

CHOICES Book – 2019

Table of Contents

Introduction

CHOICES Committee Members	2
Introduction	3
What is a Transition Plan?	4
Participants in the Transition Process	5
Post-secondary Paths.....	6
Naviance – Online technology for post-secondary planning.....	7

SECTION 1 - POST-SECONDARY PREPARATION..... 8

Preparing for the Post-secondary Experience

Preparing Students for Post-secondary Experiences	9
Self-Determination: A Critical Skill for Post-secondary Success	11
Support Networks.....	12

Considerations for the College Search

How is College Different from High School?	14
Legal Rights and Responsibilities	16
Career Awareness and Career Exploration	18
The Right Fit.....	19
Assessing College Readiness	20
Community College.....	23
Online Education	32
Transition Timeline – A "To Do" List.....	34
College - Levels of Service.....	38
The Basics of the Post-secondary Search.....	39
Questions to Ask During the College Search	42
Are You Ready for the Responsibility?	43
Post-secondary Financial Considerations.....	44
Post-secondary Healthcare Concerns.....	48

Applying to College

College Application Checklist	52
The Why, When, What and How of Disclosure	55
Personal Statements.....	57
Letters of Recommendation.....	60
Application Essays	61
Interviews.....	62
Obtaining Disability Accommodations and Related Services at the College Level.....	63

ADDITIONAL RESOURCES..... 65

SECTION 2 – POST-SECONDARY LISTS..... 67

List of Colleges.....	68
List of Colleges with Specific Programs.....	69
List of Alternative Post-secondary Transition Programs.....	70
Listings by State.....	71

CHOICES Committee Members

Jenna Aronson
Adlai E. Stevenson High School
847-415-4817
jaronson@di25.org

Ron Gatchalian
Glenbrook North High School
847 509-2449
rgatchalian@glenbrook225.org

Elizabeth Hannon
Lake Forest High School
847-582-7346
ehannon@lfschools.net

Paul Harris
Highland Park High School
224 765-2321
pharris@dist113.org

Stephanie Henrichs
Libertyville High School
847 327-7166
stephanie.henrichs@d128.org

Sandy Horan
Lake Forest High School
847 582-7352
shoran@lfschools.net

Nicole Johnson
Evanston High School
847 424-7439
johnsonn@eths.k12.il.us

Aby Karottu
Niles Township High Schools
847 626-2337
abykar@d219.org

Natalie Komo
Niles Township High Schools
847 626-2346
natkom@d219.org

Julie Manning Smith
Glenbrook South High School
847 486-4661
jsmith@glenbrook225.org

Diane Spillman
Maine Township High Schools
847 692-8069
dspillman@maine207.org

Gretchen Stauder
New Trier High School
847 784-2236
stauderg@newtrier.k12.il.us

Terese Sullivan
Adlai Stevenson High School
847 415-4868
tsullivan@d125.org

Madeline Stender
Deerfield High School
224 632-3319
mstender@dist113.org

Liz Wietrzak
Vernon Hills High School
847 932-2078
liz.wietrzak@d128.org

Diane Wojcik
New Trier High School
847 784-6851
wojcikd@newtrier.k12.il.us

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 students' journey toward independence.

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

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

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

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

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

What is a Transition Plan?

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

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

Section 602 (34)(A)

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

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

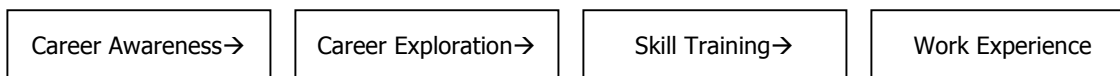
CEC, 1999¹"

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

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

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

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



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

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

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

PARTICIPANTS IN THE TRANSITION PROCESS

Students are the primary focus.

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

Students must:

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

Parent, Guardian, Family members should:

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

School Specific Personnel Include:

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

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

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

Post-secondary Paths

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

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

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

Naviance

Online technology for post-secondary planning⁴

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

Examples of Naviance features include:

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

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

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

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

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

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

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

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

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

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

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

Preparing Students for Post-secondary Experiences

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

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

Preparing Students for Post-Secondary Experiences

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

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

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

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

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

What is self-determination?

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

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

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

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

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

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

Support Networks

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

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

DETERMINE AREAS IN WHICH SUPPORT IS NEEDED:

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

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

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

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

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

CONSIDER SKILLS REQUIRED FOR A SUCCESSFUL SUPPORT NETWORK RELATIONSHIP:

- Attitude
 - Open
 - Willing to participate
- 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/Groups
 - Student Organizations/Extracurricular Activities/Sports
- Support Groups (one-on-one, group or online – not school affiliated)
 - Parent Groups - Support groups exist for general and/or specific disabilities.
 - Groups organized through agencies, charities, and organizations (disability specific and general).
 - Online Support Groups
- Community
 - Neighbors
 - Co-workers
 - Religious organizations
 - Cultural organizations
 - Charities
 - Friends
 - Recreational participation, hobbies, sports clubs or teams
 - Youth Service organizations
 - Community volunteer work associates

UNDERSTAND POSSIBLE SOURCES FOR FINDING SUPPORT NETWORK MEMBERS:

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

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

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

How is College Different from High School?

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

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

Legal Rights and Responsibilities

Secondary vs. Post-secondary Education

QUESTION	SECONDARY	POST-SECONDARY
WHAT IS THE LAW?	<p><u>IDEA</u> (Individuals with Disabilities Education Act-http://idea.ed.gov) and <u>Section 504</u> of the Rehabilitation Act of 1973 (http://www.Section504.gov)</p>	<p><u>ADA</u> (Americans with Disabilities Act of 1990-http://www.ada.gov) and <u>Section 504</u> (Subpart E) of the Rehabilitation Act of 1973 (http://www.Section504.gov)</p>
WHAT IS THE INTENT OF THE LAW?	<p><u>IDEA</u>: To provide a free, appropriate public education (FAPE) in the least restrictive environment to students with disabilities. <u>Section 504</u>: To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any entity that receives federal funds of any kind.</p>	<p><u>Section 504</u>: To ensure that no otherwise qualified person with a disability will be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any entity that receives federal funds of any kind. <u>ADA</u>: Allows eligible individuals with disabilities the same access to programs, activities and services as their nondisabled peers. ADA's main purpose is to extend the legal mandate of Section 504 beyond recipients of federal funds.</p>
WHO IS COVERED UNDER THE LAW?	<p>All infants, children and youth requiring special education services until age 22 or graduation from high school.</p>	<p>All qualified individuals with disabilities who meet the entry age level criteria or particular program entry criteria of the college and who can document the existence of a disability as defined by Section 504 and/or ADA.</p>
WHAT IS A DISABILITY?	<p><u>IDEA</u>: 13 disability classification areas are defined in IDEA and include types of specific disabilities: Autism, Deaf-blindness, Deafness, Emotional disturbance, Hearing impairment, Mental retardation, Multiple disabilities, Orthopedic impairment, Other health impairment, Specific learning disability, Speech or language impairment, Traumatic brain injury, Visual impairment. <u>Section 504/ADA</u>: Has no specific list. A person with a disability is defined as anyone who has: (1) any physical or mental impairment which substantially limits one or more major life functions; (2) a history of such 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.
- Ask your Counselor about accessing your school’s Internet subscription website (e.g., Naviance) for career information.
- Find a summer job or internship in an area of interest.
- Participate in a work study/work readiness program at your school.
- Volunteer at a location that will provide you exposure and involvement with potential career areas of interest.
- “Self-evaluate interpersonal and intrapersonal skills, establishing targets for improvement.
- Acquire personal skills in areas, including (1) goal setting, (2) time management, (3) communication, (4) decision making, (5) problem solving, (6) intrapersonal (self) communication, (7) workplace ethics, (8) respectfulness, (9) wellness and safety, (10) ability to accept criticism and praise, (11) basic financial literacy, and (12) personal safety.”⁸

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

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

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

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

The Right Fit

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

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

TYPES OF POST-SECONDARY EDUCATIONAL INSTITUTIONS	
College	An institution that offers educational instruction beyond the high school level in a 2-year or 4-year program.
University	An academic organization, which grants undergraduate and graduate degrees in a variety of fields. It is made up of a number of 'schools' or 'colleges,' each of which encompasses a general field of study.
Liberal Arts College	Four-year institution, which emphasizes programs of broad undergraduate education. Pre-professional or professional training may be available, but is not stressed.
Community & Junior Colleges	Two-year institutions of higher learning, which provide vocational training and academic curricula (terminal and transfer). TERMINAL COURSE: Academic program is complete in itself. A student who completes it most often may not apply to a 4-year college for further study without completing additional course requirements. School may confer a license or certificate. TRANSFER COURSE: Academic program is designed to lead into a 4-year course at another college or university. School may confer Associate degrees.
Engineering or Technological College	Independent professional schools, which provide 4-year training programs in the fields of engineering and physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.
Technical School	A 2-year institution that offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering, computers, physical sciences, etc. These schools may also offer certificates in certain career programs and clerical areas.
Alternative Post-secondary Transition Programs	“Transition” programs usually have their own self-contained facility or separate facilities on traditional campuses. Transition programs have a strong vocational component. 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.”¹⁰ They caution that: “Scores obtained using this guide provide an opportunity for discussion; they are not intended to predict or limit a student’s potential, or provide a diagnosis.”

Directions:

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

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

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

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

How To Score This Guide

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

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

Why consider attending a Community College:

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

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

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

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

¹² CLC Catalog, 2009-2010, p334

Some information to consider about Community Colleges:

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

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

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

¹⁵ OCC Catalog, 2009-2010, p70

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

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

Specific Community College Vocational/Career Programs:

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

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

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

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

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

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

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

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

Programs offered are listed by broad categories:

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

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

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

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

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

The benefits of post-secondary education are compelling.

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

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

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

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

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

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

Considerations for the College Search

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

Considerations for the College Search

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

Considerations for the College Search

Industrial Design Engineering	x		
Industrial Electronics Maintenance			x
Insurance			x
Interior Design			x
Inventory/Production Control			x
IT Support Technician			x
Kitchen and Bath Specialty			x
Laser/Photonics/Optics		x	
Law Enforcement	x		x
Leadership Excellence	x		
Linguistics			x
Linux	x		
Logistics			x
Machine Tool Trades		x	
Magnetic Resonance Imaging (MRI)			x
Maintenance			x
Management and Supervision	x		x
Management of Information Systems	x		
Marketing Management	x		
Manufacturing Production			x
Manufacturing Technology	x		x
Marketing		x	x
Marketing Communications	x		
Massage Therapy		x	x
Mechanical Design/CAD	x		
Mechanical Engineering Technology		x	
Mechatronics		x	x
Mechatronics Supply Chain Technology	x		
Mechatronics Technology		x	x
Medical Assistant			x
Medical Assisting		x	
Medical Coding			x
Medical Coding and Billing	x	x	
Medical Imaging		x	
Medical Laboratory Technology	x		
Medical Office Administration			x
Medical Receptionist			x
Microsoft Office Specialist	x		
Microsoft Project Management Preparation	x		
Nanotechnology	x		
National Security Administrator	x		
Network Security	x		
Network Support Technician			x
Nursing, Associate Degree	x	x	x
Nursing, Basic Nurse Assistant Training	x	x	x
Nursing, Practical Nursing	x		x
Office Professional		x	

Considerations for the College Search

Oracle Database Administrator	x		
Paralegal Studies	x	x	x
Paraprofessional Educator	x	x	x
PC Support Specialist	x		
Person-Centered Elder Support	x		
Personal Trainer	x	x	
Pharmacy Technician	x		
Phlebotomy Technician	x	x	x
Photography	x		
Physical Therapist Assistant	z		
Physics			x
Private Security			x
Procurement			x
Professional Acctg-CPA Preparation			x
Radio Frequency ID (RFID) Electronics	x		x
Radiologic Technology			x
Real Estate	x		x
Refrigeration Service			x
Refrigeration/Air Condition Service			x
Residential Comfort Control	x		
Residential Comfort Systems			x
Retail Merchandising			x
Sales Management and Development		x	x
Sign Language Interpreting			x
Stationary Engineer License Preparation	x		
Substance Abuse Counseling	x	x	
Supervision		x	
Supervisory Maintenance			x
Supply Chain Management		x	x
Surgical Technology		x	x
Sustainability Programs		x	
Tax Accounting Assistant			x
Teaching English to Speakers of Other Languages: TESOL	x	x	x
Technical Communication	x	x	
Transportation, Warehousing and Logistics	x		
Web Design And Interactive Media			x
Web Development			x
Web Graphic Page Design	x		
Web Site Development	x		
Web Site Support and Maintenance	x		
Welding		x	
Welding Technology			x
Wellness Coaching		x	
Windows Desktop Support Technology	x		
Windows Support Technician	x		
World Wide Web	x		
Yoga Teacher		x	

Online Education

QUESTIONS STUDENTS NEED TO ASK THEMSELVES IN CONSIDERING ONLINE LEARNING:

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

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

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

SPECIFIC QUESTIONS TO ASK ABOUT ONLINE COURSES:

Accreditation

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

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

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

Considerations for the College Search

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

Services

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

Instruction

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

Disability Services

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

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

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

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

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

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

Transition Timeline – A “To Do” List

Freshman Year Tasks

- Learn the specific nature of your disability, how it affects you in the classroom and community and how to explain it so others will understand your needs.
- Learn how to participate actively in your IEP, especially your transition plan, which is your plan to help you achieve your post-secondary goals.
- Learn how to advocate for yourself in developing your transition plan with your case manager and IEP team.
- Prepare academically by carefully planning your course of study. Use your course of study and your success in class to set and adjust your post-secondary goals.
- Work with your guidance counselor to be sure that you will have the standard and verified credits you need to graduate.
- Develop your academic independence by learning how to use the academic adjustments, accommodations, services and learning strategies that you will need in college. Explore how you learn best – visual, audio, hands-on. This will help you to “LEARN HOW TO LEARN.”
- Ask your guidance counselor or transition coordinator to explain the college resources available in your school.
- Explore career options with your guidance counselor and/or case managers and visit your school’s career center.
- Become involved in school- and/or community-based activities that interest you and that might lead to a career.
- Talk to people in various professions to find out what they like and dislike about their jobs and what kind of education is needed.
- Continue to work on basic skills.
- Learn strategies to help you access the same course work as your peers.
- Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.
- Set up a system to organize your records and personal information. Keep disability records, health information, and various job, school and community involvement information.
- Increase organization. Use a calendar or planner to keep track of your assignments.

Sophomore Year Tasks

- Actively participate in your IEP transition planning with your case manager and IEP team.
- Continue taking courses to prepare you for college.
- Add to your understanding and use of learning strategies to help you access the same course work as your peers.
- 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.
- Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.
- Develop self-advocacy skills. Be able to communicate your needs clearly and participate in developing positive solutions.

Junior Year Tasks

- Continue to participate in your IEP transition planning with your case manager and IEP team.
- Continue your involvement in school- and/or community-based extracurricular activities.
- Focus on matching your interests and abilities to appropriate college and career choices.
- Look for college campuses that have majors in which you might be interested and the kind of campus community in which you would like to live.
- Identify the appropriate academic adjustments, accommodations and services that you will need in the post-secondary setting and learn how to use them efficiently. (Be sure to include assistive technologies such as electronic devices and specialized computer software.)
- Keep a current list of the academic accommodations and related services you use in high school in your personal records.
- Consider taking a course to prepare for the *College Board Scholastic Aptitude Test (SAT)* or *ACT Assessment (ACT/American College Testing)*.
- Take the SAT and/or ACT in the spring. Consider taking the tests more than once – once with accommodations and once without them.
- Establish and investigate a possible career goal. (You can always change your mind!)
- Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.
- Learn how to advocate for yourself – not everyone will understand your disability or be sensitive to your needs. Learn when, how and if to disclose your disability to others.
- Gather information about college programs that offer the disability services you need.
- Speak with college representatives who visit your high school and/or attend college fairs.
- Visit campuses and especially disability service providers to verify the available services and how to access them. Identify sources of information on colleges such as the web, public library, etc.

Considerations for the College Search

- Consider people to ask for recommendations - teachers, counselors, employers, coaches, etc.
- Investigate the availability of financial aid from federal, state, local and private sources.
- Investigate the availability of scholarships provided by organizations, such as corporations, labor unions, professional associations, religious organizations, universities, disability groups, credit unions, etc.
- Continue saving for college.
- Learn about the services of the Department of Rehabilitation Services (DRS) and determine your eligibility. If appropriate, invite the DRS counselor to attend your IEP meeting.
- Make sure that your disability documentation is current. Colleges usually want recent evaluations and testing that were administered within three years prior to your beginning college.
- College visits:
 - Visit a friend or relative at college.
 - Email or call college admission offices and disability service providers requesting a visit/appointment.
 - Be prepared when you visit colleges to write or talk about your experiences and to take placement tests.
 - Obtain information from Admission officers about admissions procedures and financial aid opportunities.
 - Take your personal records and information with you to share with disability service providers, if appropriate.
 - Visit the Disability Office. Evaluate the services, service providers and staff.
 - Talk with college students currently receiving disability support services about their experiences.
- Compare the various colleges and think about living in the campus community (e.g., housing, social activities, classrooms, leisure activities, athletic activities, comfort level with support service).

Senior Year Tasks

- Meet with your school guidance counselor early in the year to discuss your plans.
- Continue to develop your advocacy skills and to polish study skills.
- Be as academically independent as possible to prepare for the college environment.
- Consider running a portion of your IEP meeting.
- Learn time management, study skills, assertiveness training, stress management and exam preparation strategies.
- Plan to visit campuses early in the year.
- Learn interview skills. Role-play interviews with counselors, family members and teachers.
- Understand your legal rights with regard to accommodations and modifications.

Considerations for the College Search

- Organize transition information so that it contains at least the following:
 - Copies of your current psychological and educational evaluations.
 - Transcripts.
 - ACT and/or SAT scores.
 - Current or latest IEP.
 - Medical records (if appropriate).
 - A writing sample or other work samples related to your choice of major.
 - A list of activities (school & non-school), awards & recognitions, employment, etc., for your college application.
 - Letters of recommendation from teachers and employers, if required for admission.
 - Eligibility documentation.
 - Current list of academic accommodations and related services you may need in college (be sure to include assistive technology).
- Apply to different types of colleges – choose one that is a “reach,” one where you expect to be accepted, and one where you *know* you can be accepted.
- Prepare your applications carefully, paying close attention to instructions and deadlines. Be neat. Be accurate. Keep a copy “just in case.”
- Take the ACT/SAT again, if appropriate.
- Visit the college before you accept admission.
- Apply for financial aid and scholarships
- When accepted, consider attending the pre-admission summer program (if available). It will be worth your time and ease the transition when classes start in the fall.

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

College - Levels of Service

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

PROGRAM – Maximum Support

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

COMPREHENSIVE SUPPORT SERVICES – Medium Support

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

SUPPORT SERVICES/ACCOMMODATIONS – Mandated Support

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

The Basics of the Post-secondary Search

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

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

Information about College Testing:

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

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

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

The Basics:

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

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

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

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

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

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

Campus Resources

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

“Living” Environment:

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

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

Statistics:

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

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

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

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

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

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

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

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

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

Considerations for the College Search

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

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

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

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

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

³³ Illinois State Board of Education

Questions to Ask During the College Search

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

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

Are You Ready for the Responsibility?

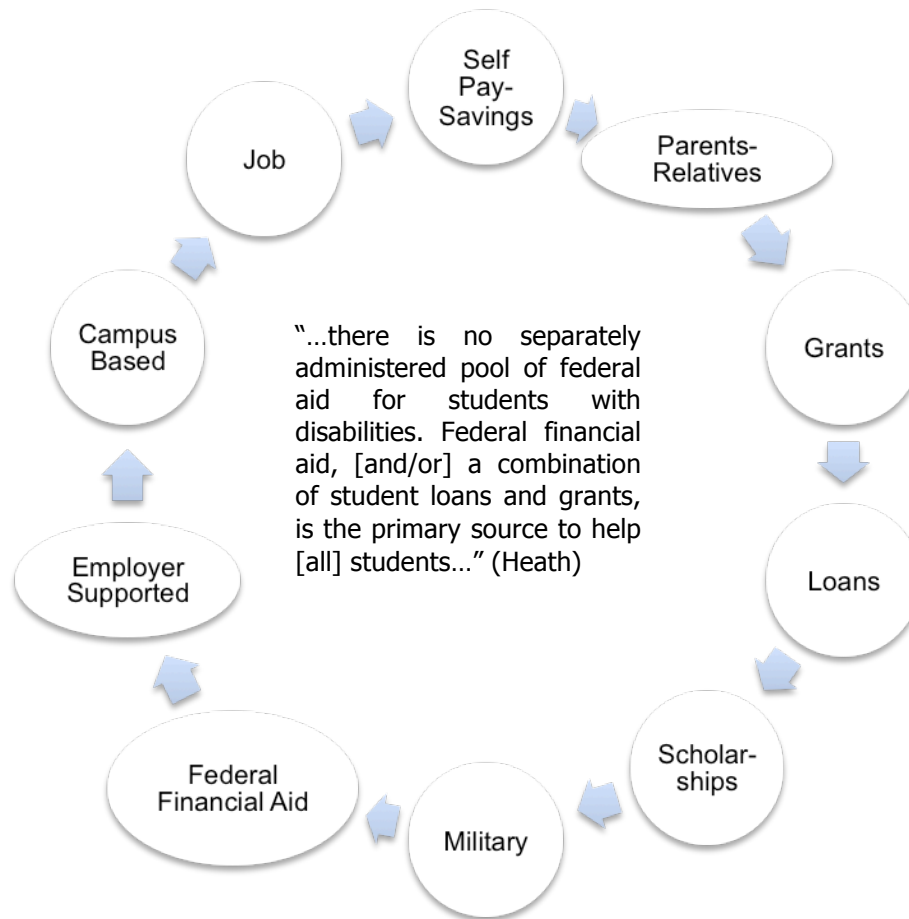
Going to college is a major step in your life involving new responsibilities and independence. Successful college students with disabilities possess many of the skills listed below. How about you? Take the inventory and discover the skills and attitudes you need to develop.

