



CHOICES

A POST-SECONDARY PLANNING GUIDE FOR
STUDENTS WITH DISABILITIES

PREPARED BY THE CHOICES COMMITTEE
WWW.POSTSECONDARYCHOICES.ORG

CHOICES Book – 2023

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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 ensure he/she becomes as independent as possible. Encourage and grow the ability of the student to be a self-advocate.
- Ensure students are 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).

• **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 if applicable.
- 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.”^{4, 5}

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

⁴ <http://voices.washingtonpost.com/higher-ed/>

⁵ 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. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.
8. **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.
9. **ADVOCACY:** Encourage students to be their own advocates. A good first step is to encourage them to discuss their disabilities and needed accommodations, if any, with their regular high school instructors.

Preparing Students for Post-Secondary Experiences

10. **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.
11. **EXAMS:** Gather information on special exam arrangements for the SAT and/or ACT. Options include extended time, readers, MP3 player, computer for essay, etc.
12. **VISIT:** Try to visit colleges and post-secondary programs or training facilities before making a definite choice.
13. **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.
14. **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.⁶

⁶ 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>

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
Teachers carefully monitor class attendance.	Professors may not formally take roll.
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 do not remind students of incomplete work. They expect students to read, save and consult the course syllabus.
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 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 staff work together to ensure that students' needs and accommodations are provided.	Students, not teachers, Counselors or parents, must be able to identify their disability, provide 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.
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?	IDEA (Individuals with Disabilities Education Act- http://idea.ed.gov) and Section 504 of the Rehabilitation Act of 1973 (http://www.Section504.gov)	ADA (Americans with Disabilities Act of 1990- http://www.ada.gov) and Section 504 (Subpart E) of the Rehabilitation Act of 1973 (http://www.Section504.gov)
WHAT IS THE INTENT OF THE LAW?	IDEA: To provide a free, appropriate public education (FAPE) in the least restrictive environment to students with disabilities. Section 504: 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.	Section 504: 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. ADA: 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.
WHO IS COVERED UNDER THE LAW?	All infants, children and youth requiring special education services until age 22 or graduation from high school.	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.
WHAT IS A DISABILITY?	IDEA: 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. Section 504/ADA: 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	Section 504: - see description under "Secondary." ADA: In addition to what is covered in Section 504, ADA also includes HIV status and contagious and non-contagious diseases.

Considerations for the College Search

	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?	IDEA is basically an entitlement statute, enforced by the Office of Special Education and Rehabilitation Services in the U.S. Department of Education. Section 504 is a civil rights statute enforced by the Office for Civil Rights (OCR), U.S. Department of Education.	Section 504 is a civil rights statute enforced by the Office for Civil Rights (OCR), U.S. Department of Education. ADA 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."

IDEA, amended in 2004, Public Law 108-466

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

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. These programs are designed to serve high functioning, limited learners and lower functioning students with disabilities.

Adapted from: "Effective College Planning" by the WNY Collegiate Consortium of Disability Advocates

Assessing College Readiness

Landmark College 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.”⁷ 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?	

⁷ 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	<i>A student must be able to read and write with a high level of independence. 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>	
Self-Understanding (Metacognition)	<i>A student must be intimately aware of his or her strengths and challenges in learning.</i> 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.	
Self-Advocacy	<i>A student must independently ask for - and at times even fight for - services and support.</i> 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.	

Considerations for the College Search

Executive Function	<p><i>A student must be able to keep track of assignments, organize books/materials and manage time independently.</i></p> <p>A score below three in this area suggests that a student would benefit from focused instruction on Executive Function skills.</p>	
Motivation and Confidence	<p><i>A student must have clear set goals and believe that he or she can succeed.</i></p> <p>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.</p>	
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.

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

- Associate Degrees (e.g., Arts, Science, Engineering Science, Fine Arts, Arts in Teaching) – generally designed for transfer purposes.⁸
- 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
- Other⁹

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.

Some information to consider about Community Colleges:

- Community Colleges are affordable.
- Community Colleges are accessible
- Community Colleges offer a “complete” college experience.
- Community Colleges are not “easier” than four-year schools.
- Community Colleges offer services to students with special needs.

⁸ 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.

⁹ CLC Catalog, 2009-2010, p334

Considerations for the College Search

- 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).
- Students must discuss IAI with their Community College academic Counselor from the beginning of their academic planning to be certain that all requirements are met.
 - “[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.”¹⁰

¹⁰ OCC Catalog, 2009-2010, p70

Online Education

QUESTIONS STUDENTS NEED TO ASK THEMSELVES IN CONSIDERING ONLINE LEARNING:

- What is my learning style¹¹? 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 work?
- 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?
- What type of financial aid 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?
- How does the school create a sense of community?

QUESTIONS TO ASK ABOUT ONLINE COURSES:

Accreditation

- Is the school accredited¹²? 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?
- 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 school¹³.
- Seek out the opinion of others regarding the program, for example, school personnel, students who have studied there, online reviews, and so forth.

Questions To Ask About Disability Services

¹¹ 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.

¹² 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)

¹³ 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

- In terms of my specific disability:^{14,15}
 - 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?

¹⁴ "What You Need to Know About Online Education for People with Disabilities," by Kim Donahue, Disaboom

¹⁵ 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.

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

Considerations for the College Search

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.

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.

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. Determine whether you will be applying test optional or sending test scores.

