

College Planning For Students With Disabilities 2019

Expanded presentation includes info and resources for ADHD, Autism, Dyslexia, Mental Health, and Financial Aid

Beth Bazukas, NCC, LPC
Lake Park High School



WEST CAMPUS COUNSELING TEAM

Beth Bazukas	Seniors A-L	630-529-2278	ebazukas@lphs.org
Mike Sakiewicz	Seniors M-Z	630-529-2285	msakiewicz@lphs.org
Taylor Severino	Juniors A-L	630-529-2286	<u>tseverino@lphs.org</u>
Mario Fernandez	Juniors M-Z	630-529-2288	mfernandez@lphs.org
Joe Ziemba	College/Career/ELL	630-529-2289	jziemba@lphs.org
Chris Fruehling	Education Support	630-529-2280	cfruehling@lphs.org

EAST CAMPUS COUNSELING TEAM

Patrice Lovelace	Sophomores A-L	630-529-2282	plovelace@lphs.org
Mary Martinez	Sophomores M-Z	630-529-2283	mmartinez@lphs.org
Tim Czuba	Freshmen A-L	630-529-2279	tczuba@lphs.org
Amy Ritchey	Freshmen M-Z	630-529-2284	<u>aritchey@lphs.org</u>
Joe Ziemba	College/Career/ELL	630-529-2289	jziemba@lphs.org
Chris Fruehling	Education Support	630-529-2280	cfruehling@lphs.org

**COUNSELORS serve as Case Managers for all 504
students on their caseloads.**

Special Education Contact Information

Kim Murphy, Director of Special Education

Kim can answer questions about transition and current SP programming.

kmurphy@lphs.org

639-295-5202

Donna Pizzuto, Special Education Administrative Assistant

Donna can print copies of 3-year re-evals and IEP paperwork.

dpizzuto@lphs.org

630-295-5203

Jen Menold, West Campus School Psychologist

Jen can answer questions about testing, results, etc. for WEST campus students.

jmenold@lphs.org

630-529-2291

Angie Coy, East Campus School Psychologist

Angie can answer questions about testing, results, etc. for EAST campus students.

acoy@lphs.org

630-529-2290

Case Manager Emails

Julie Astrouski jastrouski@lphs.org
Chris Benak cbenak@lphs.org
Erin Bessey ebessey@lphs.org
Missy Cicora mcicora@lphs.org
Gil Dekelaita gdekelaite@lphs.org
Ian Finn ifinn@lphs.org
Melissa Fletcher mfletcher@lphs.org
Lyndsey Gistis lgistis@lphs.org
Phil Groark pgroark@lphs.org
Denise Konwinski dkonwinski@lphs.org
Jeff Palac jpalac@lphs.org

Rokki Parrinello rparrinello@lphs.org
Amanda Perna aperna@lphs.org
Gina Ratner gratner@lphs.org
Kyle Reehoff kreehoff@lphs.org
Kelly Sheridan ksheridan@lphs.org
Shanon Tumpane stumpane@lphs.org
Josh Virostko jvirostko@lphs.org
Pete Willis pwillis@lphs.org
Mary Reynolds (TAP) mreynolds@lphs.org
Stephanie Hester (TAP) shester@lphs.org
Michelle Santoro (NDSEC) msantoro@lphs.org

TABLE OF CONTENTS

PowerPoint Presentation.....	5
Transition Information.....	17
Choices Information.....	22
Special Programs: ADHD/Autism/Mental Health/Dyslexia.....	24
Four-Year Colleges.....	42
Two-Year Colleges.....	67
Financial Aid BASICS.....	72
Additional Resources.....	79

WELCOME

College Planning for Students with Disabilities

Beth Bazukas, NCC, LPC

West Campus Counselor

Senior Students A-L

WHY AM I HERE?



WHY ARE YOU HERE?



ALSO A GREAT MOTTO FOR COLLEGE PLANNING!



SUCCESS IN HIGH SCHOOL AND BEYOND...

- The most successful students demonstrate well-disciplined study techniques.
- They develop strict study schedules, routines, and networks.
- These students prepare, perform, and ask questions when necessary.
- They have found a comfortable place to study with sufficient light and few interruptions.
- They know when to say “no”.
- With each success, these students build self-confidence.

UNDERSTANDING MY DISABILITY/DIAGNOSIS

- Talk to Parents, Teachers, Counselor, Social Worker
- Review any diagnostic information
 - 3-year re-evaluation, Neuropsych Evaluation, Medical Evaluation
- Know what accommodations you need
 - Extended time, tests read, enlarged print, counseling support, etc.
- Ask the TOUGH questions
 - Am I *academically* college-ready?
 - Am I *independent* enough to handle college?
 - What is the best fit for me?
 - (staying close, big school, small school?)

DIFFERENCE BETWEEN IEP'S AND 504'S

- **IEP: Individualized Educational Plan**
 - *IDEA*: Free, appropriate, mandatory public education (FAPE).
 - *Special Education*, may be eligible through 21 years old.
 - *IEP ends with high school.*
- **Section 504**
 - *ADA*: To ensure accessibility to optional education.
 - Students must be otherwise qualified to be admitted.
 - *General Education*, may be eligible in college or workplace.

**Changing IEP to 504-why and when?*

DIFFERENCES BETWEEN HS & COLLEGE

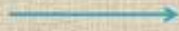
High School

College

- | | | |
|-----------------------------------|---|--|
| Identified through assessment | → | Self-identify |
| Assessed by school | → | Student provides documentation |
| Program determined with parents | → | Planned program not guaranteed |
| Yearly IEP written with goals | → | No yearly meeting |
| Annual Review assesses progress | → | Student is responsible to manage educational progress |
| Right to free public education | → | Right to <u>equal access</u> |
| Parents integral to academic plan | → | Parents no longer have <u>automatic access to academic info.</u> |

MOST COMMON ACCOMMODATION CHANGES

Extended time to complete homework



NO extra time to complete homework

Tests read by staff



Tests will likely be read by a computer program

Test/homework choices reduced options



Test/homework choices will have same options as everyone else

Teacher notes given to students



Students will be able to audio record the class

SO...WHO WILL BE ON YOUR NEW TEAM?

- Parents/Guardians
- DuPage County Rep
- Professors
- Office of Disability Services
- Specialist
- Therapist
- Psychiatrist
- Roommates/Friends

IDRS: ILLINOIS DEPARTMENT OF REHABILITATION SERVICES

- Michele Cave, our Senior Rep
 - Michele Cave@Illinois.gov
 - 630-495-0500
 - Connect before graduation
 - Help with education (including financial aid for COD)
 - Help with job success/acquisition
 - Can be right after high school or later in life
 - Can also help with diagnosis later in life
 - Needed documents in Transition Section

COLLEGE OPTIONS

- Vocational or Certificate Programs (non-degree)
 - College of DuPage/Harper: Health Sciences, Medical Assistant, Phlebotomy
 - Vocational Skills Program and COACH (job support)
 - Elmhurst College: ELSA Program
- 2-Year College (2-year degrees +, combo plan)
 - College of Du Page, DeVry, Harper Community College
 - Associate in Applied Science (AAS), Associate in Arts (AA)
 - 2+2 and 3+1 programs
- 4-Year College (sample degrees)
 - Elmhurst College, Loras College, DePaul, NIU, University of Iowa
 - Bachelor of Science (BS)
 - Bachelor of Arts (BA)

LEVEL OF SERVICES

- Required services
 - Standard, reasonable accommodations
 - Basic accommodations: tests read, extended time
 - Many are services (like tutoring) that are available to all students
- Supportive services
 - Special tutoring, possibly consultants, mentors, or therapists
- Specialized programs
 - Typically for a fee: Clinicians, tutoring, parent reports
 - SIUC Achieve program: 3 levels of support (a la carte)
 - Loras College Lynch Learning Center: Specific to Autism Spectrum Disorders
 - EIU STEP program: Specific to Autism Spectrum Disorders

UNIQUE PROGRAMS/OPTIONS

Some schools may offer:

- Summer transition programs
- Early move-in
- Priority registration
- Social activities
- Mentoring
- Option for a single room
- Counseling support
- Social communication instruction
- Education-to-work emphasis

SPECIALIZED PROGRAMS

- See Section on ADHD/Autism/Mental Health for programs around the country.
- Loras College, Dubuque, Iowa
 - Lynch Learning Center: For ASD. Weekly study table sessions, bi-monthly mentoring, specialized career prep.
- SIU-Carbondale
 - Achieve Program: Comprehensive, fee for service program.
 - Can include case management, academic coaching, organization help, etc.

MENTAL HEALTH SUPPORTS

- See list of schools with “exceptional services” in SPECIAL PROGRAMS: ADHD/Autism/Mental Health Section
- If it isn't broken...
 - Look to duplicate the current plan if it has been working.
 - Identify which things the student should be in charge of and which (if any) parts should be maintained by parent/guardian
 - Medication
 - Psychiatry and/or Therapy: are Skype or regular visits home an option?
 - Positive Lifestyle choices and plan
- ANY CHANGES THAT YOU'D LIKE TO MAKE *FOR COLLEGE*, MAKE BEFORE COLLEGE!

*Jason Wynkoop, LCSW, EDGE Learning & Wellness Collegiate Community

CHOICES COLLEGE FAIR

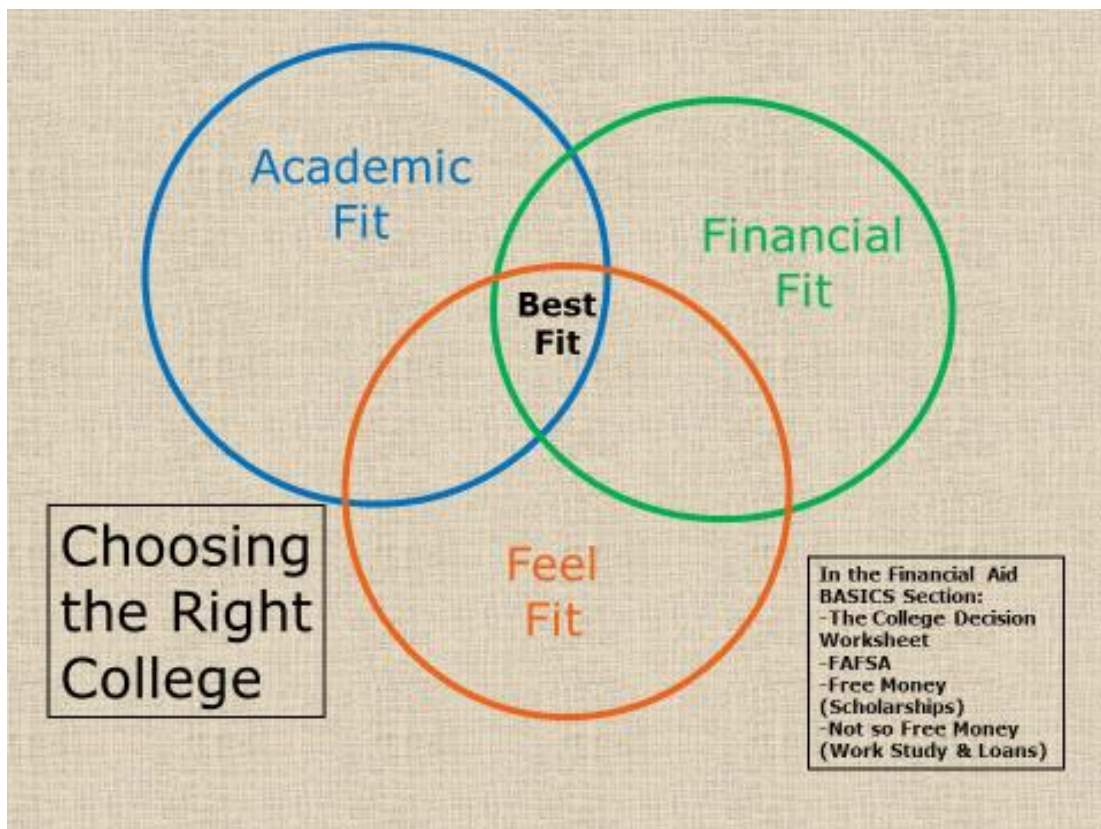
- October 22, 2019 6-9 pm
- **NEW TRIER HIGH SCHOOL: Northfield Campus**
 - 7 Happ Rd
 - Northfield, IL 60093
- Check out the CHOICES website:
 - www.postsecondarychoices.org
 - List of colleges and contact numbers
 - Links to previous presentation topics

DOCUMENTATION

- **MUST** be updated (typically w/in 3 yrs of application)
- **MUST** be formal: including diagnostic assessments - no notes on prescription pads or AIMSWEB for diagnosis
- **MUST** be by qualified professional: Psychiatrist, Psychologist, Neuropsychologist, Masters Level Social Worker
- **MUST** be specific to disability
- **SHOULD** state specific accommodation requests that relate to specified disability
- **WATCH** timeline if switching from IEP to 504!
- Contact Donna Pizzuto at E/C if you need copies of IEP docs:
dpizzuto@lphs.org 630-295-5203

ADMISSIONS

- **MUST** apply through standard application **PROCESS** (typically, no special consideration for admit unless school has alternate admissions like SIUC or WIU.)
- Additional applications for special services
- All colleges require disability documentation to **receive services** (current trend is that this is more important than actually having an IEP or 504.)
- Must self-identify to receive services
- Tell your LPHS counselor if they may/not include information about your disability in letters of recommendation



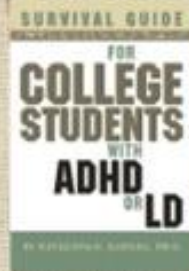
NCAA INFORMATION FOR STUDENT-ATHLETES

- At Lake Park, the majority of Special Education classes are approved by NCAA with appropriate documentation.
- A disability does NOT exempt students from taking required courses.
- Juniors should be registering with NCAA Eligibility Center NOW. (must be done before you can make an official visit: www.Web3ncaa.org)
- NAIA or NJCAA are other associations that have eligibility requirements.

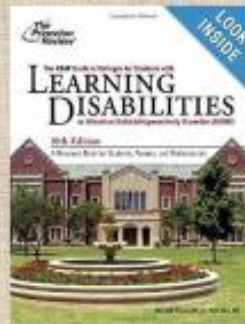
7 STEPS TO SELF-ADVOCACY

1. Know Yourself
2. Know your rights
3. Improve your communication skills
4. Advocate for your needs while in high school
5. Develop your school skills
6. Develop your resources
7. Assess your progress
8. Know how to advocate for your needs after high school

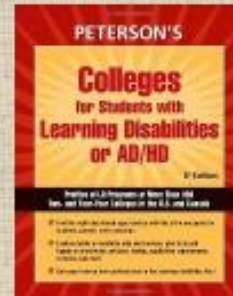
POPULAR BOOK RESOURCES



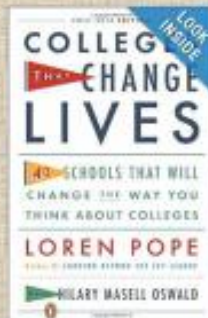
By Kathleen Nadeau, about \$10



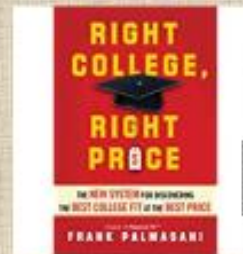
Princeton Review, about \$30



Peterson's Guide, \$75 used, \$175 new



By Loren Pope, about \$10



By Frank Palmasani, about \$10

SPECIAL THANKS TO:

- Dr. Lynn Gallagher, Lynch Learning Center at Loras College (Programs for ASD)
- Mr. Frank Palmasani, Counselor at Providence High School (Author of Right College, Right Price)
- Families! Over the years, there have been other parents who ask, advocate, and understand. It's too hard to do this alone, so Thank You!

-Beth

TRANSITION

Accessing Illinois Department of Human Services (IDHS) Support

Any person, at any age, with a disability or suspected disability, can reach out to IDHS for educational and/or career support. For a high school student, this can even mean financial support for our community college, College of DuPage.

As a student at Lake Park High School, we can offer support to start the process. The next few pages are documents that you will need, so please refer to the information below.

