

# **College Planning For Students With Disabilities 2017**

**Beth Bazukas, NCC, LPC**

**Lake Park High School**



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Freshmen S-Z                      Sophomores S-Z

**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](mailto:kmurphy@lphs.org)

639-295-5203

### **Donna Pizzuto, Special Education Administrative Assistant**

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

[dpizzuto@lphs.org](mailto:dpizzuto@lphs.org)

630-295-5202

### **Jen Menold, West Campus School Psychologist**

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

[jmenold@lphs.org](mailto:jmenold@lphs.org)

630-295-5299

### **Angie Coleman, East Campus School Psychologist**

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630-295-5348

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# WELCOME

## College Planning for Students with Disabilities

Beth Bazukas, NCC, LPC

East Campus Counselor

Freshman Students A-C

Sophomore Students A-C

## WHY AM I HERE?



## WHY ARE YOU HERE?



## DIFFERENCE BETWEEN IEP'S AND 504'S

### × IEP: Individualized Educational Plan

- + Covered under *IDEA*: To provide a free, appropriate public education (FAPE) in the least restrictive environment to students with disabilities.
- + *Special Education*, may be eligible through 21 years old.
- + *IEP ends with high school*

### × Section 504

- + Covered under *ADA*: To ensure that no person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.
- + *General Education*, may be eligible in college or workplace.

# DIFFERENCE BETWEEN HS & COLLEGE

## High School

## College

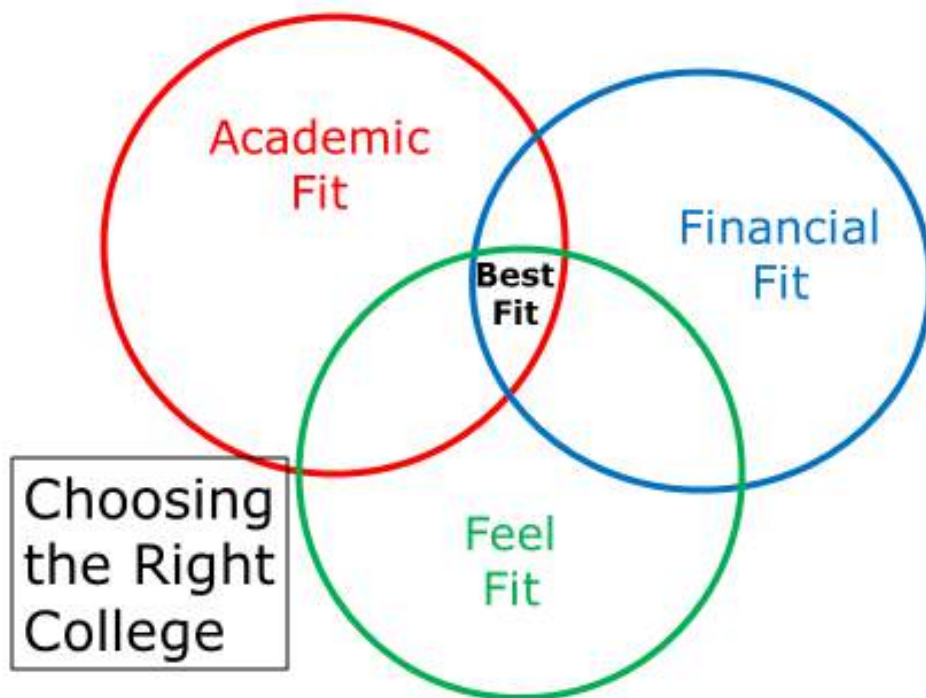
Identified through assessment	→	Self-identify
Assessed by school	→	Student provides documentation
Program determined with parents	→	No planned program
Yearly IEP written with goals	→	No yearly meeting
Annual Review assesses progress	→	Student is responsible to manage educational progress
Right to free public education	→	Right to equal access
Parents integral to academic plan	→	Parents no longer have <u>automatic</u> access to academic info.

# UNDERSTANDING MY DISABILITY

- × Review any diagnostic information
  - + E.g. Medical, 3-year re-evaluation, outside professional
- × Talk to SP case manager, 504 case manager, each other!
- × Know what accommodations are needed
  - + Extended time, tests read, enlarged print, etc.
- × Ask the questions you are afraid to ask
  - + Am I *academically* college-ready?
  - + Am I independent enough to handle college?

# HIGH SCHOOL GOALS

- × Good student skills
  - + Compensatory strategies
  - + Work ethic
- × Gather knowledge
  - + College prep courses (advanced level or higher)
- × Gain skills for future goals
  - + Learn about areas of interest and skills
- × Self-advocacy
  - + Students have control
  - + Students have responsibility
- × Students need to perform at grade level to be most successful in college





## COLLEGE COUNTDOWN/FINANCIAL FIT

### ✦ Collegecountdown.com

- + Figure out how much you can REALLY afford to spend on college
- + Find schools that match what you can afford
- + Understand the financial aid process

### ✦ Get Financial Fit for FREE

- + [collegecountdown.com/store.financial-fit-video-library.html](http://collegecountdown.com/store.financial-fit-video-library.html)
- + Click "add to cart", then "checkout"
- + Will need to register if new customer (set up account and billing address, then click "continue"-you won't have to but in payment info)
- + Click "place order"
- + You can access Financial Fit from the "My Tools" link at top of [collegecountdown.com](http://collegecountdown.com) page.

## COLLEGE OPTIONS

### ✦ Vocational or Certificate Programs

- + College of Du Page: Health Sciences: Medical Assistant, Phlebotomy
  - ✦ Vocational Skills Program
- + Elmhurst College: ELSA Program

### ✦ 2-Year College (sample degrees)

- + College of Du Page, DeVry
  - ✦ Associate in Applied Science (AAS), Associate in Arts (AA)
  - ✦ 2+2 and 3+1 programs

### ✦ 4-Year College (sample degrees)

- + Elmhurst College, DePaul, NIU
  - ✦ Bachelor of Science (BS)
  - ✦ Bachelor of Arts (BA)

## LEVELS OF SERVICES AVAILABLE

- × **Mandatory services**
  - + Standard ADA accommodations, (504)
  - + Many are services that are available to all students
- × **Supportive services**
  - + Basic accommodations: tests read, extended time, tutoring, possibly consultants
- × **Comprehensive programs**
  - + Typically for a fee: Clinicians, tutoring, parent reports
    - × SIUC Achieve program: 3 levels of support
    - × Landmark College

## CHOICES COLLEGE FAIR

- October 25, 2017 6-9 pm
- **GLENBROOK NORTH HIGH SCHOOL**
  - 2300 Shermer Road
  - Northbrook, IL 60062
- Check out the CHOICES website:
  - [www.postsecondarychoices.org](http://www.postsecondarychoices.org)
  - List of colleges and contact numbers

## ADMISSIONS

- ✘ **MUST** apply through standard application process (typically no special consideration for admit)
- ✘ Additional applications for special services
- ✘ All colleges require disability documentation to receive services
- ✘ Must self-identify to receive services
- ✘ Tell your LPHS counselor if they may/not include information about your disability in letters of recommendation

## DOCUMENTATION

- **MUST** be updated (typically w/in 3 yrs of application)
- **MUST** be formal: no notes on prescription pads
- **MUST** be by qualified professional
- **MUST** be specific to disability
- **SHOULD** state specific accommodation requests that relate to specified disability
- Watch timeline if switching from IEP to 504!