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/PROFESSIONALS
- SEPERATE APPLICATION
- DOCUMENTATION REQUIRED
- REGULAR SCHEDULED MEETINGS
- COORDINATION OF ACCOMMODATIONS, TUTORING
- MAY WORK WITH ADMISSIONS



COMPREHENSIVE SUPPORT SERVICES - MEDIUM SUPPORT

- LEARNING SPECIALIST AVAILABLE TO MEET
- NO SEPERATE APPLICATION
- MAY REQUIRE ADDITIONAL FEES
- DOCUMENTATION REQUIRED
- SUPPORT WITH ACCOMMODATIONS
- PEER TUTORING
- SUPPORT AVAILABLE FOR ALL STUDENTS



SUPPORT SERVICES/ACCOMMODATIONS - MANDATED SUPPORT

- ACADEMIC SUPPORT MAY NOT BE CENTRALIZED
- STUDENT RESPONSIBLE FOR ARRANGING ACCOMMODATIONS
- DOCUMENTATION REQUIRED
- PEER TUTORING
- SUPPORT AVAILABLE TO ALL STUDENTS
- STUDENT ONLY CONSULTS ONCE PER SEMESTER TO RECIEVE ACCOMMODATIONS LETTER
- USUALLY 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.¹⁶

The Basics:

- "Is [the school/college] accredited?
- 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 aide, scholarships, and student employment opportunities.
- Number of students, co-ed or same sex.
- Academic/educational programs/majors available."¹⁷
- Location – urban/rural, close to home, etc.
- Private school or public school (public is often less expensive), schools with 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

¹⁶ 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.

¹⁷ 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 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.

- Campus safety¹⁸
- Health & medical care
- 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.¹⁹

Information about College Testing:

Students who have a documented disability may be eligible to request accommodations on the 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.²⁰

¹⁸ 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.

¹⁹ Illinois State Board of Education

²⁰ Adapted from: *Cracking the ACT*, Princeton Review & www.CollegeBoard.com

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 ask good questions!

- Is there a separate admissions process and or fee for students with disabilities?
- What documentation is required?
- What is the range of accommodations available to students with disabilities? How are testing accommodations handled?
- Are accommodation determinations based on the high school IEP recommendations?
- What is the training of the people who offer the services? How many learning specialists are there who give direct service to students?
- How many students with disabilities do you serve? What is your retention/graduation rate? For people with disabilities?
- What is your graduation rate for all students? For students with disabilities?
- Do you offer course waivers or substitutions? Under what circumstances?
- How do students obtain tutoring services? Is there a fee for tutoring? Who are the tutors?
- Do you offer study skills and/or learning strategies courses? Are they offered for credit? Does credit count toward graduation?
- What is the climate on your campus for students with disabilities? Is there a support group for students with disabilities on campus?
- Are students with documented disabilities given early registration privileges?
- Is assistive technology equipment offered?
- What type of specialized housing needs are available?

On Campus College visits "To Do":

- Visit a friend or relative at college.
- Email or call college admission offices and disability service providers requesting a visit/appointment.
- 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).

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?

Post-secondary Healthcare Concerns

The objective in Health Service planning is to guide the student toward the maximum level of independence and responsibility possible within the context of his/her needs and abilities. 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 post-secondary health care process applies to their student. Some thoughts on beginning the process of considering specific healthcare issues are outlined below.

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?
- Does the student know when outside healthcare advice should be sought?
- Is the student aware of good health and lifestyle practices?
- Does the student understand that his/her insurance card should be carried and shown when medical treatment is needed?
- Does the student require a personal assistant to manage healthcare needs?

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)? What days/hours are services available?
- Do those services meet the student's needs? What types of Service Providers are available? For example: Doctors (physical and psychological), therapists, dentists, social workers, Counselors, etc.
- 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.

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?

Considerations for the College Search

- 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 service providers.
- 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 medical information.

Many organizations offer advice regarding health care for students preparing for college, for example, *The National Alliance on Mental Illness (NAMI)*.

College Application Checklist

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

Application Checklist	Done	Application Checklist (cont.)	Done
Applications		Interviews	
Request info & application forms		Interview at college	
Regular application deadline		Alumni interview	
Early application deadline		Send thank-you note(s) to interviewer(s)	
Common application?		Send and Track Your Application	
Supplements?		Make copies of all application materials	
Safety? Match? Reach?		Apply on-line	
Grades		Include application fee	
High school transcript sent?		Confirm receipt of application	
Midyear grade reports sent?		Send supplemental material, as needed	
Test Scores		Financial Aid	
ACT/SAT required?		Priority financial aid deadline	
ACT/SAT scores sent?		Regular financial aid deadline	
Letters of Recommendation		Mail FAFSA	
Recommendation(s) requested?		Submit CSS/Financial Aid PROFILE, if needed	
Recommendation(s) sent?		Mail institutional aid form, if needed	
Thank you note sent?		Mail state aid form, if needed	
Personal Statement		Scholarship research and applications	
Write personal statement		After You Send Your Application	
Proof personal statement for spelling and grammar		Receive admission letter	
Have two people read statement		Receive financial aid award letter	
Essays		Checklist	
Write essay(s)		Send deposit	
Proof essay(s) for spelling and grammar		Send final transcript	
Have two people read essay(s)		After You are Accepted*	
		Send documentation to Disability Services Office (DSO)	
		Register with DSO	

*If you have chosen to disclose your disability.

