A decorative frame consisting of two classical columns with fluted shafts and ornate capitals, supporting a horizontal bar at the top. The entire structure sits on a three-tiered base. The top bar contains the text "VIRGINIA DEPARTMENT OF EDUCATION". The columns are positioned on either side of the central text.

VIRGINIA DEPARTMENT OF EDUCATION

Virginia's
College Guide
for Students
With
Disabilities

YOU KNOW
YOU CAN DO IT!

HERE'S HOW!

JANUARY 2003

Virginia's College Guide for Students With Disabilities

**YOU KNOW
YOU CAN DO IT!**

HERE'S HOW!

Virginia Department of Education
Division of Special Education and Student Services
P.O. Box 2120
Richmond, Virginia 23218-2120

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Introduction

Awareness of the needs of college-bound students with disabilities has grown markedly since the first edition of the College Guide in 1993. Making the right choice from among the diverse opportunities available can be a time-consuming and difficult task. The more students, parents, teachers, and counselors know about the student's options, the more likely they will make a successful match. The Virginia Department of Education designed this document to provide guidance and technical assistance not to offer legal advice. The department initiated this revision of the College Guide to assist:

- Students with disabilities, and their parents, in the transition from high school to postsecondary education settings;
- Students with disabilities to identify services provided at Virginia's institutions of higher learning;
- Students with disabilities in understanding how to seek appropriate academic adjustments and auxiliary aids and services;
- Services providers for students with disabilities with identifying information, locating resources, and participating in an informational network; and
- With improving the quality of life for students with disabilities.

The Commonwealth of Virginia is committed to the principles of excellence and access in higher education. Virginia's institutions of higher learning comply with federal legislation that mandates accessibility for students with disabilities who are otherwise qualified for admission to the institution. Institutions of higher education cannot deny acceptance to students with disabilities solely because of their disability. Services for students with disabilities vary from campus to campus, but colleges and universities must offer appropriate academic adjustments and auxiliary aids and services students who meet the required standards. However, each institution decides on a case-by-case basis whether a student qualifies as a student with a disability who requires accommodations for equal access.

This document continues to evolve. Periodic updates will supplement or revise portions of the document. Questions or issues regarding it or recommendations for future updates may be directed to the Department of Education at (804) 225-2700.

Acknowledgements

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Jeananne Dixon, Postsecondary Coordinator, New River Community College
Dr. Marianne Mooney, Project Assistant, New River Community College
Harley A. Tomey, III, Education Specialist, Virginia Department of Education
Dr. Sharon deFur, Associate Professor, The College of William and Mary
Dr. Robin S. Barton, Education Specialist, Virginia Department of Education

Stakeholders - 2003 Edition

Virginia's Higher Education Leadership Partners, University of Hawaii Advisory Council
Ann Deschamps, Farifax County Public Schools
Karen Sherman, Arlington Public Schools
Justine Maloney, Virginia Learning Disabilities Association
Katherine Wittig, Program Specialist - Transition, Training and Technical Assistance Center,
Virginia Commonwealth University

Stakeholders - 1993 Edition

Linda Conrads, Postsecondary Education Rehabilitation Training, Woodrow Wilson Rehabilitation Center
Sherry DeMoss, DRS Counselor, Fishersville, VA
Susan Hannifan, Department of Rehabilitation Services, Charlottesville, VA
Jan Hassan, Piedmont Virginia Community College, Charlottesville, VA
Bebe Heiner, Charlottesville Public Schools, Charlottesville, VA
Marlene Herakovich, Piedmont Virginia Community College, Charlottesville, VA
Lucy Howlett, New River Community College, Dublin, VA
Judith Landes, Shenandoah University, Winchester, VA
Charlene Lee, Chesterfield Parent Resource Center, Richmond, VA
Erica Lovelace, Department of Rehabilitation Services, Richmond, VA
Nancy Olthoff, Old Dominion University, Norfolk, VA
Virginia Reilly, Virginia Tech, Blacksburg, VA
Carmen Rioux-Bailey, Fairfax, VA
Deb Teates, Shenandoah University, Winchester, VA
Patricia Werth, New River Community College, Dublin, VA

Do You Know The Law?

The disability rights legislation passed by Congress in recent years directs the policies, procedures, and regulations that protect the civil rights of people with disabilities throughout their lives. These laws help people with disabilities to overcome physical, academic, and social barriers.

Students with disabilities need to understand the major legislation and their rights and responsibilities under the law. Three federal laws and one Virginia state law prohibit discrimination based on disability:

The Individuals with Disabilities Education Act (IDEA) of 1990 and its amendments of 1997 (Title 20, U.S.C. 1400-1485: U.S. Statutes at large, 104, 1103-1151)

Title II of the Americans with Disabilities Act (ADA) (42 U.S.C., Ch. 126, SS 12101-12213, 1990)

Section 504 of the Rehabilitation Act of 1973 (504) (29 U.S.C. S 79, 1996)

Virginians with Disabilities Act (VDA) (Section 51.5-40 et. seq. of the Code of Virginia)

Individuals with Disabilities Education Act (IDEA)

The Office of Special Education Programs in the Office of Special Education and Rehabilitative Services of the U.S. Department of Education administers the *Individuals with Disabilities Education Act (IDEA)*, P.L. 101-476. The IDEA and its individualized education program (IEP) provisions do not apply to postsecondary schools. However, since it guided your educational services throughout your K-12 education, you may want to understand how the IDEA differs from the Title II of the ADA and Section 504.

The IDEA directs federal financial assistance to state and local education agencies to guarantee that school systems provide to eligible students with disabilities a free, appropriate, public education in the least restrictive environment with special education and related aides and services as needed. The law governs the education of students with disabilities from preschool through high school completion or until the student reaches his or her twenty second birthday.

[Note: Section 8 VAC 20-131-50 of *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et. seq.) sets forth the requirements for the Standard, Advanced Studies, and Modified Standard Diplomas and is available at <http://www.pen.k12.va.us/VDOE/ForStudents/grad-req.shtml>.

The IDEA requires the development and annual review of an IEP for each eligible student. Under the IDEA, service provision is the responsibility of the school. A multi-disciplinary team determines the student's eligibility to receive special education and related services and develops the IEP with the participation of the student, if appropriate, and his or her parents or legal guardian(s). The IDEA defines children with disabilities as those -

With mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness'), serious emotional disturbance (hereinafter referred to as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities . . . who, by reason thereof, need special education and related services. [p.20 U.S.C. 1403(a)(1)]

The current legal provisions regarding special education in Virginia, modeled after IDEA, are contained in the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (8 VAC 20-80-10 et seq.) and the Code of Virginia available at <http://www.pen.k12.va.us/VDOE/Instruction/Sped/spfedregs.html>.

When an individual with a disability completes his or her secondary education, the IDEA no longer applies. However, the *Americans with Disabilities Act* (ADA, 1990), *Section 504 of the Rehabilitation Act of 1973* and the *Virginians with Disabilities Act* do apply. "Entitlements to services and rights against discrimination" are the major tenets of these federal and state laws (Turnbull & Turnbull, 2000, p. 59). Programs and services include recruitment, admissions, financial aid, housing, transportation, extra-curricular activities, student employment, etc. Programs and services, not necessarily facilities, must be accessible. Institutions covered by these laws are required to provide appropriate academic adjustments and auxiliary aids and services to ensure that students with disabilities have the access needed to enjoy the full benefits of a college experience.

For more information on IDEA, contact your local school division, the Virginia Department of Education available at <http://www.pen.k12.va.us/> or *IDEA Practices* available at <http://www.ideapractices.org/index.php>.

Title II of the Americans with Disabilities Act (ADA)

ADA defines an individual with a disability is defined as a person who:

- Has a physical or mental impairment that substantially limits one or more life activities
- Has a record of such an impairment
- Is regarded as having such impairment

The ADA prohibits discrimination based solely on disability in employment, public services, and accommodations. The person must be otherwise qualified for the program, service, or job. Title II of the ADA requires provision of appropriate academic adjustments and auxiliary aids and services for eligible students across educational activities and settings. Examples include:

- Modifications to academic requirements, such as reducing a course load or substituting one course for another
- Equipping school computers with screen-reading, voice recognition or other adaptive hardware or software
- Providing note-takers, recording devices, of sign language interpreters
- Providing extended time for testing
- Providing a TTY in a student's dorm room when the institution provides phones in dormitories

The Office for Civil Rights of the U.S. Department of Education enforces Title II of the ADA with respect to public colleges and universities. (Note: The U.S. Department of Justice enforces Title III of the ADA that covers private colleges and universities.)

Resources for more information:

ADA Information Center for the Mid-Atlantic Region at 1-800-949-4232 V/TTY or email to adainfo@transcen.org

U.S. Department of Justice's ADA web page at <http://www.usdoj.gov/crt/ada/adahom1.htm> or call (202) 501-1794

U. S. Department of Education Office for Civil Rights web page at <http://www.ed.gov/ocr/disability.html> or call 1-800-421-3481, or FAX: 202-205-9862; or TDD: 877-521-2172 or email to OCR@ed.gov

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, prohibits discrimination based on disability in any program or activity receiving federal funding, including education. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs. The U.S. Department of Education's Section 504 regulation is enforced by the Office of Civil Rights and is in the federal code of regulations at 34 CFR Part 104.

Section 504 covers institutions regardless of whether they have open door, selective or competitive admissions practices, and applies to all postsecondary educational programs and activities that receive federal financial assistance. In brief, colleges and universities must be free from discrimination in their recruitment, admissions, and treatment of students. If the postsecondary school provides housing to students without disabilities, then it must provide comparable, convenient, accessible housing to students with disabilities at the same cost. A person who qualifies under this law:

- Has a physical or mental impairment that substantially limits one or more major life activities*
- Has a record of such an impairment
- Is regarded as having an impairment

* *Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.*

Under the provisions of Section 504, a college or university may not:

- Limit the number of students with disabilities admitted
- Make pre-admission inquiries as to whether or not an applicant has a disability
- Exclude a student with a disability from any course of study solely on the basis of his/her disability
- Counsel students with disabilities towards a more restrictive career than students without disabilities, unless such counsel is based on strict professional licensing or certification requirements
- Institute prohibitive rules (such as barring of tape recorders or other auxiliary aids) that may adversely affect the performance of students with disabilities

Colleges and universities are not required to supply students with attendants, individually prescribed devices such as hearing aids and wheelchairs, readers for personal use or study, or other devices or services of a personal nature.

However, colleges and universities must provide students with academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in the school's program. Examples of auxiliary aids that may be required are taped texts, note takers, interpreters, readers, and specialized computer equipment. In addition, course examinations should measure the student's achievement, not the student's impairments. (U.S. Department of Education, Office of Civil Rights, 2001)

Resources for more information:

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities available at <http://www.ed.gov/OCR>

U. S. Department of Education's Office for Civil Rights *Know Your Rights WEB PAGE* available at <http://www.ed.gov/ocr/disabilities>. Contact the OCR office at 1-800-421-3481 or by FAX at 202-205-9862; or TDD: 877-521-2172 or by email to OCR@ed.gov.

Section 504: Protection from Discrimination or Help for College Students with Disabilities at Wrightslaw.com available at <http://www.wrightslaw.com/info/sec504.index.htm>

Virginians with Disabilities Act

The *Virginians with Disabilities Act* at Section 5.14-42 of the Code of Virginia prohibits discrimination against qualified persons with disabilities by educational institutions. The law states that,

No public education institution or private educational institution which is a recipient of state funds, or agent of either, shall deny admission to the institution, or full and equal access to and enjoyment of any of its educational or extracurricular programs to an otherwise qualified person with a disability who meets the requirements for admission to the institution or the programs, because of such disability.

The key to coverage for this law is whether the college receives state funds. For more information on this Act, contact the Virginia Office for Protection and Advocacy at 202 N. 9th Street, 9th Floor, Richmond, VA 23219, telephone: 804-225-2042, (Voice/TTY) 1- 800-552-3962, (Voice/TTY) (Toll-Free in Virginia), Fax: 804-225-3221, or email to generalvopa@dsa.state.va.us, or available at <http://www.vopa.state.va.us/>.

REMEMBER!

*Making your disability known
is always voluntary.*

*However, if you want the college or university
to provide appropriate academic adjustments
and auxiliary aids and services,
then you should let the institution know
about your disability.*

Do You Know How to Plan Your Transition from High School to College?

*“Life is about change, and about movement,
and about becoming something other than what you are
at this very moment.”*

(Author Unknown)

Start considering your future opportunities early. As a student with a disability, you can participate in planning your transition from high school to college during the annual review of your IEP or at any other IEP meeting where you request to discuss this issue. In fact, the IDEA requires that transition planning is part of the IEP process for all students with disabilities beginning at age 14. If you plan to attend college, preparing for this goal is essential. The timeline below provides suggestions to put into practice during your middle school and high school years.

