



The LD/ADHD
College Experience

2009-2010
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.



Table of Contents

About Groves Academy and Groves Outreach	1
Resources	2
Timeline for Post-Secondary Planning	3
The College Visit	4
Questions To Ask When Talking To Admissions Representatives	5
Questions To Be Ready To Answer When Talking To Admissions Representatives	6
How is College Different from High School?	
Personal Freedom	7
Classes	8
Instructors	9
Studying	10
Comparing Colleges	11
Exhibitor List from the 2009-2010 LD / ADHD College and Post-Secondary Opportunities Fair	
<u>Universities/Colleges</u>	
Arizona	
University of Arizona	12
Connecticut	
Mitchell College	12
Florida	
Lynn University	12
Illinois	
OPTIONS Program at Brehm	13
DePaul University	13
Indiana	
Vincennes University	13
Iowa	
University of Iowa, R.E.A.C.H Program	14
University of Iowa	14
Waldorf College	14
Massachusetts	
Dean College	15
Michigan	
Northern Michigan University	15
Minnesota	
Anoka-Ramsey Community College	15
Augsburg College	16
Bethel University	16
Concordia University- St. Paul	16
Dakota County Technical College	17
Dunwoody College of Technology	17
Hennepin Technical College	17

Exhibitor List from the 2009-2010 LD / ADHD College and Post-Secondary Opportunities Fair *continued*

Minneapolis College of Art and Design	18
Minneapolis Community and Technical College	18
Minnesota State University, Mankato	18
Minnesota State University, Moorhead	19
Normandale Community College	19
North Hennepin Community College	19
St. Catherine University	20
St. Mary's University of Minnesota	20
University of Minnesota, Duluth	20
University of Minnesota, Morris	21
University of Minnesota, Twin Cities	21
University of St. Thomas	21
Vermilion Community College	22
North Dakota	
North Dakota State University	22
Ohio	
College of Mount St. Joseph	22
Notre Dame College	23
Vermont	
Landmark College	23
Washington	
The Evergreen State College	23
West Virginia	
Davis & Elkins College	24
Wisconsin	
University of Wisconsin, Stout	24
University of Wisconsin, Whitewater	24
<u>Educational Resources</u>	
College Connectors	25
Disability Linkage Line	25
Gillette Lifetime Specialty Healthcare	25
International Dyslexia Association- Upper Midwest Branch (IDA-UMB)	26
Learning Disabilities Association of Minnesota	26
Metropolitan Center for Independent Living	26
PACER Center	27
Index of Exhibitors	29

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 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 David Moran at 952-915-4253 or moranda@grovesacademy.org.

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/>
- 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/resources
Duke Handbook: LD in College	http://www.washington.edu/doi/
Kidsource	http://www.access.duke.edu/pdf/1stYrProspectHB/SAO_1Yr_Pspct-11Article.pdf
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 help you succeed 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 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 languages. 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
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You often need to read or hear presentations only once to learn all you need about them.	You need to review class notes and text material regularly.
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
Guiding principle: You will usually be told in class what you needed to learn from assigned readings.	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.

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 2009 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)

SALT (The Strategic Alternative Learning Techniques) students receive individualized educational planning and monitoring, assistance from certified tutors with coursework, and an array of workshops geared toward their individual academic needs. Additionally, students have the opportunity to use the SALT computer lab (complete with an array of assistive technology) and/or “drop in” to either the SALT Writer’s Lab or the SALT Math and Science Lab, both staffed with highly trained certified tutors.

Contact Information

Nancy Singer
(Assistant Director of SALT)
(520) 621-5285
nsinger@email.arizona.edu

Ryan Burton-Romero (Assistant Director of Admissions)
(520) 621-7524
rbr13@arizona.edu

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

SALT website: www.salt.arizona.edu

General website: www.arizona.edu

Mitchell College (Connecticut)

Mitchell College’s LRC has been in existence for over twenty-seven years as one of the nation’s leading programs serving students with documented learning disabilities and/or ADHD. Unique in the landscape of college learning disabilities support programs, Mitchell’s LRC includes a large staff of trained, professional learning and writing specialists. The program offers two levels of academic support on a fee-for-service basis. The overall focus for both Level I and Level II support is on the process of learning and writing. While course content is used as the basis for work with students, the emphasis is on skills and strategies for academic success.