Adapted from: Handout 44, page 1-2, College Counseling Sourcebook, 4th edition. Copyright 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. 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.
- 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.²¹

- Prior to your enrollment.²²
- At the time of admission or enrollment.
- During your course of study.
- After being diagnosed.
- Never²³ - You may choose not to disclose your disability if no accommodations are needed, or if you 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

²¹ If you choose to disclose your disability, colleges cannot disclose it to other parties without your permission.

²² 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.

²³ 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 student must identify himself or herself as having a disability. The disclosure of a disability is always voluntary.

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.

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

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.

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.

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.

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 services²⁴ 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 often be used as sufficient documentation.

Some colleges have a time limit on accepting documentation. Most colleges will accept documentation as valid if the report is within five 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.

Requesting Services

²⁴ See Footnote 45, page 55. Also, see discussion under section titled: *The Why, What, When & How of Disclosure.*

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)²⁵

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 District, 1966.

²⁵ 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 - 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

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 students²⁶ with disabilities.

This Section is divided into two parts:

Colleges with Specific Programs

Alternative Post-secondary Transition Programs

For a list of programs that offer great supports for students with disabilities, but not specific programs, please visit our website and click on **College Disability Program & Support Services Database**.

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.

Abbreviations used:

AD - All Disabilities

ADHD - Attention-deficit/hyperactivity

ASD - Autism Spectrum

EFD- Executive Function

HI - Hearing Impairment

LD - Learning Disability

PD - Physical Disability

VI - Visual Impairment

SLD - Specific Learning Disability

²⁶ 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, Krista Diaso
516-877-4718, 516-877-4729, 516-4710
Garden City, NY
LRP@adelphi.edu
<http://adelphi.edu/LRP>

Adelphi University

Bridges to Adelphi Program (ASD) , Diana Damilatis Kull, Director
516-877-4181
Garden City, NY
bridges@adelphi.edu
www.bridges.adelphi.edu

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/>

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://Accessibility.auburn.edu/skill>

Augsburg University

CLASS - Ctr. for Learning and Adaptive Stud. Serv. (AD), Kathleen McGillivray, Director
612-330-1371, 612-330-1053
Minneapolis, MN
class@augsborg.edu, mcgillik@augsborg.edu
www.augsburg.edu/class

Aurora University

Pathways Collegiate Program (ASD), Brianne Jonathan, Director
630-844-4209
Aurora, IL
pathways@aurora.edu, bjonathan@aurora.edu
<http://aurora.edu/pathways/pathways-collegiate-program/>

Austin Peay State University

Full Spectrum Learning (ASD), Emmanuel Mejeun, Program Director
931-221-7543, 931-221-6230
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
352-787-7547
Leesburg, FL
admissions@beaconcollege.edu,, kreinke@beaconcollege.edu
www.beaconcollege.edu

Bellevue College

Neurodiversity Navigators (ASD), Sara Sanders Gardner, Program Director
425-564-2172
Bellevue, WA
asn@bellevuecollege.edu, sara.gardner@bellevuecollege.edu
www.bellevuecollege.edu/autismspectrumnavigators/

Bethany College

PASS - Program for Academic and Social Success (SLD, ADHD), Katelynn Hackathorn, PASS Co-ord
304-829-7408, 304-829-7142
Bethany, WV
khackathorn@bethanywv.edu
www.bethanywv.edu/academics/academic-support-resources/learning-services/

Bowling Green State University

FLY - Falcon Learning Your Way Prog. (SLD, ADHD), Travis Brown, Dir., Penny Soboleski
419-372-6067, 419-372-6573, 419-372-8359
Bowling Green, OH
brownst@bgsu.edu, pennys@bgsu.edu, FLY@bgsu.edu
www.bgsu.edu/learning-commons.html

California State University

Disability Support Services (VI), Laura Czajkowski, Director
657-278-3112
Fullerton, CA
lczajkowski@fullerton.edu, dsservices@fullerton.edu
www.fullerton.edu/dss/titanable.edu/

California State University, LB

LIFE Project (ASD), Autism Serv. Coord.

562-985-1675

Long Beach, CA

lifeproject.cuslb@cuslb

www.cuslb.edu/autism

Carleton College

CAPS, 1st yr Transition Prog. (AD, EF), Samantha Thayer, Director

507-222-4464, 507-222-5876

Northfield, MN

PEERS@carleton, sthayer@carleton.edu, OAR@carleton.edu

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

Clemson University

Spectrum Program (ASD), Tom Beeson, Co-ordinator

864-656-6848

Clemson, SC

mmcamp@clemson.edu, tbeeson@clemson.

www.clemson.edu/academics/studentaccess/ability-services

College of Charleston

Center for Disability Services (SNAP) (AD, VI), Ann Osowski, Director

843-953-1431

Charleston, SC

SNAP@cofc.edu, Osowskia@cofc.edu

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

Colorado State University

Opportunities for Postsecondary Success (ASD, SLD, ADHD,EF), Julia Kothe, Assoc. Dir.

970 491-3469, 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, EF), Laura Vanderberg, Assoc. Dir.