Transition Timeline - Your “To Do” List

Pre-High School Tasks

- Take challenging classes in English, mathematics, science, history, geography, foreign language, and the fine and practical arts
- Develop study skills and strategies that you know work for you
- Investigate which high school classes will best prepare you for the colleges you want to attend
- Investigate your options among schools and programs of study and choose ones that will promote your academic and career interests
- Investigate how to save money for college and options for financial aid

- Your IEP should include the course of study needed for you to transition smoothly to higher education
- Remediate basic skill deficits in reading, mathematics, oral and written language
- Plan to graduate with a Standard Diploma or Advanced Studies diploma and plan your course of study accordingly
- Plan to take the SOL tests in English: Reading/Literature and Research, English: Writing, and Mathematics at the end of eighth grade
- Begin a transition portfolio of important documents and work samples that may be helpful in college planning

Freshman Year Tasks

- Learn the specific nature of your disability and how to explain it so others will understand your needs
- Learn how to participate actively in your IEP, especially your transition plan, which is your plan to help you achieve your goal of attending college.
- Learn how to advocate for yourself in developing your transition plan with your case manager and IEP team
- Prepare academically by carefully planning your course of study
- See <http://www.pen.k12.va.us/VDOE/ForStudents/grad-req.shtml> for information for students regarding Virginia's diploma options.
- Work with your guidance counselor to be sure that you will have the standard and verified credits you need to obtain the desired diploma
- Prepare for and pass the end-of-course SOL tests required for verified credits
- Develop your academic independence by learning how to use the academic adjustments, auxiliary aids and services, and learning strategies that you will need in college - LEARN HOW TO LEARN!
- Ask your guidance counselor to teach you about the college resources available in your school

- Explore career options with your guidance counselor and visit your school career center
- Become involved in school- or community-based activities that interest you and that might lead to a career
- Talk to people in various professions to find out what they like and dislike about their jobs and what kind of education is needed
- Continue to remediate basic skill deficits
- Learn strategies to help you access the same course work as your peers
- Continue to add to your transition portfolio

Sophomore Year Tasks

- Continue to actively participate in your IEP transition planning with your case manager and IEP team
- Continue taking courses to prepare you for college
- Continue to remediate basic skill deficits
- Continue to add to your transition portfolio
- Add to your understanding and use of learning strategies to help you access the same course work as your peers
- Participate in extracurricular activities, hobbies, and work experiences
- Identify interests, aptitudes, values, and opportunities related to occupations in which you are interested
- Meet with your career or guidance counselor to discuss colleges and their requirements
- Register and take the *Preliminary Scholastic Aptitude Test (PSAT)* in the fall - consider using testing adjustments and auxiliary aids
- Speak with college representatives that visit your high school and are at college fairs

- Visit college campuses and talk to college students about their campus experiences
- Continue to save for college and investigate funding sources

Junior Year Tasks

- Continue to participate in your IEP transition planning with your case manager and IEP team
- Continue your involvement in school- or community-based extracurricular activities
- Focus on matching your interests and abilities to the appropriate college choice
- Look for college campuses that have majors in which you might be interested and the kind of campus community in which you would like to live
- Identify the appropriate academic adjustments and auxiliary aids and services that you will need in the postsecondary setting and learn how to use them efficiently (Be sure to include assistive technologies such as electronic devices and specialized computer software)
- Keep a current list of the academic adjustments and auxiliary aids and services you use in high school in your transition portfolio
- Consider taking a course to prepare for the *Scholastic Aptitude Test (SAT)* Test or for the *ACT Assessment (ACT)*.
- Take the SAT or ACT in the spring. Consider taking them more than once - once with testing adjustments and once without them
- Establish a possible career goal (you can always change your mind!)
- Determine a college major consistent with this career goal
- Learn time management, study skills, assertiveness training, stress management, and exam preparation strategies
- Learn how to advocate for yourself - not everyone will understand your disability or be sensitive to your needs

- Gather information about college programs that offer the disability services you need (you may want to add these to your transition portfolio)
- Speak with college representatives who visit your high school and at college fairs
- Visit campuses and especially service providers to verify the available services and how to access them
- Consider people to ask for recommendations - teachers, counselors, employers, coaches, etc.
- Investigate the availability of financial aid from Federal, State, local, and private sources
- Investigate the availability of scholarships provided by organizations, such as corporations, labor unions, professional associations, religious organizations, and credit unions
- Continue saving for college
- Contact the Department of Rehabilitative Services (DRS) Counselor who serves your school to determine your eligibility for DRS services
- Invite the DRS counselor to attend your IEP meeting
- Make sure that the documentation of your disability is current. Colleges usually want current testing, usually less than three years old when you begin college

Senior Year Tasks

- Meet with your school guidance counselor early in the year to discuss your plans.
- Continue to develop your advocacy skills and to polish study skills
- Plan to visit campuses early in the year
- Learn how to be interviewed
- Role-play college interviews with counselors, family members, and teachers

- Finalize your transition portfolio so that it contains at least the following:
 - Copies of your psychological and educational evaluations
 - Transcripts
 - ACT or SAT scores
 - Your current or latest IEP
 - Your medical records (if appropriate)
 - A writing sample or other work samples related to your choice of a major
 - Your letters of recommendation from teachers and employers
 - The current list of academic accommodations and auxiliary aids and services you may need in college (be sure to include assistive technologies)
- College visits
 - Write letters to college admissions officers and service providers requesting a visit.
 - Be prepared when you visit colleges to write or talk about your experiences and to take placement tests.
 - Admissions officers will provide information about admissions procedures and financial aid opportunities
 - Take your transition portfolio with you to share with disability service providers, if appropriate.
 - Evaluate the disability services, service provider, and staff
 - Talk with college students receiving disability support services about their experiences
- Compare the various colleges and think about living in the campus community (e.g., housing, social activities, classrooms, leisure activities, athletic activities, comfort level with support service)

- ❑ Apply to two or more of your preferred colleges - choose one that is a “reach,” one where you expect to be accepted, and one where you KNOW you can be accepted.
- ❑ Prepare your applications carefully, paying close attention to the instructions and deadlines. Be neat. Be accurate.
- ❑ When accepted, consider attending the pre-admission summer program (if available). It will be worth your time and ease the process when classes start in the fall.
- ❑ Take the SAT again, if appropriate
- ❑ If not done in your junior year, contact the Department of Rehabilitative Services (DRS) counselor to determine your eligibility for DRS services while in college

Are YOU Ready?

Are You Ready for the Responsibility?

Successful college students with disabilities possess many of the skills listed below.

How About You?

Take The Inventory.

Discover the skills and attitudes you need to develop.

Evaluate your readiness for the responsibilities associated with college. Going to college is a major step in your life involving new responsibilities and independence. Below are some questions you need to ask yourself as you embark on your college career.

- Can I clearly explain my special talents and abilities?
- Can I describe my disability so that someone else understands my strengths and limitations?
- Do I have copies of the evaluations that document the current impact of my disability?
- Do I understand and can I discuss the content of these reports?
- Can I describe my disability history and explain the diagnosis?
- Can I explain how I learn and how I compensate in the areas where I have difficulty?
- Can I describe the types of academic adjustments and auxiliary aids and services appropriate for me in various classroom settings and in my living environment, if needed?
- In the past, have I used similar academic adjustments and auxiliary aids and services to those I need in college?
- Do I know where, how, and when to apply for disability services at college?
- Am I prepared (academically and socially) for the challenge college has to offer?

- Do I take regular college preparatory courses, modified courses, or individualized courses?
- Do I do the same assignments, participate in the same laboratory exercises, have the same opportunities to use a computer, and learn the same course material as everyone else?
- Am I ready to live away from home, to manage my finances, to take care of my health, and to manage my time?
- Do I seek assistance for academic and other problems when needed?
- Do I know how to advocate for myself?
- Do I accept that it might take me longer to graduate than my friends?
- Do I understand that I might have to study harder than my friends?
- Do I understand that college is a challenge and that dealing with temporary frustrations is part of being an ordinary college student?
- Do I know my long-term goals? Am I beginning this life-changing process with some career goals?
- Do I have some idea about how I want to earn a living?

Here's How To Get Ready!

Understand How College Differs From High School

The changes you face when you move from high school to college may feel overwhelming. To ease the process, some colleges and universities offer orientation programs to assist students. Traditional freshman orientation programs may include campus visits, review of student handbooks and specific orientation materials, information about the institution, and question and answer sessions. Many institutions develop specialized, optional orientation programs that prepare students with disabilities for campus life. Included may be sessions on mobility, access to facilities, self-advocacy, student rights and responsibilities, and resources for needed support services. You will want to attend both orientation programs, if possible, to learn everything you can ahead of time.

Some of the major differences between high school and college follow. As you review them, consider your ability to adapt to each change, and determine the type and level of support you may need to be successful in this new environment.

Changes in the Academic Environment

- Less structure
- Fewer class meetings
- Grades based on only a few scores
- More writing assignments
- More long-range, comprehensive assignments distributed at the beginning of the semester or term with the expectation of independent completion
- Extensive independent study and assignments
- More independent work to supplement classroom work
- Proficient reading comprehension and note-taking skills
- Less time to ask questions in class

- Less personal attention
- Increased work load
- Faster pace of classes
- Graded on content mastery, not on effort or on level of improvement
- A campus with several buildings to learn to navigate
- More stressful and intense learning environment
- Increased expectation of technology proficiency (e.g., word processing, campus email, on-line classes, library research)
- No IEPs

Changes in the Teacher-Student Relationship

- Instructors, not the students, set the class pace
- You seek assistance by setting up an appointment with the instructor during his/her office hours
- Instructors may have less contact with you
- Teacher-to-student ratio increases (typically ranges from 1:20 to 1:500)
- Motivation derives from your interests and desire to succeed, not from praise and external rewards

Changes in Student Expectations

- You need to monitor your progress
- You have more free time and must learn to manage your time efficiently
- You must be able to advocate for yourself and your needs
- You will work independently to complete all assignments

Select Your College Carefully

*“Everything starts as somebody’s daydream.
Goals are dreams that you put into action.”*

Larry Niven, science fiction writer

As you move through high school, you will reevaluate your expectations and plan new goals. Now is the time to capitalize on your strengths, recognize and accept your limitations, and make realistic choices. Being realistic about yourself will reduce the anxiety about making the right college choice. To narrow your choices, consider what is important to you about the college you attend. After all, it is the community where you will live, learn, work, and play. When choosing a college, focus on your qualifications as a student, not on your disability. Choosing a college with appropriate disability services is important, but that is just one of many things to consider when choosing a place where you can be successful and happy. Also be sure to remember your career goals and then look for an educational institution that can help you achieve them.

Understand Your Postsecondary Options!

Career - Technical Education Centers

Career - technical centers prepare you for specific occupations. Many centers integrate the academic curriculum with real-life applications and with apprenticeships. Usually, day and night classes are available.

Two-Year Community Colleges / Junior Colleges

Offer a wide variety of two-year degree programs, these smaller colleges often offer many special services and allow students to adjust to college life before going on to a larger four-year university or to the world of work. The tuition at most two-year institutions is very reasonable and often students are able to live at home while taking classes.

Four-Year Colleges/Universities

Four-year universities usually offer many special services and have a multitude of degree programs. Class size is usually large and most students live in dorms or commute to campus. Whatever options you consider, contact the institutions that can help you reach your career goals, visit the campuses, and talk with the counselors and disabilities service coordinators about your goals and special needs.

College students with disabilities must be self-reliant and able to cope flexibly with the challenges of daily living. If you learned to rely too much on parents and teachers to direct you and manage your life, you may struggle as you adjust to the demands of managing life on your own at college. Thus, you need to work on developing your independent living skills while you are still in high school. Then seek a college that will allow you to develop your special talents, interests, and abilities while being respectful and supportive of your special needs.

Cast Your Net Wide! Ask Questions!

Cast your net wide when looking at colleges and universities. Look first at schools based on their geographic location, campus size, and academic programs. Then look at the disability support services.

It is important when considering a particular school to talk to other students with disabilities who attend or have attended the school and perhaps talk with their parents. The students' personal experiences will enlighten you about many aspects of campus life.

Remember to ask questions. There are no "dumb" questions when you are making a major decision about where you will spend the next two to four years of your life! Programs and services provided by individual colleges vary greatly, so investigate your options carefully.

Do not necessarily limit your search to those colleges that indicate they have specific services for students with disabilities. Some small colleges may suit you depending on your needs. As you research, evaluate, and compare colleges, consider the following questions:

Academic Program

- What degree programs does the institution offer? Majors? Minors? Electives? Are there majors in which you might be interested?
- What core courses are required?
- For what programs is the college known?
- How intense is the academic pressure on students?

Activities

- What kinds of campus activities and organizations does the college offer?
- What kinds of events and activities does the local community offer?
- Is the campus primarily residential or a “commuter” campus?

Admissions

- What are the admission requirements?
- Does the institution accept the ACT or SAT - or either? Do you need accommodations on these tests? Educators Testing Service, the SAT publisher and the ACT Assessment have web sites where you can obtain the requirements and procedures for requesting accommodations: ETS Disabilities and Testing at <http://www.ets.org/disability> and ACT Services for Students with Disabilities at <http://www.act.org/aap/disab/>
- Which diploma types will the institution accept?
- What academic units / credits does the college require and accept? Virginia's graduation requirements are available at <http://www.pen.k12.va.us/VDOE/ForStudents/grad-req.shtml>
- Are there courses requirements for admission (e.g. foreign language requirements)?
- Does the college accept course substitutions or waive requirements for persons with disabilities?
- Is an interview required?
- Are class rank and high school grade point average considered in admissions decisions?
- What letters of recommendation are needed?
- Do I need to take any special achievement tests?
- Are appropriate academic adjustments in test administration allowed on the institutions required admission examinations?

- What are the admissions deadlines?
Rolling admissions?
Early admissions?
Deferred admissions?
- What is the application fee?
- Of the total number of applicants, how many does the college accept annually?
- What are the average ACT and SAT scores for incoming freshman? What are the minimal acceptable scores?

Campus Community

- What is the campus setting? Urban? Suburban? Rural?
- How large is the campus? How many buildings? How accessible is the campus?
- Are other colleges nearby?
- What are the local cultural and social attractions?

Costs

- What is the tuition?
- Is a down payment required? When?
- What is the payment schedule?
- Are there any special payment plans?
- What are the housing options and their costs?
- Meal options and costs? Are different plans available?
- Other expenses? Books? Laundry? Transportation? Parking?

Counseling and Advisement

- Do faculty or student advisors provide help with course selection and program planning?
- What counseling services and programs are available? Group counseling? Individual counseling? Financial? Career? Placement?

Faculty / Class size

- What is the size of the faculty? Full-time? Part-time? How many with doctorates?
- What is the student / faculty ratio?
- Do graduate students teach?
- What is the average class size?

Financial Aid

- What financial aid programs does the college have?
- How many students receive financial aid?
- What are the requirements?
- Does the college place a student in a job on or off campus?

Living Arrangements

- Are dormitories available? How many?
- Are dormitories co-ed or single sex?
- How many students per room or suite?
- What conditions are the rooms in? Phone? Computer hook-up? Air-conditioning?

- Are there accessible dorm rooms for those in wheelchairs?
- How do you arrange for personal care assistants?
- What are campus regulations and restrictions?

Matriculation Requirements

- Does the college provide special classes in basic skills, study habits, time management, and notetaking? Is there a freshman orientation course?
- Does the college provide individual tutoring and/or counseling? Are these services free? If not, what do these services cost?
- Does the college offer academic adjustments and auxiliary aids and services, such as taped books, word processors, readers, note takers, transcribers, Braille writers?
- What kind of experience and training do the disability service coordinator and his or her staff have?
- Can professors be hand picked and can classes be hand scheduled?
- What are the requirements for program completion?
- What are the course load requirements to maintain eligibility for financial aid? Does the college waive these requirements for students with disabilities?

Sports

- What kinds of athletic facilities are available and accessible to ALL students?
- What intercollegiate sports does the college offer?
- What intramural sports are available?
- Are athletic scholarships available?

Student Body

- How many students? Residents? Commuters? Undergraduates? Graduate students?
- Where do they come from?
- Mix of men and women? Ethnic background? Religious background? Academic abilities?
- How many graduate? How many graduate on time?

