

CANTON HIGH SCHOOL

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The Canton Public Schools strives for excellence in achievement, promotes a love of learning, embraces individuality and diversity, and builds a foundation for life-long learning for the entire community.

To Students and Parents:

This packet is designed to assist you in the college search process. In order to find schools that best meet your needs, you will be researching not only the colleges in general, but also the LD services available on each campus.

Included in this packet is a timeline that can be used as a guide to the college exploration process beginning during sophomore year, and a quick reference sheet about the major differences between high school and college. Also included is the “7 Steps to a Successful College Transition” guide, and a “Finding the Right Fit” questionnaire that will assist you in comparing various services and facilities at the colleges you may be interested in.

In addition, you will find an article from the U.S. Department of Education discussing LD students’ rights and responsibilities when trying to attain assistance at the college level. Also, there is a list of online resources that you may find helpful during your college search and throughout the remainder of your education. At the back of the packet, there is a comprehensive guide to various colleges and universities that offer LD programs and services, reprinted from The K&W Guide to Colleges for Students with Learning Disabilities or Attention Deficit/Hyperactivity Disorder, 9th Edition. When applying to colleges, the following books are available in the CHS Counseling Suite for your reference:

Peterson’s Colleges for Students with Learning Disabilities or AD/HD: 8th Edition

This is a valuable guide to LD programs at two and four year colleges in the US and Canada.

The K&W Guide to Colleges for Students with Learning Disabilities or AD/HD: 9th Edition

This provides comprehensive information about LD and AD/HD programs and services available at colleges and universities

Please let us know if you find any other resources which are helpful. We look forward to working with you throughout the college search and college application process.

The Canton High School Guidance Department

Exploration and Timelines

Sophomore Year:

- Explore options
- Consider taking the PLAN (if available)-request appropriate testing accommodations
- Meet with counselor and case manager
- Review testing and documentation
- Review course registration for junior year. Students considering four year colleges/universities should be enrolled in as many mainstreamed, college preparatory courses as possible.
- Write to colleges or use college websites to explore for information.
- Contact the service providers on the college campus.
- Work on developing good self-advocacy skills.
- Understand learning style and strengths and challenges.
- Understand the disability.

Junior Year:

- Consider taking the PSAT-request appropriate testing accommodations.
- Review achievement level.
- Review course registration for senior year. Students considering four year colleges/universities should be enrolled in as many mainstreamed, college preparatory courses as possible.
- Write to colleges or use college websites to explore information.
- Review the level of services in high school.
- Identify the level of services needed in college
- Be able to articulate the disability
- Be comfortable asking for support and accommodations.
- Participate in the "IEP process and be actively involved in the IEP meeting.
- Visit colleges.
- Register for the ACT/SAT, standardized or non-standardized.
- Request necessary updated psychoeducational testing (Including the WAIS-R).

Senior Year:

- Submit general applications.
- Submit special applications (if required).
- Schedule interviews (if appropriate).
- Write essays (if required).
- Disclose disability to college.
- Release current psychoeducational testing.
- Release documentation of other health-related disabilities.
- Be sure that the documentation includes a description of the disability and recommended accommodations.
- Be sure to get copies of the entire special education file including testing assessments and IEP summaries to have in your personal files after graduation.

*Reprinted from The K&W Guide to Colleges for Students with Learning Disabilities or Attention Deficit Disorder, 9th Edition.

Differences Between High School and College		
Type of Difference	High School	College
Right to an Education	Education is a right and must be provided to you	Students must go through an admissions process and meet certain criteria to be admitted to the college
Laws	Individuals with Disabilities Education Act (IDEA) entitles or guarantees disabilities services and accommodations to students with disabilities	Under The American with Disabilities Act (ADA) and Sections 504 and 508 of the Rehabilitation Act you must meet criteria to be eligible for the services and accommodations
Self-identification	The school is responsible for identifying a student's disability	The student is responsible for documenting the disability and requesting services
Accommodations	Your Individualized Education Plan (IEP) states the accommodations that you are entitled to receive. The school must provide the accommodations	You must apply and request accommodations. Once the college approves the accommodations, you must self-advocate with professors and arrange for the services with the Disability Services Office
Support	Teachers and parents help you make decisions and ask for help	You must ask for support and assistance from the Disability Services Office
Access to Records and Grades	Until you are 18, your parents can access your school grades and participate in IEP meetings	Your parents can not access your school records or grades without your written permission
Classes Meeting Times	Classes meet every day and are between 45 minutes and 90 minutes long	Classes may meet 1, 2, 3 or 4 times a week and classes are generally from 50 minutes to three hours long
Class Location	Classes usually meet in one or two buildings	Classes meet in many different buildings
Contact with Teachers	You usually see your teachers every day	You will see the teachers only on the days you have classes. If you want to see them any other time, you need to make an appointment
Class Size	About 25-30 students are in each class	The number of students in the class can range from 30-300 or more students
Assignments	Teachers will take time to remind you of assignments and due dates	Professors will expect you to check the course outline (or syllabus) for the assignments, grading criteria, and assignment due dates
Costs	If you attend a public school, it is free	The student is responsible for paying the tuition to attend the college and for applying for financial aid

