



The LD/ADHD
College Experience

2008-2009
Post-Secondary Planning Guide

The mission of Groves Academy
is to enable people with
learning, attention and language disorders
to achieve success in school and in life.

As a school, we provide
small classes and specialized staff to teach
students the skills needed to learn
independently, engage in self-advocacy
and develop social competence.

As an outreach center, we contribute
to the understanding of learning difficulties
through programs and services for
families, educators and other professionals.

As a learning community, we value
our differences and provide a responsive
and respectful environment.



About Groves Academy and Groves Outreach

Groves Academy is an independent educational organization serving students who have learning disabilities or attention disorders. The accredited full day school for students in grades 1-12 is committed to helping students understand and overcome their learning disabilities and attention issues so they can achieve their full potential. Currently Groves Academy enrolls 180 students from all over the Twin Cities area. Many of our students successfully mainstream to public or private schools after three or four years at Groves. Other students stay through graduation. Groves Academy is accredited by the Independent Schools Association of the Central States (ISACS) and has twice received the Blue Ribbon School Award from the U.S. Department of Education. For more information visit www.grovesacademy.org or contact Teresa Smith at (952) 920-6377 or smitht@grovesacademy.org.

Groves Outreach is the community outreach arm of Groves Academy, providing learning disability resources to families and educators in the Twin Cities metro area. Community outreach programs and services include:

Diagnostic Testing – By providing diagnostic testing services, Groves is able to help with early detection of learning disabilities, allowing students to receive the appropriate resources they need to thrive in the educational process. Diagnostic testing at any age also helps parents and teachers understand students' needs and provides customized recommendations appropriate to those needs.

Tutoring – Groves offers one-to-one and small group tutorial services for elementary through high school students who may or may not be full-time Groves students. Teaching techniques and materials are specifically designed to meet each student's background and needs. Groves teachers and trained tutors provide the tutoring services. Tutoring typically involves remedial work combined with assistance with regular schoolwork.

Summer School – Groves summer school is offered for both Groves students and students from the community. The morning program has an academic focus as students participate in reading, spelling, writing and math classes all taught by Groves teachers in a small student-to-teacher ratio of no more than 6:1. The afternoon session is dedicated to enrichment classes taught by specialists in their respective fields. The afternoon classes include athletics, woodshop, theater, social skills development, and art.

Community Outreach Workshops – Groves offers an annual workshop series that provides a forum where parents, educators and healthcare professionals can learn more about dyslexia and other learning disability-related issues from experts in the field. These workshops, some offered in collaboration with IDA (The International Dyslexia Association, Upper Midwest Branch), serve to build awareness and increase understanding of learning differences.

Teacher Training – In collaboration with Orton-Gillingham Minnesota, Groves offers a program each summer and fall that inform educators about current reading and learning disability research and its application in the classroom. Participants learn the Orton-Gillingham approach, a multi-sensory, structured, phonetic system for teaching reading and spelling.

College Fair / College Conference – Since 2002, Groves has hosted an annual College and Postsecondary Opportunities Fair for students and parents interested in talking with representatives from select post-secondary programs that provide services for LD/ADHD students. Since 2006, Groves has hosted an annual full-day College Conference designed to help students and parents understand how to navigate the college admissions process, specifically with regard to special learning and attention needs.

For more information about Groves Outreach, please contact Debbie Moran at 952-920-6377 or morand@grovesacademy.org.

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Resources

The K&W Guide to Colleges for Students with Learning Disabilities or ADHD, Marybeth Kravets and Imy Wax

Survival Guide for College Students with ADHD or LD, Kathleen G. Nadeau

Though all the sites listed below are valuable in their own ways, we have found two resources available online to be particularly comprehensive. We highly recommend:

- The HEATH Center's *Toolkit for Guidance and Career Counselors*
<http://www.heath.gwu.edu/node/15>
- The Lawlor Group's *Accommodating Differences: An Investment Worth Making*
http://www.thelawlorgroup.com/files/pdf/perspective_accommodatingdifferences.pdf

Services for Students with Disabilities

10 Tips for College Students with Disabilities

ACT Services	http://www.npr.org/templates/story/story.php?storyId=94728312&ft=1&f=1013
AHEAD	http://www.act.org/aap/disab/
College Board Services	http://www.ahead.org
Council for Learning Disabilities	http://www.collegeboard.com/ssd/student/
DO-IT	http://iris.peabody.vanderbilt.edu/info_briefs/cld/cld_college.html
Duke Handbook: LD in College	http://www.washington.edu/doi/
Heath Resource Center	http://www.access.duke.edu/pdf/1stYrProspectHB/SAO_1Yr_Pspct-11Article.pdf
Kidsource	http://www.heath.gwu.edu/
LD Online: Colleges and College Prep	http://www.kidsource.com/kidsource/content3/college.planning.LD.html
Pacer's Project C3	http://www.ldonline.org/indepth/college
Recording for the Blind and Dyslexic	http://www.c3online.org/education.htm
Technology for Students with LD	http://www.rfbd.org/
U.S. Department of Education	http://www.pacer.org/stc/pubs/reallyusefultech.pdf
	http://www.ed.gov/about/offices/list/ocr/docs/auxaids.html
	http://www.ed.gov/about/offices/list/ocr/transition.html

Scholarships and Financial Aid

American Student Assistance	http://www.amsa.com
Explore Financial Aid (U.S. Dept. of Ed.)	http://studentaid.ed.gov/
FastWeb	http://www.fastweb.com
HEATH Financial Aid Resource Guide	http://www.heath.gwu.edu/PDFs/creating_options_2007.pdf
Sallie Mae Student Loans	http://www.salliemae.com

Standardized Testing Preparation

ACT Test Prep and Registration	http://www.act.org/
Computer Based Testing	http://etsis4.ets.org/tcenter/tcenter.jsp
Kaplan Test Prep	http://www.kaplan.com/
Princeton Review	http://www.review.com/
SAT Test Prep and Registration	http://www.collegeboard.com

General College Information

College Board	http://www.collegeboard.com/
College Navigator	http://nces.ed.gov/collegenavigator/
iSeek	http://www.iseek.org/sv/20000.jsp
Peterson's Educational Portal	http://www.petersons.com/
Two Year Colleges	http://www.cset.sp.utoledo.edu/twoyrcol.html
U.S. Department of Education	http://www.ed.gov/students/landing.jhtml
U.S. News and World Report	http://www.usnews.com/sections/education

Timeline for Post-Secondary Planning

SOPHOMORE YEAR

Think about what type of post-secondary education would be a good fit for you. There are many wonderful community colleges, technical colleges, public and private 4-year colleges and universities. Explore the best option for you!

Start the college search early by using the following resources:

- ◆ *K & W Guide to Colleges for Students with Learning Disabilities and Attention Deficit Hyperactive Disorder* (Princeton Review)
- ◆ *Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders* (Peterson's)
- ◆ College counselors
- ◆ College websites
- ◆ Word of mouth
- ◆ Attend college fairs in your sophomore, junior and/or senior years.

Learn about your learning disability, your strengths and challenges, and the modifications that are helping you be successful so that you can advocate for yourself when you get to college.

Get an idea of the type of college you would like to attend to make sure you are meeting the necessary high school course requirements.

Start collecting and comparing information on colleges that interest you and that seem to meet your needs.

JUNIOR YEAR

Check the date of your latest diagnostic assessment report. In order to qualify for accommodations (such as oral testing or extended time) on college admissions tests, as well as to have necessary documentation for college, you should have updated cognitive and academic testing. Colleges require testing that is no more than three years old.

Register for college admissions prep classes to help you take the ACT and/or SAT.

Take the ACT or SAT in the spring.

Begin visiting colleges and talking with admissions counselors.

- ◆ Talk to support services counselors to find out what types of services are offered and how a student would access those services.
- ◆ Review the *Questions to Ask and Questions to be Ready to Answer* in this planning guide.
- ◆ Some colleges with special programs fill up quickly. Ask when applications for these programs are accepted. Some schools with special programs begin accepting applications in the student's junior year.

