



WEST CHESTER AREA SCHOOL DISTRICT

Inspiring students to achieve their personal best

Preparing *for* College

A Resource Guide for Students with Disabilities

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Deciding to go to college is both an exciting and anxious time for any student, let alone a student with a disability. Students with differences, however, are attending colleges, universities and other post-secondary institutions in greater numbers today than ever before.

Studies have shown that obtaining a college degree narrows the gap in employment. However, the drop-out rate for students with disabilities is two times higher than the general population.

In general, students with differences are expected to fulfill the same requirements, both in admissions and in academic work, as non-disabled students. One of the biggest differences for families to understand is that public schools are an “entitlement” system: under the Individuals with Disabilities Act (IDEA), students with disabilities are provided an Individualized Education Plan (IEP) which ends on graduation from high school.

Colleges operate under a system of “eligibility”: students with disabilities are protected under the Americans with Disabilities Act (ADA). This act provides some accommodations, given appropriate documentation for a specific disabling issue or condition.

The process of selecting, applying to, and surviving college can be very stressful for students with disabilities. The information in this handbook is designed to provide a realistic look at some of the factors required for success in college, to offer suggestions for getting started now, and to offer help in answering the question, “How do I prepare for college?”

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If college is in your future, there are many things you can do to prepare. Your case manager and counselor can guide you toward good decisions.

- Select high-school courses that will prepare you for the general studies portion of the college curriculum.
- Advocate for yourself.
- Take the most academically challenging program in the most integrated setting possible, when appropriate.
- Take the same college-prep curriculum that college-bound peers are taking, when appropriate.
- Take courses where the same academic standards are met using reasonable and appropriate accommodations.
- Take advanced courses, when appropriate, if you are interested in a specific major (e.g., more math and science courses for a nursing major).
- Develop an understanding of the nature of your disability and style.
- Avoid temptation of “retreating” to lower-track classes.
- Be able to articulate your needs and the support you require.
- Be wary of course waivers and carefully consider the implications of these choices.
- Know your responsibility for documentation requirements at the postsecondary level.
- Avoid using your disability as an excuse.

CHOOSING THE RIGHT COLLEGE

As you enter your junior year in high school, you should begin investigating various postsecondary possibilities by speaking with parents, counselors, teachers, and various employers to gather information to make a career decision. The information you gather should include: possible major and minor courses of study, entrance requirements, services or accommodations for students with disabilities, financial aid, housing, and transportation.

It is appropriate to narrow career and college site choices to two or three and then arrange for campus visits. As you begin narrowing your choices of schools, look at your interests and abilities in regard to the programs that are offered. Investigate the community in which the school is located and what community resources are available to you (i.e., part-time employment, transportation, support groups). The campus visit should provide a great opportunity to ask other questions about the school, visit with instructors and students currently attending the school, as well as visit with the financial aid counselor and disability services staff.

Campus Visits

- Stop at the **admissions office** to verify admission requirements and the process.
- Obtain a **catalog and calendar** for the college. Determine the cost to attend.
- Inquire about **financial aid** as well as information about deadlines, required forms, etc.
- **Visit the faculty** of the department or program in which you would like to major.
- **Visit the disability services office** available at the college; talk with the staff about the accommodations you will need and inquire how they provide accommodations and disability related services. Secure their application form and the information on the disability documentation required.
- Find out about other **academic support programs** available at the college.
- Obtain information about **academic requirements** and offerings.
- **Arrange to sit in on a class** to get an idea of classroom size, teaching style, and academic atmosphere.
- Inquire about the **placement record of graduates** with the degree or program you are considering.

- Inquire about **career planning services** for undergraduates.
- **Tour the campus** during a typical day (residence halls, dining halls, library).
- **Visit with students** about the amount and type of study necessary for success.
- Inquire about **student activities and social activities** such as clubs, fraternities, sororities.
- Inquire about **transportation** options.

Publications and brochures cannot provide a complete picture of any post-secondary institution; therefore, on site visits are encouraged to become better acquainted with the institutions and are a helpful tool in the decision-making process.

Typical visits include tours of the campus grounds, residence halls, and classrooms. Visits with the academic advisors, administration, coaches, and faculty can often be arranged. You should contact the Admissions Officer of the college two weeks in advance so they may prepare for your visit.

