which is useful in assessing college readiness. It is reproduced here with Landmark’s permission. Landmark states: “This guide is designed as a first step in helping students understand the complex sets of skills, abilities and practices [in] five foundation areas – Academic Skills, Self-Understanding, Self-Advocacy, Executive Function and Motivation and Confidence. Landmark states that these five foundations “are particularly critical for students with learning disabilities or AD/HD in order to succeed in a traditional higher education setting.”¹⁰ They caution that: “Scores obtained using this guide provide an opportunity for discussion; they are not intended to predict or limit a student’s potential, or provide a diagnosis.”

Directions:

For each of the foundation areas, you will find five questions. If your college-bound son or daughter answers “yes,” mark the “yes” box adjacent to the question with a check (✓). Count checks marked in the “yes” boxes in each foundation area and record the number in the box marked “total.”

Academic Skills	YES
1. Can you read up to 200 pages in a week?	
2. Do you have a system for taking notes?	
3. Can you write a paper of 10 or more organized pages that refers to two or more sources?	
4. Do you have a system for preparing for tests and exams?	
5. Can you clearly summarize a college-level reading assignment?	
Total from this section	
Self-Understanding (Metacognition)	YES
1. Can you define and describe your diagnosis of a learning [or other] disability?	
2. Have you read your psychoeducational testing?	
3. Do you know your academic strengths?	
4. Do you know which academic tasks give you the most difficulty?	
5. Can you identify the academic supports you need to be successful?	
Total from this section	
Self-Advocacy	YES
1. Do you know your legal rights as a student with a learning, AD/HD [or other] disability?	
2. When you run into difficulty, do you ask for help?	
3. Do you schedule your own appointments with doctors, advisors and counselors?	
4. Do you have access to your psychoeducational testing?	
5. If a school or college refused to provide you with an appropriate accommodation, would you contest the decision?	

¹⁰ It is felt that this assessment is also of use with other disabilities.

Total from this section	
Executive Function	YES
1. Do you have a system for keeping track of your projects, books and papers?	
2. Do you have a system for scheduling and managing your time?	
3. Are you able to ignore difficulties and focus on the task at hand?	
4. Are you able to complete all the steps of a project in a timely manner?	
5. Do you have a strategy for completing tasks that you find boring?	
Total from this section	
Motivation and Confidence	YES
1. Do you have an academic subject that you find interesting?	
2. Do you know what you want to get out of your first year of college?	
3. Do you know that you can succeed?	
4. When you think about what you have to do in college are you excited?	
5. Can you imagine your life in 10 years?	
Total from this section	

How To Score This Guide

- Transfer the total for each foundation area into the spaces provided below. (Students may have significant strengths in some foundation areas; yet still struggle in one or more.)
- Add these totals together and record that number in the box at the bottom for "Total number of questions marked yes."
- Multiply the total number of answers marked "yes" by four (4) to get the foundation percentile.

Foundation Area	Indications	Score
Academic Skills	Scoring below three in this area indicates that a student would benefit from explicit instruction (including direct explanation, guided practice and feedback) in Academic Skills. Further testing can help identify specific skills needing development. <i>A student must be able to read and write with a high level of independence.</i>	
Self-Understanding (Metacognition)	A score lower than three in Self-Understanding suggests that a student would benefit from further development of metacognition - a student's awareness and understanding of his [or her] own learning profile.	

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<i>A student must be intimately aware of his or her strengths and challenges in learning.</i>		
Self-Advocacy	Scoring less than three in Self-Advocacy indicates that a student would benefit from instruction in the laws and regulations regarding individuals with disabilities and higher education. Because college students are adults, they cannot be compelled to use services and accommodations and, therefore, are required to advocate for themselves. This means college students must personally request any required accommodations.	
<i>A student must independently ask for - and at times even fight for - services and support.</i>		
Executive Function	A score below three in this area suggests that a student would benefit from focused instruction on Executive Function skills.	
<i>A student must be able to keep track of assignments, organize books/materials and manage time independently.</i>		
Motivation and Confidence	Scoring below three in Motivation and Confidence suggests a student cannot clearly visualize successfully completing a college education. College students who would rather be somewhere else - working for a living, attending trade or technical school, pursuing dreams such as sailing around the world - are unlikely to take advantage of the resources necessary to complete a college degree. Furthermore, students who do not believe they are capable of doing the required work are likely to give up, even skipping classes or finals.	
<i>A student must have clear set goals and believe that he or she can succeed.</i>		
Skills Total	Total Number of Questions marked "yes."	
Foundation Percentile	Multiply the above Skills Total by four (4) to get the overall percentile.	

Understanding the Results

The guide is intended for use as a starting point for discussion. Understanding the areas where a student might struggle can help determine appropriate supports. Scores developed through the questionnaire should provide a good sense of the various challenges the student faces.

Considerations for the College Search

For each Foundation Area, there is a brief definition followed by an explanation of implications associated with the score. These scoring implications for each Foundation Area are considered more important and informative than the overall percentile.

However, scoring 80% or higher suggests a student is likely to succeed independently in a traditional college environment. Scoring below 50 percent suggests a student is likely to struggle in a traditional college setting.

Community Colleges

Transfer & Vocational/Career Education

Types of Programs offered by Community Colleges:

Community Colleges offer a variety of Programs. These Programs fall into two categories, those directed toward the acquisition of an Associate Degree for transfer to a four-year college or university and Programs of study designed for Vocational/Career education. For example:

- Associate Degrees (e.g., Arts, Science, Engineering Science, Fine Arts, Arts in Teaching) – generally designed for transfer purposes.¹¹
- Associate in Applied Science degree (AAS) – most often designed to prepare for Career Programs, which do not require immediate additional education prior to employment. The AAS degree normally takes two years of full time study to complete.
- Certificate – certificates are generally issued to indicate the completion of course work, which prepares a student for employment in a specific Career area. Career Programs are often shorter in length than AAS Programs.
- Course work required for taking a qualifying exam – these Programs prepare students to take specific exams to obtain a license in a Career or profession. The length of these Programs is based on the requirements of the Career or profession. (e.g., Real Estate Salesman, Real Estate Broker, Residential Appraiser, Real Estate Home Inspection, Illinois Loan Originator Exam Preparation)
- Apprenticeships – combines course work and an opportunity to work under a skilled professional in order to learn an art, craft or trade and become qualified in it.
- Continuing Education Programs – Some Career Programs are offered as continuing education (e.g., OCC - Bartending, Basset Training, Personal Training Certification...CLC – Nail Technology Training, Truck Driving, Introduction to Horse Management).
- Note that some Career coursework may be transferable to four-year colleges.

Why consider attending a Community College:

College of Lake County (CLC), on its application form, provides an overview of: “primary reasons for attending:

- To prepare for new or first occupational career
- To improve present occupational skills
- To explore courses to decide on a career
- To prepare for transfer to four-year college/university
- To remedy basic skill deficiencies
- To pursue non-career, personal interests
- Other¹²

This list offers an overview of possible objectives that a student may have in deciding on his/her post-secondary goals. Once such decisions are made, the role of the Community College and other post-secondary educational institutions can be determined.

¹¹ Note that Harper College offers an Associate in General Studies (AGS)...This degree and its courses may or may not be transferable to four-year schools depending on the specific courses completed. Further information on this degree should be obtained directly from the academic institution.

¹² CLC Catalog, 2009-2010, p334

Some information to consider about Community Colleges:

- Community Colleges are affordable.
 - Community Colleges are generally very affordable for students. To be eligible for in-district tuition, a student must live in the district or, in some cases, work in the district. Residents of another district wishing to enroll in a Program not offered at their resident Community College may apply for a chargeback or joint agreement to attend another Community College at the in-district tuition rate.
- Community Colleges are accessible.
 - All students in Illinois live in a Community College district located near their places of residence or work.¹³
- Community Colleges offer a “complete” college experience.
 - While many Community College students live at home, the College offers a full range of student activities. Examples of Programs might include: Student government, School newspaper, Clubs, Vocal groups, Theater groups, Athletics, Band/Orchestra/Ensemble, Student radio, and more.
 - Community Colleges also offer a variety of student services. Examples might include health services, childcare, library and technology resources, academic advising, career counseling, etc.
- Community Colleges are not “easier” than four-year schools, however..
 - Because professors are, most often, not required to engage in requirements such as research and being published...they may have more time to engage in direct student contact.
 - Students with disabilities tend to do better in college by starting their education in the Community College studying for an AA or AS degree and then transferring to a four-year institution (PEQUIS, 1998).
 - In Community Colleges, class size tends to be smaller.
 - Many students find that they do better if they can focus on just studying for their first year or two of college and then moving away from home to establish the other independent living skills required to succeed.¹⁴
- Community Colleges offer services to students with special needs.
 - At Oakton Community College (OCC), the Program is called Assist (Additional Support Services Instructional Support Team – 847 635-1759).
 - At College of Lake County, the Program is called OSD (The Office for Students with Disabilities – 847 543-2055).
- Community Colleges offer developmental programs for students requiring additional preparation in basic skills, prior to beginning college level studies.
- Community Colleges participate in the Illinois Articulation Initiative (IAI).
 - “[Most state-funded Community Colleges] participate in the Illinois Articulation Initiative, a statewide agreement that allows transfer of the completed Illinois transferable General Education Core Curriculum between participating institutions. Completion of the General Education Core Curriculum at any participating Community College assures transferring students that lower-division general education requirements for an associate or bachelor’s degree have been satisfied...students must follow the IAI general education core curriculum.”¹⁵
 - This is important for students with special needs because it assists them when they transfer to a four-year college to continue their education. Essentially, when students transfer, the

¹³ In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public Community Colleges that would be within easy reach of every resident. Forty years later, the Illinois Community College System covers the entire state with 48 colleges and one multi-Community College center in 39 Community College districts. Community Colleges serve nearly one million Illinois residents each year in credit and noncredit courses and many more through their public service programs. <http://www.iccb.org/thssystem.html>

¹⁴ Taken from/adapted from Health Resource Center, Online Clearinghouse for Post-secondary Education for Individuals with Disabilities, Community College.

¹⁵ OCC Catalog, 2009-2010, p70

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required core education requirements of the participating school being transferred to are considered to be completed. An example of how this is helpful is that some four-year institutions require College Algebra. However, IAI requirements offer a variety of mathematics courses to choose from, for example, Finite Mathematics I, Contemporary Math, Quantitative Literacy, or Elementary Statistics. If a student has received an Associate degree from a Community College, and completed the IAI general education core curriculum, the participating institution to which the student is transferring considers all core education courses as having been completed.¹⁶ Thus the student, in this example, would not be required to take College Algebra. This example presumes the student is attending a "participating institution."

- o Students must discuss IAI with their Community College academic Counselor from the beginning of their academic planning to be certain that all requirements required for transfer are met.

Specific Community College Vocational/Career Programs:

As previously noted, Community Colleges offer Associate degrees designed for students planning to transfer to 4-year colleges or universities.

A second major focus of Community Colleges is Certificate Programs and training. Community Colleges provide excellent preparation for Vocational careers. It should be noted that other types of educational institutions, including junior colleges, two-year colleges, technical colleges, private schools and some four-year colleges and universities also provide Vocational/Career Programs. Vocational/Career education is education designed to provide the necessary skills for a particular job or career. Vocational/Career preparation often requires course work, which is designed to develop specific skills for a particular career or job.¹⁷ Admission requirements for Vocational/Career Programs are often similar to those for regular admission to any Community College course of study. Depending on the intended course of study, prerequisite classes may be required prior to admittance to Vocational/Career programs, which often culminate in a Certificate.

On the pages that follow is a chart indicating Degree and Certificate Programs offered at:

- Oakton Community College (OCC) (DesPlaines & Skokie, IL)
- College of Lake County (CLC) (Grayslake, Waukegan (Lakeshore Campus), Vernon Hills (Southlake Campus), IL)

This information was taken from the OCC and CLC 2017 catalogs.

Also, included is information on Harper College (HRP - Palatine, Prospect Heights). Students in the Choices' geographic service area are not generally "in-district" for Harper College. However, because Harper (HRP) is easily accessible and offers programs not offered at OCC and CLC, the information is being included. Information on Harper is taken from their website (<http://goforward.harpercollege.edu/>). OCC, CLC and HRP all offer some off-campus classes.

¹⁶ Information on specific course requirements MUST be discussed with individual institutions. It may be that, using our example, the student wishes to complete a program of study at the four year institution, and that specific program does require College Algebra as a necessary part of that particular degree/program. Specifics of AIA course transferability MUST, therefore, be discussed in detail with the community college AND the school to which the student is transferring.

¹⁷ Vocational education (or Vocational Education and Training (VET), also called Career and Technical Education (CTE)) prepares learners for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation...It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. (http://www.doe.mass.edu/sped/advisories/02_3.html)

Programs offered are listed by broad categories:

- Specific information on Programs and the degrees, courses, certificates, etc., which are available, can be obtained from the individual school's catalog and/or admissions office.
- Note that some colleges use different terminology for similar Programs of study, for example, Law Enforcement and Criminal Justice.
- In addition, many of the broad categories listed have multiple programs within them, for example, Computer Applications for Business (OCC) includes: Desktop Publishing Track, Office Technology Track, Administrative Assistant Certificate, Desktop Publishing Professional Certificate, Desktop Publishing Specialist Certificate, Executive Support Specialist Certificate, Microsoft Office Specialist Core (MOS) Certificate, Microsoft Office Specialist Excel Expert Certificate, Microsoft Office Specialist Word Expert Certificate and Office Information Processing Specialist Certificate.

Programs change and information on Programs should be checked at the colleges directly or through their websites:

- OCC – www.oakton.edu, (847 635-1600),
- CLC – www.clcillinois.edu, (847 543-2000),
- HRP - <http://goforward.harpercollege.edu/>, (847 925-6000).

It should also be noted that other local Community Colleges are available.¹⁸ They may offer additional Programs, which are not offered at OCC & CLC. Some other local Community Colleges include: College of DuPage, Elgin Community College District, Kishwaukee College District, McHenry County College District, Rock Valley College District and Triton College District. Examples of Programs that are not offered at OCC, CLC or HRP, but which are offered through other local Community Colleges include:

- Aviation Maintenance Technology
- Hotel/Motel Management
- Parks & Grounds Operation Maintenance
- Travel & Tourism

The benefits of post-secondary education are compelling.

For the individual, these include jobs with higher wages and career advancement potential.

*For society, they include a productive workforce, increased tax revenue, and less demand for selected public services. Post-secondary education provides individuals with opportunities throughout their lifetimes...*¹⁹

¹⁸ As previously noted: Residents of another district wishing to enroll in a Program not offered at their resident Community College may apply for a chargeback or joint agreement to attend another Community College at the in-district tuition rate.

¹⁹ *Post-secondary Education Transition: A Summary of the Findings From Two Literature Reviews*, U.S. Department of Education, Office of Vocational and Adult Education, Feb 2010, p1.

