

# CHOICES Book – 2011

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*The members of the Choices Committee would like to honor the memory of our friend and colleague, Patricia Murphy-Finnerty. Her contribution as an educator is missed nearly as much as her friendship.*

# ***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 student's 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 booklet 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](http://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.*

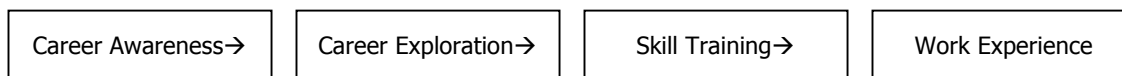
CEC, 1999<sup>1</sup>

Ferguson et al., distinguished between three important aspects of transition that need to be considered in post-secondary transition<sup>2</sup>:

- *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.

<sup>1</sup> Chapter 9, *Guidance and Career Counselors' Toolkit*, GWU, HEATH Resource Center

<sup>2</sup> 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 swings, misses or hits it out of the park the outcome is his. He 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.<sup>3</sup>*

Students must:

- Be a full participant 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 his or her self. Understand their disability and needs and be able to discuss and explain them.

**Parent, Guardian, Family members should:**

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

**School Specific Personnel Include:**

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

- TEACHERS – special education, general education, special subject teachers
- TRANSITION COUNSELOR (Not all schools have transition counselors. In such cases, the guidance counselor or case manager covers these areas.)
- SOCIAL WORKER
- RELATED SERVICE PROVIDERS
- GUIDANCE COUNSELOR
- CASE MANAGER
- NURSE'S OFFICE

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<sup>3</sup> <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 Programs
	Volunteer Work		Supported and Community Living – some supported through the Illinois Department of Human Services

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

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

# **Naviance**

## *Online technology for post-secondary planning<sup>4</sup>*

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

Examples of Naviance features include:

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

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

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

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

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

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

- 1) Update diagnostic testing results.
- 2) Consider requesting special accommodations for standardized tests.
- 3) Prepare to disclose [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.”<sup>5, 6</sup>

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

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

<sup>6</sup> Written by, Paula M. Rooney, President of Dean College.

## ***Preparing Students for Post-secondary Experiences***

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

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

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

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

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

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<sup>7</sup> 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, people with disabilities must disclose and describe their need for accommodations to the Disability Services Office, which determines their eligibility for those accommodations. Students with disabilities may need to advocate for accommodations that are not readily offered. They may also need to explain their disability and required accommodations to others, for example, professors, roommates, supervisors, etc.

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

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

## ***Support Networks***

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

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

### **DETERMINE AREAS IN WHICH SUPPORT IS NEEDED:**

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

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

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

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

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

### **CONSIDER SKILLS REQUIRED FOR A SUCCESSFUL SUPPORT NETWORK RELATIONSHIP:**

- Attitude
  - Open.
  - Willing to participate.
- Communication - Good judgment/insightful/knowledgeable

## Preparing Students for Post-Secondary Experiences

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

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

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

### **UNDERSTAND POSSIBLE SOURCES FOR FINDING SUPPORT NETWORK MEMBERS:**

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

### **DEVELOP A LIST OF EMERGENCY ASSISTANCE NUMBERS** – Places to turn for immediate assistance in crisis situations.

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

## How is College Different from High School?

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

needs and accommodations are provided.	<u>Considerations for the College Search</u> 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 and decisions as well as the consequences they produce.
Review sessions are often held prior to tests. Test questions are usually directed at the ability to clearly recall what has been learned. Make-up tests are frequently available.	Students must work independently to prepare for tests. Review sessions by professors are rare. Students often must be able to apply information in new contexts. Make-up tests are unusual.
Students are not responsible for knowing graduation requirements.	Students must know and ensure they complete graduation requirements, which are complicated and may change.

# Legal Rights and Responsibilities

## Secondary vs. Post-secondary Education

QUESTION	SECONDARY	POST-SECONDARY
WHAT IS THE LAW?	<p><u>IDEA</u> (Individuals with Disabilities Education Act-<a href="http://idea.ed.gov">http://idea.ed.gov</a>) and <u>Section 504</u> of the Rehabilitation Act of 1973 (<a href="http://www.Section504.gov">http://www.Section504.gov</a>)</p>	<p><u>ADA</u> (Americans with Disabilities Act of 1990-<a href="http://www.ada.gov">http://www.ada.gov</a>) and <u>Section 504</u> (Subpart E) of the Rehabilitation Act of 1973 (<a href="http://www.Section504.gov">http://www.Section504.gov</a>)</p>
WHAT IS THE INTENT OF THE LAW?	<p><u>IDEA</u>: To provide a free, appropriate public education (FAPE) in the least restrictive environment to students with disabilities.  <u>Section 504</u>: To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any entity that receives federal funds of any kind.</p>	<p><u>Section 504</u>: To ensure that no otherwise qualified person with a disability will be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any entity that receives federal funds of any kind.  <u>ADA</u>: Allows eligible individuals with disabilities the same access to programs, activities and services as their nondisabled peers. ADA's main purpose is to extend the legal mandate of Section 504 beyond recipients of federal funds.</p>
WHO IS COVERED UNDER THE LAW?	<p>All infants, children and youth requiring special education services until age 22 or graduation from high school.</p>	<p>All qualified individuals with disabilities who meet the entry age level criteria or particular program entry criteria of the college and who can document the existence of a disability as defined by Section 504 and/or ADA.</p>
WHAT IS A DISABILITY?	<p><u>IDEA</u>: 13 disability classification areas are defined in IDEA and include types of specific disabilities: Autism, Deaf-blindness, Deafness, Emotional disturbance, Hearing impairment, Mental retardation, Multiple disabilities, Orthopedic impairment, Other health impairment, Specific learning disability, Speech or language impairment, Traumatic brain injury, Visual impairment.  <u>Section 504/ADA</u>: Has no specific list. A person with a disability is defined as anyone who has: (1) any physical or mental impairment which substantially limits one or more major life functions; (2) a history of such an impairment; or (3) is regarded as having such an impairment.</p>	<p><u>Section 504</u>: - see description under "Secondary."  <u>ADA</u>: In addition to what is covered in Section 504, ADA also includes HIV status and contagious and non-contagious diseases.</p>

Considerations for the College Search

<p>WHO IS RESPONSIBLE FOR IDENTIFYING AND DOCUMENTING THE NEED?</p>	<p>School districts are responsible for identifying, evaluating and planning educational services at no expense to the parent or individual.</p>	<p>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.</p>
<p>WHO IS RESPONSIBLE FOR INITIATING SERVICE DELIVERY?</p>	<p>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.</p>	<p>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.</p>
<p>WHO IS RESPONSIBLE FOR ENFORCING THE LAW?</p>	<p><u>IDEA</u> is basically an entitlement statute, enforced by the Office of Special Education and Rehabilitation Services in the U.S. Department of Education. <u>Section 504</u> is a civil rights statute enforced by the Office for Civil Rights (OCR), U.S. Department of Education.</p>	<p><u>Section 504</u> is a civil rights statute enforced by the Office for Civil Rights (OCR), U.S. Department of Education. <u>ADA</u> is a civil rights statute enforced by the U.S. Department of Justice.</p>
<p>WHAT ABOUT SELF-ADVOCACY?</p>	<p>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.</p>	<p>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.</p>

*"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*

## ***Career Awareness and Career Exploration***

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

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

Students can visit [postsecondarychoices.org](http://postsecondarychoices.org) and click on the careers tab for links to career inventories.

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

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

<sup>9</sup> Chapter 6, *Guidance and Career Counselors’ Toolkit*, GWU, HEATH Resource Center

## The Right Fit

Colleges and Universities serve students with special needs in many ways. Most schools offer mandated services; that is, services whose provision is required by law; for example, 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:

<b>TYPES OF POST-SECONDARY EDUCATIONAL INSTITUTIONS</b>	
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). <b>TERMINAL COURSE:</b> 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. <b>TRANSFER COURSE:</b> 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 in Putney, Vermont has developed a simple assessment form, which is useful in assessing college readiness. It is reproduced here with Landmark’s permission. Landmark states: “This guide is designed as a first step in helping students understand the complex sets of skills, abilities and practices [in] five foundation areas – Academic Skills, Self-Understanding, Self-Advocacy, Executive Function and Motivation and Confidence. Landmark states that these five foundations “are particularly critical for students with learning disabilities or AD/HD in order to succeed in a traditional higher education setting<sup>10</sup>.” 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.”

<b>Academic Skills</b>	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?	
<b>Total from this section</b>	
<b>Self-Understanding (Metacognition)</b>	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?	
<b>Total from this section</b>	
<b>Self-Advocacy</b>	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 student or college refused to provide you with an appropriate accommodation, would you contest the decision?	
<b>Total from this section</b>	

<sup>10</sup> It is felt that this assessment is also of use with other disabilities.

Considerations for the College Search

<b>Executive Function</b>	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 competing tasks that you find boring?	
<b>Total from this section</b>	
<b>Motivation and Confidence</b>	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?	
<b>Total from this section</b>	

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
<p><b>Academic Skills</b></p> <p style="text-align: center;">↓</p> <p><i>A student must be able to read and write with a high level of independence.</i></p>	<p>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.</p>	
<p><b>Self-Understanding (Metacognition)</b></p> <p style="text-align: center;">↓</p> <p><i>A student must be intimately aware of his or her strengths and challenges in learning.</i></p>	<p>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.</p>	

<p><b>Self-Advocacy</b></p> <p style="text-align: center;">↓</p> <p><i>A student must independently ask for - and at times even fight for - services and support.</i></p>	<p>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.</p>	
<p><b>Executive Function</b></p> <p style="text-align: center;">↓</p> <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>	
<p><b>Motivation and Confidence</b></p> <p style="text-align: center;">↓</p> <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>	
<p><b>Skills Total</b></p>	<p>Total Number of Questions marked "yes."</p>	
<p><b>Foundation Percentile</b></p>	<p>Multiply the above Skills Total by four (4) to get the overall percentile.</p>	

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

- Associate Degrees (e.g., Arts, Science, Engineering Science, Fine Arts, Arts in Teaching) – generally designed for transfer purposes.<sup>11</sup>
- 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
- Other<sup>12</sup>

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

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<sup>11</sup> 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.

<sup>12</sup> CLC Catalog, 2009-2010, p334

**Some information to consider about Community Colleges:**

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

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

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

<sup>15</sup> OCC Catalog, 2009-2010, p70

### Considerations for the College Search

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

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

### **Specific Community College Vocational/Career Programs:**

As noted earlier, Community Colleges offer Associate degrees designed for students planning to transfer to 4-year colleges or universities. The second major focus of Community Colleges is Vocational/Career Programs. Community Colleges provide excellent preparation for Vocational careers. It should be noted that other types of educational institutions including junior colleges, two-year colleges, technical colleges, private schools and some four-year colleges and universities also provide Vocational/Career Programs.

Vocational/Career education is education designed to provide the necessary skills for a particular job or career. Vocational/Career preparation often requires course work, which is designed to develop specific skills for a specific career or job.<sup>17</sup> Admission requirements for Vocational/Career Programs are often similar to those for regular admission to any Community College course of study. Depending on the intended course of study, prerequisite classes may be required prior to admittance to Vocational/Career programs.

On the pages that follow is a chart indicating Vocational/Career Programs offered at:

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

This information was taken from the OCC and CLC 2009/2010 catalogs.

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

Programs offered are listed by broad categories:

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

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

### Considerations for the College Search

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

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

- OCC – [www.oakton.edu](http://www.oakton.edu), (847 635-1600),
- CLC – [www.clcillinois.edu](http://www.clcillinois.edu), (847 543-2055),
- HRP - <http://goforward.harpercollege.edu/>, (847 925-6707).

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

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

*The benefits of post-secondary education are compelling.*

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

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

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

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

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

Program	OCC	CLC	HRP
Associate in Applied Science (A.A.S.)	X	X	X
Accounting Associate	X	X	X
Administrative Office Systems		X	
Air Conditioning, Heating and Refrigeration Technology	X	X	X
Applied Business	X		
Architectural Studies			X
Architectural Technology	X	X	
Automotive Service Excellence	X		
Automotive Technology (Apprenticeship)	X	X	
Building Codes and Enforcement			X
Business			X
Business Management		X	
Cardiac Technology			X
CISCO Networking		X	
Civil and Environmental Technology		X	
CNC Programming		X	
Computer Applications for Business	X		
Computer Information Systems	X	X	X
Computer Networking and Systems	X		
Construction Management	X	X	
Cosmetology			X
Criminal Justice		X	
Culinary Arts		X	
Dental Hygiene		X	X
Diagnostic Medical Sonography			X
Dietetic Technician			X
Digital Media and Design		X	
Early Childhood Education	X	X	X
Education: Paraprofessional Educators	X	X	
Electrician Apprenticeship		X	
Electrical Engineering Technology		X	
Electronic Information Technology		X	
Electronics and Computer Technology	X		
Electronics Engineering Technology			X
Electronics Systems Technology		X	
Emergency and Disaster Management		X	X
Emergency Medical Services			X
Emergency Medical Technology		X	
Energy (Alternative/Solar/Wind)			X
Engineering (Associate of Science)	X		
Environmental Health and Safety			X
Facilities Management and Engineering	X		
Fashion Design			X

Considerations for the College Search

Fashion Merchandising			x
Financial Services	x		x
Fire Science Technology	x	x	x
Food Service Management		x	
Forensic Science			x
Global Business Studies	x		
Graphic Arts Technology			x
Graphic Design	x		
Health and Wellness Promotion		x	
Health Information Technology (Systems)	x	x	x
Homeland Security			x
Horticulture		x	
Horticultural Therapy	x		
Hospitality Management			x
Human Services	x	x	x
Interior Design			x
International Business			x
Journalism			x
Law Enforcement	x		x
Laser/Photonics/Optics		x	
Library Technical Assistance		x	
Machine Technology (Apprenticeship)	x		
Machine Tool Trades		x	
Maintenance			x
Management and Supervision	x		x
Manufacturing Technology	x		
Marketing Management	x		x
Massage Therapy		x	
Mass Communication			x
Mechanical Design/CAD	x	x	
Mechanical Engineering Technology		x	
Medical Assisting		x	
Medical Imaging		x	
Medical Laboratory Technology	x	x	
Medical Office Administration			x
Nano Science		x	x
Nursing, Associate Degree	x	x	x
Nursing, Basic Nurse Assistant Training	x	x	x
Nursing, Practical Nursing			x
Paralegal Studies		x	x
Paraprofessional Educator	x	x	x
Pharmacy Technician	x		
Phlebotomy	x	x	x
Physical Therapist Assistant	x		
Professional Cook		x	
Public Relations			x
Radio Frequency Identification	x		

Considerations for the College Search

Radiologic Technology			x
Real Estate	x		x
Sign Language Interpreting			x
Substance Abuse Counseling	x		
Supply Chain Management			x
Surgical Technology		x	
Teaching English to Speakers of Other Languages (TESOL) (ESL)	x	x	
Technical Communications		x	
Welding		x	x
World Wide Web	x		

## Online Education

### QUESTIONS STUDENTS NEED TO ASK THEMSELVES IN CONSIDERING ONLINE LEARNING:

- What is my learning style<sup>20</sup>? 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? Are you a good self-advocate, so that if issues arise, you are comfortable raising them with the online school?
- Am I comfortable in a learning environment, which relies primarily on independent reading and writing?
- Am I able to organize, stay-on-task and meet deadlines?
- Am I good at managing my time in order to complete required activities?
- Am I more comfortable in a classroom setting or working independently?
- What technology do I have available for daily use? (At a minimum, you will usually need an Internet connection.) Does the school being considered deliver their 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 you currently use or need to use? If yes, are these technologies available and compatible with online study?
- Are there supports I will need to be successful in an online environment? For example: Am I comfortable reading text online? If not, do I have access to technology, which can read the material to me. Am I comfortable typing in information online? If not, do I have access to a “speak and write” (i.e., speech recognition software) program and am I competent in its use? Further, does this technology interact appropriately with the online course(s) offered? If I am hearing impaired, is oral video or conversation captioned?
- What type of financial aide may be used in this program?

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

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

### SPECIFIC QUESTIONS TO ASK ABOUT ONLINE COURSES:

#### Accreditation

- Is the school accredited<sup>21</sup>? 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. You need to be assured that the school will be in business long enough for you to complete your program. In addition, how long has the program you are studying been offered at the school?

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<sup>20</sup> Do you learn best when you 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.

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

## Considerations for the College Search

- The school should have an actual business address (not a PO Box) and location from which it operates. There should also be a phone number, a fax and email address. Scams in online courses are not uncommon and the "buyer" must be careful that they enroll in a legitimate school<sup>22</sup>.
- Seek out the opinion of others regarding the program, for example, school personnel, students who have studied there, online reviews, and so forth.

### Services

- What is the schedule? Does it work with your schedule? Are there specific time limits for submission of materials and course completion? Is there a time limit to complete the entire program? Are extensions granted?
- What is the tuition? How is it paid<sup>23</sup>? Are books, required supplies and/or school/activity fees included in the tuition?
- Can all course/program/school related activities be completed online, for example: admission, placement tests, registration for courses, add/drop courses, payments, books, etc.
- How is privacy of personal and academic information handled?
- What types of job placement programs are in place? What is the job placement rate?
- Is there some type of orientation/introductory program before you begin the program?
- Is counseling and advising done online?
- If there are questions/problems with service issues, who is contacted and through what means?
- If I begin in one program and then wish to switch to a different program can I do so? Are courses transferable between programs? If I decide to leave a program is there any refund of tuition costs?

### Instruction

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

### Disability Services

- In terms of your specific disability:<sup>24,25</sup>
  - What experience does the program have with students who have your type of disability? What has been the success rate? What challenges have been encountered?
  - What accommodations have been made to support students with your 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?