Source: <http://www.thinkcollege.net/students/index.php?page=consider>

Getting Started: 7 Steps to a Successful College Transition

Now that you have yourself organized and have found some support, it's time to roll up your sleeves and get to work. You will need to

1. Choose a college
2. Meet with Disability Services
3. Apply to college
4. Self Identify
5. Get familiar with the campus
6. Register for classes
7. Attend class

The following checklist can help you get started:

1. Have a copy of your career goals
2. Obtain or download college catalogues of schools you are interested in
3. Be sure the documentation of your disability is up-to-date, including a current psychological assessment that is less than 3 years old
4. Be ready to explain how you learn best to anyone who asks
5. Know what accommodations work best for you
6. Know your rights and responsibilities while at college
7. Visit colleges before making a final choice
8. Meet with staff from the Disability Service Office *before you start classes*, to (1) review your documentation and (2) discuss what academic supports are available for students
9. Arrange transportation before classes begin and practice the route at least once
10. Attend an orientation seminar to get familiar with the campus
11. Fill out financial aid forms before school starts

1. Choose a college

Once you have narrowed down your career interests, it is time to decide about college. Consider:

- What kind of educational program do you want?
 - Do you want to audit a class (before taking it for credit)?
 - Do you want to pursue a certificate?
 - Do you want an associate's degree (usually a 2-year program)
 - Do you want a bachelor's degree (usually a 4-year program)
- Do you want to go part-time (1-2 classes) or full-time (3-4 classes)
- Will the courses help you prepare for your career?
- How will you get to school? By bus, train, car?
- Will you need any transportation training?

- Will you need any support (an educational coach)?
- Does the college offer the assistance you will need?

2. Meet with Disability Services

Before applying to the college, make an appointment with someone from disability services. Ask a few questions to determine what kind of support you can expect, such as:

1. Exactly what documentation is necessary to receive accommodations and supports from disability support services?
2. What kind of supports and services are available to you?
3. Are there modified admissions requirements that you should know about?

3. Apply to college

Apply to college as soon as you can. Remember, many colleges are unaware that students with intellectual disabilities are interested in going to college. Also, students with intellectual disabilities may need additional assistance to be accepted into college. A piece of advice: Make sure that you ask someone to help you with the application process.

There are several ways that any student can gain access to college including:

1. Auditing classes
2. Taking individual courses for credit
3. Entering a certificate program
4. Entering a 2-year degree program
5. Entering a 4-year degree program

If you apply for a traditional track program (for a degree), then you are held to the same admissions standards as everyone else in the class.

Placement test: If you apply to a community college, which has open enrollment, you may have to take a placement test (many colleges use a test called **Accuplacer**). This test is used to determine what classes you should start with at college. If you are required to take this test, you can contact the disability services office to schedule a time to take this test in their office. This test is usually taken on the computer and it covers 3 subject areas: math, reading, and writing.

A word about the placement test: For many students, taking the placement test can be very stressful. If they don't usually do well on school tests, taking this test might feel the same way. If someone in disability services asks you to take this test, it is usually because many courses require that students pass these tests. These tests are designed

to assess your reading, writing and math skills. Some colleges do not require you to take these tests if you are planning to take a class for audit status, or you are taking a non-credit class. Some courses do not require that you pass these tests. In any case, if you do take these tests, do your best. If you score low and want to improve your reading, writing or math skills, knowing what your baseline score is will be helpful and you may then decide to take a refresher course in one of these areas. You may score low and still want to take some other class or classes. Work with disability services and instructors to see if you can take a class you are interested in, despite your score.