Selecting a university or two-year school will undoubtedly be one of the most difficult and important choices a young adult will ever make. In the United States, there are over 2,000 universities and colleges to choose from; as it is not feasible to apply to all of them given the usual application fee, narrow the choices to approximately five schools to keep these costs to a minimum. The following guidelines may help narrow choices:

1. Examine the admissions requirements of each school that you are interested in very carefully to determine which offer the most realistic opportunities for gaining admission. Consider the school's SAT and ACT standards.
2. Tuition costs vary between public and private schools, and from state to state. Many students are also subject to a special "out of state" tuition (which can be double the normal tuition). In addition, room and board costs have been on the rise for the last several years. All of these factors should be considered. Establish as early as possible the degree to which your family is willing to sacrifice (total parental contribution) to support college tuition. This will allow time to determine eligibility and availability of financial aid.
3. If the career track is identified, pursue the universities that are known for their excellence in that field. When comparing the merits of different schools, be sure to examine the caliber of the faculty, average class size in upper division courses, its academic reputation, and finally, the facilities. Visiting the prospective campus can be the most decisive factor in your choice of a school.
4. Other considerations for selection of a college may include: location, campus rules, transportation, faculty/student ratio, placement opportunities, and school size.

Post-secondary students are protected under the Americans with Disabilities Act (ADA), which makes it unlawful for post-secondary educational institutions to discriminate against students on the basis of disability. Students with disabilities applying to a college must meet the entrance standards of that college, including minimum SAT scores, regardless of disability.

Legally, the student does not need to reveal a disability, nor can colleges ask.

Documentation

A big surprise to parents and students is that the familiar Individualized Education Plan (IEP), Evaluation Report (ER) or 504 plan are not relevant documents in the higher-education setting. While it may have identified services that were effective for the student in a high-school setting, it generally is not sufficient documentation for colleges. This is because post-secondary education presents different demands than a high-school education, and what is needed to meet these demands may be different.

Once a student has been accepted at a college and requests academic accommodations, they must submit current documentation. Documentation by a qualified evaluator (medical doctor, psychologists or other qualified diagnostician) should include:

- Background and history of the disability, including relevant medical and social history;
- Diagnostic interview including candidate self-report and interviews with others;
- Transcripts and standardized test scores;
- Assessment of aptitude, academic achievement, information processing (Disability/Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder/Traumatic Brain Injury);
- Medical or psychiatric assessments, where appropriate;
- A specific diagnosis;
- Functional limitations of the disability (i.e., how does the disability substantially limit a major life activity?);
- Current medication regimen and possible side effects;
- Identification of how the disability substantially limits the student in the college setting (e.g. in the residence hall, classroom, extra-curricular activities, etc.;
- Recommendations for reasonable accommodations per 504/ADA guidelines as applied to college setting.

It is the student's responsibility to provide the necessary documentation to the disability service provider. Documentation should also be recent. "Recent" depends on the nature of the disability; e.g. , medical or mental health disabilities of a changing nature may require more frequent assessments and/or updates.

ACCESSING DISABILITY SERVICES

Every post-secondary program/college is required by federal law to provide equal access to their programs and services to qualified students with disabilities. Equal access means equal opportunity to participate; it does not mean modifying course content or lowering performance expectations. This may feel quite different to a student with a disability who was allowed program modifications in high school. In college, students with disabilities will be required to meet the same standards as other students. They may do so while receiving accommodations.

Although all colleges are required to provide equal access, the disability office may be called by different names. Sometimes, the office may be located in the academic skills or learning center or it may be a separate department. Ask for the office that provides disability services.

Accommodations

Accommodations are changes in HOW a student accesses or demonstrates what he/she has learned. For example, a student who is blind requests that his tests be recorded on audiotape. The student is still required to take the same test as the other students, but he will “listen” to the questions, rather than read the print. Other typical accommodations include, but are not limited to, extended test time, distraction reduced testing room, word processing or a scribe for essay tests, textbooks in alternate format, access to class notes, moving a class to a physically accessible location, and sign language interpreters. A student may also be able to take a reduced course load without losing full-time status or substitute some courses due to a disability-related need. The disability services office decides which accommodations are reasonable and appropriate on a case-by-case basis and must be able to justify that appropriateness by referring to the disability documentation. The student may not get the specific accommodation requested if there is another effective accommodation available that is more cost effective or readily available at the institution. Also, an accommodation need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program. Remember - accommodations provide equal access and equal opportunity – not special privileges. In high school, students receiving special education may have been allowed modifications in their classes. For example, a student may not have to do all homework problems, or is given a word bank when taking a test. Colleges are not obligated to provide modifications in the curriculum. Colleges are responsible for providing equal access to the curriculum, which is typically accomplished by providing accommodations.

Accommodations vs. Modifications

Accommodations: Provisions made in how a student accesses or demonstrates learning (does not change content)

Modifications: Changes in what a student is expected to learn and demonstrate (change in level of instruction & content)

Colleges & universities do not have to provide academic modifications ...
only academic accommodations

How to Access Disability Services Checklist

- _____ Contact the disability services office immediately after being admitted to the college.
- _____ Meet with disability services staff and complete necessary paperwork.
- _____ Student is encouraged to bring high school Transition Portfolio and/or information (IEP) as well as the required documentation of disability.
- _____ Determine if the disability services staff can provide assistance/consultation on choosing classes.
- _____ Determine next steps and next contact with disability services staff for the upcoming semester's classes.