Our current contact for IDHS in DuPage County is Michele Cave. Her contact information is:

- a) michelecave@illinois.gov
- b) 630-495-0500, ext. 224
- c) 1717 Park St., Suite 105 Naperville, IL 60563
- d) All information can be mailed or scanned and emailed to Michele to initiate a “case file”.

In order to access services, you will need to send Michele the following:

- e) Consent for Services form
- f) Referral & Interview form
- g) Copy of IEP, 504, or medical diagnosis (if already established)

DOCUMENTS NEEDED

- 1) **CONSENT FOR SERVICES** form
 - h) Very short form
 - i) Must be signed by parent or guardian and student if over 18 years old.
- 2) **REFERRAL & INTERVIEW** form
 - a) Can be a confusing form, but please try to complete it thoroughly.
 - b) We have already provided “reason for referral” and “Referral Source”.
 - c) This form will be used by Michele in the intake interview to develop a case file and initiate supports.
- 3) **IEP/LAST 3-YEAR RE-EVALUATION, 504, or MEDICAL DOCUMENTATION**
 - a) Families are always given a copy of an IEP, 3-year re-evaluation, or 504. Schools do not always have medical documentation of disability.
 - b) Families must provide copies of all needed information, but Lake Park CAN send a copy of the most recent IEP, 3-year re-evaluation, or 504. We CANNOT send outside diagnostic information, so families are responsible to send this to IDHS/Michele Cave.

4) **RELEASE OF INFORMATION** form

- a) **IF** a student needs LPHS to send the school documentation, rather than sending it themselves, this form must be completed and given to Donna Pizzuto. Her contact info is:
 - i) dpizzuto@lphs.org
 - ii) 630-295-5203
- b) This form is an LPHS form, and goes directly to Donna Pizzuto, while all others go directly to IDHS/Michele Cave

To recap, IDHS needs 3 things to initiate a case file and services for a high school student:

1) Consent for Services Form

2) Referral & Interview Form

3) Copy of latest IEP, 3-year re-evaluation, and/or 504 plan

(If a family cannot locate these, they can reach out to Donna Pizzuto for a copy to be sent to IDHS for them. They will need a Release of Information- see #4 above.)

You can get these forms from your counselor during senior year.

Myths and Misconceptions Regarding Higher Education and Accommodations

I can arrange with the college to wake me up in the mornings, make sure I get to class/exams, help me get organized, and remind me of deadlines.

Items of a personal nature are the responsibility of the student. It is also reasonable for the institution to expect that students can get to class and be responsible as part of being "otherwise qualified".

Parents or the advisor/counselor will enroll me in college.

Students are responsible for selecting courses and enrolling each semester. Working with academic advisors and factoring-in disability-related needs is important in course selection.

Colleges provide LD and AD/HD testing.

Students are required to provide documentation of their disability prior to receiving accommodations. Additionally, colleges have the right to establish their documentation criteria. Insufficient documentation is the responsibility of the student. Some colleges may have on-campus resources that do evaluations less expensively.

Some universities do not provide accommodations.

ALL postsecondary institutions are required to provide appropriate academic accommodations. The extent of services/accommodations may vary, as well as the name of the office/person that is responsible.

Because of my disability, admission and/or graduation requirements can be altered/flexible.

Established requirements--admission, graduation, course(s), gpa, code of conduct, etc--are the same for all students. Accommodations may be appropriate dependant upon the "essential elements" of the program. However, the same standard exists, and students with disabilities are equally accountable.

I qualified for Social Security; therefore, I will get disability services in college.

Services and accommodations are based on two (2) prongs: (1) documentation of a disability by an appropriate professional, **AND** (2) a substantial limitation (impacting learning, reading, etc.). Having a disability protects an individual from discrimination, but does not establish a need for accommodations.

Colleges will provide me transportation from my home/apartment to campus.

Equal access to transportation is required. If no transportation exists, there is no responsibility to create a system for students with disabilities. So, be sure to identify what college and/or public transportation exists. Where you live may also be important in terms of proximity to campus or a bus route.

The college will provide the same services and modifications as the high school IEP.

The IEP is specific to K-12. Accommodations in higher education are determined by disability documentation and substantial limitation due to the disability. Also, some services provided in K-12 may be inappropriate in higher education (e.g., shorter assignments/exams). Determining the availability of accommodations in college is **NOT** solely based on whether an IEP existed (or not) in high school.

Colleges provide tuition and fee waivers for students with disabilities, and help with the cost of books.

No. Financial aid and scholarships may be available through the Financial Aid office. Other resources include the campus disability services office, Vocational Rehabilitation Services (a.k.a. Voc Rehab, VR, DRS) 405-951-3400 (Oklahoma), and HEATH Resource Center <http://www.heath.gwu.edu>

Accommodations are supposed to guarantee that I will pass my classes.

Accommodations are meant to provide equal access and equal opportunity. Access is no guarantee of success.

Once I enroll all of my accommodations will be taken care of.

Students are required to self-identify. Upon self-identification, review of documentation, and determination of appropriate accommodations, students must request services in order to receive them. Without notification or request, no accommodations are provided. It is common to require students to request services each semester since courses, expectations, needs, and the impact of the disability may change.

Whatever accommodations I say that I need will be provided.

Accommodations are based on disability documentation and substantial limitation of the disability. "Essential elements" need not be changed. Consideration is given to individual preferences, but it is the institution's decision, as long as it can be shown to be "equally effective".

Any absences will automatically be excused if I am sick or if it is disability related.

Absences may not negatively affect a student's grade on the basis of an attendance policy in classes where attendance is not "essential" and the absence is directly related to the disability. Any other absences or courses in which attendance is deemed "essential" (e.g., discussion class, lab, foreign language class) are subject to the attendance policy of the instructor or department. In either case, the student is still responsible for the knowledge of the material and work in the class.

I can redo and retake assignments and tests so the results can be adjusted.

Accommodations are made in order to meet the expectations and requirements of the course. With appropriate accommodations, it is expected that students with disabilities will meet the deadlines, complete the homework/assignments, and take exams at the scheduled time. Poor performance, with accommodations, is no grounds for a retake/redo or extra credit.

Colleges are required to provide one-on-one tutoring.

Tutoring is considered something of a "personal nature" and, therefore, outside the scope of accommodations. Equal access to tutoring provided to all students is required. Also, some institutions provide tutoring specifically for students with disabilities as an additional service.

Whenever accommodations are requested, all the previous exams/assignments can be changed, if necessary.

The obligation to provide accommodations begins at the point a request is made. Reasonable notice is required from the student to enact accommodations (e.g. books on tape), although a good faith effort is expected by the institution to provide them in a timely manner. Accommodations are NOT retroactive.

My professors will give me hints/prompts when taking tests.

Exams are taken with the same expectations of other students in the class. "Prompting" by instructors or proctors is an inappropriate accommodation.

Instructors must give me their notes, outlines, study guides and a practice exam.

Equal access to the material presented is the goal of accommodations. Lecture material can be gained via taping lectures, use of volunteer/paid notetakers, notes posted on the internet, or instructor notes. There is no requirement to create something (e.g. notes, study tools). Additional study strategies, such as identifying key points, reading comprehension, test-taking may be necessary. If instructors provide no such "tools" as a part of their course (e.g. practice exams), identify the office on campus that does.

As a parent, I can arrange to have weekly progress reports like had been done all through grade school and high school.

FERPA (Family Educational Rights & Privacy Act), a.k.a. "Buckley", requires strict confidentiality of student information. The institution interacts with the student as an adult, and would require a "release of information" to share records and/or information with anyone else. . .including parents. This change in focus is important in that the **STUDENT** is expected to be responsible and accountable for his/her business.

As long as I attend class and do the homework I will pass the class.

Unlike high school, homework and attendance have little, if any, impact on the final grade. This difference is an important distinction so students can have the appropriate mindset. Grades are based on the criteria established by the instructor. Extra credit as an accommodation is unavailable/inappropriate.

Since I provided the other college with documentation about my disability, all I need to do is bring the accommodation list to the college to which I am transferring.

Each college is permitted to establish their documentation guidelines/requirements. Although greater consistency is occurring nationwide, it is important to check with the institution directly as to what documentation is necessary. Also, accommodations provided at one institution do not obligate another institution to the same.

The college will need to create an independent study program or allow me to take classes at home.

Some courses are offered via Independent Study, Correspondence, on-line, as Distance Education, etc. Check with the Registrar or other appropriate office for these courses. Creating another version of a course offered on-campus is a change in the "essential elements" of that course, and is not required.

I can have the ASL interpreter I choose.

Qualified interpreters are provided as an accommodation to facilitate communication. The interpreter should adhere to the Code of Ethics, have the skill level necessary to communicate effectively, and be able to utilize the student's sign system. Other factors should have no bearing on the interpreter assigned. In postsecondary, interpreters are **NOT** tutors, para-professionals, or helpers.

"Coaching" is a service that colleges provide students who have ADD.

Study skills (notetaking, test-taking, time management, organization, etc.) are typically offered by colleges. It is a service/program offered to students in general. Some Disability Support Service offices may also provide one-on-one assistance. It is important to note that the purpose is skill building. The student is responsible for his/her own studying and preparation. Define "coaching" before discussing what issues exist and what available accommodations may best address them.

Because I have poor memory, I can have open book tests or weekly exams.

Accommodations are provided in order to have equal access and equal opportunity to the programs and services offered. With respect to exams, accommodations address access to the exam that exists. Changing the exam format and/or the number of exams are generally considered to be a change in the "essential elements" of the course.

From:

<http://www.ok-ahead.org/handbook/myths>

CHOICES INFORMATION



Choices.

CHOICES is a regional post-secondary planning night for students with disabilities who are college bound.

postsecondarychoices.org

Their website includes presentations from previous years and include such topics as:

[From High School to College-Transition Strategies](#)

[Disability Services, Supports, Advantages, and Survival Tips at Local Community Colleges](#)

[Mental Health 201: Managing your Mental Health for a successful first year](#)

And many more. Presentations are by professionals from Universities and support services. This year's presentations will be announced closer to the event.

CHOICES COLLEGE FAIR 2019

Tuesday, October 22, 2019

New Trier High School

Northfield Campus

7 Happ Rd.

Northfield, IL 60093

6:00 pm to 6:40 pm: First Breakout Session for Families (Choose one)

6:50 pm to 7:40 pm: Second Breakout Session for Families (Choose one - You will still have plenty of time to check in with representatives at the fair)

7:00 pm to 8:45 pm: College Fair (Doors will not open before 7:00 pm)

Attending Colleges Choices 2019

Updated 3.9.19: More to be added as schools RSVP to Save the Date Invites. Attendance will be reconfirmed in the fall of 2019 so check back often!

1. Bethesda College at Concordia University, Wisconsin
2. Bowling Green University, FLY Program
3. Bradley University
4. Career Skills Institute Program at Harper College
5. Chapel Haven West
6. College Internship Program
7. Colorado-Boulder, University of
8. Dayton, University of
9. DePaul University, Center for Students with Disabilities
10. Eastern Illinois University
11. Elmhurst Learning and Success Academy
12. Indianapolis, University of, BUILD
13. Iowa, University of, Student Disability Services
14. Judson University
15. Landmark College
16. LIFE Program at the University of Wisconsin-Whitewater
17. Lincoln College
18. Loras College, Lynch Learning Center, Enhanced Program, Autism Specific Program
19. Mansfield Hall
20. Michigan State University
21. Missouri, University of
22. Mount St. Joseph University, Project Excel
23. Oakton Community College
24. Options for College Success
25. PACE at National Louis University
26. Roosevelt University
27. Shepherds College
28. Southern Illinois University-Carbondale, Achieve Program
29. Trinity International University
30. Western Illinois University
31. Wisconsin-Madison, University of, McBurney Disability Resource Center
32. Wisconsin-Oshkosh, University of, Project Success
33. Wisconsin-Whitewater, University of, Project Access

It's a little early for a complete list of schools, so below I have provided a list of schools who have previously attended CHOICES fairs. Even if they are not attending this October, they are worth a look. Also, see the Special Programs section for schools known for specialized programs for ADHD and Autism.

SPECIAL PROGRAMS: ADHD, AUTISM, DYSLEXIA & MENTAL HEALTH

20 BEST VALUE COLLEGES FOR STUDENTS WITH ADHD 2017-2018

From bestvalueschools.com

ADHD, or Attention Deficit/Hyperactivity Disorder, is a neurological syndrome that causes executive functioning challenges (EFCs). These include important mental processes like concentration, attention, and motivation. As a result, people with ADHD may have difficulty managing their time or following through on tasks. They may also be forgetful and disorganized.

The symptoms of ADHD can cause challenges in every area of life. They can be especially harrowing for undergrads dealing with ADHD in college. These students often struggle to meet the demands of their classes and keep up with assignments. Fortunately, some schools have developed special academic support programs that provide much-needed assistance for individuals struggling with a documented learning disability or attention deficit disorder on campus.

The 20 Best Value ADHD College Programs Methodology

First, we created a list of all the four-year, public and private (non-profit) colleges and universities in the U.S. that offer supplementary assistance programs for individuals with learning- and/or attention-based disabilities. Next, we conducted a thorough analysis of the types of resources available at each school, paying close attention to services that specifically benefit ADHD students.

Programs were rated for each category of support service they cover:

- Academic coaching or study skills counseling
- Skill-development workshops or groups in topics like time-management, learning strategies, organization, etc.
- Content tutoring for specific courses (not including free peer-tutoring available to all undergraduates)
- Required study halls
- Supplementary academic advising
- For-credit courses/seminars to help build good study habits
- Peer mentors

Note: I have left the full descriptions for colleges near Illinois, but the website has FULL and DESCRIPTIVE information about specific programs that you may find very helpful and encouraging.

20. Adelphi University, Garden City, NY**Learning Resource Program**

Adelphi University's robust Learning Resource Program makes it a top college for ADHD students.

19. Northeastern University, Boston, MA**Learning Disabilities Program**

Already recognized by the *Huffington Post* as one of the ten best colleges for students with ADHD, Northeastern University is practically a shoe-in on this list.

18. The University of Arizona, Tucson, AZ**ADHD Coaching**

The University of Arizona's Strategic Alternative Learning Techniques (SALT) Center is a hub for a wide variety of student resources, including specialized ADHD Coaching. For a reasonable fee (\$1,350 for a minimum contract period of three months), this program helps those struggling with ADHD in college by connecting them with a personal academic coach. Students work one-on-one with their coach to develop the following core competencies: Daily Structure, Focus, Organization, Planning, and Task Initiation and Completion. Weekly sessions take just 15-30 minutes (in person or over the phone) and provide the accountability that many participants need to stay on track with their goals.

17. Saint Louis University, Saint Louis, MO**Student Success Coaching for ADD/ADHD**

Saint Louis University is home to one of the best ADHD college programs in the country. In addition to its conventional Student Success Coaching program, which offers one-on-one training in essential skills like note taking and time management, SLU also features a variant specifically designed for students with learning disabilities. In this program, students can receive coaching in the "executive function skills" that many with ADHD often haven't developed to the same degree as their peers. SLU's resources for learning disabled undergraduates even extend to alternate format course materials and assistive technology.

16. Auburn University, Auburn, AL**SKILL Program**

Auburn University's SKILL Program is a top ADHD college program that features diverse strategies for achieving student success.

4. Ursuline College (TIED), Pepper Pike, OH**FOCUS**

Like Auburn, Ursuline College offers its affordable ADHD college program in stages to address the evolving challenges that can arise along the path to graduation.

14. Southern Oregon University (TIED), Ashland, OR University Coaching and Academic Mentoring

Proudly offering "more than accommodations," Southern Oregon University is home to an impressive range of disability resources, especially for students with ADHD in college

13. Westfield State University, Westfield, MA**Learning Disabilities Program**

Established in 1979, Westfield State University's Learning Disabilities Program has been helping students with ADHD achieve their academic goals for nearly 40 years.

12. Marshall University, Huntington, WV**College HELP**

ADHD and college don't always mix well, but that's not a problem at Marshall University.

11. Fayetteville State University, Fayetteville, NC**Bronco STAR**

One of the nation's best colleges for ADHD students, Fayetteville State University takes a multifaceted approach to learning disability support.