- Can I clearly explain my special talents and abilities?
- Can I describe my disability so that someone else understands my strengths and limitations?
- Do I have copies of the evaluations that document the current impact of my disability? Do I understand and can I discuss the content of these reports?
- Can I describe my disability history and explain the diagnosis?
- Can I explain how I learn and how I compensate in the areas where I have difficulty?
- Can I describe the types of academic adjustments, accommodations and services appropriate for me in various classroom settings and in my living environment?
- In the past, have I used similar academic adjustments, accommodations and services to those I need in college?
- Do I know where, how and when to apply for disability services at college?
- Am I prepared (academically, emotionally and socially) for the challenges of college?
- Do I take regular college preparatory courses, modified courses or individualized courses?
- Am I ready to live away from home, to manage my finances, to take care of my health and to manage my academic and leisure time?
- Do I seek assistance for academic and other problems when needed?
- Do I know how to advocate for myself?
- Do I accept that it may take me longer to graduate from college than my friends?
- Do I understand that I might have to study harder than my friends?
- Do I understand that college is a challenge and that dealing with temporary frustrations is part of being an ordinary college student?
- Do I know my long-term goals? Am I beginning this life-changing process with some career goals? Do I have some idea about how I want to earn a living?
- Am I a good problem solver?
- Do I know and understand my legal rights?

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

Post-secondary Financial Considerations

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



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

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

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

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

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

Cautions

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

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

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

Questionable Tactics:

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

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

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

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

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

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

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

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

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

Resources

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

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

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

Websites

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

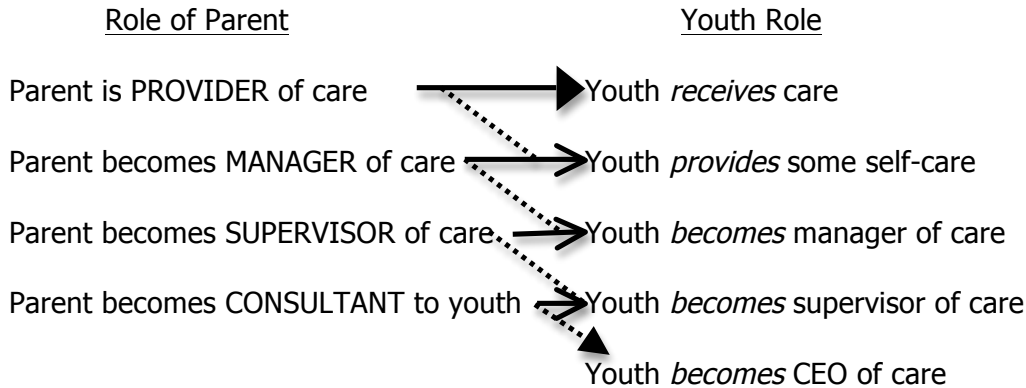
Considerations for the College Search

- <http://www.fafsa.ed.gov/> - Free Application for FAFSA (tambien en Espanol)
- <http://www.nclد.org/parents-child-disabilities/teens/financial-aid-scholarships-resources-students-ld>
- National Center for Learning Disabilities, How to Pay for College

Post-secondary Healthcare Concerns

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

SHARED [Health] MANAGEMENT OVERVIEW



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

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

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

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

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

Services/Service Providers

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

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

Insurance

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

Consider bringing:

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

Parental Access to Healthcare Information:

- If a student is under the age of majority - Ask what "Consent for Treatment Forms" are needed and ensure they are brought with and/or forwarded as needed. Be aware of how to contact all Service Providers and that they have access to parent/guardian contact information.
- If a student has reached the age of majority, the student's consent must be given in order for parents, guardians or any other person to be given information on his/her personal medical information. Check to see if there are specific exceptions to this information; for example, if the student is in a condition where he/she is unable to communicate or make

medical decisions. Forms can be obtained from doctors, hospitals, etc., through which a student can give consent for information to be given to specific individuals.

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

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

Research Psychological and Psychiatric Services on Campus

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

Research Hospitals and Private Practices in the Community

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

Research the Disability Resource Center

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

Research Policies

- Know your rights. It is important to know what your rights are when attending college to ensure that you are receiving the accommodations to which you are entitled, that you are not discriminated against and that your college's policies and procedures are legal.
- Review "*Campus Mental Health: Know Your Rights.*"
- (At: <http://www.bazelon.org/Portals/0/pdf/YourMind-YourRights.pdf>)
- Understand the college's privacy policies and what information is shared, if any, with families, staff (including professors and instructors), campus security personnel, residential

advisors, law enforcement and hospitals.

- Find out about the school's policies for students taking a leave of absence as a result of a mental health condition, students experiencing a psychiatric crisis on campus, students whose mental health condition deteriorates so that they present a threat to themselves or others, and students whose health or welfare is in jeopardy.

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

College Application Checklist

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

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

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

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

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

*If you have chosen to disclose your disability.

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

The Why, When, What and How of Disclosure

Why disclose in the post-secondary setting?

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

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

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

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

When to disclose your disability:

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

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

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

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

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

have decided to personally accommodate your needs.

How to disclose your disability:

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

What to disclose about your disability:

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

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

To whom do you disclose your disability?

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

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

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

Personal Statements

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

Step 2: Choose a positive quality you'd like to convey to the admissions committee: Don't pick an event or something you've done. President of the Science Club is not a personal quality. Focus on a quality of your mind or of your character. Complete this sentence: "I am a very _____ person."

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

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

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

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

CONSIDER:

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

STATEMENT EVALUATION QUESTIONS:

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

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

Sample Personal Statement 1

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

Sample Personal Statement 2

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

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

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

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

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

Letters of Recommendation

Who to Ask

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

When to Ask

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

How to Ask

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

What to Ask

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

Follow-up

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

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

Application Essays

Pick an essay topic

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

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

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

Prepare your essay

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

Edit/Proof

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

Have someone else proof your essay

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

Finalize

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

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

Interviews

Preparing for the College Interview

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

The Interview

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

Post-Interview Activity

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

Typical Interview Questions

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

Obtaining Disability Accommodations and Related Services at the College Level

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

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

Contacting Disability Services

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

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

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

Providing Required Documentation

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

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

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

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

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

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

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

Requesting Services

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

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

Working Out Specific Accommodations

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

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

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

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

Adapted from: Ladders to Success: "A Student's Guide to School after High School," Puget Sound Educational Service District, 1966.

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

Additional Resources

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

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

CHOICES Website: www.postsecondarychoices.org

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

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

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

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

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

College Board: www.CollegeBoard.com

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

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

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

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

disabilityInfo.gov - 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://illinoispecialed.com/>

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

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

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

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

National Association for Down Syndrome: www.nads.org

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

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

National Council on Disability: www.ncd.gov

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

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

Post-ITT: www.postitt.org

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

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

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

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

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

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

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

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

• **SECTION 2 – POST-SECONDARY LISTS** •

This Section includes a listing of colleges, universities and other post-secondary programs, which provide various levels of support for students⁴⁴ with disabilities.

This Section is divided into four parts:

Colleges

Programs

Alternative Post-secondary Transition Programs

Listings by State

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.

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

List of Colleges

Adelphi University Learning Resource Program, Rose Kusterbeck, Program Office Manager
516-877-4710 Fax: 516-877-4711 Adelphi U., Chapman Hall, LL Garden City, NY 11530-0701
LRP@adelphi.edu, <http://adelphi.edu/LRP> 4,800 Students

Adrian College Academic Services, Benjamin Ernst, Director
517-265-5161 x4095 Fax: 517-264-3181 Adrian College, 110 S. Madison St. Jones Hall, Rm 205, Adrian, MI 49221-2575
bernst@adrian.edu www.adrian.edu 1,767 Students

Akron, University of Office of Accessibility, Kathleen Kulick, Dir. Jessica DeFago, Asst Dir.,
330-972-7928 Fax: 330-972-5422 U of Akron, Simmons Hall 105, Akron, OH 44325-6213
access@uakron.edu, kkulick@uakron.edu <http://www.uakron.edu/access/> 19,200 Students

Alabama, University of Office of Disability Services, Vanessa Goepel, Dir., Brittany Gregg, Asst. Dir.
205-348-4285 Fax: 205-348-0804 UA ODS, 1000 Houser Hall, Box 870185 Tuscaloosa, AL 35487-0185
ods@ua.edu, vanessa.goepel@ua.edu, brittany.gregg@ua.edu ods.ua.edu 33,000 Students

Alma College Academic Support and Disability Services, Rhonda Linn, Director
989-463-7247 Fax: 989-463-7126 Alma College, CSO, 614 W. Superior Alma, MI 48801-1599
linnrm@alma.edu www.alma.edu 1,450 Students

Alverno College Academic Support Services, Jodi Eastberg, Exec. Director
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 2,605 Students

American University Academic Support & Access Ctr (ASAC), Lindsay Northup-Moore, Director
202-885-3360 Fax: 202-885-1042 American U., 4400 Massachusetts Ave. NW 243-MGC, Washington, D.C. 20016-8027
asac@american.edu, lnorthup@american.edu www.american.edu/asac 7,083 Students

Amherst College Accessibility Services, Jodi Foley, M.Ed., CRC, Director
413-542-2337 Fax: 413-542-8488 Converse Hall, Rm 211, 100 Boltwood Ave. Amherst, MA 01002
accessibility@amherst.edu www.amherst.edu/offices/student-affairs/ 1,849 Students

Anderson University Disability Services for Students (DSS), Teresa Coplin, Director
765-641-4223 Fax: Call, Anderson U., 1100 E. 5th St. Anderson, IN 46012-3495
tjcoplin@anderson.edu, www.anderson.edu/kissinger/dss 5,000 Students

Appalachian State University Office of Disability Resources, Maranda Maxey, Dir., Courtney McWhorter &
828-262-3056 Fax: 828-262-7904 ASU, 003 Anne Belk Hall, ASU Box 224 Joyce Lawrence Ln., 32158 Boone, NC 28608-2158
ods@appstate.edu, www.ods.appstate.edu/, www.appstate.edu 17,222 Students

Aquinas College Accessibility Services, Shani Feyen, Director
616-632-2177 Fax: 616-732-4467 Aquinas College, 1607 Robinson Rd., SE WC 103C, Grand Rapids, MI 49506-1799
dsservices@aquinas.edu, SLF004@acquinas.edu www.aquinas.edu/accessibility-services 1,600 Students

Arizona State University Disability Resources, Chad Price, Ed.D., Dir., Allison Adero, Asst. Dir.
480-727-7381, 480-965-9274 Fax: 480-965-0441 ASU, Matthews Center, PO Box 873202 Tempe, AZ 85287-3202
DRC@asu.edu, crprice@asu.edu, Adero.Allison@asu.edu http://www.asu.edu/drc/ 66,309 Students

Arizona, University of Disability Resources Center, Dr. Amanda Kraus, Director
520-621-3268 Fax: 520-621-9423 UA, DRC, POBox 210095, 1224 E. Lowell St. Tucson, AZ 85721
ada@uark.edu http://drc.arizona.edu 43,000 Students

Arkansas, University of Center for Educational Access, Laura A. James, Director
479-575-3104 Fax: 479-575-7445 UA, 209 ARKU Fayetteville, AR 72701
ada@uark.edu http://cea.uark.edu 27,194 Students

Augsburg University The Ctr. for Learning and Adaptive Student Services (CLASS), Kathy McGillivray, Director
612-330-1371 Fax: 612-330-1137 Augsburg College, 2211 Riverside Ave., CB#57 Minneapolis, MN 55454
class@augzburg.edu, mcgillik@augzburg.edu www.augsburg.edu/class 2030 Students

Augustana College Disability Services, Kam Williams, Director
309-794-7145 Fax: 309-794-8942 Augustana College, 639 38th St. Rock Island, IL 61201
yendao@augustana.edu www.augustana.edu 2,500 Students

Ball State University Disability Services, Dr. Courtney Jarrett, Director
765-285-5293 Fax: 765-285-5295 BSU, Student Center, Rm 116 Muncie, IN 47306
dsd@bsu.edu, cjarrett@bsu.edu www.bsu.edu/disabilityservices 21,000 Students

Barry University Office of Accessibility Services, Linda Villegas, Director
305-899-3488, 800-756-6000 Fax: 305-899-3056 Barry U., ODS, 11300 NE 2nd Ave Miami, FL 33161-6695
accessibilityservices@barry.edu www.barry.edu/accessibility-services/ 4619 Students

Baylor University Office of Access and Learning Accommodation, Dae Vasek, Director
254-710-3605 Fax: 254-710-3608 Baylor U., One Bear Place #97204 Waco, TX 76798-7204
OALA@baylor.edu, Dae_Vasek@baylor.edu www.baylor.edu/oala, www.baylor.edu 12,918 Students

Beacon College Programs for students with Learning Disabilities, ADHD, Learning, Dale Herold, VP of Enrollment/Admissions
852-220-5376 Fax: 352-787-0796 Beacon College, 105 E. Main St. Leesburg, FL 34748
admissions@beaconcollege.edu, dherold@beaconcollege.edu www.beaconcollege.edu 405 Students

Beloit College Learning Enrichment & Disability Services, Angi Olesen, Director
608-363-2572 Fax: 608-363-7059 Beloit College, SDS, 700 College St. Beloit, WI 53511
learning@beloit.edu, olesena@beloit.edu <http://www.beloit.edu/dss> 1250 Students

Binghamton University, SUNY Services for Students with Disabilities, Dianne Gray, Director
607-777-2686 Fax: 607-777-6893 Binghamton U., PO Box 6000 Binghamton, NY 13902-6000
dgray@binghamton.edu, ssd@binghamton.edu, <http://www.binghamton.edu/ssd/> 13,632 Students

Blackburn College Lumpkin Learning Commons, Barbara Clark, Coord.
217-854-5660 Fax: Call, Blackburn College, 700 College Ave. Carlinville, IL 62626-1498
barbara.clark@blackburn.edu www.blackburn.edu 596 Students

Boston College Disability Services Office (DOS), Rory Stein, Asst. Dean
617-552-3470 Fax: 617-552-3473 BC, 140 Commonwealth Ave., Ste 448 Chestnut Hill, MA 02467-3859
disabsrv@bc.edu, rory.stein@bc.edu, www.bc.edu/disability 9,081 Students

Boston University Disability Services , Lorraine Wolf, Ph.D.
617-353-3658 Fax: 617-353-9646 Boston U., 25 Brick St. Boston, MA 02215
lwolf@bu.edu, access@bu.edu, www.bu.edu/disability 18,306 Students

Bowling Green State University Accessibility Services , Peggy Dennis, Director
419-372-8495 Fax: 419-372-8496 BGSU, 38 College Park Office Bldg. Bowling Green, OH 43403-0013
access@bgsu.edu, fayed@bgsu.edu, www.bgsu.edu/disability-services.html 15,000 Students

Bradley University Student Access Services , Elizabeth Gorman, Director
309-677-2421 Fax: 309-677-3685 Bradley U., 1501 W. Bradley Ave. Peoria, IL 61625-0126
sas@fsmail.bradley.edu www.bradley.edu/offices/student/sas/ 5,400 Students

Bucknell University, Arts & Sciences Office of Accessibility Resources , Heather Fowler, Director
570-577-1188 Fax: 570-577-1826 Bucknell University, 107 Carnegie Bldg. Lewisburg, PA 17837
h.fowler@bucknell.edu www.bucknell.edu/Accessibility 3,536 Students

Butler University Student Disability Services , Michele Atterson, M.A., Director
317-940-9308 Fax: 317-940-9036 Butler University, Jordan Hall 136, 4600 Sunset Avenue Indianapolis, IN 46208
matterso@butler.edu, sds@butler.edu http://www.butler.edu/disability/ 4,020 Students

California State University, LB Bob Murphy Access Center (BMAC) , Mary Nguyen, Associate Director
562-985-5401 Fax: 562-985-7183 CSULB, SSC-110 1250 Bellflower Blvd., Long Beach, CA 90840
bmac@csulb.edu, mary.nguyen@csulb.edu www.csulb.edu/divisions/students/dss/ 30,931 Students

California University of, Davis Student Disability Center , Jennifer Billeci, Center Director
530-752-3184 Fax: 530-752-0161 University of California at Davis, 54 Cowell Bldg. One Shields Ave., Davis, CA 95616-8714
sdc@ucdavis.edu, jabileci@ucdavis.edu http://osd.uscd.edu/ 29,111 Students

California University of, San Diego Office for Students with Disabilities , Joanna Boval, Director
858-534-4382 Fax: 858-534-4650 UCSD, 9500 Gilman Dr., #0019 (UC202) La Jolla, CA 92093-0019
osd@ucsd.edu http://disabilities.ucsd.edu 22,676 Students

Calvin College Disability Services, Center for Student Success, Lisa Kooy Disability Coordinator
616-526-8431 Fax: 616-526-7066 Calvin College, 1845 Knollcrest Circle SE, SC 360 Grand Rapids, MI 49546-4402
irk6@calvin.edu, admissions@calvin.edu www.calvin.edu/go/disability-services 3,800 Students

Cardinal Stritch University Student Support, Anthony M. Marinetti, Director
414-410-4166, 414-410-4165 Fax: 414-410-4239 CSU, Bonaventure Hall, Rm 1058 6801 N Yates Rd., Milwaukee, WI 53217
ammarinetti@stritch.edu, academicsupport@stritch.edu, www.stritch.edu/ssc 3,070 Students

Carnegie Mellon University Office of Disability Resources, Catherine Getchell, Director
412-268-6121 Fax: 412-862-2199 CMU, 5136 Margaret Morrison St. Pittsburgh, PA 15213
access@andrew.cmu.edu, getchell@cmu.edu www.cmu.edu/disability-resources 7,000 Students

Carroll University Counseling and Disability Services, Martha Bledsoe, Director
262-524-7335, 262-524-7621 Fax: 262-524-6892 Carroll University, Walter Young Center 117 Wright St., Waukesha, WI 53186
wyc@carrollu.edu, mbledsoe@carrollu.edu wyc.carrollu.edu 2,850 Students

Carthage College Learning Accessibility Services, Diane Schowalter, Director LAS
262-551-5802 Fax: Call, CC, Hedberg Library, #214, 2001 Alford Park Dr. Kenosha, WI 53140-1994
dschowalter1@carthage.edu www.carthage.edu/learning-accessibility/ 2,500 Students

Case Western Reserve University Disability Resources, Ebnoi Porter, Assoc. Director
216-368-5230 Fax: 216-368-8826 CWRU, 10900 Euclid Ave. (mail) Cleveland, OH 44106-4910
disability@case.edu http://students.case.edu/education/disability/ 4500 Students

Catholic University of America Office of Disability Support Services, Philip V. Magalong, Ed.D., Director
202-319-5211 Fax: 202-319-5126 CUA, 620 Michigan Ave, NE Washington, DC 20064
CUA-DSS@CUA.edu, Magalong@cua.edu dss.cua.edu/About/ 3,315 Students

Central Florida, University of Student Accessibility Services, Adam Meyer, Director
407-823-2372 Fax: 407-823-2372 UCF, 4000 Central Florida Blvd., Ferrell Commons, Room 185 Orlando, FL 32816-0161
sas@ucf.edu, adam.meyer@ucf.edu http://www.sas.sdes.ucf.edu/ 65,000 Students

Central Michigan University Student Disability Services, Michelle Veith, Dir., Ann Krzyzaniak, Asst. Dir.
989-774-3018, 989-774-3018 Fax: 989-774-1326 CMU, SDS, 120 Park Library Mount Pleasant, MI 48859
sds@cmich.edu, veith1ma@cmich.edu www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx 20,793 Students

Central Ohio Technical College Student Life-Disability Services, Connie S. Zang, Director
740-364-9578 Fax: 740-364-9646 OSUN, 1179 University Dr. Newark, OH 43055-1797
zang.3@cotc.edu, zang.3@osu.edu www.cotc.edu/Life/Pages/Disability-Services.aspx 3,100 Students

Chicago State University Educational Accommodations (ADA), Nitoya Brown, MSW, Coordinator
773-995-2380 Fax: 773-821-2506 CSU, 9501 S. King Dr., CRSUB 192 Chicago, IL 60628-1598
nking23@csu.edu www.csu.edu/dosa/abilities 2,000 Students

Cincinnati, University of Accessibility Resources, Michael Southern, Program Director
513-556-6823, 513-556-1383 Fax: 513-556-1383 University of Cincinnati, 210 University Pavilion PO Box 210213, Cincinnati, OH 45221-0213
accessresources@uc.edu, michael.southern@uc.edu www.uc.edu/disability 21,598 Students

Clarke University Margaret Mann Academic Resource Center (MARC), Marianne Mauss, Director
563-588-8107 Fax: 563-584-8682 Clark University, MS1750 1550 Clarke Dr., Dubuque, IA 52001
marianne.mauss@clarke.edu http://www.clarke.edu/academics/support-services-2/ 1,000 Students

Cleveland State University Office of Disability Services, Grace Clifford, Director
216-687-2015 Fax: 216-687-2343 CSU, 2121 Euclid Ave. RW210 Cleveland, OH 44115-2214
g.clifford@csuohio.edu, ods@csuohio.edu https://www.csuohio.edu/disability/ 17,000 Students

College of Charleston Center for Disability Services (SNAP), Deborah Freel Mihal, Director
843-953-1431 Fax: 843-953-7731 CoFC, 160 Calhoun St., Lightsey Ctr, Rm 104 Charleston, SC 29401
SNAP@cofc.edu, mihaldf@cofc.edu http://disabilityservices.cofc.edu/ 11,618 Students

College of Lake County Office for Students with Disabilities (OSD), Thomas Crowe, Director
847-543-2474, 847-543-2473 Fax: 847-543-3055 CLC, 19351 W. Washington St. Grayslake, IL 60030-1198
tcrowe@clcillinois.edu, osd@clcillinois.edu http://osd.clcillinois.edu 18,000 Students

Colorado College Accessibility Resources (AR), Jan Edwards, Director of Accessibility Resources
719-227-8285 Fax: Call, Colorado College, 14 E. Cache La Poudre St., AH 21 Colorado Springs, CO 80903-3294
jedwards@coloradocollege.edu, accessibilityresources@coloradocollege.edu www.coloradocollege.edu/offices/accessibilityresources 2,000 Students

Colorado Mesa University Educational Access Services, Samantha Dieguez, Coordinator
970-248-1826 Fax: 970-248-1988 CMU, Att: EAS, 1100 North Ave. Grand Junction, CO 81501-3122
sdieguez@coloradomesa.edu http://coloradomesa.edu 9,046 Students

Colorado School of Mines Disability Support Services, Marla Draper, Director
303-273-3297 Fax: 303-384-2009 CSM, DSS, 1770 Elm St., Room 205 Golden, CO 80401
disabilitysupport@mines.edu, mdraper@mines.edu https://www.mines.edu/disability-support-services/ 5,000 Students

Colorado State University Resources for Disabled Students (RDS), Rosemary Kreston, Director
970 491-6385 Fax: 970-491-3457 CSU, 801 Oval Dr. Ft. Collins, CO 80521-8002
Rose.Kreston@colostate.edu http://rds.colostate.edu/ 27,566 Students

Colorado U of, Colorado Springs Disability Services, Rachel Gibson, Asst. Director
719-255-3731 Fax: 719-255-3195 UCCS, Main Hall, 105, 1420 Austin Bluffs Pkwy. Colorado Springs, CO 80918
dservice@uccs.edu www.uccs.edu/disability 12,000 Students