## TIPS FOR A SUCCESSFUL SEARCH

- Stay organized!
  - Watch deadlines and requirements.
  - Make copies of applications, letters of recommendation, personal statements, and documentation
- Find the right program/the right fit
  - Research: location, level of service, financial fit, academic fit.
  - Visit: meet with offices of disability services and financial aid, feel fit
  - Share: with each other, itinerants, school counselor
- Let your student drive the bus!
  - Do NOT write their essays or letters of recommendation!!
  - Have them complete applications

## COLLEGE SEARCH CHECKLIST

- Make a “Paying for College Plan” (*Financial Fit*)
  - See “Right College, Right Price” in Transition
- Research, research, research (*Academic Fit*)
  - Location, size, level of service
- Visit, visit, visit (*Feel Fit*)
  - Never too early, take notes, meet with supports
- Get organized!
  - Don't hesitate to use Excel, Google Docs, whatever you need to help you keep track and compare schools!

# RESPONSIBILITIES

## Parents

- × Understand student needs
- × Explore careers and training associated with those careers
- × Explore post-secondary options
  - + Contact colleges
  - + Tour campuses
  - + Contact offices of special student services, financial aid, etc.
- × Help make the final decision

## Students

- × Invest in school
- × Develop skills of
  - + Self-advocacy
  - + Compensation
  - + Good study habits
- × Explore careers and training associated with those careers
- × Explore post-secondary options
  - + Contact colleges
  - + Tour campuses
  - + Contact offices of special student services, financial aid, etc.
- × Complete applications
- × Write personal essays
- × Request letters of recommendation from teachers
- × Make the final decision

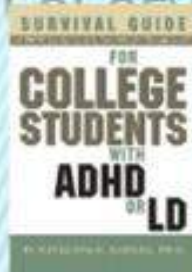
# NCAA INFORMATION FOR STUDENT-ATHLETES

- × 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.

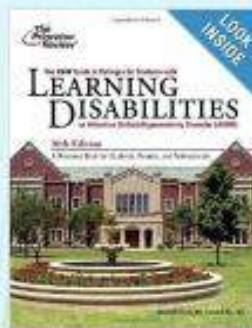
## IN A NUTSHELL...

- Know your disability.
  - What are your needs?
  - What are your strengths?
- How does each affect future plans?
  - Level of support
  - Types of careers
- Set realistic goals.
  - Academically
  - Financially
  - Personally

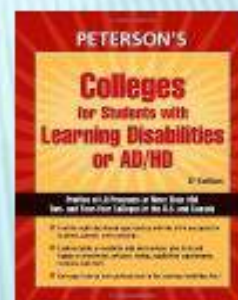
## POPULAR BOOK RESOURCES



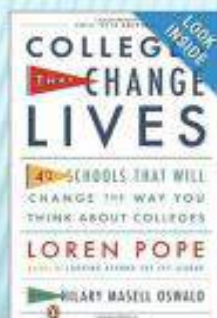
By  
Kathleen  
Nadeau,  
about \$10



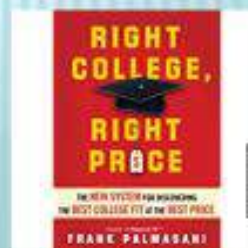
Princeton Review, about \$30



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



By Loren Pope, about \$10



By Frank  
Palmasani,  
about \$10

# TRANSITION

## Section 504 and ADA

SECTION

### 6 Legal Rights and Responsibilities

#### Federal laws

Knowing your legal rights and responsibilities will increase your chances of success in college. It's important to understand the obligations of colleges and of students enrolled in colleges. By understanding these obligations, you will know what you need to do, and what the college is required to do, for you to have an equal opportunity for success.

Following is a description of laws and how they pertain to you as a college student with a disability. Underlined terms are explained below.

#### Section 504 of the Rehabilitation Act of 1973

This civil rights statute is designed to prevent discrimination against persons with disabilities, as amended in 1990. It provides that:

No otherwise qualified individual with disabilities in the United States shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

This law requires that postsecondary schools be prepared to make appropriate accommodations and reasonable modifications to their college's procedures and practices, so that you can fully participate in the same programs and activities that are available to students without disabilities.



#### The Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) is also a civil rights law. It helps to implement and enforce Section 504, and also outlines additional protections. While Section 504 of the Rehabilitation Act of 1973 states that public institutions cannot discriminate on the basis of disability if they receive federal funds, the Americans with Disabilities Act (ADA) of 1990 states that with or without federal funds, public institutions cannot discriminate on the basis of disability. Private colleges and universities are covered under the ADA, unless they are completely owned and operated by religious organizations.

#### Important Terms:

##### Otherwise Qualified

As a student with a disability, you are "otherwise qualified" when you meet the same academic requirements and standards as non-disabled students. These requirements and standards must be considered necessary to maintain the integrity of a course, program or college policy. For example, some colleges require students to maintain a GPA of 2.5 to maintain eligibility for a certain program or to remain enrolled as a student. You would also be required to meet this qualification. You are also required to meet an instructor's expectations for students in regards to class participation, work standards, attendance, and ability to demonstrate acquired knowledge.

##### Academic Accommodations

These are changes that are made in the delivery of course material and/or in the assessment of your knowledge that will help you meet the standards of the course. Examples include notetakers, recorded textbooks, time extensions on course assignments, extended test time, sign language interpreter, assistive technology during class and exams, etc. Section 504 and the ADA states that students with disabilities may need appropriate accommodations or reasonable modifications in order to meet the academic requirements and standards.

##### Reasonable Modifications

Examples of modifications that may be offered include the extension of time permitted to complete a degree program (possibly due to carrying less than the required full-time credit load); or the substitution or waiver of courses that are part of the degree requirements. If a college refuses to modify academic requirements, the school must be able to prove that the change would be considerable and that the area requested to be altered is essential or necessary as offered. The college must prove the change would jeopardize the integrity of the course or program.

## Understanding the Legal Differences between

### High School and College

<u>Question</u>	<u>Secondary (High School)</u>	<u>Postsecondary (College)</u>
What is the law?	<b>IDEA</b> and Section 504	<b>ADA</b> and Section 504 (Subpart E)
What is the intent of the law?	IDEA: To provide a free, appropriate public education in the least restrictive environment to students with disabilities.  504: To ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subjected to discrimination in any program or activity provided by any public institution or entity.	To ensure that no otherwise qualified person with a disability will be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any public institution or entity.
Who is covered under the law?	All infants, children and youth requiring special education services until age 21 or graduation from high school.	All qualified individuals with disabilities who meet the entry age level criteria or particular program entry criteria of the college and who can document the existence of a disability as defined by the ADA.
Who is responsible for identifying and documenting the need?	School districts are responsible for identifying, evaluating and planning educational services at no expense to the parent or individual.	Students are responsible for self-identification and for obtaining disability documentation from a professional who is qualified to assess their particular disability. The student, not the institution, assumes the cost of the evaluation.
Who is responsible for initiating service delivery?	School districts are responsible for identifying students with disabilities and providing special instruction, individualized education plans, and/or accommodations.	Students are responsible for notifying the Disability Support Services staff of their disability and of their need for accommodations. Accommodations (not special education) are provided on a semester by semester basis in order for students with disabilities to have equal access to the institution's programs, services and activities.