Transportation

- What public transportation is available? How easy is it to travel on the campus?
- Is ample, accessible parking available on campus? Is it free?
- Can residential students have cars? Bicycles? Motorcycles?

Understand Disability Support Services

What is the Disability Support Services Office (DSS)?

On most campuses, the DSS office (which may be just one person) provides services and supports for students with disabilities.

Who is the DSS counselor (sometimes called a coordinator, advisor or service provider)?

The DSS counselor is the person on the campus who will help you determine if you are eligible for services based on the documentation that you provide. This documentation verifies the status of your disability. If you are eligible for services, the DSS counselor also works with you to determine the appropriate academic adjustments and auxiliary aids and services that are necessary to afford you an equal opportunity to participate in the school's program.

Meet With The DSS Counselor

When visiting a college, arrange a meeting with the disabilities service coordinator on campus. Come prepared to have a successful interview with this individual.

Before you arrive on campus:

- Prepare to talk about yourself, your strengths and weaknesses, your disability, your dreams
- Develop a list of questions usually not covered in the college catalog
- Practice interviewing
- Prepare to answer the disability support counselor's questions clearly and comfortably
- Prepare to use this visit as an opportunity to help determine the appropriateness of the college as a possible final choice
- Prepare to take notes for future reference

Prepare your questions for the disability support counselor.

- What are the requirements for admission? Are they flexible?
- How many students with disabilities are on campus?
- What services does the college typically provide to students with disabilities? Who provides them?
- How long are services provided?
- Are remedial courses available on campus?
- Does the college provide remediation or support one-on-one or in a group setting?
- What kinds of academic adjustments and auxiliary aids and services does the college have available to students with disabilities?
- Will I be able to check out equipment and use it in my classes?
- Is free tutoring available on campus?
- What technology have students at the college used in the classroom?
- What strategies are provided for students who use adaptive technology? Were they successful?
- What modifications have faculty and administrators been willing to make for students with disabilities on campus?
- Are there extra fees for special programs?

Prepare to answer the disability services counselor's questions. Practice your response to these questions with your parents, school counselor, or teacher.

- Can you describe your educational background?
- Can you describe your disability?
- What are your strengths and weaknesses, in and outside the classroom?

- What adaptive equipment are you currently using?
- What training did you receive in using this adaptive equipment?
- Who provided your technical support?
- How did you communicate with your instructors about using your adaptive equipment in the classroom? How did they respond?
- What appropriate academic adjustments and auxiliary aids and services do you have to assist you for class, assignments, and exams?
- Explain how your accommodations have made you successful.

Understand Your Responsibilities

*Your success in college
depends on your ability
to manage yourself and your situation.*

When you enter college, you will be solely responsible for, and in control of, your choices and decisions. At the postsecondary level, you may want to disclose your disability so that you can advocate for your needs and obtain appropriate academic adjustments and auxiliary aids and services. Thus, although parents, teachers, and counselors continue to play supportive roles, the ultimate responsibility for obtaining services lies with you. You decide whether to disclose your disability. However, remember that the college or university you attend is not obligated to provide appropriate academic adjustments and auxiliary aids and services unless you disclose your disability, provide appropriate documentation, and request such assistance.

Colleges are not required to accept students who do not meet the academic standards or other requirements for admission. Disclosing your disability may explain why grades and/or test scores may be inaccurate predictors of your ability to succeed academically. Many institutions apply the same admissions criteria and have identical application procedures for all students. Nonetheless, they may modify application procedures, admissions criteria, and/or the decision-making processes for applicants who disclose their disabilities. The disabilities office also may request additional information for clarification of your abilities, which are what determines your success.

You have several responsibilities in a postsecondary environment that you did not have at the high school level. You need to:

- Make the initial contact with the person responsible for campus services for students with disabilities
- Make this contact soon after acceptance by the college and again before or immediately after the semester begins
- Provide information and documentation related to the status of your disability. Doing so helps determine if you qualify as a student with a disability and helps you to request appropriate academic adjustments and auxiliary aids and services

- On some campuses, instructors receive written notification confirming their legal requirement to provide the appropriate academic adjustments and auxiliary aids and services
- Inform faculty members at the beginning of each semester of your disability, how that disability affects your performance, and what academic adjustments or auxiliary aids and services you will need
- Meet the timelines and procedural requirements established by the disability services office for scheduling examinations, and requesting appropriate academic adjustments and auxiliary aids and services.
- Notify the disability services office if you need to change your academic adjustments and auxiliary aids and services. For example, such changes may occur if your schedule changes after the first few weeks of class
- Meet the same deadlines for application and submission of documentation established for preregistration of individuals without disabilities, unless the institution provides preferential registration for students with disabilities.
- Contact the service provider on campus, on a regular basis, to discuss your needs and progress. On most campuses, the service provider does not contact students about their needs

To learn more, use the search engine in a WWW browser and enter the term "college students disabilities." Resources on the WWW change frequently. Therefore, the ones listed below may no longer be available which is why is important to do your own research:

College Planning for Students with Learning Disabilities [ERIC Digest]

<http://www.kidsource.com/kidsource/content3/college.planning.LD.html>

College Students with Learning Disabilities (AHEAD - Association on Higher Education and Disability) <http://www.haverford.edu/hcweb/learn.html>

College Prep 101: Helping Students Prepare for College: Students with Disabilities <http://collegeprep.okstate.edu/homepages.nsf/toc/disabilities>

College Preparation Resources for Students http://www.washington.edu/doi/Resources/college_prep.html

College Opportunities for Students With Learning Disabilities

http://www.advocacyinstitute.org/projects/postsec_realistic_option.shtml

Transition from High School to College <http://www.okc.cc.ok.us/okahead/home/transition.html>

Selecting A College for Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD), ERIC EC Digest, #E620, Authors: Juliana M. Taymans and Lynda L. West, December 2001 <http://ericec.org/digests/e620.html>

Guide to Postsecondary Education Information is jam packed with articles and resources that provide information. http://www.ldonline.org/ld_indepth/postsecondary/

Where Do We Go from Here: Understanding Postsecondary Options for Students with Learning Disabilities <http://www.gsu.edu/~wwwrld/rclid/article2.htm>

Understand Eligibility Requirements

Under ADA and Section 504, a student with documentation of a physical or mental impairment that substantially limits one or more major life activities, or who has a record of such an impairment or is regarded as having an impairment, may qualify for services. Each institution of higher education determines if an individual with a disability qualifies for services.

Physical or mental impairments may include but are not limited to:

- Acquired immune deficiency syndrome
- Attention deficit disorder
- Attention deficit hyperactivity disorder
- Autism
- Cancer
- Cerebral palsy
- Deaf/blindness
- Hearing impairments/deafness
- Learning disability

- Mobility and orthopedic impairments
- Multiple sclerosis (ms)
- Muscular dystrophy
- Post-traumatic stress disorder
- Psychological disorders
- Speech/language impairments
- Traumatic brain injury
- Visual impairments/blindness

Understand What Documentation the College Requires

Why You Need Documentation

Postsecondary institutions require appropriate and timely documentation of a disability when you seek special considerations in the admissions process or after enrollment, when you seek appropriate academic adjustments and auxiliary aids and services. This documentation serves two primary purposes in postsecondary education:

- Documentation establishes that the you have a disability, and therefore protects you from discrimination
- The documentation describes the current functional impact of your disability in order to identify potential appropriate academic adjustments and auxiliary aids and services

The impact of your disabilities on your academic performance forms the basis for provision of academic adjustments as well as auxiliary aids and services. Therefore, it is reasonable for a postsecondary institution to require recent documentation that establishes this foundation.

Remember that each institution of higher education determines if you qualify as a student with a disability. The procedures and requirements to make this determination may vary among institutions of higher education. Nationally, most institutions of higher education use guidelines developed by the Association on Higher Education and Disability (AHEAD) and the Educational Testing Service (ETS).

AHEAD: *Guidelines for Documentation of a Learning Disability in Adolescents and Adults*, available at <http://www.ahead.org/index.html>

ETS Disabilities and Testing page has guidelines for documentation for learning disabilities, ADHD, and psychiatric disabilities. Available at <http://www.ets.org/disability/index.html>

Know What Your Documentation Should Include

Documentation of a disability consists of an evaluation by appropriate professionals. Included should be:

- A clear statement of the diagnosis
- The basis for the diagnosis
- The current impact of the disability as it relates to requests for appropriate academic adjustments and auxiliary aids and services

The Association for Higher Education and Disability (AHEAD) developed a document that describes best practices for developing and maintaining consistent, comprehensive and appropriate guidelines for documenting disabilities and requests for appropriate academic adjustments and auxiliary aids and services. Many institutions in Virginia and nationally use the AHEAD document as the framework for their institutional policies.

General Documentation Guidelines

As appropriate to the disability, the documentation should include the following elements:

A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis

A description of the diagnostic tests, methods, and/or criteria used, including specific test results (including standardized testing scores) and the examiner's narrative interpretation

A description of the current functional impact of the disability. There should be a description of how the individual's identified impairment substantially limits a major life activity. The description may be a narrative or an interview with the individual with a disability, but it must demonstrate a rational relationship to the results of a diagnostic assessment

For learning disabilities, current documentation should include information from diagnostic assessments using adult norms to process the data where available or appropriate

A statement indicating treatments, medications, or assistive devices / services currently prescribed or in use, with a description of the mediating effects and potential side effects from such treatments

A description of the anticipated progression or stability of the disability over time, particularly the next five years

A history of previous academic adjustments and auxiliary aids and services and their impact

The credentials of the professional(s), if not clear from the letterhead or other forms

Diagnosing professionals shall not be family members or others with a close personal relationship with the individual

Documentation prepared for specific non-educational venues (i.e., Social Security Administration, Department of Veteran's Affairs, etc.) may not meet these criteria

An IEP or a 504 plan is usually not sufficient documentation, unless it includes adequate documentation of the current impact of the disability

Institutions make decisions concerning academic adjustments and auxiliary aids and services on an individual basis (with the student) and consider the impact of a particular student's disability within the context in which the student must function.

Beyond the more objective determination of a disability and its impact provided by external documentation, institutions recognize that input from the student is also a rich and important source of information on the impact of the disability and on the effectiveness of requested academic adjustments and auxiliary aids and services.

Note: It is essential to consult with each individual institution and obtain its particular documentation policy for individuals with disabilities.

Know How to Obtain Appropriate Documentation

After acceptance to college through the regular admissions process, contact the disability services office at the institution you plan to attend to discuss documentation needs and future plans. If additional documentation is required, ask the college for assistance in identifying a qualified evaluator.

- Select an evaluator who has experience working with adults with your disability, and who has worked with the service provider at the institution you plan to attend.
- Be forthcoming, thorough, and honest with information about your disability and its impact in the learning environment.
- Discuss the results and recommendations with the evaluator, and request a written copy of the final report.
- Maintain a personal file of your records and reports.
- Allow the college or university a reasonable amount of time to evaluate the documentation and arrange for the appropriate academic adjustments and auxiliary aids and services.

Understand What to Do if You Do Not Qualify for Services

If an institution determines that you are not qualified as an individual with a disability, you may ask for the appeal process. If you believe you are discriminated against because of your disability, you may contact the Virginia Office for Protection and Advocacy. You also may file a complaint with the Department of Education Office for Civil Rights if you believe that the institution discriminated against you. The Office of Civil Rights also provides technical assistance.

U. S. Department of Education's Office for Civil Rights at <http://www.ed.gov/ocr/disability.html>, telephone at 1-800-421-3481, FAX at 202-205-9862; TDD at 877-521-2172 or email to OCR@ed.gov.

Virginia Office for Protection and Advocacy at 202 N. 9th Street, 9th Floor, Richmond, VA 23219, telephone at 804-225-2042 (Voice/TTY) at 1-800-552-3962 (Voice/TTY) (Toll-Free in Virginia), Fax at 804-225-3221, or Email to generalvopa@dsa.state.va.us, and on the web at www.vopa.state.va.us.

Understand How Your Confidentiality Is Protected

You should become familiar with your right of access to your student educational records and know who can access your educational records and how the institution protects your privacy rights. The *Family Educational Rights and Privacy Act* (FERPA), 20 U.S.C. 1232g, 34 C.F.R. § 99.1 *et seq.* (sometimes referred to as the Buckley Amendment), provides for protection of individual student records. FERPA applies to educational agencies and institutions that receive federal funds (K-12 schools, colleges and universities through graduate school). Congress created three broad categories of rights:

- Right of access to student's educational records (inspect and review)
- Right to control disclosure of information from records without prior consent (subject to specific exceptions)
- Right to challenge and amend inaccurate or misleading information

Only the institution maintaining the records may access them, and the information is available only to those individuals who "need to know." An institution may not release any part of the documentation without the student's informed and written consent. The U. S. Office of Education provides general guidance for students on FERPA at <http://www.ed.gov/offices/OM/fpco/ferpa/students.html>.

Know How Much Support You Need

Levels of academic support vary greatly from college to college. You will want to compare them carefully before making a decision. You may need minimal support, or you may need moderate or intensive assistance. Careful investigation of services can be the key to a successful match between your needs and the available services. Use the descriptions below to help you decide the level of support that best suits your needs.

Minimal Support - The responsibility to adapt is all yours!

The college accepts students with disabilities but provides only those supports required by law. All students may access available academic support services, such as tutoring, remedial or developmental classes, writing labs, and study skills courses. There is no designated individual or office to advise you on finding campus resources, to discuss appropriate academic adjustments and auxiliary aids and services, or to mediate between you and your faculty when problems arise. You are responsible for being your own advocate, for knowing your rights under the law, and for advocating for yourself with instructors and

others on campus. Students who do well in these settings are usually confident of their abilities and talents, know how to compensate for their disabilities, have or know how to obtain needed assistive technology, and are bright and well-motivated.

Moderate Support - The campus helps you adjust to the program!

A range of services is available to students with disabilities to help them adjust to campus life. The disability services office coordinates appropriate academic adjustments and auxiliary aids and services. A disability services counselor advises students, advocates for students with disabilities and works with faculty to help the student obtain appropriate academic adjustments and auxiliary aids and services as well as assistive technology. You assume responsibility for explaining to faculty your disability and your academic adjustments and auxiliary aids and services. On some campuses, the disabilities services office may provide a letter stating the services to which you are entitled. You may have to arrange for tutors, readers, and other services with guidance from the disability services office. You have access to those campus resources (writing labs, remedial courses, learning centers, etc.) available to all students for additional assistance with academic or study skills.

Intensive Support - The program adapts to your needs!