Once enrolled:

4. Self Identify

Once you are accepted into college, you should identify yourself as a person with a disability to the college's disability services office. This requires a few steps:

1. Meet with a counselor and identify yourself as a person with a disability (e.g., "Hi, My name is Jake Jones and I wanted to meet with you today because I am going to be taking class here. I have a disability.").
2. Submit all your documentation to the disability services office. Most colleges require a psychological or neuro-psychological report that is less than three years old.
3. Work with a disability services staff person to determine what accommodations you will need in your college classes.
4. Talk to this staff person about courses and instructors that match your learning style.

5. Get familiar with the campus

Before your first day of classes even start, sign up for an orientation to the school, if one is offered. This is a great opportunity to see where everything is and what social and recreational opportunities are available. Best of all, it is a great chance to meet other people who will be starting classes as well. If you are a person with a mobility or sensory disability, taking the time to orient yourself to the campus is crucial before the first week of class.

Consider carrying a cell phone: Before you begin traveling to and from the college campus, you might consider carrying a cell phone. Many students use cell phones as a precaution, in case they get lost on campus. At other times, you might find that using a cell phone gives you the freedom to show that you can manage tasks on your own, such as getting to class or going to the student cafeteria for lunch.

6. Register for classes

When you register for classes, you typically get help from an academic advisor. If you are a student with an **intellectual disability**, you might also want to get some advice from a disability services staff person.

When you choose classes, here are some things to think about:

- Will this class help me develop skills I need for the type of career/job I want?
- Does this class and the instructor's teaching style match my learning style?
- Is my educational coach available to assist me with this class?
- Does this class interfere with my work hours?

7. Attend class

Before you start classes, locate where your class will be held and try to meet with your instructor. Discuss any accommodations you need so that he or she knows how to help you. You may want to ask for a copy of the syllabus before the class begins if you need an alternative format for any reading materials.

©2009. Think College is a project of the Institute for Community Inclusion at the University of Massachusetts Boston. The Think College initiatives are funded by grants from the National Institute on Disability and Rehabilitation Research, the Administration on Developmental Disabilities, and the Office of Special Education Programs. The contents of this website do not necessarily reflect an official position of the sponsoring agencies. Retrieved from: <http://www.thinkcollege.net/for-students/getting-started>

***Finding the Right Fit:
What to look for when choosing a college with LD programs and services.***

College Name: _____ Program Name: _____
 Address: _____ Contact Person: _____
 Contact Phone: _____

Federal law requires that provisions be made for a variety of handicapped and/or learning disabled students.

The purpose of this questionnaire is to assist you as you compare services and facilities at various colleges.

Question

Yes/No/Comments

- Does the college have a comprehensive program?
- Should an LD student disclose his/her disability on the application or at a later date?
- Is there a separate application process for students in need of services?
- What documentation is required?
- Is the college culture sensitive to the gifts and needs of LD students?
- Are LD students fully integrated into the college?
- Does the program have a long history and/or good reputation?
- Is there a fee?
- Does the student receive academic credit?
- What is used to evaluate students for admission?
 - SAT/ACT Scores Personal Statement
 - Letter(s) of Recommendation
 - Personal Interview Special Application
 - Psycho-educational Report
- Are LD Specialists available?
 - What is their level of training?
 - Is there an appropriate staff/student ratio?
- What is the nature of support?
 - Strategy instruction (for reading comprehension, time management, etc.)
 - Development of Metacognition
 - Mentoring Strength Discovery
 - Advocacy Strengthening
- Is there a preparatory Summer Program?

Question

Yes/No/Comments

- Is there academic advising that integrates the LD issues?
- Is there a course substitution policy and/or a reduced course load policy?
- Are facilities inviting and appropriate?
- Is there an Assistive Technology Center?
- Does it contain:
 - Recorded Textbooks Calculators
 - Tape Recorders/Cd's Reading Pens
 - Portable Keyboards Outlining Software
 - Kurzweil Readers
 - Voice-activated dictation software
- Is assistance available in the use of assistive technologies?
- Are the following services available?
 - Extended time
 - Alternative exam arrangements
 - Note-takers
- Is subject area tutoring available?
 - Is it peer or professional tutoring?
- Are the following counseling services available:
 - Individual Counseling
 - ADD Counseling
 - LD Support
 - Substance Abuse Issues
 - Career Counseling

**U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202**

September 2007

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.*/[*/](#)

Although both school districts and postsecondary schools must comply with these same laws, the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's

jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does

not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school will probably require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through the following Web page:

<http://www.jan.wvu.edu/cgi-win/TypeQuery.exe?902>

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative would also be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school’s compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school’s grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school’s grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may [file a complaint](#) against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at :

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1- 877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

**/You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.*

This publication is in the public domain. Authorization to reproduce it in whole or in part is granted. The publication's citation should be: U.S. Department of Education, Office for Civil Rights, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2007.