<u>Question</u>	<u>Secondary (High School)</u>	<u>Postsecondary (College)</u>
Who is responsible for enforcing the law?	IDEA is basically a funding statute, enforced by the Office of Special Education and Rehabilitation Services in the U.S. Department of Education. ADA/504 are civil rights statutes, enforced by the Office for Civil Rights (OCR), U.S. Department of Justice, and the Equal Employment Opportunity Commission (EEOC).	Section 504 (Subpart E) is a civil rights statute enforced by the Office for Civil Rights (OCR), U.S. Department of Education. The ADA is also a civil rights statute enforced by the U.S. Department of Justice, and the Equal Employment Opportunity Commission (EEOC).
What about self-advocacy?	The parent or guardian is the primary advocate. Students with disabilities should learn about their disability, the importance of self-advocacy, the accommodation(s) they need, and ways to become a self-advocate.	Students must be able to communicate what their disability is, their strengths, weaknesses, how the disability impacts and functionally limits major life activities. They must be able to identify and justify any requested accommodations.

**Source:** Kay McVey, Faculty Development Specialist, PROJECT CONNECT, Henderson State University

## **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](http://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.

**CHOICES COLLEGE FAIR 2017**  
Wednesday, October 25, 2017  
Glenbrook North High School  
Northbrook, IL

**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 for Choices 2017

Updated 2.28.17

1. Central Michigan University
2. Chapel Haven
3. College Internship Program
4. College of Lake County
5. Colorado-Boulder, University of
6. Curry College
7. Dayton, University of
8. EDGE Learning and Wellness Collegiate Community
9. Edgewood College Cutting Edge Program
10. Elmhurst Learning and Success Academy at Elmhurst College
11. Harper College Access and Disability Services
12. Harper College Career Skills Institute
13. Illinois @ Chicago, University of
14. Illinois @ Urbana-Champaign, University of, DRES
15. Indianapolis, University of
16. Iowa, University of
17. Kirkwood Community College
18. Loras College
19. Mansfield Hall
20. Minnesota Life College
21. Missouri, University of
22. Northern Iowa, University of
23. Oakton College
24. Options: Transitions to Independence
25. P.A.C.E. at National Louis University
26. Shepherds College
27. Southern Illinois University, Achieve Program
28. St. Ambrose University
29. Western Illinois University
30. Wisconsin-Oshkosh, University of, Project Success
31. Wisconsin-Whitewater, University of

This list hasn't been updated in a while, 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.

## Colleges that have attended CHOICES college fairs in recent years

Adrian College  
Alma College  
Arizona, University of, SALT Program  
Beacon College  
Bradley University  
Brehm, The Options Program  
Calvin College  
Carthage College  
Cincinnati, University of, Disability Services Office  
College Internship Program  
College of Lake County  
College Living Experience  
College of Mount St. Joseph  
Dayton, University of, Student Learning Services: Students with Disabilities  
DePaul University, Center for Students with Disabilities  
Denver, University of, Learning Effectiveness Program  
Eastern Illinois University  
Edgewood College, Accessibility Services for Students with Disabilities, Cutting Edge Program  
ELSA, Elmhurst College  
Ferris State University  
Harper College, Access and Disability Services, Career Skills Institute Program  
Horizons School, The  
Illinois at Chicago, University of, Disability Resource Center  
Illinois at Urbana-Champaign, University of, Disability Resources and Educational Services (DRES)  
Illinois at Springfield, University of, Office of Disability Services  
Illinois State University, Disability Concerns  
Independence Center  
Indianapolis, University of, BUILD  
Iowa, University of, Student Disability Services  
Kentucky, University of, Disability Resource Center  
Kenyon College, Office of Disability Services  
Kirkwood Community College  
Lakeland College  
Landmark College  
Lincoln College, ACCESS  
Loras College  
Lynn University  
Marquette University  
Mercyhurst College, Learning Differences  
Michigan State University  
Midwest Alliance, University of Illinois  
Minnesota, University of, Disability Services  
Minnesota Life College  
Missouri, University of, Office of Disability Services  
Mitchell College, Thames Academy  
Montana, University of, Disability Services for Students  
Mount St. Joseph, College of, Project EXCEL  
Muskingum University, PLUS Program  
National Louis University, PACE  
North Carolina State University, Disability Service Office  
North Central College  
Northern Michigan University, Student Support and Disability Services Program

Northeastern Illinois University  
Northern Illinois University, Disability Resource Center  
Northern Iowa, University of  
Oakton Community College, ASSIST Program  
Ohio University, Office of Disability Services  
Oklahoma State University, Student Disability Services  
Options for College Success  
Options Transitions to Independence  
Ozarks, University of, Jones Learning Center  
Purdue University  
REACH, University of Iowa  
Robert Morris College  
Rochester Institute of Technology, Disability Services Office  
Roosevelt University  
Seton Hall University  
Shepherds College  
Southern Illinois University, Carbondale, Disability Services and ACHIEVE Program  
St. Ambrose University, Services for Students with Disabilities  
St. Joseph's College  
St. Louis Life  
Vincennes University, STEP  
Virginia, University of  
Vocational Independence Program, New York Institute of Technology  
Waldorf College  
Western Illinois University, Disability Support Services  
Westwood College  
Wisconsin-Madison, University of, McBurney Disability Resource Center  
Wisconsin-Milwaukee, University of, Student Accessibility Center  
Wisconsin-Osh Kosh, University of, Project Success  
Wisconsin-Whitewater, University of, Project Assist



# 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](mailto: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 ADA 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](http://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](mailto: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](mailto: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](mailto: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/](http://www.eiu.edu/disability/)

**Office of Student Disability Services (OSDS)**  
**Ninth Street Hall, Room 2006**  
**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](#)

## 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.

### **Eastern Illinois University *Office of Student Disability Services Initial Intake Form-Sample Section***

Class Level: FR SO JR SR GRAD

Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Advisor \_\_\_\_\_

- Please list accommodations used at previous institutions:

\_\_\_\_\_

- Accommodations used in high school:

\_\_\_\_\_

- What is the disability for which you are requesting accommodations?

\_\_\_\_\_

- How old were you when you were diagnosed with the disability?

\_\_\_\_\_

- How do you see the disability impacting you in this setting?

\_\_\_\_\_

- What accommodations are you requesting? \_\_\_\_\_

## ILLINOIS STATE UNIVERSITY

<http://www.disabilityconcerns.illinoisstate.edu/>

Disability Concerns  
350 Fell Hall  
Campus Box 1290  
Normal, IL 61790-1290  
Phone: (309)438-5853  
Facsimile: (309)438-7713  
E-mail: [ableisu@ilstu.edu](mailto: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

<http://www.uic.edu/uic/studentlife/studentservices/disability.shtml>

Disability Resource Center (DRC)  
1200 W. Harrison St.  
Room 1190 SSB (MC321)  
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](mailto: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.