Special programs provide intensive support to prepare you to function independently in classes. Often these programs charge additional fees. You may receive specialized remedial and compensatory instruction to improve your academic, study, and coping skills from trained personnel who can assess your needs and design interventions to help you succeed academically and in daily living activities. Courses, small group instruction, and tutorial sessions prepare you for academic requirements. On-going communication occurs between the program staff and the faculty and residential and other student services staff to facilitate your academic adjustment and support your transition to independent living. Counseling and support groups are available to assist in interpersonal skill development and adjustment to postsecondary education.

Know How Your Parents Can Help You!

“When I was a boy of 14, I thought my father was one of the stupidest mortals to walk the face of the earth; when I turned 21, I was amazed how much the old gentleman had learned in seven years.”

Mark Twain

The college years are a time of transition for parents and young people alike. Your parents can help you transition to postsecondary education. They can encourage you and share knowledge about college options and challenges. These steps can help to motivate you to think about and act on your college decisions.

Successfully transitioning from high school to college, a complex process for many students, requires a structured plan and effective time management. All too often, students delay their college planning until their senior year in high school. You and your parents should participate in transition planning beginning at age 14 or in the eighth grade, as mandated by IDEA, and throughout your high school years. Your IEP transition plan is your road map through high school that will help you reach your destination of postsecondary education and eventual employment.

Support

Most parents have the same hopes and goals for their children as they have for themselves. The trouble is that the specific notion of what constitutes success or self-reliance is often very different for parents than for their offspring. Students need to know that their parents are “there for them” but are not pushing them toward a particular college or program of study to satisfy their parents own needs. They often worry about pleasing their parents rather than freely exploring their feelings and options.

The spirit with which your parents offer advice should always allow for your individual choice and build a mutually respectful parent-child relationship. While impartiality and objectivity can be very difficult to offer, if students are to become independent, they must take responsibility for their own academic goals and the consequences of their performance.

Information

Your parents may serve as a resource about “real world” experiences and possibilities. Discuss the reality of choices and decisions with them within the context of college life, independent living, and future careers.

Insight

Parents know their offspring well and may be able to assist you in recognizing your strengths, talents, and abilities. They should stress your positive points, which gives you the self-esteem and positive mental attitude needed to explore new ideas and opportunities. Your parents will encourage your interests, help you develop your skills, and identify your values.

Networking

Begin the notion of networking early. Perhaps your parents can introduce you to friends and colleagues associated with postsecondary settings and programs and to those working in career fields of interest to you. These contacts may be helpful throughout the college process and may eventually serve as an essential link to jobs after graduation.

Encouragement

Your parents can encourage you to take full advantage of the opportunities and support services available on campus and in the community. Much “learning” takes place outside of the classroom environment. They can encourage you to join campus clubs and activities and participate in workshops offered throughout the year. Their job is to support you and lead you to take advantage of the rich pool of resources available at the college. They can help you deal with discouragement and stress by listening, talking, and acknowledging that what you are going through is tough. They can show you how much they care and how important your happiness and well being means to them.

FOR PARENTS!

How You Can Help!

Parents, as you help your son or daughter transition from high school to college, concentrate on the quality of your communication. Consider asking yourself these questions:

- Do I allow my son or daughter the freedom to explore new experiences and new ideas?
- Do I share personal beliefs and experiences?
- Do I tolerate opinions, ideals, and values that are different from my own?
- Do I understand how my son or daughter is handling the transition from high school to college?
- Do I know of any specific transition problems? Do I suggest or support strategies to deal with the problems?
- Do I overreact or become overly sensitive to decisions that are contrary to my own needs, values, and expectations?
- Do I create any roadblocks or unnecessary pressures that stem from my own needs and desires?
- Am I available for my son or daughter to express his or her feelings and concerns about the transition process?

As parents, you are in a unique position to influence the transition process. College students today need their parent's interest, concern, and willingness to work with them during this important period of change and growth. The prevailing philosophy of student development on college campuses today encourages young men and women to solve their own problems with little authoritative intervention. Students are more successful with the responsibilities associated with independence when they have had practice during their earlier years.

FOR GUIDANCE COUNSELORS AND FACULTY! How You Can Help!

In the student's day-to-day academic life, you steer the course through the maze of courses and services needed for middle and high school students to graduate and go on to postsecondary education and employment. Taking the following steps will ease the process for you - and for them. First, understand the disability laws and how they affect your interaction with students with disabilities. Then, familiarize yourself with the range and use of appropriate academic adjustments and auxiliary aids and services available to students with disabilities in both the secondary and postsecondary settings.

Especially for Guidance Counselors

Of primary importance is to begin early and lay the foundation of coursework required for college admission.

Help these students understand their abilities, interests, talents, and personality characteristics so they can develop realistic academic and career options.

Assist them in documenting information about their special talents.

Review the financial aid opportunities available for students with disabilities.

Advise students with disabilities of their rights to accommodations during standardized testing (Virginia SOLs, ACT, PSAT, SAT, etc). Provide facilities for non-standard administration of comprehensive/qualifying examinations.

Advise students of college majors, admission requirements, entrance exams, financial aid, and training opportunities. Provide this information early so that students can get a head start.

Help students to access the services provided through the Department of Rehabilitative Services (DRS) as soon as they are old enough. Do this before their senior year!

Introduce yourself to the local college service providers and discuss the services available on their campuses.

Attend the student's IEP meetings. Discuss transition beginning at age 14 or younger, usually at the end of the seventh grade or during the eighth grade.

Encourage college, university, and technical school representatives to speak to groups of students with disabilities and their parents.

Include students with disabilities in ALL college-related activities, such as College Night, college tours, Future Quest, etc.

Work with postsecondary student support personnel to promote awareness at the high school level about the demands of college.

For Case Managers and Teachers

Assist the student in developing a comprehensive transition portfolio to share with college admissions personnel and disability services offices

Provide sessions on study skills, time management, and stress management

Assist students in forming support groups, networking, and finding and developing an appropriate relationship with a college mentor

Invite college students with disabilities to speak to high school groups and parent groups about their college experiences (good and bad)

Approach college support services from a strategy perspective. Discuss ways in which students can succeed in college classes in general and avoid subject matter tutoring

Reinforce the importance of word processing skills for students with disabilities

Promote the development of individual responsibility by providing more opportunities for students to advocate for themselves and their needs

Work with postsecondary student support personnel in promoting awareness at the high school level about the demands of college

Financial Aid For Students With Disabilities

Obtaining financial aid can be a complex process. Laws and policies regulating the disbursement of financial aid change frequently. It is important to keep informed about changes in the financial aid system.

What is Financial Aid?

Individuals receive financial aid to meet their educational expenses when their own financial resources are insufficient. A standardized formula determines financial need that takes into account the family's ability to contribute to educational expenses. The family includes the student, the student's parents (for dependent students), and the student's spouse (if any). There are three types of financial aid: grants, loans, and employment. Grants include gifts and scholarships that do not have to be repaid. Loans are money borrowed to cover school costs that one repays over time (usually 10 years). Employment programs enable a student to earn a portion of school costs by working while enrolled in school.

Students should apply for financial aid through the financial aid office of the college or university they plan to attend. Taking care to be early and accurate in applying for aid is the most important step in the financial aid process. All students applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA). Forms for non-federal assistance are available in the financial aid offices of the schools you are interested in attending. Deadlines may vary from school to school. Students must reapply each year.

What Are Disability-Related Expenses?

Students should be sure to inform the financial aid administrator of disability-related expenses that the family used to pay. Often leaving home necessitates the purchase of new or additional equipment that will allow the student to be independent at school. Costs related to a student's particular personal circumstances might be included in financial aid requests if the student incurs them because of attending school. Students with disabilities who believe their costs are higher than the standard estimated by the college should ask to speak with the school's financial aid administrator. Additional expenses incurred by students with disabilities may include:

- ❑ Special equipment (related to the disability) and its maintenance

- ❑ Expenses for services for personal use or study, such as readers, interpreters, note takers, or personal-care attendants
- ❑ Transportation necessary to pursue an academic program, if regular transportation is not accessible
- ❑ Medical expenses relating directly to the individual's disability that are not covered by insurance

Financial Aid Resources

Virginia Department of Rehabilitative Services (DRS)

(<http://www.vadrs.org/>)

The state vocational rehabilitation agency often assists qualified students with disabilities. The local DRS agency has counselors who can help a person with a disability determine eligibility for assistance. Students served by DRS apply for student financial aid under the guidelines of the Vocational Rehabilitation Financial Aid Cooperative Agreements.

Social Security Administration

(<http://www.ssa.gov>)

Many students with disabilities are receiving Supplemental Security Income (SSI). Social Security makes funds available to people with disabilities who have minimal income and are not working full time. Take care when making financial aid decisions to assure that your SSI is not compromised by financial aid provided through the institution. Sometimes work-study programs can pose problems for students on SSI.

You can get more information about Social Security matters 24 hours a day by calling Social Security's toll-free number, 1-800-772-1213. You can call for an appointment or to speak to a service representative between the hours of 7 a.m. and 7 p.m. on business days. The lines are busiest early in the week and early in the month so, if your business can wait, it is best to call at other times. Whenever you call, have your Social Security number handy. Recorded information and services are available 24 hours a day, including weekends and holidays. People who are deaf or hard of hearing may call the toll-free TTY number, 1-800-325-0778, between 7 a.m. and 7 p.m. on business days.

The Social Security Administration provides a program called Plan for Achieving Self Support (PASS) available at <http://www.ssa.gov/online/ssa-545.html>. Anyone who has a certified disability, is 16 or older, and has a gross family income of less than \$57,000 a year is eligible for PASS dollars. The program assists people with disabilities acquire services or items needed for education and employment. It provides money

for educational training programs/tuition, transportation, medical necessities, and other needs. Benefits, such as workers' compensation, unemployment insurance, SSI, alimony, disabled veteran's benefits, or wages earned do not affect PASS funding. It is important to realize that PASS is restrictive. There are time limits on the amount and time an individual can receive PASS dollars.

Resources on financial aid and scholarships

- FinAid: <http://www.finaid.org/otheraid/disabled.phtml>
- Higher Education Information Center: <http://www.heic.org/disabled.htm>
- Financial Aid for Students with Disabilities <http://www.parentsinc.org/finad.html>
- Heath Resource Center: <http://www.acenet.edu/programs/HEATH/aid.html>
- National Directory of Financial Assistance Programs for Postsecondary Students with Disabilities <http://www.aneads.ca/english/norc/funding>
- LDOnline: http://www.ldonline.org/ld_indepth/postsecondary/#anchor889
- Financial Aid for Students with disABILITIES: <http://www.work4.sjsu.edu/Parents/par-financialaid.html>
- Directory of Financial Aid for Women: <http://www.rspfunding.com/products/rspbooks/woman.html>
- Disability Funding News: <http://www.cdpublications.com/pubs/disabilityfunding.htm>
- Financial Aid for the Veterans, Military Personnel, and Their Families, 2002-2004: <http://www.rspfunding.com/products/rspbooks/veteran.html>
- Federal Student Aid, U.S. Office of Education: <http://www.ed.gov/offices/OSFAP/Students/>
- Financial Aid for the Disabled and Their Families 2002-2004: <http://www.rspfunding.com/products/rspbooks/disabled.html>
- Financial Aid Guides and Resources from ScwabLearning.org <http://www.schwablearning.org/Articles.asp?r=259&g=2&sl=Y>

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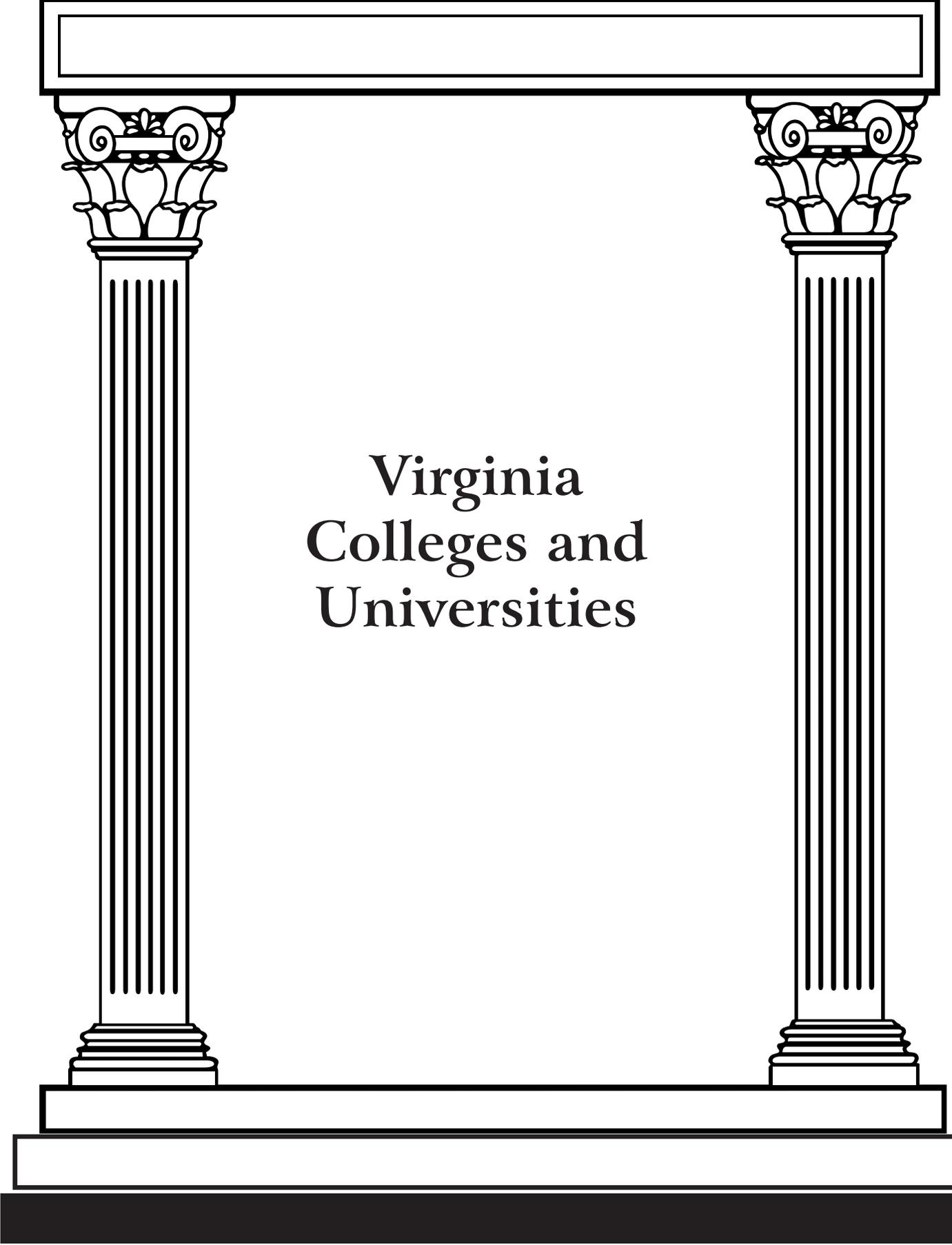
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Virginia
Colleges and
Universities