**Examples of Programs at Oakton Community College (OCC),
College of Lake County (CLC), and Harper College (HRP)**

	Oakton	CLC	Harper
Associate in Fine arts: Music Emphasis			x
Associate in Applied Science			x
Associate in Arts	x	x	x
Associate in Arts in Teaching		x	
Associate in Arts in Teaching - Secondary Mathematics			x
Associate in Fine Arts	x	x	
Associate in Fine Arts: Art Emphasis			x
Associate in General Studies			x
Associate in Science	x	x	x
Associate of Science in Engineering Science	x	x	x
A+ Computer Diagnostic Specialist	x		
Accounting	x	x	x
Accounting Assistant			x
Accounting Clerk		x	
Accounting Technology	x		
Accounting, Professional Certificate		x	
Administrative Assistant	x	x	x
Administrative Leadership		x	
Administrative Office Systems		x	
Administrative Professional		x	
Advanced Accounting Bookkeeper/Clerk			x
Advanced Infant Toddler	x		
Advanced Web Site Developer	x		
Advanced Welding			x
Air Conditioning, Heating and Refrigeration Technology	x	x	x
Alternative Electrical Energy			x
Animation and Multimedia	x		
Apparel Construction			x
Applied Business	x		
Architectural Technology	x	x	
Architecture			x
Automation and Controls	x		
Automotive Collision Repair		x	
Automotive Damage Analysis		x	
Automotive Refinishing Technician		x	
Automotive Service Excellence	x		
Automotive Structural Repair Technician		x	
Automotive Technology		x	
Automotive Technology		x	
Automotive Technology (Apprenticeship)	x		
Basic Administration			x

Considerations for the College Search

Basic Pipe Welding			X
Basic Welding			X
Bread & Pastry Arts			X
Business Administration		X	X
Business Management		X	X
Business Security Management	X		
CAD		X	X
CAD Drafting Technology		X	
CAD Interior Design	X		
Cardio graphic Technician			X
CCNA	X		
CIS-Software Development			X
CISCO Networking		X	
CNC Operations and Programming	X	X	
CNC Programming		X	
CNC/CAM Programming	X		
Commercial Maintenance			X
Community Health Worker			X
Computed Tomography (CT)			X
Computer Applications for Business	X		
Computer Information Systems	X	X	X
Computer Networking and Systems	X		X
Computer Numerical Control OP I			X
Computer Numerical Control OP II			X
Computer Programmer	X		
Computer Technology	X		
Computer-Aided Design	X		
Construction Management		X	
Creative Software Master	X		
Criminal Justice		X	
Culinary Arts			X
Dental Hygiene		X	X
Diagnostic Cardiac Sonography			X
Diagnostic Medical Sonography			X
Dietary Manager			X
Dietetic Technician			X
Digital ERP Using SAP	X		
Digital Media and Design		X	
Domestic Refrigeration & Heating			X
Early Childhood Education	X	X	X
Early Childhood Education Administration	X		
Early Childhood Education: Assistant Teacher			X
Early Childhood Education: Teacher			X
Early Childhood: Family Care II			X
Education	X		X

Considerations for the College Search

Elder Care Support	X		
Electrical Engineering Technology		X	X
Electrical Information Technology		X	
Electrician Apprenticeship		X	
Electrician Apprenticeship		X	
Electronics			X
Electronics and Computer Technology	X		
Electronics Technology	X		
eMarketing			X
Emergency and Disaster Management		X	X
Emergency Medical Services		X	X
Emergency Medical Technician-Paramedic	X		X
Emergency Medical Technology		X	
Engineering (Associate of Science)	X		
Entrepreneurship			X
Facilities Energy Systems Technology	X		
Facilities Management	X		
Fashion Design and Merchandising			X
Fashion Graphic Arts			X
Financial Management			X
Financial Services/Management	X		
Fire Science Technology	X	X	X
Food Service Management			X
Forensic Science Technician			X
General Design	X		
General Office Certificate		X	
Geographic Information Systems	X		
Geography			X
Global Business Technical	X		
Graphic Arts			X
Graphic Arts Design			X
Graphic Arts Desktop Publishing			X
Graphic Arts Digital Photography			X
Graphic Arts Interactive Technology			X
Graphic Arts Package Design			X
Graphic Arts Variable Data			X
Graphic Arts Web Design			X
Graphic Design	X		
Health and Wellness Promotion		X	
Health Information Technology	X	X	X
Health Insurance Specialist			X
Horticultural Therapy	X		
Horticulture		X	
Hospitality and Culinary Management		X	X
Hotel Management			X

Considerations for the College Search

Human Resource Management			x
Human Resource Specialist	x		
Human Services	x	x	x
Human Services Program		x	
HVAC/R Engineering Technology		x	
Income Tax Preparation	x		
Industrial Design Engineering	x		
Industrial Electronics Maintenance			x
Insurance			x
Interior Design			x
Inventory/Production Control			x
IT Support Technician			x
Kitchen and Bath Specialty			x
Laser/Photonics/Optics		x	
Law Enforcement	x		x
Leadership Excellence	x		
Linguistics			x
Linux	x		
Logistics			x
Machine Tool Trades		x	
Magnetic Resonance Imaging (MRI)			x
Maintenance			x
Management and Supervision	x		x
Management of Information Systems	x		
Marketing Management	x		
Manufacturing Production			x
Manufacturing Technology	x		x
Marketing		x	x
Marketing Communications	x		
Massage Therapy		x	x
Mechanical Design/CAD	x		
Mechanical Engineering Technology		x	
Mechatronics		x	x
Mechatronics Supply Chain Technology	x		
Mechatronics Technology		x	x
Medical Assistant			x
Medical Assisting		x	
Medical Coding			x
Medical Coding and Billing	x	x	
Medical Imaging		x	
Medical Laboratory Technology	x		
Medical Office Administration			x
Medical Receptionist			x
Microsoft Office Specialist	x		
Microsoft Project Management Preparation	x		

Considerations for the College Search

Nanotechnology	X		
National Security Administrator	X		
Network Security	X		
Network Support Technician			X
Nursing, Associate Degree	X	X	X
Nursing, Basic Nurse Assistant Training	X	X	X
Nursing, Practical Nursing	X		X
Office Professional		X	
Oracle Database Administrator	X		
Paralegal Studies	X	X	X
Paraprofessional Educator	X	X	X
PC Support Specialist	X		
Person-Centered Elder Support	X		
Personal Trainer	X	X	
Pharmacy Technician	X		
Phlebotomy Technician	X	X	X
Photography	X		
Physical Therapist Assistant	Z		
Physics			X
Private Security			X
Procurement			X
Professional Acctg-CPA Preparation			X
Radio Frequency ID (RFID) Electronics	X		X
Radiologic Technology			X
Real Estate	X		X
Refrigeration Service			X
Refrigeration/Air Condition Service			X
Residential Comfort Control	X		
Residential Comfort Systems			X
Retail Merchandising			X
Sales Management and Development		X	X
Sign Language Interpreting			X
Stationary Engineer License Preparation	X		
Substance Abuse Counseling	X	X	
Supervision		X	
Supervisory Maintenance			X
Supply Chain Management		X	X
Surgical Technology		X	X
Sustainability Programs		X	
Tax Accounting Assistant			X
Teaching English to Speakers of Other Languages: TESOL	X	X	X
Technical Communication	X	X	
Transportation, Warehousing and Logistics	X		
Web Design And Interactive Media			X
Web Development			X

Considerations for the College Search

Web Graphic Page Design	x		
Web Site Development	x		
Web Site Support and Maintenance	x		
Welding		x	
Welding Technology			x
Wellness Coaching		x	
Windows Desktop Support Technology	x		
Windows Support Technician	x		
World Wide Web	x		
Yoga Teacher		x	

Online Education

QUESTIONS STUDENTS NEED TO ASK THEMSELVES IN CONSIDERING ONLINE LEARNING:

- What is my learning style²⁰? Am I an independent, self-motivated, self-starter? That is, with no classes to “attend,” no students or teachers for “direct” support, will I be comfortable? Am I a good self-advocate, so that if issues arise, am I comfortable raising them with the online school?
- Am I comfortable in a learning environment, which relies primarily on independent reading and writing?
- Am I able to organize, stay-on-task and meet deadlines?
- Am I good at managing my time in order to complete required activities?
- Am I more comfortable in a classroom setting or working independently?
- What technology do I have available for daily use? (At a minimum, you will usually need an Internet connection.) Does the school being considered deliver its programs via the type of technology to which I have access?
- What software will I need to use for the course/program in which I am interested? Do I have to learn and/or purchase new software? If yes, what is the cost?
- What level are my technology skills – particularly use of the Internet and e-mail?
- Is there adaptive technology that I currently use or need to use? If yes, are these technologies available and compatible with online study?
- Are there supports I will need to be successful in an online environment? For example: Am I comfortable reading text online? If not, do I have access to technology, which can read the material to me. Am I comfortable typing in information online? If not, do I have access to a “speech to text” (i.e., speech recognition software) program and am I competent in its use? Further, does this technology interact appropriately with the online course(s) offered? If I am hearing impaired, is oral video or conversation captioned?
- What type of financial aide may be used in this program?

QUESTIONS TO ASK WHICH WILL ASSIST IN FINDING THE RIGHT ONLINE PROGRAM:

- Do they have the program I wish to study? How long will it take to complete?
- Is it possible to take a sample “real” lesson to see if the approach is workable for me? Is there some type of quiz or evaluation I can take to see if I am a good fit for online education?
- What is the cost of the course/program? How does that compare with attending a traditional institution?
- Can I use an online course to supplement on-campus learning? Will the school I am attending accept the course as part of my course completion requirements? In general, are course hours earned in the online program transferable to other schools?
- How does the school create a sense of community?

SPECIFIC QUESTIONS TO ASK ABOUT ONLINE COURSES:

Accreditation

- Is the school accredited²¹? For a more complete discussion of this area, please refer to: *The Basics of the Post-secondary Search* in this Book. In that section, questions on important school statistics such as graduation rates, and methods of reviewing vocational programs and private businesses are discussed.
- If the program is not a “college,” does it have some type of recognized credentials that allows it to train and grant diplomas, certificates, etc.?
- How long has the school been in business? The school should have been in business for several years. I need to be assured that the school will be in business long enough for me to complete my program. In addition, how long has the program I am studying been offered at the school?

²⁰ Do I learn best when I hear information (auditory), see information (watch, read-visual) or have hands-on experience (using your senses, moving, building – kinesthetic). Most people have the ability to perceive and process information through one or more of these learning styles, but most often one style is more successful for an individual student than another.

²¹ Accreditation is a process of external peer review of the quality of higher education institutions and programs...Most [but not all] distance learning at the post-secondary level today is occurring at degree-granting colleges and universities accredited by one of the eight regional accrediting organizations. (CHEA Institute for Research and Study of Accreditation and Quality Assurance, CHEA Monograph Series 2002, Number 1)

Considerations for the College Search

- The school should have an actual business address (not a PO Box) and location from which it operates. There should also be a phone number, a fax and email address. Scams in online courses are not uncommon and the "buyer" must be careful that he/she enrolls in a legitimate school²².
- Seek out the opinion of others regarding the program, for example, school personnel, students who have studied there, online reviews, and so forth.

Services

- What is the schedule? Does it work with my schedule? Are there specific time limits for submission of materials and course completion? Is there a time limit to complete the entire program? Are extensions granted?
- What is the tuition? How is it paid²³? Are books, required supplies and/or school/activity fees included in the tuition?
- Can all course/program/school related activities be completed online, for example: admission, placement tests, registration for courses, add/drop courses, payments, books, etc.
- How is privacy of personal and academic information handled?
- What types of job placement programs are in place? What is the job placement rate?
- Is there some type of orientation/introductory program before I begin the program?
- Is counseling and advising done online?
- If there are questions/problems with service issues, who is contacted and through what means?
- If I begin in one program and then wish to switch to a different program can I do so? Are courses transferable between programs? If I decide to leave a program is there refund of any tuition costs?

Instruction

- Where can I obtain assistance on course content? Is tutoring available? If tutoring is available: is it online, through chat, by email or some other method; during what hours/days; who provides the tutoring (students, teachers, others)? Is there a cost?
- What type of feedback do I receive while taking a course? Is feedback and responses to questions completed in a timely manner?
- Can I interact with the teachers or other students in any way?
- What are the teachers'/professors' qualifications?
- Is the entire program offered online or are there requirements for attendance at classes, events, residencies, etc. Also, does the program require that some projects be completed at actual locations? For example, a program may require that a student do an internship or complete a research project, which requires hours spent at an external location. If on-site experiences are required, how does the school facilitate these requirements?
- How am I evaluated? How are tests administered?
- How is the course delivered: All online reading, online submission of papers, online tests, video, online chats, group online chats, live chats, combination of online and face-to-face or some other method(s)?

Disability Services

- In terms of my specific disability:^{24,25}
 - What experience does the program have with students who have my type of disability? What has been the success rate? What challenges have been encountered?
 - What accommodations have been made to support students with my type of disability?
 - Does the program furnish any needed assistive technology? Is there any charge?
 - What are the testing requirements and/or accommodations?
 - Is there a Disability Services Director? What, if any, disability-support services does the school offer? What type(s) of learning support for learning differences is available?

²² The Minnesota Office of Higher Education discusses: Online Scams and Diploma Mills at:

<http://www.getreadyforcollege.org/gPg.cfm?pageID=1862> or http://www.osac.state.or.us/oda/diploma_mill.html

²³ How tuition is paid is important. Many scam organizations require the entire course and/or program payment in advance.

²⁴ "What You Need to Know About Online Education for People with Disabilities," by Kim Donahue, Disaboom

²⁵ Examples of Fact Sheets on Accessible Distance Education for Deaf or Hard of Hearing, Blind or Low Vision and Seizure disorders can be found at: <http://www.catea.gatech.edu/grade/factsheets.php>.

Transition Timeline – A “To Do” List

Freshman Year Tasks

Learn the specific nature of your disability, how it affects you in the classroom and community and how to explain it so others will understand your needs.

Learn how to participate actively in your IEP, especially your transition plan, which is your plan to help you achieve your post-secondary goals.

Learn how to advocate for yourself in developing your transition plan with your case manager and IEP team.

Prepare academically by carefully planning your course of study. Use your course of study and your success in class to set and adjust your post-secondary goals.

Work with your guidance counselor to be sure that you will have the standard and verified credits you need to graduate.

Develop your academic independence by learning how to use the academic adjustments, accommodations, services and learning strategies that you will need in college. Explore how you learn best – visual, audio, hands-on. This will help you to “LEARN HOW TO LEARN.”

Ask your guidance counselor or transition coordinator to explain the college resources available in your school.

Explore career options with your guidance counselor and/or case managers and visit your school’s career center.

Become involved in school- and/or community-based activities that interest you and that might lead to a career.

Talk to people in various professions to find out what they like and dislike about their jobs and what kind of education is needed.

Continue to work on basic skills.

Learn strategies to help you access the same course work as your peers.

Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.

Set up a system to organize your records and personal information. Keep disability records, health information, and various job, school and community involvement information.

Increase organization. Use a calendar or planner to keep track of your assignments.

Sophomore Year Tasks

Actively participate in your IEP transition planning with your case manager and IEP team.

Continue taking courses to prepare you for college.

Add to your understanding and use of learning strategies to help you access the same course work as your peers.

Considerations for the College Search

Participate in extracurricular activities, hobbies and work experiences.

Identify interests, aptitudes, values and opportunities related to occupations in which you are interested.

Meet with your guidance counselor and/or transition coordinator to discuss colleges and their requirements.

Speak with college representatives who visit your high school and/or are at college fairs.

Visit college campuses and talk to college students about their campus experiences.

Continue to save for college and investigate funding sources.

Investigate summer pre-college programs at www.heath.gwu.edu.

Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.

Develop self-advocacy skills. Be able to communicate your needs clearly and participate in developing positive solutions.

Junior Year Tasks

Continue to participate in your IEP transition planning with your case manager and IEP team.

Continue your involvement in school- and/or community-based extracurricular activities.

Focus on matching your interests and abilities to appropriate college and career choices.

Look for college campuses that have majors in which you might be interested and the kind of campus community in which you would like to live.

Identify the appropriate academic adjustments, accommodations and services that you will need in the post-secondary setting and learn how to use them efficiently. (Be sure to include assistive technologies such as electronic devices and specialized computer software.)

Keep a current list of the academic accommodations and related services you use in high school in your personal records.

Consider taking a course to prepare for the *College Board Scholastic Aptitude Test (SAT)* or *ACT Assessment (ACT/American College Testing)*.

Take the SAT and/or ACT in the spring. Consider taking the tests more than once – once with accommodations and once without them.

Establish and investigate a possible career goal. (You can always change your mind!)

Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.

Learn how to advocate for yourself – not everyone will understand your disability or be sensitive to your needs. Learn when, how and if to disclose your disability to others.

Gather information about college programs that offer the disability services you need.