**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 @ uiuc.edu**

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.siuc.edu/>

Disability Support Services (DSS)  
Woody Hall B-104, Mail Code 4705  
Carbondale, IL 62901

Phone: (618) 453-5738 (Voice), (618) 453-2293 (TTY) Fax: (618) 453-5700

## 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><b>Special Admission if Necessary</b> (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><b>Admission through Regular Process</b> (students not meeting admission criteria are reviewed by Center for Basic Skills with input from DSS)</p>
<p><b>Determination of Eligibility</b> (existing documentation reviewed; battery of tests administered to assess current functioning levels)</p>	<p><b>Determination of Eligibility</b> (existing documentation reviewed or referral to low cost in-house evaluators)</p>
<p><b>Fee for Service</b> (pay for program services)</p>	<p><b>Free</b> (no charge to SIU students)</p>
<p><b>Comprehensive</b> (support beyond mandated law)</p>	<p><b>Compliant</b> (services are consistent with mandated requirements)</p>
<p><b>Tutors</b> (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><b>Tutor Referral</b> (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><b>Notetakers</b> (provided in all classes; about 140 notetakers on payroll)</p>	<p><b>Notetakers</b> (supplied for all classes if documentation supports the need)</p>
<p><b>Test Proctoring</b> (extended time, readers, scribes, private rooms computers and software at Achieve)</p>	<p><b>Test Proctoring</b> (extended time, readers, scribes, quiet rooms, computers and software at DSS)</p>
<p><b>Staff Supervision</b> (staff available as advocates, for guidance, and support; with student consent, will check grades, communicate issues to parents,</p>	<p><b>Limited Staff Involvement</b> (instructor consultation and advocacy, general</p>

help resolve issues with professors, and intervene in academic as well as more personal issues)	guidance/counseling, referral to clinical psychologists, medical services, etc.)
<p style="text-align: center;"><b>Computer Lab</b></p> <p>(15 Mac and IBM compatibles in lab, open extended hours M-F, 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.)</p>	<p style="text-align: center;"><b>Assistive Technology</b></p> <p>(available by appointment for student use, M-F 8:00-4:30; Arkenstone Open Book Reading System, Dragon Dictate, CCTV, JAWS for Windows, and more)</p>
<p style="text-align: center;"><b>Books On Tape</b></p> <p>(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)</p>	<p style="text-align: center;"><b>Books On Tape</b></p> <p>(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.)</p>
<p style="text-align: center;"><b>Remediation</b></p> <p>(Reading, Writing, Spelling, Arithmetic, Vocabulary, Organization, Time management, Social Skills)</p>	<b>None offered</b>
<b>Skills Workshops</b>	<b>Offered on Request</b>
<p style="text-align: center;"><b>University 101 Class</b></p> <p>(Achieve students take University 101 together. Achieve instructors can discuss issues which affect LD students without violating rules of confidentiality)</p>	<p style="text-align: center;"><b>University 101 Class</b></p> <p>(students take University 101 with integrated groups of other new non-disabled students)</p>
<b>Developmental Writing Class</b>	<b>None offered</b>
<p style="text-align: center;"><b>Five Full Time Staff</b></p> <p>(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)</p>	<p style="text-align: center;"><b>Five Professional Staff</b></p> <p>(Director, Assistant Program Director, Coordinator, Senior Interpreter, Office Supervisor, 2 graduate assistants, and 100+ student workers)</p>
<p style="text-align: center;"><b>Parental Involvement</b></p> <p>(Parent orientation, regular progress reports documenting student use of services)</p>	<p style="text-align: center;"><b>Parental Involvement</b></p> <p>(with student consent-limited involvement)</p>

## 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: \$100

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 your intend to begin college.**

### IMPORTANT! PLEASE NOTE:

The student must make a separate application to the University. University applications may be obtained by calling the SIUC Office of Admissions and Records at (618) 453-4381, or online at the link below. At no time during the process of applying to the University is the student required to identify himself/herself as having a learning disability. **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.

## Contact Information

**Disability Support Services (DSS):** phone at (618) 453-5738, by fax at (618) 453-5700, email to [dsssiu@siu.edu](mailto:dsssiu@siu.edu), or visit DSS on the web at <http://disabilityservices.siu.edu/>.

**Achieve Program:** phone at (618) 453-2595, by fax at (618) 453-3711, email Achieve at [achieve@siu.edu](mailto:achieve@siu.edu), or visit the Achieve Program on the web at <http://achieveprogram.siu.edu/>.

## 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 here.

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/>

Disability Support Services (DSS)  
Student Success Center, Room 1270  
Campus Box 1611  
Edwardsville IL 62026  
Phone: (618)650-3726 Fax: (618)650-5691  
E-mail: [disabilitysupport@siue.edu](mailto:disabilitysupport@siue.edu)

### Disability Support Services

Disability Support Services (DSS) is dedicated to providing reasonable curricular and co-curricular accommodations to students with disabilities at Southern Illinois University Edwardsville. Each year, DSS assists more than 300 students with a variety of disabilities as they pursue their academic disciplines. DSS 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, DSS 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 Disability Support Services 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

Southern Illinois University Edwardsville

Campus Box 1611

Edwardsville IL 62026

618-650-3726 (office)

618-650-5691 (fax)

**DePaul University**  
**[studentaffairs.depaul.edu/csd](http://studentaffairs.depaul.edu/csd)**

**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 TTY: (773) 325-7276  
[csd@depaul.edu](mailto: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](mailto: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 Services**  
**Learning Center**  
**Frick Center, Room 229**  
**Phone: (630) 617-6448**

You must provide documentation to the Disability Services Coordinator in the Learning Center (Room 229 in the Frick Center).

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.

**IMPORTANT:** This form must be completed each term and filed with the Disability Services Coordinator before accommodations will be provided.

## **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.

# 2-Year Colleges



## 2 YEAR COLLEGES

**College of DuPage:** 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)

COD's Center for Access and Accommodations traditionally holds a parent/student night in early April. At that time, families can see where and how students can access supports, ask questions about programming and classes, and meet support staff. COD also has a group call Autismerica to support students on the spectrum.



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. For our April meeting, we will be collecting canned goods to support the COD Food Pantry and celebrate several member birthdays. We will be in SSC 1200 at 7pm. Meetings average between 50 to 70 participants and all interested parties are welcome!

**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.



## COLLEGE OF DUPAGE

[http://www.cod.edu/student\\_life/student\\_services/access](http://www.cod.edu/student_life/student_services/access)

**Center for Access and Accommodations**  
**Student Services Center (SSC), Room 3249**

**Phone: (630) 942-2154 TDD: (630) 858-9692 Fax: (630) 942-2071**  
**access@cod.edu**

***COD typically has an open house for incoming students and their parents to welcome them to the program. Historically, this night is in the first week in April, so look for it in 2018!***

### **Where is the Center for Access and Accommodations office?**

NEW LOCATION: Student Services Center (SSC), Room 3249 (go to [Maps](#) for location and building floorplan)

### **Can a student receive accommodations at COD?**

Yes. Students with disabilities who would like to request special services must contact Center for Access and Accommodations. Documentation must be provided to address the student's needs.