SENIOR YEAR

The following should be completed by November of your senior year at the latest. Make sure you know application deadlines.

- ◆ Locate or create checklists to make sure college application requirements for each college are met.
- ◆ Fill out application forms.
- ◆ Ask a counselor to send your high school transcript.
- ◆ Retake the ACT or SAT during the October dates if necessary.
- ◆ Take placement tests if required by the college.
- ◆ Write essays and personal statements. Be sure to ask someone (a parent, teacher, tutor, or counselor) to proofread and make suggestions. This can also be started during the summer between your junior and senior years.
- ◆ Ask a teacher to write a letter of recommendation. Some colleges also require letters of recommendation from the high school counselor.

File financial aid forms no later than February 15.

The College Visit

Let's assume you've done everything right. You've researched colleges that combine both learning disability (LD) programs and the majors you care about. You've taken standardized tests and completed recent psychological testing. You are ready to take the plunge and apply to a half dozen schools. So, are visits really necessary? Why not just fill out the forms and send them in?

That's easy. The college visit is crucial to make sure you get the education you need.

Even the best guidebooks get things wrong and programs can change over time. A visit allows you to see for yourself. This is your chance to see how the campus feels and whether you can imagine spending four or more years of your life there. Do the people seem friendly? And will the LD program take care of you?

So if the visit is really important, how do you do it right?

Schedule in advance: Be sure to make two appointments - one with admissions for the standard tour and orientation, but a second with the LD staff. Come prepared to ask lots of questions and to answer a few. Most programs are just as interested in the right fit as you are.

Admissions: From admissions you'll want to find out how the campus feels - friendly or anonymous, too big or too small or just right. Are the dorms comfortable or dowdy? Is the campus technologically up to date? Are classes big or small, professors aloof or approachable? How about financial aid, internships and placement? Ask about everything. See everything. Time permitting, try to have a meal on campus, attend a class, or even stay over night.

LD Support: Probably the most important part of a college visit is a meeting with the LD staff. You'll be counting on them to help you succeed in college. Be prepared to discuss your strengths and weaknesses. Bring recent testing. Then start getting answers to questions.

What services do they offer? Note takers?
Books on tape? Extended time testing?

How about tutoring? Is it available for all content classes or only for reading and math? Are the tutors professional staffers or students?

Are LD services free or for a fee? The latter may actually be good. If you pay, then you have a right to expect more.

How about waivers, substitutes or alternatives? Many LD students have specific areas of weakness, like foreign language. Does the program make accommodations for yours, such as special classes or alternatives? Now's the time to find out, not when you're a sophomore struggling with French.

Meet with people in the LD program to ask questions and communicate your needs. If possible, try to meet students in the program and quiz them. They can tell you if they have gotten the services promised.

Come prepared: Expect to be quizzed back. Programs want to know if you are the kind of student they know how to help. They want to be persuaded you'll be an active and motivated learner.

Institutional Support: Make an effort to find out whether this is a marginal program with just a few students or an important mission for the school. How many LD students are in the program? How many staff people are devoted to LD services? Is the college committed to serving LD students or only doing the minimum to comply with the law?

Look for schools with many LD students and a thriving program that is well funded, preferably one that represents a marketing niche for the school.

Visiting a half dozen schools can seem like a very big commitment in time and money, but going to the wrong school where you can't thrive is a bigger expense. It's far better to invest up front so you're sure there's a good fit. Every school is different. Students and parents can use college visits to compare and contrast and to approach the college experience together. It's an adventure. Enjoy it.

By Keith Monroe whose daughter, Nell, graduated from Groves Academy and Southern Illinois University.

Questions To Ask When Talking To Admissions Representatives

1. How committed is the college to helping students who have learning disabilities (LD) and attention disorders (ADHD)?
2. How many students with LD and ADHD are registered for services at the college?
3. How long has the program existed?
4. Does the college offer courses to help LD students make the transition from high school into college?
5. What specific LD services does the college offer? Are accommodations available in all classes?
6. Is the director of the support services program a specialist in LD and ADHD?
7. How open are faculty members to helping students who have LD or ADHD?
8. Does the support services office help students identify faculty who are knowledgeable and sympathetic about the needs of students with LD and ADHD?
9. Can LD students get help from professional staff? Can they get help from peer tutors? Is tutoring available in all classes?
10. Is support offered during classes, in regularly scheduled sessions or on a drop-in basis?
11. Is there a learning resource center where I can go to receive extra help?
12. Does the college just offer basic support services, or is there a structured program as well?
13. If there is a structured program, do I apply to the college first and then to the structured program or the other way around?
14. If there is a structured program, are special admissions procedures required such as an interview or special testing?
15. Are there extra charges to participate in LD programs?
16. Who makes the admissions decision for students with LD and ADHD?
17. What documentation is required in order to receive services? Who should receive my LD or ADHD documentation?
18. How are professors notified of a student's LD or ADHD?
19. Who is the contact person on campus for students who have LD and ADHD?
20. Is there special academic advising for students with LD and ADHD?
21. Can LD students substitute alternative classes for some course requirements?
22. Can LD or ADHD students have early registration opportunities?
23. How large is the student body?
24. How many students are in the classes I would be taking?
25. What is the average teacher to student ratio in classes?
26. Are there LD or ADHD support groups on campus?
27. What is the graduation success rate for students with LD and ADHD?

Questions To Be Ready To Answer When Talking To Admissions Representatives

1. What are your strengths in school?
2. Describe your learning disability. (Think about areas such as reading, writing, math, spelling, listening, putting thoughts into words, remembering, sequencing, visual-spatial organization, staying on task...)
3. How does your learning disability affect your academic progress?
4. What accommodations or modifications do you use now to help you achieve success? (Think of things like extended time on tests, advance copies of notes, assistive technology, selective seating, oral testing . . .)
5. Describe your high school. (Is it large, small, public, private, religious, specialized...?)
6. What classes are easier for you?
7. What classes are harder for you?
8. Are you involved in any extracurricular activities?
9. Talk about your organizational skills. (Think about what strategies you use to complete homework, organize materials, get work to and from school...)
10. What do you do with your "free" time?
11. How would your teachers or friends describe you?
12. When were you first diagnosed with a learning disability or attention deficit disorder? (Grade school, junior high, high school?)
13. When was the last time you had an assessment or individual testing? Is your testing up to date for college?
14. Did you take the SAT's or ACT's? How did you do on them? What was your composite score? How were your subscores? Did you use special accommodations (such as extended time or having the test read to you) when taking the tests?
15. What do you know about this college (the college with which you are having the interview)?
16. What are you looking for in a college?

How is College Different from High School?

Personal Freedom

It's important to be knowledgeable and open about the realities of the college experience. These lists—covering personal freedom, classes, instructors, and studying—are not meant to be discouraging or overwhelming but are intended to help prepare you for the ways in which college is different from high school. Use this information to help you plan for and advocate for your individual needs in college.

Personal Freedom in High School	Personal Freedom in College
High school is <i>mandatory</i> and <i>free</i> (unless you choose other options).	College is <i>voluntary</i> and <i>expensive</i> .
Your time is usually structured by others.	You manage your own time.
You need permission to participate in extracurricular activities.	You must decide whether to participate in extracurricular activities. (Hint: Choose wisely in the first semester and then add later.)
You need money for special purchases or events.	You need money to meet basic necessities.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	You will be faced with a large number of moral and ethical decisions you have not had to face previously. <i>You</i> must balance your responsibilities and set priorities.
Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line.	Guiding principle: You're old enough to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

How is College Different from High School?