The LRC also offers support to students with all disabilities for those classroom, testing and facilities accommodations to which they are entitled by law. All students seeking the academic support offered on a fee-for-service basis start at Level I.

Contact Information

Peter Love (Director of LRC)
(860) 701-5071
love_p@mitchell.edu

Sean Corcoran (Associate Director)
(860) 701-5045
corcoran_s@mitchell.edu

Mitchell College
Learning Resource Center
437 Pequot Avenue
New London, CT 06320

General website: www.mitchell.edu

Lynn University (Florida)

The Institute for Achievement and Learning (IAL) model for learning provides a four-year experience that supports student’s educational progress. We specialize in designing an individualized academic learning plan tailored to special needs, so that students have the opportunity to succeed academically.

Contact Information

Marsha Glines (Director)
Institute for Achievement & Learning
(561) 237-7900
admission@lynn.edu

Thomas Bruckman
(Admissions Counselor)
(561) 237-7900
tbruckman@lynn.edu

Lynn University
The Institute for Achievement and Learning
3601 North Military Trail
Boca Raton, FL 33431

General website: www.lynn.edu

OPTIONS Program at Brehm (Illinois)

The OPTIONS Program at Brehm is designed for students with learning disabilities, attention disorders and/or executive functioning deficits 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 self-advocacy, self-management 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; all students participate in employment internships. 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

DePaul University (Illinois)

The Productive Learning Strategies (PLUS) program at DePaul University is a year-round comprehensive program designed to meet the needs of DePaul students with specific learning disabilities an/or attention deficit disorders. The mission of the PLUS program is to support students by helping them succeed in college while they are becoming educated and independent life-long learners. Focusing on each student's strengths and weaknesses, PLUS strives to empower students by teaching them skills and strategies which they can apply to their current educational careers and to their professional lives after graduation. To learn more about the PLUS program feel free to visit our website at www.studentaffairs.depaul.edu/plus.

Contact Information

Judith Kolar (Director)
Productive Learning Strategies/
PLUS Program
(773) 325-8656
jkolar@depaul.edu

Sarah Whittemore
(Admissions Counselor)
(312) 362-5518
swhitem@depaul.edu

DePaul University
Productive Learning Strategies/
PLUS Program
2250 North Sheffield Avenue
SC 370
Chicago, IL 60614

PLUS website:
www.studentaffairs.depaul.edu/plus

General website:
www.depaul.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

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

The REACH Program at the University of Iowa is a holistic approach to transitioning from high school to college and adulthood. The REACH Program creates a unique living-learning experience 18-25 years old individuals with multiple learning, cognitive and intellectual disabilities are supported in learning skills and knowledge to become independent and engaged citizens.

REACH is a two-year, non-degree certificate program that provides an array of integrated campus, community, and career development opportunities.

The goal of self-determination is threaded through coursework, hall living, student activities, internships, and community involvement. Improved self-advocacy, self-esteem, interpersonal skills, problem-solving abilities, daily life competences, career awareness and career readiness result from participation in REACH.

Schedule a campus visit with The REACH Program today!

Contact Information

Dr. Jo Hendrickson
(REACH Director)
(319) 384-2127

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

The University of Iowa -
REACH Program
N297 Lindquist Center
Iowa City, IA 52242

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

University of Iowa (Iowa)

Student Disability Services at the University of Iowa ensures that qualified students receive the academic accommodations which will allow them to compete in any of our more than 100 areas of study. Student Disability Services arranges accommodations, based on appropriate documentation that meets our guidelines, in the areas of extended test time, reduced distraction testing environment, note taking assistance, and textbooks in electronic formats. Each student approved for accommodations has their own advisor within our office in addition to their academic advisor. This advisor helps the student to develop a plan for implementing their accommodations and is available to consult as needed.

Contact Information

Mark M. Harris, Ph.D. (Director of Student Disability Services)
(319) 335-1462
mark-harris@uiowa.edu

University of Iowa
3100 Burge Hall
Iowa City, IA 52242

SDS web site:
www.uiowa.edu/~sds

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)
(800) 292-1903
babcockm@waldorf.edu

Scott Pitcher
(Assistant Director of Admissions)
(800) 292-1903
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

Dean College (Massachusetts)

The Arch Learning Community is designed for students with learning disabilities, memory challenges or ADHD/ADD. Through individual and group tutoring, smaller sized courses, and specialized academic advising, students will gain the necessary skills to be successful in college. Through Arch, students will become active participants in their education and take greater responsibility for their role in the learning process.