617-333-2250

Milton, MA

PAL@Curry.edu

<http://www.curry.edu>

Daemen College

College Autism Transition (ASD), Debbie Dimitrovski, Director. DS
716-839-8583
Amherst, NY
access@daemen.edu, ddimitro@daemen.edu
www.daemen.edu/student-life/student-services/

Dakota State University

DSU Strong Program (ASD), Jordan Schuh, Disability Services Coordinator
605-256-5121
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ssdoffice@umich.edu, okanlami@umich.edu
<http://ssd.umich.edu>

University of Missouri, Columbia

Disability Center (PD, VI, HI), Ashley Brickley, Director
573-882-4696
Columbia, MO
brickleya@missouri.edu, disabilitycenter@missouri.edu
disabilitycenter.missouri.edu

University of Missouri, St. Louis

Link Program (AD), Jonathan Lidgus, Dir., Andrew Kliethermes, Asst. Dir.
314-516-5901, 314-516-5537
St. Louis, MO
lidgusj@umsl.edu, Johnsonandrew@umsl.edu
www.umsl.edu/succeed/Link%20Program/index.html

University of Montana

Mossaic (ASD), Prof. Jennifer K. Schoffer Closson, Director
406-243-2405, 406-243-2363
Missoula, MT
jennifer.closson@mso.umt.edu, slhos@umontana.edu
www.health.umt.edu/sihos/dewit-ritecare-clinic/mossaic.php

University of Montana

Big Sky Aphasia Program, Prof. Jennifer K. Schoffer Closson, Director
406-243-2363
Missoula, MT
catherine.off@umontana.edu
<https://www.umt.edu/speech-language-hearing-occupational-sciences/dewit-ritecare-clinic/big-sky-aphasia-program/>

University of North Carolina, Chapel Hill

The Learning Center (LD, ADHD), Kimberly Abels, Dir., Marc Howlett, Asst. Dir.
919-962-4426, 919-962-7228
Chapel Hill, NC
learning_center@unc.edu, mhowlette@unc.edu
<http://www.unc.edu/asp/>

University of Science & Arts of Oklahoma

Neill-Wint Center for Neurodiversity (ASD), Sean Risinger, Associate Director
405-574-1389
Chickasha, OK
srisinger@usao.edu
<http://usao.edu/future-students/neill-wint-center-for-neurodiversity.html>

University of Tennessee,

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

423-425-4008, 423-425-2202

Chattanooga, TN

Michelle-Rigler@utc.edu, Amy-Rutherford@utc.edu, drc@utc.edu

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

University of Tennessee, Knoxville

PASS (ASD), Brian Wilhoit, Director

865-974-6177

Knoxville, TN

klass@utk.edu, bwilhoit@utk.edu

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

University of The Ozarks

Jones Learning Center, (SLD, ADHD, ASD), Whiteleigh Wilhelmi, Asst. Dir.

479-979-1403, 479-979-1412

Clarksville, AR

wwilhelmi@ozarks.edu, jlc@ozarks.edu

<https://ozarks.edu/academics/jones-learning-center/>

University of Texas at Austin

Longhorn TIES (ASD), Ashley Richardson, Coordinator

512-471-3304

Austin, TX

Ashley.Richardson@austin.utexas.edu, longhornTIES@austin.utexas.edu

<https://newstudentservices.utexas.edu/content/longhorn-ties>

University of Tulsa

Pathfinders (ASD), Holden Trainer, Program Coordinator

918-631-2315

Tulsa, OK

studentaccess@utulsa.edu, holden-trainer@utulsa.edu

<https://accessibility/utulsa.edu/student/pathfinders>

University of West Florida

ARGOS - Autism Inclusion Program (ASD), Leasha M. Barry PhD, Director

850-474-2387, 850-474-2704

Pensacola, FL

aap@uwf.edu, sar@uwf.edu

www.uwf.edu/sar

University of Wisconsin, Milwaukee

Accessibility Center for Deaf & Hard of Hearing (HI), Nicole Stelzner, Co-Manager
414-229-3340
Milwaukee, WI
nicolems@uwm.edu
uwm.edu/arc

University of Wisconsin, Oshkosh

Project Success (SLD), Dr. William R. Kitz, Acad. Prog. Adv., Jayme Reichenberger, Director
920-424-1033
Oshkosh, WI
projectsuccess@uwosh.edu, kitz@uwosh.edu, reichenbergj@uwosh.edu
www.uwosh.edu/projectsuccess

University of Wisconsin, Whitewater

CSD Project Assist (SLD, ADHD, ASD, VI, PD), Debbie Reuter, Dir., Sara Vogt, Asst. Dir.
262-472-4711, 262-472-5239
Whitewater, WI
csdpa@uww.edu, reuterd@uww.edu, vogts@uww.edu
www.uww.edu/csd/assist/

Ursuline College

FOCUS Program (SLD, ADHD), Morgan Holeski, M.A., Director
440-449-2046
Pepper Pike, OH
morgan.weber@ursuline.edu
www.ursuline.edu

Waldorf University

Learning Disabilities Program (SLD), Kristin Wempen, Dir. of Retention, Lydia Gray, Asst. Dir.
641-585-8211, 641-585-8209
Forest City, IA
kristin.wempen@waldorf.edu, aac@waldorf.edu, grayl@waldorf.edu
www.waldorf.edu/residential/academics/

Waldorf University

Academic Support Program (AD), Kristin Wempen, Director of Retention
641-585-8211, 641-585-8209
Forest City, IA
kristin.wempen@waldorf.edu, aac@waldorf.edu, grayl@waldorf.edu,
www.waldorf.edu/residential/academics/

West Virginia Wesleyan College

Mentor Advantage Program (SLD), Anita Dib, Director

304-473-8558

Buckhannon, WV

ssc@wvwc.edu, dib_a@wvwc.edu

<https://www.wvwc.edu/the-learningcenter/mentor-advantage-program/>

Western Kentucky University

Kelly Autism Program (ASD), Sarah Mcmaine-Render, Asst. Dir., Kim Minton, Asst. Dir

270-745-4247, 270-745-5264

Bowling Green, KY

sarah.mcmaine@wku.edu, kellyautismprogram@wku.edu, kimberly.minton@wku.edu

<https://wku.edu/kapcircleofsupport/>

Western Michigan University

Autism Services Center (ASD), Kourtney Bakalyar, Ed.D, Dir., Alyssa McElroy, Asst. Dir.