Virginia Colleges and Universities

Averett College

420 W. Main St.
Danville, VA 24541
434-799-0658 (fax)
www.averett.edu

Paul Bryant
Dean of Student Development
434-791-5620
paul.bryant@averett.edu

Bridgewater College

402 E. College St.
Bridgewater, VA 22812
540-828-2501
540-828-5479 (fax)
www.bridgewater.edu

Raymond Studwell
Director of Counseling Services
cstudwel@bridgewater.edu

Blue Ridge Community College

P. O. Box 80
Weyers Cave, VA 24486
540-234-9261
540-234-9598 (fax)
540-234-0848 (tty)
888-750-2722
www.br.vccs.edu

John Downey
Dean of Health and Student Services
Disability Services Coordinator
ext. 2252
downeyj@brcc.edu

Central Virginia Community College

3506 Wards Road
Lynchburg, VA 24502
434-386-4694
434-386-4681 (fax)
www.cvcc.edu

Shawn M. Arnold
ADA Counselor
434-832-7805
arnolds@cvcc.vccs.edu

Bluefield College

3000 College Drive
Bluefield, VA 24605
540-326-4277
540-326-4288 (fax)
www.bluefield.edu

Betsy MacClarence Steenken
Director of Disability Services
bsteenken@mail.bluefield.edu

Christopher Newport University

1 University Place
Newport News, VA 23606-2988
757-594-8763
757-594-8765 (fax)
www.cnu.edu

Deborah Q. Witt
Coordinator for Services to Students
with
Disabilities
757-594-8763
757-594-8765 (fax)
dwitt@cnu.edu

Dabney S. Lancaster Community College

Student Support Services
P.O. Box 1000
Clifton Forge, VA 24422
540-863-2860
540-863-2915 (fax)
www.dl.vccs.edu

Libby Davis,
Director of Student Support Services
ldavis@dl.vccs.edu

Linda Gnagey
Director, Academic Support Center
540-432-4355
gnageyl@emu.edu

Eastern Shore Community College

29300 Lankford Highway
Melfa, VA 23410
757-787-5916 (tty)
757-787-5919 (fax)
www.es.vccs.edu

Dr. Ronald May
Dean of Instruction and Student
Services
757-787-5912
esmayxr@es.vccs.edu

Danville Community College

1008 South Main Street
Danville, VA 24541
434-797-8541 (fax)
434-797-8542 (tty)
800-560-4291
www.dcc.vccs.edu

Anita Landoll
ADA Counselor
434-797-8564
alandoll@dcc.vccs.edu

Emory & Henry College

P.O. Box 947
Emory, VA 24327
276-944-6873
276-944-6180 (fax)
www.ehc.edu

Karen S. Kilgore
Director of Academic Support Ser-
vices
kskilgor@ehc.edu

Eastern Mennonite University

1200 Park Road
Harrisonburg, VA 22802
540-432-4254
540-432-4631 (fax)
540-432-4599 (tty)
www.emu.edu

Joyce C. Hedrick
Coordinator, Student Disability Sup-
port Service
540-432-4233
hedrickj@emu.edu

Ferrum College

Academic Resource Center
P.O. Box 1000
Ferrum, VA 24088
540-365-4262
540-365-4271 (fax)
540-365-4614
800-868-9797
www.ferrum.edu

Nancy Beach
Coordinator
nbeach@ferrum.edu

Sarah Somerville
ADA Compliance Officer/
Lead Counselor
540-727-3115
ssomerville@gcc.vccs.edu

George Mason University

Disability Resource Center
MSN 5C9
4400 University Drive
Fairfax, VA 22030
703-993-2474
703-993-4306 (fax)
703-993-2476 (tty)

Pamela Frederick
Director of Student Services
540-727-3024
pfrederick@gcc.vccs.edu

Deborah Wyne
Director
dwyne@gmu.edu

Hampden-Sydney College

P.O. Box 656
Hampden-Sydney, VA 23943
434-233-6107
434-223-7095 (fax)
www.hsc.edu

Germanna Community College

www.gc.vccs.edu

Glen Bowman
Director of Counselor
gbowman@hsc.edu

Fredericksburg Campus

10000 Germanna Point Drive
Fredericksburg, VA 22408
540-710-2101 (fax)
540-710-2509 (tty)

Elizabeth A. McCormack
Associate Dean for Academic Support
804-223-6324
emccormack@mail.hsc.edu

Mark Haines
Coordinator of Disability Services
540-710-2019
mhaines@gcc.vccs.edu

Hampton University

Student Support Services
P.O. Box 6212
Hampton, VA 23668
www.hamptonu.edu

Locust Grove Campus

2130 Germanna Highway
Locust Grove, VA 22508
540-727-3207 (fax)
540-727-3209 (tty)

Jean S. Williamson,
Director of Student Support Services
757-727-0473
jean.williamson@hamptonu.edu

Mary Gordon
Special Needs Counselor
540-727-3039
mgordon@gcc.vccs.edu

Hollins University

P.O. Box 9685
Roanoke, VA 24020
540-362-6333
540-362-6096 (fax)
www.hollins.edu

Tom Mesner
Dean of Student Academic Affairs
tmesner@hollins.edu

J. Sargeant Reynolds Community College

www.jsr.vccs.edu

Downtown Campus

P.O. Box 85622
Richmond, VA 23285-5622
804-786-4955 (fax)
804-786-8800 (tty)

Shirley Musik
804-786-2628
Interpreter/Interpreting Services
Coordinator
smusik@jsr.vccs.edu

Terri Williams
Program Coordinator/P.A.V.E.
804-786-6486
tewilliams@jsr.vccs.edu

Parham Road Campus

P.O. Box 85622
Richmond, VA 23285-5622
804-371-3527 (fax)

Susan Roach
Student Services Specialist, Special
Populations
sroach@jsr.vccs.edu
804-371-3362

Debby G. Wilkerson
Student Services Specialist
804-371-3289
dwilkerson@jsr.cc.va.us

James Madison University

www.jmu.edu

Office of Disability Services
Wilson 107, MSC 1009
Harrisonburg, VA 22807
540-568-6705 (v/tty)
540-568-7099 (fax)
disability-svcs@jmu.edu
www.jmu.edu/disabilityser/

Ally Connell
ODS Graduate Assistant
connel@jmu.edu

Office of Affirmative Action
Burruss 128, MSC 7802
Harrisonburg, VA 22807
540-568-6991
540-568-7992 (fax)

James O. Wadley
Affirmative Action Officer
wadleyjo@jmu.edu

John Tyler Community College

www.jt.vccs.edu

Chester Campus

13101 Jefferson Davis Highway
Chester, VA 23831-5316
804-796-4046 (fax)

Betsy T. Harrison
Professional Counselor/Disabilities
Coordinator
804-706-5225
bharrison@jt.cc.va.us

Midlothian Campus

Robert Tutton
1807 Huguenot Road
Midlothian, VA 23113
804-897-6706
804-378-0468 (fax)
rtutton@jtcc.edu

Liberty University

1971 University Blvd.
Lynchburg, VA 24502-2269
434-582-2468 (fax)
www.liberty.edu

Denny McHaney
Coordinator, Office of Disability
Academic Support
434-582-2159
wdmchane@liberty.edu

Sue Willmington
Deaf Department
434-582-2099
434-582-2510 (tty)

Connie B. Hansen
Assistant Professor of Education-
Bruckener LC
434-582-2279
cbhansen@liberty.edu

Barbara Sherman
Director, Bruckner Learning Center
434-582-2226
bsherman@liberty.edu

Longwood College

201 High Street
Farmville, VA 23909-2252
804-395-2391
804-395-2434 (fax)
www.longwood.lwc.edu

Susan Rood
Director, Disability Support Services
srood@longwood..edu

Lord Fairfax Community College

www.lf.vccs.edu

Middletown Campus

P.O. Box 47
Middletown, VA 22645
540-868-7171 (fax)

Paula Dean
Coordinator of Learning Assistance
Center
540-868-7142
lfdeanp@lf.vccs.edu

Patricia Hunt
Dean of Finance and Administrative
Services
540-868-7133
lfhuntp@lf.vccs.edu

Fauquier Campus

6480 College Street
Warrenton, VA 20187
540-351-1530 (fax)

Cindy Bambara,
Director of Student Services
540-351-1507
lfbambc@lf.vccs.edu

Lynchburg College

1501 Lakeside Drive
Lynchburg, VA 14501-3199
434-544-8152
434-544-8658 (fax)
www.lynchburg.edu

Jessica Baldwin
Learning Resources Coordinator
baldwin_je@mail.lynchburg.edu

Mary Baldwin College

Learning Skills Center
Staunton, VA 24401
540-887-7250
540-887-7227 (fax)
540-468-2262 (tty)
www.mbc.edu

Beverly Askegaard
Director
540-887-7250
baskegaa@mbc.edu

Mary Washington College

Office of Disability Services
1301 College Avenue, GW 203
Office of Academic Services
Fredericksburg, VA 22401-5358
540-654-1163 (fax)
540-654-1102 (tty)
www.mwc.edu/disability

Stephanie S. Smith
Director of Disability Services
540-654-1262
ssmith@mwc.edu

Marymount University

Center for Counseling and Career
Services
2607 North Glebe Road
Arlington, VA 22207
703-284-1605
703-284-3481 (fax)
www.marymount.edu

Kelly L. DeSenti
Coordinator, Disability Support
Services
kelly.desenti@marymount.edu

**Mountain Empire Community
College**

Student Services
Drawer 700
Big Stone Gap, VA 24219
276-523-2400
276-523-8297 (fax)
www.me.vccs.edu

Regenia Massey
Director of Trio Programs
Ext. 278
rmassey@me.vccs.edu

New River Community College

5251 College Drive
P.O. Box 1127
Dublin, VA 24084
540-674-3600
540-674-3642 (fax)
www.nr.vccs.edu

Jeananne Dixon
ADA Coordinator, Coordinator of
Center for Learning Disabilities
nrdioxj@nr.vccs.edu

Phyllis Holliman
Counselor, Center for Learning Dis-
abilities
nrhollp@nr.vccs.edu

Lucy P. Howlett
Coordinator, Center for Deaf and
Hard of Hearing and VA/PEC
Outreach and Technical Assis-
tance
540-674-3619 (tty)
nrhowll@nr.vccs.edu

Amy Glisson
Interpreter
nrglisa@nr.vccs.edu

Michael Havelin
Interpreter
nrhavem@nr.vccs.edu

Norfolk State University

Supporting Students through Disabil-
ity Services (SSDS)
700 Park Avenue/MEG-309
Norfolk, VA 23504
757-823-8173 (SSDS)
757-823-2014 (A.T. lab)
757-823-2237 (fax)
757-823-2603 (tty)
www.nsu.edu

Beverly Boone Harris
Coordinator
757-823-2409
bbharris@nsu.edu

Northern Virginia Community College

www.nvcc.vccs.edu

Alexandria Campus

3001 N Beauregard Street
Alexandria, VA 22311-5097
703-845-6137 (fax)
703-845-6016 (tty)

Rebecca Garcia
Counselor for Students with Disabili-
ties
703-845-6301
rgarcia@nvcc.vccs.edu

Annandale Campus

Charles Dy
8333 Little River Turnpike
Annandale, VA 22003
703-323-3200

Loudoun Campus

1000 Harry Flood Byrd Highway
Sterling, VA 20164-8699
703-450-2536 (fax)

Beth Stephenson
Counselor, Disability Services
703-450-2571
bstephenson@nvcc.vccs.edu

Manassas Campus

6901 Sudley Road
Manassas, VA 20109
703-368-3748 (fax)

Bonnie Cascio
703-257-6610
bcascio@nvcc.vccs.edu

Madonna Hoecker
Counselor
703-368-3748
mhoecker@nvcc.vccs.edu

Woodbridge Campus
15200 Neabsco Mills Road
Woodbridge, VA 22191-4099
703-878-5761

Lisa Wilson
Counselor
703-878-5760
lwilson@nvcc.vccs.edu

Extended Learning Institute
Lori Johnson
703-323-3712
TDD-703-323-3717

Old Dominion University
www.odu.edu

Disability Services
2228 Webb Center
Norfolk, VA 23529
757-683-4655
5757-683-5356 (fax/tty)
www.odu.edu/disabilityservices

Nancy Olthoff
Director of Disability Services
nolthoff@odu.edu

Sheryn Milton
Disability Services Learning Coordinator
smilton@odu.edu

Patrick Henry Community College

Student Support Services
P.O. Box 5311
Martinsville, VA 24115-5311
276-656-0296
276-638-2433 (tty)
276-656-0357 (fax)
www.ph.vccs.edu

Scott Guebert
Director of Student Support Services
Section 504/ADA Coordinator
276-656-0257
sguebert@ph.vccs.edu

Angela Hairston
Counselor/Tutor Coordinator
276-656-0305
ahairston@ph.vccs.edu

Paul D. Camp Community College
www.pc.vccs.edu

Franklin Campus
Student Support Services
100 N. College Drive
Franklin, VA 23851
757-569-6795 (fax)
757-569-6799 (tty)

Monette Williams,
Student Support Services Counselor
757-569-6733
mwilliams@pc.vccs.edu

Hobbs Campus
Student Support Services
271 Kenyon Road
Suffolk, VA 23434
757-925-3515 (fax)
757-925-3564 (tty)

Carol Avenson,
Coordinator of Student Support
Services
757-925-2429
cavenson@pc.vccs.edu

**Piedmont Virginia Community
College**

501 College Drive
Charlottesville, VA 22902
434-961-5425 (fax)
434-961-4265 (tty)
www.pvcc.vccs.edu

Wendy Bolt
Counselor/Special Needs
434-961-5264
wbolt@pvcc.vccs.edu

Mary Lee Walsh
Director, Student Support Services
434-961-5400
mw Walsh@pvcc.vccs.edu

Patricia Stubbs
Learning Center Supervisor
434-961-5310
pstubbs@pvcc.vccs.edu

Radford University

Disability Resource Office
P.O. Box 6902
Radford, VA 24142
540-831-6530 (v/tty)
540-831-6525 (fax)
www.radford.edu