Classes

High School Classes	College Classes
Each day you proceed from one class to another.	You often have hours between classes; class times vary throughout the day and evening.
You spend 6 hours each day—30 hours a week—in class.	You spend 12 to 16 hours each week in class.
The school year is 36 weeks long; some classes extend over both semesters and some do not.	At most colleges the academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
Most of your classes are arranged for you.	You arrange your own schedule in consultation with your academic advisor. Schedules tend to look lighter than they really are.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely to know whether or not you attended.
Classes generally have no more than 35 students.	Classes may number 100 students or more, or they may be very small depending on the college.
You are provided with textbooks at little or no expense.	You need to budget funds for textbooks, which will usually cost more than \$200 each semester.
Your counselor guides your course selection and monitors credits.	Graduation requirements are complex, and differ for different majors and sometimes different years. You are expected to know those that apply to you.

How is College Different from High School?

Instructors

High School Teachers	College Professors
Teachers remind you of your incomplete work.	Professors may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or, they may expect <i>you</i> to relate the classes to the textbook readings.
Teachers often write information on the board to be copied in your notes.	Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes or a tape recorder are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

How is College Different from High School? Studying

Studying in High School	Studying in College
<p>You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last minute test preparation.</p>	<p>You need to study at least 2 to 3 hours outside of class for each hour in class.</p>
<p>You often need to read or hear presentations only once to learn all you need about them.</p>	<p>You need to review class notes and text material regularly.</p>
<p>You are expected to read short assignments that are then discussed, and often re-taught, in class.</p>	<p>You are assigned substantial amounts of reading and writing which may not be directly addressed in class.</p>
<p>Guiding principle: You will usually be told in class what you needed to learn from assigned readings.</p>	<p>Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.</p>

Comparing Colleges: A Worksheet

	College A	College B	College C	College D
The Basics				
• Location				
• Number of students				
• Cost				
• Admission selectivity				
• Application deadline				
• Separate LD program deadline?				
Services & Accommodations I Need	<i>(indicate whether each college provides each service)</i>			
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My Interests and Strengths	<i>(indicate whether each college is a good fit in each area)</i>			
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My Evaluation				
• Overall good match?				
• Concerns?				
• Questions to ask				
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Next Steps				
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Exhibitor Information from the 2008 LD / ADHD College and Post-Secondary Opportunities Fair

The schools and educational resources listed in this section offer programs and services for students who have learning disabilities or attention disorders. Descriptions have been provided by the respective colleges.

The University of Arizona (Arizona)

The Strategic Alternative Learning Techniques (SALT) Center offers a comprehensive range of programs and services to support the success of university students with learning and attention challenges. The SALT Center facilitates learning, independence and self-advocacy through individualized academic support and learning strategy instruction from Strategic Learning Specialists; one-on-one and group tutoring from peer tutors; writing and math skills improvement; assistive technology from the Computer Resource Lab; and a diverse array of social/academic programming.

The SALT Center's innovative approach has been recognized nation-wide as one that empowers LD/ADHD students to be successful in the university setting. The department provides students with an opportunity to be successful in a large university environment by creating a supportive educational community.

Contact Information
 Jeff Orgera (Director)
 (520) 621-1427
jorgera@u.arizona.edu

Nancy Singer
 (Assistant Director, Admissions and Outreach)
 (520) 621-5285
nsinger@email.arizona.edu

University of Arizona
 SALT Center
 PO Box 210136
 Tucson, AZ 85721-0136

SALT website: www.salt.arizona.edu
 General website: www.arizona.edu

Beacon College (Florida)

Beacon College is the nation's only accredited four-year college exclusively for students who have learning disabilities or attention deficit hyperactivity disorder or are LD gifted. Students at Beacon can expect small classes (10-12 average), academic mentoring for the full duration of their degree program, comprehensive academic support services, field placement opportunities built into all majors, highly credentialed faculty and academic advisors, and an exciting cultural and travel abroad program. "Your future looks bright at Beacon College!"

Contact Information
 Dr. Mary F. Bruck
 (VP of Enrollment Management and Admissions)
 (352) 315-9269
mbruck@beaconcollege.edu

Celia Corrad (Admissions Advisor)
 (352) 787-7249
admissions@beaconcollege.edu

Beacon College
 Office of Admissions
 105 East Main St
 Leesburg, FL 34748

General website:
www.beaconcollege.edu

OPTIONS Program at Brehm (Illinois)

The OPTIONS Program at Brehm is designed for students with learning disabilities or attention disorders who have graduated from high school, deferred graduation or earned their GED. OPTIONS is a transitional program for students who need to further develop academic, employment, social and/or independent living skills. The OPTIONS Program places heavy emphasis on metacognition, self-advocacy and independent living skills. Students may opt for the community college preparation and participation curriculum, or they may opt to pursue a Certificate of Completion in one of seven areas of competitive employment. Instruction provided through the independent living component encompasses the many facets and nuances of life for young adults.

Contact Information
 Char Reed (OPTIONS Coordinator)
 (618) 549-4201
creed@brehm.org

Brehm
 OPTIONS Program
 101 S. Lewis Lane
 Carbondale, IL 62901
 (618) 549-4201

OPTIONS website:
www.options.brehm.org

Lincoln College (Illinois)

Lincoln College is proud of the opportunities provided to all students. Our Office for Disability Services assists all students with disabilities to ensure equal opportunities for these students. Our ACCESS Program is designed to enable students with ADHD to access and succeed at the college level. Students enrolled in the ACCESS Program receive supportive services that include strategy skills instruction, Individual Goal Programs, Summaries of Performances, and daily, private conferences with personal academic coaches. It is the ultimate goal of the ACCESS Program to provide students with ADHD the appropriate personal strategies for their success to pursue their goals in future college study and/or career desires.

Contact Information

Stephanie Gaddy
(Director, The Office for Disability Services)
(217) 732-3155
sgaddy@lincolncollege.edu

Lincoln College
The Office for Disability Services
and The ACCESS Program
300 Keokuk
Lincoln, IL 62656

General website:
www.lincolncollege.edu

Vincennes University (Indiana)

Vincennes University is offering an academic support program providing comprehensive services for learning disabled students in the university mainstream. STEP is designed to help students be more successful in their college courses.

Student strengths, rather than deficits, are the emphasis. Compensatory techniques, rather than remediation, are the thrust. With adequate support services, VU believes LD college students will be successful.

STEP is designed to give LD students the opportunity to develop their own unique abilities and to achieve their highest academic potential. Students will develop a sense of self-worth and the skills needed to function and learn independently in college.

Admission to the program is based on completion of the application process, determination of student eligibility, available funding, and space remaining. Space in the program is limited. Early application is important.

The fee for STEP is \$408 per semester. A \$105 deposit is required after acceptance.

Contact Information

Jane Kavanaugh
(Co-Director of STEP)
(812) 888-4485
jkavanaugh@vinu.edu

Susie Laue
(Co-Director of STEP)
(812) 888-4485
slaue@vinu.edu

Vincennes University
1002 N First Street
Vincennes, IN 47591

General website: www.vinu.edu

St. Ambrose University (Iowa)

St. Ambrose is a private liberal arts university. The Office of Services for Students with Disabilities provides qualified students services or reasonable accommodations intended to reduce the effects that a disability may have on their performance in a traditional academic setting. The summer transition program is designed to help students with learning disabilities or AD/HD develop skills for a successful college career.

Contact Information

Ryan C. Saddler
(Director, Services for Students with Disabilities)
(563) 333-6275
saddlerryanc@sau.edu

Kara Stetson
(Admissions Counselor)
(563) 333-6461
stetsonkaral@sau.edu
<http://www.sau.edu/admissions.htm>

St. Ambrose University
518 W. Locust Street
Davenport, IA 52803

Services for Students with Disabilities website:
www.web.sau.edu/disabilityservices/

General website:
www.choose.sau.edu

University of Iowa R.E.A.C.H. Program (Iowa)

The REACH Program at the University of Iowa offers a living-learning experience where young adults with multiple learning and cognitive disabilities are empowered with the skills necessary to be independent, engaged and contributing members of their community. Our philosophy and instruction focuses on fostering independence while helping our students to learn to make positive life choices. The following components are viewed as the fundamentals of self-determination for each student: problem solving, independent learning, self-awareness, self-advocacy, and leadership development.