### **Does COD provide personal aids/assistance if I have special needs?**

No, but call Center for Access and Accommodations at (630) 942-2154 for accommodations offered at the post-secondary level.

### **Does COD offer special tutoring if I have a learning disability?**

Call (630) 942-3686 to learn about the [Peer Tutoring Program](#).

### **Are accommodations available for the Placement Tests?**

Yes. Alternate versions of the Reading and Writing tests are available in the Testing Center and Center for Access and Accommodations. Call (630) 942-2154 to set up an appointment.

### **Are calculators allowed on the Math Placement Test if I have math disability?**

Yes, the Windows® calculator is accessible during the Math Placement Test. Use of calculators for Math classes is assessed on an individual basis by calling Center for Access and Accommodations.

**VOCATIONAL SKILLS PROGRAM at COD**  
**[www.cod.edu/programs/vocational](http://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.

Vocational Skills Program

(630) 942-4591

Sally Field Mullan, Coordinator

Michael Duggan, Counselor

(630) 942-2845 (V/TTY)

To meet an identified community need, College of DuPage has created the Vocational Skills Program, offering courses to students challenged with mild to moderate cognitive impairment. The courses are developmental-level, non-transferable credit courses designed to develop vocational skills that can lead to competitive, entry-level employment and enhance everyday living skills. We offer courses that meet two days a week, two hours a day for eight weeks on campus in Glen Ellyn, satellite campuses, and at community-based locations. The students are integrated into the College of DuPage campus life by being supported through the student services that are afforded to all C.O.D. students.

## Some **BASICS** of Financial Aid

**FAFSA**: Free Application for Federal Student Aid. Families can now complete the FAFSA after October 1<sup>st</sup> of senior year, rather than waiting until February 1<sup>st</sup> 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](http://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](http://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](http://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.

### **Sticker Price Reduction**

- 1) Direct Student Loan-file the FAFSA
- 2) Campus Employment- file the FAFSA
- 3) Pell Grant-Low EFC
- 4) MAP Grant- Low EFC & attend school in Illinois
- 5) College Grant- Lower EFC than college cost & at college discretion
- 6) Academic Scholarship-apply and submit test scores & transcript; at college discretion
- 7) Athletic Scholarship- register with NCAA or NAIA Eligibility Center & at college discretion
- 8) Talent Scholarship- college discretion (typically resume & relationship)
- 9) Competitive Academic Scholarship- test & at college discretion
- 10) Legacy and/or Sibling Scholarship
- 11) Independent Scholarship:
  - Merit-based: apply & assessed by organization
  - Need-based: apply & typically complete FAFSA, then assessed by organization.

12) ROTC/Military-some military commitment

13) 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](http://www.msep.mhec.org)

14) Tri-State Initiative

15) 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)

Adapted from Right College, Right Price by Frank Palmasani.

*Note: If you do use the [collegecountdown.com](http://collegecountdown.com) site, you WILL see some school logos. Collegecountdown.com does not endorse these schools, but they do subsidize the site. Palmasani's Financial Fit Calculator is available on this site for free with directions from the PowerPoint slide on Page 9 of this book.*

On the next page, also from Frank Palmasani is a worksheet for a Sample Family with an EFC of \$12,000 and the student has an ACT of 28. See how the Sticker Price changes how schools fit with the Family EFC once you get to Out-Of-Pocket cost.

Sample Family	EFC number = 12000	ACT = 28	GPA = 3.7/4.0
	Sticker prices	Net prices w/o work and loan	Out of pocket cost including work/loan
Flagships			use net price from award letter and subtract 8000
University of Illinois	35710	33339	25339
University of Iowa	40796	29796	21796
Purdue	41994	41994	33994
Non-flagships			
Illinois State	27270	23510	15510
Truman State	27275	22127	14127
Miami of Ohio	45599	31436	23436
Highly Selectives			
Vanderbilt	65048	16427	8427
Harvard	67500	9600	1600
Stanford	64900	11100	3100
Mid-Size Privates			
Marquette	53518	36518	28518
University of Tampa	41519	24619	16619
Grand Canyon U	32100	22600	14600
Traditional Privates			
St Xavier	44706	25082	17082
Benedictine	40566	26400	18400
Loras College	39225	20725	12725
Saint Mary's Minnesota	44000	21917	13917

# ADDITIONAL RESOURCES





# ADDITIONAL RESOURCES

## ONLINE RESOURCES

[www.idonline.org](http://www.idonline.org) The official website for the Coordinated Campaign for Learning Disabilities.

[www.idanatl.org](http://www.idanatl.org) The Learning Disabilities Association

[www.nclld.org](http://www.nclld.org) The National Center for Learning Disabilities

[www.perc-schwabfdn.org](http://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](http://www.ed.gov/about/offices/list/ocr/transition.html) Dept of Education OCR pamphlet on transition issues

[www.washington.edu/doit](http://www.washington.edu/doit) 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>

## OTHER RESOURCES

### **Commercially Available Guides to College Programs for Students with Learning Disabilities:**

- Peterson's Colleges with Programs for Students with Learning Disabilities (Fourth Edition, 1994), edited by Charles T. Mangrum II and Stephen S. Strichart, is a comprehensive guide to over 800 colleges and universities in the United States and Canada, including two-year, four-year, and graduate programs. Available for \$31.95, plus \$6.75 shipping and handling, from Peterson's Guides, P. O. Box 2123, Princeton, NJ 08543-2123. (800) 338-3282.
- The K & W Guide to Colleges for the Learning Disabled (Third Edition, 1995), edited by Marybeth Kravets and Imy F. Wax, analyzes more than 200 colleges around the United States that offer programs and services specifically geared to students with learning disabilities. Available for \$28.00, plus \$3.00 shipping and handling, from Educators Publishing Service, Inc., 31 Smith Place, Cambridge, MA 02138-1000. (800) 225-5750.

These resources are also available in bookstores and in libraries.

## [DO-IT \(www.washington.edu/doi\)](http://www.washington.edu/doi): A Very DEEP Disability Resource

### College Funding for Students with Disabilities

#### Federal and State Aid, Scholarships, and Awards

Attending college can be an exciting and enriching experience. It can also be a costly one. In addition to tuition, fees, books, and supplies, other expenses to think about include room and board, health insurance, transportation, and spending money. A combination of financial aid and other outside funding resources can help you meet college costs.

Common forms of financial aid include grants, loans, work-study, and scholarships. Some are available specifically to students with disabilities. Many students use a combination of these financial aid resources. It is important to remember that financial aid results in a partnership of the student, parents, postsecondary educational institutions, state and federal governments, and/or private organizations. Such a partnership requires cooperation, communication, and an understanding by each of their responsibilities within the financial aid process.

The financial aid office at the school you plan to attend is a good place to begin your search for financial aid information. An administrator there can tell you about student aid available from your state, the school itself, and other sources.

#### Federal Student Aid Programs

The programs described below are administered by the U.S. Department of Education and provide billions of dollars each year to students attending postsecondary schools. Not all schools participate in all federal student aid programs. Check with your high school guidance counselor or the financial aid officer at a postsecondary institution to make sure your destination school participates in the federal program(s) you are interested in.