Considerations for the College Search

Speak with college representatives who visit your high school and/or attend college fairs.

Visit campuses and especially disability service providers to verify the available services and how to access them. Identify sources of information on colleges such as the web, public library, etc.

Consider people to ask for recommendations - teachers, counselors, employers, coaches, etc.

Investigate the availability of financial aid from federal, state, local and private sources.

Investigate the availability of scholarships provided by organizations, such as corporations, labor unions, professional associations, religious organizations, universities, disability groups, credit unions, etc.

Continue saving for college.

Learn about the services of the Department of Rehabilitation Services (DRS) and determine your eligibility. If appropriate, invite the DRS counselor to attend your IEP meeting.

Make sure that your disability documentation is current. Colleges usually want recent evaluations and testing that were administered within three years prior to your beginning college.

College visits:

Visit a friend or relative at college.

Email or call college admission offices and disability service providers requesting a visit/appointment.

Be prepared when you visit colleges to write or talk about your experiences and to take placement tests.

Obtain information from Admission officers about admissions procedures and financial aid opportunities.

Take your personal records and information with you to share with disability service providers, if appropriate.

Visit the Disability Office. Evaluate the services, service providers and staff.

Talk with college students currently receiving disability support services about their experiences.

Compare the various colleges and think about living in the campus community (e.g., housing, social activities, classrooms, leisure activities, athletic activities, comfort level with support service).

Senior Year Tasks

Meet with your school guidance counselor early in the year to discuss your plans.

Continue to develop your advocacy skills and to polish study skills.

Be as academically independent as possible to prepare for the college environment.

Consider running a portion of your IEP meeting.

Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.

Considerations for the College Search

Plan to visit campuses early in the year.

Learn interview skills. Role-play interviews with counselors, family members and teachers.

Understand your legal rights with regard to accommodations and modifications.

Organize transition information so that it contains at least the following:

Copies of your current psychological and educational evaluations.

Transcripts.

ACT and/or SAT scores.

Current or latest IEP.

Medical records (if appropriate).

A writing sample or other work samples related to your choice of major.

A list of activities (school & non-school), awards & recognitions, employment, etc., for your college application.

Letters of recommendation from teachers and employers, if required for admission.

Eligibility documentation.

Current list of academic accommodations and related services you may need in college (be sure to include assistive technology).

Apply to different types of colleges – choose one that is a “reach,” one where you expect to be accepted, and one where you *know* you can be accepted.

Prepare your applications carefully, paying close attention to instructions and deadlines. Be neat. Be accurate. Keep a copy “just in case.”

Take the ACT/SAT again, if appropriate.

Visit the college before you accept admission.

Apply for financial aid and scholarships

When accepted, consider attending the pre-admission summer program (if available). It will be worth your time and ease the transition when classes start in the fall.

Adapted from Virginia’s College Guide for Students with Disabilities (2003 Edition). Available at www.pen.k12.va.us

College - Levels of Service

Universities and colleges provide services for students with disabilities in a variety of ways. Although we have categorized defined levels of service, it is important to note that support programs/services generally work on a continuum (from mandated services only to separate programs). The categories below are very general and simplified. The best way to understand how schools provide support is to contact the colleges, ask questions, and most importantly, meet with service providers.

PROGRAM – Maximum Support

- Fee for services
- Trained staff/professors with expertise in delivering services
- Separate application
- Documentation required
- Regular scheduled meeting with assigned learning specialist
- Coordination of accommodations, assistive technology and tutoring
- May be involved with general admissions process

COMPREHENSIVE SUPPORT SERVICES – Medium Support

- Learning specialist involved with support and coordination with campus resources
- Learning specialist available to meet with students
- No separate application
- Minimal involvement with admissions
- May require additional fees
- Documentation required
- Tutoring often delivered by peers
- Student responsible for arranging accommodations
- Support available to all students

SUPPORT SERVICES/ACCOMMODATIONS – Mandated Support

- Student must have solid knowledge of how disability impacts learning
- Student must be articulate and a strong advocate to access and obtain support and accommodations
- Academic support may not, and generally is not, centralized
- Student must be responsible when arranging his/her accommodations
- Documentation required
- Tutoring often delivered by peers
- Support available to all students
- Documentation approved by 504 coordinator
- Student must be completely independent when seeking support or accommodations
- Student often consults only once per semester to receive letter of accommodation
- Most require no fee

The Basics of the Post-secondary Search

Students considering post-secondary options are often faced with difficult choices. Deciding on a post-secondary path is one of the most important decisions that a student will need to make as the high school experience comes to an end.

It may be helpful for students to create a list of the 3 to 5 factors they consider most important in choosing their post-secondary educational option. Some of the basic areas listed below may assist in both creating that list and comparing and evaluating post-secondary options. These lists are intended to assist students in thinking about what they want and need to ensure success and a positive experience in their post-secondary education.²⁶

Information about College Testing:

Students who have a documented disability may be eligible to request a “non-standard” ACT and/or SAT. It is important to note, however, that it is ACT/College Board SAT that makes the decision as to who is eligible for accommodations. ACT’s staff of psychologists and College Board SAT’s review committee evaluate documentation and determine if a student may have an accommodation(s) and/or if the accommodation(s) requested is/are appropriate. Students whose initial diagnoses are within the current year must have copies of the case study reports to accompany their applications. Parents or the student (if 18 years of age or older) must sign and date the application. The case manager or testing coordinator then adds any documentation required to complete the application.

****Note:** It is important to be aware of and meet specific deadlines for testing.

Students must start the application process for testing early enough to allow adequate time to secure needed accommodations. For example, case managers need adequate time to complete applications, as this is a lengthy process. Each school district manages this process differently. Please consult your school’s testing coordinator and the standardized testing websites (www.act.org; www.collegeboard.com) to be aware of deadlines and requirements.²⁷

The Basics:

- “Is [the school/college] accredited? – accreditation is very important because it ensures that the institution meets or exceeds an established, [/accepted] set of educational standards. This can be important for transfer, recognition by employers, etc. [For many vocational schools and private businesses offering educational programs, there is no academic accreditation. The result is that the “credentials” of the school or business can be]...little more than a minimal investment in assets and/or registration as a business entity.”²⁸ In these cases, it is important to establish the credentials that the school and its instructors have, and their basis/reliability/validity.
- Type of school (2-year, 4-year, vocational, etc.).
- Admission requirements.
- Disability services that you need (see discussion titled: *Questions to Ask During the College Search*).
- Financial: cost, financing, financial aid availability, scholarships, and student employment opportunities.
- Number of students, co-ed or same sex.
- Academic/educational programs/majors available (remember, you may think you want a certain program, but insure that if you change your mind, other programs of interest are available), student-faculty ratio, typical class size.²⁹

²⁶ The school’s Transition and/or Guidance Counselor is the critical professional link between the student and post-secondary options. The counselor can provide accurate information and resources regarding post-secondary choices and facilitate interactions between students and post-secondary institutions.

²⁷ Adapted from: *Cracking the ACT*, Princeton Review & www.CollegeBoard.com

²⁸ <http://www.kvsun.com/articles/2007/11/15/news/111407-13-college.txt>

²⁹ If a student is in a major, which requires access to specific facilities, be sure they are available. For example, centrally located, adequate resources to accommodate all student’s needs, Computer majors – up-to-date computer equipment

- Location – urban/rural, close to home, etc.
- Private school or public school (public is often less expensive), schools with a certain religious or other affiliation.

Campus Resources

- Library
- Technology Resources
- Health service, psychological support
- Accessibility
- Extracurricular activities – student organizations/clubs, athletics, intramurals, etc.
- Study abroad, internships, etc.

“Living” Environment:

...a visit to schools and colleges being seriously considered is critical to the post-secondary decision process...it is the best way to obtain an accurate view of any institution...the visit(s) should occur during a time when the school is in session...

- Commuter campus, living on or off campus
- Comfort – food? type of food plans? rooms? clean?
- Accessibility
- Physical size of campus
- Transportation
- Area in which school is located and its assets
- School's commitment to inclusion
- Social life
- Campus safety³⁰
- Health & medical care

Statistics:

*...perhaps the most frequently asked question is, "How do you rate this school?"
(Illinois State Board of Education)*

There is no specific rating system that is universally accepted for post-secondary educational facilities. However, looking at school statistics for success in retention, graduation/program completion, acceptance to graduate and professional programs and job placement (including salary), can offer some insight into the school's ability to prepare students for post-secondary success.

FOR COLLEGES AND UNIVERSITIES – See discussion titled: Questions to Ask During the College Search.

FOR VOCATIONAL PROGRAMS AND PRIVATE BUSINESSES:^{31 32}

1. Number of students who enrolled during school's last fiscal year;
2. Number of students who did not complete the course of instruction/did not graduate;

and labs, Film majors – industry standard equipment for filming, editing, etc., Art majors – appropriate studios, Performance Arts - rehearsal, practice and performance venues, Science majors – labs, equipment, materials, etc.

³⁰ The Jeanne Clery Act...requires institutions, which participate in any federal student aid programs, to [disclose] crime statistics, [provide] timely warning [to students], and [make available] policy disclosures [regarding]...to whom to report crimes, description of the campus security arrangements, campuses are also required to maintain a daily police crime log. *Parent's Guide to Transition*, Feb. 4, 2009, Heath Resource Center, George Washington University.

³¹ "Usually, one of the first people you will speak with at any of the private businesses and vocational schools offering educational programs will be a sales representative or agent of some type. All persons conducting sales are required to carry a permit card indicating the agent's name and the name of the school. You should ask to see the permit card of the person who is interviewing you to ensure he or she is an approved sales representative." (Illinois State Board of Education)

³² In Illinois, schools are required, by statute, to disclose [these] statistics on their contract or enrollment agreement. (Illinois State Board of Education)

Considerations for the College Search

3. The percentage of students who did not complete the course of instruction for which they enrolled for the previous fiscal year as compared to the number of students who enrolled in the school during the school's last fiscal year;
4. Number and percentage of students who passed the State licensing examination;
5. Number and percentage of graduates who requested placement assistance by the school during the school's last fiscal year;
6. Number and percentage of graduates who obtained employment as a result of placement assistance by the school during the school's last fiscal year;
7. Number and percentage of graduates of the particular school who obtained employment in the field who did not use the school's placement assistance during the school's last fiscal year;
8. The average starting salary for all school graduates employed during the school's last fiscal year.

By looking closely at these numbers, you can determine the success rate of students who enrolled in the school.

By comparing the numbers indicated in the first 3 statistics above, you will get an indication of how many students started the course of instruction and made it all the way through.

If you are considering a type of training that involves State licensing from some other agency (Professional Regulation, Department of Public Health), the number and percentage in statistic 4 above will indicate how many graduates of this particular school passed their licensing exam as a result of the training received at the school.

You may call the Illinois State Board of Education, Educator and School Development at 217-782-2948 to inquire whether any complaints have been filed against the school(s) you are considering.³³

³³ Illinois State Board of Education

Questions to Ask During the College Search

Finding the right college is important for every student. Finding the right match for a student with a disability is particularly important. The student and his/her family must ask questions to ensure a good fit between the student's needs and the college. It is important to start the college search looking at the same basic factors that all students consider (see previous discussion on: *The Basics of the Post-secondary Search*). Once these factors are considered, it is time to ask the following types of questions:

1. Is there a separate admissions process for students with disabilities?
2. What documentation is required?
3. What is the range of accommodations available to students with disabilities?
4. Are accommodation determinations based on the high school IEP recommendations?
5. Is there a separate fee for enhanced services?
6. What is the training of the people who offer the services?
7. How many students with disabilities do you serve?
8. How many learning specialists are there who give direct service to students?
9. What is your retention rate for freshmen? For freshmen with disabilities?
10. What is your graduation rate for all students? For students with disabilities?
11. Do you offer course waivers or substitutions? Under what circumstances?
12. How are testing accommodations handled?
13. How do students obtain tutoring services? Is there a fee for tutoring? Who are the tutors?
14. Do you offer study skills and/or learning strategies courses? Are they offered for credit? Does credit count toward graduation?
15. What is the climate on your campus for students with disabilities?
16. How long have disability support programs or services been available?
17. Are the support services or program(s) funded through the college or through government grants? How does the funding affect your costs?
18. Are students with documented disabilities given early registration privileges?
19. Does the school offer assistive technology equipment? What type? Where is it located? Any fee for use? What type of assistance is available?
20. Is there a support group for students with disabilities on campus?
21. Does the school offer courses that help students with disabilities transition to post-secondary education?
22. What type of specialized housing needs are available?

Considerations for the College Search

Are You Ready for the Responsibility?

Going to college is a major step in your life involving new responsibilities and independence. Successful college students with disabilities possess many of the skills listed below. How about you? Take the inventory and discover the skills and attitudes you need to develop.

Can I clearly explain my special talents and abilities?

Can I describe my disability so that someone else understands my strengths and limitations?

Do I have copies of the evaluations that document the current impact of my disability? Do I understand and can I discuss the content of these reports?

Can I describe my disability history and explain the diagnosis?

Can I explain how I learn and how I compensate in the areas where I have difficulty?

Can I describe the types of academic adjustments, accommodations and services appropriate for me in various classroom settings and in my living environment?

In the past, have I used similar academic adjustments, accommodations and services to those I need in college?

Do I know where, how and when to apply for disability services at college?

Am I prepared (academically, emotionally and socially) for the challenges of college?

Do I take regular college preparatory courses, modified courses or individualized courses?

Am I ready to live away from home, to manage my finances, to take care of my health and to manage my academic and leisure time?

Do I seek assistance for academic and other problems when needed?

Do I know how to advocate for myself?

Do I accept that it may take me longer to graduate from college than my friends?

Do I understand that I might have to study harder than my friends?

Do I understand that college is a challenge and that dealing with temporary frustrations is part of being an ordinary college student?

Do I know my long-term goals? Am I beginning this life-changing process with some career goals?
Do I have some idea about how I want to earn a living?

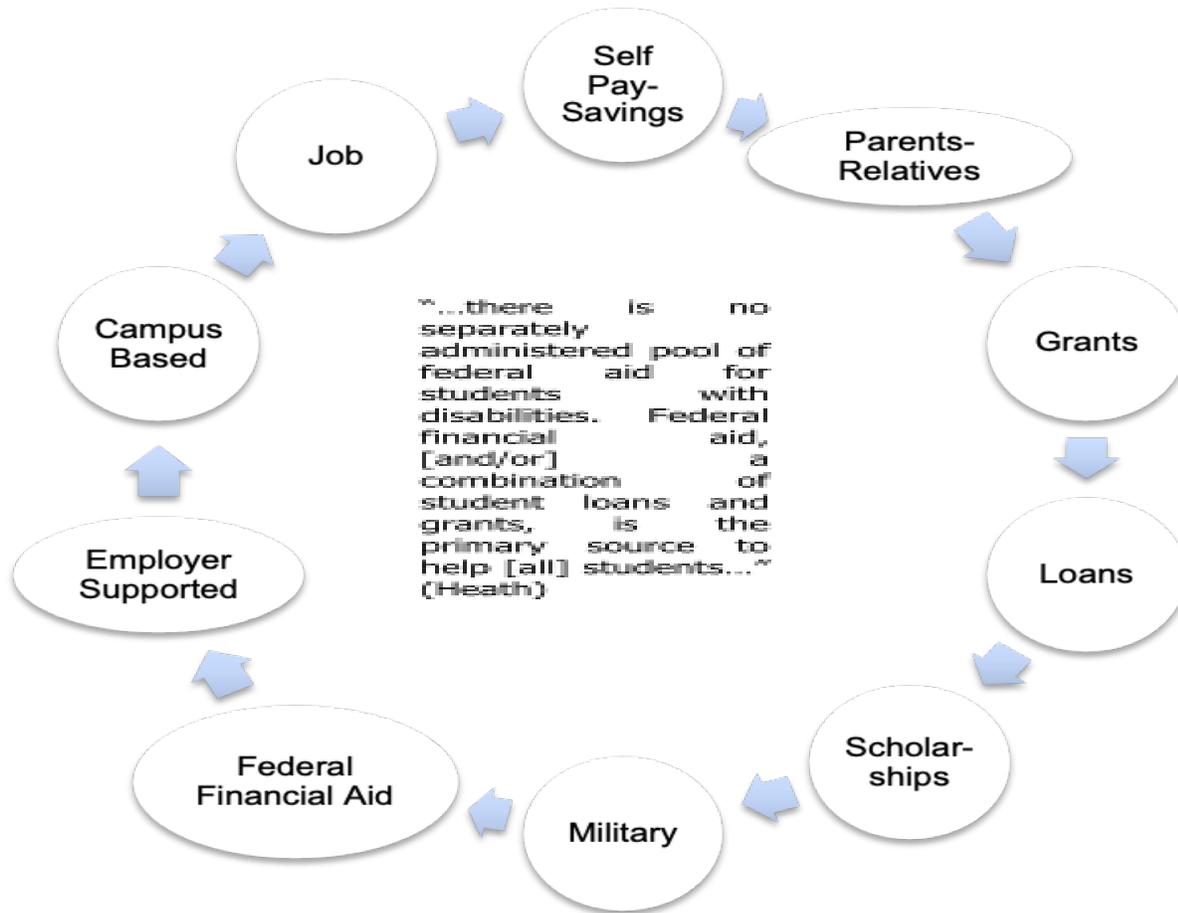
Am I a good problem solver?