Maureen Weyer
Coordinator
mweyer@radford.edu

Randolph-Macon College

P.O. Box 5005
Ashland, VA 23005
804-752-7343
804-752-3744 (fax)
www.rmc.edu

Jack Trammell
Coordinator, Disability Support
Services
jtrammel@rmc.edu
DSS@rmc.edu

Randolph-Macon Woman's College

2500 Rivermont Avenue
Lynchburg, VA 24503
434-947-8000
434-947-8155 (fax)
www.rmwc.edu

Tina Barnes
Director of Learning Resource Center
434-947-8132
434-947-8138 (fax)
tbarnes@rmwc.edu

Rappahannock Community College

www.rcc.cc.va.us

Glenns Campus

12745 College Drive
Glenns, VA 23149
804-758-3852 (fax)
504-758-6760 (tty)

Marilyn Starkes
Counselor
804-758-6732
mstarkes@rcc.vccs.edu

Sandy Darnell
Counselor
804-758-6733
sdarnell@rcc.vccs.edu

Robert Griffin
Director of Student Development
804-758-6731
rgriffin@rcc.vccs.edu

Warsaw Campus
52 Campus Drive
Warsaw, VA 22572
804-333-0106 (fax)
804-333-6760 (tdty)
800-836-9379

Marie Marsden
Counselor
804-333-6732
mmarsden@rcc.vccs.edu

Regent University
Division of Student Services
1000 Regent University Drive
CRB Suite 174
Virginia Beach, VA 23464-5041
800-373-5504
757-226-4100 (fax)
www.regent.edu

Michael Ash
Vice President of Student
Services
757-226-4103
michash@regent.edu

Richard Bland College
11301 Johnson Road
Petersburg, VA 23805
804-862-6225
804-862-6490 (fax)
804-862-6213 (tty)
www.rbc.edu

Randy L. Dean
Director of Admissions & Student
Development
rdean@rbc.edu

Roanoke College
Special Services
221 College Avenue
Salem, VA 24153
540-375-2248
540-375-2092 (fax)
www.roanoke.edu

Gregory S. Wells
Academic Advisor
gwells@roanoke.edu

Saint Paul's College
115 College Drive
Lawrenceville, VA 23868
804-848-0543 (fax)
www.saintpauls.edu

Dr. Dorothy Goodson
Director of Academic Support Ser-
vices
804-848-0235
dgoodson@saintpauls.edu

Shenandoah University

1460 University Drive
Winchester, VA 22601
540-665-4928
540-665-5470 (fax)
www.su.edu

Judith A. Landes
Director of Academic Support Ser-
vices
jlandes@su.edu

Southern Virginia College

Student Support Center
One College Hill Drive
Buena Vista, VA 24416
540-261-8451 (fax)
www.southernvirginia.edu

Ida Jorgensen
Asst. Dir of Student Support Center
540-261-4374
ijorgensen@southernvirginia.edu

Southside Virginia Community College

www.sv.cc.va.us

Christanna Campus

109 Campus Drive
Alberta, VA 23821
434-949-1070
434-949-7863 (fax)

John D. Hicks
Instructor, Student Development
john.hicks@sv.cc.va.us

John H. Daniel Campus

200 Daniel Road
Keysville, VA 23947
434-736-2070

Donald Baker
Administrator, Student Support
Services
donald.baker@sv.cc.va.us

Southwest Virginia Community College

Student Support Services
P.O. Box SVCC
Richlands, VA 24641-1510
540-964-7233
www.sw.vccs.edu

Mike Henry
Director of Student Support Services
mike.henry@sw.vccs.edu

Susie Mullins
Counselor, Student Support Services
susie.mullins@sw.vccs.edu

Sweet Briar College

Sweet Briar, VA 24595
434-381-6489 (fax)
www.sbc.edu

Alix Ingber
Associate Dean of Academic Affairs
434-381-6206
ingber@sbc.edu

Thomas Nelson Community College

P.O. Box 9407
Hampton, VA 23670
757-825-2827
757-825-3679 (fax)
www.tncc.vccs.edu

Thomas Kellen
Counselor, Disabled Student Services
kellent@tncc.vccs.edu

Tidewater Community College

www.tcc.vccs.edu

Chesapeake Campus

1428 Cedar Road
Chesapeake, VA 23322
757-822-5134 (fax)
757-822-5101 (tty)

Wendy D. Buie
Counselor
757-822-5125/5129
tcbuiew@tc.cc.va.us

Portsmouth Campus

7000 College Drive
Portsmouth, VA 23703
757-822-2208

Ted Tyler
Counselor
tctylet@tc.cc.va.us

Thomas W. Moss, Jr. Campus

300 Granby Street
Norfolk, VA 23510
757-822-1225/1213
757-822-1214 (fax)

Sue Rice
Coordinator of Learning Disabilities
Services
757-822-1225
tcrices@tc.cc.va.us

Virginia Beach Campus

1700 College Crescent
Virginia Beach, VA 23456
757-822-7211
757-822-1401 (tty)
757-822-7346 (fax)

Gary R. Medlin
Counselor/Disability Services
tcmedlg@tc.cc.va.us

University of Richmond

Richmond Hall 201, CAPS
Richmond, VA 23173
804-289-8119
804-287-1227 (fax)
www.richmond.edu

Mary M. Churchill
Staff Psychologist, Disability Advisor
mchurchi@richmond.edu

The University of Virginia

Learning Needs and Evaluation
Center
Elson Student Health Center
400 Brandon Avenue
P.O. Box 800760
Charlottesville, VA 22908-0760
804-243-5180
804-243-5188 (fax)
804-243-5189 (tty)
www.virginia.edu

Jennifer W. Maedgen
Director
Jm3ef@virginia.edu

Donald G. Roebuck
Coordinator
804-828-9782
droebuck@vcu.edu

The University of Virginia's College at Wise

Office of the ADA Coordinator
One College Avenue
Wise, VA 24293
276-328-0265
276-376-1098 (fax)
888-282-9342
www.uvawise.edu

Narda N. Porter
ADA Coordinator
Counselor, Student Support Services
nbn3h@uvawise.edu

Virginia Commonwealth University

www.vcu.edu

Services for Students with Disabilities:

Academic Campus
109 N. Harrison Street
P.O. Box 842500
Richmond, VA 23284-2500
804-828-1139
804-828-1944 (fax)

Joyce Knight
Coordinator
804-828-2253
jbnknight@vcu.edu

Services for Students with Disabilities:

Medical Campus
P.O. Box 980124
Richmond, VA 23298-0124
804-828-9782
804-828-4609 (fax)

Office of EEO/AA Services
P.O. Box 843022
Richmond, VA 23284-3022
804-828-1347
804-828-7201

Virginia Highlands Community College

Project EXCEL
P.O. Box 828
Abington, VA 24210
www.vh.vccs.edu

Charlotte Faris
Director, Project EXCEL
540-739-2400
cfaris@vh.vccs.edu

Virginia Intermont College

Student Support Services
1013 Moore St.
Campus Box 380
Bristol, VA 24201
276-466-7905
276-645-6493 (fax)
www.vic.edu

Talmage A. Dobbins
Director of Student Support
Services
tdobbins@vic.edu

Barbara L. Holbrook
School Psychologist
bholbroo@vic.edu

Virginia Military Institute

Learning Center
Carroll Hall Room 215
Lexington, VA 24450-0304
540-464-7765
540-464-7798 (fax)
www.vmi.edu

Lenna Ojure
ADA Coordinator
464-7765
ojurelp@mail.vmi.edu

Lynda Hayslett
Interpeter
hayslett@vt.edu

Marcella Vauhan
Interpeter
vaughanm@vt.edu

Office of EEO/AA
336 Burruss Hall - 0216
Blacksburg, VA 24161-0216
540-231-7500
540-231-8510 (fax)
540-231-9460 (tty)

Virginia Polytechnic Institute and State University

www.vt.edu

Dean of Students Office
Services for Students with Disabilities
152 Henderson Hall
Blacksburg, VA 24061-0255
540-231-3787
540-231-4035 (fax)
540-231-8718 (tty)

Susan P. Angle
Assistant Dean of Students/
Services for Students with Disabilities
spangle@vt.edu

Jane M. Warner
Coordinator, Services for Students
with Disabilities
jwarner@vt.edu

Connie Wilkinson
Coordinator of Interpreting and
Sensory Loss Services
cwilkinson@vt.edu

James Bell
Interpreter
jabell@vt.edu

Virginia J. Reilly
ADA Coordinator/ Director, EOAA
jenmik@vt.edu

Virginia State University

1 Hayden Street
P.O. Box 9030
Petersburg, VA 23806
804-524-5061
804-524-5838 (tty)
804-524-5538 (fax)
www.vsu.edu

Jacqueline D. Mealing
Coordinator Disability Services
jmealing@vsu.edu

Virginia Union University

1500 N. Lombardy St.
Richmond, VA 23220-1790
www.vuu.edu

Linda Jackson
Director of Academic Empowerment
Center
804-342-3885
lrjackson@vuu.edu

Virginia Wesleyan College

1584 Wesleyan Drive
Norfolk/Virginia Beach, VA 23502
757-455-3200
www.vwc.edu

Mrs. Fayne C. Pearson
Coordinator of Disability Services
Clarke Academic Center - LRC
757-455-3246
757-466-8274 (fax)
fpearson@vwc.edu

Virginia Western Community College

Student Support Services
P.O. Box 14007
Roanoke, VA 24038
540-857-7286
540-857-7918 (fax)
540-857-6351 (tty)
www.wvcc.vccs.edu

Martha Richardson
Director of Student Support Services
mrichardson@vw.vccs.edu

Pamela Cochran
Counselor, Student Support Services
Learning Disability Specialist
pcochran@vw.vccs.edu

Washington and Lee University

Dean of the College
Washington Hall A327
Lexington, VA 24450-0303
540-463-8945 (fax)
www.wlu.edu

Jeanine Stewart
Associate Dean of the College
540-463-8748
stewartj@wlu.edu

The College of William and Mary

Dean of Students Office
P.O. Box 8795
Williamsburg, VA 23187-8795
757-221-2510
757-221-2538 (fax)
757-221-2302 (tty)
www.wm.edu

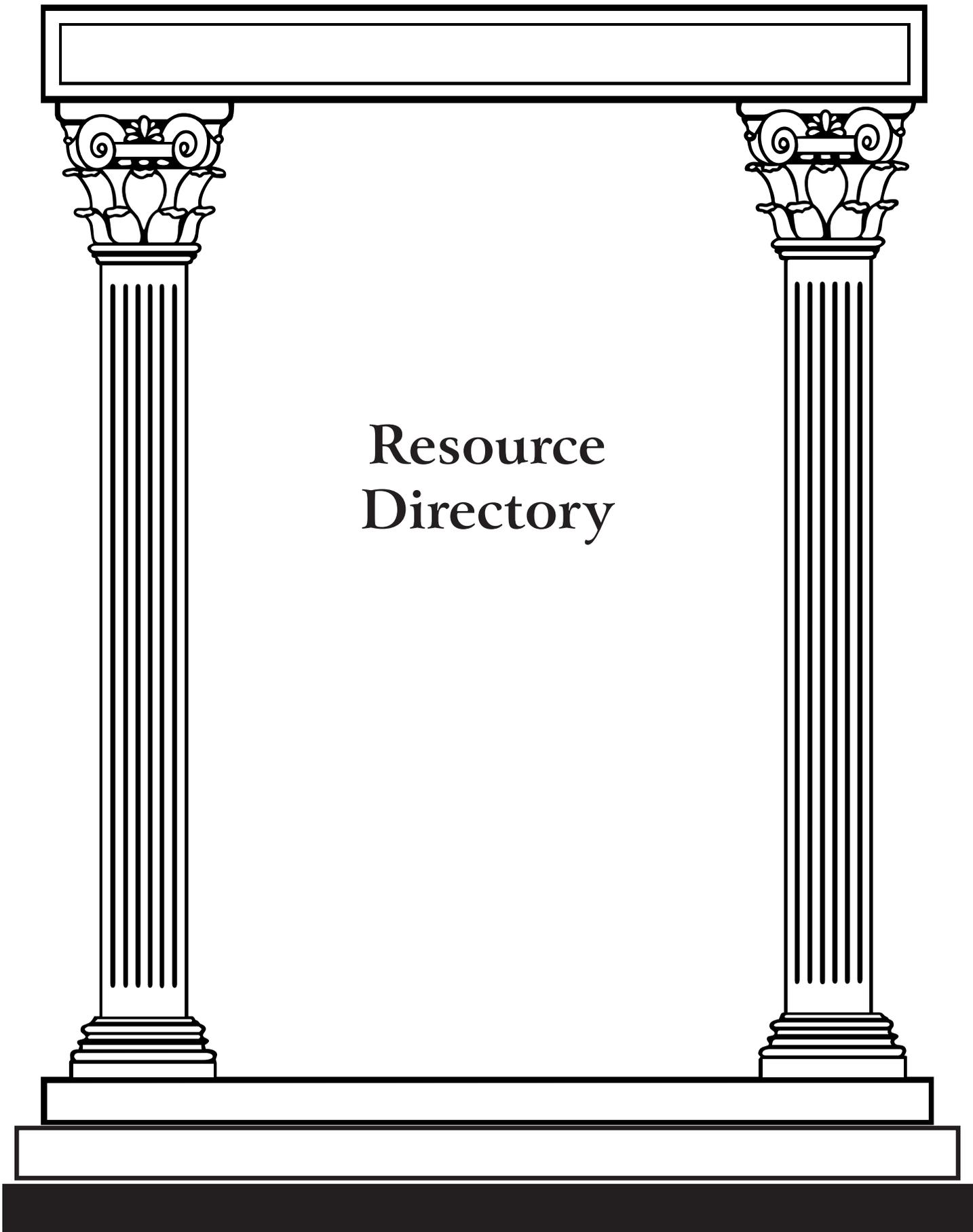
Lisa J. Bickley
Assistant Dean of Students
ljbick@wm.edu

Wytheville Community College

100 East Main Street
Wytheville, VA 24382
276-223-4849 (v/tty)
276-223-4778 (fax)
www.wcc.vccs.edu

Kathy Havens
Director, Student Services
276-223-4751
wchavek@wc.vccs.edu

Mary Edwards Blevins
Counselor, Student Support
Services
276-223-4751
wcblevm@wc.vccs.edu



Resource
Directory

Virginia Resources

AHEAD (Association on Higher Education and Disability) in Virginia

Virginia Reilly
President AHEAD in Virginia
ADA Coordinator
Virginia Tech, Burriss Hall
Blacksburg, Virginia 24061
(540) 231-3589
(540) 231- 8510 FAX
E-mail: jenmik@VT.EDU
www.uvawise.edu/vaahead

The Association on Higher Education and Disability (AHEAD) in Virginia is a statewide organization of professionals committed to full participation in higher education for persons with disabilities. The Association is a vital resource, promoting excellence through education, communication and training.