**Federal Pell Grants** are available to undergraduate students only and they do not have to be repaid.

**Federal Stafford Loans** are based on financial need, are available to both undergraduate and graduate students, vary in maximum value each year of study, and must be repaid. The interest rate is variable. If you qualify (based on need) for a subsidized Stafford loan, the government will pay the interest on your loan while you are in school, during grace periods, and during any deferment periods.

**Federal PLUS Loans** are unsubsidized loans made to parents. If you are independent or your parents cannot get a PLUS loan, you are eligible to borrow additional Stafford Loan funds. The interest rate is variable.

**Campus-Based Programs** are administered by participating schools. Three of these programs are described below.

- Federal Supplemental Educational Opportunity Grants are grants available for undergraduates only and range in value.
- Federal Work Study provides jobs to undergraduate and graduate students, allowing them to earn money to pay education expenses.
- Perkins Loans are low-interest loans; the maximum annual loan amount is greater for graduate students than for undergraduate students.

For more information on federal student aid programs consult [www.studentaid.ed.gov/](http://www.studentaid.ed.gov/) [1] or call the Federal Student Aid Information Center at 800-433-3243 or 800-730-8913 (TTY). An online application can be found at [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/) [2].

## Supplemental Security Income (SSI) and Plan for Achieving Self Support (PASS)

SSI is a program that pays monthly benefits to people with low incomes and limited assets who are sixty-five years of age or older, are blind, or have other disabilities. Children can qualify if they meet Social Security's definition of disability for SSI children and if their income and assets fall within the eligibility limits.

As its name implies, Supplemental Security Income supplements a person's income up to a certain level. The level varies from one state to another and may increase each year to reflect cost-of-living changes. Your local Social Security office can tell you about SSI benefit levels in your state.

Parent income and assets are considered when deciding if a child under eighteen qualifies for SSI. This applies to children who live at home or who are away at school but return home occasionally and are subject to parental control. When a child turns eighteen, parent income and assets are no longer considered when determining eligibility for SSI. Therefore, a child who was not eligible for SSI before his or her eighteenth birthday may become eligible at age eighteen.

The Social Security Administration may also approve a Plan for Achieving Self Support (PASS), in which a student is able to set aside income and resources that are being used toward a specific vocational goal (such as college tuition) and still receive SSI payments. However, be aware that earnings from employment may affect SSI benefits.

For more information on SSI and PASS, contact your local Social Security Administration office or consult [www.ssa.gov/disability/](http://www.ssa.gov/disability/) [3].

## State Vocational Rehabilitation Services

Your state vocational rehabilitation (VR) office helps people with disabilities prepare for, obtain and retain employment. Vocational rehabilitation programs are custom-designed for each individual. Typically, you may be eligible for services if a VR counselor determines that you meet the following three conditions:

1. You have a physical or mental disability. The VR counselor must verify the disability by getting copies of medical records or by having you complete tests, examinations, or evaluations to verify the disability.
2. Your disability prevents you from getting or keeping a job.
3. You require vocational rehabilitation services to get or keep a job that matches your strengths, resources, priorities, concerns, abilities, capabilities, interests, and choices.

A state VR agency provides a wide range of services for helping clients get or keep jobs. VR services include assessment services, counseling and guidance, training (school), job related services, rehabilitation technology (assistive technology), independent living, and a variety of support services.

To locate a state vocational rehabilitation office near you, consult the state government listings in your phone book under "Vocational Rehabilitation" or consult [www.parac.org/svrp.html](http://www.parac.org/svrp.html) [4].

## Other State Programs

Nearly all states offer financial assistance in the form of state grants and loans. Details and information can be obtained from a college financial aid office or a high school guidance counselor. To find out which agency in your state may offer financial assistance for higher education, consult [wdcrobcolp01.ed.gov/Programs/EROD/org\\_list\\_by\\_territory.cfm](http://wdcrobcolp01.ed.gov/Programs/EROD/org_list_by_territory.cfm) [5].

## General Scholarships and Awards

Scholarships and awards provide monetary gifts based on a student's achievements, interests, background, or other criteria. A good first step in your scholarship search is to check with your parents' employers, local organizations, your high school guidance counselor, your college or university's financial aid office, the department chairman at your chosen school, and your college or the local library. Below you'll find other resources and tips that may help you locate financial aid.

**Employers.** Parents can check with personnel administrators to see if their employers offer financial aid, tuition reimbursement, or scholarships for employees' children. If you are employed or volunteering, ask your company if they offer scholarships.

**Organizations.** Many professional or social organizations offer scholarships. The Elks Club, for example, offers millions of dollars each year in scholarships for graduating high school students. Some labor unions (AFLCIO, Teamsters, etc.) offer scholarships for members and their dependent children. If you are not a member of an organization, check with organizations that are related to your chosen field of study. For example, if you plan to study aeronautical engineering, check with the American Institute of Aeronautics and Astronautics regarding college scholarships they offer.

**Religious Groups.** Your church, mosque, synagogue or temple may have scholarships available. Also check with the headquarters of your religious affiliation.

**Chamber of Commerce.** Your local Chamber of Commerce may offer small grants or scholarships to local students, often to those pursuing a career in business.

**Take the PSAT.** The Preliminary SAT/National Merit Scholarship Qualifying Test is co-sponsored by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT gives you practice for the SAT, as well as a chance to qualify for scholarship and recognition programs.

**AmeriCorps** is a network of national service programs that engage more than 50,000 Americans each year in intensive service to meet critical needs in education, public safety, health, and the environment. AmeriCorps jobs are open to U.S. citizens, nationals, or lawful permanent residents aged seventeen or older. Members serve full- or part-time over a ten- to twelve-month period. Participants receive an education award to pay for college or graduate school, or to pay back student loans. For more information, call 1-800-942-2677 (TTY 1-800-833-3722) or consult [www.americorps.gov/](http://www.americorps.gov/) [6].

**Search the web!** Run searches for "scholarships," "financial aid," "grants," etc.

## Disability-Related Scholarships and Awards

The following opportunities are specifically available students with disabilities.