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<sup>22</sup> 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](http://www.osac.state.or.us/oda/diploma_mill.html)

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

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

<sup>25</sup> 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.
- Participate in extracurricular activities, hobbies and work experiences.

### Considerations for the College Search

- 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](http://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 *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 and so forth.
- 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 Rehabilitative Services (DRS) and determine your eligibility. If appropriate, invite the DRS counselor to attend your IEP meeting.
- Make sure that the documentation of your disability is current. Colleges usually want current testing; i.e., testing that is less than three years old when you begin college.
- College visits:
  - Visit a friend or relative at college.
  - Email or call college admission offices and disability service providers requesting a visit/appointment.
  - Be prepared when you visit colleges to write or talk about your experiences and to take placement tests.
  - Obtain information about admissions procedures and financial aid opportunities from Admission Officers.
  - Take your personal records and information with you to share with disability service providers, if appropriate.
  - Visit the Disability Office. Evaluate the services, service providers and staff.
  - Talk with college students currently receiving disability support services about their experiences.
- Compare the various colleges and think about living in the campus community (e.g., housing, social activities, classrooms, leisure activities, athletic activities, comfort level with support service).

### **Senior Year Tasks**

- Meet with your school guidance counselor early in the year to discuss your plans.
- Continue to develop your advocacy skills and to polish study skills.
- Be as academically independent as possible to prepare for the college environment.
- Consider running a portion of your IEP meeting.
- Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.
- Plan to visit campuses early in the year.

### Considerations for the College Search

- 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 technologies).
- Apply to different types of colleges – choose one that is a “reach,” one where you expect to be accepted, and one where you *know* you can be accepted.
- Prepare your applications carefully, paying close attention to instructions and deadlines. Be neat. Be accurate. Keep a copy “just in case.”
- Take the ACT/SAT again, if appropriate.
- Visit the college before you accept admission.
- Apply for financial aid and scholarships
- When accepted, consider attending the pre-admission summer program (if available). It will be worth your time and ease the transition when classes start in the fall.

*Adapted from Virginia’s College Guide for Students with Disabilities (2003 Edition). Available at [www.pen.k12.va.us](http://www.pen.k12.va.us)*

## ***College - Levels of Service***

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

### PROGRAM – Maximum Support

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

### COMPREHENSIVE SUPPORT SERVICES – Medium Support

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

### SUPPORT SERVICES/ACCOMMODATIONS – Mandated Support

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

## ***The Basics of the Post-secondary Search***

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

It may be helpful for a student to create a list of the 3 to 5 factors they consider most important to them 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 insure success and a positive experience in their post-secondary education.<sup>26</sup>

### **Information about College Testing:**

Students who have a documented disability may be eligible to request a “non-standard” ACT and/or SAT. It is important to note, however, that it is ACT/SAT that makes the decision as to who is eligible for accommodations. ACT’s staff of psychologists and 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 diagnosis is within the current year must have copies of the case study reports accompany their application. 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](http://www.act.org); [www.collegeboard.com](http://www.collegeboard.com)) to be aware of deadlines and requirements.<sup>27</sup>

### **The Basics:**

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

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

<sup>27</sup> Adapted from: *Cracking the ACT*, Princeton Review & [www.CollegeBoard.com](http://www.CollegeBoard.com)

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

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

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

### **Campus Resources**

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

### **“Living” Environment:**

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

- Commuter campus, living on or off campus
- Comfort – food? type of food plans? rooms? clean?
- Accessibility
- Physical size of campus
- Transportation
- Area in which school is located and its assets
- School’s commitment to inclusion
- Social life
- Campus safety<sup>30</sup>

### **Statistics:**

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

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

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

*FOR VOCATIONAL PROGRAMS AND PRIVATE BUSINESSES:<sup>31, 32</sup>*

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

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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.

<sup>30</sup> 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.

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

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

### Considerations for the College Search

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

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

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

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

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

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<sup>33</sup> Illinois State Board of Education

## **Questions to Ask During the College Search**

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

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

## ***Are You Ready for the Responsibility?***

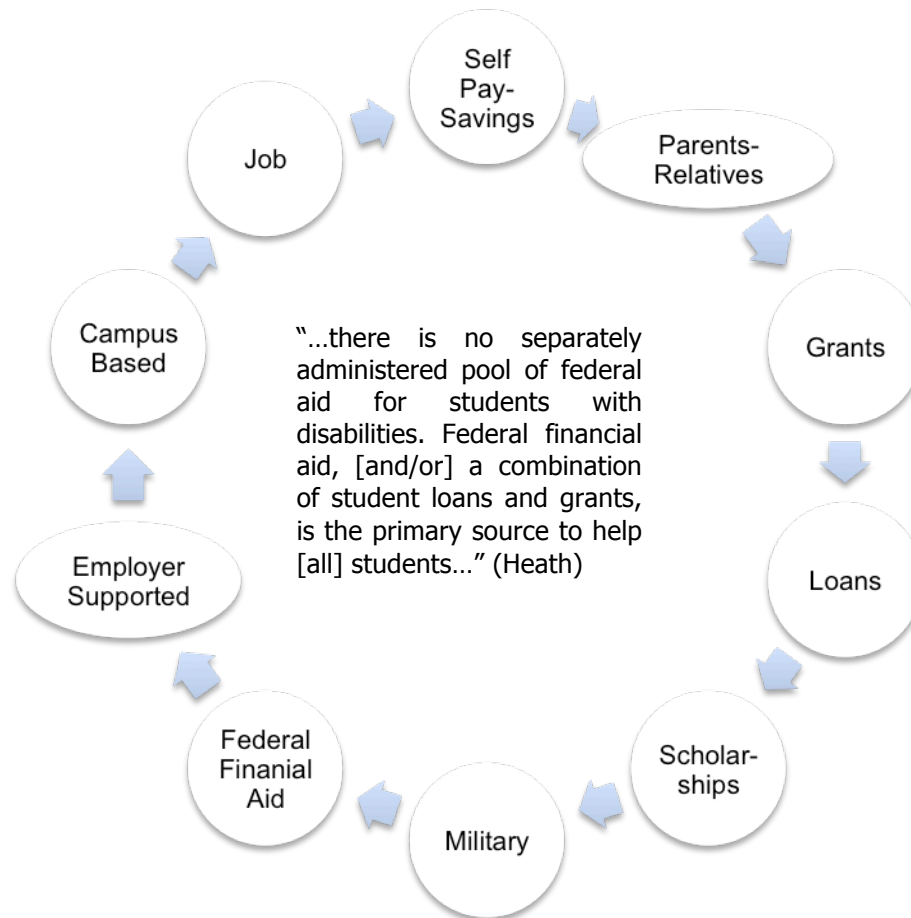
Going to college is a major step in your life involving new responsibilities and independence. Successful college students with disabilities possess many of the skills listed below. How about you? Take the inventory and discover the skills and attitudes you need to develop.

- 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 college has to offer?
- Do I take regular college preparatory courses, modified courses or individualized courses?
- Am I ready to live away from home, to manage my finances, to take care of my health and to manage my academic and leisure time?
- Do I seek assistance for academic and other problems when needed?
- Do I know how to advocate for myself?
- Do I accept that it may take me longer to graduate from college than my friends?
- Do I understand that I might have to study harder than my friends?
- Do I understand that college is a challenge and that dealing with temporary frustrations is part of being an ordinary college student?
- Do I know my long-term goals? Am I beginning this life-changing process with some career goals? Do I have some idea about how I want to earn a living?
- Am I a good problem solver?
- Do I know and understand my legal rights?

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

## Post-secondary Financial Considerations

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



The *Heath Resource Center Toolkit* goes on to state:

*High school counselors frequently receive requests from parents for information about financial aid and scholarships to help defray the rising costs of postsecondary education. Students with disabilities are often under the impression that a documented disability guarantees access to...funds for college level education. Unfortunately, in most instances...there are relatively few disability-specific grants and scholarships awarded; and most of [those] are highly selective, and usually awarded to the highest achieving students.<sup>34</sup>*

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

## "A STEP BY STEP GUIDE [TO] APPLYING FOR FINANCIAL AID"<sup>35</sup>

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

### Cautions

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

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

The U.S. Department of Education also provides cautions:<sup>37</sup>

#### Questionable Tactics:

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

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

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

<sup>37</sup> Adapted from: *Looking For Student Aid*, U.S. Department of Education, [www.studentaid.ed.gov](http://www.studentaid.ed.gov)

## Considerations for the College Search

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

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

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

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

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

### **Resources**

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

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

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

### **Websites**

- [studentaid.ed.gov/students/publications/student\\_guide/2008-2009/english/postponeloanpayment.htm](http://studentaid.ed.gov/students/publications/student_guide/2008-2009/english/postponeloanpayment.htm) – Funding Education Beyond High School, Government Guide (tambien en Espanol)
- <http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp> - Student Aid on the Web (tambien en Espanol)
- <http://going2college.org/StateResources/> - Some information on Illinois resources.
- <http://www.pacer.org/publications/possibilities/> - A Financial Resource for Parents of Children with Disabilities
- <http://www.washington.edu/doi/Brochures/Academics/financial-aid.html> - College Funding for Students with Disabilities, University of Washington
- <http://www.finaid.org/otheraid/ld.phtml> - Scholarships for Students with Learning Disabilities
- <http://www.finaid.org/> - Fin Aid – Guide to Financial Aid
- <http://www.heath.gwu.edu/modules/financial-aid/> - Financial Aid – Heath Resource Center, George Washington University
- <http://www.collegeanswer.com/index.jsp> - SallieMae - The planning for College Destination

Considerations for the College Search

- <http://federalstudentaid.ed.gov/> – Federal Student Aid Gateway (Note particularly the Fact Sheets on Loan & Grant programs and the College Preparation Checklist)
- <http://www.fafsa.ed.gov/> - Free Application for FAFSA (tambien en Espanol)

# College Application Checklist

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

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

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

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

<b>Checklist</b>			
	<b>College 1</b>	<b>College 2</b>	<b>College 3</b>
Send deposit			
Send final transcript			
<b>After You are Accepted</b>			
Send documentation to Disabilities Services Office (DSO)*			
Register with DSO*			

\*If you have chosen to disclose your disability.

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

## ***The Why, When, What and How of Disclosure***

### **Why disclose in the post-secondary setting?**

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

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

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

- Obtaining information about available supports and services, accessing reasonable accommodations.
- Discussing academic requirements and practical components of your course of study.
- Ensuring that faculty members implement the reasonable accommodations you require in order for you to be successful in your courses.
- 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.<sup>39</sup>

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

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<sup>39</sup> If you choose to disclose your disability, colleges cannot disclose it without your permission.

<sup>40</sup> 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.

<sup>41</sup> 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.

have decided to accommodate your needs personally.

**How to disclose your disability:**

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

**What to disclose about your disability:**

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

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

**To whom do you disclose your disability?**

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

*Adapted from: US Department of Labor, <http://www.dol.gov/odep/pubs/fact/www/wh.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 changing any materials necessary 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) they ask. No matter what the question(s) are, you've already identified the important characteristics you want to convey to each college.

### CONSIDER:

- Stay within the set length and content set forth in the application.
- Be certain that you carefully check grammar and spelling. Have someone else proofread and critique your statement.
- Focus on one or two topics and keep ideas clear and concise.
- Use your first paragraph to capture the reader's attention. Use your final paragraph to create a succinct conclusion, which pulls together and emphasizes the major points of your statement.
- If you have decided on a specific career goal, tie a discussion of that goal to your experiences.
- If appropriate, tailor the contents of your personal statement to each school 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](http://career.fsu.edu)*

Sample Personal Statement 1

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

Sample Personal Statement 2

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

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

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

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

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

# Letters of Recommendation

## Who to Ask

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

## When to Ask

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

## How to Ask

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

## What to Ask

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

## Follow-up

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

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

# Application Essays

## Pick an essay topic

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

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

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

## Prepare your essay

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

## Edit/Proof

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

## Have another person proof your essay

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

## Finalize

- Consider what those who have proofread your essay have suggested, but remember that you are the final judge of what is appropriate for *your* essay.
- Make changes.
- Do one more proof.
- Keep a copy of the final essay in your records.

Adapted from: [www.ucclermont.edu/documents/cms/TLC/Writing\\_An\\_Essay\\_Outline.ppt](http://www.ucclermont.edu/documents/cms/TLC/Writing_An_Essay_Outline.ppt)

# Interviews

## Preparing for the College Interview

- Decide on colleges at which you would like 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 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 or 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, which still require answers, and take steps to obtain needed information; return any forms; etc.

## Typical Interview Questions

- Questions about you and your background, activities, hobbies and work. 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 we admit you?
- What worries you about going to college?
- Questions about your goals and interests.
- Questions about your high school experience, favorite courses, and so forth.
- 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 and so forth." "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 services<sup>42</sup> related to a disability is when you:

1. Contact the coordinator of disability services on your campus;
2. Provide the required documentation of your disability;
3. Request services each academic term; and,
4. Work out specific accommodations.

### **Contacting Disability Services**

All colleges have a person 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 entrance to college.

### **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, and
- 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 testing. A copy of that assessment may be sufficient as documentation of your disability. Your most recent IEP (Individual Education Plan) and/or SOP (Summary of Performance) can be helpful, but generally won’t qualify as documentation of your disability for college purposes.

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

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

If you must be tested for a disability after high school graduation, you must pay for that testing

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

and it can be expensive.

## Requesting Services

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

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

## 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, they 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, reader, scribe for exams, proofreaders, editing services, lab assistants, and tutoring. (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 test, alternative test site 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 aids, 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.*

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<sup>43</sup> 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](http://www.postsecondarychoices.org)

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

Alexander Graham Bell Association for the Deaf and Hard of Hearing: [www.agbell.org](http://www.agbell.org)

Association for Persons in Supported Employment (APSE): [www.apse.org](http://www.apse.org)

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

College Board: [www.CollegeBoard.com](http://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](mailto:smwalter@charter.net) or [swalter@isbe.net](mailto:swalter@isbe.net) - [www.isbe.state.il.us/spec-ed/html/total.htm](http://www.isbe.state.il.us/spec-ed/html/total.htm)

Council for Exceptional Children: [www.cec.sped.org](http://www.cec.sped.org)

Councils on Developmental Disabilities: [www.state.il.us/agency/icdd/](http://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://illinoispeciald.com/>

Illinois Vocational & Technical Schools: [http://www.rwm.org/rwm/tf\\_ill.html](http://www.rwm.org/rwm/tf_ill.html)

Job Accommodation Network (JAN): [www.jan.wvu.edu](http://www.jan.wvu.edu)

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

## Additional Resources

National Association for College Admissions Counseling: [www.nacacnet.org](http://www.nacacnet.org)

National Association for Down Syndrome: [www.nads.org](http://www.nads.org)

National Center for Learning Disabilities (NCID): [www.ncld.org](http://www.ncld.org)

National Council on Disability: [www.ncd.gov](http://www.ncd.gov)

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

NCSET: <http://www.ncset.org/>

Online Aspergers Syndrome Information & Support: <http://www.udel.edu/bkirby/asperger/>

Post-ITT: [www.postitt.org](http://www.postitt.org)

Programs for Children and Youth who are Blind or Visually Impaired:  
[www.dhs.state.il.us/page.aspx?item=29974](http://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](http://www.dhs.state.il.us/page.aspx?item=29975)

Programs for Children with Special Health Care Needs: [www.uic.edu/hsc/dscc/](http://www.uic.edu/hsc/dscc/)

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

The Source – Autism and Aspergers: <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](http://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 is divided into three Parts:

Colleges

Alternative Post-secondary Transition Programs

Listings by State

This Section includes a listing of colleges, universities and other post-secondary programs, which provide various levels of support for students<sup>44</sup> with disabilities.

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), Fax Number, Address, Email(s), Website(s), Number of Students.

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<sup>44</sup> Note that on the lists that follow, "students" refers to the total number of undergraduate students/participants.