Colorado, University of, Boulder Disability Services, Jill Sieban-Schneider, Asst. Dir.
303-492-8671 Fax: 303-492-5601 University of Colorado Boulder, N200, Center for Community 107 Boulder, CO 80309-0107
dsinfo@colorado.edu www.colorado.edu/disabilityservices/ 33,000 Students

Colorado, University of, Denver Disability Resources and Services, Lisa McGill, Director
303-315-3510 Fax: 303-315-3515 UCD, SCB, 1201 Larimer St., Suite 2116 Denver, CO 80217-3364
disabilityresources@ucdenver.edu, Lisa McGill@ucdenver.edu www.ucdenver.edu/student-services/resources/ 15,586 Students

Columbia College Student Accessibility Resources, Melissa Hill, Director
573-875-7626 Fax: 573-875-7235 Columbia College, 1001 Rogers St. Columbia, MO 65206
sar@ccis.edu http://web.ccis.edu/ 22,225 Students

Columbia College, Chicago Services for Students with Disabilities (SSD), Jeanne Doyle Kelly, Assistant Dir.
312-369-8134, 312-369-8296 Fax: 312-369-8485 Columbia College, 623 S. Wabash, Suite 311 Chicago, IL 60605-1996
jkelly@colum.edu, colum.edu/ssd www.colum.edu/ssd 11,366 Students

Community College of Denver Accessibility Center, Marvinna L. Baker-Shriver, Director
303-556-3300, 303-352-6261 Fax: 303-556-6548 CCD, PO Box 173363 Denver, CO 80217-3363
Marvena.Baker-Shriver@ccd.edu, CCD.Access@ccd.edu http://www.ccd.edu/org/accessibility_center 13,373 Students

Concordia University Academic Center for Excellence, Michael Bulsin, Director
708-209-3462, 708-209-3042 Fax: 708-209-3176 Concordia U., 7400 Augusta St. Klinck Library 025, River Forest, IL 60305
michael.bulsin@cuchicago.edu, ace@CUChicago.edu www.cuchicago.edu/ 1,121 Students

Concordia University Wisconsin Academic Resource Center & Disability Support, Janis Chapman
262-243-4299 Fax: 262-243-2999 Concordia U., 12800 N. Lake Shore Drive Mequon, WI 53097
dss@cuw.edu, janis.chapman@cuw.edu http://www.cuw.edu/academics/services/ 3,000 Students

Connecticut, University of Center for Students with Disabilities(CSD), Donna Korbel, Asst. VP SA, Director
860-486-2020 Fax: 860-486-4412 UC, 233 Glenbrook Rd., Unit 4174 WCB, 204, Storrs, CT 06269-4174
csd@uconn.edu csd.uconn.edu/contact-us/ 17,528 Students

Cornell College Academic Support & Advising, Brooke Paulsen, Co-ordinator
319-895-4382 Fax: Call, Cornell College, 600 First St. SW Mount Vernon, IA 52314-1098
admission@cornellcollege.edu, bpaulsen@cornellcollege.edu http://cornellcollege.edu 1,100 Students

Creighton University Office of Disability Accommodations (ODA), Denise LeClair, Director
402-280-2166 Fax: 402-280-5733 Creighton, U, 2500 California Plaza, Old Gym 437 Omaha, NE 68178
leclair@creighton.edu http://www.creighton.edu 7,700 Students

Curry College Disability Services, Jeremiah Rex, Director
617-333-2385 Fax: 617-333-2990 Curry College, 1071 Blue Hill Ave. Milton, MA 02186-2395
disabilityservices@curry.edu, jeremiah.rex@curry.edu http://www.curry.edu 2,700 Students

Davis & Elkins College Disability Services , Mary Ellen Schubert, Director, Naylor Lrn. Ctr
304-637-1384, 304-637-1266 Fax: Call, Davis & Elkins College, 100 Campus Dr. Elkins, WV 26241-3996
nlc@dewv.edu, schubertm@dewv.edu <http://www.davisandelkins.edu> (Search “Supported Learning”) 635 Students

Dayton, University of Office of Learning Resources , Brenda D. Cooper, CRC Asst. Director
937-229-2066 Fax: 937-229-3270 University of Dayton, 300 College Park Dr., RL 300, Dayton, OH 45469-1302
disabilityservices@udayton.edu, bcooper1@udayton.edu <http://udayton.edu/lrc/learningresources/index.php> 8,000 Students

Dean College Disability Support Services (DSS) , Karley Batalon, DSS Coordinator
508-541-1768 Fax: 508-541-1829 Dean College, Admissions Office 99 Main St., Franklin, MA 02038-1994
kbatalon@dean.edu www.dean.edu/learning_services.aspx 1,100 Students

Defiance College Accessibility Services , Kris Knight, Accessibility Services Coordinator
419-783-2445 Fax: 419-783-2597 Defiance College, 701 N. Clinton St. Defiance, OH 43512
kknight@defiance.edu <https://www.defiance.edu/student-life/> 800 Students

Denver, University of Disability Services Program , Beth Cartwright, Business Coordinator
303-871-3241 Fax: 303-871-2248 UofD Ruffatto Hall, 4th Fl, 1999 E. Evans Ave. Denver, CO 80208
dsp@du.edu www.du.edu/studentlife/disability-services/ 6,000 Students

DePaul University Center for Students with Disabilities , Gregory Moorehead, EdD, Director
773-325-1677 Fax: 773-325-3720 DePaul U., 2250 N. Sheffield Ave., SC370 Chicago, IL 60614-3673
gmoorehe@depaul.edu, csd@depaul.edu go.depaul.edu/csd 24,414 Students

DePauw University Student Disability Services , Meggan Herrald Johnston, Director
765-658-6267 Fax: 765-658-4021 DU, Memorial Student Union, Ste. 208 408 S. Locust St., Greencastle, IN 46135
mjohnston@depauw.edu www.depauw.edu/academics/academic-resources/ 2226 Students

Dominican University Academic Enrichment Center , Jennifer Stockdale, Interim Director
708-524-5940, 708-488-5177 Fax: Call, Dominican U., Lewis Hall, Room 132 7900 W. Division, River Forest, IL 60305-9409
jstockdale@dom.edu www.dom.edu/aec 2,000 Students

Drake University Student Disability Services, Michelle Laughlin, MS, Coordinator
515-271-2376, 515-271-1835 Fax: 515-271-2376 Drake U., 107 Old Main, 2507 University Ave. Des Moines, IA 50311
michelle.laughlin@drake.edu <http://www.drake.edu/disabilityservices/> 3,500 Students

Dubuque, University of Academic Success Center, James Drury, Asst. Director
563-589-3218, 563-589-3679 Fax: 563-589-3722 U of D, 2000 University Ave. Dubuque, IA 52001
jdrury@dbq.edu <http://www.dbq.edu> 1,925 Students

East Carolina University Disability Support Services, Steven Gray, Director
252-737-1016 Fax: 252-737-1025 ECU, East Fifth St., Slay 138 Bldg. Greenville, NC 27858-4353
grays@ecu.edu, dssdept@ecu.edu <http://www.ecu.edu/cs-admin/accessibility> 29,000 Students

Eastern Illinois University Student Disability Services, Julie Walters, Office Manager
217-581-6583 Fax: 217-581-7208 EIU, 600 Lincoln Ave. Charleston, IL 61920-3099
jwalters@eiu.edu www.eiu.edu/disability/ 5,980 Students

Eastern Michigan University Disability Resource Center, LeMarcus D. Howard, M.A., Assoc. Director
734-487-2470 Fax: 734-483-6515 EMU, DRC, 246 Student Center 900 Oakwood St., Ypsilanti, MI 48197
drc@emich.edu, lhoward7@emich.edu [drc@emich.edu/drc](http://drc.emich.edu/drc) 17,541 Students

Eastern New Mexico University Accessibility Resources, Vee Lucas, Coord., Disab. & Testing Svcs.
575-562-2280 Fax: 575-562-2998 ENMU, 1500 S. Avenue K, Station 34, SAS 186 Portales, NM 88130
vee.lucas@enmu.edu www.enmu.edu, www.enmu.edu/services/disability/ 5,814 Students

Eckerd College Office of Accessibility, Mazza Piazza Brass, M.S., Director
727-864-7724, 727-864-7562 Fax: Call, EC, Brown Hall 101, 4200 54th Ave. S., St. Petersburg, FL 33711
accessibility@eckerd.edu eckerd.edu 1999 Students

Edgewood College Accessibility & Disability Services, Grace Bandoh, PhD, Dir., Angela Street, Dir. LSS
608-663-8347 Fax: Call, EC, 1000 Edgewood College Dr. Madison, WI 53711-1997
gbandoh@edgewood.edu, accessibilityserv@edgewood.edu www.edgewood.edu 1,600 Students

Edinboro University Office for Accessibility Services, Sharon Conklin, MA, Associate Director
814-732-2462, 732-2160 Fax: 814-732-2866 Edinboro U., 200 Glasgow Road Edinboro, PA 16444
sconklin@edinboro.edu, oas@edinboro.edu www.edinboro.edu/directory/offices-services/oas/index.html 6,000 Students

Elmhurst College Access and Disability Services, Tina Kazan, Ph.D., Asst. Dean
630-617-6448, 630-617-3134, Fax: Call, Elmhurst College, 190 Prospect Ave., Learning Center Frick Ctr, Rm 229, Elmhurst, IL 60126-3296
tkazan@elmhurst.edu, linda.harrell@elmhurst.edu www.elmhurst.edu 3,052 Students

Embry-Riddle Aeronautical Disability Support Services, Marcee Keller, M.Ed., Director
email Fax: 928-777-6803 ERAU, 3700 Willow Creek Road Prescott, AZ 86301
kellerm3@erau.edu http://ernie.erau.edu 2,600 Students

Embry-Riddle Aeronautical Disability Support Services, Vanessa Lloyd, M.S.T.M., Director
386-226-7916, 386-226-2903 Fax: 386-226-6071 ERAU, 600 S. Clyde Morris Blvd., DSS, Wellness Center Bldg 20, Daytona Beach, FL 32114-3900
lloydv@erau.edu, dbdss@erau.edu www.erau.edu/db/studentlife/disabilitysup/ 4,584 Students

Ferris State University Educational Counseling & Disabilities Services (ECDS), Ashley Hawley, Dept. Secretary
231-591-3057 Fax: 231-591-3939 FSU, 901 S. State St., 313 Starr Big Rapids, MI 49307
ecds@ferris.edu www.ferris.edu 14,000 Students

Finlandia University Academic Support Services, Veronica Horning, Director
906-487-7326, 800-682-7604 Fax: 906-487-7509 Finlandia U., 610 Quincy St. Hancock, MI 49930
admissions@finlandia.edu, veronica.horning@finlandia.edu www.finlandia.edu 460 Students

Flashpoint College Services for Students with Disabilities, Wendi Franczyk, VP, Admissions
312-506-0718, 312-506-0605 Fax: Call, Tribeca Flashpoint College, 28 North Clark St., Suite 500, Chicago, IL 60602
flashpoint.info@columbiacollege.edu, wendi.franczyk@columbiacollege.edu www.tribecafashpoint.edu 550 Students

Florida Atlantic University Student Accessibility, Michelle Shaw, Director
561-297-3880 Fax: 561-297-2184 FAU, 777 Glades Rd., SU 133, Boca Raton, FL 33431-0991
mshaw@health.fau.edu http://www.osd.fau.edu 30,364 Students

Florida Golf Coast University Office of Adaptive Services, Cori Bright-Kerrigan, Director
239-590-7975, 239-590-7956 Fax: 239-590-7975 FGCU, 10501 FGCU Blvd S. Ft. Myers, FL 33965
cbright-kerrigan@fgcu.edu, adaptive@fgcu.edu www.fgcu.edu/Adaptive/index.html 14,846 Students

Florida Institute of Technology Office of Disability Services, Rachel Densler, MSW, LCSW, DS Counselor
321-674-8285, 321-674-8000 Fax: 321-674-8316 FIT, 150 W. University Blvd. Melbourne, FL 32901
disabilityservices@fit.edu www.fit.edu/disability 6,000 Students

Florida State University Student Disability Resource Center, Dr. Jennifer Mitchell, Asst. Dean/Director
850-644-9566 Fax: 850-645-1852 FSU, 874 Traditions Way, 108 SSB Tallahassee, FL 32306-4167
sdrc@fsu.edu, jmittell2@fsu.edu http://www.disabilitycenter.fsu.edu/ 31,000 Students

Fort Lewis College Disability Services, Kristin Polens, M-ED, Director
970-247-7383 Fax: 970-247-7070 FLC, 1000 Rim Dr., 280 Noble Hall Durango, CO 81301
mwsmith@fortlewis.edu, disabilityservices@fortlewis.edu http://www.fortlewis.edu/disability 3,891 Students

Full Sail University Disability Services, Bethann Durlin, Director, Student Success Services
407-551-2024, 407-679-0100 Fax: 407-552-2072 FSU, 3300 University Blvd. Winter Park, FL 32792
success@fullsail.com, bethann@fullsail.com http://www.fullsail.edu 17,000 Students

Gallaudet University Office for Students with Disabilities, James Akridge, Coordinator
202-250-2612 (VP), 202-448-7065 Fax: 202-651-5887 GU, EMG, 800 Florida Avenue, NE Washington, DC 20002
oswd@gallaudet.edu, james.akridge@gallaudet.edu www.gallaudet.edu 1,700 Students

Gannon University Office of Disability Services, Christine Samuelson
814-871-5522 Fax: 814-871-7499 Gannon U., 109 University Square Erie, PA 16541-0001
http://www.gannon.edu/programs/dss.asp 3,008 Students

George Mason University Disability Services, Naomi Mardinez Jones, Director
703-993-2474 Fax: 703-993-4306 GMU, 4400 University Drive 5C9 Fairfax, VA 22030
ods@gmu.edu, nmardi20@gmu.edu https://ds.gmu.edu 23,812 Students

George Washington University Disability Support Services, Susan McMenamin, Director
202-994-8250 Fax: 202-994-7610 GWU, Rome Hall, Suite 102, 801 22nd St., NW Washington, DC 20052
dss@gwu.edu, susanmcm@gwu.edu www.disabilitysupport.gwu.edu 12,000 Students

Glen Oaks Community College Disability Support Services, Karen Webber, Director
269-294-4241, 269-467-9945 Fax: 269-467-9068 GOCC, 62249 Shimmel Rd. Centreville, MI 49032-9719
Kwebber@glenoaks.edu, www.glenoaks.edu 1,400 Students

Goucher College Accessibility Services, Arnelle Quashie Hanley, Director
410-337-6146 Fax: 410-337-6185 1021 Dulaney Valley Road Baltimore, MD 21204
access@goucher.edu www.goucher.edu/accessibility-services/ 1480 Students

Governors State University Access Services for Students with Disabilities, Angela Szczepanik-Sanchez, Director
708-235-3968 Fax: Call, GSU, ARC, Rm B1215, 1 University Parkway University Park, IL 60484-0975
assd@govst.edu www.govst.edu 6,000 Students

Grand Valley State University Disability Support Resources, Shontaye Witcher, Director
616-331-2490 Fax: 616-331-3880 GVSU, 1 Campus Drive, 4015 James Zumberge Hall Allendale, MI 49401-9403
dsrgvsu@gvsu.edu, witchesh@gvsu.edu www.gvsu.edu/dsr 24,541 Students

Grinnell College Student Disability Resources, John Hirschman, Coordinator of SDR
641-269-3089 Fax: 641-269-3710 Grinnell College, 1115 8th Ave., Grinnell, IA 50112-1690
hirschma@grinnell.edu http://www.grinnell.edu/about/offices-services/ 1,600 Students

Harold Washington College Disabilities Access Center, Niki 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), Jason Altmann, Director
847-925-6266 Fax: 847-925-6267 Harper College, Bldg. 1, Room 103 1200 W. Algonquin Rd., Palatine, IL 60067
dreuter@harpercollege.edu, swatson@harpercollege.edu, http://www.harpercollege.edu/services/ads/index.php 25,000 Students

Hartford, University of Academic Support Services, Tracy Carlson, MA, Director
860-768-4312 Fax: 860-768-4183 University of Hartford, Auerbach Hall, Room 209 200 Bloomfield Ave., West Hartford, CT 06117
trcarlson@hartford.edu, odonovan@hartford.edu <http://www.hartford.edu/LearningPlus> 5,284 Students

Harvard University Accessible Education Office, Grace Moskola, Director
617-496-8707 Fax: 617-496-1098 Harvard U., SCC, 4th Fl., 1350 Massachusetts Ave. Cambridge, MA 02138
aeo@fas.harvard.edu <http://www.fas.harvard.edu/aeo> 6,670 Students

High Point University Office of Accessibility Resources, Rebecca Berger, MS, CRC, Director
336-841-9026 Fax: 336-841-6324 HPU, Smith Library, 4th Fl., One University Parkway High Point, NC 27268
OARS@highpoint.edu highpoint.edu/OARS 4,500 Students

Hobart & William Smith Colleges Center for Teaching and Learning, Susan M. Pliner Ph.D, Assoc. Dean,
315-781-3351 Fax: 315-781-3862 HWS, Learning Commons, 2nd Fl., Library Geneva, NY 14456-3397
ctl@hws.edu, pliner@hws.edu www.hws.edu/academics/ctl/disability_services.aspx 2,262 Students

Hofstra University Student Access Services, Julie A. Yindra, Director
516-463-7075, 516-463-4999 Fax: 516-463-7070 Hofstra U., Mack Student Center 107, 200 Hofstra U. Hempstead, NY 11549
sas@hofstra.edu, julie.yindra@hofstra.edu www.hofstra.edu/StudentAffairs/stdtis/stdtis_contact.html 6,893 Students

Holy Cross College at ND Stud. Counsel. Serv., Academic Accomms., Thomas DeHorn, Director, Counseling & Health
574-239-8383 Fax: 574-239-8313 Holy Cross, 54515 SR 933N, PO Box 308 Notre Dame, IN 46556-0308
admissions@hcc-nd.edu, tdehorn@hcc-nd.edu <http://www.hcc-nd.edu/> 530 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 100 Houston, TX 77204-3022
camoruso@uh.edu, uhcsd@central.uh.edu www.uh.edu/csd 26,000 Students

Illinois State University Student Access & Accommodation Servs., Tammy Keney, Director
309-438-5853 Fax: 309-438-7713 ISU, 350 Fell Hall, Campus Box 1290 Normal, IL 61790-1290
ableisu@ilstu.edu, tikeney@ilstu.edu <https://studentaccess.illinoisstate.edu> 18,330 Students

Illinois Wesleyan University Academic Advising Center, Chandra Shipley, Director
309-556-3231 Fax: 309-556-3436 Illinois Wesleyan, 1312 Park Street 110 Holmes Hall, Bloomington, IL 61701
cshipley@iwu.edu <http://www.iwu.edu/disability-services/> 1,900 Students

Illinois, University of Disability Resources and Educational Services (DRES), Dr. Kimberly D. Collins, Director
217-265-0775, 217-333-1970 Fax: 217-244-0014 UofI, 1207 W. Oak St. Champaign, IL 61820-6994
disability@illinois.edu, kdcollin@illinois.edu www.disability.illinois.edu 32,294 Students

Illinois, University of, Chicago UIC Disability Resource Center, Danielle Earls, Asst. Director
312-413-2183 Fax: 312-413-7781 UIC, 1200 W. Harrison St., Ste. 1190 Chicago, IL 60607
drc@uic.edu <https://drc.uic.edu> 19,500 Students

Illinois, University of, Springfield Office of Disability Services (ODS), Dr. Sarah Colby Weaver, PhD., Director
217-206-6666 Fax: 217-206-7154 UIS, HRB80, One University Plaza Springfield, IL 62703
ods@uis.edu, sweav3@uis.edu <http://www.uis.edu/disabilityservices/> 2,937 Students

Indian Hills Community College Disability Services, Success Center, Barb McWhorter, Marva Philipsen
641-683-5749, 800-726 Fax: 641-683-5206, Attn: IHCC, 525 Grandview Ave. Ottumwa, IA 52501
barb.mcwhorter@indianhills.edu, disabilityservices@indianhills.edu www.indianhills.edu/success/disabilityservices.html 8,065 Students

Indiana State University Center for Student Success (CFSS), Disability Student Services, Roberta Allen, Director
812-237-2700 Fax: 812-237-2699 ISU, 126 Normal Hall, 1st Fl., 200 N. Seventh St. Terre Haute, IN 47809
Rita.Worrall@indstate.edu, Roberta.Allen@indstate.edu, www.indstate.edu 15,400 Students

Indiana University Disability Services for Students, Andi Oljace, Intake Coordinator
812-855-7578 Fax: 812-855-7650 IU, 1320 E. Tenth St., Wells Library Bloomington, IN 47405-2801
iubdss@indiana.edu <http://disabilityservices.indiana.edu> 33,500 Students

Iowa State University Student Accessibility Services, Steven Moats, Director
515-294-7220 Fax: 515-294-2397 ISU, 1076 Student Services Bldg., 2505 Union Dr. Ames, IA 50011-2030
smoats@iastate.edu, accessibility@iastate.edu www.dso.iastate.edu 36,500 Students

Iowa, University of Student Disability Services, Mark M. Harris, Ph.D., Director
319-351-2011 Fax: 319-335-3973 University of Iowa, 3015 Burge Hall Iowa City, IA 52242-1214
mark-harris@uiowa.edu, sds-info@uiowa.edu <https://sds.studentlife.uiowa.edu> 23,989 Students

Ithaca College Student Accessibility Services, Dr. Kelly Robinson, Director
607-274-1005 Fax: 607-274-3957 Ithaca College, 100 Rothschild Place 953 Danby Rd., Ithaca, NY 14850
sas@ithaca.edu, krobinson2@ithaca.edu <http://www.ithaca.edu/sas/> 6,500 Students

Johnson & Wales University Ctr. for Acad. Support (RI, Miami, Denver, Charlotte), Nicole Hebert, Director
401-598-4689 Fax: Call, JWS, 8 Abbott Park Place, Providence, RI 02903 (also located in N. Miami/FL, Denver/CO &
nicole.hebert@jwu.edu www.jwu.edu 9,173 Students

Kansas State University Student Access Center, Jason Maseberg-Tomlinson, M.S., Director
785-532-6441 Fax: 785-532-6457 KSU, 1101 Mid Campus Dr. N. Manhattan, KS 66506
accesscenter@k-state.edu, jasontom@k-state.edu www.k-state.edu/accesscenter 23,000 Students