10. Southern Illinois University-Carbondale, Carbondale, IL**Achieve Program**

Southern Illinois University-Carbondale understands that a "one-size-fits-all" approach is not the best way to help learning disabled students. So instead of offering a single comprehensive service for all undergrads, SIU's ACHIEVE program provides a collection of resources that cater to a variety of learning disabilities. To support this mission, this top college for

students with ADHD employs a wide range of staff, including “advisors, case managers, test proctors, academic coaches, and content specific tutors.” These trained professionals can help ACHIEVE members with everything from time management and organizational coaching to reading and writing assistance to personal counseling. And in the end, each participant enjoys a unique and customized experience that suits their exact needs.

**9. Thomas More College, Crestview Hills, KY
Differences**

Institute for Learning

When it comes to learning disability programs, many of the schools on this ranking set a high bar for quality.

8. Eastern Kentucky University, Richmond, KY

Project SUCCESS

Eastern Kentucky University’s Project SUCCESS combines academic coaching, individualized tutoring, and focus groups to provide a full suite of resources for learning-disabled students.

7. West Virginia University, Morgantown, WV

MindFit Academic Enhancement

West Virginia University’s top ADHD college program is called MindFit, and it’s exactly as intense as it sounds.

6. Appalachian State University, Boone, NC

As-U-R

Appalachian State University has one of the most unique, most affordable ADHD college programs on our ranking.

5. Dean College, Franklin, MA

ARCH Learning Community

Anyone who struggles with an attention deficit disorder will attest to the fact that ADHD and college courses are natural enemies.

4. Davis & Elkins College, Elkins, WV

Supported Learning Program

As one of the five best colleges for students with ADHD, Davis & Elkins offers (almost) everything one could ask for in a learning support program.

3. Southern Methodist University, Dallas, TX

Academic Coaching for Students with LD/ADHD

Most of the schools on this ranking of top colleges for students with ADHD consolidate their services into one program. And while Southern Methodist University does not, the resources it offers are no less robust.

2. Limestone College, Gaffney, SC

Program for Alternative Learning Styles (PALS)

What makes Limestone a top college for ADHD students? To find the answer, one needs only look to the Program for Alternative Learning Styles, or PALS.

1. Mount St. Joseph University, Cincinnati, OH

Project EXCEL

For the past 35 years, Mount St. Joseph has been providing assistance for learning disabled students through Project EXCEL. And after more than three decades in the field, MSJU has learned a lot about what it takes to be one of the best colleges for ADHD students. The goal of the program is not just to help undergrads with learning differences make it through college, but to actually see them succeed academically. As such, members of Project EXCEL receive practically unparalleled support, from adult professional tutoring and executive function coaching to personalized academic advising and progress monitoring. In addition, all freshmen participants must enroll in a “Study for Success” course to ensure they start their college journey on the right track.

Colleges with Programs for Students with Asperger Syndrome

ALABAMA

University of Alabama - Tuscaloosa, AL Autism Spectrum Disorders College Transition and Support Program

(UA-ACTS)

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

University of Alabama Autism Spectrum Disorders College Transition and Support Program (UA-ACTS) offers comprehensive academic and behavioral support. \$3000 per semester **ARKANSAS**

University of Arkansas - Fayetteville, AR

Autism Support Program

<http://coehp.uark.edu/10656.php>

Comprehensive services to our students in the areas of academics, social skills, and transitioning to independent adult roles. For more information, please contact Dr. Aleza Greene, 479-595-6071, asgreene@uark.edu. \$5000 per semester.

CALIFORNIA

California State University, East Bay - Hayward, CA

The College Link Program

<http://www.csueastbay.edu/af/departments/as/college-link-program/index.html>

The College Link Program (CLP) mission is to help students who have been diagnosed with Autism Spectrum Disorder to transition and succeed in the higher education environment. Our goal is to assist students in leveraging their individual strengths to facilitate academic and social success. The CLP staff fosters student educational, career, social and independent living skills through creative and flexible approaches to individual needs. The College Link Program philosophy is to increase student independence and decrease dependence on familial and coaching support over the course of the student's educational career.

Golden West College - Huntington Beach, CA

Puzzle Piece

<http://www.goldenwestcollege.edu/dsps/asd>

Puzzle Piece is an Autism Spectrum (ASD) group that was developed by DSPS counselors & students in 2014. The primary focus of the group is to provide peer support and promote college success. Students learn social skills as they participate in workshops, presentations, campus activities, and games.

Taft College - Taft, CA

Transition to Independent Living Program

<http://www.taftcollege.edu/>

Post-secondary program focused on independent living skills

CONNECTICUT

University of Connecticut - Mansfield, CT

Beyond Access (BA)

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

Beyond Access (BA) provides an opportunity for students to work smarter, not harder, in a competitive academic environment while also preparing for life beyond college. Students enrolled in BA work closely with a trained Strategy Instructor (SI) to design and customize their program based on their individual goals and learning profile.

FLORIDA

Nova Southeastern University - Broward County, FL

Access Plus

<http://www.nova.edu/humandevlopment/autism/access-plus/support-programs.html>

Access Plus. a comprehensive program for services, academic, residential and vocational. \$8,000 per semester. Contact Susan Kabot, Ed.D., CCC-SLP, Executive Director of the Autism Institute, at 954-262-7129 or kabot@nova.edu.

University of West Florida - Pensacola, FL

Argos for Autism Program

<http://uwf.edu/offices/equal-opportunity-and-accessibility/student-disability-resource-center/beyond-access/argos-for-autism/>

The Argos for Autism Program (AAP) is a Beyond Access service offered by the Student Disability Resource Center that provides academic, social, life skills, and career planning support to students with autism who attend the University of West Florida. The goal of the AAP is to enhance their college experience by providing assistance with navigating the

college experience. Through 1:1 individualized support and guidance students receive assistance with navigating their UWF experience. Weekly coaching for students is provided by SDRC staff to address individual needs. During coaching sessions, the students work with their coaches on one of the following four areas: Academic Coaching, Social & Community Involvement, Transition & Life Skills, Career Preparation. Contact Dr. Tina Likovetz at 850-474-2387 or sdrc@uwf.edu.

IDAHO

University of Idaho - Moscow, ID

The Raven Scholars Program

<https://www.uidaho.edu/current-students/dss/raven-scholars>

The Raven Scholars Program supports students on the autism spectrum by providing coordination for individualized wraparound services. Contact Raven Scholars coordinator, Leslie Gwartney, at leslieag@uidaho.edu or (208) 885-9107.

ILLINOIS

Eastern Illinois University, Charleston, IL

STEP

<http://www.eiu.edu/step/>

Eastern Illinois University's Students with Autism Transitional Education Program focuses on providing enhanced support in three main skill set areas. A solid foundation of Academic, Social, and Daily-living (ASD) skill sets is crucial for the success of post-secondary students. Cost is \$1000 a semester, and students can be in it as many semesters as they like from 1-graduation. For more information, contact STEP@eiu.edu.

INDIANA

Ancilla College - Donaldson, IN

The Autism Program at Ancilla College (APAC)

<https://www.ancilla.edu/departments/autism/>

A college-level program to help students with Autism Spectrum Disorder to build social, workplace, and academic skills and knowledge. APAC is designed for students who, while exhibiting superior intellectual ability, face serious challenges with communication, social interactions and group educational settings.

University of Indianapolis - Indianapolis, IN

The BUILD Program

<http://www.uindy.edu/ssd/build>

UIndy students with learning-related disabilities can find full support in earning an associate's or bachelor's degree through the BUILD program, Baccalaureate for University of Indianapolis Learning Disabled.

IOWA

Loras College - Dubuque, IA

Autism Resources for Career and Higher Education (ARCH)

<http://www.loras.edu/academics/academic-support/lynch-learning-center/>

Students enrolled in the program will meet weekly with their Lynch Learning Center coach and attend weekly study table sessions and bi-monthly mentoring meetings. In addition to skill building, students will receive specialized career prep including job shadowing, career fairs, internships and one-on-one resume and cover letter counseling.

KENTUCKY

Western Kentucky University - Bowling Green, KY

Kelly Autism Program

<https://www.wku.edu/kellyautismprogram/collegeandcircleofsupport.php>

The KAP Circle of Support provides five major areas of assistance: private dorm room, study tables, mentoring and socials. The theoretical frame work for the Circle of Support is Social Information Processing Theory and Executive

Function Skill Development. All students within the Circle of Support are degree seeking students at Western Kentucky University. Fee is \$5,000/ semester.

LOUISIANA

Nicholls State University - Thibodaux, LA

Bridge to Independence

<https://www.nicholls.edu/disability/bridge-to-independence/>

The Bridge to Independence Program is designed to support students who have been diagnosed with Autism Spectrum Disorder in their pursuit of their chosen degree at Nicholls State University. Bridge provides systematic monitoring of academic, behavioral, and social performance. Academic coaches and peer mentors provide tutoring and facilitate participation in campus activities and organizations. Bridge staff assist in advising, self-advocacy, coordination of services, and reserved on-campus housing. For more information contact Dr. Mary Breaud at mary.breaud@nicholls.edu or Robin Bell at robin.bell@nicholls.edu.

MASSACHUSETTS

Berkshire Community College - Lee, MA

CIP Berkshire

<https://cipworldwide.org/cip-berkshire/berkshire-overview/>

CIP Berkshire offers support services for young adults on the Autism spectrum and with ADHD and other learning differences as they transition to college, employment, and independent living.

MICHIGAN

Eastern Michigan University - Ypsilanti, MI

College Supports Program

https://www.emich.edu/acc/services/specialized/supports_program.php

The College Supports Program (CSP) at the Eastern Michigan University Autism Collaborative Center is designed to support students with Autism Spectrum Disorder as they transition into college and through completion of their degree. For more information, contact Callie Boik at 734-487-4418 or cboik2@emich.edu.

Western Michigan University - Kalamazoo, MI

Autism Services Center

<http://www.wmich.edu/disabilityservices/autism-services-center>

MISSOURI

University of Missouri–St. Louis - St. Louis, MO

SUCCEED

<http://www.umsl.edu/succeed/Program%20Information/index.html>

Designed to encourage and facilitate students to gain independence through academics, vocational experiences, and residential/student life.

MONTANA

University of Montana - Missoula, MT

MOSSAIC (Mentoring,

Organization, and Social Support for Autism Inclusion on Campus) Program

<http://coehs.umt.edu/departments/csd/dewit-ritecare-clinic/mossaic.php>

NEW JERSEY

Fairleigh Dickinson University - Teaneck, NJ

COMPASS Program

<http://view2.fdu.edu/metropolitan-campus/center-for-psychological-services/compass/>

The Metropolitan Campus COMPASS Program at Fairleigh Dickinson University is an individually tailored, comprehensive, academic and social support program for up to six college students with high functioning Autism Spectrum Disorder or Asperger's Syndrome in each incoming class.

Ramapo College of New Jersey - Mahwah, NJ**ENHANCE**

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

The ENHANCE program is a therapeutic support program which takes a holistic approach and focuses on social, emotional, and organizational growth to assist those students with Autism Spectrum Disorder and Asperger's Syndrome in adapting and flourishing in college and beyond. For more information, contact 201-684-7522 or enhance@ramapo.edu.

Rutgers University - New Brunswick, NJ**The College Support Program (CSP)**

<http://rhscaps.rutgers.edu/services/autism-spectrum-college-support-program>

The College Support Program (CSP), under the direction of Rutgers Health Services-Counseling, Alcohol & other Drug Assistance Program, and Psychiatric Services (CAPS), supports students who are first accepted to the University and then to the CSP as they begin, continue and prepare to graduate from the University. The CSP is a comprehensive program that assists students through provision of direct service and collaboration with University services that address executive functioning, social competence, academic skills, self-care, self-advocacy and career preparation. Applications, documentation and in-person interviews required. Fee: \$3500/semester (minimum of two consecutive semesters recommended). For more information, call 848-932-7884.

NEW YORK**Adelphi University - Garden City, NY****Bridges to Adelphi Program**

<http://students.adelphi.edu/sa/bridges/>

The Bridges to Adelphi Program at Adelphi University provides comprehensive academic, social, and vocational support services to students with A.S., or other non-verbal learning disorders. \$2750 per semester above other tuition, fees and charges. Contact bridges@adelphi.edu for more information.

Daemen College - Amherst, NY

<http://www.daemen.edu/student-life/student-services/disability-services>

Provides individualized transition support and life skills mentoring to students on the spectrum. Contact Jennifer Runco at jrunco@daemen.edu for more information.

Manhattanville College - Harrison, NY**Pathways And Connections (PAC) Program**

<http://www.mville.edu/life/student-services/disability-services/pathways-and-connections-pac>

Manhattanville College offers a comprehensive program for students with Autism Spectrum and related disorders. The Pathways And Connections (PAC) Program is a fee-based program that will include features such as career development, individual counseling, peer-mentoring and a partnership with Purchase College's Autism Spectrum Disorders Program for social events.

New York University - New York City, NY**NYU Connections ASD program**

<http://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html>

The NYU Connections ASD program is an optional yearlong program through the Moses Center for Students with Disabilities offering one-on-one and group support for NYU students on the autism spectrum. NYU Connections intends to build on the inherent strengths of its students, while also looking at creative solutions to navigate the roadblocks that can hinder college success. The program aims to assist with the transition to college and beyond, with a specific eye towards independence. This is currently a pilot program.

Purchase College, SUNY - Harrison, NY**Cornerstone Program**

<http://www.rit.edu/studentaffairs/ssp/info.php>

The Cornerstone Program is fee-based and provides students with the necessary support to make a smooth transition to Purchase College. Individualized, evidence-based interventions will provide students with direct academic skills instruction, development of self-management skills, psychoeducation about the nature of ASD, and social communication skills and self-awareness. Each student's program is tailored to meet their individualized goals. For more information,

contact the Office of Disability Resources at odr@purchase.edu or (914) 251- 6035.

Rochester Institute of Technology - Rochester, NY

Spectrum Support Program

<http://www.rit.edu/studentaffairs/ssp/info.php>

The Spectrum Support Program provides innovative supports that positively impact the college experience for RIT students, particularly those with autism spectrum disorders. We are committed to helping students build the connections to RIT that will assist them in achieving academic, social and career success. The program seeks to create a campus culture of acceptance and support through collaboration, consultation, and training.

OHIO

Defiance College - Defiance, OH

ASD Affinity Program

<http://www.defiance.edu/autism/affinity/program.html>

Comprehensive academic, social and residential support services that assist students with ASD in reaching their personal and professional goals, \$10,230 per semester, financial aid available. Contact Brad Harsha at 419-783-2365 or bharsha@defiance.edu.

Kent State University - Kent, OH

Autism Advocates & AIREO

<https://www.kent.edu/diversity/autism-spectrum-disorder-resources-students>

Wright State University - Dayton, OH

Raiders on the Autism Spectrum Excelling (RASE)

<http://www.wright.edu/disability-services/>

The Office of Disability Services (OSD) at Wright State University developed the Raiders on the Autism Spectrum Excelling (RASE) program to provide an additional layer of individualized support for students on the spectrum throughout their transition to college, particularly in their first year on campus. For full information, please download our [online brochure](#).

PENNSYLVANIA

Drexel University - Philadelphia, PA

Drexel Autism Support Program (DASP)

http://www.drexel.edu/studentlife/student_family_resources/class/programs/autism-support/

The Drexel Autism Support Program (DASP) is a student-centered program for current Drexel students with the goal of promoting academic competency, self-advocacy, interpersonal skills, independent living, and social integration. DASP provides: One-on-One Peer Mentoring/Coaching, Supplemental Case Management with Professional Staff, Workshops, & Social Events. Current and/or prospective Drexel students may apply and/or inquire by emailing the program Director, Dr. Gerard D. Hoefling, at dasp@drexel.edu or calling 215.895.1383.

Eastern University - Saint Davids, PA

College Success Program (CSP)

<http://www.eastern.edu/csp>

The College Success Program for Students Living with Autism Spectrum Disorder is a comprehensive program providing academic, social, life skills, and cultural supports to undergraduate students living with ASD. \$4000 per semester. Contact Dr. Sharon Thompson at 484-654-2378 or sthompson@eastern.edu.