Contact Information

Erin Lowery-Corkran (Assistant
Dean of Academic Support
Services)
(508) 541-1768
elowery-corkran@dean.edu

Dean College
Arch Learning Community
99 Main Street
Franklin, MN 02038

General website: www.dean.edu

Northern Michigan University (Michigan)

Services are provided based on assessment of results of diagnostic testing and may include, but are not limited to, any or all of the following: extended test-taking time, taped textbooks, notetakers, tutoring, skills workshops, assistance with career planning and course selection, counseling, reading improvement courses and study still courses.

Contact Information

Lynn Walden (Coordinator, Disability
Services)
906-227-1700
lwalden@nmu.edu

Jeron Schmidt
(Admissions Counselor)
(906) 227-2650
admiss@nmu.edu

Northern Michigan University
Disability Services
1401 Presque Isle Avenue
Marquette, MI 49855

Disability Services website:
www.nmu.edu/disability

General website: www.nmu.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 students 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 of CLASS Program)
(612) 330-1053
jonesk1@augzburg.edu

Carola thorson
(Senior Associate Director of Admissions)
(612) 330-1001
thorsonc@augzburg.edu

Augsburg College
CLASS (Center for Learning and Adaptive Student Services)
2211 Riverside Avenue, CB #57
Minneapolis, MN 55454

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

Mark Kormann (Associate Director of Admissions)
(651) 638-2387
m-kormann@bethel.edu

Bethel University
3900 Bethel Drive
St. Paul, MN 55112

Disability Services website:
www.bethel.edu/disability

General website:
www.bethel.edu

Concordia University- St. Paul (Minnesota)

Concordia University-St. Paul is committed to providing an accessible education to all students. Students may be eligible for a variety of reasonable accommodations and academic adjustments. These are adaptations that are made on an individual (case-by-case) basis at no cost to the student. The student and Disability Services staff will develop an accommodation plan; the student will need to provide this information to their instructors for each class.

Accommodations that our office generally provides students include: note-takers, alternative testing, alternative text, and interpreters. Our office strives to assist students in self-advocacy, problem solving, and guide students to possible resources on or off campus. We also provide one-to-one services with weekly meetings that include time-management, organizational skill, and study habits.

Contact Information

Melissa Fletcher
(Disabilities Services)
(651) 641-8272
fletcher@csp.edu

Kelly Macik (Admission Counselor)
(651) 641-8230
admission@csp.edu

Concordia University - St. Paul
Disability Services
275 Syndicate Street North
St. Paul, MN 55104

General website: www.csp.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

Dunwoody College of Technology (Minnesota)

Dunwoody supports our learners through our Gateway program as well as individual tutoring in our Elftman Student Success Center. The Student Success Center supports students through services developed and presented by a nationally certified team of professionals and tutors. Assistance through classes and free programs such as tutoring, supplemental instruction, advising, and individual consultations enables Dunwoody students to graduate to the good life.

Gateway is an intensive eight week readiness program to give first-time and returning students the opportunity to improve their academic skills before entry into technical programs. We offer Gateway courses in math, english, computers, and study skills.

Contact Information

Dr. Deborah Zackert
(Director of Student Success)
dzackert@dunwoody.edu

Dionne Rushin
(Admissions Representative)
(612) 381-3317
drushin@dunwoody.edu

Dunwoody College of Technology
Elftman Student Success Center
818 Dunwoody Boulevard
Minneapolis, MN 55403

General website:
www.dunwoody.edu

Hennepin Technical College (Minnesota)

Hennepin Technical College offers support services to qualified individuals with documented disabilities. Students must initiate a request and be approved for accommodations by a Disability Services Coordinator.

Accommodations may include:

- Disability-related career and program information, advising, and support.
- Classroom and laboratory accommodations in accordance with relevant legislation, for example, extended test time, test reading, note-taking, and/or alternate format textbook(s).
- Advocacy in arranging accommodations or in mediating grievances.
- Transitional services for students entering college, transferring, or entering the workforce.
- Interpreters for deaf or hard of hearing students.