Do I know and understand my legal rights?

Adapted from Virginia's College Guide for Students with Disabilities (2003 Edition). Available at <http://www.pen.k12.va.us>

Post-secondary Financial Considerations

A variety of sources available to pay for post-secondary education are shown below. Most students find that a combination of resources is required to meet the financial requirements of post-secondary education:



The Heath Resource Center Toolkit goes on to state:

High school counselors frequently receive requests from parents for information about financial aid and scholarships to help defray the rising costs of postsecondary education. Students with disabilities are often under the impression that a documented disability guarantees access to...funds for college level education. Unfortunately, in most instances...there are relatively few disability-specific grants and scholarships awarded; and most of [those] are highly selective, and usually awarded to the highest achieving students.

³⁴

³⁴ *Guidance and Career Counselors' Toolkit* (2006), George Washington University, National Clearinghouse on Postsecondary Education for Individuals with Disabilities.

"A STEP BY STEP GUIDE [TO] APPLYING FOR FINANCIAL AID ³⁵

- Start search as early as possible.
 - Search for a college.
 - Search for "free money."
 - Apply as early as possible.
- After applying for admission, file your forms.
 - Get the forms, know the deadlines.
 - File the Free Application for Federal Student Aid (FAFSA) as soon after **October 1st** as possible. You can obtain a copy of the FAFSA form from your high school, local college, or online at www.fafsa.ed.gov
 - Complete any supplemental aid application or institutional aid application that the college requires.
 - File any other applicable forms, such as housing or meal plan applications, by the deadlines.
- You've been accepted.
 - Compare the financial aid award packages carefully. The award packages from each school will vary, yet each will provide information on how much federal, institutional and state aid you are eligible for. Take the time, with your parents, to compare the packages and follow up with the individual financial aid offices if you have any questions. The moment has come! Choose the school you want to attend and accept in writing. Decline all other offers, in writing.
- Don't forget to follow through.
 - Accept your award package.
 - Choose your student loan lender.
 - Submit your student loan applications.
- You're on your way.
 - Attend your entrance interview. When you borrow for the first time, you must attend an entrance interview before money is disbursed. Your financial aid advisor can give you details.
 - Sign for the money (if required). The money will be sent to your school electronically or by check. Some schools apply the money to your tuition bill automatically. Others will request you sign for the money. Keep good records and get a great education!"

Cautions

In seeking financial assistance for post-secondary education, you need to be careful. Cameron Huddleston wrote in *Kiplinger* that:

Applying for financial aid can be intimidating and confusing. That's why so many scams offer to do the work for you – for an up-front fee, of course. There are legitimate services out there, too, but you could get the same information yourself free. Don't spend a dime for financial aid advice. Simply learn the system, the sources and apply early.³⁶

The U.S. Department of Education also provides cautions:³⁷

Questionable Tactics:

- Being told that there are millions of dollars in student aid that go unclaimed every year.
- Telling you that you cannot get the same information anywhere else.
- Requesting your credit card or bank account number to hold student financial aid for you.
- Some try to get you to send money by claiming that you are a finalist in a scholarship contest.
- Scholarship seminars frequently end with one-on-one meetings in which a salesperson pressures the student to "buy now or lose out on this opportunity."

³⁵<http://going2college.org/StateResources/actPage.cfm?stateID=47&isMain=0&pageID=4>

³⁶ Huddleston, Cameron, *Master the Financial Aid Process* (2010), Kiplinger <http://www.kiplinger.com/basics/archives/2003/02/story11.html>

³⁷ Adapted from: *Looking For Student Aid*, U.S. Department of Education, www.studentaid.ed.gov

Considerations for the College Search

There is no evaluation process for private search services...If you decide to use one of these services, you should check its reputation by contacting the Better Business Bureau (www.bbb.com), school Counselors or the state Attorney General's office.

The Scholarship Fraud Prevention Act created a fraud-awareness partnership between the U.S. Department of Education and the Federal Trade Commission(FTC). For more information about scholarship scams or to report a scam, call the FTC toll free at 1-877-382-4375 or go to www.ftc.gov/scholarshipscams

You can also investigate the organization yourself before making a commitment:

- Ask for the names of three or four local families who have recently used its services.
- Ask how many students have used the service and how many of them received scholarships.
- Find out about the service's refund policy.
- Get everything in writing.
- Read all of the fine print before signing anything. If information is unclear to you, ask someone (other than the one giving you the information) to assist you.

Advice should be sought based on your needs, but be aware that a good deal of information can be found through "free" assistance from school, family, community and web resources.

Resources

A good source for information on post-secondary financial planning is the high school Counselor and the system used by the high school for post-secondary information – Naviance. (See separate discussion of Naviance in this Book.) Community resources are also available, for example, the local library.

Other sources might include an individual's personal financial consultant, a banker, lawyer, and/or any person who is considered an expert in understanding matters related to borrowing and repaying debt. It is important to consider and understand what financial commitments are being made as they may affect you for many years.

Information and resources change rapidly so it is wise to check often to ensure that the information you have regarding funding, terms, deadlines, etc., are up-to-date.

Websites

- studentaid.ed.gov/sites/default/files/2012-13-funding-your-education.pdf (tambien en Espanol)
- <http://studentaid.ed.gov> - Student Aid on the Web (tambien en Espanol)
- <http://studentaid.ed.gov/eligibility/intellectual-disabilities>
- <http://studentaid.ed.gov/eligibility> - Who gets Aid?
- <http://going2college.org/StateResources/> - Some information on Illinois resources.
- <http://www.pacer.org/publications/possibilities/> - A Financial Resource for Parents of Children with Disabilities
- <http://www.washington.edu/doi/Brochures/Academics/financial-aid.html> - College Funding for Students with Disabilities, University of Washington
- <http://www.finaid.org/otheraid/ld.phtml> - Scholarships for Students with Learning Disabilities
- <http://www.finaid.org/> - Fin Aid – Guide to Financial Aid
- <http://www.heath.gwu.edu/modules/financial-aid/> - Financial Aid – Heath Resource Center, George Washington University
- <http://www.collegeanswer.com/index.jsp> - SallieMae - The planning for College Destination

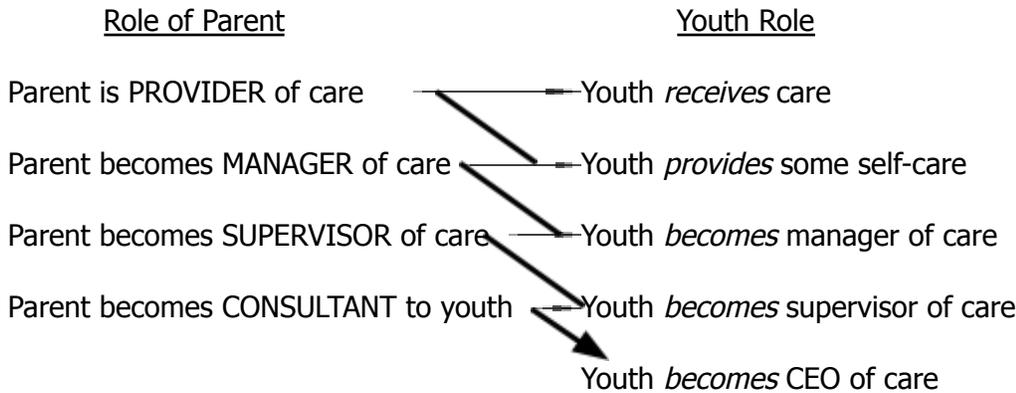
Considerations for the College Search

- <http://federalstudentaid.ed.gov/> – Federal Student Aid Gateway (Note particularly the Fact Sheets on Loan & Grant programs and the College Preparation Checklist)
- <http://www.fafsa.ed.gov/> - Free Application for FAFSA (tambien en Espanol)
- <http://www.nclد.org/parents-child-disabilities/teens/financial-aid-scholarships-resources-students-ld> - National Center for Learning Disabilities, How to Pay for College

Post-secondary Healthcare Concerns

As in all transition planning, the objective in Health Service planning is to guide the adolescent toward the maximum level of independence and responsibility possible within the context of his/her needs and abilities. This applies to all areas of preparing for post-secondary education and living and includes healthcare issues. A student's progression through the healthcare process can be visually portrayed as:

SHARED [Health] MANAGEMENT OVERVIEW



[Developed by the University of WA Adolescent Health Transition Project, with funding from the Washington State Department of Health, Children with Special Health Care Needs Program]

High school personnel are not qualified, nor are they responsible, for addressing specific student healthcare needs; rather those issues are left to professionals trained in medical, psychological, physical and other areas requiring health related attention. Parents and guardians should consider, in consultation with such professionals, how the process outlined above applies to their student. Some thoughts on beginning the process of considering specific healthcare issues are outlined below. They should provide a starting point from which parents and students can begin to explore post-secondary healthcare issues.

It is important that any student planning on living independently, in an academic environment or elsewhere, consider the following:

- Does the student understand any medical conditions he/she has and is he/she able to explain them?
- Can the student independently manage his/her healthcare needs; if not, what assistance must be available? (Examples: make medical appointments, take responsibility for daily personal health needs, refill medications and any medical supplies, take care of durable medical equipment, understand health insurance, etc.).
- Does student know when outside healthcare advice should be sought? For example, symptoms that require attention, body changes that could be concerning, etc.
- Is student aware of good health and lifestyle practices?
- Does student understand that his/her insurance card should be carried and shown when medical treatment is needed?
- Does student require a personal assistant to manage healthcare needs?

Considerations for the College Search

If attending college, the following are examples of information, which should be explored with the school's health center personnel prior to enrollment. This is particularly important if a student has physical, medical or psychological challenges.

Services/Service Providers

Does the school have a Student Health Center? If yes:

- What services are provided? Is there a limit on usage (number of occurrences and/or cost)?
- Do those services meet the student's needs? For example: medical, counseling, social, testing (medical/psychological), treatments, emergency care, provision or repair of equipment, etc.
- What types of Service Providers are available? For example: Doctors (physical and psychological), therapists, dentists, social workers, Counselors, etc.
- What days/hours are services available?
- If special supportive equipment (durable or disposable) or treatments are required, are those available?
- If a specific issue requires a specialist, specialized treatment, etc., which cannot be addressed by the school's Health Service, the type of Service Provider needed must be located. Contact with the provider should be made prior to the start of school and any necessary information sent.
- Pre-plan how transportation will be arranged for Service Providers not located on-campus. (Depending on the campus, transportation might also be necessary to travel to the Student Health Center.)

Insurance

- Does the school offer Health insurance? If yes:
 - What is the cost?
 - What is covered? (Types of services, number of visits, etc.)
 - Ask: If a student requires services beyond those provided by the Student Health Service, are those covered?
- If the student is currently covered by private or public health insurance currently, (including under a parent's plan), is that policy accepted by the school's health service, hospitals, doctors; that is, potential Service Providers. This would include such services located at or near the school being attended. If relevant to the student's policy, consider the availability of in-network and out-of-network staff.
- Many schools require proof of health insurance (e.g., copy of health care card). If proof is not provided, it may be mandatory to enroll in the school's health insurance plan.

Consider bringing:

- A summary of the student's health history, current Service Providers' names and phone numbers, emergency contacts, etc.
- Prescriptions should be brought with and/or forwarded to a conveniently located/accessible pharmacy.

Parental Access to Healthcare Information:

- If a student is under the age of majority -_Ask what "Consent for Treatment Forms" are needed and ensure they are brought with and/or forwarded as needed. Be aware of how to contact all Service Providers and that they have access to parent/guardian contact information.
- If a student has reached the age of majority, the student's consent must be given in order for parents, guardians or any other person to be given information on his/her personal

Considerations for the College Search

medical information. Check to see if there are specific exceptions to this information; for example, if the student is in a condition where he/she is unable to communicate or make medical decisions. Forms can be obtained from doctors, hospitals, etc., through which a student can give consent for information to be given to specific individuals.

Below is a specific example of advice available on-line for students with Mental Illness issues: (Note: information such as this is available for other types of health related concerns and can be accessed through on-line searches and/or disability specific organizations.)

The National Alliance on Mental Illness (NAMI) offers the following advice for students preparing for college:

Research Psychological and Psychiatric Services on Campus

- Most college Web sites offer an overview of their psychological and psychiatric services so it is helpful to start there to see what is available on a campus of interest. Also check out [Uline](#) to access information about services available at colleges across the country.
- Call or visit the college's counseling center to make sure it offers adequate treatment options tailored to your needs.
- Ask whether the campus-based psychological and psychiatric services are free to students or if students must pay for those services.
- Find out how many psychologists are on staff and make sure the school employs at least one licensed psychiatrist. With larger universities, multiple psychiatrists should be on staff.
- Make sure the school has strict confidentiality rules to protect your health information and privacy.

Research Hospitals and Private Practices in the Community

- Most campus-based mental health centers offer short-term care so it is important to find private practices near campus if you require long-term care.
- Make sure to locate mental health providers in the community that will accept your insurance. Also look into discounted rates or a sliding scale for students at off-campus locations.
- If you don't have a car, find out about public transportation for any off-campus appointments.

Research the Disability Resource Center

- Find out about the resources the college's Disability Resource Center offers for psychiatric disabilities. These vary greatly from campus to campus.
- Inquire about the specific services or accommodations provided to students with mental health conditions (e.g. test rescheduling, extended deadlines, priority registration, reduced course load, class substitution, etc.).
- Find out about the confidentiality policies of the school. Ask whether professors are informed of the specifics related to students' disabilities or only about the accommodations that should be made for them.
- Get in touch with students who are receiving services from the college's Disability Resource Center to learn about their personal experiences at the school.

Research Policies

- Know your rights. It is important to know what your rights are when attending college to ensure that you are receiving the accommodations to which you are entitled, that you are not discriminated against and that your college's policies and procedures are legal.

Considerations for the College Search

- Review "*Campus Mental Health: Know Your Rights.*"
- (At: <http://www.bazon.org/Portals/0/pdf/YourMind-YourRights.pdf>)
- Understand the college's privacy policies and what information is shared, if any, with families, staff (including professors and instructors), campus security personnel, residential advisors, law enforcement and hospitals.
- Find out about the school's policies for students taking a leave of absence as a result of a mental health condition, students experiencing a psychiatric crisis on campus, students whose mental health condition deteriorates so that they present a threat to themselves or others, and students whose health or welfare is in jeopardy.

http://www.nami.org/Content/NavigationMenu/Find_Support/NAMI_on_Campus1/Must_Dos_Before_Applying_to_Colleges.htm

College Application Checklist

Use this checklist to help you stay on top of your application tasks, paperwork and deadlines.