Online Resources for Students with Learning Disabilities

<http://www.heath.gwu.edu/>

The HEATH Resource Center has wide range of information for students with disabilities, including: educational support services, policies, procedures and adaptations; obtaining financial aid; accessing college or university campuses, career-technical schools, or other postsecondary training options. There is also a variety of information on financial assistance, scholarships, and materials that help students with disabilities transition into college, university, career-technical schools, or other postsecondary programs.

<http://www.ldonline.org>

LD Online serves professionals, students, children, and adults with learning disabilities and those interested in learning more about learning disabilities. The site includes articles written by leading experts in the field, research findings reported by top researchers, and the latest news in the field of learning. Additionally, the information is easily accessible and there are separate sections for educators, parents, and children.

<http://www.thinkcollege.net/>

Think College is a website specifically devoted to providing college options for high school students and adults with intellectual disabilities. The website shares current events relative to those with intellectual disabilities, provides resources and strategies for the college search process, presents information about training events, and offers suggestions about ways to talk to people. The website provides resources and tools for students, families, and professionals.

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

The Association on Higher Education and Disability promotes “full and equal participation by individuals with disabilities in higher education.” The website offers resources for students, parents, and educators including information about upcoming conferences, workshops, and other events. Additionally, there are sections devoted to resources, programs, and publications relevant to students with disabilities.

www.PEPNet.org

PEPNet's mission is to improve transition services and educational access for students who are deaf or hard of hearing including those with co-occurring disabilities. PEPNet provides resources and expertise to enhance educational opportunities. Additionally they offer consultation, training, professional development, and cutting-edge technical assistance to: two- and four-year colleges and universities; secondary education programs; community rehabilitation programs; continuing education programs; adult basic education programs; and vocational and technical training programs.

<http://www.disability.gov>

Disability.gov provides easy access to comprehensive disability-related information and resources from the federal government. There is information about transition services for youth, applying for scholarships, learning about assistive technology, learning about disability laws, finding a job, and applying for disability benefits.

<http://www.disabilityfriendlycolleges.com/>

Disability Friendly Colleges is a site designed by a disabled student and a journalist who wanted to make information about disability-friendly colleges easily accessible. On this site there is easy to find information about preparing for the transition to college, resources to make college visits productive, things to know for first year experiences, and a disability friendly college guide.

<http://www.admissionpossible.com/index.html>

adMission Possible is a website devoted to outlining the college search process, beginning with freshman year. The information presented is not disability specific, however it can be used as a great guide to preparing for the college search and application process. Included are timelines by year for freshmen, sophomores, juniors, and seniors, information about testing, researching colleges, writing essays, and every other component of the college application process.

www.nichcy.org

The **National Dissemination Center for Children with Disabilities** website is an informational clearinghouse providing free information on disabilities and disability related issues including services, evaluations, placement issues, and transitions.

www.ldanatl.org

The **Learning Disabilities Association of America** is an organization dedicated to advancing the education and well being of children and adults with learning disabilities. The website includes a listing of state and local chapters with annual conferences, information, and publications.

www.ets.org

ETS.org is a great resource for testing information including tests such as: AP, PSAT, SAT, GRE, and TEOFL to name a few. There are also a variety of resources for test takers with disabilities and information about upcoming conferences and events.

www.ld.org

The **National Center for Learning Disabilities** website contains great information on making the transition to college, including information about your rights as a disabled student and accommodation requirements. They provide career search help to inform you of your options and legal rights. NCLD's additional services include raising public awareness and understanding, national information and referral, educational programs, and legislative advocacy.

www.ed.gov/osers

The **Office of Special Education and Rehabilitative Services** is a branch of the U.S. Department of education, and is committed to improving results and outcomes for people with disabilities. They provide job training, counseling, financial assistance, employment placement and other resources to ensure that individuals with disabilities are not left behind.

www.ncset.org

The **National Center on Secondary Education and Transition** offers technical assistance and disseminates information about transition options so youth with disabilities are given the opportunities they need to achieve successful futures. The site contains links to help teens plan for their futures, stay connected, and succeed.

www.ldaamerica.org

The **Learning Disabilities Association of America** is a free national information and referral service that provides free information on learning disabilities and can put those who make inquiries in contact with one of 500 local chapters throughout the country.