## General

### College Scholarships

[www.collegescholarships.org/](http://www.collegescholarships.org/) [7]

### Foundation for Science and Disability Science Student Grant Fund

Disability.gov

[www.stemd.org](http://www.stemd.org) [8]

### Incight Go Getter Scholarship

Incight

971-244-0305

[www.incighteducation.org/scholarship/](http://www.incighteducation.org/scholarship/) [9]

### Lime Scholarship

Google & Lime

[www.limeconnect.com/opportunities/page/google-lime-scholarship-program](http://www.limeconnect.com/opportunities/page/google-lime-scholarship-program) [10]

### Paul G. Hearne Leadership Award

800-840-8844

[www.aapd.com/what-powers-us/leadership-awards/](http://www.aapd.com/what-powers-us/leadership-awards/) [11]

### Proyecto Vision

[www.proyectovision.net/english/opportunities/scholarshipsearch.html](http://www.proyectovision.net/english/opportunities/scholarshipsearch.html) [12]

### Undergraduate Scholarship Program

Central Intelligence Agency

<https://www.cia.gov/careers/student-opportunities/index.html#udergradscholar> [13]

## Hearing Loss/Deafness

### AG Bell Financial Aid and Scholarship Program

Alexander Graham Bell Association for the Deaf and Hard of Hearing

202-337-5220

202-337-5221 (TTY)

[www.listeningand spokenlanguage.org/document.aspx?id=478](http://www.listeningandspokenlanguage.org/document.aspx?id=478) [14]

### Graduate Fellowship Fund

Gallaudet University Alumni Association

202-250-2099 (Voice/TTY)

[www.gallaudet.edu/Development\\_and\\_Alumni\\_Relations/Alumni\\_Relations/Alumni\\_Association\\_\(GU\\_AA\)/The\\_Centennial\\_Fund/GF\\_Fund.html](http://www.gallaudet.edu/Development_and_Alumni_Relations/Alumni_Relations/Alumni_Association_(GU_AA)/The_Centennial_Fund/GF_Fund.html) [15]

### Hard of Hearing and Deaf Scholarship

Sertoma International

816-333-8300

[www.sertoma.org/NETCOMMUNITY/Page.aspx?pid=344&srcid=190](http://www.sertoma.org/NETCOMMUNITY/Page.aspx?pid=344&srcid=190) [16]

Minnie Pearl Scholarship Program  
Bridges  
[www.hearingbridges.org/scholarships/](http://www.hearingbridges.org/scholarships/) [17]

William C. Stokoe Scholarship  
National Association of the Deaf: Stokoe  
301-587-1789 (TTY)  
301-587-1788 (voice)  
[www.nad.org](http://www.nad.org) [18]

## Visual Impairments

ACB Scholarship  
American Council of the Blind  
202-467-5081  
[www.acb.org](http://www.acb.org) [19]

AFB Scholarships  
American Foundation for the Blind  
800-232-5463  
[www.afb.org/scholarships.asp](http://www.afb.org/scholarships.asp) [20]

CCLVI Scholarships  
Council of Citizens with Low Vision International  
800-733-2258  
[www.cclvi.org/](http://www.cclvi.org/) [21]

CRS Scholarship  
Christian Record Services for the Blind  
402-488-0981  
[services.christianrecord.org/scholarships/index.php](http://services.christianrecord.org/scholarships/index.php) [22]

Ferrell Scholarship  
Association for Education and Rehabilitation of the Blind and Visually Impaired  
877-492-2708  
<http://www.cwu.edu/scholarships/c-farrell-fine-arts-research-scholarship> [23]

Guild Scholar Award  
Jewish Guild for the Blind  
[www.guildhealth.org/Programs-And-Services-Overview/Awards-And-Scholarships/GuildScholar-College-Scholarships](http://www.guildhealth.org/Programs-And-Services-Overview/Awards-And-Scholarships/GuildScholar-College-Scholarships) [24]

Lighthouse Scholarships  
Lighthouse International  
[www.lighthouse.org/aboutus/lighthouse-events/scholarships-and-career-awards/](http://www.lighthouse.org/aboutus/lighthouse-events/scholarships-and-career-awards/) [25]

Mary P. Oenslager Scholastic Achievement Awards  
[naa.learningally.org/about-the-awards/](http://naa.learningally.org/about-the-awards/) [26]

NFB Scholarships  
National Federation of the Blind  
410-659-9314  
[www.nfb.org/scholarships](http://www.nfb.org/scholarships) [27]

## Physical/Mobility Impairments

1800Wheelchair  
800-320-7140  
[www.1800wheelchair.com/Scholarship/](http://www.1800wheelchair.com/Scholarship/) [28]

AmeriGlide Achiever Scholarship  
AmeriGlide  
800-790-1635  
[www.ameriglide.com/scholarship/](http://www.ameriglide.com/scholarship/) [29]

National Chair Scholars Scholarship  
ChairScholars Foundation  
813-926-0544  
[www.chairscholars.org](http://www.chairscholars.org) [30]

National MS Society Scholarship Program  
National Multiple Sclerosis Society  
800-344-4867  
[www.nationalmssociety.org/living-with-multiple-sclerosis/society-programs-and-services/scholarship/index.aspx](http://www.nationalmssociety.org/living-with-multiple-sclerosis/society-programs-and-services/scholarship/index.aspx) [31]

SBA Scholarships  
Spina Bifida Association of America  
202-944-3285 ext. 23  
[www.spinabifidaassociation.org/](http://www.spinabifidaassociation.org/) [32]

## Health Impairments

HFA Educational Scholarship  
Hemophilia Federation of America  
800-230-9797  
[hemophiliafed.org/what-we-do/programs-and-services/educational-scholarships/](http://hemophiliafed.org/what-we-do/programs-and-services/educational-scholarships/) [33]

IDF Scholarship Program  
Immune Deficiency Foundation  
800-296-4433  
[primaryimmune.org/patients-and-families/idf-scholarship-programs](http://primaryimmune.org/patients-and-families/idf-scholarship-programs) [34]

Kevin Child Scholarship  
National Hemophilia Foundation  
800-424-2634 ext. 3700  
[www.hemophilia.org/NHFWeb/MainPgs/MainNHF.aspx?menuid=53&contentid=35](http://www.hemophilia.org/NHFWeb/MainPgs/MainNHF.aspx?menuid=53&contentid=35) [35]

Scholarships for Survivors Program  
Patient Advocate Foundation  
800-532-5274  
[www.patientadvocate.org/events.php?p=69](http://www.patientadvocate.org/events.php?p=69) [36]

Ulman Cancer Fund for Young Adults  
888-393-3863 (FUND)  
[www.ulmanfund.org/Scholarship.aspx](http://www.ulmanfund.org/Scholarship.aspx) [37]

## Learning Disabilities

Ann Ford and Allegra Ford Scholarship  
National Center for Learning Disabilities  
888-575-7373  
[www.nclld.org/about-us/scholarships-aamp-awards/the-anne-ford-and-allegra-ford-scholarship-award](http://www.nclld.org/about-us/scholarships-aamp-awards/the-anne-ford-and-allegra-ford-scholarship-award)  
[38]

Anne & Matt Harbison Scholarship  
P. Buckley Moss Society  
540-943-5678  
[www.mosssociety.org/page.php?id=30](http://www.mosssociety.org/page.php?id=30) [39]

Hydrocephalus Association  
[www.hydroassoc.org/](http://www.hydroassoc.org/) [40]

Marion Huber Learning Through Listening Awards  
[naa.learningally.org/about-the-awards/](http://naa.learningally.org/about-the-awards/) [26]

RISE Scholarship Foundation, Inc.  
[www.risescholarshipfoundation.org](http://www.risescholarshipfoundation.org) [42]

## Mental Health

Lilly Reintegration Scholarship  
800-809-8202  
[www.reintegration.com/resources/scholarships](http://www.reintegration.com/resources/scholarships) [43]

## Disabled Veterans & Military Families

AFCEA Disabled War Veterans Scholarship  
[www.afcea.org/education/scholarships/military/VeteransScholarship.asp](http://www.afcea.org/education/scholarships/military/VeteransScholarship.asp) [44]

Scholarships for Disabled Veterans  
<http://scholarships.fastweb.com/a-disabled-veterans> [45]

## Resources

The resources listed provide current information about financial aid opportunities.