## *List of Colleges*

**Adelphi University** Learning Disabilities Program, Susan Spencer Farinacci, MSW, LCSW, DCSW  
516-877-4710 Fax: 516-877-4711 Adelphi U., 1 South Ave., PO Box 701 Garden City, NY 11530-0701  
ldprogram@adelphi.edu, admissions@adelphi.edu www.adelphi.edu 4,954 Students

**Adrian College** Excel & Access, Linda Jacobs, Director & Danielle Ward, Disab. Spec.  
517-265-5161 x4413 Fax: 517-264-3181 Adrian College, 110 S. Madison St. Jones Hall, Rm 205, Adrian, MI 49221-2575  
ljacobs@adrian.edu, dward@adrian.edu, admissions@adrian.edu www.adrian.edu 1,650 Students

**Alma College** Academic & Career Planning, Ginna Holmes, Director, Nate Payovich, DSCoordin  
989-463-7247 Fax: 989-463-7126 Alma College, 614 W. Superior Alma, MI 48801-1599  
holmes@alma.edu, payovichn@alma.edu www.alma.edu, www.alma.edu/academics/acp 1,400 Students

**Alverno College** Academic Support Services, Colleen Barnett, Coordinator  
414-382-6016, 800-933-3401 Fax: Call, Alverno College, 3400 S 43rd St., PO Box 343922 Milwaukee, WI 53234-3922  
colleen.barnett@alverno.edu, instructionalservices@alverno.edu www.alverno.edu 2,759 Students

**American International College** Supportive Learning Services Program, Prof. Mary Saltus, Administrator  
413-205-3426 Fax: 413-205-3908 AIC, 1000 State St. Springfield, MA 01109-3151  
mary.saltus@aic.edu, sls@aic.edu www.aic.edu/cas/sls 1,000 Students

**American University** Academic Support Center, Kathy Schwartz, MA, Director  
202-885-3360 Fax: 202-885-1042 American U., 4400 Massachusetts Ave. NW 243-MGC, Washington, D.C. 20016-8027  
ASC@american.edu www.american.edu 5,818 Students

**American University (LSP)** Learning Services Program for Freshmen with Learning Disabilities, Nancy Sydnor-Greenberg, Coordinator  
202-885-3360 Fax: 202-885-1042 AU, ASC, Mary Graydon - 243, 4400 Massachusetts Ave., NW Washington, DC 20016  
sydnorgr@american.edu http://www.american.edu/asc 5,818 Students

**Anderson University** Disability Services for Students, Teresa Coplin, Director  
765-641-4223 Fax: 765-641-3727 Anderson U., 1100 E. 5th St. Anderson, IN 46012-3495  
tjcoplin@anderson.edu www.anderson.edu/kissinger/dss.html 2,025 Students

**Appalachian State University** Office of Disability Services, Maranda Maxey, Dir & Courtney McWhorter, Asst.  
828-262-3056 Fax: 828-262-7904 ASU, 003 Anne Belk Hall, ASU, Box 32158 Boone, NC 28608-2158  
maxeymr@appstate.edu, mcwhorterck@appstate.edu www.ods.appstate.edu/, www.appstate.edu 17,222 Students

**Aquinas College** Academic Achievement Center, Sarah Cox, Director  
616-632-2166 Fax: Call, Aquinas College, 1607 Robinson Rd., SE Wage Center 103, Grand Rapids, MI 49506  
coxsar@aquinas.edu www.aquinas.edu/aac 2,300 Students

**Arizona State University** Disability Resource Center, Jim Hemauer, Assoc. Director  
480-965-1234, 480-965-1362 Fax: 480-965-0441 ASU, Matthews Center, PO Box 873202 Tempe, AZ 85287  
Disability-Q@asu.edu, gimpy@asu.edu www.asu.edu/studentaffairs/ed/drc/ 38,984 Students

**Arizona, University of** Disability Resources, Sue Kroeger, Director  
520-626-7674 Fax: 520-621-9423 UA, Disability Resource Center, 1224 E. Lowell St. Tucson, AZ 85721  
suek@email.arizona.edu, drc-info@email.arizona.edu http://drc.arizona.edu 28,000 Students

**Arizona, University of, SALT** Strategic Alternative Learning Techniques (SALT), Dr. Robin Wisniewski, Dir, David Cillo, Asst Dir  
520-621-1427, 520-626-0646 Fax: 520-626-3260 UA, SALT Center, 1010 N. Highland Ave. Tucson, AZ 85721-0136  
dcillo@email.arizona.edu www.salt.arizona.edu 38,000 Students

**Arkansas, University of** Center for Educational Access, Annie Jannarone, Director  
479-575-3104 Fax: 479-575-7445 UA, Rm 104, ARKU Fayetteville, AR 72701  
ada@uark.edu http://cea.csd.uark.edu 14,350 Students

**Art Institute of Chicago** Disability & Learning Resource Center, Valerie L. St. Germain, Director  
312-499-4278 Fax: 312-499-4290 SAIC, 116 S. Michigan Ave., 13th Floor Chicago, IL 60603-3103  
vstgermain@saic.edu, dirc@saic.edu www.saic.edu/life/services/disabilities, www.artic.edu 2,333 Students

**Augsburg College, Access Center** Access Center, Physical Disabilities, Sadie Curtis  
612-330-1749 Fax: 612-330-1350 Augsburg College, 2211 Riverside Ave. So., CB#208 Minneapolis, MN 55454  
curtiss@augzburg.edu http://www.augsburg.edu/accesscenter/ 2,054 Students

**Augsburg College, CLASS Program** The Center for Learning and Adaptive Student Services, Regina Hopingardner, Assistant  
612-330-1053 Fax: 612-330-1137 Augsburg College, 2211 Riverside Ave., CB#57 Minneapolis, MN 55454  
class@augzburg.edu www.augsburg.edu/classprogram 2,054 Students

**Ball State University** Disabled Student Development, Larry Markle, Director  
765-285-5293 Fax: 765-285-5295 BSU, Student Center, Rm 116 Muncie, IN 47306  
dsd@bsu.edu, lmarkle@bsu.edu www.bsu.edu/dsd/ 18,000 Students

**Baylor University** Office of Access and Learning Accommodation, Dae Vasek, Director  
254-710-3610 Fax: 254-710-3608 Baylor U., One Bear Place #97204 Waco, TX 76798-7204  
Dae\_Vasek@baylor.edu www.baylor.edu/oala, www.baylor.edu 11,800 Students

**Beacon College** Programs for students with Learning Disabilities, ADHD or gifted LD, Celia Corrad, Admissions Advisor  
352-638-9731, 352-787-7660 Fax: 352-787-0721 Beacon College, 105 E. Main St. Leesburg, FL 34748  
admissions@beaconcollege.edu www.beaconcollege.edu 130 Students

**Bellevue College** Occupational & Life Skills, Marci Muhlestein, Program Manager  
425-564-2844 Fax: 425-564-3094 Bellevue College, 3000 Landerholm Circle S.E. Bellevue, WA 98007-6484  
ols@bellevuecollege.edu www.bellevuecollege.edu/ols 60 Students

**Bethany College** PASS - Program for Academic and Social Success, Christina Sampson, Director  
304-829-7400, 304-829-7401 Fax: Call, Bethany College, Office of Admission Bethany, WV 26032  
admission@bethanywv.edu, csampson@bethanywv.edu www.bethanywv.edu 830 Students

**Binghamton University (SUNY)** Services for Students with Disabilities, B. Jean Fairbairn, Director  
607-777-2686 Fax: 607-777-6893 Binghamton U., PO Box 6000 Binghamton, NY 13902-6000  
bjfairba@binghamton.edu, ssd@binghamton.edu www2.binghamton.edu/ssd/, www.binghamton.edu 11,787 Students

**Blackburn College** Academic Resource Center, Barbara Clark, Coordinator  
217-854-3231 x 4359 Fax: Call, Blackburn College, 700 College Ave. Carlinville, IL 62626-1498  
belar@blackburn.edu www.blackburn.edu 617 Students

**Boston College** Disability Services Office (ODSD), Paulette Durrett, MSW, LCSW, Assistant Dean  
617-552-3470, 617-552-3470 Fax: 617-552-3473 BC, 140 Commonwealth Ave. Chestnut Hill, MA 02467-3859  
paulette.durrett@bc.edu, odsd@bc.edu www.bc.edu/offices/odsdisabilityservices.html 9,081 Students

**Boston University** Office of Disability Services, Lorraine Wolf, Ph.D.  
617-353-3658 Fax: 617-353-9646 Boston U., 19 Deerfield St. (2nd Fl) Boston, MA 02215  
lwolf@bu.edu, access@bu.edu www.bu.edu/disability/ 18,521 Students

**Bowling Green State University** Office of Disability Services, Lea Anne Kessler, Director & Peggy Dennis  
419-372-8495 Fax: 419-372-8496 BGSU, 413 South Hall Bowling Green, OH 43403-0013  
DSS@bgsu.edu www.bgsu.edu/offices/sa/disability 19,000 Students

**Bradley University** Center for Learning Assistance, Dr. Deborah Fischer, Director  
309-677-3654 Fax: 309-677-3685 Bradley U., 1501 W. Bradley Ave. Peoria, IL 61625-0126  
djfisch@bradley.edu, susan@bradley.edu www.bradley.edu/students/support/disadvant.html 5,217 Students

**Bucknell University, Arts & Sciences** Dean's Office, Elaine Hopkins, Associate Dean  
570-577-1301 Fax: 570-577-7054 Bucknell University, 113 Marts Hall Lewisburg, PA 17837  
elaine.hopkins@bucknell.edu www.bucknell.edu/x7056.xml 3,500 Students

**Bucknell University, Engineering** Dean's Office, Karen Marosi, Associate Dean  
570-577-3705 Fax: 570-577-3579 Bucknell University, 235B Dana Engineering Lewisburg, PA 17837  
ktmarosi@bucknell.edu www.bucknell.edu/x7056.xml 3,500 Students

**Butler University** Student Disability Services, Michele Atterson, M.A., Director  
800-368-6852 Fax: Call, Butler University, Jordan Hall 136, 4600 Sunset Avenue Indianapolis, IN 46208  
matterso@butler.edu http://www.butler.edu/disability/ 4,051 Students

**California Davis, University of** Student Disability Center, Jennifer Gibson, Ph.D  
530-752-3184 Fax: 530-752-0161 University of California at Davis One Shields Ave., Davis, CA 95616-8714  
sdc@ucdavis.edu, jgibson@ucdavis.edu http://advisingservices.ucdavis.edu/studentsservices/sdc/index. 25,250 Students

**California San Diego, University of** Office for Students with Disabilities, Joanna Boval, Director  
858-534-4382 Fax: 858-534-4650 UCSD, 9500 Gilman Dr., #0019 La Jolla, CA 92093-0019  
osd@ucsd.edu http://disabilities.ucsd.edu 30,000 Students

**California State University, LB** Disabled Student Services, David Sanfilippo, Director  
562-985-5401 Fax: 562-985-7183 CSULB, Brotman Hall, Rm 270 1250 Bellflower Blvd., Long Beach, CA 90840  
dss@csulb.edu, dsanfill@csulb.edu www.csulb.edu/divisions/students/dss/ 35,000 Students

**Calvin College** Disability Services, Disability Coordinator  
616-526-6000, 616-526-8431 Fax: 616-526-7066 Calvin College, 1845 Knollcrest Circle SE Grand Rapids, MI 49546  
info@calvin.edu, admissions@calvin.edu http://www.calvin.edu/academic/services/ 3,991 Students

**Cardinal Stritch University** Academic Support Center, Marcia Laskey, Ed.D., Dir., Michael Schade, Facil.  
414-410-4168, 414-410-4166 Fax: 414-410-4160 CSU, Bonaventure Hall, Rm 1058 6801 N Yates Rd., Milwaukee, WI 53217  
mllaskey@stritch.edu, meschade@stritch.edu www.stritch.edu 3,070 Students

**Carroll University** Office for Students with Disabilities , Martha Bledsoe, Director  
262-524-7335 Fax: 262-524-6892 Carroll University, Walter Young Center 100 N. East Ave., Waukesha, WI 53186  
info@carrollu.edu www.carrollu.edu 2,655 Students

**Carthage College** Support for Students with Disabilities , Diane Schowalter, Learning Specialist  
262-551-5802 Fax: Call, Carthage Advising Center, 2001 Alford Park Dr. Kenosha, WI 53140-1994  
dschowalter1@carthage.edu www.carthage.edu 2,500 Students

**Central Florida, University of** Student Disability Services , Pan Rea, Director  
407-823-2371 Fax: 407-823-2372 UCF, 4000 Central Florida Blvd., Ferrell Commons, Room 132 Orlando, FL 32816-0160  
Pamela.Rea@ucf.edu http://www.sds.sdes.ucf.edu/ 58,500 Students

**Chicago State University** Abilities Office of Disabled Student Services , Sandra K. Saunders, M.A.  
773-995-4401 Fax: 773-821-2506 CSU, 9501 S. King Dr., CRSUB 198 Chicago, IL 60628-1598  
ssaunder@csu.edu www.csu.edu/abilities 5,217 Students

**Cincinnati, University of** Disability Services , Matthew Sauer, Ph.D., Accommodation Coordinator  
513-556-6823 Fax: 513-556-1383 University of Cincinnati, 210 University Pavilion PO Box 210090, Cincinnati, OH 45221-0090  
dso@uc.edu, matthew.sauer@uc.edu www.uc.edu/aess/disability/ 20,300 Students

**Clarke University** Disability Services , Myra Benzer, Coordinator  
888-825-2753 Fax: Call, Clark University, 228A Library 1750 8107, 1550 Clarke Dr., Dubuque, IA 52001  
myra.benzer@clarke.edu http://www.clarke.edu/ 1,202 Students

**College of Lake County** Office for Students with Disabilities , Thomas Crowe, Director  
847-543-2055, 847-543-2473 Fax: 847-543-3474 CLC, 19351 W. Washington St. Grayslake, IL 60030-1198  
tcrowe@clcillinois.edu www.clcillinois.edu/depts/osd.asp 15,999 Students

**College of Mt. Saint Joseph** Project EXCEL , Debra Mato, Director  
513-244-4531, 513-244-4623 Fax: 513-244-4629 CMSJ, 5701 Delhi Rd. Cincinnati, OH 45223-1670  
debra\_mato@mail.msje.edu http://www.msje.edu 2,300 Students

**Colorado Boulder, University of** Disability Services , Main Office  
303-492-8671 Fax: 303-492-5601 University of Colorado Boulder, N200, Center for Community Boulder, CO 80309-0107  
dsinfo@colorado.edu www.colorado.edu/disabilityservices 24,000 Students

**Colorado College** Disability Services , Jan Edwards, Director of DS & ADA Coordinator  
719-227-8285 Fax: 719-227-8293 Colorado College, 14 E. Cache La Poudre Colorado Springs, CO 80903-3294  
jedwards@coloradocollege.edu http://www.coloradocollege.edu/disabilityservices 2,000 Students

**Colorado CS, University of** Office of Disability Services , Ida Dilwood, Director  
719-255-3563 Fax: 719-255-3195 UCCS, Main Hall, Rm 105, 1420 Austin Bluffs Pkwy. Colorado Springs, CO 80918  
dservice@uccs.edu, idilwood@uccs.edu http://www.uccs.edu/~dservice/index.htm 9,100 Students

**Colorado Mesa University** Educational Access Services , Nancy Conklin, Coordinator  
970-248-1856 Fax: 970-248-1988 MSC, 1100 North Ave. Grand Junction, CO 81501  
naconkli@mesastate.edu http://coloradomesa.edu/eas 8,600 Students

**Colorado Mountain College, SV** Disability Services Program, Ann M. Moll Ed.D., Disabilities Services Coordinator  
970-947-8256, 800-621-8559 Fax: Call, CMC, Spring Valley Campus 831 Grand Ave., Glenwood Springs, CO 81601  
amoll@coloradomtn.edu <http://www.coloradomtn.edu/cms/one.aspx?pageId=3264224> 20,000 Students

**Colorado State University** Resources for Disabled Students (RDS), Rosemary Kreston, Director  
970 491-6385 Fax: Call, CSU, 100 General Services Bldg. Ft. Collins, CO 80523  
Rose.Kreston@colostate.edu <http://rds.colostate.edu/> 20,765 Students

**Columbia College** Services for Students with Disabilities (SSD), Joyce E. Butts, Assistant Dir., Coung Chau, Coord.  
312-369-8296, 312-369-8485 Fax: 312-369-8485 Columbia College, 623 S. Wabash, Suite 304 Chicago, IL 60605-1996  
jbutts@colum.edu, ssd@colum.edu, cchau@colum.edu [www.colum.edu](http://www.colum.edu) 11,366 Students

**Columbia College** Disability Services, Ruth Tichenor, Coordinator  
573-875-7626, 800-231-2391, Fax: Call, Columbia College, 1001 Rogers St. Columbia, MO 65216  
rtichenor@ccis.edu <http://www.ccis.edu/departments/sss/> 1,200 Students

**Community College of Denver** Center for Persons with Disabilities, Jean Kelly, Interim Director  
303-556-3300 Fax: 303-556-3898 CCD, PO Box 173363 Denver, CO 80217-3363  
cpd@ccd.edu, jean.kelly@ccd.edu <http://www.ccd.edu/Disabilities/Disabilities.aspx> 13,373 Students

**Concordia University** Disability Services, Carol M. Gilbert, Director  
708-771-8300, 708-209-3042 Fax: 708-209-3176 Concordia U., 7400 Augusta St. Krauss Hall 205, River Forest, IL 60305  
carol.gilbert@cuchicago.edu, ace@CUChicago.edu [www.cuchicago.edu/](http://www.cuchicago.edu/) 1,121 Students

**Concordia University Wisconsin** Disability Support Services, Amanda George, Director  
262-243-4299 Fax: 262-243-3535 Concordia U., 12800 N. Lake Shore Drive Mequon, WI 53097  
amanda.george@cuw.edu <http://www.cuw.edu/Department/lrc/> 1,926 Students

**Connecticut, University of** Center for Students with Disabilities (CSD), Donna M. Korbel, Director  
860-486-2020 Fax: 860-486-4412 UC, 233 Glenbrook Rd., Unit 4174 Wilbur Cross Bldg., Rm 204, Storrs, CT 06269  
csd@uconn.edu [www.csd.uconn.edu](http://www.csd.uconn.edu) 16,800 Students

**Connecticut, University of - BOLD**, Progs for LD, ADHD, Psyc. disab., Dual Diag., Autism, Study skills, Manju Banerjee, Ph.D.  
860-486-2020 Fax: 860-486-4412 UC, 233 Glenbrook Road, Unit 4174, Cross Bldg., Rm 204 Storrs, CT 06269-4174  
csd@uconn.edu, manju.banerjee@uconn.edu, carrol.waite@uconn.edu [http://www.csd.uconn.edu/beyond\\_access.html](http://www.csd.uconn.edu/beyond_access.html) 16,000 Students

**Cornell College** Disabilities Services, Kate Fashimpaur, M.A., LMSW  
319-895-4000, 319-895-4382 Fax: Call, Cornell College, 600 First St. SW Mount Vernon, IA 52314  
admission@cornellcollege.edu, kfashimpaur@cornellcollege.edu <http://cornellcollege.edu> 1,200 Students

**Curry College, PAL** Program for Advancement of Learning (PAL), Patricia A. Pieper, Admission Counselor  
617-333-2210, 617-333-2250 Fax: 617-333-2018 Curry College, 1071 Blue Hill Ave. Milton, MA 02186-2395  
pal@curry.edu, tpieper@post03.curry.edu <http://www.curry.edu> (search PAL) 2,832 Students