Application Checklist	College 1	College 2	College 3
Applications			
Request info & application forms			
Regular application deadline			
Early application deadline			
Common application?			
Supplements?			
Safety? Match? Reach?			
Grades			
High school transcript sent?			
Midyear grade reports sent?			
Test Scores			
ACT/SAT required?			
ACT/SAT scores sent?			
Letters of Recommendation			
Recommendations requested?			
Recommendations sent?			
Thank-you notes sent?			
Personal Statement			
Write personal statement			
Proof personal statement for spelling and grammar			
Have two people read personal statement			

Checklist			
	College 1	College 2	College 3
Essays			
Write essay(s)			
Proof essay(s) for spelling and grammar			
Have two people read essay(s)			
Interviews			
Interview at college			
Alumni interview			
Send thank-you note(s) to interviewer(s)			
Send and Track Your Application			
Make copies of all application materials ³⁸			
Apply online			
Include application fee			
Confirm receipt of application materials			
Send supplemental material, if needed			
Financial Aid			
Priority financial aid deadline			
Regular financial aid deadline			
Mail FAFSA			
Submit CSS/Financial Aid PROFILE®, if needed			
Mail institutional aid form, if needed			
Mail state aid form, if needed			
Scholarship research and applications			
After You Send Your Application			
Receive admission letter			
Receive financial aid award letter			
Checklist			
	College 1	College 2	College 3

³⁸ Note, some programs require additional application materials such as: music/dance – audition, art – portfolio, and tryouts for certain sports or clubs. Be aware of this so you can meet all deadlines.

Send deposit			
Send final transcript			
After You are Accepted			
Send documentation to Disabilities Services Office (DSO)*			
Register with DSO*			

*If you have chosen to disclose your disability.

Adapted from: Handout 4A, page 1-2, College Counseling Sourcebook, 4th Edition. © 2007 The College Board. All rights reserved. Permission granted to copy this for educational purposes.

The Why, When, What and How of Disclosure

Why disclose in the post-secondary setting?

As a student with a disability in elementary, middle and high school, you did not need to share information about your disability to receive accommodations because the school and your parents or guardians were there to assist you with arranging accommodations. Also, you had the support of the Individuals with Disabilities Education Act (IDEA), a law that entitles students with disabilities to receive a “free, appropriate public education.”

Once you leave high school, the IDEA does not apply to you. Instead, as a person with a disability, you are covered under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Both of these laws require that covered individuals with disabilities must be provided with reasonable accommodations if the individual discloses a disability and the institution is a covered entity. These laws do not specify the process for obtaining accommodations in the same manner in which the IDEA does. Therefore, it is up to you to share information about your disability to make sure you receive the accommodations you need.

After high school, accommodations are usually provided by a program's disability support service only if you disclose your disability and request accommodations. Some reasons for disclosing your disability in a post-secondary setting include:

- Obtaining information about available supports and services, accessing reasonable accommodations.
- Discussing academic requirements and your course of study.
- Ensuring that faculty members implement the reasonable accommodations you require and to which you are legally entitled.
- Providing legal protection against discrimination (e.g., ADA).
- Securing general assistance in the transition to the post-secondary setting.

When to disclose your disability:

The timing of your disclosure depends upon when you need accommodations. Generally, there are five instances when it may be important to consider disclosure.³⁹

- **PRIOR TO ENROLLMENT** - you would disclose at this time if you need accommodations during the application process.⁴⁰
- **AT THE TIME OF ADMISSION OR ENROLLMENT** - if you anticipate that you will need accommodations to complete your classes, it would be important to disclose at this point. Remember, you want to disclose your disability before you have trouble in a course due to a lack of accommodations. Also, disclosing early allows time for disability support services to plan and arrange needed accommodations.
- **DURING YOUR COURSE OF STUDY** - you would disclose at this point if you discover that you need accommodations while taking classes.
- **AFTER BEING DIAGNOSED** - you may want to disclose if you acquire a disability during your course of study and need accommodations to successfully complete the program.
- **NEVER**⁴¹ - you may choose not to disclose your disability if no accommodations are needed, or if you

³⁹ If you choose to disclose your disability, colleges cannot disclose it to other parties without your permission.

⁴⁰ If an applicant meets the essential requirements for admission, an institution may not deny that applicant admission simply because he or she has a disability, nor may an institution categorically exclude an applicant with a particular disability as not being qualified for its program(s). An institution may deny admission to any student, disabled or not, who does not meet essential requirements for admission or participation. Institutions do not have a duty to identify students with disabilities.

⁴¹ A student has no obligation to inform an institution of post-secondary education that he or she has a disability; however, if the student wants an institution to provide an academic adjustment or assign the student to accessible housing or other facilities, or a student wants other disability-related services, the

have decided to personally accommodate your needs.

How to disclose your disability:

Determine your own personal privacy boundaries concerning the amount and type of information you want to share with others. Pick a time when you are not rushed and can thoughtfully explain your needs to others. Remember to keep the disclosure conversation focused on your abilities and be self-determined and practical. It is also a good idea to practice talking about your disability with someone you trust to gain experience and feel comfortable.

What to disclose about your disability:

Programs may vary regarding the information that is requested from you. Below is information that you should be prepared to share with the disability support service staff:

- Information about your disability, including assessments and, if requested, documentation of your disability.
- Types of academic accommodations that have worked for you in the past.
- Types of academic accommodations you anticipate needing in the post-secondary setting.
- How your disability and other life experiences can contribute to success in your studies.
- How your disability affects your capacity to learn and study effectively.

To whom do you disclose your disability?

Generally, you should only disclose your disability to those individuals who have a need to know because of the accommodation process. You may consider disclosing to the program's disability support services staff, academic advisor, directly on your application or to the admissions staff. It is a good idea to begin by disclosing to the disability services office to learn what the specific procedures are for your program. Disability services can best advise students on when and how to disclose disabilities to others within the post-secondary setting.

Adapted from: US Department of Labor, <http://www.dol.gov/odep/pubs/fact/wwwwh.htm>

student must identify himself or herself as having a disability. The disclosure of a disability is always voluntary.

Personal Statements

Step 1: Think about yourself: What are your strengths and weaknesses? What are your best qualities? Are you a “plugger?” An intellectual? A creative type? Curious? Passionate? Determined? Think about life experiences that stand out in your mind. Also consider the highlights of school and non-school involvements. Think about what defines your life and who you are, as well as what your goals and interests are for the future. What would you like the admission committee to know about you? Are there any areas of your application that you feel require an explanation (e.g. grades, personal crisis, circumstances that affect test scores). Remember to keep discussions of potentially “negative” areas brief.

Step 2: Choose a positive quality you'd like to convey to the admissions committee:

Don't pick an event or something you've done. President of the Science Club is not a personal quality. Focus on a quality of your mind or of your character. Complete this sentence: "I am a very _____ person."

Step 3: Tell a story: Set a timer for 20 minutes. Pretend you're taking an exam at high school and responding to, "Tell a story about an experience or time when you showed you were a very _____ person." Use the characteristic you identified in Step 2. Write or type non-stop for 20 minutes; force yourself to keep telling the story and what it reveals until the timer goes off.

Step 4: Create a second draft: Make your personal statement a page in length. Rewrite the second draft so that the statement reflects exactly what you want the college or university to know and/or understand about you.

Step 5: Proof/edit your personal statement: Have one (or more) people you like and trust (but who are likely to tell you the truth) read your personal statement. Ask them to tell you what they think you're trying to convey. Discuss their ideas and suggestions. Review your personal statement adding, deleting and/or making needed changes after the review process.

Step 6: You're ready: You've got a rough draft for your college application essay. Look at the college application forms and see what question(s) are asked. No matter what the question(s) are, you've already identified the important characteristics you want to convey to each college.

CONSIDER:

- Stay within the set length and content set forth in the application.
- Be certain that you carefully check grammar and spelling. Have someone else proofread and critique your statement.
- Focus on one or two topics and keep ideas clear and concise.
- Use your first paragraph to capture the reader's attention. Use your final paragraph to create a succinct conclusion, which pulls together and emphasizes the major points of your statement.
- If you have decided on a specific career goal, tie a discussion of that goal to your experiences.
- If appropriate, tailor the contents of your personal statement to each college to which you are applying.
- Don't be preachy, repetitive, untruthful or unclear. Avoid controversial subjects.

STATEMENT EVALUATION QUESTIONS:

1. Did my opening paragraph capture the reader's attention?
2. Is the statement as a whole interesting?
3. Is it well written?
4. Is the statement positive and upbeat?
5. Does it reflect well on my qualifications and me?
6. Is it an honest and forthright presentation of me?
7. Was relevant material omitted?
8. Is there inappropriate or irrelevant material in the statement?
9. Does the reader gain insight from reading the statement?
10. Is it free of typos, grammatical errors and factual mistakes?
11. Does the statement distinguish me from other applicants?

Adapted from College Board-<http://www.collegeboard.com/student/apply/essay-skills/111.html>
& Marissa Brattole, Career Center, career.fsu.edu

Sample Personal Statement 1

Hello, my name is Sarah and I am a senior at Illinois High School. I was diagnosed at the age of five with a learning disability. I realized during my elementary years that my ADD and memory deficit were also affecting my performance in the classroom. I found that additional assistance from available resources on a regular basis improved my ability to succeed. I was able to learn through my experiences in school that the only way to get what I needed was to step up and truly make a plan for myself. I learned to use my confidence to get the help I needed. As I moved into high school, I used resource assistance, time management, and organization to keep myself on track and in focus. I took a chemistry class, as documented on my transcript, and I found it difficult due to the high volume of memorization that the course required. I was successful in this course because I got the help I needed through teachers, and used resources to find ways to remember the required concepts. I searched for easier ways, such as making similes, so I could register and store the information as needed. I know that seeking help and being organized are extremely important skills to bring to college and have proven to serve me well to this point. My disability has in many ways helped me to become an excellent student. I am hard working and persistent. I know that these traits will serve me well in my future as a student and on into my chosen profession. My goals are to become a nurse or an educator. I have always had a gift and desire to help and care for others. In caring for my nephew who struggles with muscular dystrophy I have first-hand experience with the precious value of life. I know that I will be successful in one of these fields because making a difference in the lives of others is the greatest accomplishment that I could ever achieve.

Sample Personal Statement 2

"Try harder..." "Pay closer attention..." "You are not trying hard enough..." "Study longer." Even though I give my best to assignments and tests, I have experienced numerous let downs in school, too many to count. No matter how hard I try, how closely I pay attention, or how much time I spend studying, my grades never seem to reflect my time and effort. Frequently frustrated, embarrassed, and often feeling low, the prescription for my low academic achievement was to "practice more" at what I could not do! Although this pattern has had a negative impact on my confidence as a student, it never crushed my motivation to become a better learner.

Being tagged learning disabled in elementary school caused me considerable confusion and anxiety, but in the end I did learn to compensate for what could be perceived as my shortcomings as a student. Simply put, I had a tough time trying to understand why I could not get the right answer down on paper, or express myself during an essay exam. How was I different from other students in my class? Not only did this question prove perplexing, but also one that would take years to answer. Diagnostic testing during my junior year revealed a language based learning disability that explained my struggles in school.

Language based learning disabilities cause difficulties in remembering names and recalling words that are needed for oral and written language. For example, it may appear as if I do not know an answer, but the reality is that I am often unable to express knowledge such as recalling a character's name, a location, a date, etc. As I learn more about how my disability affects learning, my frustration has lessened. Although my comprehension is good, this explains why I do not always have the ability to express myself or speak spontaneously, especially in the classroom.

Now understanding myself better, I consider myself as someone with a learning difference, not a learning disability. Although learning does not always come easy for me, it does happen. First and foremost, I am a hard worker and put forth my best effort. My time management is good, and I have taught myself to set realistic schedules for myself. Specific strategies do help me find academic success: making flashcards, writing things down over and over for memorization, color coding notes and folders, meeting with my resource teacher, and finding time to work with my tutor. These strategies are beneficial, but maintaining a positive outlook has been my most successful strategy of all.

My positive attitude developed as a direct result of my athleticism, a place where I have found success without a struggle. As an underclassman, the soccer coaches noticed my skills and agility and quickly moved me up to the varsity team. Today my coaches continue to push me to challenge myself on the field, and I seldom disappoint them. Although meeting the expectations of others is certainly fulfilling, there is no way it could compare to the feeling I will have if I am accepted and graduate from a university. Now ready for a new challenge, I set out knowing that the achievements I have to fight for feel far more satisfying than any gains that come with little or no effort.

Letters of Recommendation

Who to Ask

- Determine if the college requires letters of recommendation; some don't.
- Determine if the college asks for recommendations from teachers, school Counselor, etc.
- Teachers from the junior year are a good choice, because they have had you in class recently. The teacher you ask should be able to comment on your academic ability.

When to Ask

- Ask well in advance of the due date. Allow at least two weeks. Be certain that the due date for the recommendation is clearly indicated.
- A week before the due date you might want to check back with the teacher to see if the recommendation has been mailed.
- If the recommendation is to be mailed directly to the college be sure to include an addressed, stamped envelope.

How to Ask

- Request the recommendation in person.
- Make an appointment or find a time when the person from whom you are requesting the information has time to talk.
- Be respectful and appreciative.
- Bring all materials needed – forms, envelopes, addresses, any special requirements for the contents of the recommendation.

What to Ask

- Typically, you know your teachers well enough to know who can provide favorable reviews of your accomplishments. If in doubt, don't hesitate to ask if they feel comfortable writing a recommendation for you. In some cases, you may have no choice as to who to ask, but when you do, make the best choice possible.
- Request that teachers focus on academic talents and accomplishments.
- Try to remind teachers of specific areas of accomplishment in their class or program. If there are specific things you would like included in the recommendation, mention them. Also, explain your academic and personal goals for college so that the person preparing the recommendation has a sense of your vision of your future.
- Be prepared to talk to your counselor about your activities, participations, work experiences, etc. Also discuss any areas of concern that may require an explanation from your counselor in the recommendation.
- It is suggested that on the application form you waive your right to view recommendation letters. This gives more credibility to the recommendation in the eyes of the college.

Follow-up

- Once you have decided which college to attend, write thank-you notes to everyone who provided a recommendation and tell them where you've decided to go to college. Be sure to do this before you leave high school.

Adapted from: <http://www.collegeboard.com/>

Application Essays

Pick an essay topic

Colleges may offer a choice of essay topics. They could involve a discussion of you or your opinions, why you are interested in their school, a general topic on a newsworthy issue, etc. If the topic of the essay is left up to you, you might think about what question you would like to be asked if you were being interviewed, or write about a topic that you can relate to your personal experience and knowledge.

The college essay is important because it accomplishes a number of purposes:

- It addresses why you think a school is a good fit for you.
- It shows how well you can organize and express your thoughts.
- It is an opportunity for you to introduce yourself and supplement the other information in your application.
- It shows if you are able to follow directions by answering the specific given essay topic.

Prepare your essay

- Create an outline that addresses the specific essay topic. (Remember to organize your thoughts!)
- Use your outline to prepare a first draft.
- Be careful to fully explain your ideas, but don't repeat the same point multiple times. Include something of "yourself" in the essay. It could be a personal thought, example, story, etc.
- Be sure to adhere to any rules indicated by the college involving length, formatting, etc.

Edit/Proof

- Take a break before editing your draft.
- Correct any errors in grammar, punctuation, etc.
- If there is anything unnecessary: that is, it adds nothing to the essay or veers off point, remove it.
- Read your essay out loud to hear how it flows.
- Avoid including over-used expressions or slang.
- Don't try to over-impress by unnecessarily using "big" or "complicated" words. The essay should sound like you and reflect whom you are.
- Humor is good, but not too much.
- Review the draft one more time. Is it clear? Does it flow from one thought to the next? Is it focused and organized?