Edinboro University - Edinboro, PA

Boro Autism Support Initiative for Success (BASIS) Program

<http://www.edinboro.edu/directory/offices-services/osd/basis/>

The BASIS (Boro Autism Support Initiative for Success) Program assists students with an autism spectrum disorder through individualized transition support. Academics, social competence, daily living skills, communication, and employment are the focus of BASIS. A wide range of staff, peer advisors, and campus resources collaborate to provide students with ASD a positive successful experience.

Indiana University of Pennsylvania - Indiana, PA

Labyrinth Center

<http://www.iup.edu/labyrinth/>

The Labyrinth Center provides a comprehensive and holistic approach to support IUP students with Autism Spectrum

Diagnosis (ASD) as they build relationships, gain independence, experience academic success, and graduate from IUP with the professional and personal skills needed to embark on a fulfilling life and career.

Mercyhurst University - Erie, PA

AIM Program

<https://www.mercyhurst.edu/aim>

The AIM Program at Mercyhurst University supports students in all areas of the college experience, including campus life as well as class work. Students are evaluated in key domains that are essential to higher education and vocational success. These A.I.S.E domains explore functioning in Academic, Independent, Social and Emotional areas. Students enrolling in AIM pay an annual fee that covers services and resources provided throughout the academic year. Contact Brad McGarry at (814) 824-2451 or bmcgarry@mercyhurst.edu for more information.

St. Joseph's University - Philadelphia, PA

Kinney Center for Autism Education and Support

<http://kinneyautism.sju.edu/s/1378/kinney/start-hybrid.aspx?gid=56&pgid=61>

The Kinney Center ASPIRE Program provides Saint Joseph's University students who are diagnosed with an autism spectrum disorder (ASD) comprehensive customized support as they transition to college and matriculate. The ASPIRE program includes crisis intervention and prevention, time management strategies, independent living and social skills training, peer mentors, and a supported work environment. The Kinney Center acts an intermediary with faculty, residence life, academic support, and facilitates training and advocacy programs for the campus community. Cost: \$6000 per academic year

West Chester University - West Chester, PA

Dub-C Autism Program (D-CAP)

<https://www.wcupa.edu/viceProvost/dcap/>

The mission of D-CAP is to provide evidence-based social and behavior supports to help WCU matriculated students with autism develop the independent life and interpersonal skills to graduate and lead successful professional lives.

SOUTH DAKOTA

Dakota State University - Madison, SD

Strong Program

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

The Dakota State University Strong Program is an Autism Spectrum (ASD) support program started to help our students on the spectrum be successful. Individual meetings are held to develop skills necessary for social interactions with peers, professors, and staff to ease stress and anxiety related to the college atmosphere. Effective learning and life strategies are explored through workshops, interactive games, team building exercises, peer mentor support, and presentations.

TENNESSEE

Austin Peay State University - Clarksville, TN

<http://www.apsu.edu/news/apsu-launch-pilot-program-focused-improving-experience-autistic-college-students>

A pilot program providing peer mentors , life coaches and additional supports. Contact Dr. Gina Grogan at 931.221.7546 or grogang@apsu.edu.

University of Tennessee Chattanooga - Chattanooga, TN

Mosaic

<http://www.utc.edu/disability-resource-center/mosaic.php>

Mosaic is a multifaceted and comprehensive program developed to support the holistic needs of UTC students with Autism Spectrum Disorders. Contact Michelle Rigler at 423-425-4008 or Michelle-Rigler@utc.edu.

TEXAS

Texas Tech University - Lubbock, TX

Project CASE

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

The Project CASE (Connections for Academic Success and Employment) program at Texas Tech University assists students

with autism and other complex developmental disabilities to successfully navigate college. The program fees are \$6,000 per fall and spring semester; \$1500 per summer session. Contact Dr. DeAnn Lechtenberger at deann.lechtenberger@ttu.edu for more information. A one-page info sheet plus brochure is available as a [PDF download](#).

University of Houston-Clear Lake - Houston, TX

Connecting to College (CtC) program

<https://www.uhcl.edu/autism-center/connecting-to-college/>

The Connecting to College (CtC) program provides additional support for UHCL students with autism spectrum disorder (ASD) and related needs to facilitate students' retention and success at the university. The program is part of the Center for Autism and Developmental Disabilities and partners with the Student Success Center, Disability Services, Counseling Services, and Career Services to provide a team-based approach to supporting CtC students.

VIRGINIA

George Mason University - Fairfax, VA

Mason Autism Support Initiative (MASI)

<https://ds.gmu.edu/mason-autism-support-initiative/>

Comprehensive, individualized services to support Mason students who are registered with the Office of Disability Services in the areas of academics, social skills, communication, and transition into university life. \$3200 per semester. For more information, contact Jessica Machado at jmachado@gmu.edu or (703) 993-2474.

Virginia Tech - Blacksburg, VA

STEPS Program

<http://www.stepsasd.org/>

The STEPS (Stepped Transition for Students with ASD) Program at Virginia Tech provides services to promote transition to college for local high school students and success for current college students. This program is funded by a federal grant (NIMH; PI White). There is no cost for participation to families, but families must be local (in southwestern Virginia - no residential). Contact psyc.soc.interventions@gmail.com for more information.

WASHINGTON

Bellevue College - Bellevue, WA

Autism Spectrum Navigators

<http://www.bellevuecollege.edu/autismspectrumnavigators>

Access services for autistic students, including individualized peer mentoring, and facilitated communication with instructors. No charge for program services, other than tuition for 2-credit course taken with cohort students each quarter. Quarterly parent meetings with student permission.

Seattle Central College - Seattle, WA

SAILS (Supported Academics and Independent Living Services)

<http://sailsforstudents.org/>

SAILS (Supported Academics and Independent Living Services) is a part of Seattle Central College. Our college is located in the heart of Seattle, in the dynamic Capitol Hill neighborhood. SAILS provides students with Asperger's and Autism individualized academic coaching to promote their college success. Cost is \$2,180 per quarter. Contact Alison McCormick

WEST VIRGINIA

Marshall University - Huntington, WV

West Virginia Autism Training Center (WV ATC)

<http://www.marshall.edu/atc>

The West Virginia Autism Training Center at Marshall University (WV-ATC) provides training, information and support to West Virginians with autism, their families, educators, and other persons.

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

Counselors provide campus-wide training and education for faculty, staff and students in addition to conducting an ongoing ASD support program, focusing on the development of social skills, self-advocacy, emotional regulation and executive functioning.

30 Universities that are Leading the Way with Wellness Centers for Students

Methodology

To find entries for this list, we initially looked for similar lists of the top student wellness centers in the U.S. However, as these were lacking, we searched for lists of the best student recreation centers nationwide, with *Men's Health's* "[The Coolest College Recreation Centers in America](#)" in particular pointing us in the direction of those universities that possess exceptional wellness and fitness facilities. This gave us an initial idea as to which institutions might be setting a course for others to follow with their wellness provisions.

Athletic Business magazine's annual awards for "[Facilities of Merit](#)" additionally acted as a guide to those student wellness or health centers that excel in some respect.

We also established the criteria by which a student wellness center might be seen to be leading the way – especially through its counseling offerings, but also thanks to measures such as exceptional fitness amenities and outstanding eco-friendly building features. However, **all centers chosen needed to have at least some counseling element or counseling services on hand.** Taking these criteria and the lists mentioned above into consideration, we searched schools' websites and the dedicated web pages of their wellness or health centers to ascertain and select those facilities that stand out as the best in the country.

30. Vanderbilt Recreation and Wellness Center, [Vanderbilt University](#) – Nashville, Tennessee
29. Recreation Center, [Drexel University](#) – Philadelphia, Pennsylvania
28. Activities and Recreation Center, [University of Illinois at Urbana-Champaign](#) –Champaign, Illinois
27. Habif Health & Wellness Center, [Washington University in St. Louis](#) – St. Louis, Missouri
26. Garrison-Foster Health Center, [Colby College](#) – Waterville, Maine
25. Student Recreation Center, [California State University Northridge](#) – Northridge, California
24. Student Recreation Center, [University of Colorado Boulder](#) – Boulder, Colorado
23. Arthur Ashe Student Health & Wellness Center, [University of California, Los Angeles](#) – Los Angeles, California
22. Health and Wellness Center, [Florida State University](#) – Tallahassee, Florida
21. Student Health and Wellness Center, [University of California, Davis](#) – Davis, California
20. Student Recreation and Wellness Center, [California State University, Long Beach](#) – Long Beach, California
19. University Health Center, The [University of Georgia](#) – Athens, Georgia
18. Student Health Center, [North Carolina State University](#) – Raleigh, North Carolina

17. Recreation Center, [University of Massachusetts Amherst](#) – Amherst, Massachusetts
16. Student Wellness Resource Center, [The University of Maine](#) – Orono, Maine
15. Campus Recreation & Wellness Center, [The University of Iowa](#) – Iowa City, Iowa
14. Student Recreation and Wellness Center, [University of Nevada, Las Vegas](#) – Paradise, Nevada
13. Student Health Center, [New York University](#) – New York City, New York
12. Wellness Center, [University of Pittsburgh](#) – Pittsburgh, Pennsylvania
11. Patti and Allan Herbert Wellness Center, [University of Miami](#) – Coral Gables, Florida
10. Health Service Building, [Arizona State University](#) – Tempe, Arizona
9. Robert E. Tranquada Student Services Center, [Pomona College](#) – Claremont, California
8. Counseling and Wellness Center, [University of Florida](#) – Gainesville, Florida
7. Recreation and Wellness Center, [Auburn University](#) – Auburn, Alabama
6. Student Wellness Center, [The Ohio State University](#) – Columbus, Ohio
5. Wellness Resource Center, [University of Missouri](#) – Columbia, Missouri
4. Health and Learning Center, [Northern Arizona University](#) – Flagstaff, Arizona
3. University Health Services – Tang Center, [University of California, Berkeley](#) – Berkeley, California
2. Wellness Center, [South Dakota State University](#) – Brookings, South Dakota
1. Anschutz Health and Wellness Center, [University of Colorado Denver](#) Anschutz Medical Campus – Aurora, Colorado

From: <https://www.topcounselingschools.org/universities-wellness-centers-for-students/>

College Recommendations for Students with Dyslexia

<https://www.dyslexicadvantage.org/best-colleges-for-dyslexia/>

There is no single ‘best’ college for dyslexia, but rather colleges that may make better (or worse) fits for an individual student.

We are compiling resources from people we have spoken to, web, and text-based resources that included interviews of dyslexic students who attended college. Books we recommend include [Dyslexia at College](#), [The Human Side of Dyslexia](#), and [Colleges That Change Lives](#). Also the list of colleges that don’t require an SAT or ACT can be found at [Fair Test](#).

The 15 Best Value Dyslexia College Programs Methodology

To find the best programs, we searched far and wide for all the four-year, public and private (non-profit) colleges in the U.S. that provide special academic support programs for students with disabilities (not counting typical, government-mandated disability services). We then completed a careful review of each program, assigning points to each school based on how closely its services address the needs of students with dyslexia.

We reviewed programs in each of five categories of support:

- Assistive Technology
- Academic tutoring and/or skill development coaching specifically related to reading/writing
- Special courses to help students develop their reading/writing abilities and/or improve their study skills
- Reading and/or writing-related workshops
- On-campus and/or online writing center services

15. Eastern Kentucky University, Richmond, KY

Project SUCCESS

Eastern Kentucky University's Center for Student Accessibility is the home of Project SUCCESS, a comprehensive initiative designed to accommodate the needs of differently-abled students. In particular, features like academic coaching, individualized tutoring, and focus groups help establish a robust social and intellectual support network for undergrads with divergent learning styles. ECU also offers general disability services that will appeal specifically to those with dyslexia, including note taking services, assistive reading and writing technology, and test accommodations. But what really makes ECU a top college for dyslexic students is its scholarship program, which includes the Agee Scholarship for applicants with dyslexia and/or another reading-based learning disability.

14. Muskingum University, New Concord, OH

PLUS Program

A top dyslexia college program, Muskingum University's PLUS Program provides an array of targeted services that make high achievement a possibility for learning disabled students. Participants can choose from three varying levels of support, of which the most intensive is known as "Full-service." At this level, program members receive between three to five hours of professional contact (e.g., tutoring, counseling, etc.) per week. Most incoming freshmen who join PLUS begin at the full-service level, gradually transitioning to the next stage – known as "Maintenance" – after meeting their preliminary goals. And finally, upperclassmen may graduate to the "Independence" level once they've shown they can be academically successful without tutorial support.

13. East Tennessee State University, Johnson City, TN

Learning Support Program

East Tennessee State University's Learning Support Program is a little different than the other options on this ranking of the best colleges for dyslexics. In fact, it is not strictly designed for learning-disabled students at all, but more generally for individuals whose basic academic skills in Math and English (both reading and writing) could use some extra work. At the heart of the program is individualized advising: LSP pairs qualifying undergraduates with professional counselors who help them establish goals and meet regular academic benchmarks. These advisors also perform all the legwork to locate the specific resources each student needs to succeed, whether it be subject tutoring, testing accommodations, or assistive technology.

12. Beacon College, Leesburg, FL

Beacon College is another unique option on our list of top dyslexia college programs. Why? Because the entire school

caters exclusively to students with learning disabilities! Undergrads at Beacon will find themselves surrounded by plenty of like-minded learners, plus they can take advantage of generous academic support. One example of this support is the Center for Student Success, which offers personalized assistance for those with divergent learning styles like dyslexia. Participants work regularly with peer tutors and professional learning specialists to develop the core competencies (in exam preparation, note taking, etc.) they need to make continuous progress throughout their academic careers.

11. Landmark College, Putney, VT

Like Beacon, Landmark College is one of the only schools in the country to exclusively admit learning-disabled students. And while it may not have a specific program for dyslexia, that hardly prevents it from being one of the nation's best colleges for dyslexic students. To begin with, Landmark employs professional academic coaches, all of whom have extensive experience in leadership/life coaching as well as executive function disorders. These certified instructors are available to all students regardless of ability and will work with them one-on-one to develop productive habits and study skills. Landmark also offers a host of educational technologies – like Kurzweil 3000 (text-to-speech) and Dragon NaturallySpeaking (speech-to-text) – that can make a world of difference for undergrads with dyslexia.

10. Nicholls State University, Thibodaux, LA

Louisiana Center for Dyslexia and Related Learning Disorders

Unlike many of the other schools on this list, Nicholls State University actually offers a dedicated dyslexia college program – in addition to all its other general disability support services! Housed within the Louisiana Center for Dyslexia and Related Learning Disorders, this program provides personal advising, testing accommodations, assistive technology, and more to undergrads with a variety of learning challenges. But the center's list of dyslexia-specific accommodations is even more considerable, ranging from preferential classroom seating and peer note takers to extended assignment deadlines and supplementary review. Dyslexic students can also request just about any course content on tape, including lectures, textbooks, assignments, and homework solutions.

9. Marshall University, Huntington, WV

HELP

Thanks to the College H.E.L.P. Program, Marshall University now ranks among the best colleges for dyslexic students. H.E.L.P.'s resources, which span academic, social, and psychological aid, are specifically designed to assist with learning disorders like ADHD and dyslexia. The Skills Development Program, for example, goes beyond academic tutoring to help qualifying undergrads develop confidence in the areas they need it most. For individuals with dyslexia, these sessions often focus on reading (rate and fluency, decoding and encoding, etc.) and writing (mechanics, grammar, structure, etc.) instruction. In addition, H.E.L.P. can provide note taking training, scribes for test taking, and exam preparation/coaching to ensure students are equipped with the strategies they need to succeed in the classroom.

8. Mount St. Joseph University, Cincinnati, OH

Project EXCEL

Like most colleges, Mount St. Joseph University offers a number of accommodations for learning disabled students completely free of charge. But it is the school's fee-based disability services program, dubbed Project EXCEL, which truly earns MSJU its top spot on this list. Considering it also has one of the lowest net costs of all the schools on our ranking, MSJU – and Project EXCEL by extension – is virtually second to none among high value, affordable dyslexia college programs. From scheduled tutoring in every subject to professional academic coaching on a weekly basis, Project EXCEL works individually with each program member to ensure that those with dyslexia and/or other related disabilities don't fall through the cracks.