Contact Information

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

Jean Kreutter
(Disability Services Coordinator,
Eden Prairie Campus)
(952) 995-1544

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

Minneapolis College of Art and Design (Minnesota)

The Learning Center (LC) functions as an academic support center and enrichment resource for all MCAD students. The LC is comprised of supportive faculty and peer tutors who are available to help students with the wide range of assignments and academic challenges they encounter, both in and out of class. Offering individualized tutorial assistance, a variety of instructional hand outs, and time management resources, the LC assists MCAD students to gain the most from their education.

Contact Information

Margie McGee
(Director of the Learning Center)
(612) 874-3633
margie-mcgee@mcad.edu

Mary Kazura
(Senior Admissions Counselor)
(612) 874-3700
admissions@mcad.edu

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

Learning Center website:
http://intranet.mcad.edu/modules/ds/view_ds.php?ds_id=4

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 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

Diane Berge
(Associate Director)
(507) 389-1822
(800) 722-0544
admissions@mnsu.edu

Minnesota State University-Mankato,
Office of Disability Services
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 (Director, Disability Services)
(218) 477-2131
toutges@mnstate.edu

Ann Buesgens
(Assistant Director of Admissions)
(218) 477-2131

Minnesota State University
Moorhead
Disability Services
1104 7th Avenue S
CMU 114
Moorhead, MN 56563
(218) 477-2131

Disability Services website:
www.mnstate.edu/disability

General web site:
www.mnstate.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

Nancy Pates
(Assistant Director of Admissions)
(952) 487-8205
nancy.pates@normandale.edu

Normandale Community College
Office for Students with Disabilities
9700 France Avenue South
Bloomington, MN 55431
(952) 487-7035

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

General website:
www.normandale.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

St. Catherine University (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

Thelma Obah (Director)
(651) 690-6563
oneill_center@stkate.edu

Jane Nordhorn
(Director of Recruitment)
(651) 690-8850
amissions@stkate.edu

College of St. Catherine
O'Neill Center for Academic
Development
2004 Randolph Avenue
F-02
St. Paul, MN 55105

General website: www.stkate.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

Ken Pellegrini
(Associate Dean for Admission)
(612) 377-8454
kpellegr@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)

At UMD, students with disabilities that affect their learning receive academic accommodations through the Learning Disorders Program in the office of Disability Resources (DR). Students must meet UMD's admission criteria and provide documentation of their disability. The academic accommodations provided are dependent on the student's documented needs and their willingness to participate in the process. Like other college disability programs, students must self-identify, ask for needed accommodations, and follow through on their requests. Commonly used accommodations include alternate testing, alternative format textbooks, note taking assistance, and early registration.

Contact Information

Judy Broman (Disability Specialist)
(218) 726-7965
jbroman@d.umn.edu

Brian Karl (Admissions Counselor)
(218) 726-8804
bkarl@d.umn.edu

University of Minnesota, Duluth
Learning Disorders Program
1117 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, audio text, classroom relocation, recorded lectures, notetakers/scribes, alternative testing, sign language interpreters and tutoring.

Disability Services can provide or arrange the following technology-related services: FM amplification system, TTY, CCTV, speech dictation software, Kurzweil 3000, Jaws and Zoom Text software, Naturally Speaking software, scanner, laptop computer, Alpha-Smart, electronic spell checkers and audio recording/playing devices.

Contact Information

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

Tara Winchester
(Admissions Counselor)
(888) 866-3382
taraw@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: 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 Disability Services at the University of St. Thomas is to make a reasonable effort to provide all qualified students with disabilities equal access to all university courses, services, programs, employment and facilities. Our goal is to enable students to maximize their educational potential and to develop 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, audio texts, extended time to complete exams, distraction reduced space to complete exams, readers and scribes for exams, interpreters, assistive listening devices, Braille texts, priority registration, assistive technology, strategies to improve study skills, and assistance with accessing additional campus resources.

Contact Information

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

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

University of St. Thomas
Enhancement Program - Disability Services
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
(Director of Enrollment)
(800) 657-3608
j.nelson@vcc.edu

Donna Prichard
(Disabilities Services)
(800) 657-3608
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

North Dakota State University (North Dakota)

The mission of NDSU Disability Services is to ensure equal access to educational opportunities for students with disabilities in order to fully participate in the university environment. Students diagnosed with learning disabilities or attention disorders may be eligible to receive accommodations. Accommodations are based on the functional limitation(s) of the disability and their impact on a major life activity.

Staff in Disability Services (DS) determine eligibility, identify reasonable accommodations, and collaborate with students/faculty to implement the accommodation. The DS office serves as a resource for students, faculty, and the campus community regarding disability related issues.