Braille Circulating Library for the Blind

2700 Stuart Avenue
Richmond, VA 23220
(804) 359-3743
(804) 359-4777 FAX

Offers library materials for individuals who are blind or visually impaired on a free-loan basis. Serves the entire USA and 41 foreign countries with cassette tapes, reel-to-reel tapes, Braille books, and large print books, along with talking book records.

Northern Virginia Resource Center for Deaf and Hard of Hearing Persons

10363 Democracy Lane
Fairfax, VA 22030
703-352-9055
703-352-9058 FAX
703-352-9056 TTY
nvrcinfo@aol.com

A regional resource center serving the metropolitan area of Northern Virginia. Its mission is to serve as a catalyst to the empowerment of persons who are deaf and hard of hearing. The mission is achieved through information services, development and delivery of services, education, and advocacy.

Partnership for People with Disabilities

700 East Franklin Street 10th Floor
Richmond, VA 23284
Voice (804) 828-3876
(800) 828-1120 TTY
(804) 828-0042 FAX
www.vcu.edu/partnership

The Partnership for People with Disabilities, formerly known as the Virginia Institute for Developmental Disabilities (VIDD), is recognized by the federal Administration on Developmental Disabilities as a university center for excellence in developmental disabilities. Founded in 1985 under the leadership of Dr. Howard Garner with fewer than five staff at Virginia Commonwealth University, today the Partnership is proud to operate more than 20 federal and state programs, staffed by more than 100 professionals and students supporting individuals with disabilities and their families. The Partnership maintains an

interdisciplinary approach to all of its activities, which allows it to explore a wide spectrum of professional services and community interests as it seeks to expand opportunities to individuals with disabilities.

Programs for Children and Youth Who are Deaf or Hard of Hearing

Ratcliffe Building, Suite 203
1602 Rolling Hills Drive
Richmond, VA 23229-5012
804-662-9502 (V/TTY)
804-662-9718 FAX
800-552-7917 (V/TTY)
www.vddhh.org

Virginia Assistive Technology System (VATS)

Linda Harris-Info and Referral
800-435-8490 (V/TTY)
8004 Franklin Farms
P O Box K-300
Richmond, VA 23288-0300
804-662-9990
800-552-5019 (VA residents)

<http://www.vats.org/aboutvats.htm>

The Virginia Assistive Technology System (VATS) is a statewide systems change project committed to improving the quality of life for all Virginians by increasing awareness and accessibility of assistive technology. Guided by Virginia Council on Assistive Technology and through a variety of consumer driven activities and programs, information and technical assistance are provided on devices, services and funding resources. In partnership with consumers, employers, educators, public and private agencies, VATS strives to bring about change in practice, policies, and laws to improve access to assistive technology.

Virginia Client Assistance Program (CAP)

101 N. 142nd St.
Richmond, VA 23219
804-225-2042

Provides information and assistance to individuals seeking or receiving services under the Rehabilitation Act of 1973.

Virginia Department for the Blind and Vision Impaired

397 Azalea Avenue
Richmond, VA 23227
804-371-3140
804-371-3351 FAX
800-662-2155 (Voice & TTY)
www.vdbvi.org

Offers services for the totally blind, legally blind, visually impaired, mentally retarded blind and more with health, counseling, educational, recreational, rehabilitation, computer training and professional training services.

Virginia Board for People with Disabilities

Ninth Street Office Building
202 N. Ninth Street, 9th Floor
Richmond, VA 23219
804-786-0016 (V/TTY)
800-552-3962 (Voice/TTY)
Toll-Free in Virginia
804-786-1118 FAX
800-846-4464 (in VA)
www.vaboard.org

The Board serves as the Developmental Disabilities Planning Council, addressing the needs of people with developmental disabilities as established under the federal "Developmental Disabilities Assistance and Bill of Rights Act" and the state "Virginians with Disabilities

Act." The Board advises the Secretary of Health and Human Resources and the Governor on issues related to people with disabilities in Virginia.

800-552-5019
800-646-9950 TTY
E-mail: DRS@DRS.state.va.us
www.vadrs.org

Virginia Department of Education

Office of Special Education and Office of Student Services

P O Box 2120
Richmond, VA 23218-2120
804-225-2402
800-292-3820
804-371-8796 FAX
804-TTY
<http://www.pen.k12.va.us/VDOE>

Career & Technical Education

P O Box 2120
Richmond, VA 23128-2130
804-225-2833
804-371-2456 fax
www.pen.k12.va.us/VDOE

Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services

James Reinhard - Commissioner
Jreinhard@dmhmrsas.state.va.us
1220 Bank Street
P O Box 1797
Richmond, VA 23219
804-786-3915
804-786-3828
www.dmhmrsas.state.va.us

Virginia Department of Rehabilitative Services

James Rothrock - Commissioner
P O Box K300
8004 Franklin Farm Drive
Richmond, VA 23288-0300
804-662-7000

Virginia VIEW (Career Educational & Information Delivery System)

Virginia Tech
205 W. Roanoke Street
Blacksburg, VA 24061-0527
540-231-7571
800-542-5870
540-231-4979 FAX
800-828-1120 TTY (VA Relay Center)
E-mail cil@vaview.vt.edu
www.vaview.vt.edu

Virginia Office for Protection and Advocacy

202 N. Ninth Street 9th Floor
Richmond, VA 23219
(804) 225-2042 Voice/TTY
800-552-3962 (Voice/TTY)
(804) 225-3221 Fax
E-mail: generalvopa@dsa.state.va.us
<http://www.vopa.state.va.us/>

The Virginia Office for Protection and Advocacy (VOPA) helps with disability-related problems like abuse, neglect, and discrimination. They also help people with disabilities obtain services and treatment. All callers receive help with these problems. Individuals with problems, targeted in their program priorities, may also receive advocacy services and/or legal representation.

Federal Resources

Americans with Disabilities Act (ADA)

US Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Disability Rights Section - NYAV
Washington, DC 20530
1-800-514-0301 Voice
1-800-514-383 TTY

www.usdoj.gov/crt/ada

Coordinates the implementation by federal agencies of Section 504 of the Rehabilitation act of 1973, as amended, which prohibits discrimination on the basis of handicap in federally assisted programs and in programs and activities conducted by federal executive agencies.

Disability Rights Laws

Consumer Information Center
Department 577A
Pueblo, CO 81009
202-501-1794
313-326-2610 FAX
www.pueblo.gsa.gov

ADA Information Line

800-514-0301 voice

800-514-0382 TTY

www.ada.gov

www.usdoj.gov/crt/ada/

[adahom1.htm](#)

Regional ADA Technical Assistance Agency

ADA Information Center for Mid-Atlantic Region - TransCen, Inc.
University Affiliated Programs
451 Hungerford Drive Suite 600
Rockville, MD 20850
(800) 949-4232 (V/TTY)

Administration on Developmental Disabilities

Administration for Children
& Families

U S Dept of Health & Human Services

Mail Stop HHH 300-F

370 L'Enfant Promenade SW

Washington, DC 20447

202-690-6590

www.acf.dhhs.gov/programs/add/

[index.htm](#)

Gathers, analyzes, and distributes information about mental retardation, autism, cerebral palsy, and other developmental disabilities, which occur before the individual reaches adulthood.

Federal Communications Commission

445 12th Street

Washington, DC 20554

888-CALL-FCC (225-5322) Voice

888-TELL-FCC (835-5322) TTY

202-418-0232 FAX

E-mail fccinfo@fcc.gov

www.fcc.gov

Enforces ADA telecommunications provisions, which require that companies offering telephone service to the general public must offer telephone relay services to individuals who use text telephones or similar devices.

National Council on Disability

1331 F Street NW, Suite 850

Washington, DC 20004

020-272-2004

202-272-2022 FAX

202-272-2074 TTY

E-mail: mquigley@ncd.gov

www.ncd.gov

Federal agency led by 15 members appointed by the President of the United

States and confirmed by the United States Senate. The overall purpose of the National Council is to promote policies, programs, practices, and procedures that guarantee equal opportunity for all people with disabilities, regardless of the nature of severity of the disability; and to empower people with disabilities to achieve economic self-sufficiency, independent living, and integration into all aspects of society.

US Department of Education

Office for Civil Rights

D.C. Regional Office
P O box 14620
Washington, DC 20044-4620
TDD 202-208-7797
FAX 202-208-7741
E-mail: Dcocr@ed.gov

400 Maryland Avenue SW
Washington, DC 20202
800-421-3481
877-521-2172 TTY
202-205-9862 FAX
ocr@ed.gov
www.ed.gov/ocr

Prohibits discrimination on the basis of disability in programs and activities funded by the Department of Education. Investigates complaints and provides technical assistance to individuals and entities with rights and responsibilities under Section 504.

Office of Special Education Programs

330 C Street, SW Room 3090
Switzer Building
Washington, DC 20202
202-205-5507

202-260-0416 FAX
202-205-5637 TTY
www.ed.gov/offices/OSERS/OSEP/
Administers the Education of the Handicapped Act and related programs for the education of children with disabilities, including grants to institutions of higher learning and fellowships to train educational personnel. Grants to states for the education of children with disabilities, research, and demonstration.

Clearinghouse on Disability Information, Office of Special Education and Rehabilitation

Switzer Bldg., Room 3132
330 C Street, SW
Washington, DC 20202
202-401-2608
202-401-2608 FAX

Provides information on federal disability legislation, funding for programs serving individuals with disabilities, and programs, and services for people with disabilities on the national and state levels.

Administration on Developmental Disabilities

Administration for Children & Family
U S Department of Health & Human
Services

Mail Stop HHH 300-F
370 L'Enfant Promenade, SW
Washington, DC 20447
202-690-6590
202-690-6904 FAX

www.acf.dhhs.gov/programs/add
Protects the rights of individuals with developmental disabilities under federal or state statutes. Provides legal, administrative, and other appropriate remedies to individual problems, including those

involving employment discrimination and accessibility issues.

US Department of Transportation

400 7th Street SW

Washington, DC 20590

202-366-9305 Voice

202-755-7687 TTY

202-366-9313 FAX

www.ost.dot.gov

Enforces ADA provisions that require nondiscrimination in public and private mass transportation systems and services.

Financial Aid Resources

Directory of Financial Aid for Women

Reference Service Press

5000 Windplay Drive Suite 4

El Dorado Hills, CA 95762

916-939-9620

916-939-9626 FAX

www.rspfunding.com

findaid@aol.com

The only comprehensive and current source of information on financial aid programs for and about women. The standard in the field, listing over 1,700 references and cross-references to scholarships, fellowships, and internships designed primarily for women.

Disability Fund News

8202 Fenton Street

Silver Spring, MD 20910

301-588-6380

800-666-6380

301-588-6385 FAX

www.cdpublications.com/funding/disabilityfunding

Offers comprehensive listing on federal grants, detailed listing of foundations, legal news, grant-seeking techniques, and more.

Federal Student Aid Information Center

P. O. Box 84

Washington, DC 20044

1-800-4FED-AID

1-800-730-8913 FAX

<http://www.ed.gov/offices/OSFAP/Students/>

Financial Aid for Veterans, Military Personnel, and Their Dependents

Reference Service Press
5000 Windplay Drive Suite 4
El Dorado Hills, CA 95762
916-939-9620
916-939-9626 FAX
www.rspfunding.com
findaid@aol.com

Veterans, military personnel, and their dependents (spouses, children, grandchildren, and dependent parents) make up more than one third of America's population today. This directory has been prepared to identify the scholarships, fellowships, loans, grants-in-aid, awards and internships designed for military-related personnel.

Financial Aid for the Disabled & Their Families

Reference Service Press
5000 Windplay Drive, Suite 4
El Dorado Hills, CA 95762
416-939-9620
415-594-0411 FAX
www.rspfunding.com
findaid@aol.com

The only guide to over 900 scholarships, fellowship grants, awards, loans & internships set-aside specifically for people with disabilities. All disabilities are covered including visual impairments, hearing impairments, developmental disabilities, and multiple disabilities.

How to Find Out About Financial Aid Reference Service Press

5000 Windplay Drive Suite 4
El Dorado Hills, CA 95762

916-939-9620
916-939-9626 FAX
www.rspfunding.com
findaid@aol.com

A guide to over 700 directories listing scholarships, fellowships, loans, grants, awards, and internships.

Student Guide

U S Department of Education
400 Maryland Avenue. SW
Washington, DC 20202
(800) 4FED-AID (800-433-3243)
800-730-8913 FAX
www.studentaid.ed.gov

Describes the major student aid programs the US Department of Education administers and gives detailed information about program procedures.

Scholarship Resources

The following organizations are known to offer national scholarships.

Alexander Graham Bell Association of the Deaf

3417 Volta Place, NW
Washington, DC 20007
(202) 337-5220
(202) 337-5221 TTY
(202-337-8314 FAX
www.agbell.org

Organization promotes communication abilities for the hearing impaired. Provides programs, publications & financial aid.

American Council of the Blind

1155 15th Street, NW, Suite 1004
Washington, DC 20005
(202) 467-5081
(800) 424-8666
(202) 467-5085 FAX
www.acb.org

American Foundation for the Blind

11 Penn Plaza Suite 300
New York, NY 10001
(800) AFB-LINE
(232-5463)
(212) 502-7777 FAX
E-mail: afbinfo@afb.net
www.afb.org

Foundation for Science & Disability, Inc.