**Davis & Elkins College** The Supported Learning Program, Mary Ellen Schubert, Director, Naylor Lrn. Ctr  
800-624-3157 x1384, 304-637 Fax: Call, Davis & Elkins College, 100 Campus Dr. Elkins, WV 26241-3996  
schubert@dewv.edu <http://www.davisandelkins.edu> (Search "Supported Learning") 635 Students

**Dayton, University of** Office of Student Learning Services/Disability Services, Elizabeth Harrison, Ph.D., Director  
937-229-2066 Fax: 937-229-3270 University of Dayton, 300 College Park, RCH LTC, Rm. 023, Dayton, OH 45469-1302  
disability.services@notes.udayton.edu, harrise@notes.udayton.edu <http://community.udayton.edu> 7,500 Students

**Dean College** ARCH Learning Community, Erin Lowery-Corkran, Ph.D., Director  
508-541-1978 Fax: 508-541-1829 Dean College, Admissions Office 99 Main St., Franklin, MA 02038-1994  
elowery-corkran@dean.edu, learning@dean.edu [www.dean.edu/Academics/Arch.cfm](http://www.dean.edu/Academics/Arch.cfm) 1,048 Students

**Denver, University of** Disability Services Program, Michele McCandless, DSP Associate Director  
303-871-2278 Fax: 303-871-3939 UofD, 1999 E. Evans Ave., 4th Fl Driscoll Ctr. S., Rm 63, Denver, CO 80208  
mmccandl@du.edu, dsp@du.edu [www.du.edu/studentlife/disability/dsp/](http://www.du.edu/studentlife/disability/dsp/) 4,800 Students

**Denver, University of, LEP** Learning Effectiveness Program, Jane Parks, LEP Admissions Coordinator  
303-871-2372 Fax: 308-871-3939 UofD, L.E.P., 2050 E. Evans Ave. Ste. 30, Driscoll Ctr. S., Denver, CO 80208  
jparks2@du.edu, lep-info@du.edu [www.du.edu/studentlife/disability/lep/](http://www.du.edu/studentlife/disability/lep/) 4,800 Students

**DePaul University** Productive Learning Strategies (PLuS) Program, Judith R. Kolar, Director  
773-325-1677, 773-325-8656 Fax: 773-325-3720 DePaul U., 2250 N. Sheffield Ave., SC370 Chicago, IL 60614-3208  
jkolar@depaul.edu <http://studentaffairs.depaul.edu/plus/> 23,401 Students

**Dominican University** Disability Support Services, Judy Paulus, DSS Coordinator  
708-488-5177, 708-524-6822 Fax: 708-524-6659 Dominican U., Lewis Hall, Room 132 7900 W. Division, River Forest, IL 60305-9409  
domadmis@dom.edu, tgoggin@dom.edu [www.dom.edu](http://www.dom.edu) 4,000 Students

**Drake University** Disability Services, Michelle Laughlin, Services Coordinator  
515-271-1835 Fax: 515-271-2376 Drake U., 107 Old Main, 2507 University Ave. Des Moines, IA 50311  
michelle.laughlin@drake.edu [www.drake.edu/acadassist/disability/](http://www.drake.edu/acadassist/disability/) 3,441 Students

**East Carolina University** Disability Support Services, Elizabeth S. Johnston, Director  
252-737-1016 Fax: 252-737-1025 ECU, East Fifth St., Slay 138 Bldg. Greenville, NC 27858-4353  
johnstone@ecu.edu, dssdept@ecu.edu [www.ecu.edu/cs%2Dstudentlife/dss/](http://www.ecu.edu/cs%2Dstudentlife/dss/), [www.ecu.edu](http://www.ecu.edu) 19,767 Students

**Eastern Illinois University** Disability Services, Julie Walters, Office Manager  
217-581-6583 Fax: 217-581-6583 EIU, 600 Lincoln Ave. Charleston, IL 61920-3099  
klwaggoner@eiu.edu [www.eiu.edu](http://www.eiu.edu), [www.eiu.edu/~disablt/](http://www.eiu.edu/~disablt/) 12,179 Students

**Eastern New Mexico University** Disability Services, Danette McGuire, Disab. Svcs. & Testing Of. Coord.  
575-562-2211 Fax: Call, ENMU, 1500 W. University, Station 34, SAS 186 Portales, NM 88130  
Danette.McGuire@enmu.edu [www.enmu.edu](http://www.enmu.edu), [www.enmu.edu/services/disability/](http://www.enmu.edu/services/disability/) 4,300 Students

**Eastern New Mexico, Roswell** Spec. Svcs. Occupational Training Prog., Sigrid Webb, M.Ed/CRC, Dir. of Spec. Svcs.  
575-624-7286, 575-624-7289 Fax: 575-624-7350 ENMU-R, Special Services, 52 University Blvd. Roswell, NM 88203  
mary.weber@roswell.enmu.edu <http://www.roswell.enmu.edu/student-services> 127 Students

**Edgewood College** Accessibility Services for Students with Disabilities, Lilian O'Connell, Director  
608-663-2818, 608-663-8347 Fax: 608-663-2277 EC, SRC, DeRicci 206 1000 Edgewood, Madison, WI 53711  
loconnell@edgewood.edu [www.edgewood.edu](http://www.edgewood.edu) 2,000 Students

**Edgewood College - Cutting Edge** Cutting-Edge Program, Dr. Dedra Hafner, Director  
608-663-2340 Fax: 608-663-2277 EC, Cutting-Edge Prog., 1000 Edgewood College Dr. Madison, WI 53711  
cuttingedge@edgewood.edu <http://www.edgewood.edu> 2,000 Students

**Edinboro University** Office for Students with Disabilities (OSD), Robert McConnell, Director  
888-8GO-BORO, 814-732-2000 Fax: 814-732-2866 Edinboro U., 219 Meadville St. Edinboro, PA 16444  
mcconnell@edinboro.edu [www.edinboro.edu/](http://www.edinboro.edu/) 8,700 Students

**Elmhurst College** Disability Services, Learning Center, Maureen Connolly, Disability Services Provider  
630-617-3753 Fax: Call, Elmhurst College, 190 Prospect Ave., Learning Center Frick Ctr, Rm 229, Elmhurst, IL 60126-3296  
maureenc@elmhurst.edu [www.elmhurst.edu](http://www.elmhurst.edu) 2,670 Students

**Embry-Riddle Aeronautical** Disability Support Services, Vanessa Lloyd, M.S.T.M., Director  
386-226-7916 Fax: 386-226-6071 ERAU, 600 S. Clyde Morris Blvd., DSS, Wellness Center Bldg 20, Daytona Beach, FL 32114-3900  
lloydv@erau.edu [www.erau.edu/db/studentlife/disabilitysup/](http://www.erau.edu/db/studentlife/disabilitysup/) 4,584 Students

**Fairleigh Dickinson University,** Regional Center for Students with Learning Disabilities, Grace Hottinger, Admissions Counselor  
201-692-2087, 201-682-2616 Fax: 201-692-2813 FDU, 1000 River Rd., T-RH5-02 Teaneck, NJ 07666  
graceh@fdu.edu [www.fdu.edu/rcsltd](http://www.fdu.edu/rcsltd) 6,024 Students

**Ferris State University** Disabilities Services (ECDS), Deb Cox, LPC Department Head  
231-591-3057 Fax: 231-591-3939 FSU, 901 S. State St., STR 313 Big Rapids, MI 49307  
ecdsc@ferris.edu [www.ferris.edu](http://www.ferris.edu) 14,381 Students

**Finlandia University** Disability Student Services, Kellie Raffaelli, Director of Academic Support  
906-487-7324, 800-682-7604 Fax: 906-487-7535 Finlandia U., 601 Quincy St. Hancock, MI 49930-1882  
admissions@finlandia.edu, kelli.raffaelli@finlandia.edu [www.finlandia.edu](http://www.finlandia.edu) 553 Students

**Flash Point Media Academy** Admissions Office, Lindsay Drucker  
312 332-0707 Fax: 312-278-0766 Flash Point Academy, 28 North Clark St., Suite 500 Chicago, IL 60602  
lindsay.drucker@tfa.edu [www.tfa.edu](http://www.tfa.edu) 550 Students

**Florida Atlantic University** Office for Students with Disabilities, Nicole Rokos, Director  
561-297-3880 Fax: 561-297-2184 FAU, 777 Glades Rd., SU Bldg, Rm 133, Boca Raton, FL 33431  
nrokos@fau.edu <http://www.osd.fau.edu> 29,400 Students

**Florida State University** Student Disability Resource Center, Dr. Bea Awoniyi, Director  
850-644-9566 Fax: 850-644-7164 FSU, 874 Traditions Way, 108 SSB Tallahassee, FL 32306-4167  
sdrcc@admin.fsu.edu, bawoniyi@fsu.edu <http://www.disabilitycenter.fsu.edu/> 31,000 Students

**Fort Lewis College** Disability Services, Dian Jenkins, Coordinator  
970-247-7459 Fax: 970-247-7070 FLC, 1000 Rim Dr., Noble Hall, Rm 280 Durango, CO 81301  
jenkins\_d@fortlewis.edu <http://www.fortlewis.edu/disability> 3,685 Students

**Full Sail University** Student Success Services, Erica Parker, Student Success Coordinator  
407-551-2024, 407-679-1000 Fax: 407-215-9518 FSU, 3300 University Blvd. Winter Park, FL 32792  
success@fullsail.com <http://www.fullsail.edu> 13,000 Students

**Gallaudet University** Admissions, David Tossman  
866-563-8896, 800-995-0550 Fax: Call, GU, EMG, 800 Florida Avenue, NE Washington, DC 20002  
admissions.office@gallaudet.edu, guacmidwest@gallaudet.edu <http://admissions.gallaudet.edu/Admissions/Freshman/> 1,100 Students

**Gannon University** Office of Disability Support Services, Dr. Harvey Kanter, ADA/504 Coordinator  
814-871-5522 Fax: 814-871-7499 Gannon U., 109 University Square Erie, PA 16541-0001  
kanter002@gannon.edu <http://www.gannon.edu/programs/dss.asp> 3,500 Students

**Gannon University, LD Prog** Program for Students with L.D. (PSLD), Jane Kanter, M.Ed., Director  
814-871-5360 Fax: Call, Gannon U., MB4117, 109 University Square Erie, PA 16541-0001  
kanter001@gannon.edu <http://www.gannon.edu/departmental/psld/default.asp> 3,500 Students

**George Washington University** Disability Support Services, Christy Willis, Director  
202-994-8250 Fax: 202-994-7610 GWU, Rome Hall, Suite 102, 801 22nd St., NW Washington, DC 20052  
dss@gwu.edu <http://gwired.gwu.edu/dss/> 10,000 Students

**Glen Oaks Community College** Disability Support Services, Lyle Raven, Disability Support Services Counselor  
269-294-4246, 888-994-7818 Fax: 269-467-9068 GOCC, 62249 Shimmel Rd. Centreville, MI 49032-9719  
lraven@glenoaks.edu [www.glenoaks.edu](http://www.glenoaks.edu) 1,400 Students

**Governors State University** Access Services for Students with Disabilities, Robin Sweeney, Access Services  
708-534-4508 Fax: Call, GSU, ARC, Rm B1215, 1 University Parkway University Park, IL 60484-0975  
r-sweeney@govst.edu [www.govst.edu/sas/t\\_stu\\_dev.aspx?id=997](http://www.govst.edu/sas/t_stu_dev.aspx?id=997) 6,000 Students

**Grand Valley State University** Disability Support Services, Kathleen VanderVeen, Coordinator  
616-331-2490 Fax: 616-331-3880 GVSU, 1 Campus Drive, STU 200 Allendale, MI 49401-9403  
dssgvsu@gvsu.edu [www.gvsu.edu/dss](http://www.gvsu.edu/dss) 24,541 Students

**Harold Washington College** Disabilities Access Center, Nicolette Radford, Director  
312-553-3050 Fax: 312-553-3088 HWC, Rm 107, 30 E. Lake St. Chicago, IL 60601  
nradford@ccc.edu <http://hwashington.ccc.edu/> 7,284 Students

**Harper College** Access and Disability Services (ADS), Debbie Franzen, Accommodation & Transition  
847-925-6266 Fax: 847-925-6267 Harper College, Bldg D, Rm 119 1200 W. Algonquin Rd., Palatine, IL 60067  
dfranzen@harpercollege.edu [www.harpercollege.edu](http://www.harpercollege.edu) 25,000 Students

**Hartford, University of** Learning Plus, Lynne Golden, Director  
860-768-4522, 860-768-4312 Fax: Call, University of Hartford 200 Bloomfield Ave., West Hartford, CT 06117  
Golden@hartford.edu, LDsupport@hartford.edu <http://www.hartford.edu/LearningPlus> 7,500 Students

**Harvard University** Student Disability Resources, Louise Russell, Director  
617-496-8707 Fax: 617-496-0815 Harvard U., SDR, 20 Garden Street Cambridge, MA 02138  
sdr@fas.harvard.edu <http://www.fas.harvard.edu/~sdr> 6,670 Students

**Hobart & William Smith Colleges** Center for Teaching and Learning, David Silver, Coordinator of Disability Services  
315-781-3351 Fax: 315-781-3862 HWS, Learning Commons, 2nd Fl., Library Geneva, NY 14456-3397  
ctl@hws.edu, silver@hws.edu [www.hws.edu/academics/ctl/index.aspx](http://www.hws.edu/academics/ctl/index.aspx), [www.hws.edu](http://www.hws.edu) 2,250 Students

**Hofstra University** Services for Students with Disabilities, Julia A. Yindra, Director  
516-463-7075 Fax: 516-463-7070 Hofstra U., 212 Memorial Hall Hempstead, NY 11549-1000  
SSD@hofstra.edu, julie.yindra@hofstra.edu www.hofstra.edu/StudentAffairs/stddis/stddis\_contact.html 7,718 Students

**Hofstra University, PALS** PALS - Program for Academic Learning Strategies, Julie A. Yindra, Director  
516-463-7075 Fax: Call, Hofstra U., 212 Memorial Hall Hempstead, NY 11549-1000  
SSD@hofstra.edu www.hofstra.edu/StudentAffairs/stddis/index.html 7,718 Students

**Holy Cross College** Student Counseling Services, Br. Christopher J. Dreyer, Disability Services  
574-239-8383 Fax: 574-239-8323 Holy Cross, 54515 SR 933N, PO Box 308 Notre Dame, IN 46556-0308  
admissions@hcc-nd.edu, cdreyer@hcc-nd.edu http://www.hcc-nd.edu/ 512 Students

**Houston, University of** Justin Dart, Jr. Center for Students with DisABILITIES, Cheryl Amoruso, Director  
713-743-5400 Fax: 713-743-5396 UofH, CSD Bldg #568, Rm #110 Houston, TX 77204-3022  
camoruso@uh.edu, uhcsd@uh.edu www.uh.edu/csd 26,000 Students

**Illinois Chicago, University of** Disability Resource Center, Roxana Stupp, Director  
312-996-8332 Fax: 312-413-7781 UIC, 1200 W. Harrison St., Rm 1190 SSB (MC 321) Chicago, IL 60607  
rstupp@uic.edu, drc@uic.edu www.uic.edu/depts/oa/disability\_resources/index.html 17,000 Students

**Illinois Springfield, University of** Office of Disability Services (ODS), Suzanne Woods, M.A., Visiting Director of ODS  
217-206-6666, 217-206-8555 Fax: Call, UIS, HRB80, One University Place Springfield, IL 62703  
ODS@uis.edu http://www.uis.edu/disabilityservices/ 4,900 Students

**Illinois State University** Disability Concerns, Sheryl J. Hogan, MS, Coordinator of Accommodation  
309-438-5853 Fax: 309-438-7713 ISU, 350 Fell Hall, Campus Box 1290 Normal, IL 61790-1290  
admissions@IllinoisState.edu, sjhogan@illinoisState.edu, ableisu@listu.edu www.disabilityconcerns.ilstu.edu/ 17,703 Students

**Illinois Wesleyan** Dean of Students Office, Annorah S. Moorman, Coordinator of Disability  
309-556-3111 Fax: Call, Illinois Wesleyan, 1312 Park Street Bloomington, IL 61701  
amoorman@iwu.edu http://www.iwu.edu/access/ 2,094 Students

**Illinois, University of** Disability Resources and Educational Services (DRES), Karen Wold, Learning Disabilities Specialist  
217-333-4603, 217-333-8705 Fax: 217-333-0248 UofI, 1207 S. Oak St. Champaign, IL 61820  
kwold2@illinois.edu http://www.disability.illinois.edu 31,540 Students

**Indian Hill Community College** Disability Services, Success Center, Barb McWhorter, Marva Philipsen  
641-683-5111, 641-683-5238 Fax: 641-683-5206 IHCC, 525 Grandview Ave. Ottumwa, IA 52501  
success\_center@ihcc.cc, bmcwhort@indianhills.edu, maphilip@indianhills. www.indianhills.edu/ihcc/Students/Success/disability.asp 8,065 Students

**Indiana State University** Student Academic Services Center - Disabled Student Services, Rita Worrall, Director  
812-237-2301, 812-237-2300 Fax: 812-237-2699 ISU, 203A Gillum Hall, 2nd Fl, 200 N. Seventh St. Terre Haute, IN 47809  
Rita.Worrall@indstate.edu www.indstate.edu 8,537 Students

**Indiana Univ/Purdue, Univ. FW** Office of Institutional Equity, Christine M. Marcuccilli, Director  
260-481-6106, 260-481-6106 Fax: Call, IPFW, Kettler Hall, Room 110P, 2101 E. Coliseum Blvd. Fort Wayne, IN 46835  
marcucc@ipfw.edu, accessibility@ipfw.edu www.ipfw.edu/equity 11,110 Students