HOW TO USE THIS GUIDE

The K&W Guide to Colleges for Students with Learning Disabilities or Attention Deficit Disorder includes information on colleges and universities that offer services to students with learning disabilities. No two colleges are identical in the programs or services they provide, but there are some similarities. For the purpose of this guide, the services and programs at the various colleges have been grouped into three categories.

STRUCTURED PROGRAMS (SP)

Colleges with Structured Programs offer the most comprehensive services for students with learning disabilities. The director and/or staff are certified in learning disabilities or related areas. The director is actively involved in the admission decision and, often, the criteria for admission may be more flexible than general admission requirements. Services are highly structured and students are involved in developing plans to meet their particular learning styles and needs. Often students in Structured Programs sign a contract agreeing to actively participate in the program. There is usually an additional fee for the enhanced services. Students who have participated in a Structured Program or Structured Services in high school such as Learning Disabilities Resource Program, individualized or modified coursework, tutorial assistance, academic monitoring, note-takers, test accommodations, or skill classes might benefit from exploring colleges with Structured Programs.

COORDINATED SERVICES (CS)

Coordinated Services differ from Structured Programs in that the services are not as comprehensive. These services are provided by at least one certified learning disability specialist. The staff is knowledgeable and trained to provide assistance to students to develop strategies for their individual needs. The director of the program or services may be involved in the admission decision, or be in a position to offer recommendations to the admissions office on the potential success of the applicant, or to assist the students with an appeal if denied admission to the college. Receiving these services generally requires specific documentation of the learning disability—students are encouraged to self-identify prior to entry. Students voluntarily request accommodations or services in the Coordinated Services category, and there may be specific skills courses or remedial classes available or required for students with learning disabilities who are admitted probationally or conditionally. High school students who may have enrolled in some modified or remedial courses, utilized test accommodations, required tutorial assistance, but who typically requested services only as needed, might benefit from exploring colleges with Coordinated Services.

SERVICES (S)

Services is the least comprehensive of the three categories. Colleges offering Services generally are complying with the federal mandate requiring reasonable accommodations to all students with appropriate and current documentation. These colleges routinely require documentation of the disability in order for the students with LD/ADHD to receive accommodations. Staff and faculty actively support the students by providing basic services to meet the needs of the students. Services are requested on a voluntarily basis, and there may be some limitations as to what is reasonable and the degree of services available. Sometimes, just the small size of the student body allows for the necessary personal attention to help students with learning disabilities succeed in college. High school students who require minimum accommodations, but who would find comfort in knowing that services are available, knowing who the contact person is, and knowing that this person is sensitive to students with learning disabilities, might benefit from exploring colleges providing Services.

**ALPHABETICAL LIST OF COLLEGES BY
LEVEL OF SUPPORT SERVICES**

SP: STRUCTURED PROGRAMS

College/University	State	Support
Adelphi University	New York	SP
American International College	Massachusetts	SP
American University	District of Columbia	SP
Augsburg College	Minnesota	SP
Barry University	Florida	SP
Beacon College	Florida	SP
Brenau University	Georgia	SP
College Misericordia	Pennsylvania	SP
College of Mount St. Joseph	Ohio	SP
Curry College	Massachusetts	SP
Davis and Elkins College	West Virginia	SP
Dean College	Massachusetts	SP
Dowling College	New York	SP
Fairleigh Dickinson University-Florham Campus	New Jersey	SP
Fairleigh Dickinson University-Metropolitan Campus	New Jersey	SP
Finlandia University	Michigan	SP
Florida A&M University	Florida	SP
Gannon University	Pennsylvania	SP
Georgian Court College	New Jersey	SP
Hofstra University	New York	SP
Iona College	New York	SP
Landmark College	Vermont	SP
Long Island University-C.W. Post	New York	SP
Loras College	Iowa	SP
Louisiana College	Louisiana	SP
Lynn University	Florida	SP
Manhattanville College	New York	SP
Marist College	New York	SP
Marshall University	West Virginia	SP
Marymount Manhattan College	New York	SP
Mercyhurst College	Pennsylvania	SP
Missouri State University	Missouri	SP
Mitchell College	Connecticut	SP
Mount Ida College	Massachusetts	SP
Muskingum College	Ohio	SP
National-Louis University	Illinois	SP
New Jersey City University	New Jersey	SP
Norte Dame College	Ohio	SP
Northeastern University	Massachusetts	SP
Reinhardt College	Georgia	SP
Rochester Institute of Technology	New York	SP
St. Thomas Aquinas College	New York	SP