Have someone else proof your essay

- Ask one or more people to proofread your essay.
- Ask for honest criticism.
- Ask them to be as specific as possible.

Finalize

- Consider suggestions from proofreaders, but remember that you are the final judge of what is appropriate for *your* essay.
- Make changes.
- Do one more review.
- Keep a copy of the final essay in your records.

Adapted from: www.ucclermont.edu/documents/cms/TLC/Writing_An_Essay_Outline.ppt

Interviews

Preparing for the College Interview

- Decide on colleges at which you want to interview and schedule appointments.
- Find out with whom you will be interviewing.
- Find out information about the college and begin to decide what questions you would like to ask. Refer back to the section on *Questions to Ask During the College Search*. Also focus on why you would like to attend this particular school.
- Do some practice interviews using the *Typical Interview Questions* listed below.
- Decide what documents you should take with you and ensure that they are up-to-date. Be sure to take a list of activities, employment, etc., to provide the interviewer with basic information.
- Decide if you would like to see more of the campus, take a tour, meet any other people (e.g., the disability counselor), sit in on a class, see housing options, pick up financial aid forms, etc. Check on the availability of these options before the interview as some may either occur only at specific times or require appointments.

The Interview

- Be yourself.
- Make eye contact.
- Listen carefully and respond thoughtfully. Do not talk to excess; don't just respond yes/no.
- Speak clearly using proper grammar and tone.
- Try to stay positive and optimistic.
- Ask questions that demonstrate your interest in and knowledge of the school at which you are interviewing.
- Relax and try not to be nervous.
- Be honest, don't lie or exaggerate.
- Be prepared to discuss your ideas and school background.
- Be prepared to discuss extracurricular and non-school activities and employment.
- Be sure to obtain the names of all individuals with whom you interviewed.

Post-Interview Activity

- Send a personal thank-you note to each person with whom you interviewed.
- Take any necessary follow up actions, e.g., send additional materials requested during the interview; make note of additional questions that still require answers; take steps to obtain needed information; return any forms; etc.

Typical Interview Questions

- Questions about you and your background, activities, hobbies and employment - paid and/or volunteer. What are your assets and liabilities (i.e., good qualities and those that need improvement)?
- Questions about your interest in the school at which you are interviewing.
- If admitted, what contribution can you make to the school?
- Why should you be admitted?
- What worries you about going to college?
- Questions about your goals and interests.
- Questions about your high school experience, favorite courses, etc.
- If applying for a special program, questions about your disability and needed accommodations may be asked as well as questions about your learning style (e.g., How do you learn best?).
- General questions such as: "Tell me about your high school, best friends, family, hometown, favorite teacher, trips , etc." "How would someone else describe you?"

Obtaining Disability Accommodations and Related Services at the College Level

If you are a student with a disability attending, or planning to attend, a college or university, you may need academic or work-related accommodations and related support services. The only way you can receive academic accommodations and services⁴² related to a disability is when you:

1. Contact the college's coordinator of disability services;
2. Provide the required documentation of your disability;
3. Request services each academic term;
4. Address and resolve specific accommodations.

Contacting Disability Services

All colleges have someone assigned to provide services to students with disabilities. (Schools may or may not have an office titled "disability services," or similar, where these services are managed.) The office or coordinator, who is often identified as the Disability Services Coordinator, may be located in the college's counseling or student affairs center.

If you wish to request accommodations, you must do so by registering with this office. If you are already attending the college, you should meet with the Disability Services Coordinator to find out what documentation of your disability is required. If you are planning to attend the college in the near future, you should ask ahead of time about the documentation requirements and due dates.

**Note: It is recommended that you register with Disability Services prior to college entrance.

Providing Required Documentation

All colleges – community, technical and four-year/graduate universities – require documentation of a student's disability and need for accommodations in order to determine:

- Eligibility for services
- The specific accommodations and services that are needed

If you are a student who received special education or other disability supports in high school, the school psychologist, private psychologist or a medical doctor most likely completed an evaluation with testing. A copy of that report may be sufficient as documentation of your disability. Your most recent IEP (Individual Education Plan) and/or SOP (Summary of Performance) can be helpful, but generally won't qualify as documentation of your disability for college purposes.

Some colleges have a time limit on accepting documentation. Most colleges will accept documentation as valid if the report is within three years prior to the date of college enrollment.

Since most high schools have a time limit on how long student records are retained after graduation (usually five years), it is best to request a copy of your last IEP and a copy of an updated assessment report (administered by the school psychologist or medical doctor) before you graduate.

⁴² See Footnote 45, page 55. Also, see discussion under section titled: *The Why, What, When & How of Disclosure*.

If you must be tested for a disability after high school graduation, you must pay for that testing and it can be expensive.

Requesting Services

After meeting with you and reviewing your documentation, the Disability Services Coordinator will better understand how your disability impacts your learning, and will be able to determine possible accommodations. Keep in mind that services must be requested from the Disability Services Office each term. Services will not be offered **unless you make the request**. You are your own best advocate to make your needs known, and to request additional help if the provided supports are not addressing your learning needs. You “should be able to describe how [your] disability affects the following aspects of learning:

- Classes (lectures, laboratory, web-based classes, collaborative groups)
- Assignments (reading, writing, calculating, keyboarding, library work)
- Communication (speaking, listening, using phones and e-mail)
- Evaluation (tests, papers, oral reports, group presentations, projects)
- Time constraints (timed tests, deadlines, assignment due dates)
- Attendance (class, required activities, residential living requirements)⁴³

Working Out Specific Accommodations

It is important to know what accommodations are available and which are likely to work for you. You may not need the same accommodations for each class – a history class, for example, may require a different accommodation than a math class. You will be in partnership with the Disability Services Coordinator and the course instructor to work out which accommodations will work best for you.

Although the college is required by law to provide a reasonable accommodation, it may not always agree to your request for a *specific* accommodation. Determining which accommodations will be effective can sometimes be a process of experimenting and making adjustments.

Accommodations in an academic setting may include, but are not limited to:

1. Provision of note takers, readers, scribes for exams, proofreaders, editing services, lab assistants, and tutors. (Note: individual tutoring is not a required accommodation, and is considered by many schools as a personal service for which the student must arrange and pay.)
2. Provision of textbooks and other educational materials in alternative form, such as audiotapes, large print, electronic format (e-text) or Braille.
3. Access to adaptive computer equipment (i.e., Assistive Technology) in computer labs and libraries.
4. Sign language, oral interpreting and real-time captioning services.
5. Alternative testing services such as; extended time, quiet location, taped tests, oral tests, alternative test sites or use of a computer as an aid for quizzes and exams.
6. Access to adaptive equipment such as closed caption devices, amplified phone receivers, low vision reading aides, tape recorders and computer enhancements.
7. Equal access to classes, activities, housing and services.
8. Preferential seating in the classroom.
9. Extension of timelines to complete assignments, certification or degree requirements.
10. Permission to take less than full-time credit and still be eligible to receive financial aid.
11. Foreign language and math course substitutions, e.g., option to take foreign culture class instead of foreign language.
12. Early registration.

Adapted from: Ladders to Success: "A Student's Guide to School after High School," Puget Sound Educational Service

⁴³ Region Five Transition Guide, <http://sharedwork.org/documents/TransitionGuide.pdf>

Additional Resources

There are many informational resources available to assist students in the transition process. Resources are available in the general area of high school transition and also transition as related to specific disabilities.

The first resource for students to consult is their high school transition coordinator and/or guidance counselor. This is the person most familiar with each student and his or her particular needs. Other resources include:

CHOICES Website: www.postsecondarychoices.org

ACT: <http://www.act.org/>

Alexander Graham Bell Association for the Deaf and Hard of Hearing: www.agbell.org

Association for Persons in Supported Employment (APSE): www.apse.org

Association on Higher Education and Disability (AHEAD): www.ahead.org

Children and Adults with Attention Deficit Hyperactivity Disorder (CHADD): www.chadd.org

College Board: www.CollegeBoard.com

Coordinator for Transition Services, Illinois State Board of Education, SM Walter, Highland Park, IL,
PH: 618 651-9028, email: smwalter@charter.net or swalter@isbe.net -
www.isbe.state.il.us/spec-ed/html/total.htm

Council for Exceptional Children: www.cec.sped.org

Councils on Developmental Disabilities: www.state.il.us/agency/icdd/

DHS (State Vocational Rehabilitation Agency): <http://www.dhs.state.il.us>

[disabilityInfo.gov](http://disabilityinfo.gov) - comprehensive Federal website of disability-related government resources:
<http://disabilityinfo.gov>

Heath Resource Center of George Washington University: <http://www.heath.gwu.edu>

Illinois Employment and Training Center (IETC): <http://www.ildceo.net/RegionalOutreach/>

Illinois State Board of Education: <http://www.isbe.state.il.us/spec-ed/>

Illinois Special Ed: <http://illinoisspecial.ed.com/>

Illinois Vocational & Technical Schools: http://www.rwm.org/rwm/tf_ill.html

Additional Resources

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

Job Corp (U.S. Dept of Labor): <http://www.jobcorps.gov/Youth.aspx>

National Association for College Admissions Counseling: www.nacacnet.org

National Association for Down Syndrome: www.nads.org

National Center for Learning Disabilities (NCID): www.ncld.org

National Center on Secondary Education and Transition (NCSET): <http://www.ncset.org/>

National Council on Disability: www.ncd.gov

National Information Center for Children and Youth with Disabilities (NICHCY):
<http://www.nichcy.org/>

Online Asperger's Syndrome Information & Support (OASIS):
<http://www.udel.edu/bkirby/asperger/>

Post-ITT: www.postitt.org

Programs for Children and Youth who are Blind or Visually Impaired:
www.dhs.state.il.us/page.aspx?item=29974

Programs for Children and Youth who are Deaf or Hard of Hearing, or Deaf-Blind:
www.dhs.state.il.us/page.aspx?item=29975

Programs for Children with Special Health Care Needs: www.uic.edu/hsc/dscc/

Programs for People with Developmental Disabilities: www.dhs.state.il.us/page.aspx?item=32253

The Source – Autism and Asperger's: <http://maapservices.org/>

Tools for Student Success: <http://www.ed.gov/parents/academic/help/tools-for-success/index.html>

U.S. Department of Education: www.ed.gov

Where can I find information in Spanish? Necesito informacion en Espanol?:
<http://www.heath.gwu.edu/resources/faqs/?page=2>

• SECTION 2 – POST-SECONDARY LISTS •

This Section includes a listing of post-secondary and transition programs that provide various levels of support for students⁴⁴ with disabilities.

This Section is divided into two parts:

Colleges with Specific Programs

Alternative Post-secondary Transition Programs

Schools provide a variety of services for students with disabilities.

- Most schools offer mandated services; that is, services whose provision law requires. Mandated services may include: priority registration, reduced course load, note takers, extended time on tests, testing in distraction free rooms, etc. Mandatory services usually do not have any additional cost.
- Schools sometimes offer additional support services at a charge such as tutoring, personal attendants, individually prescribed devices, etc.
- Some schools have completely separate programs, which are designed for students with disabilities. These programs generally do have a cost associated with them.

Information on services can be obtained from individual schools.

Note that school information is organized in the following manner: School Name, Program/Office, Contact(s), Phone Number(s), Address, Email(s), Website(s), Number of Students.

⁴⁴ Note that on the lists that follow, “students” refers to the total number of undergraduate students/participants.

Colleges with Specific Programs

Adelphi University

Learning Resource Program (SLD, ADHD) , Lauren Lavoie, Dir. Rosemary Menamara, Assoc.

516-877-4718, 516-877-4731

Garden City, NY

LRP@adelphi.edu

<http://adelphi.edu/LRP>

Adelphi University

Bridges to Adelphi Program (ASD) , Diana Damilatis, Interim Director

516-877-4171

Garden City, NY

bridges@adelphi.edu

www.bridges.adelphi.edu

Alfred University

Center for Academic Success (VI) , Liz Shea, Director

607-871-2148

Alfred, NY

CAS@alfred.edu, SHEA@ALFRED.EDU

www.alfred.edu/cas

American University

Learning Services Program for Freshmen w/ LD (SLD) , Nancy Sydnor-Greenberg, Coordinator

202-885-3360

Washington, DC

sydnorgr@american.edu, asac@american.edu

<http://www.american.edu/provost/academic-success/>

Anderson University

Disability Services - Bridges Program (SLD, ADHD) , Genia Berndt, M.Ed., Director

765-641-4223

Anderson, IN

gberndt@andersonuniversity.edu

<https://www.anderson.edu/kissinger/dss>

Auburn University

Skill Program (SLD, ADHD) , Shanna Brodbeck, M.S., Program Director

334-734-6285, 334-844-2096

Auburn, AL

accessibility@auburn.edu, sbrodbeck@auburn.edu

<https://cws.auburn.edu/Accessibility/cm/skill>

Augsburg University

Access Center (PD) , Kathy McGillivray, Director

612-330-1749

Minneapolis, MN

class@augzburg.edu, Mcgillik@augzburg.edu

<http://www.augsburg.edu/accesscenter/>

Augsburg University

CLASS - Ctr. for Learning and Adaptive Stud. Serv. (AD) , Kathy McGillivray, Director

612-330-1371

Minneapolis, MN

class@augzburg.edu, mcgillik@augzburg.edu

www.augsburg.edu/class

Austin Peay State University

Full Spectrum Learning (ASD) , Emmanuel Mejeun, Program Director

931-221-7543

Clarksville, TN

fullspectrumlearning@apsu.edu, mejeune@apsu.edu

www.apsu.edu/full-spectrum-learning/

Ball State University

Disability Services (PD) , Dr. Courtney Jarrett, Director

765-285-5293

Muncie, IN

dsd@bsu.edu, cjarrett@bsu.edu

www.bsu.edu/disabilityservices

Beacon College

Support Services (SLD, ADHD) , Katy Reinke

855-220-5376

Leesburg, FL

admissions@beaconcollege.edu

www.beaconcollege.edu

Bellevue College

Neurodiversity Navigators (ASD) , Sara Sanders Gardner, Program Director

425-564-2764

Bellevue, WA

asn@bellevuecollege.edu

www.bellevuecollege.edu/autismspectrumnavigators/

Bethany College

PASS - Program for Academic and Social Success (SLD, ADHD) , Heather A. Taylor, Director

304-829-7408

Bethany, WV

htaylor@bethanywv.edu

www.bethanywv.edu/academics/academic-support-

Boston College

ADHD & Learning Disability Support Services (SLD, ADHD) , Ildiko Szekely, Asst. Dir.

617-552-0835, 617-552-3470

Chestnut Hill, MA

ildiko.szekely@bc.edu

www.bc.edu/disability

Boston University

SES - Strategic Education Services (ASD, ADHD) , Madison Murphy, Student Serv. Coord.

617-353-3658

Boston, MA

murphyma@bu.edu@bu.edu,

access@bu.edu www.bu.edu/disability

Bowling Green State University

FLY - Falcon Learning Your Way Prog. (SLD, ADHD) , Travis Brown, Dir., Penny Soboleski

419-372-6067, 419-372-6573

Bowling Green, OH

brownst@bgsu.edu, pennys@bgsu.edu, access@bgsu.edu

www.bgsu.edu/learning-commons.html

California State University

Disability Support Services (VI) , Lori Palmerton, Director

657-278-3112

Fullerton, CA

lpalmerton@fullerton.edu, dsservices@fullerton.edu

www.fullerton.edu/dss/about_dss/

California State University, LB

LIFE Project (ASD) , Shauna Hagemann, AS Associate

562-985-1675

Long Beach, CA

Shauna.Hagemann@csulb.edu

www.csulb.edu/autism

California State University, LB

SB Learning Disability Program (SLD) , Brian Carey, Asst. Director

562-985-4430, 562-985-5557

Long Beach, CA

Brian.Carey@csulb.edu, Tina.Sutera@csulb.edu

www.csulb.edu/sbp

Carleton College

PEERS, CAPS, 1st yr Transition Prog. (AD) , Chris Dallager, Director

507-222-5250

Northfield, MN

PEERS@Carleton, cdallager@carleton.edu

<http://apps.carleton.edu/disabilityservices/>

Clemson University

Spectrum Program (ASD) , Margaret M. Camp, M.ED.,Dir., Tom Beeson, SP

864-656-6848

Clemson, SC

studentaccess@lists.clemson.edu, mmcamp@clemson.edu, tbeeson@clemson.edu

www.clemson.edu/academics/studentaccess/autism-transition.