R.E.A.C.H. students attend a two year, post-secondary education certificate program that integrates students into all aspects of University life. Academic coursework focuses on career preparation, socialization, and independent living skills. Learning experiences include small group instruction, living in the University residence halls with undergraduate students, and internships with mentoring.

Contact Information

Dr. Jo Hendrickson
(R.E.A.C.H. Director)
(319) 384-2127

Amy Vander Busard
(Coordinator of Student Life)
(319) 384-2083
amy-vanderbusard@uniowa.edu

The University of Iowa R.E.A.C.H.
Program
N297 Lindquist Center
Iowa City, IA 52242

R.E.A.C.H. web site:
www.education.uniowa.edu/reach

University of Northern Iowa (Iowa)

Student Disability Services (SDS) is a University of Northern Iowa resource that provides specialized services to enhance the overall academic, career, and personal development of each person with a learning disability or ADHD. Accommodations for students are determined on a case-by-case basis and may include extended time and/or separate location for exams, notetaking assistance, texts in alternate format, and reader/scribe for exams. A Weekly Mentoring Program focusing on time management and goal-setting is also available for students registered with SDS.

Contact Information

Jill Smith
(Disability Services Coordinator)
(319) 273-2676
jill.smith@uni.edu

Ashley Lerch
(Disability Services Program Associate)
(319) 273-2676
ashley.lerch@uni.edu

University of Northern Iowa
103 Student Health Center,
Cedar Falls, IA 50614-0385
(319) 273-2676

SDS web site:
www.uni.edu/disability

Waldorf College (Iowa)

Waldorf College is a four year private college located in Forest City Iowa with an enrollment of 600 students. We offer a Learning Disabilities Program (LDP) and an Academic Support Program (ASP) to assist meeting the needs of all our students. Students are accepted as individuals with the potential to succeed in college.

Services provided in the Learning Disabilities Program include: specialized academic advising with LD specialists, professor notification of accommodations required, tutoring services from former professors, assistive technology, learning style evaluations, counseling services and academic progress monitoring.

Services provided in the Academic Assistance Program include: Strategies of Success course (designed to increase academic preparedness), learning style evaluations, tutoring and counseling services, monitored study time, academic progress monitoring, and post-program program monitoring.

Contact Information

Mason Babcock
(Learning Disabilities Specialist)
(641) 585-8209
(800) 292-1903
babcockm@waldorf.edu

Scott Pitcher
(Admissions Representative)
(641) 585-8112
pitchers@waldorf.edu

Waldorf College
106 S. 6th Street
Forest City, IA 50436

LD Program website:
www.waldorf.edu/academics/aace/ldp/asp

General website: www.waldorf.edu

Anoka-Ramsey Community College (Minnesota)

Students with documented disabilities or other special needs, such as learning differences, physical challenges or health concerns, are able to utilize special assistance from Access Services.

These services will help realize potential for academic success and may include: interpreters for hard-of-hearing or deaf students; textbooks on tape/CD and Braille; note-taker or permission to tape lectures; testing accommodations; peer tutors assistive technology (Kurzweil scan and read software, Dragon Naturally Speaking voice recognition); individualized help with program planning and course selection; referral to outside agencies for additional services; priority registration.

Contact Information

Scott Bay (Director)
(763) 433-1334
scott.bay@anokaramsey.edu

Anoka-Ramsey Community College
Access Services
11200 Mississippi Boulevard NW
Coon Rapids, MN 55433

Access Services website:
www.anokaramsey.edu/student-services/college_services_A.cfm#access

General website:
www.anokaramsey.edu

Augsburg College (Minnesota)

The mission of CLASS (Center for Learning and Adaptive Student Services) is to assist academically qualified students with disabilities to reach their individual potential, to promote their independence and to ensure their access to the educational experience at Augsburg College. Accommodations may include: scanned exams, extended time exams, readers for exams, scribes for exams, note takers in class, recorded, scanned or electronic textbooks, and access to adaptive technology.

Contact Information

Karena Jones (Director)
(612) 330-1218
jonesk1@augsb.org

Carrie Carroll
(Director of Admissions)
(612) 330-1792
carrollc@augsb.org

Augsburg College
CLASS (Center for Learning and Adaptive Student Services)
2211 Riverside Avenue
Minneapolis, MN 55454
(612) 330-1053
class@augsb.org

CLASS website:
www.augsburg.edu/classprogram

General website:
www.augsburg.edu

Bethel University (Minnesota)

Do you have ADHD, or a physical, learning or psychiatric disability? If so, you may be eligible to receive services and/or reasonable accommodations through the Office of Disability Services. The Office Of Disability Services at Bethel works to assure access to the University and its programs for students, employees, and guests with disabilities. We coordinate and provide reasonable accommodations, advocate for an accessible and hospitable learning environment, and promote self-determination on the part of the individuals we serve.

Examples of accommodations utilized by students with disabilities include:

- Testing modifications,
- Note taking assistance, and
- Textbooks in alternate formats such as CD or MP3.

In order to be eligible to receive services, you must provide documentation of your disability and how it affects you from an appropriate licensed professional. This information is treated in a confidential manner.

Contact Information

Kathy McGillivray
(Director of Disability Services)
(651) 635-8759
k-mcgillivray@bethel.edu

Jay Fedje (Director of Admissions)
(651) 638-6246
j-fedje@bethel.edu

Bethel University
3900 Bethel Drive
St. Paul, MN 55112

Disability Services website:
www.bethel.edu/disability

General website:
www.bethel.edu

Century College (Minnesota)

A variety of accommodations and services are available to students based on their individual disability-related needs. The following are some accommodations that we provide: testing accommodations, taped testing, extended test time, tape recording of lectures, peer note-taking, typed textbooks via computer scanner, adaptive equipment and assistive technology.

Contact Information

Ed Sapinski (Director)
(651) 779-3554
ed.sapinski@century.edu

Robert Beaver
(Assistant Director of Admissions)
(651) 779-5744
robert.beaver@century.edu

Century College Access Center
3300 Century Avenue N
White Bear Lake, MN 55110

General website: www.century.edu

College of St. Catherine (Minnesota)

Students with disabilities are served through the Resources for Disabilities office. This office is located within the O'Neal Center for Academic Development. The O'Neal Center is also home to the math, writing, and science centers.

Services for students with disabilities may include but are not limited to the following:

- Intake session to discuss and set up appropriate accommodations
- Individual weekly meetings to work on time management, study skills, etc.
- Screenings for learning disabilities and attention deficit disorder
- Private rooms for testing
- Books in alternate formats
- Kurzweil programs
- Interpreter
- Notetakers

Contact Information

Patty Hanson
(Assistant Director/Disabilities)
(651) 690-6882
plhanson@stkate.edu

Debra Gottfried
(Disabilities Specialist)
(651) 690-6706
dmgottfried@stkate.edu

College of St. Catherine
O'Neill Center for Academic
Development
2004 Randolph Avenue,
St. Paul, MN 55105

General website: www.stkate.edu

College of Visual Arts (Minnesota)

Students are asked to complete a request for accommodations form, including documentation. Requests are reviewed to determine appropriate accommodations such as extended test times and additional guidance from the Learning Resource Center.

Contact Information

Elyan Paz
(Associate Director)
(651) 224-3416
epaz@cva.edu

College of Visual Arts
Disability Services
344 Summit Avenue
St. Paul, MN 55102

General website:
www.cva.edu

Dakota County Technical College (Minnesota)

Dakota County Technical College (DCTC) acknowledges that every student is an individual with their own unique learning style. Students attending DCTC can take advantage of small class sizes and enroll in general education courses such as English, speech and math in preparation for transfer, or in one of the 50+ programs and pursue a degree option.