**Indiana University** Disability Services for Students, Martha Jacques Engstromn, Director  
812-855-7578 Fax: 812-855-7650 IU, Franklin Hall Room 006, 601 East Kirkwood Hall Bloomington, IN 47405-2801  
mjacques@indiana.edu, iubdss@indiana.edu www.indiana.edu/~iubdss 30,394 Students

**Indianapolis, University of, BUILD** Baccalaureate for University of Indianapolis Learning Disabled, Mary L. Cavanaugh, Director  
317-788-6167 Fax: Call, University of Indianapolis, 1400 E. Hanna Avenue Indianapolis, IN 46227  
mcavanaugh@uindy.edu http://build.uindy.edu 3,300 Students

**Iona College** CAP (College Assistance Program), Regina Carlo, Director & Daneshea Palmer, Asst. Dir.  
914-633-2159 Fax: 914-633-2011 Iona College, 715 North Ave. New Rochelle, NY 10801-1890  
rcarlo@iona.edu www.iona.edu/academic/support/cap 4,000 Students

**Iowa State University** Student Disability Resources, Steven Moats, Director  
515-294-7220 Fax: 515-294-2397 ISU, 1076 Student Services Bldg Ames, IA 5011-2222  
smoats@iastate.edu, disabilityresources@iastate.edu www.dso.iastate.edu 21,350 Students

**Iowa, University of** Student Disability Services, Mark M. Harris, Ph.D., Director  
319-335-1462 Fax: 319-335-3973 University of Iowa, 3015 Burge Hall Iowa City, IA 52242-1214  
mark-harris@uiowa.edu www.uiowa.edu/~sds/index.html 16,000 Students

**Ithaca College** Office of Student Disability Services, Leslie Schettino, Director  
607-274-1257, 607-274-1005 Fax: 607-274-3957 Ithaca College, 110 Towers Concourse, 953 Danby Road Ithaca, NY 14850  
sds@ithaca.edu, lschettino@ithaca.edu http://www.ithaca.edu/offices/?id=76 6,333 Students

**Johnson & Wales University** Ctr. for Acad. Support (RI, Miami, Denver, Charlotte), Meryl Bernstein, Director  
401-598-4689, 401-598-1485 Fax: Call, JWS, 8 Abbott Park Place Providence, RI 02903  
mberstein@jwu.edu www.jwu.edu 9,053 Students

**Kansas State University** Disability Support Services, Andrea Blair, M.Ed.  
785-532-6441 Fax: 785-532-6457 KSU, 202 Holton Hall Manhattan, KS 66506  
dss@k-state.edu, andreab@k-state.edu www.k-state.edu/dss 23,000 Students

**Kansas, University of** Disability Resources, Mary Ann Rasnak, Ed.D., Dir., Andrew Shoemaker  
785-864-2620 Fax: 785-864-2817 University of Kansas, 1450 Jayhawk Blvd. Room 22, Strong Hall, Lawrence, KS 66045  
mrasnak@ku.edu, shoe@ku.edu, achieve@ku.edu www.disability.ku.edu, www.lib.ku.edu/services/ada/ 29,272 Students

**Kansas, University of, TRIO** TRIO Supportive Educational Services, Maritza Machado-Williams, Ph.D, Director  
785-864-3971 Fax: 758-864-5188 University of Kansas, Academic Programs for EXcellence 7 Strong Hall, Lawrence, KS 66045-7535  
mmachado@ku.edu, gheasty@ku.edu www.apex.ku.edu/ses/ 20,800 Students

**Kendall College** Academic Success Center (ASC), Erin Shelley, M.A., Director  
312-752-2236, 312-752-2376 Fax: 312-752-2237 Kendall College, 900 N. North Branch St. Chicago, IL 60622  
Erin.Shelly@kendall.edu, ASC@kendall.edu www.kendall.edu 1,449 Students

**Kent State University** Student Accessibility Services, Amy Quillin, Ph.D., Associate Director  
330-672-3391 Fax: 330-672-3763 KSU, SAS, Ground Floor, DeWeese Center, Kent, OH 44242-0001  
sas@kent.edu www.kent.edu/sas 24,000 Students

**Kentucky, University of** Disability Resource Center, Jacob Karnes Jr., Director  
859-257-2754 Fax: 859-257-1980 University of Kentucky 2 Alumni Gym, Lexington, KY 40506-0029  
jkarnes@email.uky.edu www.uky.edu/drc 27,000 Students

**Kenyon College** Office for Disability Services (ODS), Erin Salva, Coordinator of Disability Services  
740-427-5334, 740-427-5453 Fax: Call, Kenyon College, 103 College Drive Gambier, OH 43022  
salvae@kenyon.edu www.kenyon.edu/x24732.xml, www.kenyon.edu 1,600 Students

**Kirkwood Community College** Learning Services, Chuck Hinz, Dean of Learning Services  
319-398-5574, 800-332-2055 Fax: Call, KCC, Cedar Hall 2063, 6301 Kirkwood Blvd. SW Cedar Rapids, IA 52404 (also Iowa City)  
chuck.hinz@kirkwood.edu http://www.kirkwood.edu/learningservices 17,610 Students

**Knox College** Center for Teaching & Learning, John Haslem, Director  
309-341-7151 Fax: Call, Knox College, 2 E. South St. Galesburg, IL 61401  
jhaslem@knox.edu www.knox.edu/x5428.xml 1,351 Students

**Lake Forest College** Learning and Teaching Center, Richard Mallette, Director  
847-735-5277 Fax: Call, Lake Forest College, North Hall 201, 555 N. Sheridan Rd. Lake Forest, IL 60045-2338  
mallette@lakeforest.edu http://lakeforest.edu/academics/ltc 1,499 Students

**Lakeland College** Disability Services (ARC), Paul White, Director, Academic Resource Center  
920-565-1412 Fax: Call Lakeland College, Old Main Room 33, P.O. Box 359 Sheboygan, WI 53082-0359  
whitepm@lakeland.edu http://lakeland.edu/StudentServices/arc/disabilities.asp 900 Students

**Landmark College** Programs for students w/ Learning Disabilities and AD/HD, Rachel Masson, Director of Admissions  
802-387-6718 Fax: 802-387-6868 Landmark College, River Rd. South PO Box 820, Putney, VT 05346  
admissions@landmark.edu, GregHerold@landmark.edu www.landmark.edu 480 Students

**Lawrence University** Student Academic Services, Geoff Gajewski  
920-832-6530 Fax: 920-832-6884 Lawrence U., 711 E. Boldt Way, SPC 24 Appleton, WI 54911  
geoffrey.c.gajewski@lawrence.edu http://lawrence.edu/dept/student\_acad 1,400 Students

**Le Cordon Bleu Col. of Culinary Arts** Culinary Arts, Chris Heath, Senior Director of Admissions  
312-944-0882, 888-295-7222 Fax: Call, CHI, 361 W. Chestnut Chicago, IL 60610  
rhiller@chicnet.org www.chic.edu 800 Students

**Lehigh University** Support Services for Students with Disabilities, Cheryl A. Ashcroft, Assistant Dean of Students  
610-758-4152 Fax: 610-758-5293 LU, 29 Trembley Dr., University Center C212 Bethlehem, PA 18015  
caa4@lehigh.edu www.lehigh.edu/~inacsup/disabilities 4,700 Students

**Lesley University** Center for Academic Achievement, Daniel Newman, Executive Director  
617-349-8459 Fax: Call, Lesley U., Suite 220, Doble Hall, Quad Campus 29 Everett St., Cambridge, MA 02138  
csa@lesley.edu http://lesley.edu/caa 1,100 Students

**Lewis & Clark College** Student Support Services, Rachel Orlansky, Director  
503-768-7156 Fax: 503-768-7197 LCC, 0615 S.W. Palatine Hill Rd., MSC 112 Portland, OR 97219  
access@lclark.edu http://www.lclark.edu/ 1,921 Students

**Lewis University** Leckrone Academic Resource Center (LARC), Denise Rich, Academic Skills Coordinator  
815-836-5284 Fax: Call, Lewis U., One University Pkwy., Unit 270 Romeoville, IL 60446  
richde@lewisu.edu, larc@lewisu.edu www.lewisu.edu/resources/larc/index.htm 3,900 Students

**Lewis University, SUCCESS Program** SUCCESS Program, Patricia Jones, Coordinator  
815 836-5286 Fax: Call, LU, LARC, Unit 270, One University Parkway Romeoville, IL 60446-2200  
jonespa@lewisu.edu www.lewisu.edu/bridgetosuccess 3,900 Students

**Lincoln College** Office of Disability Services (ODS), Shannon Klein, Director  
217-732-3155 Fax: 217-735-4902 Lincoln College, 300 Keokuk Lincoln, IL 62656  
skline@lincolncollege.edu, ODS@lincolncollege.edu www.lincolncollege.edu/ods/index.php 700 Students

**Lincoln College, ACCESS** Access, Shannon Crabtree, Director  
217-732-3155, ext 227 Fax: 217-735-4902 Lincoln College, 300 Keokuk St. Lincoln, IL 62656  
scrabtree@lincolncollege.edu, ods@lincolncollege.edu www.lincolncollege.edu/ods/access.php 700 Students

**Long Island U., CWPost Campus** Academic Resource Program (ARP), Susan Rock, Director  
516-299-3057 Fax: 516-299-2126 LIU, 720 Northern Blvd. Brookville, NY 11548-1300  
susan.rock@liu.edu www.cwpost.liu.edu/cwis/cwp/stuact/arc/arc.htm 5,400 Students

**Loras College** Office of Disability Services, Academic Resource Center, Lynn L. Gallagher, Ed.D., Director  
563-588-7134 Fax: 563-588-7071 Loras College, Mailbox 31, 1450 Alta Vista Dubuque, IA 52001  
lynn.gallagher@loras.edu, lods@loras.edu www.loras.edu, http://depts.loras.edu/lods/index.html 1,500 Students

**Loras College, Enhanced Program** Disability Services, Diane Gibson, Director  
563-588-7134 Fax: 563-588-7071 Loras College, 1450 Alta Vista St. Dubuque, Iowa 52001  
lods@loras.edu http://depts.loras.edu/lods/EnhancedProgram.html 9,000 Students

**Louisville, University of** Disability Resource Center, Cathy Patus, Director  
502-852-6938 Fax: 502-852-0924 University of Louisville Louisville, KY 40292  
cathy.patus@louisville.edu http://louisville.edu/disability 14,800 Students

**Loyola University Chicago** Services for Students with Disabilities, Lauren Blanchard, LSW, Coordinator SSWD  
773-508-3700 Fax: 773-508-3810 LU, Sullivan Center for Student Services, Rm 117 1032 W. Sheridan Rd., Chicago, IL 60660  
lblanch@luc.edu www.luc.edu/sswd 15,500 Students

**Luther College** Student Academic Support Center, Gwen (Mowry) Van Gerpen, Director  
563-387-1270, 800-458-8437 Fax: 563-387-1411 Luther College, Preus Library 108 700 College Dr., Decorah, IA 52101  
sasc@luther.edu, vanggw01@luther.edu http://luther.edu/academics/sasc/disabilities/ 2,500 Students

**Lynn University** Institute for Achievement & Learning, Shaun Exsteen, B.S., M.Ed., Associate Dean  
561-237-7224, 561-237-7839 Fax: 561-237-7026 Lynn U., 3601 N. Military Trail Boca Raton, FL 33431  
exsteen@lynn.edu, dkendrick@lynn.edu www.lynn.edu/institute 2,550 Students

**Macalester College** Macalester Academic Excellence Center, "Max Center", Julie Lucking, Department Coordinator  
651-696-6121 Fax: 651-696-6630 Macalester College, Kagin Commons 1600 Grand Ave., St. Paul, MN 55101  
lucking@macalester.edu www.macalester.edu/max/ 1,990 Students

**MacMurray College** Disability Support Services, Pamela Harrison, Coordinator  
217-479-7176 Fax: 217-479-7172 MacMurray College, 447 E. College Ave. Jacksonville, IL 62650  
pamela.harrison@mac.edu www.mac.edu/student\_affairs/dss\_about.asp 701 Students

**Madison Area Technical College** Disability Resource Services, Sandy Hall, Director  
608-246-6716 Fax: 608-246-6791 MATC, 3550 Anderson St. Madison, WI 53704  
sghall@matcmadison.edu www.matcmadison.edu/matc/studentresources/drs/ 13,000 Students

**Marian University** Academic Support and Counseling Services, Marjorie Batic, Director  
317-955-6150 Fax: Call, Marian College, 3200 Cold Spring Rd. Indianapolis, IN 46222  
mbatic@marian.edu http://marian.edu/CampusLife/AcademicCounselingServices 2,000 Students

**Marian University** Disability Services, Lisa Olig, Coordinator  
920-923-8951 Fax: Call, Marian College, 45 S. National Ave. Fond du Lac, WI 54935  
lmolig65@marianuniversity.edu www.marianuniversity.edu/interior.aspx?id=779 1,475 Students

**Marist College** Office of Special Services, Jean Vizvary, Director  
845-575-3274 Fax: 845-575-3011 Marist College, 3399 North Rd. Poughkeepsie, NY 12601  
admissions@marist.edu, SpecServ@marist.edu www.marist.edu/specserv 4,200 Students

**Marquette University** Office of Disability Services, Heidi Vering, Associate Director ODS  
414-288-1645 Fax: 414-288-5799 Marquette U., PO Box 1881 Milwaukee, WI 53201-1881  
heidi.venting@marquette.edu, ods@marquette.edu http://www.marquette.edu/disability-services/ 8,113 Students

**Marshall University** Office of Disability Services, Sandra Clements, Coordinator  
304-696-2271 Fax: 304-696-2288 MU, Pritchard Hall, 1 John Marshall Dr., PH117 Huntington, WV 25755  
clements@marshall.edu www.marshall.edu, http://www.marshall.edu/disabled/ 10,030 Students

**Marshall University, H.E.L.P.** H.E.L.P. Program, Higher Education for Learning Problems, Lynne Weston, Director  
304-696-6252 Fax: 304-696-3231 MU, 520 18th St., Myers Hall Huntington, WV 25703  
weston@marshall.edu, moorek@marshall.edu www.marshall.edu/help/, www.marshall.edu/ 10,030 Students

**Maryland at College Park,** Disability Support Service (DSS), Dr. Jo Ann Hutchinson, CRC  
301-314-7682 Fax: 301-405-0813 UMD, Counseling Center, DSS, 0106 Shoemaker Bldg College Park, MD 20774-8111  
jahutch@umd.edu www.umd.edu, www.counseling.umd.edu/DSS 26,922 Students

**Menlo College** Academic Success Center, Rachel Tipton, Director of Academic Advising  
650-543-3917 Fax: Call, Menlo College, Success Center, 1000 El Camino Real Atherton, CA 94027-4301  
rtipton@menlo.edu http://www.menlo.edu/asc/advising.php 594 Students

**Mercy College, S.T.A.R. Program** S.T.A.R. - Striving Toward Abilities Realized, Office of Disab. Svrs., Monica R. Jackson, Director  
914-674-7523 Fax: 914-674-7703 Mercy College, 555 Broadway Dobbs Ferry, NY 10522  
mjackson@mercy.edu https://www.mercy.edu/ 5,311 Students

**Mercyhurst College** Learning Differences Program, Asperger Initiative (AIM), Dianne D. Rogers, Director  
814-824-2450 Fax: Call, Mercyhurst College, 501 E. 38th St., O'Neil Tower Old Main, Erie, PA 16546  
drogers@mercyhurst.edu http://www.mercyhurst.edu/learning-differences/ 3,080 Students

**Miami University** Rinella Learning Center, Douglas Green, Mark Gross  
513-529-8741 Fax: 513-529-8799 Miami U., 301 South Campus Ave., Rm 14 Oxford, OH 45056-2481  
RLC@muohio.edu, greendw@muohio.edu, grossma@muohio.edu www.units.muohio.edu/saf/lrn/, www.miami.muohio.edu/ 14,265 Students

**Michigan State University** Resource Center for Persons with Disabilities (RCPD), Michael Hudson, Director  
517-884-1903, 517-884-7273 Fax: 517-432-3191 MSU, 120 Bessey Hall East Lansing, MI 48824-1033  
stehlikb@msu.edu www.rcpd.msu.edu/ 35,680 Students

**Michigan Technological University** Student Disability Services, Christy Oslund, Coordinator  
906-487-2212 Fax: 906-487-3060 MTU, Dean of Students Office 1400 Townsend Dr., Houghton, MI 49931-1295  
cmoslund@mtu.edu http://www.mtu.edu/dean/disability/services 6,976 Students

**Michigan, University of** Services for Students with Disabilities (SSWD), Dr. Stuart Segal, Director  
734-763-3000 Fax: 734-936-3947 UofM, G-664 Haven Hall, 505 S. State St. Ann Arbor, MI 48109-1045  
ssdoffice@umich.edu, ssegal@umich.edu www.umich.edu/, www.umich.edu/~sswd/contact/index.html 26,083 Students

**Milwaukee Area Technical College** Special Needs/Disability Services, Christine Zollicoffer, Intm Dir., Catherine Bohte  
414-297-7087, 414-297-6750 Fax: Call, MATC, 700 W. State St. Milwaukee, WI 53233-1443  
ZollicoC@matc.edu, bohtec@matc.edu www.milwaukee.tec.wi.us/ 28,592 Students

**Milwaukee School of Engineering** University Disability Services, Elizabeth Gridley, Coordinator  
414-277-2476 Fax: 414-277-2210 MSE, 1025 N. Broadway Milwaukee, WI 53202  
gridley@msoe.edu www.msoe.edu/ 2,317 Students