Schreiner College	Texas	SP
Southern Illinois University—Carbondale	Illinois	SP
University of Arizona	Arizona	SP
University of Denver	Colorado	SP
University of Indianapolis	Indiana	SP
University of the Ozarks	Arkansas	SP
Ursuline College	Ohio	SP
Vincennes University	Indiana	SP
Waldorf College	Iowa	SP
West Virginia Wesleyan College	West Virginia	SP
Westminster College	Missouri	SP

CS: COORDINATED SERVICES

College/University	State	Support
Abilene Christian University	Texas	CS
Adrian College	Michigan	CS
Anderson University	Indiana	CS
Appalachian State University	North Carolina	CS
Arizona State University	Arizona	CS
Black Hills State University	South Dakota	CS
Boston College	Massachusetts	CS
Boston University	Massachusetts	CS
Brevard College	North Carolina	CS
Brigham Young University	Utah	CS
Brown University	Rhode Island	CS
Bryant College	Rhode Island	CS
Caldwell College	New Jersey	CS
California Polytechnic State University—San Luis Obispo	California	CS
California State Polytechnic University—Pomona	California	CS
California State University—Chico	California	CS
California State University—Fullerton	California	CS
California State University—Long Beach	California	CS
California State University—Northridge	California	CS
California State University—San Bernardino	California	CS
Calvin College	Michigan	CS
Catholic University of America	District of Columbia	CS
Central Ohio Technical College	Ohio	CS
Clarion University of Pennsylvania	Pennsylvania	CS
Clark University	Massachusetts	CS
Colby-Sawyer College	New Hampshire	CS
Colgate University	New York	CS
College of St Catherine, The	Minnesota	CS
College of the Siskiyous	California	CS
College of William and Mary, The	Virginia	CS
Concordia College	New York	CS

Davidson College	North Carolina	CS
DePaul University	Illinois	CS
Drexel University	Pennsylvania	CS
Duke University	North Carolina	CS
East Carolina University	North Carolina	CS
East Stroudsburg University of Pennsylvania	Pennsylvania	CS
Eastern Kentucky University	Kentucky	CS
Edinboro University of Pennsylvania	Pennsylvania	CS
Emerson College	Massachusetts	CS
Emory University	Georgia	CS
Evangel College	Missouri	CS
Fairfield University	Connecticut	CS
Ferris State University	Michigan	CS
Ferrum College	Virginia	CS
Florida Atlantic University	Florida	CS
Florida State University	Florida	CS
George Washington University	District of Columbia	CS
Georgia Southern University	Georgia	CS
Georgia State University	Georgia	CS
Grand View College	Iowa	CS
Harding University	Arkansas	CS
Hocking College	Ohio	CS
Illinois State University	Illinois	CS
Indiana University	Indiana	CS
Iowa State University	Iowa	CS
Jacksonville State University	Alabama	CS
James Madison University	Virginia	CS
Johnson & Wales University	Rhode Island	CS
Johnson State College	Vermont	CS
Kansas City Art Institute	Missouri	CS
Kansas State University	Kansas	CS
Kean University	New Jersey	CS
Kent State University	Ohio	CS
Keuka College	New York	CS
Kutztown University of Pennsylvania	Pennsylvania	CS
Laramie County Community College	Wyoming	CS
Lee University	Tennessee	CS
Lehigh University	Pennsylvania	CS
Lenoir-Rhyne College	North Carolina	CS
Liberty University	Virginia	CS
Limestone College	South Carolina	CS
Lincoln College	Illinois	CS
Louisiana State University	Louisiana	CS
Loyola University-Chicago	Illinois	CS
Manchester College	Indiana	CS
		CS