269-387-4349, 269-387-4925

Kalamazoo, MI

kourtney.k.bakalyar@wmich.edu

www.wmich.edu/disabilityservices

Western Michigan University

Deaf and Hard of Hearing (HI), Sherri Gagnon, Accommodation Specialist

269-387-2147

Kalamazoo, MI

sheryl.a.gagnon@wmich.edu

www.wmich.edu/disabilityservices

Westminster College

Learning Differences Program (SLD, ADHD), Karen Tompson-Wolfe, Dir., Tirza Kroekers, Asst. Dir.

573-592-5304, 573-592-5305

Fulton, MO

karen.tompsonwolfe@wcmo.edu

www.wcmo.edu/academics/ssc/loc/idp/

Wright State University

RASE Program (ASD, PD) Heather Rando, Program Dir., Evan Mason, Co-Dir.

937-775-5680

Dayton, OH

disability_services@wright.edu, heather.rando@wright.edu

www.wright.edu/disability-services

Xavier University

X-Path (ASD), Cindy Lowman Stieby, Coordinator

513-745-3892

Cincinnati, OH

disabilityservices@xavier.edu, lowman@xavier.edu

www.xavier.edu/accessibility-and-disability-resources/

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:
 - o Regular enrollment in credit-bearing courses with nondisabled students,
 - o Auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit,
 - o Enrollment in noncredit-earning, non-degree courses with nondisabled students, or
 - o 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.gov/understand-aid/eligibility/requirements/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

OLS - Occupational & Life Skills Program, Maria Del Pilar Lopez, Assoc. Dean

425-564-5206, 425-564-2844

Bellevue, WA

ols@bellevuecollege.edu, pilar.lopez@bellevuecollege.edu

<https://bellevuecollege.edu/ols>

Bethel University

BUILD Program (CTP), Dawn Allen, Director

651-635-6713, 651-635-8799

Saint Paul, MN

build-program@bethel.edu, d-allen@bethel.edu

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

Bethesda College at Concordia U. WI (aka Ablelight College)

Prog. for individuals with intellectual and developmental disabilities (CTP), Stephanie O'Connor

920-245-9265

Mequon, WI

Stephnie.o'connor-schutte@ablelight.org

ablelightcollege.org

Bethesda College at Concordia U. MI (aka Ablelight College)

Prog. for individuals with intellectual and developmental disabilities (CTP), Angela Post, Dir. of Admiss.

262-243-2712, 773-995-7274

Ann Arbor, MI

angela.post@bethesda.edu, ablelight.college-cuaa@ablelight.org

bethesda.college@cuw.edu

Blackburn College

Blackburn and Beyond (CTP), Dr. McKenzie Ruyle-Kraut, Admiss., Shannon Stanley, Stud. Succ. Coordin.

217-854-5678, 217-854-5679

Carlinville, IL

education@blackburn.edu

<https://blackburn.edu/academics/blackburn-and-beyond>

Calvin University

Ready for Life Academy (CTP), Jamie Smits, CLS Co-ordin.

616-248-3775

Grand Rapids, MI

info@rflnetwork.org, jamie.smits@rflnetwork.org

www.rflnetwork.org

Chapel Haven Schleifer Center

ASAT - Chapel Haven Asperger Syndrome Adult Transition Program, Christy Chandler
203-397-1714
New Haven, CT
cchandler@chapelhaven.org, admissions@chapelhaven.org
www.chapelhaven.org

Chapel Haven Schleifer Center REACH

REACH Program, Christy Chandler
203-397-1714
New Haven, CT
admissions@chapelhaven.org, cchandler@chapelhaven.org
www.chapelhaven.org

Clemson University

Clemson LIFE (CTP), Dr. Joe Ryan, Exec. Director, Erica Walters, Prog. Dir.
864-656-0501
Clemson, SC
clemsonlife@g.clemson.edu, jbryan@g.clemson.edu, escheff@clemson.edu
www.clemson.edu

College Internship Program, National

For Learning Differences, Asperger's and High-Functioning Autism, Lauren Thomas, Ntl. Admiss. Mgr.
877-566-9247
Pittsfield, MA
admissions@cipworldwide.org, info@cipworldwide.org
www.cipworldwide.org

College Living Experience, National

Young adults with learning differences - 7 locations, Stephanie Deker
800-486-5058
Rockville, MD
info@experienceCLE.com
<https://experiencecle.com>

College of Charleston

REACH Program (mild intell. and developmental disabilities) (CTP), Edie Cusack, Exec. Dir., Lisa Chistian, Assoc. Dir..
843-953-4849
Charleston, SC
REACHProgram@cofc.com
reach.cofc.edu

College of DuPage

Vocational Skills Program, Tracy Kline, Program Coordinator
630-942-3779, 630-942-2208
Glen Ellyn, IL
kleint940@cod.edu, ce@cod.edu
www.cod.edu/academics/continuing-education/developmental-education/