Many programs are very hands-on and work well with a variety of learning styles. Accommodations for individual needs are discussed directly with each student after careful review of disability documentation and may include note-taking assistance, tests in a separate room, extended test time, reader services for tests and advocacy services, among other things.

Contact Information

Anne Swanberg
(Disability Services Advisor)
(651) 423-8469
anne.swanberg@dctc.edu

Karianne Schmidt
(Admissions Representative)
(651) 423-8298
karianne.schmidt@dctc.edu

Dakota County Technical College
Disability Services Office
1300 145th Street E
Rosemount, MN 55124

General website: www.dctc.edu

Hennepin Technical College (Minnesota)

At Hennepin Technical College, if you are a student with a documented disability and are seeking accommodations, you should start by making an appointment with the Disability Services Coordinator and bring your documentation.

Typical accommodations for students with learning or attention disabilities include customized advising, test accommodations, note taking, and textbooks in an alternate format or accessed through Kurzweil software in the Learning Resource Center (LRC). If you need tutoring, you can get help in many subject areas from the LRC including free individual or group tutoring, help with study and organizational skills, developmental courses, general education courses, most introductory level technical courses, and many advanced technical courses. The LRC is open to all registered students generally on a sign-up basis.

Contact Information

Sara Laviolette
(Disability Services Coordinator-
Brooklyn Park Campus)
(763) 488-2477
sara.laviolette@hennepintech.edu

John Heinrichs
(Disability Services Coordinator-
Eden Prairie Campus)
(952) 995-1544
john.heinrichs@hennepintech.edu

Mary Babcock
(Admissions Representative)
(763) 488-2409
mary.babcock@hennepintech.edu

HTC Disability Services and
Learning Resource Center
9000 Brooklyn Boulevard
Brooklyn Park, MN 55445

General website:
www.hennepintech.edu

Lake Superior College (Minnesota)

As Northeastern Minnesota's largest two-year college, Lake Superior College provides a wide range of programs and services, including liberal arts and science courses for transfer, technical programs intended to provide occupational skills, continuing education, and customized training for business and industry.

We are committed to ensuring equal access and opportunity to qualified students with physical, learning or psychological disabilities. Disability Services assists students, college faculty and staff to provide access to our programs, services and activities. Accommodations are provided based on the student's disability and current documentation. Accommodations may include, but are not limited to, extended test time, quiet test area, priority registration, note takers, taping of lectures, adaptive equipment and alternative book formats.

Contact Information

Georgia Robillard
(Disability Coordinator)
(218) 733-7650
g.robillard@lsc.edu

Tony Kelm
(Admissions Representative)
(218) 733-7723
t.kelm@lsc.edu

Lake Superior College
Disability Services
2101 Trinity Road
Duluth, MN 55811

Disability Services website:
www.lsc.edu/studentservices/disabilitieservices

General website: www.lsc.edu

Minneapolis College of Art and Design (Minnesota)

The Learning Center (LC) is an interdisciplinary academic support center and enrichment resource for all MCAD students. Any student with a registered Learning Disability can choose to seek accommodations for his/her courses. Accommodations are decided on an individual, case-by-case basis.

Depending on the need, students may be eligible to receive some or all of the following services: recorded textbooks (books-on-tape), note taker, extended test/assignment time, distraction-free testing, etc. For more information about these services, please contact the LC Director.

MCAD employs a counseling psychologist to work with students on campus. Students may schedule an appointment by contacting the psychologist directly via email or phone, or through the Student Affairs Office. Services are free and confidential.

Contact Information

Margaret McGee
(Director of the Learning Center)
(612) 874-3633
learning-center@mcad.edu

Mary Kazura
(Senior Admissions Director)
(612) 874-3760
mary-kazura@mcad.edu

Minneapolis College of Art and Design
2501 Stevens Avenue South
Minneapolis, MN 55404

General website: www.mcad.edu

Minneapolis Community and Technical College (Minnesota)

Minneapolis Community and Technical College values diversity in our college community and is committed to ensuring equal access and opportunity to qualified students with physical, learning, or psychological disabilities.

Disability Services assists students, college faculty and staff to provide access to our programs, services and activities. Accommodations are provided based on the student's disability and how it affects them in school.

Examples of accommodations include extended test time, a quiet area for testing, priority registration, note takers, taping of lectures and adaptive equipment.

Contact Information

Jane Larson (Director)
(612) 659-6733
jane.larson@minneapolis.edu

Sandra Castro-Pearson
(Admissions Recruiter)
(612) 659-6213
sandra.castro-pearson@minneapolis.edu

Minneapolis Community and Technical College
Office for Students with Disabilities
1501 Hennepin Avenue
Minneapolis, MN 55403

Office for Students with Disabilities
website:
www.minneapolis.edu/counselingandadvising/disabilityservices

General website:
www.minneapolis.edu

Minnesota Life College (Minnesota)

Employment, independent living and social awareness are at the heart of our undergraduate program.

Minnesota Life college is a post-secondary vocational readiness and life skills program for young adults with learning disabilities and other neurological disorders, such as autism spectrum disorders and ADD/ADHD. In addition to the undergraduate program, Minnesota Life College has a Graduate Living Community and a Summer High School day program. Graduates of MLC live independently and enjoy fulfilling social and work lives.

Contact Information

Amy Steele Gudmestad
(Director of Admissions/Marketing)
(612) 869-4008 - Ext. 16
asteel@minnesotalifecollege.org

Minnesota Life College
7501 Logan Avenue S, Suite 2A
Richfield, MN 55423

General website:
www.MinnesotaLifeCollege.org

Minnesota State University, Mankato (Minnesota)

The primary role of the Office of Disability Services is to ensure equal access and opportunity for students with disabilities to programs and activities offered through MSU-Mankato. The office also acts as a resource and referral agency for students needing additional services. With supporting documentation, students may access a variety of accommodations including assistive technology, note taking services, American sign language interpreting, alternative testing, and text in alternative format.

Contact Information

Julie Snow
(Director, Office of Disability Services)
(507) 389-2825
julie.snow@mnsu.edu

Minnesota State University-
Mankato,
132 Memorial Library
Mankato, MN 56001
(507) 389-2825

Disability Services website:
www.mnsu.edu/dso

General web site:
www.mnsu.edu

Minnesota State University, Moorhead (Minnesota)

Minnesota State University Moorhead offers a wide range of accommodations to students with documented disabilities.

Accommodations are based upon the functional limitations imposed by the student's disability. Accommodations typically fall into one of three categories. These include changes to a classroom environment or task (such as providing a quiet room for test taking, providing extended time for testing, providing the exam in alternative formats, permitting the use of a dictionary or spell checker and providing written materials in alternate formats such as computer disk or audiotape); removal of architectural barriers (such as adapting a dorm to meet the needs of a student who uses a wheelchair); and provision of auxiliary aids and services (such as note takers, scribes, tape recorders, and readers).

Contact Information

Greg Toutges (Coordinator)
(218) 477-2131
toutges@mnstate.edu

Ann Hanson
(Urban Admission Counselor and Transfer Specialist)
(952) 226-1055
hansonah@mnstate.edu

Minnesota State University
Moorhead
Disability Services
1104 7th Avenue S
CMU 114
Moorhead, MN 56563
(800) 593-7246

Disability Services website:
www.mnstate.edu/disability

General web site:
www.mnstate.edu

North Hennepin Community College (Minnesota)

Disability Access Services (DAS) is dedicated to ensuring equal access to the College for students with physical, learning, psychiatric, and other documented disabilities.

The role of Disability Access Services is to: Ensure that otherwise qualified students with disabilities have equal access; obtain and file disability-related documents; certify eligibility for DAS services; determine reasonable accommodations; develop plans for the provision of such accommodations; support and encourage student success and student responsibility; resolve disability-related student concerns, complaints or grievances; refer students with disabilities to other appropriate resources as needed; arrange services based on students' individual disability needs.