## Financial Aid Information

- [www.collegeanswer.com/](http://www.collegeanswer.com/) [46]
- [www.collegeboard.com/](http://www.collegeboard.com/) [47]
- [www.ed.gov/](http://www.ed.gov/) [48]
- [www.fafsa.ed.gov](http://www.fafsa.ed.gov) [49]
- [www.finaid.org/](http://www.finaid.org/) [50]

## Scholarship Lists

- [bigfuture.collegeboard.org/pay-for-college/scholarships-grants/](http://bigfuture.collegeboard.org/pay-for-college/scholarships-grants/) [51]
- [www.collegenet.com/mach25](http://www.collegenet.com/mach25) [52]
- [www.fastweb.com/](http://www.fastweb.com/) [53]
- [www.internationalscholarships.com/](http://www.internationalscholarships.com/) [54]
- [scholarshipexperts.com/](http://scholarshipexperts.com/) [55]

## About DO-IT

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) serves to increase the successful participation of individuals with disabilities in challenging academic programs such as those in science, engineering, mathematics, and technology. Primary funding for DO-IT is provided by the National Science Foundation, the State of Washington, and the U.S. Department of Education. DO-IT is a collaboration of [UW Information Technology](#) [56] and the Colleges of [Engineering](#) [57] and [Education](#) [58] at the University of Washington.

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Seattle, WA 98195-4842

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[www.uw.edu/doit/](http://www.uw.edu/doit/) [62];

206-685-DOIT (3648) (voice/TTY)

888-972-DOIT (3648) (voice/TTY)

206-221-4171 (fax)

509-328-9331 (voice/TTY) Spokane

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DO-IT Funding and Partners [64]

## Acknowledgment

This publication is based upon work supported by National Science Foundation (Grant # 9550003) and the U.S. Department of Education (Grant # H324M990010). Any questions, findings, and conclusions or recommendations expressed in this material are those of the author and do not necessarily reflect the views of the federal government.

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- [1] <http://www.studentaid.ed.gov/>
- [2] <http://www.fafsa.ed.gov/>
- [3] <http://www.ssa.gov/disability/>
- [4] <http://www.parac.org/svrp.html>
- [5] [http://wdcrobcolp01.ed.gov/Programs/EROD/org\\_list\\_by\\_territory.cfm](http://wdcrobcolp01.ed.gov/Programs/EROD/org_list_by_territory.cfm)
- [6] <http://www.americorps.gov/>
- [7] <http://www.collegescholarships.org/>
- [8] <http://www.stemd.org/>
- [9] <http://www.incighteducation.org/scholarship/>
- [10] <http://www.limeconnect.com/opportunities/page/google-lime-scholarship-program>
- [11] <http://www.aapd.com/take-action/events.html>
- [12] <http://www.proyectovision.net/english/opportunities/scholarships.html>
- [13] <https://www.cia.gov/careers/student-opportunities/undergraduate-scholarship-program.html>
- [14] <http://www.listeningandspokenlanguage.org/document.aspx?id=478>
- [15] [http://www.gallaudet.edu/Development\\_and\\_Alumni\\_Relations/Alumni\\_Relations/Alumni\\_Association\\_\(GUAA\)/The\\_Centennial\\_Fund/GF\\_Fund.html](http://www.gallaudet.edu/Development_and_Alumni_Relations/Alumni_Relations/Alumni_Association_(GUAA)/The_Centennial_Fund/GF_Fund.html)
- [16] <http://www.sertoma.org/NETCOMMUNITY/Page.aspx?pid=344&srcid=190>
- [17] <http://www.hearingbridges.org/scholarships/>
- [18] <http://www.nad.org/>
- [19] <http://www.acb.org/>
- [20] <http://www.afb.org/scholarships.asp>
- [21] <http://www.cclvi.org/>
- [22] <http://services.christianrecord.org/scholarships/index.php>
- [23] <http://www.cwu.edu/scholarships/c-farrell-fine-arts-research-scholarship>
- [24] <http://www.guildhealth.org/Programs-And-Services-Overview/Awards-And-Scholarships/GuildScholar-College-Scholarships>
- [25] <http://www.lighthouse.org/aboutus/lighthouse-events/scholarships-and-career-awards/>
- [26] <http://naa.learningally.org/about-the-awards/>
- [27] <http://www.nfb.org/scholarships>
- [28] <http://www.1800wheelchair.com/Scholarship/>

- [29] <http://www.ameriglide.com/scholarship/>
- [30] <http://www.chairscholars.org/>
- [31] <http://www.nationalmssociety.org/living-with-multiple-sclerosis/society-programs-and-services/scholarship/index.aspx>
- [32] <http://www.spinabifidaassociation.org/>
- [33] <http://hemophiliafed.org/what-we-do/programs-and-services/educational-scholarships/>
- [34] <http://primaryimmune.org/patients-and-families/idf-scholarship-programs>
- [35] <http://www.hemophilia.org/NHFWeb/MainPgs/MainNHF.aspx?menuid=53&contentid=35>
- [36] <http://www.patientadvocate.org/events.php?p=69>
- [37] <http://ulmanfund.org/scholarships/>
- [38] <http://nclcd.org/scholarships-and-awards/>
- [39] <http://www.mosssociety.org/page.php?id=30>
- [40] <http://www.hydroassoc.org/>
- [41] <http://naa.learningally.org/about-the-awards/>
- [42] <http://www.risescholarshipfoundation.org/>
- [43] <http://www.reintegration.com/resources/scholarships>
- [44] <http://www.afcea.org/education/scholarships/military/VeteransScholarship.asp>
- [45] <http://scholarships.fastweb.com/a-disabled-veterans>
- [46] <http://www.collegeanswer.com/>
- [47] <http://www.collegeboard.com/>
- [48] <http://www.ed.gov/>
- [49] <http://www.fafsa.ed.gov/>
- [50] <http://www.finaid.org/>
- [51] <http://bigfuture.collegeboard.org/pay-for-college/scholarships-grants/>
- [52] <http://www.collegenet.com/mach25>
- [53] <http://www.fastweb.com/>
- [54] <http://www.internationalscholarships.com/>
- [55] <http://scholarshipexperts.com/>
- [56] <http://www.washington.edu/itconnect/>
- [57] <http://www.engr.washington.edu/>
- [58] <http://education.uw.edu>
- [59] <http://www.washington.edu/doiit/do-it-free-publications-order-form>
- [60] <http://www.washington.edu/doiit/do-it-videos-books-and-training-materials-order-form>
- [61] <http://www.washington.edu/doiit/contact-do-it>
- [62] <http://www.washington.edu/doiit/home>
- [63] <http://staff.washington.edu/sherylb/>
- [64] <http://www.washington.edu/doiit/do-it-free-publications-order-form>
- [65] <http://www.washington.edu>
- [66] <http://creativecommons.org/licenses/by-nc-sa/3.0/>
- [67] <http://www.washington.edu/online/privacy/>
- [68] <http://www.washington.edu/online/terms>