College of DuPage

COACH Program, Tracy Klein, Program Coordinator
630-942-2208, 630-942-2176
Glen Ellyn, IL
CE@cod.edu, kleint940@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), Donna Oracion, Development Dir., Rebecca Cobos, Director
575-624-7289, 575-624-7286, 575-624-7403
Roswell, NM
donna.oracion@roswell.enmu.edu
http://www.roswell.enmu.edu/

Edge Learning and Wellness

EDGE Advantage, Rebecca Doyle, Prog. & Operations Mgr., Brittany Tolar, Dir. of Admiss.
224-646-2655, 224-616-2655
Chicago, IL
info@edgelearningcommunity.com
http://edgelearningcommunity.com

Edgewood College

Cutting Edge Program (CTP), Kaitlyn Aceto
608-663-2332
Madison, WI
cuttingedge@edgewood.edu, kaceto@edgewood.edu
http://www.edgewood.edu/cutting-edge

Elmhurst College

ELSA - Elmhurst Learning & Success Academy (CTP), Tim Ahlberg, Assc. Dir, Admiss., Jane Cannata, Dir.

630-617-3309, 630-617-3211

Elmhurst, IL

elsa@elmhurst.edu, ahlbergt@elmhurst.edu, jane.cannata@elmhurst.edu

www.elmhurst.edu/admission/elsa/

Ferris State University

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

616-248-3775

Grand Rapids, MI

info@rflnetwork.org, emily.perton@rflnetwork.org, kaitlin.bauer@rflnetwork.org

www.rflnetwork.org

George Mason University

Mason LIFE Program (CTP), Linn Jorgenson, Dir., Permon Mitchell, Asst. Dir.

703-993-4171, 703-993-3889

Fairfax, VA

jorgen2@gmu.edu, gmulife@gmu.edu, pmitch7@gmu.edu

http://masonlife.gmu.edu

Harper College

Career Skills Institute, Eric Wiebe, Program Coordinator

847-925-6000, 847-925-6161

Palatine, IL

we38933@harpercollege.edu

https://ce.harpercollege.edu/upload/career_skills_institute_about.poy

Hope College

Ready for Life Academy (CTP), Emily Perton, Director, Bethany Lancaster, Instructor

616-248-3775

Grand Rapids, MI

info@rflnetwork.org, emily.perton@rflnetwork.org, bethanylancaster@rflnetwork.org

www.rflnetwork.org

Horizons School

Learning Disabilities and Mild Learning Differences, Martha Loukotka, Admiss & Trans., Dr. Brian Geiger, Exec. Dir.

205 322-6606

Birmingham, AL

bgeiger@horixonsschool.org, info@horizonschool.org

www.horizonsschool.org

Independence Center

Young Adults (18-30) with Learning Disabilities, Nicole Pascavis, Prog. Coord., Miriam Gonzalez-Coultas, CEO

310-202-7102

Los Angeles, CA

mgcoultas@icliving.org

www.independencecenter.com

Judson University

RISE Program (CTP), Gineen Vargas, Dir., Alyssa Mitchell, Asst. Dir.

847-628-2524, 847-628-8535

Elgin, IL

gineen.vargas@judsonu.edu, alyssa.mitchell@judson.edu

www.judsonu.edu/giving/sharing-lives-campaign/rise-program

Kent State University

Center for Innovation (CTP), Darlene Unger, PhD, Project Director

330-672-0726, 330-672-0584, 330-672-0947

Kent, OH

dunger1@kent.edu, olts@kent.edu00

www.kent.edu

Lakeland University

Life and Career Studies, Kate Dvorak

920-565-1000x2156

Plymouth, WI

Dvorakkj@lakeland.edu

<https://lakeland.edu/life-careers-studies>

Lesley University

Threshold Core Program, Amy Gramling, Assoc. Dir.

617-349-8181, 857-360-5039

Cambridge, MA

threshold@lesley.edu, thadmissions@lesley.edu, cbrady5@lesley.edu

www.lesley.edu/threshold-program

Life Development Institute

LD, high functioning Autism/Asperger's, related disorders, Rob Crawford, CEO, Veronica Lieb Crawford, Pres.

623-773-1545

Glendale, AZ

info@life-development-inst.org, rcrawford@discoverldi

www.discoverldi.com

Minnesota Independence College

Employment/social/life skills train. prog. for young adults-Autism/LDS, Anna Hilfers, Chf. Prog. Officer

612-869-4008, 612-876-9423

Richfield, MN

ahilfers@miccommunity.edu, admissions@miccommunity.edu

www.miccommunity.org

Missouri State University

BEAR Power (CTP), April A. Phillips, Dir., Caleb J. Hatz, Prog. Coord.

417-836-6656

Springfield, MO

bearpower@missouristate.edu, calebhatz@missouristate.edu, aprilphillips@missouristate.edu

<https://www.missouristate.edu/bearpower/default.htm>

Mitchell College

Thames Academy (TA), Beverly Scully, Dir., Crystal Simmons, Assoc. Dir.

860-701-7795, 860-701-5202, 860-701-5178

New London, CT

scully_b@mitchell.edu, simmons_c@mitchell.edu, jonathan.lamiotte@mitchell.edu

www.mitchell.edu

Murray State University

College to Career Experience (CTP), Ken Ashlock, Dir., Maria Rosa, Dir. Admiss.