6. Schreiner University (TIED), Kerrville, TX

Learning Support Services

Schreiner University's affordable dyslexia college program offers some of the most diverse and exhaustive learning support services on this list. The standard offerings – academic advising, individualized tutoring, and note-taking services, to name a few – are just the beginning of the resources available to qualifying students. In fact, those enrolled in the Learning Support Services (LSS) program are also eligible for personalized study skills development, alternative testing options, and even recorded textbooks. As an additional perk, Schreiner holds a formal dinner once a year in recognition of the achievements of top students in the LSS program.

6. Westminster College, Fulton, MO

Learning Difference Program (LDP)

Among the best colleges for dyslexic students, Westminster provides a range of support services and accommodations that few can match. To be sure, individualized academic advising – like many other schools – comprises the core of Westminster's Learning Differences Program (LDP). But most of the similarities end there. Students in LDP also participate in regular goal-setting and progress-monitoring meetings with professional advisors, who double as student-faculty liaisons and can provide referrals for a host of supplementary support services. These additional resources are far too numerous to list in their entirety but include an Academic Survival Skills Workshop, courses with alternative delivery methods, audio books, and extended test time.

5. Southern Methodist University, Dallas, TX

Academic Coaching for Students with LD/ADHD

Southern Methodist University's Altshuler Learning Enhancement Center is home to extensive academic and professional resources, most of which are available to any students who present need. But for those diagnosed with dyslexia (or another specific learning disability), SMU ups the ante. From academic coaching and educational planning to peer mentoring and subject-specific tutoring, SMU goes above and beyond to galvanize success among dyslexic students. But what truly distinguishes SMU as a top college for dyslexics is its targeted HDEV 1110 course. Titled "Reading and Learning Strategies for Students with LD/ADHD," this class helps course members understand their unique learning style while improving their reading rate/comprehension.

4. Limestone College, Gaffney, SC

Program for Alternative Learning Styles (PALS)

Like many other top colleges for dyslexics, Limestone offers a robust, fee-based support program that is designed to meet the diverse needs of students with many different learning disabilities. But despite the ambitious breadth of the school's Program for Alternative Learning Styles (PALS), it still manages to target a number of issues that plague dyslexics specifically. These include writing workshops, supervised study halls, and a one-credit course on study strategies, among other services. Qualifying undergrads even receive supplementary academic advising (with a focus on individual learning needs) and personal test proctors. It's no wonder the program boasts such a remarkable success rate; nearly 90% of participants have a GPA of 2.0 or higher!

3. Curry College, Milton, MA

Program for Advancement of Learning (PAL)

Like the SALT Center, Curry College's Program for Advancement of Learning (PAL) is one of the leading support programs for undergraduates with learning disabilities. In fact, PAL is so widely regarded that nearly 20% of every incoming class enrolls in the program! But unlike SALT (and most other competing programs), PAL actually features its own curriculum, which introduces enrolled undergraduates to a number of innovative learning strategies. PAL is also notable for its ample and affordable scholarships for dyslexia, which are available on a merit- as well as need-based basis.

2. The University of Arizona, Tucson, AZ

SALT Center

Founded all the way back in 1980, The University of Arizona's Strategic Alternative Learning Techniques (SALT) Center has long since earned its reputation as one of the best dyslexia college programs in the country, if not the world. Over the years, the SALT Center has developed a number of innovative approaches to non-traditional learning, not least of which is its use of individualized learning plans (ILPs). Combining tutoring, writing support, and academic coaching/planning, ILPs pair SALT Center members with Strategic Learning Specialists who construct an entire support model around their individual needs.

1. West Virginia Wesleyan College, Buckhannon, WV

The Learning Center

West Virginia Wesleyan College's Learning Center provides such a vast panoply of support services that it would be impossible to enumerate them all in such a short space. Of course some of them – such as the Mentoring Advantage Program and Assistive Technology Lab – have much in common with other top dyslexia college programs. But perhaps the most compelling of WVWC's support services is its incorporation of Lindamood-Bell learning techniques. For more than two decades, students at WVWC have been able to take advantage of special classes utilizing this tried-and-true approach to improving verbal expression and reading comprehension. This strategy – combined with the university's many other top-notch resources – makes WVWC an exceptional resource for college students with dyslexia.

All of the disability scholarships in this section are from scholarships.com

ADD/ADHD Scholarships

Scholarship Title	Amount	Due Date
Allegra Ford Thomas Scholarship	\$2,500	11/12/2019
BMO Capital Markets Lime Connect Equity Through Education Scholarship	\$10,000	Varies
Carolyn Balsa Hancock Memorial Scholarship	\$1,500	Varies
Google Lime Scholarship	\$10,000	Varies
JCS Scholarship for Jewish Students from Single-Parent Homes	Varies	04/02/2020
Joseph James Morelli Scholarship	\$2,500	03/14/2020
LEAD Foundation Dottie-Walker Scholarship	\$1,500	03/01/2020
Lime Connect Pathways Scholarship for High School Seniors with Disabilities	\$1,000	05/27/2019
PwC Lime Scholarship	\$4,000	Varies
The Armando J. de Moya Scholarship	\$5,000	03/01/2020

Autism/Asperger Syndrome Scholarships

Scholarship Title	Amount	Due Date
BMO Capital Markets Lime Connect Equity Through Education Scholarship	\$10,000	Late Spring 2019
Google Lime Scholarship	\$10,000	Fall, 2019
JCS Scholarship for Jewish Students from Single-Parent Homes	Varies	04/02/2020
Joseph James Morelli Scholarship	\$2,500	03/14/2020
JSU Alabama Dr. Theron Montgomery Scholarship	\$1,500	03/01/2020
Lime Connect Pathways Scholarship for High School Seniors with Disabilities	\$1,000	05/27/2019
PwC Lime Scholarship	\$4,000	Fall 2019
The Armando J. de Moya Scholarship	\$5,000	03/01/2020

Dyslexia Scholarships

<u>Scholarship Title</u>	<u>Amount</u>	<u>Due Date</u>
<u>Allegra Ford Thomas Scholarship</u>	\$2,500	11/12/2019
<u>BMO Capital Markets Lime Connect Equity Through Education Scholarship</u>	\$10,000	Varies
<u>Carolyn Balsa Hancock Memorial Scholarship</u>	\$1,500	Varies
<u>Google Lime Scholarship</u>	\$10,000	Varies
<u>Joseph James Morelli Scholarship</u>	\$2,500	03/14/2020
<u>LEAD Foundation Dottie-Walker Scholarship</u>	\$1,500	03/01/2020
<u>Lime Connect Pathways Scholarship for High School Seniors with Disabilities</u>	\$1,000	05/27/2019
<u>PwC Lime Scholarship</u>	\$4,000	Varies
<u>Ralph D. Norman Scholarship</u>	\$2,500	03/31/2020
<u>The Anne Ford Scholarship</u>	\$10,000	11/12/2019

Karina Eide Memorial College Scholarship: Awards will consist of \$2500 to college students at 2-year or 4-year colleges to assist in their college finances and encourage them in their future career goals. There is NO minimum GPA requirement.

No applications will be accepted after March 1st. Applicants must have demonstrated financial need, dyslexia documentation, short statement and resume, and at least one successful term at the college level. Dyslexic Advantage encourages prospective applicants to subscribe to the organization's [free newsletter](#) to keep up with scholarship announcements.

Physical Disability Scholarships

ADD/ADHD

Allergies

ALS (Lou Gehrig's Disease)

Any Impairment

Arthritis/Rheumatism

Autism/Asperger Syndrome

Autoimmune Disorder

Bipolar Disorder

Cancer Related

Clinically Depressed

Clinically Overweight

Cystic Fibrosis

Developmental Impairment

Diabetes

Digestive Impairment

Disabled Parent

Down Syndrome

Dyslexia

Epilepsy

Glycogen Storage Disease

Hearing Impaired Parent

Hearing Impairment

Heart Disease

Hemophilia

Hepatitis

HIV Positive

Kidney Related Impairment

Learning Disability

Medical Disability

Mental Impairment

Multiple Sclerosis

Narcolepsy

Parkinson's Disease

Phenylketonuria (PKU)

Physical Impairment

Post-Traumatic Stress Disorder

Primary Immune Deficiency

Relative w/ Alzheimer's

Respiratory Impairment

Sickle Cell Disease

Spina Bifida

Tourette Syndrome (TS)

Visual Impairment

Wheelchair User/Mobility

Challenged

**All of the above disability scholarships can be found on scholarships.com

FOUR-YEAR

COLLEGES



NORTHERN ILLINOIS UNIVERSITY

<http://www.niu.edu/disability>

**Disability Resource Center (DRC)
DeKalb, IL 60115**

Phone: 815- 753-1303 (voice/TTY)

Fax: (815) 753-9570

Email: drc@niu.edu

How to Initiate DRC Services

Students with disabilities should contact the Center to set up an **initial conversation**. Initial conversations are scheduled with the first available DRC Coordinator. The student and the DRC Coordinator will discuss barriers impacting the student's educational experience at NIU and possible solutions. One solution may be academic accommodations.

Definition of disability

The DRC uses the definition of disability as stated in Section 504 of the Rehabilitation Act, the ADA of 1990, and the ADAAA of 2008. Students should come prepared to discuss how the disability limits one or more activities of daily living and how this impact has been historically addressed. If the student has recently acquired a disability and has not had disability-related educational services in the past, the student and the DRC Coordinator will review areas of concern and identify potential resources

Guidelines for Documentation

Students requesting academic accommodations typically are required to submit documentation that verifies the disability.

- [Attention Deficit Hyperactivity Disorder](#)
- [Learning Disability](#)
- [Blind/Visually Impaired](#)
- [Deaf or Hard of Hearing](#)
- [Physical/General Disability](#)
- [Psychiatric Disability](#)

WESTERN ILLINOIS UNIVERSITY

www.wiu.edu/student_services/disability_resource_center

**Disability Resource Center (DRC)
143 Memorial Hall**

**1 University Circle
Macomb, IL 61455
Phone: (309)298-2512 Fax: (309)298-2361
E-mail: disability@wiu.edu**

Visit the DRC

Student visits are available to those interested in learning more about services at DRC. During these visits we offer general information about DRC, explain how to connect with our office, discuss differences between services in high school and those at WIU, and answer your questions. If you are planning to visit the campus and would like to meet with a DRC staff member to learn more about services, please call 309-298-2512 or email disability@wiu.edu in advance to schedule an appointment with a staff member.

Questions About DRC

In addition to student visits, DRC staff members are available to share information about DRC and answer questions by telephone (309-298-2512) or email disability@wiu.edu.

Discover Westerns

DRC is present at all Discover Western events to share information about our department with future students and parents. For more information on Discover Western events please visit Discover Western.

Transfer New Student Registration Programs

DRC is present at all Transfer New Student Registration programs to share information about our department with new transfer students and parents. For more information on these programs please visit Transfer New Student Registration Programs.

Summer Orientation & Registration

DRC is present at the Resources and Opportunities at Western (ROW) Fair held at all Summer Orientation & Registration sessions. For more information about these sessions, please visit Summer Orientation & Registration.

Alternative Admissions

WIU has an admission and advising program for students who do not meet the regular admission requirements based on ACT composite scores and grade point averages. This is not a program specifically for students with

disabilities and is not a service provided by DRC. For more information about the alternative admission process, please visit Academic Services.

The Office of Academic Services (OAS) serves any student applying to Western as a freshman who does not meet regular admissions criteria. Students remain in the program until they complete a minimum of 27 semester hours at Western, earn a cumulative grade point average of at least a 2.00 and declare a major course of study. This is typically two semesters (freshman year). Note: Some majors have a higher grade point average threshold; therefore, students have to stay in OAS until they reach the minimum required for that major.

In 1994, OAS merged with the University Advising Center to become the University Advising and Academic Services Center (UAASC). The Center primarily serves students entering through OAS and students entering undeclared in our University Advising Program. All UAASC academic advisors carry manageable caseloads so that they can be available to meet with advisees multiple times during the semester.

EASTERN ILLINOIS UNIVERSITY

www.eiu.edu/disability/

Office of Student Disability Services (OSDS)
Ninth Street Hall, Room 2022
Phone: (217) 581-6583
Fax: (217) 581-7208
Charleston IL 61920-3099
217-581-6583 (Voice/TTY)
217-581-7208 (Fax)

Guidelines for Documentation

- [Learning Disabilities](#)
- [Attention Deficit Disorders](#)
- [Autism Spectrum Disorder](#)
- [Deaf/Hard of Hearing](#)
- [Blind/Low vision](#)
- [Psychiatric Disorders](#)
- [Medical Disabilities](#)
- [Physical Disabilities](#)
- EIU/OSDS Initial Intake Form [.docx](#) [.pdf](#)
- EIU/OSDS Exchange of Information Authorization Form [.docx](#) [.pdf](#)
- EIU/OSDS Release of Information Form [.docx](#) [.pdf](#)

Students with Autism Transitional Education Program (STEP)

In order to become a member of STEP, your son/daughter must

1. Apply to Eastern Illinois University through the Office of Admissions.
2. Once accepted, contact the Office of Student Disabilities Services to provide documentation of an Autism Spectrum disability.
3. Complete and return the following documents: [STEP Agreement](#) and [STEP Program Release Form](#).

Enrollment is limited to 20 students. An interview with the STEP Administrators is encouraged. You will be contacted regarding acceptance or waitlist status. Once accepted, you will be contacted after July 1st with arrangements for payment of the \$3,000 for Fall 2018.

Eastern Illinois University's **Students with Autism Transitional Education Program** focuses on providing enhanced support in three main skill set areas. A solid foundation of Academic, Social, and Daily-living (ASD) skill sets is crucial for the success of post-secondary students.

With appropriate support in place for students with Autism, the challenges associated with transitioning to university life can be minimized. Become a member of STEP to break down the barriers and STEP through the door of success!

STEP provides additional support and services beyond providing reasonable accommodations to students with disabilities as required by the ADA.

Guidelines for Documentation of Autism and Asperger's Syndrome

Students with the diagnosis of Autism Spectrum Disorder must provide the Office of Student Disability Services (OSDS) with documentation that meets general documentation guidelines established by this office. This information not only serves to validate the presence of a disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, it is useful in providing information which supports accommodation needs. All documentation will be evaluated on a case-by-case basis. The OSDS recognizes that with the release of the DSM-V, that any previous diagnosis of Autistic Disorder, Asperger's Disorder, and Pervasive Developmental Disorder not otherwise specialized prior to May 2013 are now recognized as Autism Spectrum Disorder.

Preferred documentation includes:

- A specific, current diagnosis per the DSM-V developed by a qualified mental health professional or a team determined educational diagnosis; which indicates the nature, frequency, and severity of the symptoms for which the diagnosis was based upon,
- Prescribed medications, dosages, and schedules which may influence the types of accommodations provided, and
- A clinical summary which:
 - Indicates substantial limitations to major life activities posed by the disability,
 - Describes the extent to which these limitations would impact the student within the university setting,
 - Suggests how the specific effects of the disability may be accommodated, and
 - States how the effects of the disability are mediated by the recommended accommodations.

ILLINOIS STATE UNIVERSITY

<https://studentaccess.illinoisstate.edu/>

Student Access and Accommodation Services
350 Fell Hall
Campus Box 1290
Normal, IL 61790-1290
Phone: (309)438-5853
Facsimile: (309)438-7713
E-mail: ableisu@ilstu.edu

How to Become a Client

A student who has been accepted for admission to Illinois State University who has a disability and would like to receive accommodation services is required to complete the following steps before being considered eligible for those services.

1. The student must self-identify to Disability Concerns to begin the process for requesting and receiving accommodations.
2. The student will be asked to provide documentation of his/her disability and complete a Request for Disability Services form. Services cannot be provided without appropriate documentation.
3. The Documentation Review Committee will review the documentation submitted and the Request for Disability Services form to determine eligibility for services and accommodations appropriate to the student.
4. Once the Documentation Review Committee has reviewed the documentation the student will be contacted if additional documentation is needed. If the Committee has determined the documentation to be sufficient for the student to be eligible for services the student will be contacted to schedule an intake appointment with a Coordinator.
5. At the intake appointment the student and the Case Coordinator will complete the intake form and discuss on a case-by-case basis approved accommodations specific to the student's individual needs. The student will be introduced to the procedures for requesting accommodations and once the student becomes a full client, the Disability Concerns ID Card will be prepared. The student will be required to read and sign a Contract of Client Responsibilities for Disability Concerns.