Kansas, University of Academic Achievement & Access Ctr, Deb Meyer, Associate Director
785-864-4064 Fax: 785-864-2817 University of Kansas, 1450 Jayhawk Blvd. Room 22, Strong Hall, Lawrence, KS 66045
achieve@ku.edu, debmeyer@ku.edu www.achievement.ku.edu 19,000 Students

Kendall College (part of NLU) Academic Advisor, Jessica Vargas-Romero, Mgr. Academic Advising
312-752-2036 Fax: 410-209-8037 Kendall College, 900 N. North Branch St. Chicago, IL 60642
advising@kendall.edu, jessica.vargas@kendall.edu www.kendall.edu 910 Students

Kent State University Student Accessibility Services, Kent Campus, Amanda Feaster, Director
330-672-3391 Fax: 330-672-3763 KSU, 1125 Risman Dr., Univ. Library, #100, Kent, OH 44242-0001
sas@kent.edu, afeaster@kent.edu www.kent.edu/sas 24,000 Students

Kentucky, University of Disability Resource Center, David T. Beach, Ph.D., CRC, Director
859-257-2754 Fax: 859-257-1980 UK, 725 Rose St., MDS Bldg., Suite 407 Lexington, KY 40536-0082
dtbeac1@uky.edu, DRC@uky.edu www.uky.edu/drc 28,000 Students

Kenyon College Student Accessibility & Support Services, Erin Salva, Director
740-427-5453 Fax: 740-427-5702 Kenyon College, 103 College Drive Gambier, OH 43022
salvae@kenyon.edu, sass@kenyon.edu www.kenyon.edu/directories/offices-services/ 1,600 Students

Kirkwood Community College Learning Services, Arron Wings, Dean
319-398-5574, 319-398-5403 Fax: 319-398-4933 KCC, Cedar Hall 2063, 6301 Kirkwood Blvd. SW Cedar Rapids, IA 52406 (also Iowa City)
awings@kirkwood.edu, learningservices@kirkwood.edu http://www.kirkwood.edu/learningservices 17,610 Students

Knox College Disability Support Services, Stephanie Grimes, LS, CTL, Director DSS
309-341-7478 Fax: 309-341-7199 Knox College, 340 South West St., Office 115 Galesburg, IL 61401
sgrimes@knox.edu, www.knox.edu 1,420 Students

Lake Forest College Services for Students with Disabilities, Kara Fifield, Director
847-735-5167 Fax: Call, LFC, Hotchkiss 005, 555 N. Sheridan Rd. Lake Forest, IL 60045-2338
kfifield@lakeforest.edu http://lakeforest.edu/academics 1,600 Students

Lakeland University Hayssen Academic Resource Center, Julia Rodemeier, Ph.D., Asst. Provost
920-565-1021 x2113 Fax: 920-565-1162 Lakeland University, W3718 South Drive Plymouth, WI 53073-4878
rodemeierja@lakeland.edu http://lakeland.edu/campus-life/disability-services 700 Students

Landmark College Programs for students with SLD, ADHD, ASD, Carroll Pare, Senior Director, ROE
802-387-6718 Fax: 802-387-6868 Landmark College, 19 River Rd. South PO Box 820, Putney, VT 05346
admissions@landmark.edu, cpare@landmark.edu www.landmark.edu 485 Students

Lawrence University Center for Academic Success, Monita Mohammadian Gray, Dean
920-832-7206, 920-832-6530 Fax: 920-832-6884 Lawrence U., CAS, 711 E. Boldt Way Appleton, WI 54911-5626
accessibility@@lawrence.edu, monita.m.gray@lawrence.edu http://lawrence.edu 1,503 Students

Lehigh University Disability Support Services, Maria K. Zullo, Assistant Dean
610-758-4152 Fax: 610-758-1252 LU, Suite 301 Williams Hall, 301 Williams Drive Bethlehem, PA 18015-3126
maz317@lehigh.edu, indss@lehigh.edu www.lehigh.edu/~inacsup/disabilities 4,700 Students

Lesley University Disability Services, Dr. Daniel Newman, Exec. Director
617-349-8572 Fax: 617-349-8324 Lesley U., Suite 220, Doble Hall, Quad Campus 29 Everett St., Cambridge, MA 02138
dnewman@lesley.edu, <http://lesley.edu/caa> 1,100 Students

Lewis & Clark College Student Support Services, Kayleigh McCauley, Ed.D., Director, Assoc. Dean
503-768-7192 Fax: 503-768-7197 LCC, 0615 S.W. Palatine Hill Rd. Portland, OR 97219
access@lclark.edu, kmccauley@lclark.edu http://www.lclark.edu/offices/student_support_services/ 2,106 Students

Lewis University Center for Academic Success and Enrichment (CASE), Melissa Eichelberger, Student Success Coordinator
815-836-5583 Fax: Call, Lewis U., One University Pkwy., LARC Romeoville, IL 60446
learningaccess@lewisu.edu, eichelme@lewisu.edu www.lewisu.edu/resources/larc/index.htm 3,900 Students

Lincoln College Disability Services, Allyssa Schweisthal, Coordinator
217-735-7335 Fax: 217-735-4902 Lincoln College, 300 Keokuk St. Lincoln, IL 62656
ods@lincolncollege.edu, <http://lcods.lincolncollege.edu> 900 Students

Lindenwood University Student and Academic Support Services (SASS), Penny Bryant, Director
636-949-4699, 636-627-2543 Fax: 636-949-4699 LU, MAB, LARC 346, 209 S. Kingshighway St. Charles, MO 63301
sass@lindenwood.edu, pbryant@lindenwood.edu www.lindenwood.edu 17,000 Students

Loras College Academic Support (Lynch Learning Ctr.), Lynn L. Gallagher, Ed.D., Director
563-588-7134 Fax: 563-588-7107 Loras College, Mailbox 31, 1450 Alta Vista Dubuque, IA 52001
lynn.gallagher@loras.edu, lods@loras.edu www.loras.edu/academics 1,500 Students

Louisville, University of Disability Resource Center, Colleen Martin, Director
502-852-6938 Fax: 502-852-0924 University of Louisville, 119 Stevenson Hall Louisville, KY 40292
colleen.martin@louisville.edu, askdrc@louisville.edu <http://louisville.edu/disability> 15,727 Students

Loyola University Chicago Student Accessibility Center, Elissa Caropreso, Assoc. Dir.
773-508-3700 Fax: 773-508-3810 LU, Sullivan Center for Student Services, Ste. 117 6339 N. Sheridan Rd., Chicago, IL 60660
sac@luc.edu, www.luc.edu/sac 11,000 Students

Luther College Disability Services , Sally Mallam, Interim Co-Director
563-387-1481, 563-387-1270 Fax: 563-387-1411 Luther College, Preus Library 108 700 College Dr., Decorah, IA 52101
sasc@luther.edu, mallamsa@luther.edu <http://luther.edu/academics/sasc/> 2,473 Students

Macalester College Disability Services , Melissa Fletcher, Dir. of Disability Services
651-696-6974, 651-696-6874 Fax: 651-696-6698 Macalester College, Kagin Commons 1600 Grand Ave., St. Paul, MN 55105
mfletche@macalester.edu, disabilityservices@macalester.edu www.macalester.edu/studentaffairs/disabilityservices/ 2,070 Students

MacMurray College Disability Services , Misty Elsfelder, Director
217-479-7176 Fax: 217-479-7172 MacMurray College, 447 E. College Ave. Jacksonville, IL 62650
misty.elsfelder@mac.edu, <http://www.mac.edu/ods> 625 Students

Madison Area Technical College Disability Resource Services (DRS) , Scott Ritter, Director
608-246-6716, 608-246-6791 Fax: 608-246-6691 MACT, 1701 Wright St. Madison, WI 53704
drstransition@madisoncollege.edu, sritter@madisoncollege.edu, <http://madisoncollege.edu/disability-resource-services-drs> 13,000 Students

Marian University, IN Academic Support Services , Marj Batic, Dir.
317-955-6150 Fax: 317-955-6415 Marian University, Clare Hall, 3200 Cold Spring Rd. Indianapolis, IN 46222-1997
mbatic@marian.edu, jcairns@marian.edu <http://marian.edu/Parents/AcademicSupportandCounseling> 2,000 Students

Marian University, WI Disability Services , Lisa Olig, Coordinator
920-923-8951, 800-262-7426 Fax: 920-938-8135 Marian University, 45 S. National Ave. Fond du Lac, WI 54935-4699
lmolig65@marianuniversity.edu, admission@marianuniversity.edu www.marianuniversity.edu/Student-Life/ 1,343 Students

Marist College Accommodations and Accessibility , Gale Canale, Coordinator
845-575-3274 Fax: 845-575-3011 Marist College, 3399 North Rd. Poughkeepsie, NY 12601
accommodations@marist.edu www.marist.edu/specserv 5,560 Students

Marquette University Office of Disability Services , Jack Bartelt, Director
414-288-1645 Fax: 414-288-5799 Marquette U., 707 Bldg., Room 524 1102 Wisconsin Ave., Milwaukee, WI 53233
jonathan.bartelt@marquette.edu, ods@marquette.edu <http://www.marquette.edu/disability-services/> 8,000 Students

Marshall University Office of Disability Services , Stephanie Ballou, Director
304-696-2467 Fax: 304-696-2288 MU, 1 John Marshall Dr., PH117 Huntington, WV 25755
wyant2@marshall.edu www.marshall.edu/disability 14,000 Students

Maryland U of, College Park Accessibility and Disability Service , Dr. Jo Ann Hutchinson, Rh.D., CRC, Dir.
301-314-7682 Fax: 301-405-0813 UMD, Counseling Center, DSS, 4281 Chapel Lane, College Park, MD 20742
jahutch@umd.edu, adsfront desk@umd.edu www.umd.edu, www.counseling.umd.edu/DSS 29,922 Students

Massachusetts, University of Ross Center for Disability Services , Bianco Bonasoro, Access Coord.
617-287-7430, 617-287-7434 Fax: 617-287-7466 UMB, 100 Morrissey Blvd. Boston, MA 02125-3393
ross.center@umb.edu, bianca.bonasoro@umb.edu https://www.umb.edu/academics/vpass/disability 17,030 Students

Memphis, University of Disability Resources for Students , Jennifer Murchison, Asst. Director
901-678-2880 Fax: 901-678-3070 U of M., 110 Wilder Tower Memphis, TN 38152-3520
jmurchis@memphis.edu http://www.memphis.edu/drs/ 20,000 Students

Menlo College Disability Services , Mike Palmieri, Disability Spec.
650-543-3720 Fax: Call, Menlo College, Success Center, 1000 El Camino Real Atherton, CA 94027-4301
mike.palmieri@menlo.edu http://www.menlo.edu/asc/advising.php 681 Students

Mercy College Office of Accessibility , Molly McKeon, Director
914-674-7523, 914-674-7764 Fax: 914-674-7852 Mercy College, 555 Broadway Dobbs Ferry, NY 10522
accessibility@mercy.edu, mmckeon1@mercy.edu https://www.mercy.edu 8,029 Students

Mercyhurst University Learning Differences Program , Erica Cox, Director
814-824-3048, 814-824-2360 Fax: 814-824-2589 Mercyhurst University, 501 E. 38th St., Egan 115, Erie, PA 16546
ecox@mercyhurst.edu http://www.mercyhurst.edu 2,995 Students

Miami University Miller Center for Student Disability Services , J. Andrew Zeisler, Dir., Stephanie Dawson, Assoc.
513-529-1541 Fax: 513-529-8595 Miami U., 701 E. Spring St. 304 Shriver Center Oxford, OH 45056
SDS@MiamiOH.edu, andrew.zeisler@MiamiOH.edu www.MiamiOH.edu/SDS 17,000 Students

Michigan State University Resource Center for Persons with Disabilities (RCPD), Michael Hudson, Director
517-884-7273, 517-884-1903 Fax: 517-432-3191 MSU, 434 Farm Lane, #120 Bessey Hall East Lansing, MI 48824-1033
mjh@msu.edu www.rcpd.msu.edu/ 38,786 Students

Michigan Technological University Student Disability Services, Dr. Christy Oslund, Coordinator
906-487-2212, 906-487-1494 Fax: 906-487-3530 MTU, Dean of Students Office 1400 Townsend Dr., Houghton, MI 49931-1295
cmoslund@mtu.edu, deanofstudents@mtu.edu http://www.mtu.edu/dean/disability/services 7,238 Students

Michigan, University of Services for Students with Disabilities (SSD), Stuart S. Segal, Ph.D., 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, sssegal@umich.edu www.umich.edu/, http://ssd.umich.edu 26,083 Students

Milwaukee Area Technical College Student Accommodation Service, Damira Grady, Interim Director
414-297-7255, 414-297-6750 Fax: 414-297-7705 MATC, 700 W. State St., Room C219 Milwaukee, WI 53233-1443
gradydj@matc.edu http://www.matc.edu/student/resources/needs.cfm 36,935 Students

Milwaukee School of Engineering Student Accessibility Services, Angela Moureau, Assistant Director
414-277-7281 Fax: 414-277-7498 MSE, 1245 N. Broadway Milwaukee, WI 53202-3109
moureau@msoe.edu www.msoe.edu/ 2,600 Students

Minnesota State Univ., Mankato Accessibility Resources, Julie Snow, MS, LSW, Director
507-389-2825, 507-389-1819 Fax: 507-389-1199 MSUM, 132 Memorial Library Mankato, MN 56001
julie.snow@mnsu.edu www.mnsu.edu/access 14,500 Students

Minnesota U of, Twin Cities Disability Resource Center, Donna Johnson, Director
612-626-1333, 612-624-4120 Fax: 612-626-9654 UofM, 170 McNamara Alumni Center, Suite 180 200 Oak St. SE, Minneapolis, MN 55455
johns042@umn.edu, drc@umn.edu http://diversity.umn.edu/disability 30,500 Students

Missouri State University Disability Resource Center, Justin D. Lorano, Dir., Kristeena Laroue, Assoc. Dir.
417-836-4192, 417-836-8813 Fax: 417-836-3158 MSU, DRC, Plaster Student Union 405 901 S. National Ave., Springfield, MO 65897
JLozano@missouristate.edu, drc@missouristate.edu www.missouristate.edu/disability 26,000 Students

Missouri Univ. of Science and Disability Support Services, Darrin Snodgrass, Daniel Steen
573-341-6655 Fax: 573-341-4172 MUS&T, G10 Norwood Hall, 320 W. 12th St. Rolla, MO 65409-1430
dss@mst.edu, dssxcf@mst.edu, dssfw7@msf.edu <https://dss.mst.edu> 6,800 Students

Missouri University of, Columbia Disability Center, Ashley Brickley, Interim Director
573-882-4696, 573-882-4697 Fax: 573-884-5002 UofM, S5 Memorial Union Columbia, MO 65211
disabilitycenter@missouri.edu, brickleya@missouri.edu <http://disabilitycenter.missouri.edu> 25,900 Students

Missouri University of, St. Louis Disability Access Services, Tara L. Cramer, Senior Program Coordinator
314-516-6554 Fax: 314-516-6561 UofMSL, 1 University Blvd., 131 Millenium Student Center St. Louis, MO 63121-4499
cramert@umsl.edu www.umsl.edu/, www.umsl.edu/services/disability/ 14,000 Students

Montana, University of Disability Services for Students (DSS), Amy Capolupo, Director
406-243-2243 Fax: 406-243-5330 UofM, Lommasson Center 154 24 Campus Drive, Missoula, MT 59812
amy.capolupo@mso.umt.edu, dss@umontana.edu www.umt.edu/dss 11,000 Students

Mount St. Joseph University Learning Center & Disability Services, Stacy Mueller, Director Project EXCEL
513-244-4623 Fax: 513-244-4629 MSJU, 5701 Delhi Rd. Cincinnati, OH 45223-1670
stacy.mueller@msj.edu projectexcel@msj.edu 2,000 Students

Muhlenberg College Disability Services, Pamela E. Moschini, MA, MS, Director
484-664-3825 Fax: 484-664-3697 MC, 2400 Chew St. Allentown, PA 18104
pmoschini@muhlenberg.edu www.muhlenberg.edu/offices/disabilities/ 2340 Students

Murray State University Student Disability Services, Kenneth M. Ashlock, Director
270-809-2018, 270-809-6888 Fax: 270-809-4339 MSU, 423 Wells Hall Murray, KY 42071
msu.studentdisabilities@murraystate.edu, kashlock@murraystate.edu murraystate.edu 10,495 Students

Nebraska University of, Omaha Accessibility Services Center, Jen Papproth, Director
402-554-2872 Fax: 402-554-6015 UofN, 6001 Dodge St., 104 H&K Omaha, NE 68182
unoaccessibility@unomaha.edu, jpapproth@unomaha.edu www.unomaha.edu/disability/ 12,136 Students

Nebraska, Univ. of, Lincoln Services for Students with Disabilities, George (Sam) Goodin, Dir., Barbara Woodhead, Asst.
402-472-3787, 402,472-0080 Fax: 402-472-0080 UofN, 232 Canfield Admin. Bldg. Lincoln, NE 68588-0401
acontreras3@unl.edu, ggoodin2@unl.edu, ssddocumentation@unl.edu <http://www.unl.edu/ssd/home> 20,833 Students

New College of Florida Student Disability Services, Ruthann Daniel-Harteis M.S., Assistant Director
941-487-4637, 941-487-4496 Fax: 941-487-4517 NCF, 5800 Bay Shore Road, HCL3 Sarasota, FL 34243
disabilityservices@ncf.edu <http://www.ncf.edu> 800 Students

New England College Pathways, Courtney Cloffredi, Director
603-428-2302 Fax: 603-428-2433 New England College, 98 Bridge St., NEC Box #98 Henniker, NH 03242
access@nec.edu, ccioffredi@nec.edu www.nec.edu/ 1,127 Students

New York University HLM Center for Students with Disabilities, Robyn Weiss, Director
212-998-4980, 212-998-4981 Fax: 212-995-4114 NYU, 726 Broadway, 3rd Fl. New York, NY 10003
mosescsd@nyu.edu, rew8@nyu.edu www.nyu.edu 30,000 Students

North Carolina State University Disability Resource Office, Mark Newmiller, Director
919-515-3768, 919-515-7653 Fax: 919-513-2840 NCSU, DRO, Holmes Hall Suite 304 2815 Cates Ave., Raleigh, NC 27695-7509
disability@ncsu.edu, manewmil@ncsu.edu <http://dro.dasa.ncsu.edu/> 23,725 Students

North Carolina U. of, Chapel Hill Accessibility Resources & Service, Tiffany Bailey, Director
919-962-8300 Fax: 919-843-5609 UNC, 450 Ridge Rd., Suite 2126 Chapel Hill, NC 27599-5000
ARS@unc.edu, tmbailey@email.unc.edu <http://accessibility.unc.edu> 28,000 Students

North Central College Center for Student Success, Jennifer Salmon, Assoc. Dean
630-637-5111, 630-637-5266 Fax: Call, NCC, Larrance Acad. Ctr, 3rd fl., 309 E. School St. Naperville, IL 60540-4690
centerforstudentsuccess@noctri.edu, jlsalmon@noctri.edu www.northcentralcollege.edu/ 2,500 Students

North Dakota State University Disability Services, Mark Coppin, Director
701-231-8463, 701-231-7198 Fax: 701-231-8520 NDSU, DS, Dept 2860, PO Box 6050 Fargo, ND 58108-6050
mark.coppin@ndsu.edu, ndsu.disability.services@ndsu.edu <http://www.ndsu.edu/disabilityservices/> 12,307 Students

Northeastern Illinois University Student Disability Services, Douglas Lawson, Director
773-279-5003, 773-442-4595 Fax: Call, NEIU, 5500 N. St. Louis Ave., Accessibility Center Bldg D, Rm 104, Chicago, IL 60625-4699
SDS@neiu.edu, d-lawson1@neiu.edu www.neiu.edu 9,115 Students

Northeastern University Disability Resource Center, Debbie Auerbach, Service Coordinator
617-373-2675 Fax: 617-373-7800 NEU, 360 Huntington Ave. Boston, MA 02115
DRC@northeastern.edu http://www.northeastern.edu/drc 13,473 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/ 21,774 Students

Northern Colorado, University of Disability Resource Center, Becky Smith, Director
970-351-2289 Fax: 970-351-4166 UNC, Campus Box 139 Greeley, CO 80639
Rebeccaj.Smith@unco.edu, DRC@unco.edu www.unco.edu/disability-support-services 12,358 Students

Northern Illinois University Disability Resource Center, Debra A. Miller, Director
815-753-1303 Fax: 815-753-9570 NIU, 385 Wirtz Dr., HSB, 4th Fl. Dekalb, IL 60115-2879
drc@niu.edu, dmiller20@niu.edu www.niu.edu/disability 14,000 Students

Northern Iowa, University of Student Accessibility Services, Kelly Fiddelke, Coordinator
319-273-2677 Fax: 319-273-7576 UNI, 007 Innovative Teach. & Tech Ctr. Cedar Falls, IA 50614
accessibilityservices@uni.edu, kelly.fiddelke@uni.edu sds.uni.edu 10,000 Students

Northern Michigan University Disability Services, Hager Boal, Coordinator
906-227-1737, 906-227-1713 Fax: 906-227-1714 NMU, 2001 C.B. Hedgcock 1401 Presque Isle Ave., Marquette, MI 49855
disserv@nmu.edu, jgorton@nmu.edu http://webb.nmu.edu/DisabilityServices/ 7,800 Students

Northwestern University AccessibleNU, Lauren Pourian, Director
847-467-5530 Fax: 847-467-5531 Northwestern U, 2122 Sheridan Rd., Suite 130 Evanston, IL 60208
accessiblenu@northwestern.edu, Lauren.Pourian@northwestern.edu http://www.northwestern.edu/accessiblenu/ 8,000 Students

Notre Dame, University of Sara Bea Disability Services, Scott Howland, Program Coordinator
574-631-7141 Fax: 574-631-2133 UND, Sara Bea Learning Center Notre Dame, IN 46556
showland@nd.edu sarabeadisabilityservices.nd.edu 8,000 Students

Oakland University Disability Support Services, Sarah Guadalupe, EdS, LMSW, Director
248-370-3266 Fax: 248-370-4327 Oakland U, DSS, 318 Meadow Brook Rd. Rochester, MI 48309-4454
DSS@oakland.edu, saguadal@oakland.edu <http://www.oakland.edu/dss> 17,161 Students

Oakton College Access and Disability Resource Center, Teresa O'Sullivan, Manager
847-635-1759 Fax: 847-635-1604 OCC, 1600 E. Golf Rd., #2400 Des Plaines, IL 60016-1268
tosulliv@oakton.edu, accessdisability@oakton.edu www.oakton.edu/studentservices/disability_services/ 9,000 Students