Contact Information

Bunnie Johnson-Messelt
(Director)
(701) 231-8463
Bunnie.Johnson-Messelt@ndsu.edu

Heather Perry
(Admission Counselor)
(701) 799-1612
heather.macpherson@ndsu.edu

North Dakota State University
Disability Services
Department 5160
PO BOX 6050
Fargo, ND 58108

Disability Services website:
www.ndsu.edu/disability.shtml
(701) 231-8463

Admissions website:
www.ndsu.edu/prospective_students/
(800) 488-6378

General website: www.ndsu.edu

College of Mount St. Joseph (Ohio)

Project EXCEL is a comprehensive academic support system for students with learning disabilities who are enrolled at the College of Mount St. Joseph. Established in 1982 as a natural response to the Mount's mission, Project EXCEL has been instrumental in allowing students with specific learning disabilities to actualize their learning potential and to achieve their personal goals. Project EXCEL provides quality educational opportunities and support services above and beyond those required by law to individuals with documented specific learning disabilities. Project EXCEL is a fee-based program.

Today, Project EXCEL is nationally recognized as a highly successful intervention program. Students who participate in EXCEL attain academic success through their working partnership with the EXCEL professional staff, Mount faculty and other study resources at the College.

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

Notre Dame College (Ohio)

The academic support center is designed to support students with documented learning disabilities such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Specific Learning Disabilities (SLD's) and Asperger's Syndrome.

Our mission is to provide quality educational opportunities and support services to students with documented learning disabilities. Our services go above and beyond those required by law.

Contact Information

Gretchen Walsh (Director)
(216) 373-5185
gwalsh@ndc.edu

Nick Formica (Admissions
Counselor)
(216) 373-5176
nformica@ndc.edu

Notre Dame College
Academic Support Center for
Students with Learning Differences
4545 College Road South
Euclid, OH 44121

General website:
www.notredamecollege.edu

Landmark College (Vermont)

The premier college for students with learning disabilities and AD/HD. While many colleges offer special programs for students with learning difficulties, Landmark College is one of the only accredited colleges in the United States designed exclusively for students with dyslexia, attention deficit hyperactivity disorder (AD/HD), or other specific learning disabilities.

Landmark College's mission is to transform the way students learn, educators teach and the public thinks about education. We provide highly accessible approaches to learning that empower individuals who learn differently to exceed their aspirations and to achieve their greatest potential.

Contact Information

Jamie Santiago
(Associate Director of Admissions)
(802) 387-1679
(802)387-6718
admissions@landmark.edu

Landmark College
1 River Road South
Putney, VT 05346

General website:
www.landmark.edu

The Evergreen State College (Washington)

Depending on the nature of your disability and how it impacts your educational experience, services and accommodations, provided on an individually determined basis, may include: accessible facilities, alternate media, alternate testing, accessible parking, sign language interpreters/CART, note takers, priority registration, adaptive equipment/assistive technology, books on tape services, tutorial services, counselor referrals, key student services, learning resource center, and peer support and advocacy.

Contact Information

Meredith Inocencio
(Interim Director)
(360) 867-6348
inocenc@evergreen.edu

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

The Evergreen State College -
Access Services for Students with
Disabilities and ADA Compliance
Office
2700 Evergreen Parkway NW
Olympia, WA 98505

Access Services for Students with
Disabilities and ADA Compliance
Office website:
www.evergreen.edu/access

General website:
www.evergreen.edu

Davis and Elkins College (West Virginia)

A small private liberal arts college of 750 students, our strong supported learning program provides individual support to students with specific learning disabilities. It has a separate application to the program.

Contact Information

Mary Ellen Schubert
(Director)
(304) 636-1700

Jim Rollwagen (Regional Rep)
(304) 637-1337

Davis and Elkins College
100 Campus Drive
Elkins, WI 26241

General website:
www.davisandelkins.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 offered promote independence and offer reasonable and appropriate accommodations. Disability Services provides support services by using an individualized approach. It is our belief that disabilities come in numbers of one. Everyone that our office works with is respected as the unique individual that they are. Our office works closely with the ASPIRE-Student Support Services office. ASPIRE-Student Support Services provides additional supports and services that compliment what the Disability Services office offers. Both offices provide support to students to assist them in achieving their educational goals.