A student with a disability is not required to contact Disability Concerns, nor will Disability Concerns force a student to use services. The decision to contact Disability Concerns or use services is made solely by the student.

Guidelines for Documentation of a Learning Disability

The student must provide a complete psycho-educational evaluation and a report that includes the following adult assessment measurements:

- **Aptitude** - A complete adult aptitude assessment, including all subtest and standard scores, is required. The preferred adult aptitude test is the Wechsler Adult Intelligence Scale, WAIS-III or IV.
- **Individual Achievement** - Testing must include standard scores for all subjects assessed. The preferred individual achievement test is the Wechsler Individual Achievement Test, WIAT-II or III.

- **Information Processing** - Measures should assess areas such as short and long-term memory, sequential memory, auditory and visual perception, and processing speed.

The report must state:

- Comprehensive background information, including a developmental and educational history, and a review of any past evaluations and services received
- The diagnosis
- The impact the disability has on academic performance
- Recommended accommodations pertinent to the testing results

If a student has received special education services through his/her local K-12 school district, the most recent Individualized Education Program (IEP) and Multidisciplinary Conference Summary (MDC) must also be provided.

UNIVERSITY OF ILLINOIS AT CHICAGO

<https://drc.uic.edu/>

**Disability Resource Center (DRC)
1200 W. Harrison St.
Room 1190 SSB (MC 321)**

Chicago, IL 60607
Phone: (312) 413-2183
Fax: (312) 413-7781

New to DEC?

To be eligible for accommodations through the Disability Resource Center, students must register with the Disability Resource Center and must have a documented disability condition as defined by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973.

Application for Services

Please contact the Disability Resource Center preferably six (6) weeks before the semester, or immediately following diagnosis of a disability for an Intake appointment, to register or discuss your accommodation needs. An intake appointment can be made by calling 312-413-2183 or emailing drc@uic.edu. Students with disabilities are required to provide documentation of their disability and how it may limit their participation in courses, programs, services, activities and facilities of UIC.

A [Confidential Student Registration Form](#) is available to fill out prior to your Intake appointment. You will need your Net ID and password to fill out this form.

The Disability Resource Center staff will write an individualized Letter of Accommodation (LOA) which certifies that the student has a disability, and describes the reasonable accommodations recommended by the Disability Resource Center.

- The LOA will also invite students and/or faculty to contact the Disability Resource Center if there are concerns or questions about the accommodations.
- The student with a disability then delivers the LOA to his/her instructors. The student with a disability will be responsible for contacting the Disability Resource Center if reasonable academic adjustments are not implemented in an effective or timely manner.
- The Disability Resource Center will work with University personnel and students with disabilities to resolve disagreements regarding recommended academic adjustments/modifications. The student should also notify the Disability Resource Center if accommodations need to be modified, or if their disability changes in any way.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

www.disability.illinois.edu

**Division of Disability Resources and Educational Services
1207 S. Oak St.
M/C574
Champaign, IL 61820**

Phone: (217) 333-1970
Fax: (217) 244-0014
disability @ illinois.edu

Featured as one of 30 campuses leading the way in wellness centers and access to support.

1) How do I apply for admission to the University of Illinois?

DRES cannot admit students to the University of Illinois. All students must apply for admission through the Office of Admissions.

2) Should I send documentation (i.e., diagnostic testing, psychological evaluation, medical records, vision or hearing report) of my disability to the Office of Admissions with my application to the University of Illinois at Urbana-Champaign?

No. Any documentation of your disability should be sent to the Disability Resources and Educational Services (DRES), the office on campus which coordinates services for students with disabilities, at 1207 S. Oak Street, Champaign, IL 61820.

3) What if I do not meet all of the high school coursework requirements, grade point average or ACT/SAT scores that are required to be considered for admission as an entering freshman?

The Admissions Committee for the college to which you have applied will review your application. If you do not meet all of the criteria required for admission, you will need to document why you do not meet the specified requirements, and emphasize why you should still be considered for admission in a Personal Statement that you submit with your application.

4) What if I have not met the admission requirement for a foreign language by taking foreign language classes in high school?

The University of Illinois expects that all students should have **at least** two years of high school foreign language when they are admitted.

Documents That DRES Will Not Accept:

Please do **not** submit the following documents as DRES will not accept them:

1. Handwritten letters from licensed professionals;
2. Handwritten patient records or notes from patient charts;
3. Documentation provided by a member of the student's family;
4. Diagnoses on prescription pads;

5. Self-evaluations;
6. Research articles;
7. Original evaluation/diagnostic documents—submit copies of the original documents; or
8. Correspondence from educational institutions or testing agencies not directly addressed to DRES.

If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the University may, at its discretion, require additional documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate is borne by the student. If the documentation is complete but the University desires a second professional opinion, the University bears the cost of the second opinion.

Guidelines for Documentation of Low Vision or Blindness

Students requesting accommodations on the basis of low vision or blindness must provide documentation consisting of:

1. An ocular assessment or evaluation from an ophthalmologist;
2. A low-vision evaluation of residual visual function, when appropriate; and
3. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

<http://www.disabilityservices.siu.edu/>

**Disability Support Services (DSS)
Student Health Center 220
374 East Grand Avenue, Mail Code 4705**

Carbondale, IL 62901
Phone: (618) 453-5738 (Voice), Fax: (618) 453-5700

Achieve Program
<https://achieve.siu.edu/>
Northwest Annex Wing C, Rm 121
870 Lincoln Drive, Mail Code 6832
Carbondale, IL 62901

Featured as one of 20 best values for ADHD Support.

Achieve vs. DSS Comparison:

DSS coordinates physical and academic support services for SIUC students with disabilities. DSS operates under the philosophy of an integrated service delivery while assuming the role of centralized coordinating office. DSS is a government-mandated, compliance program that guarantees equal accessibility of education under the law to all students. DSS coordinates the service delivery of many different accommodations to many students with many different disabilities. The DSS staff of 4 professionals and 1 office supervisor, assisted by 2 graduate students and 100 student workers, serves a population of about 500 students each year. Some of those students have learning disabilities, some are blind or visually impaired, some are deaf or hard of hearing, some have mobility impairments, and some have brain injuries, chronic health conditions, or psychological disabilities. DSS services specifically for students with learning disabilities include tutor referrals, test proctoring, notetakers, access to adaptive technology, campus familiarization, adapted texts and course materials, equipment loans (tape recorders, listening devices, etc.), consultation with instructors, and general guidance and counseling.

Achieve is a comprehensive, fee for service academic support program for college students with learning disabilities. Achieve's mission is to provide the appropriate accommodation to a student, or if the accommodation cannot be immediately implemented, to provide one or more alternatives until the accommodation can be provided. The Program serves the needs of about 150 students every year. Achieve employs 5 full-time specialists, 8 to 12 graduate assistants to serve as student supervisors, and about 300 student workers. The Program itself is located in a 25-room on-campus facility, with a private computer lab and student services lab. There are no limits placed on a student's use of any of the services offered, unlike some fee for service programs. Services provided to students include tutors for classes, notetakers, test proctoring, private rooms for tutoring or studying, access to adaptive technology, a computer lab, adapted texts, academic, career, and personal counseling, a section of University 101 for Achieve students, remedial classes, campus familiarization, and intervention for any campus-related issues. With a student's permission, we welcome parental involvement.

The services offered by Achieve are tailored for students with learning disabilities, and exceed in many ways what services are mandated by law. DSS provides an array of services, not only for students with learning disabilities, but also for all students with disabilities on campus, so that SIUC is compliant with federal law protecting the rights of people with disabilities. From the general purpose and goals of each program, they are different. They have different missions, serve different populations, provide different services and intensities of service, have different budgets, and employ different service professionals.

What follows is a side by side comparison of the services the two programs provide for students with learning disabilities, which might help a person determine what service is right for him or her. Both programs serve the needs of students with learning disabilities in a caring and professional way. SIUC is a leader in providing education to students with disabilities.

Achieve vs. DSS	
Achieve Program	DSS
<p>Special Admission if Necessary (students admitted through regular process; students not meeting admission criteria are reviewed by committee with our recommendation to the Admissions office to admit as regular admissions students)</p>	<p>Admission through Regular Process (students not meeting admission criteria are reviewed by Center for Basic Skills with input from DSS)</p>
<p>Determination of Eligibility (existing documentation reviewed; battery of tests administered to assess current functioning levels)</p>	<p>Determination of Eligibility (existing documentation reviewed or referral to low cost in-house evaluators)</p>
<p>Fee for Service (payload for program services)</p>	<p>Free (no charge to SIU students)</p>
<p>Comprehensive (support beyond mandated law)</p>	<p>Compliant (services are consistent with mandated requirements)</p>
<p>Tutors (tutors supplied for all classes, unlimited use; also, general tutors staffed at Achieve extended hours for on call use; about 100 tutors on payroll)</p>	<p>Tutor Referral (students referred to tutors; students or ORS pay for use, DSS maintains a current list of the free tutor services on campus, and a list of tutors)</p>
<p>Notetakers (provided in all classes; about 140 notetakers on payroll)</p>	<p>Notetakers (supplied for all classes if documentation supports the need)</p>
<p>Test Proctoring (extended time, readers, scribes, private rooms computers and software at Achieve)</p>	<p>Test Proctoring (extended time, readers, scribes, quiet rooms, computers and software at DSS)</p>
<p>Staff Supervision (staff available as advocates, for guidance, and support; with student consent, will check grades, communicate issues to parents, help resolve issues with professors, and intervene in academic as well as more personal issues)</p>	<p>Limited Staff Involvement (instructor consultation and advocacy, general guidance/counseling, referral to clinical psychologists, medical services, etc.)</p>
<p>Computer Lab (15 Mac and IBM compatibles in lab, open extended hours M-F,</p>	<p>Assistive Technology (available by appointment for student use, M-F</p>

8am-9pm, Sunday 12-5; Arkenstone Open Book Reading System, Dragon Dictate, Mac and IBM support, direct internet access; staffed by Computer Lab Supervisor and a writing assistant.)	8:00-4:30; Arkenstone Open Book Reading System, Dragon Dictate, CCTV, JAWS for Windows, and more)
Books On Tape (uses Recordings for the Blind and Dyslexic, hires readers for taped texts, or uses computer synthesized speech to create books on tape or disk; text exchange agreement with University of Texas; maintains a library of hundreds of SIU-C specific texts, with copies immediately available for students)	Books On Tape (either uses Recordings for the Blind and Dyslexic, or computer synthesized speech to create books on tape or disk in appropriate format, i.e., Braille, enlarged, e-text, etc.)
Remediation (Reading, Writing, Spelling, Arithmetic, Vocabulary, Organization, Time management, Social Skills)	None offered
Skills Workshops	Offered on Request
University 101 Class (Achieve students take University 101 together. Achieve instructors can discuss issues which effect LD students without violating rules of confidentiality)	University 101 Class (students take University 101 with integrated groups of other new non-disabled students)
Developmental Writing Class	None offered
Five Full Time Staff (Coordinator, Tutor Supervisor, Notetaking Supervisor, Test Proctoring Supervisor, Computer Lab/Books On Tape Supervisor; plus a 1/2 time Accountant, 8-12 graduate assistants, and nearly 300 student workers)	Five Professional Staff (Director, Assistant Program Director, Coordinator, Senior Interpreter, Office Supervisor, 2 graduate assistants, and 100+ student workers)
Parental Involvement (Parent orientation, regular progress reports documenting student use of services)	Parental Involvement (with student consent-limited involvement)

ACHIEVE FEES

Achieve is in place to provide comprehensive support that exceeds the mandate of law. We operate as a not-for-profit partial cost recovery program at the University. As a permanent University program, Achieve is provided with space, heat, lights, etc from the University; the fees charged to Achieve students represent a recovery of direct service costs. The Program makes no profit from these charges, nor does the University. Below is a fee schedule of current Achieve costs. Initial fees are due upfront to the Achieve program, but Level Support fees are added to a student's bill each semester.

Application Fee:	\$50
Interview Fee:	\$150

Level 1 Support: \$3200 per semester. Includes Case Management, Academic Coaching for Study Skills, Content-Specific Tutors, Writing Assistance, Organizational and Time Management Assistance, Assistive Technology for Reading and Notetaking, Computer Lab and Printing Access, Test Accommodations including personal proctor, reader, scribe, and extended time.

Level 2 Support: \$2800 per semester. Same as Level 1 without Study Skills Coaching and Assistive Technology.

Level 3 Support: \$2000 per semester: Same as Level 1 without Study Skills Coaching, Assistive Technology, and Tutors.

Achieve has a limited number of spaces available each semester. You are encouraged to send in your application by November in the year before you intend to begin college.

IMPORTANT! PLEASE NOTE:

The student must make a separate application to the University. **Although a student may be rejected by the University because of poor ACT scores or a low class rank, he/she may still be an appropriate candidate for the Achieve Program.** When a student is an appropriate candidate for Achieve, but does not meet the University's criteria for admission, the Achieve Program will make the recommendation to the Office of Admissions and Records to accept that student as a regular admissions student utilizing the Achieve Program. Achieve staff will share information with other University offices *only* with written authorization to do so from the student and/or the student's parents.

Guidelines for Documentation of Attentional Psychological Disabilities

Please see a DSS staff person for individualized assistance in determining whether you have a qualifying disability. This interview with the staff member plays a big part in determining if you have a disability and what accommodations are needed. You will also need to bring the documentation provided by your health care provider. A form for them to fill out is on the web page.

Generally, staff will look for the following in your documentation:

- Verification of your condition should be made by a qualified treating professional (psychiatrist, psychologist, MSW, etc).
- We need your diagnosis and how it affects major life functions with or without treatment. We prefer information about the educational impact of your impairment and academic accommodation recommendations.

- DSM-IV Diagnosis (date of diagnosis and most recent contacts), including the results of assessments used to make the diagnosis.
- Recommendations for academic accommodations (special testing, note takers, adapted texts, etc.).

SOUTHERN ILLINOIS EDWARDSVILLE

<http://www.siu.edu/dss/>

ACCESS

**Student Success Center, Room 1270
Campus Box 1611
Edwardsville IL 62026**

Phone: (618)650-3726 Fax: (618)650-5691
E-mail: myaccess@siue.edu

Accessible Campus Community & Equitable Student Support

Accessible Campus Community & Equitable Student Support (ACCESS) is dedicated to providing reasonable curricular and co-curricular accommodations to students with disabilities at Southern Illinois University Edwardsville. Each year, ACCESS assists more than 300 students with a variety of disabilities as they pursue their academic disciplines. ACCESS also has services which students can use to increase skills in learning, time management, and test-taking. Both accommodations and services are offered to students with disabilities who have provided documentation of disability and are approved through the application process.

SIUE values a diverse community and embraces the unique characteristics of students with disabilities. Through community partnership, academic accommodations, and services to students with disabilities, ACCESS and SIUE have excelled at the inclusion of all students as they obtain their educational goals.

Student Responsibilities

Students must register and request services from the Accessible Campus Community & Equitable Student Support Office, which is located in the Student Success Center, Room 1270.

An individualized accommodation plan is developed according to each student's needs. Requests for services should be made as soon as a student is accepted to the University or as soon as possible.

Guideline for Documentation of Learning Disabilities

- Documentation justifies the request for reasonable academic accommodations by indicating the severity of the functional limitations of the diagnosed disabilities.
- All documentation should be typed on the professional's letterhead and signed by the qualified professional. Documentation should include the following:
- Current psychoeducational report (no more than 3 years old) which includes individually administered adult intelligence and achievements tests with narrative that reflects a learning disability.

OR

- An IEP (Individual Education Plan) which contains current learning assessments (individually administered adult intelligence and achievement tests) that reflect the presence of a learning disability.

Please send documentation to:
Disability Support Services at the address provided above.

DEPAUL UNIVERSITY

studentaffairs.depaul.edu/csd <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>

DePaul University-Lincoln Park
Center for Students with Disabilities
2250 North Sheffield Avenue
Lincoln Park Student Center 370
Chicago, Illinois 60614-3673
phone: (773)325-1677 fax: (773) 325-3720
csd@depaul.edu

Students seeking accommodations in support of their academic life at DePaul University must register with the Center for Students with Disabilities (CSD). The following process must be completed before you can be considered enrolled in CSD with accommodations issued to you.