**Minnesota at Twin Cities, University** Disability Services, Donna Johnson, Director  
612-626-1333, 612-624-4120 Fax: 612-626-9654 UofM, McNamara Alumni Center, Suite 180 200 Oak St. SE, Minneapolis, MN 55455  
johns042@umn.edu, ds@umn.edu http://ds.umn.edu/ 29,110 Students

**Missouri at Columbia, University of** Disability Services, Barbara Hammer, M.Ed., Director  
573-882-4696 Fax: 573-884-5002 UofM, S 5 Memorial Union Columbia, MO 65211  
hammerb@missouri.edu, disabilityservices@missouri.edu http://disabilityservices.missouri.edu/ 25,000 Students

**Missouri at St. Louis, University of** Disability Access Services, Linder Williams, Coordinator  
314-516-6554 Fax: 314-516-6561 UofMSL, One University Blvd., 144 Millenium Student Center St. Louis, MO 63121-4499  
linder@umsl.edu, mditto@umsl.edu www.umsl.edu/, www.umsl.edu/services/disabled/ 12,725 Students

**Missouri State University** Disability Resource Center, Katheryne Staeger-Wilson, MSW, LCSW, Director  
417-836-4192, 417-836-4787 Fax: 417-386-4134 MSU, DRC, Plaster Student Union 405 901 S. National Ave., Springfield, MO 65897  
katherynestaeger-wilson@missouristate.edu, drc@missouristate.edu www.missouristate.edu/disability 19,000 Students

**Missouri State University, SUCCESS** Project Success, Dr. Steve Capps, Amanda Polking  
417-836-4787 Fax: 417-836-5475 MSU, 901 S. National Ave., Meyer Alumni Center, Suite 502 Springfield, MO 65897  
LDC@missouristate.edu http://psychology.missouristate.edu/lcd/3003.htm 15,400 Students

**Mitchell College** Bentsen Learning Resource Center, Jennifer Mauro  
800-701-5044 Fax: Call, Mitchell College, Henry Hall, 437 Pequot Ave. New London, CT 06320-4498  
mauro\_j@mitchell.edu www.mitchell.edu 1,000 Students

**Montana, University of** Disability Services for Students (DSS), Mary Lee Vance, Ph.D., Director  
406-243-2373, 406-243-2243 Fax: 406-243-5330 UofM, Lammason Center 154 Missoula, MT 59812  
marylee.vance@mso.umt.edu www.umt.edu/dss 12,250 Students

**Mount Ida College** Learning Opportunities Program (LD & ADD), Jill Mehler, Director  
617-928-4648 Fax: Call, Mount Ida College, 777 Dedham St. Newton Centre, MA 02459  
jmehler@mountida.edu www.mountida.edu/, www.mountida.edu/sp.cfm?pageid=665 1,130 Students

**Muskingum University** Center for Advancement of Learning (CAL), PLUS Program, Michelle S. Butler, Asst.to the Exec. Dir. of CAL  
740-826-8280 Fax: Call, Muskingum University, 226 Montgomery Hall, 163 Stormont New Concord, OH 43762-1199  
butler@muskingum.edu, ethenry@muskingum.edu www.muskingum.edu/home/ 1,713 Students

**Nebraska Omaha, University of** UNO Disability Services, Meribeth Jackson, Disability Services Coordinator  
402-554-2872 Fax: 402-554-6015 UofN, 6001 Dodge St., EAB117 Omaha, NE 68182  
mjackson@unomaha.edu, unodisability@unomaha.edu www.unomaha.edu/disability/ 12,600 Students

**New College of Florida** Student Disability Services, Christopher J. Pantzis, Associate Program Director  
941-487-4254 Fax: 941-487-4256 NCF, 5800 Bay Shore Road Sarasota, FL 34243  
pantzis@ncf.edu http://www.ncf.edu 800 Students

**New England College** Pathways - Academic Success Services - Disability Services, Anna Carlson M.A., Director of Disability Services  
603-428-2302 Fax: 603-428-2433 New England College, 98 Bridge St., NEC Box #98 Henniker, NH 03242  
acarlson@nec.edu www.nec.edu/ 1,052 Students

**North Carolina Chapel Hill,** Department of Disability Services, Jim Kessler, Director  
919-962-8300 Fax: 919-962-4748 UNC, DDS, SAB Bldg. Suite 2126, CB#7214, Chapel Hill, NC 27599  
disabilityservices@unc.edu, jim\_kessler@unc.edu http://disabilityservices.unc.edu 17,628 Students

**North Carolina Chapel Hill,** Academic Success Program for Students with LD/ADHD, Jim Kessler, Director  
919-962-7227 Fax: 919-962-4748 UNC, SASB, Suite 2126, CB#7214 450 Ridge Rd., Chapel Hill, NC 27599-3447  
aspinfo@unc.edu, disabilityservices@unc.edu http://www.unc.edu/asp/ 17,628 Students

**North Carolina Greensboro,** Office of Disability Services, Bruce Pomeroy, Director  
336-334-5440 Fax: 336-334-4412 UNCG, Suite 215 EUC, 1000 Spring Garden St. POBox 26170, Greensboro, NC 27402-6170  
ods@uncg.edu, bepomero@uncg.edu http://ods.dept.uncg.edu/, www.uncg.edu/ 13,408 Students

**North Carolina State University** Disability Services Office (DSO), Dr. Cheryl R. Branker, Assoc. Vice Provost and Dir.  
919-513-7563 Fax: 919-513-2840 NCSU, DSO, 3rd Floor, First Year College Commons, Campus Box 7509 2751 Cates Ave., Raleigh, NC 27695-7509  
disability@ncsu.edu, cheryl\_branker@ncsu.edu http://www.ncsu.edu/dso/, www.ncsu.edu/ 23,725 Students

**North Central College** Academic Support Center, Jennifer Pippen, Assistant Director of Academic  
630-637-5264 Fax: 630-637-5462 NCC, Larrance Academic Center, 2nd floor east, 309 E. School St. Naperville, IL 60540-4690  
jlpippen@noctrl.edu www.northcentralcollege.edu/ 2,500 Students

**North Dakota State University** Disability Services, Bunnie Johnson-Messelt, Director  
701-231-8463, 701-231-7198 Fax: Call, NDSU, DSO, PO Box 6050 Fargo, ND 58108-6050  
bunnie.johnson-messelt@ndsu.edu http://www.ndsu.edu/disabilityservices/ 10,175 Students

**Northeastern Illinois University** Accessibility Center, Dr. Victoria Amey-Flippin, Director  
773-442-5495 Fax: 773-442-5499 NEIU, 5500 N. St. Louis Ave., Accessibility Center Bldg D, Rm 104, Chicago, IL 60625-4699  
v-amey-flippin@neiu.edu www.neiu.edu, www.neiu.edu/~help/Home.html 9,115 Students

**Northeastern University** Disability Resource Center, Debbi Auerbach, Service Coordinator  
617-373-2675, 617-373-4428 Fax: 617-373-7800 NEU, 360 Huntington Ave., DRC, 20 Dodge Hall Boston, MA 02115  
d.auerbach@neu.edu www.northeastern.edu/drc, www.northeastern.edu 15,699 Students

**Northern Arizona University** Disability Resources, Jamie Axelrod, Director  
928-523-8773 Fax: 928-523-8747 NAU, PO Box 5633 Flagstaff, AZ 86011-5633  
DR@nau.edu, jamie.axelrod@nau.edu http://www4.nau.edu/dr/ 15,569 Students

**Northern Colorado, University of** Disability Support Services, Ann Murphy, Director  
970-351-2289 Fax: 970-351-4166 UNCO, Campus Box 139 Greeley, CO 80639  
ann.murphy@unco.edu www.unco.edu/dss 12,358 Students

**Northern Illinois University** Center for Access-Ability Resources, Melanie Thompson, Director  
815-753-9734, 815-753-1303 Fax: 815-753-9570 NIU, University Health Services 411 Dekalb, IL 60115-2879  
mthompson3@niu.edu, caar@niu.edu www.niu.edu/caar/ 18,917 Students

**Northern Michigan University** Disability Services, Carolyn Lawrence, Coordinator  
906-227-1700 Fax: 906-227-1714 NMU, 2001 C.B. Hedgecock 1401 Presque Isle Ave., Marquette, MI 49855  
disserv@nmu.edu http://webb.nmu.edu/DisabilityServices/ 9,331 Students

**Notre Dame, University of** Office of Disability Services, Scott Howland, Coordinator of Disability Services  
574-631-7157 Fax: 574-631-2133 UND, Sara Bea Learning Center Notre Dame, IN 46556  
showland@nd.edu http://disabilityservices.nd.edu 8,371 Students

**Oakton Community College** ASSIST, Teresa O'Sullivan, Special Needs Coordinator  
847-635-1759 Fax: 847-635-1604 OCC, 1600 E. Golf Rd., #2400 Des Plaines, IL 60016-1268  
tosulliv@oakton.edu www.oakton.edu 10,000 Students

**Ohio State University** Disability Services, Lois B. Harris, Director  
614-292-3307 Fax: 614-429-1334 OSU, 1760 Neil Ave., 150 Pomerene Hall Columbus, OH 43210  
harris.1595@osu.edu, ods@studentlife.osu.edu www.osu.edu/, www.ods.ohio-state.edu/ 37,400 Students

**Ohio University** Office of Disability Services, Carey Busch, Disability Services Advisor  
740-593-2620 Fax: 740-593-0790 OU, Baker University Center, Suite 348 Athens, OH 45701  
disabilities@ohio.edu www.ohio.edu/disabilities 17,176 Students

**Oklahoma State University** Student Disability Services, Mike Shuttic, Coordinator/ADA Compliance Officer  
405-744-7116 v/t Fax: 405-744-3629 OSU, 315 Student Union Stillwater, OK 74078-7051  
m.shuttic@okstate.edu http://sds.okstate.edu 23,522 Students

**Oregon State University** Disability Access Services, Tracy Bentley-Townlin, Ph.D, Director  
541-737-7354, 541-737-4098 Fax: 541-737-7354 OSU, A200 Kerr Administration 1500 SW Jefferson Ave., Corvallis, OR 97331  
Tracy.Bentley@oregonstate.edu, Disability.services@oregonstate.edu http://ds.oregonstate.edu/, http://oregonstate.edu/ 24,000 Students

**Oregon, University of** Accessible Education Center (AEC), Hilary Gerdes, Senior Director  
541-346-1155 Fax: 541-346-6013 University of Oregon, 164 Oregon Hall 5278 UO, Eugene, OR 97403-5278  
uoacc@uoregon.edu, hgerdes@uoregon.edu <http://aec.uoregon.edu> 16,674 Students

**OSU Newark, Ctrl Ohio Tech** Office for Disability Services, Connie S. Zang, Director  
740-366-9441 Fax: 740-364-9646 OSUN, 1179 University Dr. Newark, OH 43055-1797  
czang@cotc.edu [www.newarkcampus.org](http://www.newarkcampus.org) 2,562, Students

**Ozarks, University of the** Student Support Services, Connie High, Director  
479-979-1300 Fax: Call, U of the Ozarks, Chapman Student Services, 1st Floor Robson Library 415 N. College Ave., Clarksville, AR 72830  
laszod@ozarks.edu <http://departments.ozarks.edu/sss/> 630 Students

**Ozarks, University of the, JLC** Jones Learning Center, LD, AD/HD, Hunter Jackson, Recruiter  
479-979-1403, 479-979-1407 Fax: Call, U of the Ozarks, 415 N. College Ave. Clarksville, AR 72830  
hjackson@ozarks.edu [www.ozarks.edu](http://www.ozarks.edu) 637 Students

**Pacific, University of the** Services for Students with Disabilities, Danny Nuss, Coordinator  
209-946-2879 Fax: 209-946-2278 U of the Pacific, 3601 Pacific Ave. Stockton, CA 95211  
ssd@pacific.edu [www.pacific.edu/education/ssd](http://www.pacific.edu/education/ssd) 3,470 Students

**Parkland College** Office of Disability Services (ODS), Cathy Robinson, Director  
217-351-2338 Fax: 217-353-2305 Parkland College, 2400 W. Bradley Ave., Room X-148 Champaign, IL 61821-1899  
ods@parkland.edu, crobinson@parkland.edu [www.parkland.edu](http://www.parkland.edu), <http://www2.parkland.edu/ods/index.html> 10,200 Students

**Pennsylvania State University,** Office for Disability Services, William Welsh, Director  
814-863-1807 Fax: 814-863-3217 PSU, 116 Boucke Bldg University Park, PA 16802-5902  
wjw9@psu.edu [www.equity.psu.edu/ods/main.asp](http://www.equity.psu.edu/ods/main.asp) 36,815 Students

**Pima Community College,** Disabled Student Resources, Disabled Student Specialist  
520-206-7286 Fax: 502-206-7024 PCC, 1255 N. Stone Ave. Tucson, AZ 85709-3012  
DSRhelp@pima.edu [www.pima.edu](http://www.pima.edu), [www.pima.edu/dsr/](http://www.pima.edu/dsr/) 61,000 Students

**Puget Sound, University of** Disabilities Services, Center for Writing, Learning and Teaching, Elizabeth McClain Lockwood, Coordinator  
253-879-3395 Fax: 253-879-3399 UPS, 1500 N. Warner Ave., CMB 1096 Tacoma, WA 98416-1096  
elockwood@pugetsound.edu <http://www.pugetsound.edu/academics> 2,527 Students

**Purdue University** Disability Resource Center (DRC), Jesse Raney, Asst. Dean & Director  
765-494-1247 Fax: 765-496-3759 PU, Ernest C Young Hall, Rm 830, 155 S. Grant St. West Lafayette, IN 47907  
drc@purdue.edu, jlraney@purdue.edu [www.purdue.edu/drc](http://www.purdue.edu/drc) 29,851 Students

**Quincy University** Office of Academic Support Services, Chelona Ederly, Ph.D., Dean of Acad Support  
217-228-5432 x3350 Fax: 217-228-5618 Quincy U., 1800 College Ave. Quincy, IL 62301  
edgerch@quincy.edu <http://www.quincy.edu> 1,100 Students

**Regis University** Office of Disability Services (ODS), Joie Williams, Director  
303-458-4941 Fax: 303-458-3566 Regis U., 3333 Regis Blvd., Rm 118, Life Directions Center, Denver, CO 80221  
mbwillia@regis.edu, disability@regis.edu [www.regis.edu/disability](http://www.regis.edu/disability) 1,382 Students

**Ringling College of Art and Design** Academic Resource Center (ARC), Virginia Demers  
941-359-7627 Fax: 941-359-6115 RCAD, Rm 227, Ulla Searing Student Center, 2700 N. Tamiami Trail Sarasota, FL 34234-5895  
vdemers@c.ringling.edu <http://arc.ringling.edu> 1,300 Students

**Robert Morris University** Student Support Services, Project S.T.A.R.S., Pinkey Stewart, Director  
312-935-6100, 312-935-6017 Fax: Call, RMU, 401 S. State St. Chicago, IL 60605  
pstewart@robertmorris.edu, asimmons@robertmorris.edu [www.robertmorris.edu/community/trio](http://www.robertmorris.edu/community/trio) 3,728 Students

**Rochester Institute of Technology** Disability Services Office, Susan Ackerman, Director  
585-475-6988 Fax: 585-475-2215 RIT, 28 Lomb Memorial Drive, Student Alumni Union (bldg 4) Rochester, NY 14623-5604  
smacst@rit.edu [www.rit.edu/dso](http://www.rit.edu/dso), [www.rit.edu/studentaffairs/disabilityservices](http://www.rit.edu/studentaffairs/disabilityservices) 15,500 Students

**Rollins College** Disability Services, Gail Ridgeway, Disability Services Coordinator  
407-646-2354 Fax: Call, Rollins College, Thomas P. Johnson, SRC 1000 Holt Ave., Winter Park, FL 32789  
gridgeway@rollins.edu <http://www.rollins.edu/> 2,474 Students

**Roosevelt University, Chicago** Academic Success Center, LSSP(LD), Disability Services, Nancy Litke, Director  
312-341-3810, 312-341-3818 Fax: Call, Roosevelt U., 430 S. Michigan Ave. Chicago, IL 60605-1394  
nlitke@roosevelt.edu [www.roosevelt.edu/asc](http://www.roosevelt.edu/asc) 4,300 Students

**Roosevelt University, Schaumburg** Learning & Support Services Prog.(LSSP), Academic Success Ctr., Nancy Litke, Director  
847-619-7978, 847-619-8846 Fax: Call, Roosevelt U., 1400 N. Roosevelt Blvd., Rm 125 Schaumburg, IL 60173  
nlitke@roosevelt.edu [www.roosevelt.edu/asc](http://www.roosevelt.edu/asc) 2,700 Students

**Saint Ambrose University** Disability Services Office, Ryan Saddler, Director  
563-333-6275 Fax: Call, St. Ambrose U., 518 W. Locust St., St. Ambrose Library, LL, Davenport, IA 52803  
saddlerRyanC@sau.edu [www.sau.edu/disabilityservices/](http://www.sau.edu/disabilityservices/) 2,893 Students

**Saint Joseph's College** Counseling Services, Leslie Frere, PhD., LMHC, Director  
219-866-6116, 219-866-6121 Fax: Call, St. Joseph's College, PO Box 870 Rensselaer, IN 47978  
lfrere@saintjoe.edu [www.saintjoe.edu/sss/counseling/](http://www.saintjoe.edu/sss/counseling/) 1,070 Students

**Saint Louis University** Disability Services, Mark Pousson Ph.D, M.S.W., Program Manager  
314-977-8885 Fax: 314-977-3486 SLU, Busch Student Center, Suite 331 20 N. Grand Blvd., St. Louis, MO 63103  
poussonj@slu.edu <http://www.slu.edu> 8,100 Students