McDaniel College	Maryland	CS
Menlo College	California	CS
Miami University	Ohio	CS
Michigan State University	Michigan	CS
Middle Tennessee State University	Tennessee	CS
Minot State University-Bottineau	North Dakota	CS
Monmouth University	New Jersey	CS
Montana Tech of the University of Montana	Montana	CS
Morningside College	Iowa	CS
New England College	New Hampshire	CS
New England Culinary Institute	Vermont	CS
New York University	New York	CS
North Carolina State University	North Carolina	CS
Northern Illinois University	Illinois	CS
Northwestern University	Illinois	CS
Norwich University	Vermont	CS
Oberlin College	Ohio	CS
Ohio State University-Columbus	Ohio	CS
Old Dominion University	Virginia	CS
Pine Manor College	Massachusetts	CS
Pittsburg State University	Kansas	CS
Providence College	Rhode Island	CS
Reedley College	California	CS
Regis University	Colorado	CS
Rhode Island College	Rhode Island	CS
Rider University	New Jersey	CS
Rocky Mountain College	Montana	CS
Roosevelt University	Illinois	CS
Saint Ambrose University	Iowa	CS
St. Andrew's Presbyterian College	North Carolina	CS
San Diego State University	California	CS
San Francisco State University	California	CS
San Jose State University	California	CS
Santa Clara University	California	CS
Santa Monica College	California	CS
Santa Rosa Junior College	California	CS
Seton Hall University	New Jersey	CS
Sierra College	California	CS
Southern Connecticut State University	Connecticut	CS
Southern Illinois University-Edwardsville	Illinois	CS
Southern Methodist University	Texas	CS
Southwest Texas State University	Texas	CS
Springfield College	Massachusetts	CS
Stanford University	California	CS
SUNY-Delhi	New York	CS

SUNY–Stony Brook University	New York	CS
Syracuse University	New York	CS
Temple University	Pennsylvania	CS
Texa State University–San Marcos	Texas	CS
Towson University	Maryland	CS
Union College	Nebraska	CS
Unity College	Maine	CS
University of California–Berkeley	California	CS
University of California–Los Angeles	California	CS
University of California–San Diego	California	CS
University of California–Santa Barbara	California	CS
University of Central Florida	Florida	CS
University of Cincinnati	Ohio	CS
University of Colorado–Boulder	Colorado	CS
University of Colorado–Colorado Springs	Colorado	CS
University of Connecticut	Connecticut	CS
University of Dayton	Ohio	CS
University of Delaware	Delaware	CS
University of Dubuque	Iowa	CS
University of Florida	Florida	CS
University of Georgia	Georgia	CS
University of Hartford	Connecticut	CS
University of Houston	Texas	CS
University of Illinois at Urbana–Champaign	Illinois	CS
University of Iowa	Iowa	CS
University of Kansas	Kansas	CS
University of Kentucky	Kentucky	CS
University of Maryland–College Park	Maryland	CS
University of Maryland–Eastern Shore	Maryland	CS
University of Massachusetts–Amherst	Massachusetts	CS
University of Memphis, The	Tennessee	CS
University of Michigan	Michigan	CS
University of Missouri–Columbia	Missouri	CS
University of Nevada–Reno	Nevada	CS
University of New Hampshire	New Hampshire	CS
University of North Carolina at Chapel Hill, The	North Carolina	CS
University of North Carolina at Charlotte, The	North Carolina	CS
University of North Carolina at Greensboro, The	North Carolina	CS
University of North Carolina at Wilmington, The	North Carolina	CS
University of Oregon	Oregon	CS
University of Pittsburgh	Pennsylvania	CS
University of Rhode Island	Rhode Island	CS
University of Saint Francis	Indiana	CS
University of San Francisco	California	CS
University of South Carolina–Columbia	South Carolina	CS

University of South Dakota, The	South Dakota	CS
University of Southern California	California	CS
University of Tennessee at Chattanooga, The	Tennessee	CS
University of Tennessee at Knoxville, The	Tennessee	CS
University of Tennessee at Martin, The	Tennessee	CS
University of Tulsa, The	Oklahoma	CS
University of Utah	Utah	CS
University of Vermont	Vermont	CS
University of Virginia	Virginia	CS
University of Wisconsin—La Crosse	Wisconsin	CS
University of Wisconsin—Madison	Wisconsin	CS
University of Wisconsin—Milwaukee	Wisconsin	CS
University of Wisconsin—Oshkosh	Wisconsin	CS
University of Wisconsin—Whitewater	Wisconsin	CS
University of Wyoming	Wyoming	CS
Utah State University	Utah	CS
Utica College	New York	CS
Vermont Technical College	Vermont	CS
Virginia Intermont College	Virginia	CS
Wake Forest University	North Carolina	CS
Washington University in St Louis	Missouri	CS
Western Carolina University	North Carolina	CS
Western Connecticut State University	Connecticut	CS
Western Illinois University	Illinois	CS
Western Kentucky University	Kentucky	CS
Wheelock College	Massachusetts	CS
Widener University	Pennsylvania	CS
Wingate University	North Carolina	CS
Wright State University	Ohio	CS
Xavier University	Ohio	CS