Oberlin College Disability Services, Jane Boomer, Director
440-775-5588 Fax: 440-775-5589 Oberlin College, 50 N. Professor St. Peters Hall, Rm G-27/28, Oberlin, OH 44074
disability.resources@oberlin.edu, jane.boomer@oberlin.edu <http://new.oberlin.edu/office/disability-services/> 2,930 Students

Ohio State University Student Life - Disability Services, Lois J. Harris, Director
614-292-3307 Fax: 614-292-4190 OSU, 098 Baker Hall, 113 W. 12th Ave., Columbus, OH 43210
harris.1595@osu.edu, slsds@osu.edu slsds.osu.edu 57,466 Students

Ohio State University Newark Student Life-Disability Services, Connie S. Zang, Director
740-364-9578 Fax: 740-364-9646 OSUN, 1179 University Dr. Newark, OH 43055-1797
zang3@osu.edu www.newark.osu.edu/students/student-life/ 4,000 Students

Ohio University Student Accessibility Services, Carey Busch Ph.D., CRC, Assist. Dean
740-593-2620 Fax: 740-593-0790 OU, 1 Park Pl., Baker University Center, Suite 348 Athens, OH 45701-2979
disabilities@ohio.edu, buschc@ohio.edu www.ohio.edu/uc/sas 18,000 Students

Ohio Wesleyan University Disability Services Center, Stephanie L. Rowland, Coordinator
740-368-3990 Fax: 740-368-3959 OWS, 317 Corns Hall (Sagan ARC) Delaware, Ohio 43015
slowlan@owu.edu owu.edu 1497 Students

Oklahoma State University Student Disability Services, Isabel Medina-Keiser, Coordinator
405-744-7116 v/t Fax: 405-744-8380 OSU, 315 Student Union Stillwater, OK 74078-7015
accessibility@okstate.edu <http://sds.okstate.edu> 25,854 Students

Oregon State University Disability Access Services, Earlee Kerekes-Mishra, Manager
541-737-4098 Fax: 541-737-7354 OSU, A200 Kerr Administration 1500 SW Jefferson Ave., Corvallis, OR 97331
disability.services@oregonstate.edu <http://ds.oregonstate.edu> 26,480 Students

Oregon, University of the Accessible Education Center (AEC), Hilary Gerdes, Senior Director
541-346-1155, 541-346-1063 Fax: 541-346-6013 University of Oregon, AEC, 164 Oregon Hall 5278 UO, Eugene, OR 97403-5278
uoacc@uoregon.edu, hgerdes@uoregon.edu <http://aec.uoregon.edu> 20,552 Students

Ozarks, University of the Student Disability Services, Connie High, Director
1-800-264-8636, 479-979-1300 Fax: Call, U of the Ozarks, Jones Learning Center Offices 415 N. College Ave., Clarksville, AR 72830
chigh@ozarks.edu <http://departments.ozarks.edu/sss/> 576 Students

Pacific, University of the Services for Students with Disabilities, Danny Nuss, Director
209-946-3221 Fax: 209-946-2278 U of the Pacific, 3601 Pacific Ave. Stockton, CA 95211
ssd@pacific.edu, dnuss@pacific.edu www.pacific.edu/disabilities 3,883 Students

Parkland College Accessibility Services, Kristen Murray, Office Admin. Asst.
217-353-2338 Fax: 217-353-2305 Parkland College, 2400 Bradley Ave., Student Union, U-260, Champaign, IL 61820
accessibilityservices@parkland.edu, kmurray@parkland.edu myparkland.edu 4,000 Students

Pennsylvania St. U., Univ. Park Student Disability Resources, Keith Jervis, Director
814-863-1807 Fax: 814-863-3217 PSU, 116 Boucke Bldg University Park, PA 16802-5902
kej11@psu.edu www.equity.psu.edu/ods/ 46,068 Students

Pima Community College Access and Disability Resources, David Arellano, Dean of Enrollment
520-206-7105, 520-206-6688 Fax: 502-206-7024 PCC, 1255 N. Stone Ave., LB-113 Tucson, AZ 85709-3012
ADRhhelp@pima.edu, Darella7@pima.edu www.pima.edu, www.pima.edu/dsr/ 47,600 Students

Puget Sound, University of Office of Accessibility and Accommodations, Peggy Perno, Director
253-879-3399 Fax: 253-879-3786 UPS, 1500 N. Warner St., #1096 Tacoma, WA 98416-1096
saa@pugetsound.edu, pperno@pugetsound.edu <http://www.pugetsound.edu/academics> 2,527 Students

Purdue Univ., Fort Wayne Services for Students with Disabilities, Julie A. Schrader, Director
260-481-6658 Fax: 260-481-6018 IPFW, Walb Union 113, 2101 E. Coliseum Blvd. Fort Wayne, IN 46805
schradej@pfw.edu, accessibility@pfw.edu www.pfw.edu/ssd 14,000 Students

Purdue University Disability Resource Center, Randall Ward, Dir., Kara James, Sr. Asst Dir.
765-494-1247, 765-494-1245 Fax: 765-496-3759 PU, YONG, Rm 830, 155 S. Grant St. West Lafayette, IN 47907-2050
drc@purdue.edu, ward176@purdue.edu www.purdue.edu/drc 39,409 Students

Quincy University Disability Services, Student Success Center, Christine Tracy, Ed.D.,
217-228-5432 x3353 Fax: 217-228-5618 Quincy U., 1800 College Ave. Quincy, IL 62301
info@quincy.edu, tracych@quincy.edu <http://www.quincy.edu> 1,100 Students

Redlands, University of Disability Services, Amy Wilms, Assistant Dean
909-748-8069 Fax: Call, UR, 1200 East Colton Ave. Redlands, CA 92373
amy_wilms@redlands.edu www.redlands.edu/student-affairs/ 2518 Students

Regis University Student Disability Serv (SDS), Dr. Joie Williams, Director
303-458-4941, 303-964-3666 Fax: 303-964-6595 Regis U., 3333 Regis Blvd., Room 241, Clarke Denver, CO 80221
disability@regis.edu, mbwillia@regis.edu www.regis.edu/disability 1,750 Students

Rhodes College Student Accessibility Services, Melissa Butler, Director
901-843-3885 Fax: 901-843-3576 Rhodes College, 2000 North Parkway Memphis, TN 38112-1690
butterm@rhodes.edu www.rhodes.edu/disabilityservices/default.asp 2,036 Students

Ringling College of Art and Design Student Access Services, Virginia Demers, Director
941-359-7627, 941-309-4017 Fax: 941-359-6115 RCAD, Rm 227, Ulla Searing Student Center, 2700 N. Tamiami Trail, Sarasota, FL 34234
sas@ringling.edu, vdemers@ringling.edu <http://arc.ringling.edu> 1,300 Students

Ripon College Student Support Services, Lisa Zeman, Associate Director
920-748-8394, 920-748-8837 Fax: 920-748-8837 Ripon College, G1, Bartlett Hall, 300 W. Seward St. Ripon, WI 54971-0248
sss@ripon.edu, KrhinD@ripon.edu, ZemanL@ripon.edu <http://ripon.edu/student-support-services/> 900 Students

Rochester Institute of Technology Disability Services Office, Susan Ackerman, Director
585-475-2023, 585-475-6988 Fax: 585-475-2215 RIT, 28 Lomb Memorial Drive, Student Alumni Union, Rm 1150 Rochester, NY 14623-5604
smacst@rit.edu, dso@rit.edu www.rit.edu/dso 17,000 Students

Rollins College Office of Accessibility Services, Whitney Horton, Director
407-975-6463 Fax: 407-691-1269 Rollins College, Olin Library, 1st Fl. 1000 Holt Ave., Winter Park, FL 32789-4499
access@rollins.edu, wnhorton@rollins.edu <http://www.rollins.edu/> 1,884 Students

Roosevelt University, Chicago Disability Services, Nancy Litke, Sr. Director
312-341-3810 Fax: 312-341-2471 Roosevelt U., 430 S. Michigan Ave. Chicago, IL 60605
nlitke@roosevelt.edu, academicsuccess@roosevelt.edu www.roosevelt.edu/asc 4,300 Students

Roosevelt University, Schaumburg Disability Services, 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 1,600 Students

Saint Louis University Disability Services, Matt Sullivan, Director
314-977-3484 Fax: Call, SLU, Busch Student Center, Suite 331 20 N. Grand Blvd., St. Louis, MO 63103
disability_services@slu.edu, matt.sullivan@slu.edu <http://www.slu.edu> 8,248 Students

San Francisco, University of Student Disability Services, Tom Merrell, Assistant Dean & Director
415-422-2613 Fax: 415-422-5906 USF, SDS, Gleeson LL20 2130 Fulton St., San Francisco, CA 94117
sds@usfa.edu, merrellt@usfca.edu www.usfca.edu 6,586 Students

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

School of The Art Institute of Disability & Learning Resource Center, Valerie L. St. Germain, Director
312-499-4278, 312-499-4286 Fax: 312-499-4290 SAIC, 116 S. Michigan Ave., 13th Floor Chicago, IL 60603-3103
dlrc@saic.edu, vstger@saic.edu, www.saic.edu/life/services/disabilities, www.artic.edu 3,000+ Students

Schreiner University Learning Support Services, Dr. Jude Gallik, Director
830-792-7257, 830-792-7256 Fax: 830-792-7294 Schreiner U., CMB 6238, 2100 Memorial Blvd. Kerrville, TX 78028-5611
admissions@schreiner.edu, jgallik@schreiner.edu www.schreiner.edu/academics/lss.aspx, www.schreiner.edu/ 1,230 Students

Seton Hall University Disability Support Services, Angela Millman, M.Ed., Director
973-313-6003 Fax: Call, 400 South Orange Ave South Orange, NJ 07079
dss@shu.edu https://www.shu.edu/disability-support-services 5,969 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. Schultz 1014a, Rohnert Park, CA 94928
disability.services@sonoma.edu, brent.boyer@sonoma.edu www.sonoma.edu/dss/, www.sonoma.edu/ 9,400 Students

Southeast Missouri State University Office of Disability Services, Millicent Odhiambo, Assistant Director
573-651-5927 Fax: 573-986-6031 SEMO, Crisp Hall 201-202 One Univ. Plaza, Cape Girardeau, MO 63701
ds@semo.edu, maodhiambo@semo.edu http://www.semo.edu/ds 11,385 Students

Southern California, University of Disability Services and Programs, Lisa Toft, Director
213-740-0776 Fax: 213-740-8216 USC, 3601 Watt Way, Suite 120 Los Angeles, CA 90089-1692
dspfrontdesk@usc.edu, ltoft@usc.edu http://dsp.usc.edu 16,384 Students

Southern Illinois U., Carbondale Disability Support Services, Lisa Caringer, Director
618-453-5738 Fax: 618-453-5700 SIUC, 374 East Grand Avenue Mailcode 4705, Carbondale, IL 62901
lcare@siu.edu http://www.disabilityservices.siu.edu 14,130 Students

Southern Illinois U., Edwardsville ACCESS, Dominic Dorsey, Director
618-650-3726 Fax: 618-650-5691 SIUE, State Rt. 157, SSC, Rm 1203 Edwardsville, IL 62026-1611
myaccess@siue.edu, dodorse@siue.edu www.slue.edu/access/ 13,281 Students

Southern Indiana, University of Disability Resources, Ronda Stone, Manager
812-464-1961 Fax: 812-464-1935 USI, SC22068600 University Blvd. Evansville, IN 47712
rfstone@usi.edu <http://www.usi.edu/university-division/disabilities/> 9,029 Students

Southern Methodist University Disability Accommodations and Success Strategies, Alexa Taylor, MS, LPC-S, Director
214-768-1918, 214-768-1470 Fax: 214-768-1255 SMU, A-LEC, Loyd All Sports Center, Ste.202 5800 Ownby, Dallas, TX 75275
alexat@smu.edu, dass@smu.edu www.smu.edu/Provost/SASP/DASS/ 11,649 Students

St. Ambrose University Accessibility Resource Center, Ryan Saddler, Director
563-333-6275 Fax: Call, St. Ambrose U., 518 W. Locust St., Cosgrove Hall, Davenport, IA 52803
sds@sau.edu, SaddlerRyanC@sau.edu www.sau.edu/Accessibility_Resource_Center.html 3,400 Students

St. Catherine University Disability Resources (DR), Director
651-690-7745 Fax: Call, St. Catherine's U., 601 25th Ave S. Minneapolis, MN 55454 (also St. Paul)
rethoson@stkate.edu, oneill_center@stkate.edu www.stkate.edu 3,491 Students

St. Francis, University of Student Access. Services, Student Success, Geneva Burgess, Coordinator
260-399-7000, x6075 Fax: 260-399-8161 U St. F, Pope John Paul II Center, Room 210 2701 Spring St., Fort Wayne, IN 46808
gburgess@sf.edu <http://disabilityservices.sf.edu/> 2319 Students

St. Joseph's University Office of Student Disability Services, Dr. Christine Mecke, Director
610-660-1774, 610-660-1620 Fax: Call, SJU, 5600 City Avenue Philadelphia, PA 19131
cmecke@sju.edu, pgregg@sju.edu stu.edu/thesuccesscenter/sds 4,805 Students

St. Mary's University MN Student Success Center, Karen Hemker, Director
507-457-1465, 507-457-6994 Fax: 507-457-6660 St. Mary's University of Minnesota, SSC, 700 Terrace Heights, Winona, MN 55987-1399
khemker@smumn.edu, studentsuccess@smumn.edu <https://disabilityservices.saintmarys.community/> 1200 Students

St. Norbert College Academic Support Services, Corey Ciesielczyk, Dir.
920-403-1321 Fax: 920-403-4021 St.N., 100 Grant St. DePere, WI 54115
acadsupport@snc.edu, corey.ciesielczyk@snc.edu www.snc.edu/academicssupport 2,300 Students

St. Olaf College Disability and Access for Students, Kathy Glampe, Director
507-786-3288, 507-786-3385 Fax: 507-786-3923 Saint Olaf College, Buntrock Commons #108 1520 St. Olaf Ave. Northfield, MN 55057-1098
glampe@stolaf.edu, dac@stolaf.edu www.stolaf.edu, www.stolaf.edu/asc/dac 3,125 Students

St. Thomas, University of Disability Resources, Kimberly Schumann, Director
651-962-6315 Fax: 651-962-5965 UST, 2115 Summit Ave. Mail 4016 Saint Paul, MN 55105
kjschumann@stthomas.edu, disabilityresources@stthomas.edu <http://www.stthomas.edu/enhancementprog/> 6,240 Students

Stephens College Student Success Center, Sady Mayer Strand, Director
573-876-7240, 573-442 Fax: 800-672-4318 Stephens College, 1200 E. Broadway, Campus Box 2111 Columbia, MO 65215
smayer@stephens.edu www.stephens.edu 600 Students

Syracuse University The Office of Disability Services, Paula Possenti-Perez, Director
315-443-4498 Fax: 315-443-1312 Syracuse U., 804 University Avenue, Suite 303 Syracuse, NY 13244-2330
disabilityservices@syr.edu, ppossent@syr.edu <http://disabilityservices.syr.edu/> 14,798 Students

Tampa, University of Student Disability Services, Liz Shepp, Assoc. Director
813-257-3266 Fax: Call, UT, 401 W. Kennedy Blvd., NWH112 Tampa, FL 33606-1490
disability.services@ut.edu www.ut.edu 9335 Students

Temple University Disability Resources & Services (DRS), Aaron Spector, Director
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, spectora@temple.edu disabilityresources.temple.edu 27,567 Students

Tennessee, Univ. of, Knoxville Student Disability Services, David Ndiaye, Director
865-974-6087 Fax: 865-974-9552 UTK, 915 Volunteer Blvd/100 Dunford Hall Knoxville, TN 37996-4020
sds@utk.edu <http://sds.utk.edu> 22,139 Students

Texas A&M University Disability Services, Kristie Orr, Ph.D., Director
979-845-1637 Fax: 979-458-1214 Texas A&M, DS, 701 W. Campus Blvd. College Station, TX 77843-1224
disability@tamu.edu, kristieo@disability.tamu.edu <http://disability.tamu.edu/> 65,000 Students

Texas, University of Services for Students with Disabilities, Kelli Bradley, Exec. Dir
512-471-6259 Fax: 512-475-7730 100 West Dean Keeton St. SSB 4206 Austin, TX 78712-0175
SSD@austin.utexas.edu, kelli.bradley@austin.utexas.edu <https://diversity.utexas.edu/disability/> 40,000 Students

Toledo, University of Student Disability Services, Enjie Hall, Director
419-530-2839 Fax: 419-530-6137 UT, 2801 West Bancroft, RH 1820 Toledo, OH 43606
enjie.hall@utoledo.edu, studentdisabilitysvs@utoledo.edu <http://utoledo.edu/offices/student-disability-services/> 20,500 Students

Towson University Accessibility and Disability Services, Susan Willemin, Director
410-704-2638, 410-704-4425 Fax: 410-704-4247 Towson U., DSS, Admin. Bldg. Room 232-235 8000 York Road, Towson, MD 21252
swillemin@towson.edu www.towson.edu/dss/index.asp 19,049 Students

Triton Community College Center for Access and Accommodative Srv., Deborah M. Kaczmarek, Director
708-456-0300, x3854 Fax: 780-456-0991 Triton Col., 2000 Fifth Ave. Room A 125 River Grove, IL 60171
deborahkaczmarek@triton.edu, caas@triton.edu www.triton.edu 12,000 Students

Tulane University The Goldman Ctr. for Student Accessibility, Patrick Randolph, MHS, LRC, Director
504-862-8433 Fax: 504-862-8435 Tulane U., Science and Engineering Lab Complex, 1st Fl 6823 St. Charles Ave., New Orleans, LA 70118
patrick@tulane.edu, goldman@tulane.edu www.tulane.edu/studentaffairs/support/accessibility/ 8,339 Students

Upper Iowa University Disability Services, Colleen Irvine, Director
563-425-5949 Fax: 563-425-5189 UIU, 605 Washington St. P.O. Box 1857 Fayette, Iowa 52142-1859
disabilityservices@uiu.edu www.uiu.edu/support/disability-services.html 1,000 Students

Vermont, University of Student Accessibility Services, Sharon Mone, Program Director
802-656-7753 Fax: 802-656-0739 UVM, A170 Living/Learning Center 633 Main St., Burlington, VT 05405
access@uvm.edu, smone@uvm.edu <http://uvm.edu/access> 10,560 Students

Villanova University Disability Services, Steve McWilliams, Ph.D., Director
610-519-4500, 610-519-4550 Fax: 610-519-5203 VU, 800 Lancaster Ave. Villanova, PA 19085
stephen.mcwilliams@villanova.edu, studentlife@villanova.edu <https://www1.villanova.edu> 6,521 Students

Vincennes University Disability Services , Jill Steele, Director
812-888-4501 Fax: 812-888-2087 VU, Office of Disability Services, 1002 N. First St. Vincennes, IN 47591-5201
disabilityservices@vinu.edu, Ssteele@vinu.edu <http://www.vinu.edu/web/disability-services/welcome> 18,711 Students

Virginia, University of Student Disability Access Center , Barbara Zunder Director
434-243-5180 Fax: 434-243-5188 UV, Elson Student Health Center, 400 Brandon Ave., PO Box 800760 Charlottesville, VA 22908-0760
SDAC@virginia.edu, bz4c@virginia.edu <http://sdac.studenthealth.virginia.edu> 15,822 Students

Waldorf University Academic Achievement Center , Kristin Wempen, Director
641-585-8211 Fax: 641-585-8125 Waldorf University, 106 S. 6th St. Forest City, IA 50436
kristin.wempen@waldorf.edu, aace@waldorf.edu www.waldorf.edu 600 Students

Washington State University Access Center , Meredyth Goodwin, Director
509-335-3417 Fax: 509-335-8511 WSU, Washington Bldg, Room 217 Pullman, WA 99164-2322
access.center@wsu.edu, m.goodwin@wsu.edu accesscenter.wsu.edu 19,000 Students

Washington, University of Disability Resources for Students (DRS) , Dr. James Cheek, Director
206-543-8924 Fax: 206-616-8379 UofW, 011 Mary Gates Hall Seattle, Washington 98195-2808
uwdrs@uw.edu, cheekj@uw.edu disability.uw.edu 36,400 Students

Wayne State University Student Disability Services , Randie Kruman, M.A., Director
313-577-1851 Fax: 313-577-4898 WS, 5155 Gullen Mall, 1600 UGL Detroit, MI 48202
studentdisability@wayne.edu <https://studentdisability.wayne.edu/resources> 27,000 Students

Webster University Academic Resource Center (ARC) , Erica Ellard, Director
314-246-7700 Fax: 314-968-5919 Webster University, 40 Loretto Hall, 470 East Lockwood Avenue St. Louis, MO 63119
admit@webster.edu, disability@webster.edu <http://www.webster.edu/student-handbook/disability.html> 2,400 Students

West Virginia University Office of Accessibility Services , Daniel Long, Director
304-293-6700 Fax: 304-293-3861 WVU, B20 Stewart Hall, PO Box 6423 Morgantown, WV 26506-6423
access2@mail.wvu.edu, Daniel.Long@mail.wvu.edu <http://accessibilityservices.wvu.edu/> 22,498 Students

West Virginia Wesleyan College Learning Center , 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 1,400 Students

Western Colorado University Disability Services , Cheyenne Terry, ADA Coordinator
970-943-7056 Fax: 970-943-3409 WSCU, 1 Western Way Gunnison, CO 81231
disability@western.edu, cterry@western.edu www.western.edu, www.western.edu/DSinfo 2,400 Students

Western Illinois University Disability Resource Center , Angela LaFrance, Interim Director
309-298-2512 Fax: 309-298-2361 WIU, 143 Memorial Hall, 1 University Circle Macomb, IL 61455
disability@wiu.edu www.wiu.edu/drc 8,502 Students

Western Michigan University Disability Services for Students , Jayne Fraley-Burgett, Director
269-387-2116, 269-387-2120 Fax: 269-387-0633 WMU, Woodlawn PL (Bldg 86), 2210 Wilbur Ave. Kalamazoo, MI 49008-5277
dorothy.fancher@wmich.edu www.wmich.edu/disabilityservices 18,313 Students

Winona State University Warrior Success Center - Access Services , Kara James, Assoc. Director
507-457-5878 Fax: 507-457-2957 WSU, Maxwell Hall 314, P.O. Box 5838 Winona, MN 55987
access@winona.edu, kara.james@winona.edu http://www.winona.edu/accessservices 7,700 Students

Wisconsin, U. of, LaCrosse ACCESS Center , Andrew Oliver, Director
608-785-6900 Fax: 608-785-6910 UW, DRS, 1725 State St. LaCrosse, WI 54601
accesscenter@uwlax.edu, aoliver@uwlax.edu http://www.uwlax.edu/access-center/ 9,700 Students