1. ENROLLMENT REQUEST

Complete the [Enrollment Request Form](#) and submit to the Center for Students with Disabilities along with your disability documentation.

2. SUBMIT DOCUMENTATION

Review the [Documentation Guidelines](#) for information that CSD requires to begin the interactive process for your CSD enrollment and accommodations. All documentation should be submitted via email, csd@depaul.edu, fax, (773) 325-3720, through the U.S. postal system, or hand delivery. CSD will notify receipt of your documentation.

3. DOCUMENTATION REVIEW

After receiving all application materials, CSD reviews documentation and advises students as to next steps. During this process, CSD may contact students for additional information as well as consult with students' physicians, therapists, psychiatrists and/or other professionals.

4. MEETING WITH CSD STAFF

Students will be scheduled to meet with CSD staff. During this meeting, students will have the opportunity to describe their academic challenges resulting from their disabilities, learn details about the support services and reasonable accommodations available to them and procedures for students to access those accommodations. Students will then be responsible for accessing accommodations in a timely manner in accordance with CSD policies and procedures.

5. CONFIDENTIALITY

All information provided to CSD is confidential in accordance with various university policies and procedures and, as required, by law. Disclosure of CSD enrollment is generally at the students' discretion. However, access to particular accommodations may require disclosure.

Services

All CSD programs and services are free of charge with the exception of a modest fee for students requesting weekly clinician services. Students are encouraged to contact CSD to initiate the enrollment process well before beginning your first term at DePaul. This will enable students to be well-organized from the onset of the term and assist success.

Clinician Fees: 1x/week = \$350 per quarter
 2x/week= \$600 per quarter

Clinicians are also available during winter and summer sessions

Clinicians are professional educators with advanced degrees and experience working with students with disabilities. Weekly 50 minute meetings with a clinician address skills development in self-advocacy, time management, organizational and study skills, reading strategies, and writing skills. Although clinicians are not tutors in subject areas, e.g., math, they work on skills development in the context of course requirements.

Clinician services are available by student request and accommodated on clinician availability.

At times, students may be placed on a waiting list. This is the only service that requires a modest fee; \$350 for the ten week term consisting of one meeting per week and \$600 for two sessions weekly throughout a term; all other CSD services are free of charge. Fees are billed directly to the student's account; sometimes, it may be possible to apply this to the student's financial aid. For students demonstrating a great need for this service and a hardship to pay the fee, there are a limited amount of cases that this fee may be waived.

Disability Financial Awards Specific to DePaul

If you are interested or have questions about any of the scholarship opportunities below for students with disabilities please email csd@depaul.edu. Also, please review the [DePaul Scholarship Connect website](#) where you can find ongoing opportunities for all DePaul students.

- **Deloitte Scholarship for Students with Disabilities**

Offered annually to enrolled CSD students majoring in business and/or accounting. Announcements are posted and applications submitted through the DePaul Scholarship Connect.

- **Chronic Illness Scholarship**

Offered annually to enrolled undergraduate CSD students challenged with a chronic illness. Announcements are posted and applications are submitted through the DePaul Scholarship Connect.

ELMHURST COLLEGE

<https://www.elmhurst.edu/student-life/support-services/access-disability-services/>

**Disability Services
Learning Center
Frick Center, Room 229
Phone: (630) 617-6448**

In order to qualify for support, please follow these steps:

- Review the Documentation of Disabilities packet. You can request this from Disability Services by calling (630) 617-3753, or pick up the packet directly from the Learning Center
- Complete the appropriate testing with a qualified professional. Disability documentation must verify the nature and extent of the disability in accordance with current professional standards. It must also be current and substantiate the need for all of the student's requested accommodations. PLEASE NOTE: IEPs alone are not considered acceptable documentation.
- Submit your documentation to the Disability Services Coordinator. This documentation will be reviewed to determine eligibility under the ADA. Upon completion of the review, you will be notified by the Disability Services Coordinator to schedule a one-on-one interview appointment.
- Appointments can be made by calling (630) 617-3753 or by selecting an appointment time on the weekly schedule in the Learning Center.
- If you are eligible, you will also need to complete the Request for Accommodations form. This form is completed via an interactive process with Disability Services. Your class schedule/syllabi will be needed for this step.

Examples of Accommodations

- Extended time for tests and quizzes
- Testing in alternate setting
- Audio recordings of class lectures
- Advance copies of PowerPoint presentations
- Enlarged print for classroom handouts, tests and quizzes
- Use of assistive technology, such as smart pens, in the classroom
- Temporary accommodations for temporary conditions such as injuries requiring alternative physical access
- Non-academic accommodations, including housing accommodations

Examples of Supportive Services

- Educational coaching
- Personal check-ins
- Academic tutoring
- Use of assistive technology, including software programs such as Read & Write Gold

Bridge Program

Designed for Elmhurst undergraduates on the autism spectrum, the Bridge Program combines individualized mentoring with small-group sessions to help participants develop executive functioning skills and other strategies for academic success.

Group sessions focus on topics including:

- Getting Organized
- Working with Others
- Staying Focused
- Reducing Stress

- Reading Strategies and Taking Multiple Choice Exams
- Writing Essays and Taking Essay Exams

To participate, students must be registered with Elmhurst College's Access and Disability Services. Space is limited, and applications are reviewed on a first-come / first-served basis, so we encourage you to apply by August 1 for Fall Term.

The Bridge Program is a collaboration between Access and Disability Services and the Department of Communication Sciences and Disorders.

For more information, contact **Corinne Smith**, access and disability services coordinator, or **Victoria Jay**, director of the Elmhurst College Speech-Language-Hearing Clinic.

The Advantage Program

(Coordinated with Elmhurst Learning and Success Academy)

Students enrolled in a degree program at the College, and interested in some support from the ELSA program, have the opportunity to enroll in one ELSA course alongside three degree courses at the College. Students must apply and be admitted into Elmhurst College first. Once admitted, students can submit an ELSA application along with latest IEP and educational evaluations. ELSA staff will invite the candidate in for an interview to help determine which ELSA courses may best complement the student's goals.

Students will work closely with the College access and disability coordinator for academic accommodations desired for degree courses. Students have pursued ELSA courses such as: Intro to College Life, Education Coaching, Self Determination, Individual Literacy Needs, and various career exploration courses. Students interested in the Advantage Program are strongly recommended to meet with the ELSA admission counselor, and the College access and disability coordinator prior to completing an ELSA application.

For more information about the Advantage Program, contact **Tim Ahlberg**.

Elmhurst Learning and Success Academy (ELSA)

ELSA is a four-year program that offers a full-time, post-secondary educational experience to young adults with developmental disabilities. The program emphasizes three key areas:

Academics and Career Exploration

Students work to increase their literacy skills and abilities in writing, mathematics, purposeful reading and reading for pleasure. ELSA also emphasizes technology and career exploration courses, including job shadowing, internships and field experience. Instruction in personal finance is integrated throughout the program. Additionally, students have the option to audit Elmhurst College undergraduate courses, beginning in their second year of study, pending necessary approvals.

Independent Living Skills

Students learn valuable strategies to enhance their skills in budgeting, menu preparation and cooking, shopping, use of public transportation, household management, personal care, and functional life skills.

Social and Recreational Skills

ELSA students are invited to participate in Elmhurst College clubs, organizations and intramural sports. They also attend sporting and other events on and off campus with mentor support, and use the College's fitness center. Elmhurst College students, serving as peer mentors and education coaches, engage ELSA participants in a range of planned activities and encourage peer interaction and social skills.

Personal responsibility and advocacy, decision-making, time management and organizational skills are integrated across the curriculum. Upon completion of the ELSA program, students participate in the College's commencement ceremony and receive a certificate of completion with a transcript of their course work. ELSA alumni are invited to attend evening support seminars offered periodically by the College. What's more, graduates are better prepared to find employment and live with greater independence in the community or with their family.

LORAS COLLEGE

<http://www.loras.edu/academics/academic-support/lynch-learning-center/>

Lynch Learning Center

1450 Alta Vista Street

Dubuque, Iowa 52001

Ph: 800-245-6727 or 563-588-7100

ACCOMMODATION SERVICES

Accommodation Services are provided at no additional charge and may include extended-time testing, testing in a distraction-reduced environment, texts in alternative formats, assistive technology (including Read&Write GOLD) and consultation with Lynch Learning Center staff. Accommodations are determined by individual need and documentation. No additional application is required for Accommodation Services; however, students need to contact the Lynch Learning Center and submit copies of current disability documentation after acceptance to Loras and before the start of classes to determine appropriate services.

ENHANCED PROGRAM

Our **Enhanced Program** is a comprehensive program designed to provide additional support for students with a primary disability of Attention Deficit Disorder or Learning Disability; however, students with other disabilities will be considered. A fee is charged for the Enhanced Program.

The Enhanced Program includes a two-credit Learning Strategies course, taken both semesters of the first-year, a weekly meeting with a Lynch Learning Center staff member and access to peer tutors, as needed. In addition, Accommodation Services are provided as part of the Enhanced Program. Students continue in the Enhanced Program after the first year with additional programming specific to the student.

Students interested in the Enhanced Program or the ARCH program apply simultaneously to the College and the program before the December 15 priority deadline. We encourage applicants to apply early in their senior year to avoid delays.

AUTISM SPECIFIC PROGRAM

Our **Autism Specific Program (ARCH)** program is designed to help students with Autism Spectrum Disorder thrive emotionally, academically and socially. Through the four-year program, students work directly with Lynch Learning Center staff members designated as Certified Autism Specialists. A fee is charged for the ARCH program.

Students enrolled in the ARCH program meet weekly with their Lynch Learning Center coach and attend weekly study table sessions and bi-monthly mentoring meetings. Students hone skills ranging from self-advocacy and organization to stress management and socialization in addition to specialized career prep including one-on-one résumé and cover letter counseling, job shadowing and internship opportunities. To help acclimate students to campus, ARCH students move in two days prior to first-year orientation and have the opportunity to participate in a five-day summer transition program at an additional cost.

Center for Students with Disabilities
Andersen Library Room 2002
800 West Main Street
Whitewater WI 53190

Voice/Relay: 262-472-4711
Fax: 262-472-4865
Email: csdat@uww.edu

CSD Project ASSIST

Project ASSIST is a supplementary, fee-based program that provides comprehensive and individualized support services to students. The program is intended to empower students with the tools they need to be successful at UW-Whitewater and in the adult community. While the primary focus of Project ASSIST is academic support, the program also addresses strengthening the student's time management, organization and problem solving skills. Eligible students may choose to participate in this program each semester.

Tutoring

Project ASSIST tutors are undergraduate and graduate students who complete a training that includes various study skills and learning strategies, assessment of learning styles and techniques for working with individuals with disabilities.

Tutoring may include the following areas:

- Individualized academic assistance with course work
- Organization and time management
- Suggestions for learning strategies
- Communication strategies
- Writing assistance
- Math assistance
- Referral to other campus services

In addition, Drop-in tutoring support is available during daytime and evening hours. This allows students the flexibility to receive assistance during the times they are not scheduled to meet with their assigned tutors. Drop-in tutoring scheduling strives to provide coverage for all academic areas and organizational needs.

Computer Lab

The Project ASSIST computer lab provides access to computers, scanners and printers that are equipped with assistive technology software. Assistive technology software such as: Kurzweil 3000, TextHelp and Inspiration are available on all Project ASSIST computers. Adaptive workstations are also available. The lab is an integral part of the program where students can complete projects or work on assignments, while having access to tutors and staff. The computer lab has both daytime and evening hours.

Study Area

The Project ASSIST environment provides a space for students to study or meet with their tutors. The area is adjacent to the computer lab and also has daytime and evening hours. M-Th: 8am-7pm, Fri: 10am-3pm

Study Groups/Workshops

Study groups are formed and available to discuss strategies for successful transition, communication skills, self assessment, study skills, organizational/learning strategies and career exploration.

Project ASSIST Fees:

Semester	Cost
Fall/Spring	\$ 900/Semester
Summer/Winterim	\$ 250/Per Course

*Fees are subject to change

Contact Information

Project ASSIST is located in Andersen Library Room 2002 on the UW-Whitewater campus.

For further information contact:

Center for Students with Disabilities/Project ASSIST

Andersen Library, Room 2002

UW-Whitewater

Whitewater, WI 53190

(262) 472-4711

csdpa@uww.edu

2-Year Colleges



COLLEGE OF DUPAGE

http://www.cod.edu/student_life/student_services/access_accommodations/

Center for Access and Accommodations

Student Services Center (SSC), Room 3249

Phone: (630) 942-2154/4260/2306/3798/2567

TDD: (630) 858-9692

Fax: (630) 942-2071

access@cod.edu

For Lake Park High School, this is easily the most well-known 2-year college. It is affordable, close to home, has an amazing amount of choices for courses, and most four-year universities will accept all credits earned under an Associate Degree. They suggest that students contact their office one semester before attendance. For example, if your student plans on graduating early in December, he/she should contact the Center for Access and Accommodations next Fall. (630-942-2306 or 630-942-4260)

COACH (Career Opportunity ACHievement)

COACH (Career Opportunity ACHievement) is a two-year cohort program for adults with intellectual or developmental disabilities. In addition to an academic focus on reading, writing, math and computer literacy, COACH also promotes social skills, independence and career exploration.

COACH has been developed to provide post-transition students with engaging educational and life-skills training to help prepare for meaningful employment.



A student and parent organization that focuses on SUCCESS!

Autismerica is a student organization for students on the autism spectrum to better educate themselves about COD and socialize with one another in a safe and supportive environment. Parents are also provided a separate meeting opportunity. Meetings for the Spring semester are held on the second Thursday of each month.

VOCATIONAL SKILLS PROGRAM at COD
www.cod.edu/programs/vocational

Target Population

Courses are designed for students age 18 or older who are challenged with mild to moderate cognitive impairment. Students must possess manual dexterity to perform specific tasks as required by each course.

Students have an opportunity

- to learn vocational skills and appropriate work behaviors.
- to develop career-related abilities and interests.
- to enhance their confidence in their abilities to seek competitive employment.
- to understand the importance and requirements of the adult world of work.

HARPER COLLEGE

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

Access and Disability Services

Building I Room 103

847.925.6266

ads@harpercollege.edu

1. Apply online at www.harpercollege.edu. If you have questions about applying, placement testing, orientation, financial aid, etc., please contact [The One Stop](#).
2. Apply for ADS services by filling out the [New Student Application](#). You will have an opportunity to upload your electronic documentation after you complete the New Student application. You can use an electronic copy of your IEP, 504 Plan, Summary of Performance, or other medical/psychological documentation that lists your diagnosis and demonstrates how your disability affects your learning, mobility, and/or communication.
3. If you are unable to upload your electronic documentation, you may email the documentation to ads@harpercollege.edu. If you have a paper copy of your documentation, you may bring it to our office and we will scan and upload for you.
4. After you have completed your New Student Application for ADS services, call 847.925.6266 voice or 224.836.5048 Video Phone for Deaf callers, to schedule your in-person intake interview.
5. Attend intake interview. During your intake interview ADS staff will discuss accommodation eligibility and discuss your next steps.
6. Complete placement testing. All degree-seeking students are required to test. An ADS staff member will assist and discuss placement testing options with you during your intake interview.
7. All degree-seeking students must attend orientation. An ADS staff member will assist with this process and connect you with the Center for New Students and Orientation (CNSO). ADS staff members will make referrals and work closely with CNSO in selecting courses that fit your interest and abilities.
8. After you have completed orientation, please make sure to follow up with ADS staff. At your follow up meeting ADS staff will review how to request accommodation using your AIM portal.

[Transition Autism Program \(Project TAP\)](#)

The Transition Autism Program is designed to meet the specific needs of students on the Autism Spectrum as they transition from high school to college. We bolster success in academics by direct support from professional staff. This unique program provides peer mentoring to improve interpersonal relationships and establish a connection at Harper, specialized academic support, and a parent support component. In addition, there are Job Readiness workshops that include resume writing, interview skills and job search strategies. Project TAP selects and approves cohorts of new student on the Autism Spectrum each Fall semester. TAP students are also offered multiple opportunities to be sociable, at ADS Success Club meetings and at other on-campus events each semester.