**Saint Mary's University MN** Academic Skills Center, Karen Hemker, Disability Services Coordinator  
507-457-1465 or 1414 Fax: Call, St. Mary's University of Minnesota, Academic Skills Center 700 Terrace Heights #44, Winona, MN 55987  
asc@smumn.edu, jdulak@smumn.edu [www.smumn.edu/sitepages/pid2189.php](http://www.smumn.edu/sitepages/pid2189.php) 6,000 Students

**Saint Olaf College** Academic Support Center, Rosalyn Eaton-Neeb, Ph.D., Director of ASC  
507-786-3288, 507-786-3615 Fax: 507-786-3923 Saint Olaf College, Buntrock Commons 1520 St. Olaf Ave. Northfield, MN 55057-1098  
eatonnee@stolaf.edu [www.stolaf.edu](http://www.stolaf.edu), [www.stolaf.edu/services/asc/](http://www.stolaf.edu/services/asc/) 3,040 Students

**Saint Thomas Aquinas College** Pathways, Dr. Richard F. Heath, Director  
845-398-4230, or 4231 or 4100 Fax: Call, St. Thomas Aquinas, 125 Route 340 Sparkill, NY 10976-1050  
pathways@stac.edu [www.stac.edu/](http://www.stac.edu/) 2,200 Students

**Santa Barbara Community College** Disabled Student Programs and Services (DSPS), Jana Garnett, Ed.M.  
805-730-4164, 805-965-0581 ext Fax: 508-884-4966 SBCC, Student Services Bldg, Room 160, 721 Cliff Dr. Santa Barbara, CA 93109-2394  
dspshelp@sbcc.edu <http://sbcc.edu/dsps> 19,000 Students

**Santa Monica College** Disability Resources, Judith Schwartz, Coordinator  
310-434-4265, 310-434-4684 Fax: 310-434-4272 Santa Monica College, 1900 Pico Blvd. Santa Monica, CA 90405-1628  
Schwartz\_Judy@smc.edu <http://www.smc.edu> 30,000 Students

**Schreiner University** Learning Support Services, Dr. Jude Gallik Ph.D.  
830-792-7256 Fax: 830-792-7294 Schreiner U., CMB 6209, 2100 Memorial Blvd. Kerrville, TX 78028-5697  
admissions@schreiner.edu, jgallik@schreiner.edu [www.schreiner.edu/academics/lss.html](http://www.schreiner.edu/academics/lss.html), [www.schreiner.edu/](http://www.schreiner.edu/) 1,011 Students

**Shimer College** Admissions, Cassie Sherman, Interim Dir of Admission  
800-215-7173, 312-235-3500 Fax: Call, Shimer College, 3424 S. State St. Chicago, IL 60616  
admission@shimer.edu, c.sherman@shimer.edu [www.shimer.edu](http://www.shimer.edu) 120 Students

**Sonoma State University** Disability Services for Students, Brent Boyer, M.A., Director  
707-664-2677 Fax: 707-664-3330 Sonoma State U., 1801 E. Cotati Ave. Salazar Hall 1049, Rohnert Park, CA 94928  
boyer@sonoma.edu [www.sonoma.edu/dss/](http://www.sonoma.edu/dss/), [www.sonoma.edu/](http://www.sonoma.edu/) 7,606 Students

**Southern California, University of** Disability Services and Programs, Dr. Edward Roth, Asst. Dean & Director  
213-740-0776 Fax: 213-740-8216 USC, 3601 Trousdale, Parkway STU 311 Los Angeles, CA 90089-8216  
ability@usc.edu <http://kortschakcenter.usc.edu>, [www.usc.edu/disability](http://www.usc.edu/disability) 16,384 Students

**Southern Illinois University,** ACHIEVE Program - LD/AD, Sally DeDecker M.S., Coord., Roger Pugh M.A., Tr.  
618-453-2369 Fax: 618-453-3711 SIUC, 870 Lincoln Dr., Mailcode 6832 Carbondale, IL 62901  
rpugh@siu.edu, lukidawg@siu.edu, achieve@siu.edu <http://achieveprogram.siu.edu/index.html> 16,193 Students

**Southern Illinois University, C** Disability Support Services, Rita VanPelt, Interim Director  
618-453-3768 Fax: 618-453-5700 DSS SIUC, Woody Hall B-150 Mailcode 4705, Carbondale, IL 62901-4705  
rvanpelt@siu.edu [www.siu.edu/](http://www.siu.edu/), <http://www.disabilityservices.siu.edu> 16,193 Students

**Southern Illinois University, E** Office of Disability Support Services, Phillip A. Pownall, Director  
618-650-3726, 618-650-3782 Fax: 618-650-5691 SIUE, Student Success Center, Rm 1270 Edwardsville, IL 62026  
ppownal@siue.edu, disabilitysupport@siue.edu [www.siu.edu/](http://www.siu.edu/), [www.siu.edu/dss/](http://www.siu.edu/dss/) 11,144 Students

**Southern Vermont College** Learning Differences Support Program, David Lindenberg, Support Program Coordinator  
802-447-6360 Fax: Call, SVC, 982 Mansion Dr. Bennington, VT 05201-6002  
dlindenberg@svc.edu [www.svc.edu/student/disability\\_program.html](http://www.svc.edu/student/disability_program.html), [www.svc.edu/](http://www.svc.edu/) 550 Students

**St. Thomas, University of** Disability Services - Enhancement Program, Kimberly Schumann, Director  
651-962-6315 Fax: Call, UST, 2115 Summit Ave. Mail 4016 Saint Paul, MN 55105  
kjschumann@stthomas.edu <http://www.stthomas.edu/enhancementprog/> 6,146 Students

**Syracuse University** The Office of Disability Services, Sandra Hurd, Assoc. Provost for Acad. Progs.  
315 443-4498, 315 443-3611 Fax: 315-443-1312 Syracuse U., 804 University Avenue, Room 309 Syracuse, NY 13244-2330  
odssched@syr.edu <http://admissions.syr.edu/indexflash.html> 13,504 Students

**Temple University** Disability Resources & Services (DRS), DRS Staff  
215-204-1280 Fax: 215-204-6794 Temple, U., 100 Ritter Annex (004-03), 1301 Cecil B. Moore Ave. Philadelphia, PA 19122  
drs@temple.edu <http://www.temple.edu/disability/> 39,000 Students

**Tennessee, University of** Disability Services, Annazette Houston, Director  
865-974-3873, 865-974-6087 Fax: 865-974-9552 UTK, 2227 Dunford Hall Knoxville, TN 37996-4020  
amccane@utk.edu, ods@utk.edu <http://ods.utk.edu> 21,369 Students

**Tennessee, University of, LD** Disability Services, Derrick Shepard, Coordinator - Learning Disabilities  
865-974-3873, 865-974-6087 Fax: 865-974-9552 UTK, 2227 Dunford Hall Knoxville, TN 37996-4020  
dshepar3@utk.edu, ods@utk.edu <http://ods.utk.edu> 21,369 Students

**Texas A&M University** Disability Services, Kristie Orr, Ph.D., Director  
979-845-1637 Fax: 979-458-1214 Texas A&M, Disability Services, Cain Hall, Rm B118 1224 TAMU, College Station, TX 77843-1224  
disability@tamu.edu, kristieorr@tamu.edu <http://disability.tamu.edu/> 50,000 Students

**Toledo, University of** Office of Accessibility, Angela Paprocki, M.Ed., Director  
419-530-4981 Fax: 419-530-6137 UT, 2801 West Bancroft MS #342 Mail Stop #110, Toledo, OH 43606  
angela.paprocki@utoledo.edu <http://utoledo.edu/studentaffairs/accessibility/index.html> 20,000 Students

**Towson University** Disability Support Services, Susan Wilemin, Director  
410-704-2638, 410-704-4425 Fax: 410-704-4247 Towson U., DSS, Admin. Bldg. Room 232 7720 York Road, Towson, MD 21252  
swillemin@towson.edu [www.towson.edu/dss/index.asp](http://www.towson.edu/dss/index.asp) 20,000 Students

**Triton College** Center for Access and Accommodative Services (CAAS), Deborah M. Ford, Director  
708-456-0300, Ext. 3854 or 3917 Fax: 708-583-3112 Triton College, 2000 Fifth Ave. River Grove, IL 60171  
dford@triton.edu <http://www.triton.edu/caas> 17,000 Students

**Tulane University** The Goldman Office of Disability, Patrick Randolph, Manager  
504-862-8435 Fax: Call, Tulane U., Center for Educational Resources and Counseling (ERC) New Orleans, LA 70118-5698  
patrick@tulane.edu [www.tulane.edu/studentaffairs/erc/](http://www.tulane.edu/studentaffairs/erc/) 11,000 Students

**Upper Iowa University** Admissions, Matt Huber, Associate Director  
800-553-4150, 414-918-9381 Fax: Call, UIU, 605 Washington St. P.O. Box 1857 Fayette, Iowa 52142  
admissions@uiu.edu, huberm@uiu.edu <http://www.uiu.edu/> 1,000 Students

**Vermont, University of** ACCESS, Accommodation, Consultation & Educational Support, Laurel Cameron, M.Ed., Director  
802-656-7753 Fax: 802-656-0739 UV, A-170 Living/Learning Center Burlington, VT 05405  
access@uvm.edu, Laurel.Cameron@uvm.edu <http://www.uvm.edu/access/> 10,504 Students

**Vincennes University** Office of Disability Services (includes COPE), Lynn McCormick, Director  
812-888-4501 Fax: 812-888-2087 VINU, Office of Disability Services, 1002 N. First St. Vincennes, IN 47591-5201  
disability@vinu.edu <http://www.vinc.edu> 5,600 Students

**Vincennes University, STEP** STEP, Student Transition into Educational Programs, Susan J. Laue, M.Ed., Director  
812-888-4212 Fax: 812-888-5531 VINU, 1002 N. First St. Vincennes, IN 47591-5201  
slaue@vinu.edu, mcurry@vinu.edu [www.vinu.edu](http://www.vinu.edu) 5,600 Students

**Virginia, University of** Learning Needs & Evaluation Center, Allison Anderson, Ph.D., Director  
434-243-5180 Fax: 434-243-5188 UV, Elson Student Health Center, PO Box 800760 Charlottesville, VA 22908-0760  
LNEC@virginia.edu, aea3f@virginia.edu www.virginia.edu/studenthealth/lneec.html 13,726 Students

**Washington State University** Access Center, Goodwin Meredyth, Director  
509-335-3417 Fax: 509-335-8511 WSU, PO Box 642322, Washington Bldg, Room 217 Pullman, WA 99164-2322  
access.center@wsu.edu www.drc.wsu.edu/, www.wsu.edu/ 22,000 Students

**Washington, University of** Disability Services Office, Elliott Nutt, Coord., Gretchen Bennett  
206-543-6450 Fax: 206-685-7264 UofW, 1100 NE Campus Parkway, Suite 836, Condon Hall Seattle, Washington 98105  
dso@u.washington.edu, enutt@u.washington.edu http://www.washington.edu/admin/dso/ 28,570 Students

**West Virginia University** Office of Disability Services, Rebecca Berger, Assistant Director  
304-293-6700 Fax: 304-293-3861 WVU, G-30 Mountainlair, PO Box 6423 Morgantown, WV 26506-6423  
access2@mail.wvu.edu, rebecca.berger@mail.wvu.edu http://www.wvu.edu 21,145 Students

**West Virginia Wesleyan College** Learning Center and the Mentor Advantage Program, Dr. Shawn Kuba, Director  
304-473-8563, 304-473-8499 Fax: 304-473-8497 WVWC, 59 College Ave. Buckhannon, WV 26201-2995  
kuba\_s@wvwc.edu www.wvwc.edu 1,330 Students

**Western Illinois University** Disability Resource Center, Tara Buchannan, Director  
309-298-2512 Fax: 309-298-2361 WIU, 143 Memorial Hall, 1 University Circle Macomb, IL 61455  
disability@wiu.edu, T-Buchannan@wiu.edu www.wiu.edu/drc 11,147 Students

**Western Michigan University** Disability Services for Students, Jayne Fraley-Burgett, Director  
269-387-2120, 269-387-4128 or Fax: 269-387-0633 WMU, 1903 W. Michigan Ave., Mail Stop 5277 Kalamazoo, MI 49008-5277  
jayne.fraley@wmich.edu www.wmich.edu/disabilityservices 25,000 Students

**Western State College of Colorado** Academic Resource Center, Jennifer Drumm, Director  
970-943-7008, Fax: 970-943-3409 WSC, Taylor Hall 302 Gunnison, CO 81231  
jdrumm@western.edu www.western.edu, www.western.edu/DSinfo 2,400 Students

**Westminster College** Learning Disabilities Program, Karen Tompson-Wolfe, Dir., Tirza Kroeker, Asst.  
573-592-5305, 573-592-5264 Fax: Call, WC, Westminster Hall, Rm 34, 501 Westminster Ave. Fulton, MO 65251-1299  
Karen.TompsonWolfe@westminster-mo.edu, Tirza.Kroeker@westminster-mo. www.westminster-mo.edu 895 Students

**Winona State University** Disability Services, Nancy Dumke, DS Coordinator  
507-457-5878 Fax: 507-457-2957 WSU, Maxwell Hall 314, P.O. Box 5838 Winona, MN 55987  
ds@winona.edu http://www.winona.edu/disabilityservices 8,500 Students

**Wisconsin LaCrosse, University of** Disability Resource Services, John Palmer, Director  
608-785-6900 Fax: 608-785-6910 UW, DRS, 165 Murphy Library, 1725 State St. LaCrosse, WI 54601  
ability@uwlax.edu http://www.uwlax.edu/drs 8,945 Students

**Wisconsin Madison, University of** McBurney Disability Resource Center, Cathleen Trueba, Director  
608-263-2741 Fax: 608-265-2998 UW, 702 W. Johnson St. Madison, WI 53715  
mcburney@studentlife.wisc.edu www.mcburney.wisc.edu 42,099 Students

**Wisconsin Milwaukee, University of** Student Accessibility Center, Laurie Petersen, Director  
414-229-5822, 414-229-6287 Fax: 414-229-2237 UW, Mitchell Hall, Rm 112, PO Box 413 Milwaukee, WI 53201-0413  
lauriep@uwm.edu <http://www4.uwm.edu/sac/> 30,000 Students

**Wisconsin Oshkosh, University of** Project Success, Teri Wegner, Ph.D., Director  
920-424-1033 Fax: 920-424-0858 UW, 800 Algoma Blvd. Oshkosh, WI 54901-8662  
projectsuccess@uwosh.edu [www.uwosh.edu/success](http://www.uwosh.edu/success) 13,000 Students

**Wisconsin Parkside, University of** Disability Services, Dr. Renee Sartin Kirby, Coordinator  
262-595-2610, 262-595-2372 Fax: Call, UW, 900 Wood Rd., WYLL D175 Kenosha, WI 53141-2000  
renee.kirby@uwp.edu [www.uwp.edu/departments/disability.services/](http://www.uwp.edu/departments/disability.services/) 5,000 Students

**Wisconsin Platteville, University of** Services for Students with Disabilities, Becky Peters, SSWD Coordinator  
608-342-1818 Fax: 608-342-1918 UW, 103 Warner Hall, 1 University Plaza Platteville, WI 53818-3099  
petersre@uwplatt.edu, pricet@uwplatt.edu [www.uwplatt.edu/Disability/](http://www.uwplatt.edu/Disability/), [www.uwplatt.edu](http://www.uwplatt.edu) 7,300 Students

**Wisconsin River Falls, University of** Academic Success Center, Jennifer Willis-Rivera, Director  
715-425-3531 Fax: Call, UW, 109-D, Chalmer- Davee Library, 410 S. Third St River Falls, WI 54022-5001  
jennifer.willis-rivera@uwrif.edu, ASC@uwrif.edu <http://www2.uwrif.edu/academic-success/> 6,000 Students

**Wisconsin Whitewater, University** Center for Students with Disabilities, Elizabeth Watson, Director  
262-472-1630, 262-472-4711 Fax: 262-472-4865 UW, 800 W. Main St., Andersen Library 2002 Whitewater, WI 53190-1790  
watsone@uww.edu, amachern@uww.edu [www.uww.edu/csd](http://www.uww.edu/csd), [www.uww.edu](http://www.uww.edu) 9,350 Students

**Wisconsin Whitewater, University** Center for Students with Disabilities/Project ASSIST, Nancy Amacher, Sr. Assoc. Dir.  
262-472-4711, 262-472-5239 Fax: Call, UW, 800 W. Main St., Andersen Library 2002 Whitewater, WI 53190  
amachern@uww.edu [www.uww.edu/csd/assist/](http://www.uww.edu/csd/assist/) 9,350 Students

**Wright State University** Office of Disability Services, Jeffrey Vernooy, Associate Director  
937-775-5680 Fax: 937-775-5699 Wright State U., 023 Student Union 3640 Colonel Glenn Hwy., Dayton, OH 45435  
disability\_services@wright.edu, jeffrey.vernooy@wright.edu [www.wright.edu](http://www.wright.edu), [www.wright.edu/students/dis\\_services/](http://www.wright.edu/students/dis_services/) 12,279 Students

*List of Alternative  
Post-secondary Transition Programs*

**Chapel Haven East** Residential prog. for adults with developmental & social disabilities , Catherine Sullivan DeCarlo, VP of Admissions  
203-397-1714 x148 Fax: 203-392-3698 Chapel Haven East, 1040 Whalley Ave. New Haven, CT 06515  
admissions@chapelhaven.org, cbrand@chapelhaven.org www.chapelhaven.org 65 Students