115 South Brainard Avenue
LaGrange, IL 60525

Lifecare Scholarship for Respirator-Dependent

505 Central Avenue, Suite 1300
Boulder, CO 80301

National Association of the Deaf Stokoe Scholarship (graduate)

814 Thayer Avenue
Silver Spring, MD 20910-4500
(301) 587-1788 Voice
(301) 587-1789 TTY
(301) 587-1791 FAX
www.nad.org
E-mail: NADinfo@nad.org

National Federation of the Blind

1800 Johnson Street
Baltimore, MD 21230
(410) 659-9314
nfb@nfb.org
www.NFB.org

Recording for the Blind and Dyslexic

20 Roszel Road
Princeton, NJ 08540
(866) RFBD-585
(800) 221-4792

Ronnie Milsap Foundation

600 Renaissance Center Suite 1300
Detroit, MI 48234

State Chapter of the following organizations may offer scholarships at the state or local level. Contact these national offices for the address of the group nearest you.

http://www.free-4u.com/ronnie_milsap_foundation_scholarship.htm

Epilepsy Foundation

4251 Garden City Drive
Landover, MD 20785
www.efa.org

Epilepsy Foundation of Virginia
UVA Health Services Center
Charlottesville, VA 22908-0001
434-924-8669
www.efva.org

Epilepsy Foundation of the
Chesapeake Region
300 E. Joppa Road Suite 1130
Towson, MD 21286-3012
410-828-7700

Spina Bifida Association of America

4590 MacArthur Blvd Suite 250
Washington, DC 20007-4226
(800) 621-3141
(202) 944-3285
(202) 944-3295 FAX
E-mail: sbaa@sbaa.org

United Cerebral Palsy

1660 L Street NW, Suite 700
Washington, DC 20036
(800) 872-5827
(202) 776-0406
(202) 973-7197 TTY
(202) 776-0414 FAX
Email: webmaster@ucp.org

Many of the following service organizations offer combinations of local, state or national scholarships. Contact these national offices for further information.

American Business Woman's Association - Scholarship Counselor

ABWA national Headquarters
9100 Ward Parkway
P O Box 8728
Kansas City, MO 64114-0728
800-228-0007
816-361-4991 FAX
www.abwa.org
abwa@abwahq.org

Kiwanis International

3636 Woodview Trace
Indianapolis, IN 46268-3196
800-KIWANIS
317-875-8755
(317) 879-0204
Email: Kiwanismail@kiwanis.org
www.kiwanis.org

Lions International

300 22nd Street
Oak Brook, IL 60523-8842
630-571-5466
www.lions.org

National 4-H Council

7100 Connecticut Avenue
Chevy Chase, MD 20815
www.fourhcouncil.edu

Soroptimist International of the Americas

Two Penn Center Plaza, Suite 1000
Philadelphia, PA 19102-1883
215-557-9300
215-557-5200 FAX
800-942-4629
www.soroptimist.org
siagq@soroptimist.org

The Rotary Foundation

Ambassadorial Scholarships Program

1560 Sherman Avenue

Evanston, IL 60201

847-866-3323

www.rotary.org

Related Publications

Campus Opportunities for Students with Learning Differences

Octameron Associates

P O Box 2748

Alexandria, VA 22301

703-836-5480

730-836-5650 FAX

www.octameron.com

www.thinktuition.com

info@octameron.com

Addresses high school students with learning disabilities and their parents in taking the necessary steps in secondary school years to be ready to apply for college.

College Students with Learning Disabilities: A Handbook

Learning Disabilities Association of America Bookstore

Bookstore LDA-CA State Office

P O Box 601067

Sacramento, CA 95860

(916) 725-7881

(866) 532-6322 (toll free)

(916) 725-8786 Fax

www.ldanatl.org

This publication is designed for students with learning disabilities, admissions officers, faculty and staff, and/or administrators. The handbook discusses Section 504 in regard to college admissions, program accessibility, teaching and testing accommodations, test taking, and self-confidence building strategies.

Information from HEATH

One Dupont circle, Suite 800
Washington, DC 20036
202-939-9320
800-544-3284

Newsletter providing information on a variety of aspects related to postsecondary education for persons with disabilities.

The George Washington University
HEATH Resource Center
2121 K Street, NW Suite 220
Washington, DC 20037
(202) 973-0904 Voice/TTY
(800) 544-3284

Learning Disabilities, Graduate School, and Careers: the Student's Perspective Learning Opportunities Program

Barat College
700 Westleigh Road
Lake Forest, IL 60045
708-234-3000

This publication informs the reader about the transition from college to graduate school or a career. In addition, a pamphlet called Employer's Guide to Learning Disabilities is available to assist employers who wish to comply with Americans with Disabilities Act (ADA).

Lovejoy's College Guide

Monarch Press
9353 Lee Road
Grass Lake, Michigan
(888) 233-6767
(888) 517-7377 Fax
www.monarchpress.com

This book gives descriptions of most colleges in the United States.

National Council on Disability Bulletin

1331 F. Street NW Suite 850
Washington, DC 20004
202-272-2004
202-272-2022 FAX
202-272-2074 TTY
www.ncd.gov

Reports on the latest issues and news affecting people with disabilities.

National Focus

P O Box 37485
Phoenix, AZ 85069
602-866-9206 FAX

Offers information on disabilities, issues, and legal information for the disabled.

Network Exchange

Learning Disabilities Network
72 Sharp Street A02
Hingham, MA 02043
781-340-5605
781-340-5603 FAX
ldntwk@aol.com

Provides a forum for the exchange of ideas pertinent to learning disabilities for learning disabled individuals, their families and the professionals who work on their behalf.

Peterson's Guide to Colleges with Programs for Learning Disabled Students

Book Ordering Department
2000 Lenox Drive
Lawrenceville, NJ 08648
800-338-3282

A comprehensive guide to more than 900 two-year colleges and universities offering special services for students with dyslexia and other learning disabilities.

Pocket Guide to Federal Help for Individuals with Disabilities

Consumer Information Center
Department 114A
Pueblo, CO 81009
202-501-1794
202-501-4281 FAX
www.pueblo.gsa.gov
pueblo@gsa.gov

A summary of benefits and services available from the federal government.

Policy Updates

Institute on Community Integration (ICI)
University of Minnesota
102 Pattee Hall, 150 Pillsbury Drive SE
ICI Main Office:
Phone: 614-624-6300
Fax 614-624-9344
Innfo@icimail.coled.umn.edu

Offers information on current legislation and presents and discusses key aspects of the laws as they pertain to the transition of youth with disabilities from school to adult life. Some of the topics discussed in Policy Updates include: Youth and Disabilities and the School-to-Work Opportunities Act of 1994; the impact of IDEA on transition regulations; and the Job Training Reform Ammendants of 1992, to name a few.

Regional Center

PEPNet
Postsecondary Education Council
Center on Deafness
Claxton Complex A507
The University of Tennessee
Knoxville, TN 37996-3400
865-974-0607 V/TTY
865-974-3522 FAX
Pec@utk.edu

Focuses on a variety of topics concerning adults with learning disabilities, service delivery legal issues, and the latest resources in the field. Published three times a year.

Promoting Postsecondary Education for Students with Learning Disabilities

PRO-ED
8700 Shoal Creek Boulevard
Austin, TX 78757-6897
800-897-3202
800-397-7633

A handbook for practitioners that includes of comprehensive and practical chapters and that contains a comprehensive reference section and 18 useful appendices.

Schoolsearch Guide to Colleges with Programs and Services for Students with Learning Disabilities

Schoolsearch Press
127 Marsh Street
Belmont, MA 02478
617-489-5785
617-489-5641 FAX
www.schoolsearch.com

This guide lists more than 600 colleges and universities that offer programs and services to high school graduates with learning disabilities.

The College Blue Book

Macmillan Publications
New York, NY

This five-volume set of books gives general information about colleges as well as information on scholarships, fellowships, grants, degrees offered and occupational education.

The College Handbook

Maureen Matheson, Editor.
College Entrance Examination Board
New York, NY

This book gives descriptions of most of the colleges in the United States.

Unlocking Potential: College and Other Choices of Learning for Disabled People

Woodbine House
6510 Bells Mill Road
Bethesda, MD 20817
800-843-7323
301-897-5838 FAX
www.woodbinehouse.com

A systematic comprehensive resource for considering, locating, and selecting postsecondary resources. The award-winning book teaches and assists readers throughout the entire postsecondary process.

Disability Organizations

Alexander Graham Bell Association of the Deaf

3417 Volta Place, NW
Washington, DC 20007
202-337-5221 V/TTY
202-337-8314 FAX
www.agbell.org/information/contactus.cfm

American Council of the Blind

1155 15th Street N.W., Suite 1004
Washington, DC 20005
202-467-5081
800-424-8666
202-467-5085 FAX

American Foundation for the Blind

11 Penn Plaza Suite 300
New York, NY 10001
800-232-5463
212-502-7600
212-502-7777 FAX
Email: afbinfo@afb.net
www.afb.org

American Speech-Language-Hearing Association

10801 Rockville Pike
Rockville, MD 20856
Phone: (800) 498-2071
Professionals/Students
(800) 638-8258 - Public
FAX: 301-897-7354
actioncenter@asha.org
www.asha.org

Association on Higher Education and Disability

P O Box 21192
Columbus, OH 43221-0192
Phone: 614-488-4972
FAX: 614-488-1174
www.ahead.org

Council for Learning Disabilities

P O Box 40303
Overland Park, KS 66204
913-492-8755
913-492-2546 FAX

Division for Learning Disabilities

Anna Henderson 1-800-224-6830
x433
1110 North Glebe Road Suite 300
Arlington, VA 22201
888-232-7733
703-264-9446 TTY
703-264-9494 FAX
www.teachingld.org

Learning Disabilities Association of America

4156 Library Road
Pittsburgh, PA 15234
412-341-1515
412-244-0224 FAX
www.lदानatl.org

National Association of the Deaf
Stokoe Scholarship (graduate)
814 Thayer Avenue
Silver Spring, MD 20910-4500
301-587-1778 voice
301-587-1789 TTY
301-587-1790 FAX
NADinfo@nad.org

National Federation of the Blind

1800 Johnson Street
Baltimore, MD 21230
410-649-9314
nfb@nfb.org

National Federation of the Blind
(NFB) of Virginia
Mr. Charles S Brown, President
6563 Williamsburg Boulevard
Arlington, VA 22213-1335
703-534-0747
E-mail: csbrown@nsf.gov
Web: www.nfbv.org

Institute on Community Integration

University of Minnesota
102 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
ICI Main Office
612-624-6300
612-624-9344 FAX
info@inimail.coled.umn.edu

Spina Bifida Association of America

4590 McArthur Blvd, NW Suite 250
Washington, DC 20007-4226
800-621-3141
202-944-3285
202-944-3295 FAX

United Cerebral Palsy

66 East 34th Street
New York, NY 10016

The International Dyslexia Association

8600 LaSalle Road
Chester Bldg., Suite 382
Baltimore, MD 21286-2044
410-296-0232
410-321-5069 FAX
www.interdys.org

**National Center for Learning
Disabilities**

381 Park Avenue S. #1401
New York, NY 10016
212-545-7510
212-545-9665 FAX

The Rotary Foundation

Ambassadorial Scholarships Program
1560 Sherman Avenue
Evanston, IL 60201
(847) 866-3000

www Resources Cited In Text

Virginia Department of Education

Division for Special Education and Student Services

www.pen.k12.va.us/VDOE/sess/

Requirements for the Standard, Advanced Studies, and Modified Standard Diplomas

www.pen.k12.va.us/VDOE/ForStudents/

Regulations Governing Special Education Programs for Children with Disabilities in Virginia, 8 VAC 20-80-10 et seq., and the Code of Virginia

www.pen.k12.va.us/VDOE/Instruction/Sped/spfedregs.html

Federal Resources

FERPA general guidance for students at <http://www.ed.gov/offices/OM/fpco/ferpa/students.html>

IDEA Practices

www.ideapractices.org/index.php

U.S. Department of Justice's ADA

www.usdoj.gov/crt/ada/adahom1.htm

U. S. Department of Education's Office for Civil Rights

www.ed.gov/ocr/disability.html

Section 504: Protection from Discrimination or Help for College Students with Disabilities at Wrightslaw.com

www.wrightslaw.com/info/sec504.index.htm

College Planning Resources

College Planning for Students with Learning Disabilities [ERIC Digest]

www.kidsource.com/kidsource/content3/college.planning.LD.html

College Students with Learning Disabilities (AHEAD - Association on Higher Education and Disability)

www.haverford.edu/hcweb/learn.html

College Prep 101: Helping Students Prepare for College: Students with Disabilities

<http://collegeprep.okstate.edu/homepages.nsf/toc/disabilities>

College Preparation Resources for Students

www.washington.edu/doit/Resources/college_prep.html

College Opportunities for Students with Learning Disabilities

www.advocacyinstitute.org/projects/postsec_realistic_option.shtml

Transition from High School to College

www.okc.cc.ok.us/okahead/home/transition.html

Selecting A College for Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD), ERIC EC Digest, #E620, Authors: Juliana M. Taymans and Lynda L. West, December 2001

<http://ericec.org/digests/e620.html>

Guide to Postsecondary Education Information

www.ldonline.org/ld_indepth/postsecondary/

Opening Doors to Postsecondary Education and Training - Planning for Life After High School: A Guide for Students, School Counselors, Teachers, Parents, Wisconsin Department of Public Instruction

www.dpi.state.wi.us/dpi/dlsea/een/pdf/tranopndrs.pdf

Where Do We Go from Here: Understanding Post-Secondary Options for Students with Learning Disabilities

www.gsu.edu/~wwwrld/rcld/article2.htm

AHEAD Documentation Guidelines
Guidelines for Documentation of a Learning Disability in Adolescents and Adults

www.ahead.org/index.html

SAT / ACT Resources

SAT / ETS Disabilities and Testing

www.ets.org/disability/index.html

ACT Services for Students with Disabilities at

www.act.org/aap/disab/

Agency Resources

Virginia Department of Rehabilitative Services (DRS)

www.vadrs.org/

Social Security Administration

www.ssa.gov

Plan for Achieving Self Support (PASS)

www.ssa.gov/online/ssa-545.html

Financial Aid Resources

Fin Aid

www.finaid.org/otheraid/disabled.phtml

Higher Education Information Center

www.heic.org/disabled.htm

Financial Aid for Students with Disabilities

www.parentsinc.org/finad.html

Heath Resource Center

www.acenet.edu/programs/HEATH/aid.html

National Directory of Financial Assistance Programs for Post-Secondary Students with Disabilities

www.aneads.ca/english/norc/funding

Guide to Postsecondary Education Information: Financial Assistance

www.ldonline.org/ld_indepth/postsecondary/#anchor889

Financial Aid for Students with Disabilities

www.work4.sjsu.edu/Parents/par-financialaid.html

Directory of Financial Aids for Women

www.rspfunding.com/products/rspbooks/woman.html

Disability Funding News

www.cdpublications.com/pubs/disabilityfunding.htm

Financial Aid for the Veterans, Military Personnel, and Their Families, 2002-2004

www.rspfunding.com/products/rspbooks/veteran.html

Federal Student Aid, U.S. Office of Education

www.ed.gov/offices/OSFAP/Students/

Financial Aid for the Disabled and Their Families 2002-2004

www.rspfunding.com/products/rspbooks/disabled.html

Financial Aid Guides and Resources from ScwabLearning.org

www.schwablearning.org/