Contact Information

Connie Sherman (Director of DAS)
(763) 493-0556
csherman@nhcc.edu

Melissa Leimbek
(Assistant Director of Campus Outreach)
(763) 424-0975
mleimbek@nhcc.edu

North Hennepin Community College
7411 85th Avenue North
Brooklyn Park, MN 55445

General web site:
www.nhcc.edu

Normandale Community College (Minnesota)

The Office for Students with Disabilities (OSD) is Normandale's program to provide accommodations for students with disabilities. The goal of the program is to ensure that students with a documented disability will have equal access to Normandale courses, programs and events through appropriate and reasonable accommodations.

Examples include alternative testing such as extended time, tape-recorded tests, or writing assistance; note taking; organization or time management assistance; assistance with course selection and registration; adjustable tables or custom chairs; support for coping with a disability in college; editing assistance for written assignments; assistance with faculty contacts; referral for audio textbooks; sign language/oral interpreting; provision of and/or orientation to assistive technology; and additional accommodations for placement testing.

Contact Information

Debbie Tillman (Director)
(952) 487-7035
debbie.tillman@normandale.edu

Steve Murray
(Assistant Director of Admissions)
(952) 487-8278
stephen.murray@normandale.edu

Normandale Community College
OSD
9700 France Avenue South
Bloomington, MN 55431
(952) 487-7035

OSD website:
<http://faculty.normandale.edu/~osd/>

General website:
www.normandale.edu

North Central University (Minnesota)

The Student Success Center (SSC) seeks to advance the success of all students in all areas. One of the five services found in the SSC which contributes to a holistic approach to higher education success is the academic coaching, support and assistance service. This service exists to assist students in maximizing their learning, identify styles, and provide optimal resources to enable success.

The SSC provides tutoring, study skills, time management, 1:1 academic coaching, study carrels, testing areas, adaptive technology, a two-credit systematic learning course, writing assistance, and other accommodations for qualified students. In addition, the SSC also is home to life calling and career development, personal counseling, disability services, and employment opportunities. We believe success comes when all areas in life can be addressed in a "one stop shop," where stigma can be left at the door.

Contact Information

Todd Monger
(Director, Student Success Center)
(612) 343-4458
tjmonger@northcentral.edu

Terrance Talley (Admissions)
(612) 343-4464
admissions@northcentral.edu

North Central University
Student Success Center
910 Elliot Avenue
Minneapolis, MN 55404

Student Success Center website:
www.northcentral.edu/ssc

General website:
www.northcentral.edu

Northwest Technical Institute (Minnesota)

NTI is Minnesota's oldest and only drafting/design college. We have been in business since 1957 because we cater to the needs of our students and their employers. While NTI does not have a specific program for learning disabled students, we offer a learning environment where students can flourish. NTI provides lab courses to 16 students, so students are known by name and receive individualized attention; NTI schedules classes 5 hours per day, 4 days per week, so students get to know their classmates and have ample time for part-time work, study and family; NTI provides free, professional tutoring before and after classes start; NTI goes year round so students don't forget what they learned over the summer.

Students are introduced to our Service Manager for students with disabilities at an orientation seminar before classes start and are told to contact him with any concerns, adjustments, or special needs.

Contact Information

John Hartman
(Faculty)
(952) 944-0080 Extension 127
jhartman@nti.edu

Tracy Barnum
(Admissions)
(952) 944-0080
tbarnum@nti.edu

Northwest Technical Institute
950 Blue Gentian Road, Suite 500
Eagan, MN 55121

General website: www.nti.edu

Southwest Minnesota State University (Minnesota)

Disability Resource's mission at Southwest Minnesota State University is to assist in creating an accessible university community, where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. This service is free to all students with documented disabilities who require accommodations in their academic program or to access university programs, facilities and/or activities, are encouraged to meet with a disabilities resource staff person. Commonly used accommodations include: Note takers, taped textbooks, extended testing time, reduce distraction testing environment, early advising, etc. All accommodations are provided on a case-by-case basis.

Contact Information

Pam Ekstrom
(Director Disability Resources)
(507) 537-7672
ekstop@southwestmsu.edu

Southwest Minnesota State University
Academic & Diversity Resources
1501 State Street, IL 218
Marshall, MN 56258

General website:
www.southwestmsu.edu

St. Cloud State University (Minnesota)

Student Disability Services (SDS) is St. Cloud State University's program to provide support service for students with a physical, cognitive or mental/emotional disability. Our goal is to provide facility and programmatic access through reasonable accommodations to allow students with disabilities an equal opportunity for academic success.

Based on student need and instructor/student/SDS staff consultation, the following services may be provided: priority registration, sign language/oral interpreting, note taking, alternative testing, taped textbooks, support services, and faculty assistance.

Contact Information

Owen Zimple
(Director)

Adrece Thighman-Nabe
(Associate Director)
(320)308-6487
althighman@stcloudstate.edu

St. Cloud State University
115 Administrative Services Building
720 Fourth Avenue South
St. Cloud, MN 56301

General website:
www.stcloudstate.edu

St. Mary's University of Minnesota (Minnesota)

The Academic Skills Center provides disability support services, tutoring, individual academic counseling, and skills-based courses such as studying, reading and problem-solving.

Specific accommodations are provided at no cost to the student and are based upon individual documentation. These may include a liaison with faculty, textbooks on tape (we have an institutional membership in Recording for the Blind and Dyslexic), peer note takers, testing accommodations and assistive technology.

Contact Information

Karen Hemker (Director)
(507) 457-1465
khemker@smumn.edu

Sarah Kay (Admissions Counselor)
(507) 457-1700
skay@smumn.edu

St. Mary's University of Minnesota
Academic Skills Center
700 Terrace Heights #44
Winona, MN 55987
(800) 635-5987

General website: www.smumn.edu

University of Minnesota, Duluth (Minnesota)

UMD's Learning Disorders Program is part of Disability Services & Resources (DS&R) and serves students with disabilities that affect their learning. Students must meet UMD's admission criteria and provide documentation of their disability. The program provides academic accommodation, academic counseling, and advocacy based on the student's documented need and their willingness to participate. Like other college disability programs, students must self-identify, ask for needed accommodations, and follow through on their requests. The level of service is based on the students' need. It may range from registering with DS&R "just in case," to meeting with a disability counselor each semester to set up that semester's accommodations, to intensive one-on-one academic counseling.

Contact Information

Penny Cragun (Director)
(218) 726-8217
pcragun@d.umn.edu

Chris Haidos (Associate Director)
(218) 726-7171
chaidos@d.umn.edu

University of Minnesota, Duluth
Disability Services and Resources
256 Kirby Student Center
1120 Kirby Drive
Duluth, MN 55812

LD Program website:
<http://www.d.umn.edu/access>

General website: www.d.umn.edu

University of Minnesota, Morris (Minnesota)

The Disability Services Office provides support for students, faculty and staff with physical, mental or cognitive disabilities. Our goal is to reduce or remove barriers for persons with disabilities.

Disability Services can provide or arrange the following services: priority registration, assisting with faculty contacts, alternative print formats, taped text, classroom relocation, taped lectures, notetakers/scribes, alternative testing, sign language/oral interpreters and tutoring.

Disability Services can provide or arrange the following technology-related services: FM amplification system, TTY, CCTV, DSS Power Macintosh with speech dictation software, Kurzweil 3000, Jaws and Zoom Text software, Naturally Speaking software, HP 4PC scanner, laptop computer, Alpha-Smart, electronic spell checkers and tape recorders/players.

Contact Information

Colleen Frey (Disability Services)
(320) 589-6163
freyc@morris.umn.edu

Tara Schmidt
(Admissions Counselor)
(888) UMM-EDUC
schmidt@morris.umn.edu

University of Minnesota, Morris
Disability Services
600 E 4th St
Morris, MN 56267

Disability Services website:
www.morris.umn.edu/services/dsoaac/dso/index.html

General website:
www.morris.umn.edu

University of Minnesota, Twin Cities (Minnesota)

The University of Minnesota, Twin Cities is a Big Ten university located in the heart of Minneapolis and Saint Paul. We offer 140 degree programs in a variety of interest areas. The Office of Disability Services offers assistance, information and support to students, faculty and staff.