For more information, please email projecttap@harpercollege.edu.

The [TAP application](#) for the Fall 2019/Spring 2020 term is available online.

Lincoln College: This is a very small private, 2-year college in Springfield, Illinois. Lincoln prides itself on providing support for all its students, offering small classes and a heartfelt goal for students to be successful. Lincoln is Illinois' only residential 2-year college, so it can offer that on-campus feeling while remaining in state. Like COD, Lincoln has compact agreements with many state universities in Illinois. Lincoln's website does not offer any particular information just for disabilities, but does provide information about some very successful programs.

Landmark College: Landmark is another small, private, 2-year college, but it is located in Vermont and is very expensive. Landmark is different from any other college mentioned today in that all of its students have a disability. A quick visit to Landmark's website will show how dedicated the college is to understanding and working with disabilities. The goal at Landmark is to help LD or ADHD students understand their disabilities and capitalize on compensatory strategies. Landmark's goal is to help students with disabilities move on to a four-year college and be successful. Students should be ready to openly address their disabilities.

Financial Aid **BASICS**

FAFSA: Free Application for Federal Student Aid. Families can now complete the FAFSA after October 1st of senior year, rather than waiting until February 1st when they receive all their W2's. An October completion date means you are filling out the FAFSA based on the previous year's tax filings, under the assumption that nothing very dramatic has changed. (You will still need to confirm the current year's numbers when Feb 1 rolls around.)

Completing the FAFSA provides you with an Estimated Family Cost (**EFC**) based on NEED only. You should list all the colleges you are interested in attending on the FAFSA. The goal is really to get as close to the EFC as possible, with as little loan money as possible.

The advantage to this earlier timeline is that now you can include that in your net price estimates, and colleges don't have to wait to award merit-based money!

A quick way to get an estimate of your EFC at any time is go to:

www.fafsa4caster.ed.gov

And always be careful about financial aid sites. Many for-profit sites will offer to complete your FAFSA for you, when you can do this perfectly well yourself. Also, be sure to stick to www.fafsa.ed.gov, NOT (.com) when completing your FAFSA. The for-profit site looks very similar on purpose—they want your info and your business.

Pricing

There are 3 levels of college pricing: **Sticker Price** (just like a car), **Net Price** (the reduction a dealer might be willing to make) and **Out-of-Pocket** (the most reductions you can get with scholarships, grants, etc.)

Sticker Price: is the listed expenses that a college is mandated to make available for students and their families. Ideally this should include In-State or Out-of-State Tuition, Room & Board, Fees, and possibly books & other expenses. It should be the highest estimate that college might cost. This is the amount we are looking to reduce!

Net Price: Sticker price minus all anticipated grants, scholarships, etc. (If you've completed an October FAFSA, there's no reason a college has to wait until March to tell you what they will give you. e.g. An automatic scholarship for a 27 on ACT might = \$5,000 off tuition)

Out-of-Pocket: Cost you pay including work and loans. This does not necessarily equal what FAFSA stated your EFC would be. Many times, it does not.

Categories of Schools

When we make a list of schools based on selectivity, we typically have them divided by:

- Reach Schools
- Academic Fit Schools

- Backup Schools

We do the same financially:

- Financial Reaches
- Financial Fits
- Financial Backups

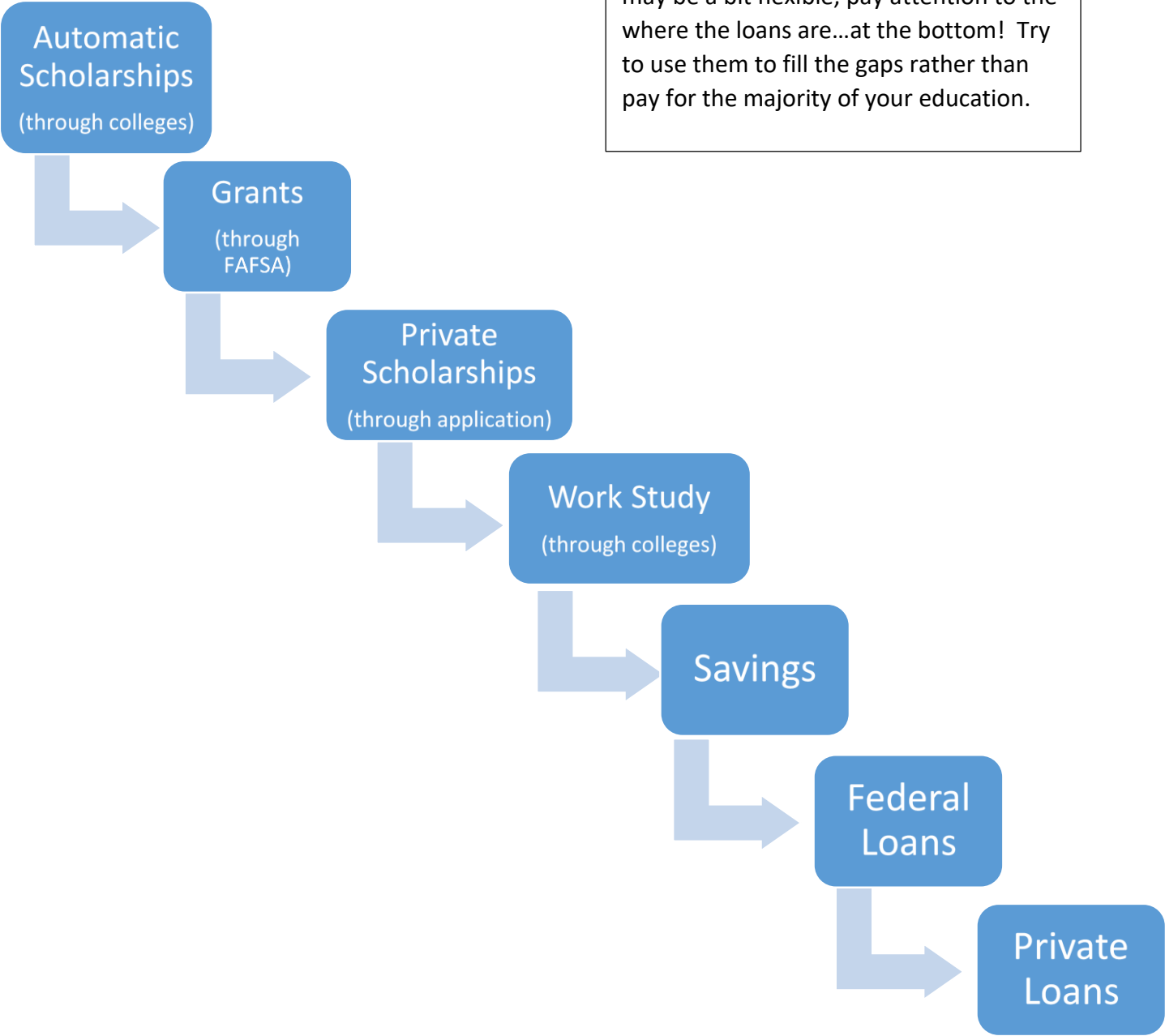
In order to get to these 3 categories financially, you really have to get to the true Out-of-Pocket expense. You can use Financial Fit Calculator on Collegecountdown.com to help.

Don't disregard the traditional private schools. They are often the ones to come in with the best \$ and can be great experiences.

How to Reduce the sticker price before loans!! (see next page for FinAid hierarchy)

- 1) Campus Employment- file the FAFSA
- 2) Pell Grant-Low EFC
- 3) MAP Grant- Low EFC & attend school in Illinois
- 4) College Grant- Lower EFC than college cost & at college discretion
- 5) Academic Scholarship-apply and submit test scores & transcript; at college discretion
- 6) Athletic Scholarship- register with NCAA or NAIA Eligibility Center & at college discretion
- 7) Talent Scholarship- college discretion (typically resume & relationship)
- 8) Competitive Academic Scholarship- test & at college discretion
- 9) Legacy and/or Sibling Scholarship
- 10) Independent Scholarship:
 - Merit-based: apply & assessed by organization
 - Need-based: apply & typically complete FAFSA, then assessed by organization.
- 11) ROTC/Military-some military commitment
- 12) Midwest Student Exchange Program- Some public institutions agree to charge students no more than 150% of the in-state resident tuition rate for specific programs; private institutions offer a 10% reduction on their tuition rates. www.msep.mhec.org
- 13) Tri-State Initiative
- 14) State Residency options- May need to work certain number of hours in that state. Each states have different rules. Missouri has one of the most forgiving policies. (Big competition for U of I-Urbana)

Where should you focus first in financing a college education? While the order may be a bit flexible, pay attention to the where the loans are...at the bottom! Try to use them to fill the gaps rather than pay for the majority of your education.



Where do you find scholarships and grants? (THE FREE MONEY!!)

- **Automatic scholarships** are those that the colleges you apply to *automatically* consider you for. They can be based on GPA, test scores, or a talent that you have, in other words, merit-based, but they are based on whatever information you included in your application. Many times, colleges will advertise these on their financial aid websites. Examples include ISU's Redbird Scholarship and just about any college's Presidential Scholarship. Search "scholarships" from a university website (not from google-go directly to each college site).
- **Private Scholarships** can be found anywhere, but students should always be checking out Lake Park's Scholarship Bulletin. It is updated continuously and has a great number of *local* scholarships! Stack these like pancakes as they can really add up!! You can find the link from our homepage or follow:
https://docs.google.com/document/d/1X8QI9mtNis0tHbFsYtKs_5MptqMO-KNtjnM0Hk19hJU/edit
- **Also, look at parental place of employment, unions, church groups, and additional scholarship applications through college websites.** Scholarships are not all automatic through the university; sometimes there are additional applications with deadlines and many of these can be need-based.
- **Federal Grants** are considered when you complete the FAFSA and they are need-based. You will find out if you qualify when you complete the FAFSA and colleges confirm with your award letter.
- You will always receive an award letter from a university that maps out how they think you can pay for your education based on the FAFSA. They will often include loans as a way to "meet" your financial need, but be aware-these are loans, not the free money.

Work Study and Loans (The NOT-so-free money)

Work-Study Programs

Federal Work-Study is a need-based financial aid program that allows you to work part-time to help pay for college. A Federal Work-Study job is different from other jobs for the following two reasons:

- (1) The hours are flexible to ensure that you have enough time to study, and
- (2) When you apply for financial aid the following year, the money you earned through this program IS NOT counted as income on the next year's FAFSA.

To be considered for Federal Work-Study, be sure to indicate that you're interested in this program on your Free Application for Federal Student Aid (FAFSA®). Funds for this program are limited, so it is important to complete your FAFSA as soon as possible. If you are eligible, your college will list the amount you can earn on your financial aid award letter. If you have been awarded Federal Work-Study, you'll probably receive a packet of information with your award letter, explaining how the program works. Make sure you read all of the information you receive. Each college may have different rules.

**Since eligibility for the Federal Work-Study program is limited, and is based on need, you may not qualify to participate in this program. If you are still interested in working on campus, your college may be able to offer other employment opportunities. Check with the financial aid office to see if *non-work-study* employment is available. Since non-work-study employment is not a type of financial aid, you may be directed to a different office on-campus, such as Student Employment, or Human Resources. Money earned from a non-work-study job will be counted as income on the next year's FAFSA.

Loans

Think of student loans in 2 categories: Federal and Private. If a student *must* take out loans, they should always look to the federal loans first. (Remember the graphic?) They tend to have better rates that are fixed, they can be deferred with less penalty, and they do NOT rely on credit rating of the student. This is why they are guaranteed.

- Federal loans: See the chart on the next page to learn about the different types of loans a student or parent may look for.
- Private loans can come from credit unions, local banks, online banks... just about anywhere you can borrow money. They will typically need a parent as a co-signer (like a PLUS loan) so parental credit will also be considered along with the student's. Again, these are the last line of financial aid that should be considered, but they are often the way a student completes their financial commitment.

What Kinds of Federal Loans are Available?

The current interest rates shown are fixed for the life of the loan.

Federal Loan Program Maximum Annual Award (subject to change)	Details (subject to change, rates change mid-May)	Maximum Annual Award (subject to change)
<p style="text-align: center;">Direct Subsidized Loan (Stafford Loan)</p> <p>Subsidized means the government pays your interest while you are in college.</p> <p>These will be noted on your initial FAFSA report are usually part of the “financial aid” package awarded by colleges. HOWEVER, do not be confused - they are NOT free money!</p>	<p>For undergraduate students who have <u>financial need</u></p> <ul style="list-style-type: none"> • For current loans, interest rate is 5.05% (New Rates in mid-May) • You’re not usually charged interest on the loan during certain periods, such as when you’re in school at least half-time (Gov pays your interest while in school) • The U.S. Department of Education (ED) is the lender; payment is owed to ED <p>** Credit history is not a factor</p>	<p>For Dependent Students:</p> <p>1st year: up to \$4,500 2nd year: up to \$5,500 3rd year & beyond: up to \$6,500</p>
<p style="text-align: center;">Direct UNSubsidized Loan (another Stafford Loan)</p> <p>UNSubsidized means you are responsible for all interest with this loan.</p> <p>These will be noted on your initial FAFSA report are usually part of the “financial aid” package awarded by colleges. HOWEVER, do not be confused- they are NOT free money!</p>	<p>For undergraduate, graduate, and professional degree students; <u>financial need is not required</u></p> <ul style="list-style-type: none"> • For current loans, interest rate is 5.04% interest rate for loans made to undergraduate students (6.6% interest rate for loans made to graduate and professional degree students) • You are responsible for interest during all periods • ED is the lender; payment is owed to ED <p>** Credit history is not a factor</p>	<p>For Dependent Students:</p> <p>1st year: up to \$5,500 2nd year: up to \$6,500 3rd & 4th year: up to \$7,500</p> <p>Current Lifetime Limit, \$31,000 (no more than 21,000 can be subsidized loan dollars)</p> <p>* For total lifetime limit, go to StudentAid.gov/subunsub</p>
<p style="text-align: center;">Direct Parent PLUS Loan</p> <p>The FAFSA is not a credit check, so PLUS loans won’t be noted on your FAFSA report. However, colleges may put them on you “financial aid” package so don’t be confused- they are NOT free money!</p>	<p>For parents who are borrowing money to pay for their dependent undergraduate child’s education, and for graduate or professional degree students;* financial need is not required</p> <ul style="list-style-type: none"> • For current Plus loans, interest rate is 7.6% • ED is the lender; payment is owed to ED <p>** Borrower /Parental credit history IS a factor.</p>	<p>Maximum amount is cost of attendance minus any other financial aid student receives.</p>

<https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#how-much>

	College	College	College	College
Common App, School, or Either				
ACT				
SAT				
GPA				
Acceptance Rate				
My Major				
Direct Admit to Major?				
Required HS Curriculum (do I meet it?)				
Levels of Service Available				
Sticker Price				
Cost of Supportive Services?				
Automatic Scholarships (that I qualify for)				
Financial Fit? (use Financial Fit Worksheet)				
Location				
Distance From Home				
Size of School				
Athletics				
Unique Programs				
Internships				
People				
Safety, Target, Reach?				

ADDITIONAL RESOURCES

ONLINE RESOURCES

www.idonline.org The official website for the Coordinated Campaign for Learning Disabilities.

www.idanatl.org The Learning Disabilities Association

www.nclld.org The National Center for Learning Disabilities

www.perc-schwabfdn.org Parents and Educators Resource Center. PERC Founded by the Charles and Helen Schwab Foundation.

www.ed.gov/about/offices/list/ocr/transition.html Dept of Education OCR pamphlet on transition issues

www.washington.edu/doiit DO-IT Project at University of Washington

[http://specialchildren.about.com/od/specialneedsscholarships/College Scholarships for Students With Special Needs.htm](http://specialchildren.about.com/od/specialneedsscholarships/College_Scholarships_for_Students_With_Special_Needs.htm) Scholarship information for students with disabilities

<http://www.finaid.org/otheraid/disabled.phtml>

[DO-IT \(www.washington.edu/doiit\)](http://www.washington.edu/doiit): A Very DEEP Disability Resource. Also lists disability-specific scholarship info.