Questions to Ask Disability Services

A student who uses a wheelchair might ask:

1. Is there accessible transportation available on campus? In the community?
 2. Are there any buildings that are not accessible? If so, what arrangements will be made for entrance?
 3. How will I be assured I can get from one class to another in the time allotted and that my classes are scheduled in accessible rooms?
 4. How does a person operate the elevators?
 5. Will I be able to open the outside doors myself?
 6. Is accessible parking available? How do I get a campus accessible parking permit?
 7. Are there accessible rooms in the residence halls? Are all the public areas in the residence halls accessible?
 8. Who is responsible for hiring and training my personal care attendant?
 9. Is there a wheelchair repair service available in the area?
 10. Are the campus recreation facilities accessible?
 11. What other services/accommodations/programs are available for someone using a wheelchair on this campus?
 12. What are my responsibilities in arranging the services and accommodations I need?
- NOTE:** Visiting the campus before enrolling is a good idea for all students but is an absolute must for students with mobility impairments. The only way to assess whether the level of accessibility meets the student's needs is to tour the campus, eat in the cafeteria, sit in a class, and see a residence hall room.

A student with a hearing impairment might ask:

1. How do I make arrangements for notetakers in my classes?
2. Who makes arrangements for interpreters and are interpreters available for non-classroom activities?
3. What systems does your interpreter use? Are there oral interpreters?
4. Do you have assistive listening devices available for checkout?
5. Do you have realtime captioning available?
6. Are there TTY's (or TDD's) available?
7. What other services/accommodations/programs are available for deaf or hard of hearing students?
8. What are my responsibilities in arranging the services and accommodations I need?

NOTE: Ask the disability services office to arrange to meet with another deaf/hard of hearing student to interview regarding services.

A student with a learning disability or Attention Deficit Disorder might ask:

1. Is tutoring available?
2. Is there someone available to help me with my written work?
3. Will I be able to get testing accommodations?
4. What other accommodations are available to compensate for my specific learning disability or ADD?
5. Are there any courses for credit designed specifically for students with LD or ADD?
6. Are there any courses for credit on improving reading and writing skills?
7. I use medication for ADD, where can I get prescription refills?
8. Would I be eligible to get a course substitution if it's related to my disability?
9. What other services/accommodations/programs are available for students with LD or ADD?
10. What are my responsibilities in arranging the services and accommodations I need?

A student with a visual impairment might ask:

1. I need my textbooks, tests, handouts, etc. on tape/in Braille/in electronic text, how do I make those arrangements?
2. How do I arrange for a reader?
3. How do I arrange for someone to record my test answers?
4. What kinds of assistive computer technology are available on campus? Will I have trouble getting access to it when I need it?
5. Is assistance available when I use the library?
6. Do you have transportation available on campus? In the community? How do I apply to use it?
7. Do you offer orientation and mobility training?
8. Are there any special arrangements I need to make to have my guide dog with me?
9. What other services/accommodations/programs are available for students who are blind or visually impaired?
10. What are my responsibilities in the services and accommodations I need?

A student with a health problem might ask:

1. Walking long distances is difficult for me. Can I get an accessible parking permit, so I can park closer to my class buildings and residence hall?
2. What medical support is available on campus?
3. Can I get a refrigerator in my room to store medications? Can I request a special diet from Food Service?
4. Is it possible to arrange my classes so they won't interfere with my medical treatment schedule?
5. I sometimes miss class because of my disability. Will I be penalized if the absence is related to my disability?
6. What other services/accommodations/programs are available for students with health problems?
7. What are my responsibilities in arranging the services and accommodations I need?

A student with a psychological disability might ask:

1. I get very anxious when I'm taking tests. Can I get testing accommodations?
2. My medication affects my concentration. Can I get a notetaker?
3. Where can I refill my prescriptions?
4. Is there personal counseling available on campus? In the community?
5. I sometimes miss several days of class at a time because of my disability. Will I be penalized if the absence is related to my disability?
6. Are there any other accommodations I would qualify for?
7. It helps if I can meet with someone periodically to help me assess how I'm doing in my classes. Can you help me with that?
8. What other services/accommodations/programs are available for students with psychological disabilities?
9. What are my responsibilities in arranging the services and accommodations I need?

Post-Secondary Institutions are NOT required to:

- Reduce or waive essential requirements of a course or program
- Conduct testing of learning, psychological or medical disabilities
- Provide personal attendants
- Provide personal or private tutors
- Prepare Individual Education Program (IEP)

THE VERY IMPORTANT “OTHER STUFF” YOU NEED TO KNOW

Becoming a college student means taking on additional responsibilities, often not considered until they need to be addressed. Here are some issues that may become relevant for you in college; take time to understand how they could affect you and what supports you would need.