**Chapel Haven West** Residential prog. for adults with developmental & social disabilities , Catherine Sullivan DeCarlo, VP of Admissions  
203-397-1714 x148 Fax: 203-392-3698 Chapel Haven West, 1701 N. Park Ave. Tucson, AZ 85719  
admissions@chapelhavenwest.org www.chapelhavenwest.org 30 Students

**College Internship Program, CA** For young adults with Asperger's and Learning Differences , Marjorie Paul, Admissions  
510-704-4476 x10 Fax: 413-243-2517 CIP, 2020 Kittredge St., Suite B Berkeley, CA 94704  
admissions@berkshirecenter.org, mpaul@cipberkeley.org www.cipberkeley.org 21 Students

**College Internship Program, FL** For young adults with Asperger's and Learning Differences , Stephanie Brown, Admissions  
321-259-1900 x11 Fax: 413-243-2517 CIP, 3692 N. Wickham Rd. Melbourne, FL 32935  
admissions@berkshirecenter.org, sbrown@cipbrevard.org www.cipbrevard.org 14 Students

**College Internship Program, IN** For young adults with Asperger's and Learning Differences , Lori Mangrum, Admissions  
812-323-0600 x22 Fax: 413-243-2517 CIP, 425 N. College Ave. Bloomington, IN 47404  
admissions@bloomingtoncenter.net, lmangrum@cipbloomington.org www.cipbloomington.org 24 Students

**College Internship Program, LB** Living exp. for Learning Differences, Asperger's Nonverbal, etc. , Damien Danielly, Admissions  
323-377-8356 Fax: 413-243-2517 CIP, 4510 E. Pacific Coast Hwy Long Beach, CA 90804  
ddanielly@ciplongbeach.org www.ciplongbeach.org 4 Students

**College Internship Program, MA** Living experiences for young adults with Asperger's and Learning , Laina Hubbard, Admissions  
413-243-2576 x34 Fax: 413-243-2517 CIP, 40 Main St. Lee, MA 01238  
lhubbard@cipberkshire.org, admissions@berkshirecenter.org www.cipberkshire.org 46 Students

**College Internship Program, NTL** For Learning Differences, Asperger's and High-Functioning Autism , Maggi Sanderson, Admissions  
877-566-9247 Fax: 413-243-2517 CIP, National Admissions Office, 18 Park St. Lee, MA 01238  
admissions@cipworldwide.org www.collegeinternshipprogram.com 121 Students

**College Internship Program, NY** For young adults with Asperger's and Learning Differences , Jillian Covert  
716-839-2620 Fax: 413-243-2517 CIP, 4500 Harlem Rd. Amherst, NY 14226  
jcovert@cipbufallo.org www.collegesupportprogram.org 12 Students

**College Living Experience, National** Young adults with special needs , Stephanie Simmons, National Admissions  
800-486-5058 Fax: 443-539-2351 CLE, 7150 Columbia Gateway, Suite J Columbia, MD 21046  
info@experiencecle.com www.experiencecle.com 5 Students

**Elmhurst College ELSA** ELSA , Dr. Lu Doty, Director  
630-617-3752, 630-617-3644 Fax: 630-617-6471 ELSA, 190 Prospect Ave. Elmhurst, IL 60126  
elsa@elmhurst.edu, lud@elmhurst.edu http://public.elmhurst.edu/elsa 30 Students

**Hope University** Fine Arts for Developmentally Challenged, day program for ages 22+ , Janice Reyes, Director  
714-778-4440 Fax: 714-778-0345 Hope U., 800 S. Lemon St. Anaheim, CA 92805  
h.university@att.net, jreyes@hopeu.com www.hopeu.com 61 Students

**Horizons School** Learning Disabilities and other handicapping conditions, Marie McElheny  
800-822-6242 Fax: Call, Horizons, 2018 15th Ave. South Birmingham, AL 35205  
mcelheny@horizonsschool.org <http://horizonsschool.org/home.html> 30-35 Students

**Independence Center** Young Adults (18-30) with Learning Disabilities, Judith Maizlish, Executive Director  
310-202-7102 Fax: 310-202-7180 IC, 3640 S. Sepulveda Blvd., Suite 102 Los Angeles, CA 90034  
judym@independencecenter.com [www.independencecenter.com](http://www.independencecenter.com) 30 Students

**Iowa, University of, REACH** REACH Program, Realizing Educational and Career Hopes, Jo Hendrickson, Ph.D., Director  
319-384-2127 Fax: 319-384-2167 UofI, S229 Lindquist Center, College of Education 240 S. Madison St., Iowa City, IA 52242-1529  
jo-hendrickson@uiowa.edu, reach@uiowa.edu [www.education.uiowa.edu/reach/index.html](http://www.education.uiowa.edu/reach/index.html) 50 Students

**Lesley University, Threshold** Threshold Program, Jim Wilbur, Dir., Helen McDonald, Admissions  
617-349-8181, 800-999-1959 Fax: Call, Lesley U., 29 Everett St. Cambridge, MA 02138-2790  
threshld@mail.lesley.edu [www.lesley.edu/threshold/threshold\\_home.htm](http://www.lesley.edu/threshold/threshold_home.htm) 66 Students

**Life Development Institute** LD, high functioning Autism/Asperger's and other related disorders, Rob Crawford, CEO  
623-773-2774 Fax: 623-773-2788 LDI, 18001 N. 79th Ave., Bldg E-71 Glendale, AZ 85308  
info@life-development-inst.org [www.lifedevelopmentinstitute.org/](http://www.lifedevelopmentinstitute.org/) 25 Students

**Maplebrook School** Center for the Advancement of Post-Secondary Study (CAPS Program), Jennifer Scully, Dean of Admissions  
845-373-9511 x224 Fax: 845-373-7029 Maplebrook School, 5142 Route 22 Amenia, NY 12501  
admissions@maplebrookschool.org, jscully@maplebrookschool.org [www.maplebrookschool.org](http://www.maplebrookschool.org) 120 Students

**Mason LIFE Program, GMU** Mason LIFE Program, Heidi Graff, Ph.D., Program Director  
703-993-3905 Fax: 703-993-3681 GMU, Kellar Inst. for Human Disabs., Grad. Sch. of Ed. 4400 University D., Fairfax, VA 22030  
GMULIFE2gmu.edu, lparaggi@gmu.edu <http://masonlife.gmu.edu/> 10-12 Students

**Minnesota Life College** Vocational/life skills training prog. - young adults with Disabilities, Amy Steele Gudmestad, Dir. of Admission  
612-869-4008 Fax: 612-869-0443 Minnesota Life College, 7501 Logan Ave South, Suite 2A Richfield, MN 55423  
admissions@minnesotalifecollege.org [www.minnesotalifecollege.org](http://www.minnesotalifecollege.org) 32 per Students

**Mitchell College, Thames Academy** Thames Academy, Scott S. Garbini M.Ed, Asst. Dir. of Admissions  
860-443-2811 Fax: 860-444-1209 Thames Academy, 437 Pequot Ave. New London, CT 06320  
ThamesAcademy@Mitchell.edu, garbini\_s@mitchell.edu [www.mitchell.edu](http://www.mitchell.edu) 40 Students

**National Louis University, PACE** PACE, Carol Burns, Director, Barbara Kite, Assitant Director  
224-233-2670 Fax: Call, NLU, 5202 Old Orchard Rd., Suite 3000 Skokie, IL 60077  
bkite@nl.edu, paceprogram@nl.edu [www.nl.edu/pace/](http://www.nl.edu/pace/) 50 Students

**New York Institute of Technology** Vocational Independence Program (VIP), Sheree Incorvaia, M.S.Ed., Dir. of Admissions  
631-348-3139 Fax: 631-348-3437 NYIT, 300 Carleton Ave. Central Islip, NY 11722  
sincorva@nyit.edu [www.nyit.edu/vip](http://www.nyit.edu/vip) 65 Students

**OPTIONS (formerly Brehm)** OPTIONS Transitions to Independence, Char Reed, OPTIONS Coordinator  
618-549-4201 Fax: 618-549-9752 OTI, 101 S. Lewis Lane Carbondale, IL 62901  
charlene.reed@experienceoptions.org [www.experienceoptions.org](http://www.experienceoptions.org) 25-30 Students

**Options for College Success** Options for College Success, Shoshana Axler  
847-425-4797 Fax: 847-425-4798 OPTIONS, 820 Davis, Suite 455 Evanston, IL 60201  
snaxler@optionsforcollegesuccess.org www.optionsforcollegesuccess.org 18 Students

**Riverview School, Inc.** G.R.O.W. Program, Jeanne Pacheco, Dir. of Admissions, Kathy Titus, Dir.  
508-833-7000, 508-888-0489 Fax: 508-833-7001 Riverview School, 551 Route 6A East Sandwich Cape Cod, MA 02537  
admissions@riverviewschool.org, jpacheco@riverviewschool.org www.riverviewschool.org/ 180 Students

**Taft Community College** Transition to Independent Living, Student Support Services, Jeff Ross, Director  
661-763-7775 Fax: Call, TCC, 29 Emmons Park Dr. Taft, CA 93268  
jross@taftcollege.edu, spopejoy@taftcollege.edu, intake@taftcollege.edu web.taftcollege.edu/student\_services/independent\_living.shtml 8,000 Students

**Vista, Vocational and Life Skills** Educational program for young adults with Neurological Disabilities, Helen K. Bosch, M.S., Exec. Dir.  
860-399-8080 Fax: Call, VISTA, 1356 Old Clinton Rd. Westbrook, CT 06498  
admissions@vistavocational.org www.vistavocational.org 165 Students

## *Listings by State*

**Alabama**

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Horizons School

**Arizona**

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Arizona State University  
Arizona, University of  
Arizona, University of, SALT  
Chapel Haven West  
Life Development Institute  
Northern Arizona University  
Pima Community College, Downtown Campus

**Arkansas**

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Arkansas, University of  
Ozarks, University of the  
Ozarks, University of the, Jones Learning Center

**California**

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California Davis, University of  
California San Diego, University of  
California State University, Long Beach  
College Internship Program, Berkeley  
College Internship Program, Long Beach Center, CA  
Hope University  
Independence Center  
Menlo College  
Pacific, University of the  
Santa Barbara Community College  
Santa Monica College  
Sonoma State University  
Southern California, University of  
Taft Community College

**Colorado**

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Colorado Boulder, University of  
Colorado College  
Colorado Colorado Springs, University of  
Colorado Mesa University  
Colorado Mountain College, Spring Valley Campus  
Colorado State University  
Community College of Denver  
Denver, University of  
Denver, University of, Learning Effectiveness Program  
Fort Lewis College  
Northern Colorado, University of

Regis University  
Western State College of Colorado

## ***Connecticut***

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Chapel Haven East  
Connecticut, University of  
Connecticut, University of - BOLD, FAST, SEAD, T.Plus,  
Hartford, University of  
Mitchell College  
Mitchell College, Thames Academy  
Vista, Vocational and Life Skills Center

## ***Florida***

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Beacon College  
Central Florida, University of  
College Internship Program, Brevard Center, FL  
Embry-Riddle Aeronautical University  
Florida Atlantic University  
Florida State University  
Full Sail University  
Lynn University  
New College of Florida  
Ringling College of Art and Design  
Rollins College

## ***Illinois***

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Art Institute of Chicago  
Blackburn College  
Bradley University  
Chicago State University  
College of Lake County  
Columbia College  
Concordia University  
DePaul University  
Dominican University  
Eastern Illinois University  
Elmhurst College  
Elmhurst Learning & Success Academy (ELSA), Elmhurst  
Flash Point Media Academy  
Governors State University  
Harold Washington College  
Harper College  
Illinois at Chicago, University of  
Illinois at Urbana-Champaign, University of

Illinois Springfield, University of  
Illinois State University  
Illinois Wesleyan  
Kendall College  
Knox College  
Lake Forest College  
Le Cordon Bleu College of Culinary Arts (Cooking &  
Lewis University  
Lewis University, SUCCESS Program  
Lincoln College  
Lincoln College, ACCESS  
Loyola University Chicago  
MacMurray College  
National Louis University, PACE  
North Central College  
Northeastern Illinois University  
Northern Illinois University  
Oakton Community College  
Options for College Success  
OPTIONS Transitions to Independence (formerly Brehm)  
Parkland College  
Quincy University  
Robert Morris University  
Roosevelt University, Chicago  
Roosevelt University, Schaumburg  
Shimer College  
Southern Illinois University, Carbondale  
Southern Illinois University, Carbondale, ACHIEVE  
Southern Illinois University, Edwardsville  
Triton College  
Western Illinois University

## ***Indiana***

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Anderson University  
Ball State University  
Butler University  
College Internship Program, Bloomington Center, IN  
Holy Cross College  
Indiana State University  
Indiana Univ/Purdue, Univ. Ft. Wayne  
Indiana University  
Indianapolis, University of, BUILD  
Marian University

Notre Dame, University of  
Purdue University  
Saint Joseph's College  
Vincennes University  
Vincennes University, STEP

***Iowa***

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Clarke University  
Cornell College  
Drake University  
Indian Hill Community College  
Iowa State University  
Iowa, University of  
Iowa, University of , REACH  
Kirkwood Community College  
Loras College  
Loras College, Enhanced Program  
Luther College  
Saint Ambrose University  
Upper Iowa University

***Kansas***

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Kansas State University  
Kansas, University of  
Kansas, University of, TRIO

***Kentucky***

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Kentucky, University of  
Louisville, University of

***Louisiana***

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Tulane University

***Maryland***

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College Living Experience, National Admissions  
Maryland at College Park, University of  
Towson University

***Massachusetts***

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American International College  
Boston College  
Boston University  
College Internship Program, Berkshire Center, MA  
College Internship Program, Lee, MA - National  
Curry College, PAL  
Dean College

Harvard University  
Lesley University  
Lesley University, Threshold  
Mount Ida College  
Northeastern University  
Riverview School, Inc.

## ***Michigan***

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Adrian College  
Alma College  
Aquinas College  
Calvin College  
Ferris State University  
Finlandia University  
Glen Oaks Community College  
Grand Valley State University  
Michigan State University  
Michigan Technological University  
Michigan, University of  
Northern Michigan University  
Western Michigan University

## ***Minnesota***

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Augsburg College, Access Center  
Augsburg College, CLASS Program  
Macalester College  
Minnesota at Twin Cities, University of  
Minnesota Life College  
Saint Mary's University of Minnesota  
Saint Olaf College  
St. Thomas, University of  
Winona State University

## ***Missouri***

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Columbia College  
Missouri at Columbia, University of  
Missouri at St. Louis, University of  
Missouri State University  
Missouri State University, Project Success  
Saint Louis University  
Westminster College

## ***Montana***

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Montana, University of

**Nebraska**

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Nebraska at Omaha, University of

**New Hampshire**

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New England College

**New Jersey**

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Fairleigh Dickinson University, Metropolitan Campus

**New Mexico**

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Eastern New Mexico University  
Eastern New Mexico, Roswell

**New York**

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Adelphi University  
Binghamton University (SUNY)  
College Internship Program, Amherst Center, NY  
Hobart & William Smith Colleges  
Hofstra University  
Hofstra University, PALS  
Iona College  
Ithaca College  
Long Island University, CWPost Campus  
Maplebrook School  
Marist College  
Mercy College, S.T.A.R. Program  
New York Institute of Technology  
Rochester Institute of Technology  
Saint Thomas Aquinas College  
Syracuse University

**North Carolina**

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Appalachian State University  
East Carolina University  
North Carolina at Chapel Hill, University of  
North Carolina at Chapel Hill, University of, ASP  
North Carolina at Greensboro, University of  
North Carolina State University

**North Dakota**

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North Dakota State University

**Ohio**

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Bowling Green State University  
Cincinnati, University of  
College of Mt. Saint Joseph  
Dayton, University of

Kent State University  
Kenyon College  
Miami University  
Muskingum University  
Ohio State University  
Ohio University  
OSU at Newark, Central Ohio Technical College  
Toledo, University of  
Wright State University

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***Oklahoma***

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Oklahoma State University

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***Oregon***

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Lewis & Clark College  
Oregon State University  
Oregon, University of

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***Pennsylvania***

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Bucknell University, College of Arts & Sciences  
Bucknell University, College of Engineering  
Edinboro University  
Gannon University  
Gannon University, Programs for Students with Learning  
Lehigh University  
Mercyhurst College  
Pennsylvania State University, University Park  
Temple University

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***Rhode Island***

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Johnson & Wales University

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***Tennessee***

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Tennessee, University of  
Tennessee, University of, Learning Disability Support

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***Texas***

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Baylor University  
Houston, University of  
Schreiner University  
Texas A&M University

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***Vermont***

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Landmark College  
Southern Vermont College  
Vermont, University of

**Virginia**

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Mason LIFE Program, George Mason University  
Virginia, University of

**Washington**

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Bellevue College  
Puget Sound, University of  
Washington State University  
Washington, University of

**Washington, D.C.**

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American University  
American University (LSP)  
Gallaudet University  
George Washington University

**West Virginia**

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Bethany College  
Davis & Elkins College  
Marshall University  
Marshall University, H.E.L.P. Program  
West Virginia University  
West Virginia Wesleyan College

**Wisconsin**

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Alverno College  
Cardinal Stritch University  
Carroll University  
Carthage College  
Concordia University Wisconsin  
Edgewood College  
Edgewood College - Cutting Edge Program  
Lakeland College  
Lawrence University  
Madison Area Technical College  
Marian University  
Marquette University  
Milwaukee Area Technical College  
Milwaukee School of Engineering  
Wisconsin LaCrosse, University of  
Wisconsin Madison, University of  
Wisconsin Milwaukee, University of  
Wisconsin Oshkosh, University of  
Wisconsin Parkside, University of  
Wisconsin Platteville, University of

Wisconsin River Falls, University of  
Wisconsin Whitewater, University of  
Wisconsin Whitewater, University of, ASSIST