Wisconsin, U. of, Madison McBurney Disability Resource Center , Jessica Kourliouros, Transition Services Mgr.
608-263-2741, 608-890-1951 Fax: 608-265-2998 UW, 702 W. Johnson St. Suite 2104, Madison, WI 53715-1007
mcburney@studentlife.wisc.edu, jessica.kourliouros@wisc.edu www.mcburney.wisc.edu 30,000 Students

Wisconsin, U. of, Milwaukee Accessibility Resource Center , Jonathan Broskowski, Interim Director
414-229-6287, 414-229-6730 Fax: 414-229-2237 UW, 3203 N. Downer Ave., Mitchell Hall, Rm 112, Milwaukee, WI 53211
archelp@uwm.edu, bros@uwm.edu uwm.edu/arc 28,000 Students

Wisconsin, U. of, Oshkosh Accessibility Center (AC), Kiersten Karlsen, Associate Dean
920-424-3100 Fax: 920-424-2405 UW, DH 125, 800 Algoma Blvd. Oshkosh, WI 54901-8662
karlsenk@uwosh.edu, accessibilitycenter@uwosh.edu www.uwosh.edu/deanofstudents/Accessibility-Center/ 13,955 Students

Wisconsin, U. of, Parkside Disability Services, Dr. Renee' Sartin Kirby, Ph.D., Director
262-595-2372 Fax: 262-595-2767 UW, 900 Wood Rd., WYLL D175 Kenosha, WI 53141-2000
kirby@uwp.edu, rohner@uwp.edu www.uwp.edu/departments/disability.services/ 4,601 Students

Wisconsin, U. of, Platteville Services for Students with Disabilities, Brenda Sunderdance, Asst. Director
608-342-1818 Fax: 608-342-1918 UW, 0200 Ullsvik Hall, 1 University Plaza Platteville, WI 53818-3099
sunderdb@uwplatt.edu, SSWD@uwplatt.edu www.uwplatt.edu/Disability, www.uwplatt.edu 8,901 Students

Wisconsin, U. of, River Falls Academic Success Center, Karen Smolarek, Director
715-425-3531, 715-425-3713 Fax: 715-425-3277 UW, 105 Davee Library, 410 S. Third St River Falls, WI 54022-5001
karen.smolarek@uwrf.edu, ASC@uwrf.edu http://www2.uwrf.edu/academic-success/ 6,000 Students

Wisconsin, U. of, Stevens Point Disability and Assistive Technology Center (DATC), Andy Held, Director
715-346-3365 Fax: 715-346-4143 UW, 609 Alertson Hall, 900 Reserve St. Stevens Point, WI 54481-3897
aheld@UWSP.edu, datctr@uwsp.edu https://www.uwsp.edu/datc/ 7,830 Students

Wisconsin, U. of, Whitewater Center for Students with Disabilities, Debbie Reuter, Interim Director
262-472-1632, 262-472-4711 Fax: 262-472-4865 UW, 800 W. Main St., Andersen Library 2002 Whitewater, WI 53190-1790
reuterd@uww.edu www.uww.edu/csd, www.admit@uww.edu 11,100 Students

Wright State University Office of Disability Services, Tom Webb, Director
937-775-5680 Fax: 937-775-5699 Wright State U., 180 University Hall 3640 Colonel Glenn Hwy., Dayton, OH 45435
disability_services@wright.edu, thomas.webb@wright.edu www.wright.edu, www.wright.edu/disability-services 17,000 Students

Xavier University Office of Disability Services, Cassandra Jones, Director
513-745-3280 Fax: 513-745-3378 Xavier U, 512 Conaton Learning Commons Cincinnati, OH 45207-1131
jonesc20@xavier.edu, disabilityservices@xavier.edu xavier.edu/disability-services 4,300 Students

Youngstown State University Office of Disability Services, Gina McGranahan, MEd., Asst. Director
330-941-1372, 330-941-2090 Fax: 330-941-7470 YSU, Kilcawley Center - Rm2082, One University Plaza Youngstown, OH 44555
gmcgranahan@ysu.edu, cspds5@ysu.edu Center for Student Progress 12,756 Students

List of Colleges with Specific Programs

Abbreviations Used:

ADHD – Attention Deficit/Hyperactivity

AD – All Disabilities

ASD – Autism Spectrum Disorder

HI – Hearing Impaired

SLD – Specific Learning Disability

PC- Precollege program

PD – Physical Disabilities

Some programs allow students with special needs
outside of the designated category
to participate in their programs.

Adelphi University Bridges to Adelphi Program (ASD), Mitch Nagier MA, LMHC, Director
516-877-4181 Fax: 516-877-4552 Adelphi U., 1 South Ave., PO Box 701 Garden City, NY 11530-0701
bridges@adelphi.edu, mnagler@adelphi.edu www.bridges.adelphi.edu 4,800 Students

Alabama, University of Autism Spectrum Disorders College Trans. & Support Prog. (ASD), Dr. Megan Davis, Administrative Director
205-348-9133 Fax: 205-348-3157 UA ASD Clinic, 603 Hackberry Lane Tuscaloosa, AL 35401
ua-acts@au.edu https://autism-clinic.ua.edu/uaacts/ 33,000 Students

American University Learning Services Program for Freshmen w/ LD (SLD), Nancy Sydnor-Greenberg, Coordinator
202-885-3360 Fax: 202-885-1042 AU, ASAC, Mary Graydon - 243, 4400 Massachusetts Ave., NW Washington, DC 20016
sydnorgr@american.edu http://www.american.edu/asac 7,234 Students

Anderson University Disability Services - Bridges Program (SLD, ADHD), Teresa Coplin, Director
765-641-4223 Fax: Call, AU, 1100 E. Fifth St. Anderson, IN 46012
tjcoplin@anderson.edu hpts://www.anderson.edu/kissingner/dss 1,883 Students

Arizona, University of SALT - Strategic Alternative Learning Techniques Ctr. (SLD, ADHD), David Cillo, Asst Director
520-621-1427, 520-621-8493 Fax: 520-626-3260 UA, SALT Center, 1010 N. Highland Ave. Tucson, AZ 85721-0136
dhaymore@email.arizona.edu, uasaltcenter@email.arizona.edu www.salt.arizona.edu 43,000 Students

Arkansas, University of Autism Support Program (ASD), Aleza Greene, Ph.D., Director
479-595-6071, 479-595-3208 Fax: Call, UA, ASP, 410 Arkansas Ave., Room 403 Fayetteville, AR 72701
asgreene@uak.edu http://autism.uark.edu/ 27,558 Students

Auburn University Skill Program (SLD, ADHD), Shanna Brodbeck, M.S., Program Director
334-734-6285, 334-844-2096 Fax: 334-844-2099 AU, 1228 Haley Center Auburn, AL 36849
accessibility@auburn.edu, sbrodbeck@auburn.edu https://cws.auburn.edu/Accessibility/cm/skill 4,625 Students

Augsburg University Access Center (PD), Kathy McGillivray, Director
612-330-1749 Fax: 612-330-1350 Augsburg College, 2211 Riverside Ave. So., CB#208 Minneapolis, MN 55454
class@augzburg.edu, Mcgillik@augzburg.edu http://www.augsburg.edu/accesscenter/ 2,030 Students

Augsburg University CLASS - Ctr. for Learning and Adaptive Stud. Serv. (AD), Kathy McGillivray, Director
612-330-1371 Fax: 612-330-1137 Augsburg College, 2211 Riverside Ave. Minneapolis, MN 55454
class@augzburg.edu, mcgillik@augzburg.edu www.augzburg.edu/class 2,030 Students

Austin Peay State University Full Spectrum Learning (ASD), Emmanuel Mejeun, Program Director
931-221-7543, 931-221-6230 Fax: Call, APSU, Morgan University Center, Rm114 P.O. Box 4578, Clarksville, TN 37044
fullspectrumlearning@apsu.edu, mejeune@apsu.edu www.apsu.edu/full-spectrum-learning/admission.php 10,954 Students

Beacon College Programs for students with Learning Disabilities (SLD, ADHD), Dale Herold, VP of Enrollment/Admissions
855-220-5376 Fax: 352-787-0796 Beacon College, 105 E. Main St. Leesburg, FL 34748
admissions@beaconcollege.edu, dherold@beaconcollege.edu www.beaconcollege.edu 405 Students

Bellevue College Autism Spectrum Navigators (ASD), Sara Sanders Gardner, Program Director
425-564-2764 Fax: Call, BC, ASN, B Bldg., 3000 Landerholm Circle SE, Bellevue, WA 98007
asn@bellevuecollege.edu https://www.bellevuecollege.edu/autismspectrumnavigators/ 200+ Students

Bethany College PASS - Program for Academic and Social Success (SLD, ADHD), Katelynn Hackathorn, PASS Coordinator
304-829-7149 Fax: 304-829-7142 Bethany College, Attn: PASS Coordinator 31 E. Campus Dr., Bethany, WV 26032
khackathorn@bethanywv.edu www.bethanywv.edu 830 Students

Boston University SES - Strategic Education Services (ASD, ADHD), Grace Daley, M.Ed., Director
617-353-3658 Fax: 617-353-9646 Boston U., 19 Deerfield St. (2nd Fl) Boston, MA 02215
gdaley@bu.edu, access@bu.edu www.bu.edu/disability 18,306 Students

Bowling Green State University Learning Commons/Falcon Learning Your Way Prog. (SLD, ADHD), Travis Brown, Director
419-372-6067, 419-372-2823 Fax: 419-372-2458 BGSU, 140 William T. Jerome Library Bowling Green, OH 43403
imaag@busu.edu, brownst@bgsu.edu www.bgsu.edu/learning-commons.html 17,000 Students

California State University, LB LIFE Project (ASD), David Sanfilippo, Dir.
562-985-1675 Fax: 562-985-7183 CSULB, Brotman Hall, SSC-110 1250 Bellflower Blvd., Long Beach, CA 90840
dss@csulb.edu www.csulb.edu/autism 30,931 Students

California State University, LB SB Learning Disability Program (SLD), Tina Sutera, Learning Disability Spec.
562-985-4430, 562-985-5557 Fax: 562-985-4529 1250 Bellflower Blvd., SSC-110 Long Beach, CA 90840-0108
Brian.Carey@csulb.edu, Tina.Sutera@csulb.edu www.csulb.edu/sbp 30,931 Students

Connecticut, University of Beyond Access (AD), Ashley Mills, Program Coordinator
860-486-2020 Fax: 860-486-4412 UC, 233 Glenbrook Rd., Unit 4174 Wilbur Cross Bldg., Rm 204, Storrs, CT 06269
csdbeyondaccess@uconn.edu, ashley.mills@uconn.edu http://csd.uconn.edu/beyondaccess/ 17,528 Students

Curry College PAL - Program for Advancement of Learning (SLD, ADHD), Dr. Laura Vanderberg, Dir. Kathy Wilmot, Admiss.
617-333-2250, 617-333-2017 Fax: 617-333-2018 Curry College, 1071 Blue Hill Ave. Milton, MA 02186-2395
PAL@Curry.edu, laura.vanderberg@curry.edu http://www.curry.edu (search PAL) 2,100 Students

Daemen College College Autism Transition (ASD), Theresa Bass, Director
716-839-8300, 716-839-8228 Fax: Call, DC, 4380 Main St. Amherst, NY 14226
contactus@daemen.edu, tbass@daemen.edu www.daemen.edu/student-life/student-services/disability- 1993 Students

Dakota State University Strong Program (ASD), Jordan Schuh, Disability Services Coordinator
605-256-5121 Fax: Call, DSU, 820 N. Washington Ave. Madison, SD 57042
jordan.schuh@dсу.edu https://dsu.edu/studentlife/student-success-center/spectrum- 3,145 Students

Davis & Elkins College Supported Learning Program (SLD), Mary Ellen Schubert, Director, Naylor Lrn. Ctr
304-637-1384 Fax: Call, Davis & Elkins College, 100 Campus Dr. Elkins, WV 26241-3996
nlc@dewv.edu, schubertm@dewv.edu http://www.davisandelkins.edu (Search "Supported Learning") 635 Students

Davis & Elkins College CONNECT Program (PC, SLD), Mary Ellen Schubert, Director, Naylor Lrn. Ctr
304-637-1384 Fax: Call, Davis & Elkins College, 100 Campus Dr. Elkins, WV 26241-3996
nlc@dewv.edu, schubertm@dewv.edu http://www.davisandelkins.edu (Search "Supported Learning") 635 Students

Dean College ARCH Learning Community (SLD, ADHD), Allyson Hyland, Asst. Dir., Arch Learning
508-541-1768 Fax: 508-541-1829 Dean College, Admissions Office 99 Main St., Franklin, MA 02038
kbatalon@dean.edu, learning@dean.edu https://www.dean.edu/arch_program.aspx 1,100 Students

Defiance College ASD Affinity Program (ASD), Dr. Clarissa Barnes, Dir. Hench Autism Std. Prog.
419-783-2355 Fax: Call, Defiance College, 701 N. Clinton St. Defiance, OH 43512
cbarnes@defiance.edu www.defiance.edu 800 Students

Denver, University of LEP - Learning Effectiveness Program (SLD, ADHD), Jimmie Smith, M.Ed., Dir, Marcia Gauley, LEP
303-871-2372 Fax: 303-871-3939 UofD, LEP, Ruffatto Hall, 4th FL, 1999 E. Evans Ave. Denver, CO 80208-1700
jimmie.smith@du.edu, lep-info@du.edu www.du.edu/studentlife/disability/lep 6,000 Students

Drexel University Drexel Autism Support Program (DASP) (ASD), Amy Edwards EdD, Director
215-571-4879 Fax: 215-895-2500 Drexel U., 3210 Chestnut St., Suite 215 Philadelphia, PA 19104
dasp@drexel.edu, amy@drexel.edu www.drexel.edu 5,000 Students

East Carolina University Stepp Program (SLD), Alysha Gray, Director
252-328-0284, 252-328-1101 Fax: Call, ECU, East Fifth St. Greenville, NC 27858-4353
grayal18@ecu.edu, projectstepp@ecu.edu www.ecu.edu/cs-acad/stepp/ 29,000 Students

Eastern Illinois University Students with Autism Transitional Education Program (ASD), Rebecca Edgington, Assistant Director
217-581-2712 Fax: 217-581-7105 EIU, 600 Lincoln Ave. 9th St. Hall Charleston, IL 61920
step@eiu.edu http://eiu.edu/step/ 6,000 Students

Eastern Michigan University College Supports Program (ASD), Dr. Sally Burton-Hoyle, Fac Adv.,
734-487-4418, 734-487-6483 Fax: 734-485-3312 EMU, 1055 Cornell Rd., 104 Porter Hall Ypsilanti, MI 48197
cboik2@emich.edu, autismcenter@emich.edu emich.edu/collegesupportsprogram/ 19,084 Students

Eastern University College Success Prog. for Students Living w/ ASD (ASD), Sharon Thompson, PhD, CSP Co-ordinator
610-341-5837 Fax: 310-225-5036 EU, 1300 Eagle Road, Walton Hall St. Davids, PA 19087-3696
ccas@eastern.edu, sthompson@eastern.edu www.eastern.edu 1,887 Students

Edinboro University Basis Program (ASD), Lisa Laird, Basis Coordinator
814-732-2462, 814-732-1393 Fax: 814-732-2866 Edinboro U., 200 Glasgow Road Edinboro, PA 16444
osd@edinboro.edu, llaird@edinboro.edu www.edinboro.edu/directory/offices-services/osd/index.html 6,000 Students

Fairleigh Dickinson Univ., Metro. Regional Center for Learning Disabilities (SLD), Barbara A. Byrnes, MA, Director
201-692-2716 Fax: 201-692-2813 FDU, RCSLD, 1000 River Rd., T-RH5-02 Teaneck, NJ 07666
bbyrnes@fdu.edu www.fdu.edu.LD 8,000 Students

Fairleigh Dickinson University COMPASS - support for students with Autism (ASD), Kathleen Davis Viesel, Ph.D., Dir., Keith Johnson,
201-692-2645x411 Fax: Call, FDU, COMPASS, CPS, Fairleigh Dickinson U. 131 Temple Ave., Hackensack, NJ 07601
kathleen_m_davis@fdu.edu compassmetro@fdu.edu 4,000 Students

Franklin Pierce University Center Scholar Program (AD), Director
603-899-4000, 603-899-4107 Fax: Call, 40 University Drive Rindge, NH 03461-0060
academicexcellence@franklin Pierce.edu www.franklin Pierce.edu/academics/cae/scholar-program.htm 1563 Students

Gallaudet University Office of Admissions and Outreach (HI), Lisa Jacobs,
202-250-2494 (VP), 800-995-0550 Fax: 202-651-5744 GU, EMG, 800 Florida Avenue, NE Washington, DC 20002
admissions@gallaudet.edu, guacmidwest@gallaudet.edu www.gallaudet.edu 1,774 Students

Gallaudet University GURC-Midwest (HI), Philip Endicott, Co-ordinator
618-565-0054 (VP) Fax: 202-651-5744 Logan College, 700 Logan College Rd., Carterville, IL 62918
guacmidwest@gallaudet.edu gurc-midwest.weebly.com 1,990 Students

George Mason University Mason Autism Support Initiative (ASD), Jamilah Sanderson, Prog.Coord.
703-993-2474 Fax: Call, GMU, 4400 University Drive, MSN 5C9 Fairfax, VA 22030
jander53@gmu.edu, ds.gmu.edu https://ds.gmu.edu/ 23,812 Students

Grand Valley State University Campus Links Program (ASD), Shontaye Witcher, Dir.
616-331-2490 Fax: 616-331-3684 GVSU, 4015 James Zumberge Hall Allendale, MI 49401-9403
dsrgvsu@gvsu.edu, witchesh@gvsu.edu www.gvsu.edu/dsr 24,541 Students

Harper College Kimball Hill Family Deaf Institute (HI), Jason Altmann, Director
847-925-6266, 224-836-5048 (VP) Fax: 847-925-6267 Harper College, Bldg. 1, Room 103 1200 W. Algonquin Rd., Palatine, IL 60067
ads@harpercollege.edu www.harpercollege.edu 25,000 Students

Harper College Transition Autism Program, Project TAP (ASD), Jason Altmann, Director
847-925-6266 Fax: 847-925-6267 Harper College, Bldg. 1, Room 103 1200 W. Algonquin Rd., Palatine, IL 60067
dreuter@harpercollege.edu, projecttap@harpercollege.edu www.harpercollege.edu 25,000 Students

Harper College ACES (SLD, ADHD), Jason Altmann, Director
847-925-6266 Fax: 847-925-6267 Harper College, Bldg. 1, Room 103 1200 W. Algonquin Rd., Palatine, IL 60067
ads@harpercollege.edu, dreuter@harpercollege.edu www.harpercollege.edu 25,000 Students

Hartford, University of Learning Plus (AD), E. Lynne Golden, Director
860-768-4312, 860-768-4522 Fax: 860-768-4183 University of Hartford, Auerbach Hall, Rm209 200 Bloomfield Ave., West Hartford, CT 06117
ssc@hartford.edu www.uhweb.hartford.edu/LDsupport 5,284 Students

High Point University Learning Excellence (AD, ADHD), April Cosner, Program Director
336-841-9496 Fax: 336-841-6324 HPU, Smith Library, 4th Fl., One University Parkway High Point, NC 27268
acosner@highpoint.edu highpoint.edu/academicservices/learningexcellence/#tab3 4,500 Students

Hofstra University PALS - Program for Academic Learning Skills (SLD, ADHD), Julie A. Yindra, Director
516-463-7075, 516-463-4999 Fax: Call, Hofstra U., Mack Student Center 107H, 200 Hofstra U. Hempstead, NY 11549
sas@hofstra.edu, julie.a.yindra@hofstra.edu, www.hofstra.edu/pals 6,893 Students

Idaho, University of Raven Scholars Program (ASD), Amy Taylor, LMSW, Director
208-885-9107, 208-885-6307 Fax: Call, UIdaho, SUB, 709 Deakin Ave. Moscow, ID 83843
ravenscholars@uidaho.edu, amyet@uidaho.edu www.uidaho.edu 8,841 Students

Indianapolis, University of BUILD - Baccalaureate for Learning Disabled (SLD), Betsy Fouts, M.S.Ed, Director
317-788-3536 Fax: 317-788-3585 University of Indianapolis, 1400 E. Hanna Avenue Indianapolis, IN 46227
build@uindy.edu, foutse@uindy.edu http://www.uindy.edu/ssd/build 6,000 Students

Iona College CAP - College Assistance Program (LD, ADHD, ASD), Daneshea Palmer, Director
914-633-2159 Fax: 914-633-2011 Iona College, 715 North Ave. New Rochelle, NY 10801-1890
CAPinformation@iona.edu www.iona.edu/academic-resources-advising 3,300 Students

King's College First Year Academic Studies Program (AD), Sheri Yech, Disability Services Coordinator
570-208-5800 Fax: 570-825-9049 KC, 133 North River Street Wilkes-Barre, PA 18711
sheriyeach@kings.edu https://www.kings.edu/academics/support/skills_center/fasp 2,308 Students

Landmark College Progs. for students with SLD, ADHD, ASD, Carroll Pare, Senior Director, ROE
802-387-6718 Fax: 802-387-6868 Landmark College, 19 River Rd. South PO Box 820, Putney, VT 05346
admissions@landmark.edu, cpare@landmark.edu www.landmark.edu 485 Students

Landmark College Bridge Semester (PC, SLD, ADHD, ASD), Carroll Pare, Senior Director, ROE
802-387-6718 Fax: 802-387-6868 Landmark College, 19 River Rd. South PO Box 820, Putney, VT 05346
admissions@landmark.edu, cpare@landmark.edu www.landmark.edu 485 Students

Lewis University SUCCESS Program (AD), Angelia Martinez, Learning Access Coordinator
815 836-5593 Fax: Call, LU, LARC, Unit 270, One University Parkway Romeoville, IL 60446-2200
Learningaccess@lewisu.edu, afitzpatrick1@lewisu.edu www.lewisu.edu/resources/larc/index.htm, lewis.edu/success 6,000 Students

Lincoln College ACCESS (AD), Allyssa Schweisthal, Coordinator
217-735-7335 Fax: 217-735-4902 Lincoln College, 300 Keokuk St. Lincoln, IL 62656
access@lincolncollege.edu, aschweisthal@lincolncollege.edu <http://access.lincoln.edu> 900 Students

Long Island U., Post Academic Resource Program (SLD, ADHD), Marie Fatscher, Director
516-299-3057 Fax: 516-299-2126 LIU Post, 720 Northern Blvd. Brookville, NY 11548-1300
Post-LearningSupport@liu.edu, marie.fatscher@liu.edu www.liu.edu/post/arp 5,400 Students