270-809-4225, 270-809-6888

Murray, KY

msu.studentdisabilities@murraystate.edu, kashlock@murraystate.edu, mrosa1@murraystate.edu

<https://www.murraystate.edu/academics/care/collegecareerexperience/>

National Louis University

P.A.C.E. at NLU (CTP), Megan Timm, Alexandra Baig, Exec. Dir.,

312-261-3770

Chicago, IL, Tampa, FL

mmalmquist1@nl.edu, paceprogram@nl.edu, abaig@nl.edu

<http://www.nl.edu/pace/>

Nicholls State University

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

985-448-4341, 985-448-4298

Thibodaux, LA

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<https://www.nicholls.edu/education/support-programs/>

Northern Kentucky University

SHEP - Supported Higher Education Project (CTP), Emily Hellmann

859-572-6149

Highland Heights, KY

hellmane2@nku.edu

<http://nku.edu/academics/coe/programs/resources/inclusive/shep.html/>

Ohio State University

TOPS (CTP), Jessie Green

614-685-3190, 614-685-3185

Columbus, OH

jessie.green@osumc.edu, transitions@osumc.edu

www.go.osu.edu/tops

OPTIONS (Brehm Preparatory School)

OPTIONS Transitions to Independence, Stephanie Wilson, Dir. Admiss., Krisitn Glenn, Admin.

618-549-4201, 618-457-0371

Carbondale, IL

stephanie.wilson@brehm.org, admissionsinfo@experienceoptions.org

www.experienceoptions.org

Options for College Success

Options for College Success, Samantha Kolkey

224-661-0626

Chicago, IL

info@optionsforcollegesuccess.org, samantha@optionsforcollegesuccess.org

www.optionsforcollegesuccess.org

Riverview School, Inc.

Grow Transition Program, Ann L Phelan, Transition Specialist

508-888-0489x393

East Sandwich, MA

admissions@riverviewschool.org, smiller@riverviewschool.org

www.riverviewschool.org

Shepherds College

Finding Hope, Fulfilling Dreams, Scott Perkins, Dir. of Admiss., Scott Ellis, Admiss. Counselor

262-878-5620

Union Grove, WI

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www.shepherdscollege.edu

Syracuse University

InclusiveU. (CTP) Sam Roux, Coord., Dir., Brianna Schults, Director
315-443-4058, 315-807-2522
Syracuse, NY
bmschults@syr.edu, saroux@syr.edu, taishoffcenter@syr.edu
<https://taishoffcenter.syr.edu/inclusive/>

Taft College

TIL - Transition to Independent Living Program, Aaron Markovits, Program Director, Susan Wells, Trans. Spec.
661-763-7773, 661-763-7769, 661-763-7834
Taft, CA
amarkovits@taftcollege.edu, intake@taftcollege.edu
www.taftcollege.edu/academics/transition-to-independent.living/

Texas A&M

Aggie Achieve, (CTP) Anita Lang, Asst. Prog.Dir., Robert Petit, Prog. Coord.
979-458-0297
College Station, TX
rmpoo5e@tamu.edu
<https://aggieachieve.tamu.edu>

Texas Tech University (ASD)

Transition Academy, Jared Burgoon, Mary Kathryn Dillard
806-834-4572, 806-834-1760
Lubbock, TX
jared.burgoon@ttu.edu, mary.dillard@ttu.edu
www.depts.ttu.edu/burkhartcenter/services

University of Arizona

FOCUS Program (CTP), Dr. Stephanie MacFarland, Dir., Maddi Hinchey, Voc. Trans. Spec.
520-621-5165
Tucson, AZ
szm@arizona.edu, mhinchey@arizona.edu
<https://projectfocus.coe.arizona.edu>

University of Central Missouri

THRIVE Program (CTP), Dr. Gary Manning, Advisory Case Manager
660-543-4636, 660-543-4896
Warrensburg, MO
thrive@ucmo.edu, gmanning@ucmo.edu
<https://www.ucmo.edu>

University of Cincinnati

TAP - Transition and Access Program (CTP), Sadie Everett, Prog. Mgr.

513-556-3600, 312-961-1030

Cincinnati, OH

transitionaccess@uc.edu, ats@uc.edu, sadie.everett@uc.edu, TAPapplynow@uc.edu

<https://cech.uc.edu/schools/education/ats/tap.html>

University of Illinois Chicago

UIC Co-op Program (CTP), Tamar Heller, Dept. Head, Litany Esquerra, Outreach Coord.

312-413-3027, 312-413-1647

Chicago, IL

lesgue2@uic.edu, dhdoas@uic.edu, theller@uic.edu

<https://ahs.uic.edu/disability-human-development/admissions-and-programs>

University of Iowa

UI REACH Program (CTP) Realizing Edu, Career Hopes, William (Bill) Loyd Jr, Dir., Jordan Immerfall, Acad. Co-ord

319-384-2127, 319-335-5904

Iowa City, IA

william-loydjr@uiowa.edu, jordan-immerfall@uiowa.edu, reach@uiowa.edu

<http://education.uiowa.edu/reach>

University of Memphis

Tiger Life (CTP), Dr. Chrisann Schiro-Geist, Patrik J. Krolik, Tonya E. Thomas

901-678-4303

Memphis, TN

umid@memphis.edu, cschrst@memphis.edu, pjcrolik@memphis.edu, tmcneal@memphis.edu

www.memphis.edu/tigerlife/contact_us.php

U. of Missouri, Columbia

PAWS (CTP), Maggie Center, Project Coordinator, Brian Consiglio

573-882-3742, 573-882-9144

Columbia, MO

cehdpaws@missouri.edu, mi@missouri.edu, consigliob@missouri.edu, umccoesped@missouri.edu