Contact Information

Kara James
(Director of Disability Services)
(715) 232-2995
jameskar@uwstout.edu

Joel Helms (Assistant Director of Admissions)
(715) 232-3485
helmsj@uwstout.edu

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

Disability Services website:
www.uwstout.edu/disability

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 provides 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 of CSD)
(262) 472-4711
watsone@uww.edu

Amy Anderson
(Assistant Director of Admissions - Visitor Services)
(262) 472-1358
andersona@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

College Connectors

College Connectors provides individualized college consulting services to high school students and their families. Student strengths and challenges, availability of college LD services, location preference and other factors are considered to help each student find best college match. Assistance with transition issues is also available.

Contact Information

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

College Connectors-
College Search and Application
Support
1313 5th St SE, Suite 114A
Minneapolis, MN 55414

General website:
www.CollegeConnectors.com

Disability Linkage Line

The Disability Linkage Line is a free, state wide information and referral resource for all your disability-related questions. We make it easy for you to explore available options and choose the services that are right for you.

Contact Information

David Hanox
(Executive Director)

Chris Persons
(Information Manager)
(651) 603-2005
chrisp@mcil-mn.org

Disability Linkage Line
1600 University Avenue
Suite 16
St. Paul, MN

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) 634-1923
cnelson@gillettechildrens.com

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

General website:
www.gillettechildrens.org

International Dyslexia Association – Upper Midwest Branch (IDA-UMB)

The International Dyslexia Association, Upper Midwest Branch (IDA-UMB, formerly UMBIDA) is a non-profit organization that supports individuals with dyslexia and related language-based learning disorders, their families, and the professional communities who serve them. One of 48 International Dyslexia Association branches worldwide, IDA-UMB serves the areas of Minnesota, North Dakota, South Dakota, and Manitoba, Canada.

IDA-UMB offers several workshops and events throughout the year, including an annual two-day spring conference. IDA-UMB also provides tutoring referrals and offers ongoing information about best practices and advocacy to its members and to the public at large. IDA-UMB encourages and supports scientific research-based instructional methodologies and intervention strategies.

Contact Information

Cindee McCarthy (President)

IDA-UMB
5021 Vernon Avenue, #159
Minneapolis, MN 55436
651-450-7589
info@ida-umb.org

General websites:
www.ida-umb.org
www.interdys.org

Learning Disabilities Association of Minnesota

LDA of Minnesota is a 501(c)3 educational non-profit 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, 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 membership organization dedicated to information, advocacy, research and education focused on learning disabilities.

Contact Information

Arty Dorman (Director of Programs)
Transition Connection Program &
Transition Coaching
(952) 582-6003
ad@ldaminnesota.org

LDA of Minnesota
Transition Program - Age 14+
5354 Parkdale Drive, Suite 200
St. Louis Park, MN 55416
(952) 922-8374
info@ldaminnesota.org

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

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

Index of Exhibitors

Anoka-Ramsey Community College	15
Augsburg College	16
Bethel University	16
College Connectors	25
College of Mount St. Joseph	22
Concordia University- St. Paul	16
Dakota County Technical College	17
Davis & Elkins College	24
Dean College	15
DePaul University	13
Disability Linkage Line	25
Dunwoody College of Technology	17
Gillette Lifetime Specialty Healthcare	25
Hennepin Technical College	17
International Dyslexia Association- Upper Midwest Branch (IDA-UMB)	26
Landmark College	23
Learning Disabilities Association of Minnesota	26
Lynn University	12
Metropolitan Center for Independent Living	26
Minneapolis College of Art and Design	18
Minneapolis Community and Technical College	18
Minnesota State University, Mankato	18
Minnesota State University, Moorhead	19
Mitchell College	12
Normandale Community College	19
North Dakota State University	22
North Hennepin Community College	19
Northern Michigan University	15
Notre Dame College	23
OPTIONS Program at Brehm	13
PACER Center	27
St. Catherine University	20
St. Mary's University of Minnesota	20
The Evergreen State College	23
University of Arizona	12
University of Iowa	14
University of Iowa, R.E.A.C.H. Program	14
University of Minnesota, Duluth	20
University of Minnesota, Morris	21
University of Minnesota, Twin Cities	21
University of St. Thomas	21
University of Wisconsin, Stout	24
University of Wisconsin, Whitewater	24
Vermillion Community College	22
Vincennes University	13
Waldorf College	14