College of Charleston

Center for Disability Services (SNAP) (AD, VI) , Deborah Freel Mihal, Director

843-953-1431

Charleston, SC

SNAP@cofc.edu, mihaldf@cofc.edu

<http://disabilityservices.cofc.edu/>

Colorado State University

Opportunities for Postsecondary Success (ASD, SLD, ADHD) , Julia Kothe

970 491-1356, 970-491-5930

Ft. Collins, CO

julia.kothe@colostate.edu, contactccp@colostate.edu

http://ccp.chhs.colostate.edu/programs/ops_post_secondary.

Curry College

PAL - Program for Advancement of Learning (SLD, ADHD) , Elizabeth Burroughs

617-333-2210

Milton, MA

eburroughs@curry.edu, PAL@Curry.edu

<http://www.curry.edu>

Daemen College

College Autism Transition (ASD) , Theresa Bass, Director

716-839-8300, 716-839-8228

Amherst, NY

contactus@daemen.edu, tbass@daemen.edu

www.daemen.edu/student-life/student-services/student-

Dakota State University

Strong Program (ASD) , Jordan Schuh, Disability Services Coordinator

605-256-5121, 888-378-9988

Madison, SD

jordan.schuh@dsu.edu

<https://dsu.edu/studentlife/student-success-center/spectrum>

Davis & Elkins College

Supported Learning Program (SLD) , Mary Ellen Schubert, Director, Naylor Lrn. Ctr

304-637-1384

Elkins, WV

nlc@dewv.edu, schubertm@dewv.edu

<http://www.davisandelkins.edu> (Search “Supported Learning”)

Davis & Elkins College

CONNECT Program (PC) , Mary Ellen Schubert, Director, Naylor Lrn. Ctr

304-637-1384

Elkins, WV

nlc@dewv.edu, schubertm@dewv.edu

<http://www.davisandelkins.edu> (Search “Supported Learning”)

Dean College

ARCH Learning Community (SLD, ADHD) , Lynne Dasilva

508-541-1983

Franklin, MA

ldasilva@dean.edu, admissionsemail@dean.edu

https://www.dean.edu/arch_program.aspx

Defiance College

ASD Affinity Program (ASD) , Dr. Clarissa Barnes, Dir. Hench

419-783-2355

Defiance, OH

cbarnes@defiance.edu, autism@defiance.edu

www.defiance.edu

Drexel University

Drexel Autism Support Program (DASP) (ASD) , Amy Edwards EdD, Director

215-571-4879

Philadelphia, PA

amy@drexel.edu, dasp@drexel.edu

www.drexel.edu/studentlife/dasp

East Carolina University

STEPP Program (SLD) , Emily Johnson

252-737-2275

Greenville, NC

johnsonem@ecu.edu, projectstepp@ecu.edu

www.ecu.edu/stepp/

Eastern Illinois University

FOCUS Program (AD) , Julie Walters, Office Mgr.

217-581-6583

Charleston, IL

jwalters@eiu.edu, studentdisability@eiu.edu

<http://eiu.edu/disability/>, sds@eiu.edu

Eastern Illinois University

STEP - Students Transitional Education Program (ASD) , Jill Fahy, Interim Director

217-581-6361

Charleston, IL

jkfahy@eiu.edu, sds@eiu.edu

www.eiu.edu/step/

Eastern Michigan University

College Supports Program (ASD) , Dr. Sally Burton-Hoyle, Fac Adv.,

734-487-4418, 734-487-6483

Ypsilanti, MI

cboik2@emich.edu, autismcenter@emich.edu

emich.edu/collegesupportsprogram/index.php

Eastern University

College Success Prog. for Students Living w/ASD (ASD) , Sharon Thompson, Ph.D., Lisa Hemlick, Ph.D.

484-654-2378, 610-341-5837

St. Davids, PA

sthompson@eastern.edu, lhemlick@eastern.edu, ccas@eastern.edu

www.eastern.edu

Edinboro University

BASIS Program (ASD) , Lisa Laird, Basis Coordinator

814-732-2462, 814-732-1393

Edinboro, PA

oas@edinboro.edu, laird@edinboro.edu

www.edinboro.edu/directory/offices-services/osd/index.html

Edinboro University

Office for Accessibility Services (PD) , Sharon Conklin, MA, Associate Director

814-732-2160

Edinboro, PA

sconklin@edinboro.edu, oas@edinboro.edu

www.edinboro.edu/directory/offices-

Fairleigh Dickinson Univ., Metro.

Regional Center for Learning Disabilities (SLD) , Mary Hebert (Florham)

201-692-2716(M), 973-443-8981

Teaneck, NJ

bbyrnes@fdu.edu, hebert@fdu.edu

www.fdu.edu/academics/centers-institutes/rcslld/

Fairleigh Dickinson University

COMPASS - support for students with Autism (ASD) , Danielle Dennis (Metro Campus), Erica Gale FDU, COMPASS, CPS

201-692-2645x411, 973-443-8095

Hackensack, NJ

compassmetro@fdu.edu, compassflorham@fdu.edu

<https://www.fedu.edu/academics/colleges->

Flagler College

Disability Services (HI) , Michella Maiorana-Basas, Co-ord. Deaf Education

904-819-6277

St. Augustine, FL

MMaioranaBasas@flagler.edu

<https://flagler.edu>

Gallaudet University

Office of Admissions and Outreach (HI) , Lisa Jacobs,
202-250-2494 (VP), 800-995-0550
Washington, DC
admissions@gallaudet.edu, guacmidwest@gallaudet.edu
www.gallaudet.edu

Gallaudet University

GURC-Midwest (HI) , Philip Endicott, Co-ordinator
618-565-0054 (VP)
Carterville, IL
guacmidwest@gallaudet.edu
gurc-midwest.weebly.com

George Mason University

Mason Autism Support Initiative (ASD) , Jamilah Anderson, Prog.Coord.
703-993-2474 Fax: Call,
Fairfax, VA
jander53@gmu.edu, masi@gmu.edu
<https://ds.gmu.edu/masi/>

George Mason University

Executive Functioning Program (AD) , Naomi Martinez-Jones
703-993-2474
Fairfax, VA
ods@gmu.edu
<https://ds.gmu.edu/efp/>

Grand Valley State University

Campus Links Program (ASD) , Shontaye Witcher, Dir.
616-331-2490 Fax: 616-331-3684
Allendale, MI
dsrgvsu@gvsu.edu, witchesh@gvsu.edu
www.gvsu.edu/dsr

Harper College

Kimball Hill Family Deaf Institute (HI) , Jason Altmann, Director

847-925-6266, 224-836-5048 (VP)

Palatine, IL

ads@harpercollege.edu

www.harpercollege.edu/services/ads/deafinstitute.php

Harper College

Transition Autism Program, Project TAP (ASD) , Jason Altmann, Director

847-925-6266

Palatine, IL

projecttap@harpercollege.edu

www.harpercollege.edu

Harper College

ACES (SLD, ADHD) , Jason Altmann, Director

847-925-6266

Palatine, IL

ads@harpercollege.edu

www.harpercollege.edu

High Point University

Learning Excellence (AD, ADHD) , April Cosner, Program Director

336-841-9496

High Point, NC

acosner@highpoint.edu

highpoint.edu/academicservices/learningexcellence/#tab3

Hofstra University

PALS - Academic Coaching (SLD, ADHD), Julie A. Yindra, Director

516-463-7075

Hempstead, NY

julie.yindra@hofstra.edu, sas@hofstra.edu

www.hofstra.edu/studentaffairs/stddis

Iona College

CAP - College Assistance Program (LD, ADHD, ASD) , Samantha Vredenburgh

914-633-2582

New Rochelle, NY

SVredenburgh@iona.edu, CAPinformation@iona.edu

www.iona.edu/academics/academic-support-services/college-

Kent State University

Autism Advocates Program (ASD) , Amanda Feaster, Director

330-672-3391

Kent, OH

autism@kent.edu, zstrick1@kent.edu

<https://www.kent.edu/diversity/autism-initiatives>

King's College

First Year Academic Studies Program (AD) , Sheri Yech, Disability Services Coordinator

570-208-5800

Wilkes-Barre, PA

sheriyech@kings.edu

https://www.kings.edu/academics/support/skills_center/fasp

Kirkwood Community College

ASK Program , Amanda Thompson

319-398-5574 Fax: 319-398-4933

Cedar Rapids, IA

amanda.thompson@kirkwood.edu, learningservices@kirkwood.edu

<http://www.kirkwood.edu/learningservices>

Landmark College

Progs. for students with SLD, ADHD, ASD , Sydney Ruff, Director of Admissions

802-387-7223

Putney, VT

admissions@landmark.edu, sydneyruff@landmark.edu

www.landmark.edu

Landmark College

Bridge Semester (PC, SLD, ADHD, ASD) , Sydney Ruff, Director of Admissions

802-387-6885

Putney, VT

admissions@landmark.edu, sydneyruff@landmark.edu

www.landmark.edu/

Lewis University

SUCCESS Scholars Program (AD) , Melissa Eichelberger, PhD, Coordinator

815 836-5583

Romeoville, IL

Learningaccess@lewisu.edu, eichelme@lewisu.edu

www.lewisu.edu/case/bridgesuccess.htm

Lincoln College

ACCESS (AD) , Allyssa Schweisthal, Coordinator

217-735-7335

Lincoln, IL

ods@lincolncollege.edu, access@lincolncollege.edu

<http://lincolncollege.edu/academics/resources/disability->

Long Island U., Post

Academic Resource Program (SLD, ADHD) , Marie Fatscher, Director

516-299-3057

Brookville, NY

Post-LearningSupport@liu.edu, marie.fatscher@liu.edu

www.liu.edu/post/Campus-Life/Student-Services/Learning-

Loras College

Enhanced Program (SLD, ADD) , Lynn L. Gallagher, Ed.D., Director

563-588-7134

Dubuque, Iowa

lynn.gallagher@loras.edu, lynch.learningcenter@loras.edu

www.loras.edu/learningcenter

Loras College

ARCH (ASD) , Lynn L. Gallagher, Ed.D., Director

563-588-7134

Dubuque, IA

lynn.gallagher@loras.edu, lynch.learningcenter@loras.edu

www.loras.edu/learningcenter

Lynn University

Institute for Achievement & Learning (SLD, ADHD) , Honey Frydman

561-237-7526

Boca Raton, FL

HFrydman@lynn.edu

<https://www.lynn.edu/academics/individualized>

Lynn University

Accessibility Services (ASD, VI, HI, SLD, PD) , Dr. Catherine Wharton, Adriana Egocheaga, M.S.,

561-237-7105, 561-237-7711

Boca Raton, FL

CWharton@lynn.edu, AEgocheaga@lynn.edu

www.lynn.edu/

Manhattanville College

Valiant Learning Support Program (SLD) , Alyssa CampoCarman, Assistant Director

914-323-7127, 914-323-7129

Purchase, NY

alyssa.campocarman@mville.edu

www.mville.edu

Manhattanville College

Pathways and Connections (PAC) (ASD) , Alyssa CampoCarman, Assistant Director

914-323-7127

Purchase, NY

alyssa.campocarman@mville.edu

www.mville.edu

Mansfield Hall

Residential College Support Prog. for Learning Differences (AD) , Jake Weld, M.Ed., Dir. of Admissions

802-380-4413

Madison, WI & Burlington, VT & Eugene, OR

info@mansfieldhall.org, jake@mansfieldhall.org

www.mansfieldhall.org/locations/madison-wisconsin/

Marist College

Learning Support Program (SLD, ADHD, PD) , Gale Canale, Coordinator

845-575-3274

Poughkeepsie, NY

accommodations@marist.edu

www.marist.edu/specserv

Marquette University

On Your Marq ASD (ASD) , Emily Raclaw, MS. LPC, Director

414-288-0212, 414-288-0203

Milwaukee, WI

oym@marquette.edu, emily.raclaw@marquette.edu

<http://www.marquette.edu/disability-services/on-your-marq/>

Marshall University

H.E.L.P. Program. (SLD, ADHD) , Debbie Painter, MA, Director

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Huntington, WV

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www.marshall.edu/help/

Marshall University

College Program for Students with ASD (ASD) , Marc Ellison, Exec. Dir., Dr. Rebecca Hansen, Dir.

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<https://www.marshall.edu/collegeprogram/>

Marymount Manhattan College

Academic Access Program (SLD) , Diana Nash, Director

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www.mmm.edu/offices/academic-access-program/

McDaniel College

Academic Skills Program (MAP, PASS, Basic Program) (AD) , Melanie Conley, Director

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Mercyhurst University

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Mercyhurst University

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Michigan State University

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Misericordia University

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www.misericordia.edu/campus-life/student-services/disability

Missouri State University

Project Success (SLD, ADHD) , Dr. Steve Capps, Kerri Mothersead

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Springfield, MO

LearningDiagnosticClinic@missouristate.edu, amandapolking@missouristate.edu

<http://psychology.missouristate.edu/lcd/>

Missouri State University

Learning Diagnostic Clinic (SLD) , Dr. Steve Capps, Dir., Dr. Hannah Jayne Harris, Asst.

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Springfield, MO

LDC@missouristate.edu, StevenCapps@MissouriState.edu

<http://psychology.missouristate.edu/lcd/>

Missouri State University

TRIO Student Services (VI) , Karen A. Grosso, Asst. Director

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serenawhorton@missouristate.edu

http://trio.missouristate.edu/TRIO_Contact_US.aspx

Mitchell College

Bentsen Learning Resource Center (SLD, ADHD) , Alice Murallo, Asst. Director

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Mitchell College

Academic Coaching for Empowerment (AD) , Alice Murallo

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www.Mitchell.edu

Mt. Saint Joseph University

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<http://www.msj.edu/academics/disability-services/project>.

Murray State University

Project Pass (AD) , Kenneth M. Ashlock, Director

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Muskingum University

The PLUS Program (AD) , Melissa Choate, Plus Services Coordin.