Loras College Enhanced Program (SLD, ADD), Lynn L. Gallagher, Director
563-588-7921 Fax: 563-588-7134 Loras College, 1450 Alta Vista St. Dubuque, Iowa 52001
lynn.gallagher@loras.edu, lynch.learningcenter@loras.edu www.loras.edu/learningcenter 1,500 Students

Loras College ARCH (ASD), Lynn L. Gallagher, Ed.D., Director
563-588-7921 Fax: 563-588-7134 Loras College, Mailbox 31, 1450 Alta Vista Dubuque, IA 52001
lynn.gallagher@loras.edu, lynch.learningcenter@loras.edu www.loras.edu/learningcenter 1,500 Students

Lynn University Institute for Achievement & Learning (SLD, ADHD), Shaun Exsteen, B.S., M.Ed., Exec. Director
561-237-7000 Fax: 561-237-7026 Lynn U., 3601 N. Military Trail Boca Raton, FL 33431
exsteen@lynn.edu, rcoffy@lynn.edu www.lynn.edu/institute 1,926 Students

Manhattanville College Valiant Learning Support Program (SLD), Alyssa CampoCarman, Assistant Director
914-323-7127, 914-323-7129 Fax: Call, MC, 2900 Purchase Street Purchase, NY 10577
Alyssa.CampoCarman@mville.edu www.mville.edu 1,800 Students

Manhattanville College Pathways and Connections (PAC) (ASD), Alyssa CampoCarman, Assistant Director
914-323-7127 Fax: Call, MC, 2900 Purchase Street Purchase, NY 10577
Alyssa.CampoCarman@mville.edu www.mville.edu 1,800 Students

Mansfield Hall Residential College Support Prog. for Learning Differences (AD), Jake Weld, M.Ed., Dir. of Admissions
802-380-4413 Fax: Call, Mansfield Hall, 141 West Gilman St., Madison, WI 53066 Mansfield Hall, 440 Pearl Street, Burlington,
info@mansfieldhall.org, jake@mansfieldhall.org www.mansfieldhall.org M-23, Students

Marist College Learning Support Program (SLD, ADHD, PD), Gale Canale, Coordinator
845-575-3274 Fax: 845-575-3011 Marist College, 3399 North Rd. Poughkeepsie, NY 12601
accommodations@marist.edu www.marist.edu/specserv 5,560 Students

Marshall University H.E.L.P. Program, (SLD, ADHD), Debbie Painter, MA, Director
304-696-6252 Fax: 304-696-3231 MU, H.E.L.P. Program, 520 18th St., Myers Hall, Huntington, WV 25755
painter@marshall.edu, help@marshall.edu www.marshall.edu/help/ 14,000 Students

Marshall University College Program for Students with ASD (ASD), Dr. Rebecca Hansen, Director
304-696-2332 Fax: 304-696-2846 MU, Old Main 316, 1 John Marshall Dr., Huntington, WV 25755
fuller26@marshall.edu www.marshall.edu/collegeprogram 14,000 Students

Marymount Manhattan College Academic Access Program (SLD), Diana Nash, Director
212-774-0724 Fax: Call, MMC, 221 East 71st St. New York, NY 10021
dnash@mmm.edu www.mmm.edu/offices/academic-access-program/ 1,750 Students

McDaniel College Academic Support & Disability Services (MAP, PASS, ASP) (AD), Melanie Conley, Director
410-857-2504 Fax: 410-386-4617 McD College, SASS, 2 College Hill Westminster, MD 21158
mconley@mcdaniel.edu, sass@mcdaniel.edu <https://www.mcdaniel.edu> 1,600 Students

Mercyhurst University A.I.M., (ASD), Bradley McGarry, Director
814-824-2451, 814-824-3819 Fax: Call, Mercyhurst U, Egan 304, 501 East 38th Street Erie, PA 16546
bmcgarry@mercyhurst.edu <http://www.mercyhurst.edu/academics/autism-initiative-> 2,995 Students

Mercyhurst University AAP, (AD), Erica Cox, Director
814-824-3048, 814-824-2360 Fax: Call, Mercyhurst U, Egan 115, 501 East 38th Street Erie, PA 16546
ecox@mercyhurst.edu <http://www.mercyhurst.edu/> 2,995 Students

Misericordia University Alternative Learners Program (AD), Kristen Ricardo, Asst. Director
570-674-6205 Fax: 570-674-3026 MU, 301 Lake St. Dallas, PA 18612-1090
kricardo@misericordia.edu, kgargone@misericordia.edu www.misericordia.edu 1,898 Students

Missouri State University Project Success (SLD, ADHD), Dr. Steve Capps, Ms. Kerri Mothersead
417-836-4787 Fax: 417-836-5475 MSU, 300 S. Jefferson Ave., Ste 502 Springfield, MO 65806
LearningDiagnosticClinic@missouristate.edu, amandapolking@missouristate.edu <http://psychology.missouristate.edu/lcdc/> 26,000 Students

Missouri State University Learning Diagnostic Clinic (SLD), Dr. Steve Capps, Director
417-836-4787 Fax: 417-836-5475 MS, 901 S. National Ave., MAC, Suite 502 Springfield, MO 65897
LDC@missouristate.edu <http://psychology.missouristate.edu/lcdc/> 26,000 Students

Mitchell College Bentsen Learning Resource Center (SLD, ADHD), Alice Murallo, Asst. Director
860-629-6814, 860-701-5141 Fax: Call, Mitchell College, Bentsen LC, Duques Center, 437 Pequot Ave., New London, CT 06320-4498
murallo_a@mitchell.edu www.Mitchell.edu 800 Students

Mitchell College Academic Coaching for Empowerment (AD), Alice Murallo
860-629-6214, 860-701-3531 Fax: 860-701-5469 MC, 437 Pequot Ave. New London, CT 06320-4498
murallo_a@mitchell.edu www.Mitchell.edu 800 Students

Montana, University of Mosaic (ASD), Prof. Jennifer K. Schoffer Closson, Director
406-243-2405 Fax: 406-243-2362 UofM, 32 Campus Drive, Missoula, MT 59812
jennifer.closson@mso.umt.edu, silhos@umontana.edu www.health.umt.edu/sihos/dewit-ritecare-clinic/mosaic.php 11,000 Students

Mt. Saint Joseph University Project EXCEL (SLD, ADHD), Stacy Mueller, Director
513-244-4623 Fax: 513-244-4629 MSJU, 5701 Delhi Rd. Cincinnati, OH 45223-1670
stacy.mueller@msj.edu, admission@msj.edu http://www.msj.edu, project.excel@msj.edu 2,000 Students

Murray State University Project Pass (AD), Kenneth M. Ashlock, Director
270-809-2018, 270-809-6888 Fax: 270-809-4339 MSU, 423 Wells Hall Murray, KY 42071
msu.studentdisabilities@murraystate.edu, kashlock@murraystate.edu murraystate.edu 10,495 Students

Muskingum University The PLUS Program (AD), Dr. Traci Tuttle, Interim Director
740-826-8280 Fax: 740-826-8285 Muskingum University, PLUS Center, Walter Hall 19, 163 Stormont New Concord, OH 43762-1199
ttuttle@muskingum.edu http://www.muskingum.edu/plus 1,350 Students

Nicholls State University Bridges to Independence - Degree Prog. (ASD), Dr. Mary Breaud, Bridge Prog. Advisor
985-448-4341 Fax: 985-449-7157 NSU, Dr. Breaud, PO Box 2053 Thibodaux, LA 70310
mary.breaud@nicholls.edu https://www.nicholls.edu/disability/ 8,000 Students

North Carolina U. of, Chapel Hill The Learning Center (LD, ADHD), Kimberly Ables, Director
919-962-3982, 919-962-4426 Fax: 919-843-5609 UNC, SASBN, Suite 0118 & 2109 450 Ridge Rd., Chapel Hill, NC 27599-7214
learning_center@unc.edu http://www.unc.edu/asp/ 17,628 Students

Northeastern University Learning Disabilities Program (SLD, ADHD), Jennifer Newton, Director
617-373-2675, 617-373-4526 Fax: 617-373-7800, 617 NEU, 135 Forsyth Bldg., 360 Huntington Ave. Boston, MA 02115
j.newton@northeastern.edu, DRC@northeastern.edu http://www.northeastern.edu/ldp 13,473 Students

Notre Dame College Academic Support Center (SLD), Mary Jo Levand, Director, ASC
216-373-5185, 216-373-5359 Fax: Call, NDC, 4545 College Road South Euclid, OH 44121-4293
mlevand@ndc.edu notredamecollege.edu 1,346 Students

Nova Southeastern University Access Plus (ASD), Susan Kabot, Ed.D., CCC-SLP, Exec. Dir.
954-262-7129, 954-262-7168 Fax: Call, NSU, 3301 College Ave., Fort Lauderdale, FL 33314-7796
kabet@nova.edu, disabilityservices@nova.edu www.nova.edu 3,000 Students

Ohio Wesleyan University Bishop Access (AD), Stephanie L. Rowland, Coordinator
740-368-3990 Fax: 740-368-3499 OWS, 316 Corns Hall (Sagan ARC) 61 S. Sandusky St., Delaware, Ohio 43015
bishopaccess@owu.edu owu.edu 1497 Students

Ozarks, University of the Jones Learning Center, (SLD, ADHD, ASD), Julia Frost, Director, Ashley Bryant, Of, Mgr.
479-979-1403 Fax: 479-979-1429 U of the Ozarks, 415 N. College Ave. Clarksville, AR 72830
jlc@ozarks.edu <https://ozarks.edu/new-student/jones-learning-center/> 872 Students

Pima Community College Coaching and Pathways Program (AD), Wendy Dassau, Program Coordinator
520-206-2257 Fax: Call, PCC, 1255 N. Stone Ave. Tucson, AZ 85709-3012
pcc-cappss@pima.edu www.pima.edu/current-students/disabled-student-resources/ 47,600 Students

Purchase College, SUNY Cornerstone (ASD), Amy Fisk, Prog. Coord.
914-251-6035 Fax: 914-251-5934 PC, Student Services Bldg., Room 316A, 735 Anderson Hill Rd., Purchase, NY 10577
amy.fisk@purchase.edu, odr@purchase.edu www.purchase.edu 4,000 Students

Ramapo College Enhance (ASD), Suzanne Calgi, LCSW, Program Coordinator
201-684-7522 Fax: Call, RC, 505 Ramapo Valley Rd Mahwah, NJ 07430-1623
enhance@ramapo.edu <https://www.ramapo.edu/enhance/> 6,008 Students

Rochester Institute of Technology Spectrum Support Program (ASD), Laurie Ackles, LMSW, Director
585-475-6936 Fax: 585-475-5832 RIT, 34 Lomb Memorial Drive, Campus Center, Suite 2720 Rochester, NY 14623
laaldc@rit.edu www.rit.edu/ssp 17,000 Students

Rochester Institute of Technology National Technical institute for the Deaf (HI), Rachel Abbett, Manager
585-475-5277 Fax: 585-475-2215 NTID, 52 Lomb Memorial Drive, Rochester, NY 14623
rkmdis@rit.edu www.rit.edu/dso 16,500 Students

Rochester Institute of Technology Empower Program (AD), Inge Meffert, Program Coordinator
585-475-5296 Fax: Call, NTID, 2050-D Monroe Hall Rochester, NY 14623
empower@rit.edu www.rit.edu/dso 17,000 Students

Roosevelt University, Chicago Learning and Support Services (SLD), Nancy Litke, Sr. Director
312-341-3810, 312-341-3811 Fax: 312-341-2471 Roosevelt U., 430 S. Michigan Ave. Chicago, IL 60605
nlitke@roosevelt.edu, academicsuccess@roosevelt.edu www.roosevelt.edu/asc 4,300 Students

Rutgers University College Support Program (ASD), Cortney Butler, Director
848-932-9558 Fax: Call, Rutgers University, 152 Frelinghuysen Rd. Piscataway, NJ 08854-8020
cortney.butler@rutgers.edu gsapp.rutgers.edu/ 6,321 Students

Santa Monica College Learning Disabilities Program (SLD), George Marcopulos, Coord
310-434-4684 Fax: Call, Santa Monica College, 1900 Pico Blvd. Santa Monica, CA 90405-1628
marcopulos_george@smc.edu http://www.smc.edu 29,527 Students

Santa Monica College Deaf & Hard of Hearing Services (HI), Denise Henninger
818-570-3813(TX), 310-434-4497, Fax: 310-434-4272 SM, 1900 Pico Blvd., SS101 Santa Monica, CA 90405
henninger_denise@smu.edu www.smu.edu/student services/ 29,527 Students

Southern Illinois U., Carbondale ACHIEVE Program (SLD, ADHD, ASD), Dr. Arlene Tan, Director
618-453-6155, 618-453-6135 Fax: 618-453-3711 SIUC, 870 Lincoln Dr., MC 6832 Carbondale, IL 62901
achieve@siu.edu, arlenet@siu.edu https://achieve.siu.edu 13,000 Students

St. Joseph's University Kinney Ctr for Autism Edu. and Support, ASPIRE (ASD), Angus Murray, Exec. Director
610-660-2185, 610-660-2170 Fax: 610-660-2175 SJU, 5600 City Avenue, Philadelphia, PA 19131
kinneyautism@sju.edu, amurray@sju.edu kinneyautism@sju.edu 4,805 Students

St. Norbert College Autism Spectrum Disorders (ASD), Dr. Bruce Robertson, Senior Director
920-403-3045 Fax: 920-403-4064 St.N., 601 Third St., 2nd Fl. DePere, WI 54115-2099
bruce.robertson@snc.edu, counseling@snc.edu https://www.snc.edu/counseling/library/autism.html 2,300 Students

St. Thomas Aquinas College Pathways (SLD, ADHD), Dr. Richard F. Heath, Director
845-398-4230, 845-398-4231 Fax: 845-398-4229 St. Thomas Aquinas, 125 Route 340 Sparkill, NY 10976-1050
pathways@stac.edu, rheath@stac.edu www.stac.edu/ 1,200 Students

Tennessee, Univ of, Chattanooga Mosaic (ASD), Michelle Rigler, Exec. Dir., Amy Rutherford, Asst.
423-425-4006, 423-425-4008 Fax: 423-425-2288 UTC, 615 McCallie Ave Chattanooga, TN 37403
Michelle-Rigler@utc.edu, Amy-Rutherford@utc.edu www.utc.edu/disability-resource-center/mosaic/index.php 11,000 Students

Texas Tech University CASE Program (ASD), DeAnn Lechtenberger, Ph.D., Case Director
806-834-7804, 806-742-4561 Fax: Call, TTU, Burkhardt Center, 2902 18th St., Box 41071 Lubbock, TX 79409
deann.lechtenberger@ttu.edu, applyCASE.educ@ttu.edu http://www.depts.ttu.edu/burkhardtcenter/case/ 35,893 Students

Texas Tech University TECHniques Center (SLD, ADHD, ASD), Brandi Schreiber, Program Director
806-742-1822 Fax: Call, TTU, 242 West Hall, Box 45007 Lubbock, TX 79409
brandi.schreiber@ttu.edu, techniques.center@ttu.edu http://www.depts.ttu.edu/techniques/index.php 35,893 Students

Thomas More University Institute for Learning Differences, Dr. John Ernst, Director
859-344-3582, 859-344-3355 Fax: Call, TMU, 333 Thomas More Parkway Crestview Hills, KY 41017
idl@thomasmore.edu, ernstj@thomasmore.edu https://university.thomasmore.edu/academics/ild/ 2,000 Students

Trinity International University Access Program (ASD), Ruby Owiny, Ph.D.
847-317-7166 Fax: Call, TIU, 2065 Half Day Road Deerfield, IL 60015
rowiny@tiu.edu https://www.tiu.edu 2,613 Students

Ursuline College FOCUS Program (SLD, ADHD), Morgan Weber, M.A., Dis. Spec.
440-449-2046 Fax: 440-684-6114 Ursuline College, 2550 Lander Road Pepper Pike, OH 44124
morgan.weber@ursuline.edu, ekohut@ursuline.edu www.ursuline.edu 1,496 Students

Vincennes University STEP (AD), Angie Crabtree, M.S., Step Director
812-888-5116, 812-888-4214 Fax: 812-888-5531 VINU, 1002 N. First St. Vincennes, IN 47591-5201
acrabtree@vinu.edu, step@vinu.edu www.vinu.edu/step 4,416 Students

Waldorf University Learning Disabilities Program (SLD), Kristin Wempen, Megan Norland, Disab. Specialists
641-585-8211, 641-585-8207 Fax: 641-585-8125 Waldorf University, 106 S. 6th St. Forest City, IA 50436
kristin.wempen@waldorf.edu, aace@waldorf.edu www.waldorf.edu/Residential/Academics/ 559 Students

Waldorf University Academic Support Program (AD), Kristin Wempen, Disability Specialist
641-585-8211, 641-585-8207 Fax: 641-585-8125 Waldorf University, 106 S. 6th St. Forest City, IA 50436
kristin.wempen@waldorf.edu, aace@waldorf.edu www.waldorf.edu/Residential/Academics/ 559 Students

West Florida, University of (ARGOS) Autism Inclusion Program (ASD), Dr. Tina Likovetz, Assoc. Director
850-474-2387 Fax: 850-474-2250 UWF, 11000 University Pkwy, Pensacola, FL 32514
tlikovetz@uwf.edu, sar@uwf.edu www.uwf.edu/sar 10,000 Students

West Virginia Wesleyan College The Mentor Advantage Program (SLD), Dr. Shawn Kuba, Director
304-473-8558, 304-473-8563 Fax: 304-473-8497 WVWC, 59 College Ave. Buckhannon, WV 26201-2995
kuba_s@wvwc.edu /academics/about/learning-center/mentor-advantage-program 1,500 Students

Western Kentucky University Kelly Autism Program Circle of Support (ASD), Sarah Mcmaine-Render, Asst. Dir.
270-745-5264 Fax: 270-745-4233 WKU, 104 Alumni Ave Bowling Green, KY 42101
sarah.mcmaine@wku.edu, circleofsupport@wku.edu https://wku.edu/kapcircleofsupport/ 17,595 Students

Western Michigan University Autism Services Center (ASD), Kourtney Bakalyar, Ed.D. BCBA, Coordinator
269-387-4349, 269-387-2116 Fax: Call, WMU, Woodlawn PL (Bldg 86), 2210 Wilbur Ave. Kalamazoo, MI 49008-5277
kourtney.k.bakalyar@wmich.edu www.wmich.edu/disabilityservices 18,313 Students

Westminster College Learning Differences Program (SLD, ADHD), Tirza Kroeker, Director
573-592-5305, 1-800-475-3361 Fax: Call, WC, Westminster Hall, Rm 34, 501 Westminster Ave. Fulton, MO 65251-1299
tirza.kroeker@westminster-mo.edu www.westminster-mo.edu 895 Students

Wisconsin, U. of, Oshkosh Project Success (SLD), Ashley Lewandowski, Student Support Specialist
920-424-1033 Fax: 920-424-0858 UW, 800 Algoma Blvd., NEB, Rm. 26 Oshkosh, WI 54901-8662
projectsuccess@uwosh.edu, lewandoa@uwosh.edu www.uwosh.edu/projectsuccess 13,955 Students

Wisconsin, U. of, Whitewater Project Assist (SLD, ADHD, ASD), Nancy Amacher, Sr. Assoc. Dir.
262-472-4711, 262-472-1109 Fax: 262-472-4865 UW, 800 W. Main St., Andersen Library 2002 Whitewater, WI 53190-1790
amachern@uww.edu, csdpa@uww.edu www.uww.edu/csd/assist/ 11,100 Students

Wright State University RASE Program (ASD), Thomas Webb, Dir., Heather Rando, Prog. Coord.
937-775-5680 Fax: 937-775-5699 Wright State U., 180 University Hall 3640 Colonel Glenn Hwy., Dayton, OH 45435
disability_services@wright.edu, thomas.webb@wright.edu www.wright.edu/disability-services 17,000 Students

Xavier University X-Path (ASD), Cindy Lowman Stieby, Coordinator
513-745-3280 Fax: 513-745-3378 Xavier U, 512 Conaton Learning Commons Cincinnati, OH 45207-1131
disabilityservices@xavier.edu, lowman@xavier.edu xavier.edu/disability-services 4,300 Students

*List of Alternative
Post-secondary Transition Programs*

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

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

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

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

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

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

For schools that are of interest to you, which do not appear on the above website, call the college program directly and ask if they are part of the CTP program.