Accommodations are made for students based on an individual assessment of needs. Types of accommodations that Disability Services offer include: classroom and program modifications, testing and exam accommodations, document conversion, and sign language interpreter and captioning services.

Contact Information

Betty Benson (Associate Director)
(612) 626-1333
benso004@umn.edu

Norma Gutierrez (Admissions)
(612) 625-2008
gutie008@umn.edu

University of Minnesota, Twin Cities
240 Williamson Hall,
231 Pillsbury Drive SE
Minneapolis, MN 55455
<http://admissions.tc.umn.edu>

Disability Services
200 Oak Street SE, Suite 180
Minneapolis, MN 55455
(612) 626-1333

Disability website:
<http://ds.umn.edu>

General website: www.umn.edu

University of St. Thomas (Minnesota)

The mission of the Enhancement Program is to ensure that all students with disabilities achieve their educational, career, and personal goals through the full range of institutional and community resources. Our goal is to enable students to maximize their independence and self-advocacy skills to the fullest extent possible within the standard university curriculum.

Accommodations may include, but are not limited to: notetakers; books on tape; alternate exam arrangements; readers and scribes for exams; course modifications; interpreters; assistive listening devices; priority registration; academic and personal counseling regarding students' disability-related issues; one-on-one tutoring that emphasizes strategies to improve study skills and retention of course content; a "testing, tutoring, and technology" center which provides a quiet testing and study environment and houses our adaptive technology; assistance with accessing additional campus resources; and adaptive technology workstations.

Contact Information

Kimberly Schumann (Enhancement Program Director)
(651) 962-6315
kjschumann@stthomas.edu

Josh Swedberg
(Admissions Counselor)
(651) 962-6197
josh.swedberg@stthomas.edu

University of St. Thomas
Enhancement Program
2115 Summit Avenue, #4016
St. Paul, MN 55105

Enhancement Program website:
www.stthomas.edu/enhancement_prog/

General web site:
www.stthomas.edu/admissions/

Vermilion Community College (Minnesota)

Vermilion Community College (VCC) has a strong commitment to provide equal access for students with disabilities and fully complies with the Americans with Disabilities Act, as well as Section 504 of the Rehabilitation Act. The Disability Services office on VCC's campus is designed to provide services to people with disabilities by coordinating reasonable accommodations, ensuring each student receives an equal opportunity to pursue their education.

The TRIO Student Support Services (SSS) is a \$1,320,602 TRIO grant 100% funded by the U.S. Department of Education. TRIO SSS provides opportunities for academic development, assists students with college requirements, and serves to motivate students toward the successful completion of their post-secondary education.

Contact Information

Jeff Nelson
(Enrollment Director)
(218) 235-2193
j.nelson@vcc.edu

Donna Prichard
(Disabilities Director)
(218) 235-2177
d.prichard@vcc.edu

Vermilion Community College
Disability Services
1900 E Camp Street
Ely, MN 55731
(800) 657-3608

General web site: www.vcc.edu

Winona State University (Minnesota)

Winona State University Disability Services has many academic accommodations to help students with disabilities. Some academic accommodations for students with learning disabilities or attention disorders may include: Extended time on tests, low distraction, quiet test location, exams in auditory format, texts in alternative format, disability advising, a note taker in class.

Contact Information

Nancy Dumke
(Coordinator, Disability Services)
(507) 457-5878
ds@winona.edu

Winona State University
PO BOX 5838
Winona, MN 55987

General website: www.winona.edu

North Dakota State University (North Dakota)

Students with permanent physical, psychological or learning disabilities who have a functional limitation in a major life activity may obtain accommodations at North Dakota State University with assistance from Disability Services.

The goal of the program is to ensure access to educational opportunities so that students with disabilities can fully participate in the university environment. To meet this goal, staff collaborates with students and others in the campus community to optimize student access to educational experiences and campus facilities. The Office of Disability Services also serves as a resource for students with temporary medical conditions.

Contact Information

Bunnie Johnson-Messelt
(Disability Services)
(701) 231-7671
Bunnie.Johnson-Messelt@ndsu.edu

Justin Grams
(Assistant Director)
(701) 231-8698
justin.grams@ndsu.edu

North Dakota State University
Counseling Center / Disability
Services
PO BOX 5226
Fargo, ND 58105

Counseling Center / Disability
Services website:
(www.ndsu.edu/counseling/disability.
shtn

General website: www.ndsu.edu

College of Mount St. Joseph (Ohio)

Project EXCEL is a comprehensive academic support system for students with specific learning disabilities who are enrolled at the College of Mount St. Joseph. Initiated in 1982, Project EXCEL has proven to be a highly successful intervention program. Students who participate in EXCEL attain academic success through their working partnership with the EXCEL professional staff, Mount St. Joseph faculty and other study resources at the College. Project EXCEL is a for-fee program. Services offered include: all federally-mandated accommodations including accommodated testing, note taking, and alternate text formatting; a custom-fit schedule; individual student study schedules arranged to provide academic tutoring, writing lab sessions and weekly time management and organization appointments. Content tutoring and writing services are provided by professional tutors who have skills in content areas and experience working with students with special learning needs. All freshmen are enrolled in a two credit hour course in the first semester (EXC 103). The course provides instruction and guidance related to an orientation to college and study strategies appropriate to post-secondary studies.

Contact Information

Debra Mato (Director)
(513) 244-4623
debra_mato@mail.msje.edu

Sandra Bens (Assistant Director)
(513) 244-4768
sandra_bens@mail.msje.edu

College of Mount St. Joseph
5701 Delhi Road
Cincinnati, OH 45223

General website:
www.msje.edu

Muskingum College (Ohio)

The PLUS Program provides students who have disabilities with the opportunity to reach their academic potential while at Muskingum College. A learning-strategies instructional model administered by a professional staff is the basis for PLUS support. Students may revise full program participation to maintenance (reduced fee) or independence (no fee) based on academic achievement. A full range of accommodations in addition to a structured tutorial are provided through the Center for Advancement of Learning, the framework for academic support at Muskingum College. The program offers no remedial or developmental instruction, encourages individual responsibility for learning, and acknowledges successful individual efforts. The program offers qualified students content-based learning strategies, instruction, and content tutorial support.

Contact Information

Dr. Eileen Henry
(Executive Director)
(740) 826-8284
ethenry@muskingum.edu

Michelle Butler
(740) 826-8280
butler@muskingum.edu

Beth Dalanzo
(Director of Admissions)
(614) 826-8137

Muskingum College
PLUS Program, Center for
Advancement of Learning
163 Stormont Drive
New Concord, OH

General website:
www.muskingum.edu

Landmark College (Vermont)

Landmark College provides students with Learning Difficulties the strategies to achieve in higher education. Students take developmentally appropriate classes. Students use assistive technology to improve the efficiency of their work, and they are given clear feedback on exactly where they stand. Through advising, coaching and required coursework, students learn about their strengths and challenges as learners. Working on their Associates Degree, students receive regular individual support. As graduation approaches, students work with greater independence and prepare for the transition to a traditional four year college.

Contact Information

Caroline Eisner
(VP, Academic Affairs)
(802) 387-7143
carolineeisner@landmark.edu

Dale M. Herold
(VP, Enrollment Services)
(802) 387-6718
dherold@landmark.edu

Landmark College
1 River Road South
Putney, VT 05346
(802) 387-6718

General website:
www.landmark.edu

The Evergreen State College (Washington)

The Office of Access Services at The Evergreen State College provides auxiliary aids, academic adjustments and other accommodation for students with disabilities at Evergreen. Among the available services are note takers, alternative format books, alternate test arrangements and preferential seating. Evergreen provides accessible computers and software programs to students with disabilities in the campus Assistive Technology Lab and Computer Center.