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New York University

Moses Center for Students with Disabilities , Robyn Weiss, Director

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New York, NY

mosescsd@nyu.edu, rew8@nyu.edu

www.nyu.edu

Nicholls State University

Bridges to Independence - Degree Prog. (ASD) , Dr. Mary Breaud, Bridge Prog. Advisor

985-448-4341, 985-448-4298

Thibodaux, LA

mary.breaud@nicholls.edu, tara.martin@nicholls.edu

<https://www.nicholls.edu/disability/>

Northeastern University

Learning Disabilities Program (SLD, ADHD) , Jennifer Newton, Director

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Boston, MA

j.newton@northeastern.edu, DRC@northeastern.edu

<http://www.northeastern.edu/ldp>

Notre Dame College

Academic Support Center (SLD) , Mary Jo Levand, Director, ASC

216-373-5184

South Euclid, OH

mlevand@ndc.edu

notredamecollege.edu

Nova Southeastern University

Access Plus (ASD) , Dr. Maribel Del Rio-Roberta, Dr. Carmen Session

954-262-8529, 954-262-7168

Fort Lauderdale, FL

mdelrio@nova.edu, carmsand@nova.edu

www.nova.edu/accessplus/index.html

Ohio State University

Ace! (ASD) , Karen Krainz Edison, MSW, LSW, Program Manager

614-293-0536

Columbus, OH

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<http://nisonger.osu.edu>

Ohio Wesleyan University

Bishop Access (AD) , Stephanie Rowland, Coordinator

740-368-3990

Delaware, OH

bishopaccess@owu.edu

www.owu.edu/about/offices-services-directory/sagan-

Pima Community College

Coaching and Pathways Program (AD) , Wendy Dassau, Program Coordinator

520-206-2257

Tucson, AZ

pcc-cappss@pima.edu

www.pima.edu/current-students/disabled-student-resources/

Purchase College, SUNY

Cornerstone (ASD) , Amanda Wynter, Lauren Rodriguez

914-251-6035

Purchase, NY

odr@purchase.edu, lauren.rodriguez@purchase.edu

www.purchase.edu/offices/disability

Ramapo College

Enhance (ASD) , Suzanne Calgi, Program Coordinator

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Mahwah, NJ

enhance@ramapo.edu

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Ramapo College

Specialized Services (PD) , Dr. David C. Nast, Director

201-684-7514, 201-684-7513

Mahwah, NJ

oss@ramapo.edu, dnast@ramapo.edu

<https://www.ramapo.edu/oss/>

Rochester Institute of Technology

Spectrum Support Program (ASD) , Laurie Ackles, LMSW, Director

585-475-6936

Rochester, NY

laaldc@rit.edu

www.rit.edu/ssp

Rochester Institute of Technology

National Technical Institute for the Deaf (HI) , John Macko, Dir., Gerard Buckley, President

585-286-4155, 585-475-6726

Rochester, NY

jrmned@ntid.rit.edu, ntidcoe@rit.edu, gjbcfo@ntid.rit.edu

www.rit.edu/dso

Rochester Institute of Technology

Empower Program (AD) , Inge Meffert, Program Coordinator

585-475-5296

Rochester, NY

empower@rit.edu, bcmide@rit.edu

www.rit.edu/dso

Roosevelt University, Chicago

Learning and Support Services Program (SLD) , Kathleen Mullins, Sr. Director

312-341-3810, 312-341-3811

Chicago, IL

kmullins01@roosevelt.edu, academicsuccess@roosevelt.edu

www.roosevelt.edu/asc

Rutgers University

College Support Program (ASD), Cortney Butler, Director

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Piscataway, NJ

courtney.butler@rutgers.edu, csp-info@rutgers.edu

<http://gsapp.rutgers.edu/cas>

Santa Monica College

Learning Disabilities Program (SLD) , George Marcopulos, Program Leader

310-434-4684

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<http://www.smc.edu>

Santa Monica College

Deaf & Hard of Hearing Services (HI) , Denise Henninger, Supervisor

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henninger_denise@smu.edu

www.smu.edu/student services/

Southern Illinois U., Carbondale

ACHIEVE Program (SLD, ADHD, ASD) , Dr. Arlene Tan, Director

618-453-6155, 618-453-6135

Carbondale, IL

achieve@siu.edu, arlenet@siu.edu

<https://achieve.siu.edu>

Southern Illinois U., Carbondale

Access Inclusive Recreation (AIR) (PD) , Dr. Arlene Tan, Director

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St. Joseph's University

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St. Norbert College

SNC ASD Support Program (ASD) , Dr. Bruce Robertson, Sen. Dir., Thomas Doughman,

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DePere, WI

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<https://www.snc.edu/counseling/library/autism.html>

St. Thomas Aquinas College

Pathways (SLD, ADHD) , Dustin Horvath, Director

845-398-4230, 845-398-4231

Sparkill, NY

pathways@stac.edu

www.stac.edu

Syracuse University

On Track (ADHD, SLD, ASD) , Karen M Toole

315-443-4498

Syracuse, NY

kmtoole@syr.edu, ppossent@syr.edu

<http://disabilityservices.syr.edu>

Texas Tech University

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806-834-6002, 806-742-4561

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taylor.fidler@ttu.edu, applyCASE.educ@ttu.edu

<http://www.depts.ttu.edu/burkhartcenter/case/>

Texas Tech University

TECHniques Center (SLD, ADHD, ASD) , Sharon Betzold

806-742-1822

Lubbock, TX

techniques.center@ttu.edu

<http://www.depts.ttu.edu/techniques/index.php>

Texas Tech University

Student Disability Services (VI) , Larry Phillippe, Managing Director

806-834-2405

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Thomas More University

Institute for Learning Differences (SLD, ASD) , Dr. John Ernst, Director

859-344-3582, 859-344-3355

Crestview Hills, KY

idl@thomasmore.edu, ernstj@thomasmore.edu

<https://university.thomasmore.edu/academics/ild/>

Trinity International University

Access Program (ASD) , Ruby Owiny, Ph.D.

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U. of Missouri, Columbia

Disability Center (PD) , Ashley Brickley, Director

573-882-4696

Columbia, MO

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disabilitycenter.missouri.edu

U. of Missouri, St. Louis

Link Program (AD) , Jonathan Lidgus, Director

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St. Louis, MO

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www.umsl.edu/succeed/Link%20Program/index.html

U. of North Carolina, Chapel Hill

The Learning Center (LD, ADHD) , Kimberly Ables, Director

919-962-4426, 919-962-3782

Chapel Hill, NC

learning_center@unc.edu

<http://www.unc.edu/asp/>

University of Alabama

Autism Spectrum Disorders College Trans. & Support Prog. (ASD) , Dr. Megan Davis, Administrative Director

205-348-3130, 205-348-9133

Tuscaloosa, AL

ua-acts@ua.edu, mjbenson@ua.edu

<https://autism-clinic.ua.edu/uaacts/>

University of Arizona

SALT - Strategic Alternative Learning Techniques Ctr. (SLD, ADHD) , Dennis Haymore

520-621-1427, 520-621-8493

Tucson, AZ

dhaymore@arizona.edu, uasaltcenter@email.arizona.edu

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University of Arizona

Disability Resources Center (VI) , Dr. Amanda Kraus, Director

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University of Arkansas

Autism Support Program (ASD) , Aleza Greene, Ph.D., Director

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<http://autism.uark.edu/>

University of California, Berkeley

Disabled Students' Program (PD) , Karen Nielson, Executive Director

510-642-0518

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University of Connecticut

Beyond Access (AD), SEAD (ASD) (VI) , Lori Susi

860-486-2020

Storrs, CT

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<http://csd.uconn.edu/beyondaccess/>

University of Denver

LEP - Learning Effectiveness Program (SLD, ADHD) , Scott Van Loo

303-871-2372, 303-871-2216

Denver, CO

scott.vanloo@du.edu, lep-info@du.edu

www.du.edu/studentlife/learningeffectiveness/

University of Florida

Disability Resource Center (PD) , Gerry Altamirano, Asst. Dean, Director

352-392-8565

Gainesville FL

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<https://disability.ufl.edu/about/our-team-2/>

University of Florida

Social Gators (ASD) , Gerry Altamirano, Asst. Dean, Director

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University of Idaho

Raven Scholars Program (ASD) , Amy Taylor, Dir., Leslie Gwartney, Coord.

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University of Illinois

Disability Resources and Educational Services (PD) , Dr. Kimberly D. Collins, Director

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University of Indianapolis

BUILD - Baccalaureate for Learning Disabled (SLD) , Betsy Fouts, M.S.Ed, Director

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University of Michigan

Services for Students with Disabilities (VI) , Stuart S. Segal, Ph.D., Director

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www.health.umt.edu/sihos/dewit-ritecare-clinic/mossaic.php

University of Tennessee,

Mosaic (ASD) , Michelle Rigler, Exec. Dir., Amy Rutherford, Assoc.

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Chattanooga, TN

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www.utc.edu/disability-resource-center/mosaic/index.php

University of Tennessee, Knoxville

PASS (ASD) , Carolyn Blondin

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<http://klass.utk.edu/pass-program/>

University of The Ozarks

Jones Learning Center, (SLD, ADHD, ASD) , Joey Hughes

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University of Tulsa

Pathfinders (ASD) , Abby Boehning, Coordinator

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<https://utulsa.edu/student-academic-support/social>

University of West Florida

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University of Wisconsin, Oshkosh

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Ursuline College

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Vincennes University

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Waldorf University

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West Virginia Wesleyan College

The Mentor Advantage Program (SLD) , Donna Broslawsky, Program Tutor

304-473-8377

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<https://www.wwwc.edu/academics/academic-resources/the>

Western Kentucky University

Kelly Autism Program Circle of Support (ASD), Sarah Mcmaine-Render, Manager

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<https://wku.edu/kapcircleofsupport>

Western Michigan University

Autism Services Center (ASD), Kourtney Bakalyar, Ed.D. BCBA

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Westminster College

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www.westminster-mo.edu/academics/resources/loc/ldp/index

Wisconsin, U. of, Milwaukee

Accessibility Center for Deaf & Hard of Hearing (HI), Nicole Stelzner, Co-Manager

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Milwaukee, WI

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Wright State University

RASE Program (ASD) (PD), Heather Rando, Prog. Coord.

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Xavier University

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www.xavier.edu/disability-services/x-path-program/index

Alternative Post-secondary Transition Programs

Students with intellectual disabilities may be able to get certain types of federal student aid. If a student has an intellectual disability, they may receive funding from the Federal Pell Grant, Federal Supplemental Education Opportunity Grant and Federal Work-Study programs if they:

- Are enrolled or accepted for enrollment in a comprehensive transition and postsecondary (CTP) program for students with intellectual disabilities at an institution of higher education (a college or career school) that participates in the federal student aid programs.
- Are maintaining satisfactory academic progress; and
- Meet the basic federal student aid eligibility requirements, except that you are not required to have a high school diploma or GED and are not required to be pursuing a degree or certificate.

A CTP (Comprehensive Transition Plan) program for students with intellectual disabilities means a degree, certificate or non-degree program that:

- Is offered by a college or career school and approved by the U.S. Department of Education;
- Is designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment;
- Offers academic advising and a structured curriculum; and
- Requires students with intellectual disabilities to participate, for at least half of the program, in:
 - Regular enrollment in credit-bearing courses with nondisabled students,
 - Auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit,
 - Enrollment in noncredit-earning, non-degree courses with nondisabled students, or
 - Internships or work-based training with nondisabled individuals.

Some of the schools in the Transition List are part of the CTP program. They are designated in this book as (CTP). For a list of additional schools, refer to:

<https://studentaid.ed.gov/sa/eligibility/intellectual-disabilities>

Information changes, therefore, for schools that are of interest to you, call the college program directly and ask if they are part of the CTP program.

Bellevue College

Occupational & Life Skills Program , Pilar Lopez

425-564-5206, 425-564-5207

Bellevue, WA

ols@bellevuecollege.edu

www.olsatbellevuecollege.com

Bethel University

BUILD Program (CTP) , Dawn Allen, Director

651-635-8799

Saint Paul, MN

build-program@bethel.edu

<http://www.bethel.edu/academics/build/contact>

Bethesda College at Concordia U.

Prog. for individuals with intellectual and developmental disabilities , Kira Collins

262-243-2183

Mequon, WI

kira.collins@bethesdalc.org

www.cuw.edu/about/offices/bethesda.html

Brooke Whitted Center

Transitional Living Program for Young Adults , Rachel Harrison

773-420-2597

Chicago, IL

info@bw-center.org, rharrison@bw-center.org

<http://bw-center.org>

Calvin University

Ready for Life Academy (CTP) , Emily Pertone, Director, Char Hill, Office Manager

616-248-3775

Grand Rapids, MI

info@rflnetwork.org

www.rflnetwork.org

Chapel Haven Schleifer Center

Chapel Haven Asperger Syndrome Adult Transition ASAT) Program , Catherine DeCarlo, VP of Admiss. & Mkt.

203-397-1714 x148

New Haven, CT

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www.chapelhaven.org

Chapel Haven Schleifer Center REACH

REACH Program , Mariussa Witkovsk-Eldred

203-397-1714 x148

New Haven, CT

admissions@chapelhaven.org

www.chapelhaven.org

Clemson University

Clemson LIFE (CTP) , Dianna Cavanah

864-656-0501

Clemson, SC

clemsonlife@g.clemson.edu

www.clemson.edu/culife

College Internship Program, National

For Learning Differences, Asperger's and High-Functioning Autism

877-566-9247 Fax: 413-445-5069

Pittsfield, MA

admissions@cipworldwide.org

www.cipworldwide.org

College Living Experience, National

Young adults with learning differences - 6 locations . Melinda Khachaturian, National Director

800-486-5058 Fax: Call,

Rockville, MD

mkhachaturian@ExperienceCLC.com, info@experienceCLE.com

<https://experiencecle.com>

College of Charleston

REACH Program (mild intell. and developmental disabilities) (CTP).

843-953-4849

Charleston, SC

REACHProgram@cofc.com

reach.cofc.edu

College of DuPage

Vocational Skills Program , Michael Duggan, Counselor for Students

630-942-2126, 630-942-2845

Glen Ellyn, IL

duggan@cod.edu, vocskills@cod.edu

www.cod.edu/programs/vocational/index.aspx

College of DuPage

COACH Program , Michael Duggan

630-942-2208, 630-942-2176

Glen Ellyn, IL

CE@cod.edu, duggan@cod.edu

www.cod.edu/programs/vocational/index.aspx

College of Lake County

Personal Success Program , Sandy Schwab, Senior Program Coordinator CLC, WPDI,

847-543-2990

Grayslake, IL

sschwab@clcillinois.edu, professionalworkshops@clcillinois.edu

www.clcillinois.edu/wpdi

Eastern New Mexico University,

Special Services (CTP) , Kim Childress

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Roswell, NM

kim.childress@roswell.enmu.edu

<http://www.roswell.enmu.edu/student-services/>

Edge Learning and Wellness

EDGE Advantage , Mary Beth Kerf, John Conway 63 East Lake St.

224-646-2655, 224-616-2655

Chicago, IL

mkerf@edgelearningcommunity.com, jconway@edgelearningcommunity.com

<http://edgeadvance.com/>

Edgewood College

Cutting Edge Program , Kaitlyn Aceto

608-663-2332, 608-663-2340

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<http://www.edgewood.edu/cutting-edge>

Elmhurst College

ELSA - Elmhurst Learning & Success Academy (CTP) , Tim Ahlberg

630-617-3309

Elmhurst, IL

elsa@elmhurst.edu, ahlbergt@elmhurst.edu

www.elmhurst.edu/admission/elsa/

Ferris State University

Ready for Life Academy (CTP) , Emily Pertone, Director, Char Hill, Office Manager

616-248-3775

Grand Rapids, MI

info@rflnetwork.org

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George Mason University

Mason LIFE Program (CTP) , Stephanie Atkins

703-993-3905

Fairfax, VA

satkins5@gmu.edu, gmulife@gmu.edu

<http://masonlife.gmu.edu>

Harper College

Career Skills Institute , Sharon Basten

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<https://ce.harpercollege.edu/public/category/programArea.do?>

Hope College

Ready for Life Academy (CTP) , Emily Perton, Director, Char Hill, Office Manager

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Horizons School

Learning Disabilities and Mild Learning Differences , Shon Jackson, Dr. Brian Geiger

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Independence Center

Young Adults (18-30) with Learning Disabilities , Judith Maizlish, Exec. Dir., Gloria Ogletree, Admin.

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Judson University

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Lesley University

Threshold Program , Joanne Silva

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Life Development Institute

LD, high functioning Autism/Asperger's and other related disorders , Rob Crawford, CEO

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Murray State University

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National Louis University

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New York Institute of Technology

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Nicholls State University

Bridges to Independence - Certificate Prog. (CTP) , Dr. Mary Breaud, Prog. Advisor

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OPTIONS

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Options for College Success

Options for College Success

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Riverview School, Inc.

Grow Transition Program , Nanci Pacheco, Admiss. Of. Mgr., Nancy Hopkins

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Shepherds College

Finding Hope, Fulfilling Dreams , Scott Perkins

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Taft College

Transition to Independent Living Program , Aaron Markovits, Program Director

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University of Iowa

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Educational program for young adults with Neurological Disabilities , Stephanie Foulkes, Admiss. Mgr., Suzann

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