Bellevue College Occupational & Life Skills Program, Marci Muhlestein, Assoc. Dean
425-564-5206, 425-564-5207 Fax: Call, Bellevue College, 14673 NE 29th Place Bellevue, WA 98007
ols@bellevuecollege.edu www.olsatbellevuecollege.com 83 Students

Bethesda College at Concordia U. Prog. for individuals with intellectual and developmental disabilities, Chris Wright, Assistant Director
847-262-243-2699 Fax: Call, Bethesda College, 12800 N. Lake Shore Drive Mequon, WI 53097
christopher.wright2@cuw.edu www.cuw.edu/about/offices/bethesda.html 13 Students

Brooke Whitted Center Transitional Living Program for Young Adults, Kristin Friesen, Dir. of Admis., Diana Kon, Co-Exec.
773-420-2596, 773-420-2891 Fax: Call, BWC, 6238 S. Ellis Chicago, IL 60637
kfriesen@oschool.org, info@bw-center.org http://bw-center.org 75 Students

Central Missouri, University of THRIVE Program (CTP), Michael Brunkhorst, Int. Dir.
660-543-4260 Fax: 660-543-4167 UCMO, 530 S. Maguire St. Warrensburg, MO 64093
thrive@ucmo.edu, mbrunkhorst@ucmo.edu https://www.ucmo.edu 12,300 Students

Chapel Haven East Residential prog. for adults with developmental, social & ASD, Catherine DeCarlo, VP of Admissions & Marketing
203-397-1714 x148 Fax: 203-937-2466 Chapel Haven East, Main Campus, 1040 Whalley Ave. New Haven, CT 06515
cdecarlo@chapelhaven.org www.chapelhaven.org 65 Students

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

Cincinnati, University of Transition and Access Program (TAP) (CTP), Christina Carnahan
513-556-4307, 513-556-2529 Fax: Call, UC, PO Box 210002, Dyer Hall Cincinnati, OH 45221
transitionaccess@uc.edu, ats@uc.edu, christina.carnahan@uc.edu https://cech.uc.edu/education/ats/tap.html 21,598 Students

Clemson University Clemson LIFE (CTP), Erica Walters, Prog. Coordinator
864-656-0501 Fax: Call, Clemson Life, 201F Godfrey Hall, CU Clemson, SC 29634
clemsonlife@g.clemson.edu www.clemson.edu/culife 40 Students

College Internship Program, CA For young adults with Autism, ADHD and Learning Differences , Pilar Page
510-704-4476 x104 Fax: 510-295-2438 CIP, 2070 Allston Way, Suite 101 Berkeley, CA 94704
admissions@cipworldwide.org www.cipberkeley.org 20-30 Students

College Internship Program, FL For young adults with Autism, ADHD and Learning Differences , Jessica Stacey, Admissions Coordinator
321-259-1900 Fax: 321-255-9244 CIP, 4020 Hammock Dr. Melbourne, FL 32935
admissions@cipworldwide.org www.cipbrevard.org 20-30 Students

College Internship Program, IN For young adults with Autism, ADHD and Learning Differences , Ashley Sullivan, Admissions Coordinator
812-323-0600 Fax: Call, CIP, 425 N. College Ave. Bloomington, IN 47403
admissions@cipworldwide.org, asullivan@cipbloomington.org www.cipworldwide.org 20-30 Students

College Internship Program, LB Living exp. for Learning Differences, Autism spectrum, etc. , Jennifer Kilby, M.A, Program Director
562-961-9250 x226 Fax: 562-961-9252 CIP, 4510 E. Pacific Coast Hwy, Ste 100 Long Beach, CA 90804
admissions@cipworldwide.org www.ciplongbeach.org 20-30 Students

College Internship Program, MA Living experiences for young adults with Autism, ADHD and Learning , Erin Fitzgerald, Intm Admiss. Co
413-344-4109 Fax: 413-243-3351 CIP, 40 Main St., Suite 3 Lee, MA 01238
efitzgerald@cipberkshire.org, admissions@cipworldwide.org www.cipberkshire.org 50-60 Students

College Internship Program, NTL For Learning Differences, Asperger's and High-Functioning Autism , Maggi Sanderson, Enrollment Spec
877-566-9247 Fax: 413-445-5069 CIP, National Admissions Office, 199 South Street Pittsfield, MA 01201
admissions@cipworldwide.org, msanderson@cipworldwide.org www.cipworldwide.org 150 Students

College Living Experience, National Young adults with learning differences - 6 locations , Melinda Khachaturian, National Director Admi
703-850-0019 Fax: Call, CLE, 401 N. Washington St., Ste 420, Rockville, MD 20850
mkhachaturian@ExperienceCLC.com https://experiencecle.com 230 Students

College of Charleston REACH Program (mild intell. and developmental disabilities) (CTP) , Edie Cusack, Exec. Director
843-953-4849 Fax: Call, C of C, 66 George St. Charleston, SC 29424
REACHProgram@cofc.com reach.cofc.edu 40 Students

College of DuPage Vocational Skills Program, Michael Duggan, Counselor for Students with
630-942-2126, 630-942-2845 Fax: Call, College of Dupage, 425 Fawell Blvd. Glen Ellyn, IL 60137
duggan@cod.edu, vocskills@cod.edu www.cod.edu/programs/vocational/index.aspx 28,000 Students

College of DuPage COACH Program, Michael Duggan
630-942-2208, 630-942-2176 Fax: Call, College of Dupage, 425 Fawell Blvd. Glen Ellyn, IL 60137
CE@cod.edu, duggan@cod.edu www.cod.edu/programs/vocational/index.aspx 28,000 Students

College of Lake County Personal Success Program (mild/moderate cognitive disabilities), Sandy Schwab, Senior Program Coordinator
847-543-2994 Fax: 847-543-3015 CLC, WPDI, 19351 West Washington St. Grayslake, IL 60030-1198
sschwab@clcillinois.edu www.clcillinois.edu 40 Students

Eastern New Mexico University, Special Services (CTP), Kim Childress
575-624-7218 Fax: 575-624-7350 ENMU-R, Special Services, 52 University Blvd. Roswell, NM 88203
kim.childress@roswell.enmu.edu http://www.roswell.enmu.edu/student-services/ 2,600 Students

Edge Learning and Wellness Collegiate Community, Jack Flight, LCSW, RDDP, CSOTS, Program
224-616-2655 Fax: Call, 63 East Lake St. Chicago, IL 60601
info@edgelearningcommunity.com http://edgelearningcommunity.com 18 Students

Edgewood College Cutting Edge Program, Michelle Slekar, CE Pre-College Coordinator
608-663-2332 Fax: 608-663-6727 EC, Cutting-Edge Prog., 1000 Edgewood College Dr. Madison, WI 53711-1997
cuttingedge@edgewood.edu, mslekar@edgewood.edu http://www.edgewood.edu 2,220 Students

Elmhurst College ELSA - Elmhurst Learning & Success Academy (CTP), LuEllen Doty, Ed.D., Dir., Jane Cannata, Assoc. Dir.
630-617-3400, 630-617-3644 Fax: 630-617-6471 Elmhurst College, ELSA, 190 Prospect Ave. Elmhurst, IL 60126
elsa@elmhurst.edu, lud@elmhurst.edu, jane.cannata@elmhurst.edu www.elmhurst.edu 3,000 Students

George Mason University Mason LIFE Program (CTP), Heidi J. Graff, Ph.D., Program Director
703-993-3905 Fax: 703-993-5070 GMU, Kellar Inst. for Human Disabs., M51F2 4400 University Dr., Fairfax, VA 22030
hgraff@gmu.edu, ljorgen2@gmu.edu http://masonlife.gmu.edu 53 Students

Harper College, Skills Institute Career Skills Institute for Students with Intellectual Disabilities, Linda M. Hoeck, Career Skills Institute Co
847-925-6000 x2076 Fax: Call, Harper, 1200 W. Algonquin Rd. Palatine, IL 60067
lhoeck@harpercollege.edu harpercollege.edu 15 Students

Independence Center Young Adults (18-30) with Learning Disabilities, Judith Maizlish, Exec. Dir., Gloria Ogletree, Admin.
310-202-7102 Fax: 310-202-7180 IC, 3640 S. Sepulveda Blvd., Suite 102 Los Angeles, CA 90034
www.independencecenter.com 30 Students

Iowa, University of UI REACH Program, (CTP) Realizing Edu, and Career Hopes, William (Bill) Loyd Jr, Director
319-335-0525, 319-384-2127 Fax: 319-384-2167 UofI, 229 Lindquist Center, College of Education 240 S. Madison St., Iowa City, IA 52242-1529
reach@uiowa.edu, william-loydjr@uiowa.edu <http://education.uiowa.edu/services/reach> 50 Students

Judson University RISE Program, Gineen Vargas, Program Director
847-628-2524 Fax: Call, JU, 1151 N. State St. Elgin, IL 60123
gineen.vargas@judsonu.edu, andrew.burless@judsonu.edu www.judsonu.edu 20 Students

Kent State University Center for Innovation (CTP), Rachel McMahan Queen Ph.D, Center Director
330-672-0724, 330-672-0722 Fax: Call, KSU, 800 E. Summit St. Kent, OH 44240
r McMahan@kent.edu, rbaer@kent.edu www.kent.edu 24,000 Students

Lesley University Threshold Program, Dr. Ernst VanBergeijk
617-349-8181, 800-999-1959 Fax: 617-349-8189 Lesley U., 29 Everett St. Cambridge, MA 02138-2790
threshold@lesley.edu, evanberg@lesley.edu 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
866-736-7811 Fax: 623-773-2788 LDI, 18001 N. 79th Ave., Bldg B-42 Glendale, AZ 85308
info@life-development-inst.org, rcrawford@discoverldi.com www.discoverldi.com 40 Students

Memphis, University of Tiger Life (CTP), Viki Poole
901-678-4303 Fax: Call, UofM, c/o Dr. Chrisann Schiro-Geist, Bldg. 29 4050 S. Park Loop, Memphis, TN 38152
v.poole@memphis.edu, vkschwrt@memphis.edu www.memphis.edu/tigerlife/contact_us.php 20,000 Students

Mercyhurst University, NE OASIS (CTP), Katie Huba, M.S., BCBA, Director
814-725-6299 Fax: Call, MU, NE, 16 W. Division St. North East, PA 16428
oasis@mercyhurst.edu, khuba@mercyhurst.edu <https://northeast.mercyhurst.edu/oasis-program> 675 Students

Minnesota Independence College Employment/social/life skills train. prog. for young adults-Autism/LDS, Katie Sjeklocha, Enrollment an
612-876-9409 Fax: 612-869-0443 Minnesota Life College, 7501 Logan Ave South, Suite 2A Richfield, MN 55423
admissions@miccommunity.org www.miccommunity.org 49 Students

Missouri State University BEAR Power (CTP), Rachel L. Heinz, Director
417-836-5282 Fax: Call, MSU, 901 S. National Ave. Springfield, MO 65897
bearpower@missouristate.edu, RachelHeinz@MissouriState.edu <https://www.missouristate.edu/bearpower/overview.htm> 17,434 Students

Missouri University of, St. Louis SUCCEED (CTP), Jonathan Lidgus, Director, Maya Harris Coord/Voc
314-516-5911, 314-516-5537 Fax: Call, UofMSL, 113 Lucas Hall, 1 University Blvd. St. Louis, MO 63121-4400
lidgusj@umsl.edu www.umsl.edu/ 14,000 Students

Mitchell College Thames Academy (TA), Beverly Scully, Director
860-701-5457, 860-701-7795 Fax: 860-444-1209 Thames Academy, 437 Pequot Ave. New London, CT 06320
scully_b@mitchell.edu www.mitchell.edu 40 Students

Murray State University College to Career Experience (CTP), Ken Ashlock, Director
270-809-2018, 270-809-6888 Fax: 270-809-4339 MS, 423 Wells Hall Murray, KY 42071
msu.studentdisabilities@murraystate.edu, kashlock@murraystate.edu <https://www.murraystate.edu> 10,495 Students

National Louis University P.A.C.E. at NLU (CTP), Mallory Pratt, Outreach Dev. Spec.
312-261-3770 Fax: 312-261-3770 NLU, 122 S. Michigan Ave Chicago, IL 60603
paceprogram@nl.edu, mpratt6@nl.edu <http://www.nl.edu/paceatnlu/> 35 Students

New York Institute of Technology Vocational Independence Program (VIP) (CTP), Walter Mayer, Assoc. Director of Admissions
631-348-3139 Fax: Call, NYIT, Northern Boulevard Old Westbury, NY 11568
wmayer@nyit.edu www.nyit.edu/vip 42 Students

Nicholls State University Bridges to Independence - Certificate Prog. (CTP), Dr. Mary Breaud, Bridge Prog. Advisor
985-448-4341 Fax: 985-449-7157 NSU, Dr. Breaud, PO Box 2053 Thibodaux, LA 70310
mary.breaud@nicholls.edu <https://www.nicholls.edu/disability/> 8,000 Students

North Carolina, U. of, Greensboro Beyond Academics, Alisa Pluff, Director, Eric Marshburn, Dir.
336-334-3905 Fax: Call, UNC, 3607 MHRA Bldg., 1111 Spring Garden St. Greensboro, NC 27412
beyondacademics@uncg.edu <https://beyondacademics.uncg.edu/about> 16,439 Students

Northern Kentucky University Supported Higher Education Project (SHEP) (CTP), Dr. Missy Jones, SHEP Ccoordinator
859-572-1423 Fax: Call, MEP 100 Nunn Drive Highland Heights, KY 41099
jonesme@nku.edu <http://inside.nku.edu/coehs/departments/teachered/inclusive/> 12,160 Students

Ohio State University TOPS (CTP), Jessie Green, Prog. Mgr.
614-685-3185, 614-685-3189 Fax: 614-366-6373 OSU, 1581 Dodd Dr. Columbus, OH 43210
jessie.green@osumc.edu, transitions@osumc.edu nisonger.osu.edu 57,466 Students

OPTIONS OPTIONS Transitions to Independence, Char Reed, Head of Options
618-549-4201 Fax: 618-549-9742 OPTIONS, 101 S. Lewis Lane Carbondale, IL 62901
charlene.reed@experienceoptions.org, www.experienceoptions.org 45 Students

Options for College Success Options for College Success, Shoshana Axler, Director of Admissions
847-425-4797 Fax: 847-425-4798 OPTIONS, 1515 Maple Ave. #190 Evanston, IL 60201
snaxler@optionsforcollegesuccess.org www.optionsforcollegesuccess.org 30 Students

Riverview School, Inc. Post High School Transition Program - Grow, Nancy Hopkins, Director of Admissions
508-888-0489, ext211 Fax: 508-833-7001 Riverview School, 551 Route 6A East Sandwich, MA 02537
nhopkins@riverviewschool.org, admissions@riverviewschool.org www.riverviewschool.org 199 Students

Shepherds College Finding Hope, Fulfilling Dreams, Eric Lindsay, Director of Admiss.
262-878-6359 Fax: 262-878-3402 SC, 1805 15th Ave., Union Grove, WI 53182-1597
info@shepherdscollege.edu, elindsay@shepherdscollege.edu www.shepherdscollege.edu 60 Students

Taft Community College Transition to Independent Living, Aaron Markovits, Program Director
661-763-7773, 661-763-7775 Fax: 661-763-7787 TCC, 29 Cougar Court Taft, CA 93268
amarkovits@taftcollege.edu, intake@taftcollege.edu taftcollege.edu/tewp/til 7,083 Students

Texas Tech University Transition Academy, Janice Magness
806-834-3725 Fax: Call, TTU, Burkhardt Center, 2902 18th St., Box 41071 Lubbock, TX 79409
janice.magness@ttu.edu www.depts.ttu.edu/burkhardtcenter/services 35,893 Students

The Horizons School Learning Disabilities and Mild Learning Differences, Shon Jackson
205 322-6606, 800-822-6242 Fax: 205-322-6605 Horizons, 2018 15th Ave. South Birmingham, AL 35205
sjackson@horizonsschool.org, info@horizonsschool.org www.horizonsschool.org 28 Students

Toledo, University of [T]² Toledo Transition (CTP), Patti Devlin
419-530-2839 Fax: Call, UT, 2801 West Bancroft MS #342 Toledo, OH 43606-3390
patricia.devlin@utoledo.edu www.utoledo.edu/education 16,000 Students

Vista Life Innovations, Inc. Educational program for young adults with Neurological Disabilities, Stephanie Foulkes, Admissions Manager
860-399-8080 - x108 Fax: 860-399-3103 VISTA, 1356 Old Clinton Rd., Westbrook, CT 06498 (also in Madison, CT)
sfoulkes@vistalifeinnovations.org www.vistalifeinnovations.org 30 Students

Wisconsin, U. of, Whitewater Life Program, Ashlea Roselle, Program Coordinator
262-472-1101, 262-472-1905 Fax: Call, UW, 800 W. Main St. Whitewater, WI 53109
lifeprogram@uww.edu, rosellab@uww.edu http://www.uww.edu/coeps/departments/life-program 11,100 Students

Listings by State

Alabama

Alabama, University of
Auburn University
The Horizons School

Arizona

Arizona State University
Arizona, University of
Chapel Haven West
Embry-Riddle Aeronautical University
Life Development Institute
Northern Arizona University
Pima Community College

Arkansas

Arkansas, University of
Ozarks, University of the

California

California State University, LB
California University of, Davis
California University of, San Diego
College Internship Program, CA
College Internship Program, LB
Independence Center
Menlo College
Pacific, University of the
Redlands, University of
San Francisco, University of
Santa Barbara City College
Santa Monica College
Sonoma State University
Southern California, University of
Taft Community College

Colorado

Colorado College
Colorado Mesa University
Colorado School of Mines
Colorado State University
Colorado U of, Colorado Springs
Colorado, University of, Boulder
Colorado, University of, Denver
Community College of Denver
Denver, University of
Fort Lewis College
Northern Colorado, University of
Regis University
Western Colorado University

Connecticut

Chapel Haven East
Connecticut, University of
Hartford, University of
Mitchell College
Vista Life Innovations, Inc.

Florida

Barry University
Beacon College
Central Florida, University of
College Internship Program, FL
Eckerd College
Embry-Riddle Aeronautical University
Florida Atlantic University
Florida Golf Coast University

Florida Institute of Technology
Florida State University
Full Sail University
Lynn University
New College of Florida
Nova Southeastern University
Ringling College of Art and Design
Rollins College
Tampa, University of
West Florida, University of

Idaho

Idaho, University of

Illinois

Augustana College
Blackburn College
Bradley University
Brooke Whitted Center
Chicago State University
College of DuPage
College of Lake County
Columbia College, Chicago
Concordia University
DePaul University
Dominican University
Eastern Illinois University
Edge Learning and Wellness
Elmhurst College
Flashpoint College
Gallaudet University
Governors State University
Harold Washington College
Harper College

Harper College, Skills Institute
Illinois State University
Illinois Wesleyan University
Illinois, University of
Illinois, University of, Chicago
Illinois, University of, Springfield
Judson University
Kendall College (part of NLU)
Knox College
Lake Forest College
Lewis University
Lincoln College
Loyola University Chicago
MacMurray College
National Louis University
North Central College
Northeastern Illinois University
Northern Illinois University
Northwestern University
Oakton College
OPTIONS
Options for College Success
Parkland College
Quincy University
Roosevelt University, Chicago
Roosevelt University, Schaumburg
School of The Art Institute of Chicago
Southern Illinois U., Carbondale
Southern Illinois U., Edwardsville
Trinity International University
Triton Community College
Western Illinois University

Indiana

Anderson University
Ball State University
Butler University
College Internship Program, IN
DePauw University
Holy Cross College at ND
Indiana State University
Indiana University
Indianapolis, University of
Marian University, IN
Notre Dame, University of
Purdue Univ., Fort Wayne
Purdue University
Southern Indiana, University of
St. Francis, University of
Vincennes University

Iowa

Clarke University
Cornell College
Drake University
Dubuque, University of
Grinnell College
Indian Hills Community College
Iowa State University
Iowa, University of
Kirkwood Community College
Loras College
Luther College
Northern Iowa, University of
St. Ambrose University
Upper Iowa University
Waldorf University

Kansas

Kansas State University
Kansas, University of

Kentucky

Kentucky, University of
Louisville, University of
Murray State University
Northern Kentucky University
Thomas More University
Western Kentucky University

Louisiana

Nicholls State University
Tulane University

Maryland

College Living Experience, National Adm.
Goucher College
Maryland U of, College Park
McDaniel College
Towson University

Massachusetts

Amherst College
Boston College
Boston University
College Internship Program, MA
College Internship Program, NTL
Curry College
Dean College

Harvard University
Lesley University
Massachusetts, University of
Northeastern University
Riverview School, Inc.

Michigan

Adrian College
Alma College
Aquinas College
Calvin College
Central Michigan University
Eastern Michigan University
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
Oakland University
Wayne State University
Western Michigan University

Minnesota

Augsburg University
Macalester College
Minnesota Independence College and Community
Minnesota State Univ., Mankato
Minnesota U of, Twin Cities
St. Catherine University

St. Mary's University MN
St. Olaf College
St. Thomas, University of
Winona State University

Missouri

Central Missouri, University of
Columbia College
Lindenwood University
Missouri State University
Missouri Univ. of Science and Technology
Missouri University of, Columbia
Missouri University of, St. Louis
Saint Louis University
Southeast Missouri State University
Stephens College
Webster University
Westminster College

Montana

Montana, University of

Nebraska

Creighton University
Nebraska University of, Omaha
Nebraska, Univ. of, Lincoln

New Hampshire

Franklin Pierce University
New England College
New Hampshire, University of

New Jersey

Fairleigh Dickinson Univ., Metro. Campus
Fairleigh Dickinson University
Rutgers University
Seton Hall University

New Mexico

Eastern New Mexico University
Eastern New Mexico University, Roswell

New York

Adelphi University
Binghamton University, SUNY
Daemen College
Hobart & William Smith Colleges
Hofstra University
Iona College
Ithaca College
Long Island U., Post
Manhattanville College
Marist College
Marymount Manhattan College
Mercy College
New York Institute of Technology
New York University
Purchase College, SUNY
Ramapo College
Rochester Institute of Technology
St. Thomas Aquinas College
Syracuse University

North Carolina

Appalachian State University
East Carolina University
High Point University
North Carolina State University

North Carolina U. of, Chapel Hill
North Carolina, U. of, Greensboro

North Dakota

North Dakota State University

Ohio

Akron, University of
Bowling Green State University
Case Western Reserve University
Central Ohio Technical College
Cincinnati, University of
Cleveland State University
Dayton, University of
Defiance College
Kent State University
Kenyon College
Miami University
Mt. St. Joseph University
Muskingum University
Notre Dame College
Oberlin College
Ohio State University

Ohio State University Newark
Ohio University
Ohio Wesleyan University
Toledo, University of
Ursuline College
Wright State University

Xavier University
Youngstown State University

Oklahoma

Oklahoma State University

Oregon

Lewis & Clark College

Oregon State University

Oregon, University of

Pennsylvania

Bucknell University, Arts & Sciences

Carnegie Mellon University

Drexel University

Eastern University

Edinboro University

Gannon University

King's College

Lehigh University

Mercyhurst University

Mercyhurst University, NE

Misericordia University

Muhlenberg College

Pennsylvania St. U., Univ. Park

St. Joseph's University

Temple University

Villanova University

Rhode Island

Johnson & Wales University

South Carolina

Clemson University

College of Charleston

South Dakota

Dakota State University

Tennessee

Austin Peay State University

Memphis, University of

Rhodes College

Tennessee, Univ of, Chattanooga

Tennessee, Univ. of, Knoxville

Texas

Baylor University

Houston, University of

Schreiner University

Southern Methodist University

Texas A&M University

Texas Tech University

Texas, University of

Vermont

Landmark College

Vermont, University of

Virginia

George Mason University

Virginia, University of

Washington

Bellevue College

Puget Sound, University of

Washington State University

Washington, University of

Washington D.C.

Catholic University of America

Washington, D.C.

American University

Gallaudet University

George Washington University

West Virginia

Bethany College

Davis & Elkins College

Marshall University

West Virginia University

West Virginia Wesleyan College

Wisconsin

Alverno College

Beloit College

Bethesda College at Concordia U.

Cardinal Stritch University

Carroll University

Carthage College

Concordia University Wisconsin

Edgewood College

Lakeland University

Lawrence University

Madison Area Technical College

Mansfield Hall

Marian University, WI

Marquette University

Milwaukee Area Technical College

Milwaukee School of Engineering

Ripon College
Shepherds College
St. Norbert College
Wisconsin, U. of, LaCrosse
Wisconsin, U. of, Madison
Wisconsin, U. of, Milwaukee
Wisconsin, U. of, Oshkosh
Wisconsin, U. of, Parkside
Wisconsin, U. of, Platteville
Wisconsin, U. of, River Falls
Wisconsin, U. of, Stevens Point
Wisconsin, U. of, Whitewater