Evergreen's Writing Center and Quantitative and Symbolic Reasoning Center provide workshops and tutoring support to students in the areas of writing, math and science.

KEY Student Services is a federally funded TRiO program, supporting the success and retention of students who have a documented disability, meet federal guidelines for low-income status, or are first generation college students.

Contact Information

Meredith Inocencio
(Interim Director)
(360) 867-6364
inocenc@evergreen.edu

Sally Schwartz
(Admission Counselor)
(360) 867-6256
schwartz@evergreen.edu

The Evergreen State College
2700 Evergreen Parkway NW
Olympia, WA 98505

General website:
www.evergreen.edu

West Virginia Wesleyan College (West Virginia)

West Virginia Wesleyan is strongly committed to providing excellent support to students with documented learning disabilities and attention difficulties. Our comprehensive program provides foundational services and two fee-based, optional programs assisting with the transition to college level academics. The foundational service is an individually structured program that accommodates students with varying needs. Master's level professionals in the fields of Education, Educational Psychology, Special Education, Counseling, and Reading work to help each student design strategies for academic success. Lindamood-Bell Learning Processes focuses on the improvement of reading and math skills and language comprehension. The Mentor Advantage Program provides an innovative support developed from research on the transition and persistence of post-secondary students with learning disabilities and from self-regulated learning theory. Students who enroll in our fee-based programs, on a semester by semester basis, will also be served by the foundational services prior, during, and after enrollment in either of the fee-based programs.

Contact Information

Dr. Shawn Kuba
(Director of Learning Center)
(304) 473-8499

John Waltz (Director of Admission)
(304) 473-8510
admission@wwvc.edu

West Virginia Wesleyan College
The Learning Center
59 College Avenue
Buckhannon, WV 26201

General website: www.wwvc.edu

University of Wisconsin-Stout (Wisconsin)

The University of Wisconsin-Stout, Disability Services is committed to creating an accessible university community where individuals with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. Services are designed to promote independence and offer reasonable and appropriate accommodations. Potential accommodations are based on current and comprehensive documentation of disability

Contact Information

Melissa Perez
(Admissions Counselor)
(715) 232-2276
perezm@uwstout.edu

Deb Shefchik
(715) 232-1181
shefchikd@uwstout.edu

University of Wisconsin - Stout
124 Bouman Hall
Menomonie, WI 54751

General website:
www.uwstout.edu

University of Wisconsin-Whitewater (Wisconsin)

CSD provides a comprehensive set of services for students with LD and ADHD. CSD provides all mandated services for qualified eligible students. This can include: volunteer note takers, alternative testing, alternative media, advocacy, disability counseling, academic advising, interpreters, and adaptive technology. UWW provided a comprehensive academic success fee based program called Project ASSIST. This services provides: organizational tutors, academic tutors, study skills tutors, a study lab, a computer lab, and adaptive technology. CSD also provides a four week Summer Transition Program. This is a live-on campus program focusing on building academic and social success. Students take three courses: Study Skills Course, New Student Seminar, and Project ASSIST class. Cost for this program is based on tuition and housing rates.

Contact Information

Elizabeth Watson (Director)
(262) 472-4711
watson@uww.edu

Nancy Amacher
(Associate Director)
(262) 472-5239
amachem@uww.edu

University of Wisconsin- Whitewater
800 W. Main Street
Whitewater, WI 53190
(262) 472-3158

Center for Students with Disabilities
website:
www.uww.edu/csd

General website:
www.uww.edu

Educational Resources

Bridging Hearts

Bridging Hearts is an online social network for young adults with learning disabilities. Members also have an opportunity to personally meet their online friends at monthly events as well as activities they have planned through our website forum. Each prospective member is personally interviewed to ensure the program is a good match for them. The website offers member pages which include a posted profile and pictures, an area to send and receive messages, a forum, and chat room. All members have utilized an IEP while in school.

Contact Information

Denise Martin (Director)
(952) 210-6264
info@bridginghearts.org

Bridging Hearts
PO Box 103
Carver, MN 55315

General website:
www.bridginghearts.com

College Connectors

College Connectors provides individualized college consulting to families. Student strengths and challenges, availability of college LD services, college size, location preference and other factors are considered to determine the best college fit. Assistance with transition issues is also provided.

Contact Information

Donna Kelly
(Educational and Career Consultant)
(612) 331-4567
donna@CollegeConnectors.com

Valerie Broughton
(President/Certified Education Planner)
(612) 331-4567
valerie@CollegeConnectors.com

College Connectors
1313 5th St SE
Minneapolis, MN 55414

General website:
www.CollegeConnectors.com

Gillette Lifetime Specialty Healthcare

Gillette Lifetime Specialty Healthcare - Phalen Clinic is a non-profit clinic for adolescents and adults with disabilities, associated with Gillette Children's Specialty Healthcare. In addition to providing healthcare, psychology provides accommodation evaluations for post-secondary planning. Assessment includes general learning ability, academic strengths and weaknesses, learning disabilities, ADD or ADHD, and emotional issues. Social work services are available to transitioning adolescents and young adults to adult services and community resources. Also offered by occupational therapy are Independent Living Evaluations and Computer Access Evaluations.

Contact Information

Carol Nelson, LSW
(651) 634-1934
cnelson@gillettechildrens.com

Gillette Lifetime Specialty Healthcare - Phalen Clinic
435 Phalen Boulevard
St. Paul, MN 55130

General website:
www.gillettechildrens.org

Learning Disabilities Association of Minnesota

LDA of Minnesota is a non-profit educational agency serving children, youth and adults with Attention Deficit Hyperactivity Disorder (ADHD), learning disabilities and other related learning difficulties, so that they and their families lead more productive lives.

Services include: diagnostic assessments, consultations, transition coaching, school-to-work transition, ADHD workshops and support groups, free phone consultations with an ADHD specialist, referrals, educational products, school and community-based learning connections programs for children at risk for learning difficulties, educational capacity building, and public education.

LDA of Minnesota is the state affiliate of LDA of America, a volunteer, parent-driven, membership organization dedicated to information, advocacy, research and education focused on learning disabilities.

Contact Information

Arty Dorman (Director of Programs)
(952) 582-6003
ad@ldaminnesota.org

Amanda Wold
(Marketing Specialist)
(952) 922-8374
aw@ldaminnesota.org

LDA of Minnesota
Transition Connection Program and
Transition Coaching
5354 Parkdale Drive, Suite 200
St. Louis Park, MN 55416

General website:
www.ldaminnesota.org

Metropolitan Center for Independent Living

Metropolitan Center for Independent Living provides services for people with disabilities, their family and friends, service providers and interested community members. These services include information services, independent living skills, peer mentorship, advocacy services, personal assistance service programs, transition services and other individually designed services. The mission of Metropolitan Center for Independent Living is to work with people with disabilities in fulfilling their desire to lead productive self-determined lives.

Contact Information

Nick Wilkie (Transition Specialist)
(651) 603-2018
nickw@mcil-mn.org

Metropolitan Center for Independent Living
1600 University Avenue W
St. Paul, MN 55104

General website: www.mcil-mn.org

PACER Center

The mission of PACER (Parent Advocacy Coalition for Educational Rights) Center is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.

Through its ALLIANCE and other national projects, PACER, a national center, responds to thousands of parents and professionals each year. From California to Minnesota to New York, PACER resources make a difference in the lives of 6.5 million children with disabilities nationwide.

With assistance to individual families, workshops, materials for parents and professionals, and leadership in securing a free and appropriate public education for all children, PACER's work affects and encourages families in Minnesota and across the nation.

Contact Information

Andrea Moore
(Project Specialist)
(952) 838-1348
andrea.moore@pacer.org

PACER Center
8161 Normandale Boulevard
Minneapolis, MN 55437
(952) 838-9000

General website: www.pacer.org

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