<http://info.showme.missouri.edu/2023/mu-launches-residential-program-for-students-with-intellectual-developmental-disabilities/>

U. of Missouri, Kansas City

PROPEL (CTP), Rhonda Blanner, Director

816-235-6828

Kansas City, MO

propel@umkc.edu, blannerrk@umkc.edu

<http://info.umkc.edu/propel-program/>

U. of Missouri, St. Louis

SUCCEED (CTP), Jonathan Lidgus, Dir., Andrew Johnson Kiethermes, Asst. Dir.
314-516-5537, 314-516-5901
St. Louis, MO
lidgus@umsl.edu, ope@umsl.edu, johnsonandrew@umsl.edu
www.umsl.edu/succeed

University of North Carolina, Greensboro

Beyond Academics (CTP), Lisa Pluff, Director, Ryan Milligan, Assoc. Dir.
336-334-3905
Greensboro, NC
beyondacademics@uncg.edu, ljpluff@uncg.edu, rpmillig@uncg.edu
<https://beyondacademics.uncg.edu>

University of South Carolina

CarolinaLIFE (CTP), Erica L. Milliron, M.S., Program Director
803-777-8863, 803-777-3828
Columbia, SC
emilliron@sc.edu, uofslife@mailbos.sc.edu
https://study/colleges_schools/education/study/carolinalife/

University of Toledo

[T]² Toledo Transition Program (CTP), Beth Ann Hatkevich, Ph.D., Assoc. Prof.
419-530-6696
Toledo, OH
patricia.devlin@utoledo.edu, zachdaugherty@utoledo.edu, T2program@utoledo.edu
www.utoledo.edu/hhs/toledo-transition

University of Wisconsin, Whitewater

Life Program, Dr. James Collins, Dir., Sara Athorp, Prog. Coord.
262-472-1905
Whitewater, WI
lifeprogram@uww.edu
<http://www.uww.edu/coeps/departments/life-program>

Vanderbilt University

Next Steps, Ariana Amaya, Dir., Jessica Clifton, Admin. Prog. Coordin..
615-377-3978, 615-322-3978
Nashville, TN
peabody.vanderbilt.edu, nextsteps@vanderbilt.edu
<https://peabody.vanderbilt.edu/nextsteps/>

Vista Life Innovations, Inc.

Educational Program for Young Adults with Neurological Disabilities, Stephanie Foulkes, Admiss., Suzanne Gregory, Admiss.

860-399-8080

Westbrook, CT

sfoulkes@vistalifeinnovations.org, sgregory@vistalifeinnovations.org

www.vistalifeinnovations.org

Summer College Programs

Some colleges and universities offer programs during the summer to provide high school students with a preview of college. These types of programs are discussed in this section.

Many colleges also provide programs during the summer for students who have already been admitted or would like to be admitted. Information on these types of programs are provided after admission or after an expression of interest in admission.

Aurora College

The Bridge to Hope (ASD), Brianne Jonathan, Director
George Williams College, WI
pathways@aurora.edu, summerprogram@beaconcollege.edu
<https://aurora.edu/pathways/pathways-pre-college-programs.html>

Beacon College

Summer For Success (SLD, ADHD), Brody Glidden, Dir. of Summer Programming
352-913-4104, 855-220-5376
Leesburg, FL
bglidden@beaconcollege.edu, summerprogram@beaconcollege.edu
www.beaconcollege.edu, www.beaconcollege.edu/summer

Curry College

Summer PAL (SLD, ADHD, EF), PAL Advisor, Dr. Laura Vanderberg
617-333-2250, 617-333-2210
Milton, MA
palsummerprograms@curry.edu, adm@curry.edu
[www.curry.edu/academics/program-for-advancement of learning/pal-summer-program/](http://www.curry.edu/academics/program-for-advancement-of-learning/pal-summer-program/)

Landmark College

High School Summer Program (AD), Carroll Pare
802-387-6885
Milton, MA
cpare@landmark.edu
www.landmark.edu/high-school-programs

Landmark College

Summer College Readiness Program, Carroll Pare
802-387-6885
Milton, MA
cpare@landmark.edu
www.landmark.edu/summer/summer-college-readiness-program

Landmark College

Summer Bridge Experience, Carroll Pare
802-387-6885
Milton, MA
cpare@landmark.edu
www.landmark.edu/summer/summer-bridge-experience

Mercyhurst University

Create (AD), Armada Mulder, Director

814-824-2609

Erie, PA

amulder@mercyhurst.edu

<https://www.mercyhurst.edu/campus-life/autism-initiative-mercyhurst>

Northern Illinois University

Huskies BELONG Career and College Prog(AD), Bryan Dallas, Ph.D., Principal, Becky Griffith, Coord.

814-824-2609, 815-753-1303

DeKalb, IL

kbrynteson@niu.edu, drc@niu.edu

<https://niusteam.edu/huskies-belong-career-and-college-prep-program>

Rochester Institute of Technology

Pre-College Outreach (HI), Mark Sommer, Dir., Antonietta Alfano, Admiss.

585-475-7695 (VP), 585-286-4555 (Video-P), 585-286-4648 (VP)

Rochester, NY

gjbcfo@nti.rit.edu, antonietta.alfano@rit.edu

<https://www.rit.edu/ntid/>