S: SERVICES

College/University	State	Support
Alfred State College	New York	S
Alverno College	Wisconsin	S
Beloit College	Wisconsin	S
Bluegrass Community and Technical College	Kentucky	S
Bowling Green State University	Ohio	S
Case Western Reserve University	Ohio	S
Champlain College	Vermont	S
Clemson University	South Carolina	S
College of Santa Fe	New Mexico	S
Colorado State University—Pueblo	Colorado	S
Cornell University	New York	S
Dickinson College	Pennsylvania	S

Drake University	Iowa	S
Eastern Illinois University	Illinois	S
Eastern Washington University	Washington	S
Elon University	North Carolina	S
Emory University	Georgia	S
Evergreen State College, The	Washington	S
Fitchburg State College	Massachusetts	S
Frostburg State University	Maryland	S
George Mason University	Virginia	S
Grand Valley State University	Michigan	S
Green Mountain College	Vermont	S
Grinnell College	Iowa	S
Guilford College	North Carolina	S
Hampton University	Virginia	S
Indian Hills Community College	Iowa	S
Indiana Wesleyan University	Indiana	S
Lamar University	Texas	S
Loyola Marymount University	California	S
Marian College of Fond du Lac	Wisconsin	S
Marquette University	Wisconsin	S
Marywood University	Pennsylvania	S
Messiah College	Pennsylvania	S
Midwestern State University	Texas	S
Minnesota State University–Moorhead	Minnesota	S
Montana State University–Billings	Montana	S
New Mexico Institute of Mining and Technology	New Mexico	S
New Mexico State University	New Mexico	S
Nicholls State University	Louisiana	S
North Dakota State University	North Dakota	S
Northern Arizona University	Arizona	S
Northern Michigan University	Michigan	S
Occidental College	California	S
Ohio University	Ohio	S
Oklahoma State University	Oklahoma	S
Oregon State University	Oregon	S
Penn State University–University Park	Pennsylvania	S
Ripon College	Wisconsin	S
Rivier College	New Hampshire	S
St. Bonaventure University	New York	S
St. Lawrence University	New York	S
St. Olaf College	Minnesota	S
Seton Hill University	Pennsylvania	S
Sheridan College	Wyoming	S
Shimer College	Illinois	S
Smith College	Massachusetts	S

Sonoma State University	California	S
South Dakota State University	South Dakota	S
Southern Maine Comm. College	Maine	S
Southern Wesleyan University	South Carolina	S
Southern Utah University	Utah	S
SUNY-Alfred State College	New York	S
SUNY at Binghamton	New York	S
SUNY-Canton	New York	S
SUNY-Farmingdale	New York	S
SUNY-Potsdam	New York	S
SUNY-University at Albany	New York	S
Texas A&M University-College Station	Texas	S
Texas A&M University-Kingsville	Texas	S
Texas Tech University	Texas	S
Thomas More College	Kentucky	S
University of Alabama in Huntsville, The	Alabama	S
University of Alabama at Tuscaloosa, The	Alabama	S
University of Alaska-Anchorage	Alaska	S
University of Alaska-Fairbanks	Alaska	S
University of Arkansas-Fayetteville	Arkansas	S
University of Idaho	Idaho	S
University of Kansas	Kansas	S
University of Maine at Machias	Maine	S
University of Montana	Montana	S
University of Montana-Western	Montana	S
University of Nebraska-Lincoln	Nebraska	S
University of Nevada-Las Vegas	Nevada	S
University of New England	Maine	S
University of New Haven	Connecticut	S
University of New Orleans	Louisiana	S
University of North Texas	Texas	S
University of Northern Colorado	Colorado	S
University of Northern Iowa	Iowa	S
University of Notre Dame	Indiana	S
University of Oklahoma	Oklahoma	S
University of Redlands	California	S
University of Saint Thomas (MN)	Minnesota	S
University of Southern Indiana	Indiana	S
University of Southern Mississippi	Mississippi	S
University of Texas-El Paso	Texas	S
University of Texas-Pan American	Texas	S
University of Toledo	Ohio	S
University of the Pacific	California	S
University of Wisconsin-Eau Claire	Wisconsin	S
University of Wisconsin-Stevens Point	Wisconsin	S

Washington State University	Washington	S
Wayne State College	Nebraska	S
West Virginia University	West Virginia	S
Western Oregon University	Oregon	S
Western State College of Colorado	Colorado	S
Wheaton College (MA)	Massachusetts	S
Whittier College	California	S
Winona State University	Minnesota	S