How to Be a College Student

The typical college campus is a friendly place; but it is also a competitive environment. The education you receive and the attitudes you develop will guide you the rest of your life. Your grades will be especially important in landing your first job. To be a successful student requires certain skills, but these are skills that can be learned.

The Basics of Being a Student

Prioritize: doing well in school should be your top priority

Study: there is no substitute

Always attend class

Do all of the homework and assigned reading

Develop self-discipline

Manage your time

Tips for the First Week

- Get to school as early as you can. This way you can avoid long bookstore lines, and can locate all of your classes in advance.
- Set up a good study schedule and stick to it!
- Set up a checking account.
- Scout out your campus community. Use a map to locate the nearest market, laundromat, hospital, etc.
- Set up your room. It is not a good idea to live out of boxes any longer than necessary.
- Purchase anything that you may have forgotten, or feel that you need.
- Mark your calendar with important due dates for papers, and midterm/final examination times.
- Try to meet new people.
- Do not panic. Thousands of students have experienced exactly what you have experienced this week. They survived, and so will you.

Registration Tips

Scheduling your classes is much more complicated than in high school. College students are expected to meet with an academic advisor and follow the campus registration procedures.

Employment

Many students rely on part-time employment to meet their financial aid and personal living expenses in college. If you find a need to seek part-time employment, be aware of the following considerations:

- Seek information from the college for work-study and on-campus employment, especially if transportation is not readily available. You may qualify for work-study and other grant funded employment opportunities. These positions usually work around your schedule and pay minimum wage.
- Jobs off campus are also usually posted on campus in the student union, campus financial aid office or residence halls. Try to seek employment related to your career choice for additional experience and networking, even if at an entry-level position. Also, contact the local Job Service office, check the local community and campus newspaper, as well as make direct employer contacts.
- Remember to balance your time and prioritize your studies before employment.

Housing

Most colleges and universities offer on-campus housing, but depending on a student's disability, there are several factors that require attention. ADA and Section 504 require that all educational institutions provide accessible housing at the same cost as all students. Requests for accommodations in housing should be made immediately after being accepted to the college. Ask to see an accessible room and ask for the accommodations you need on the housing application. A visit to any post-secondary institution to inspect the accessible accommodations is a good idea.

Roommates

Most students choose to live in a residence hall during their first year at school. There are many benefits to living in a residence hall. This usually allows you to live very close to campus, making it very easy to get to class on time. The residence hall also gives students the opportunity to meet hundreds of new people and make lasting friendships.

Safety Reminders

College is usually a student's first opportunity to move away from home and be free from parental influence. It should not be a time for acting irresponsibly or unsafely. Students are often lulled into a false sense of security by the seemingly carefree college environment. They tend to forget that the same dangers that existed in their hometowns can also be found in college. There

are probably even a number of new dangers that you may not have faced.

Differences Between High School and College

Classes	
High School	College
Usually follow a school-directed schedule and proceed from one class to another	Students must manage their own time and schedules
General education classes dictated by state/district requirements	Class based on field of study; requirements may vary
Typical school calendar is 36 weeks; some classes extend both semesters. Summer classes may be offered but are not used to accelerate graduation	Academic year is divided into two separate 12 week semesters plus a week for final exams (some campus' have a trimester schedule). Courses are offered fall, spring and summer semesters and summer classes may be used to accelerate graduation
Class attendance is usually mandatory and monitored carefully	Attendance policies may vary with each instructor
Class size is generally no more than 30 students	Classes may have 100 or more students
Textbooks are typically provided at no expense	Textbooks can range from \$250 - \$500 per semester
Guidance is provided for students so they will be aware of graduation requirements	Graduation requirements are complex and vary for different fields of study
Modifications that change course outcomes may be offered based on the IEP	Modifications that change course outcomes will not be available

Recognize the Importance of Early Grades

Freshman and sophomore year grades are more important than they may seem. First off, they create the base for your longer term GPA. Two years of A's and B's ensure that your GPA will be pretty strong even if your grades fall a bit as a junior and senior. Just as good grades early in college will make life a lot easier for you, it's almost impossible to turn 1.4 into a 3.2. That's a deep hole to climb out of, but one you can avoid with some extra hours of studying as a freshman and sophomore.

Differences Between High School and College

Grades	
High School	College
Given for most assigned work.	May not be provided for all assigned work
Good homework grades may assist in raising overall grade when test grades are lower.	Tests and major papers provide the majority of the grade
Extra credit options are often available	Generally speaking, extra-credit options are not used to raise a grade
Initial test grades, especially when low, may not have adverse effect on grade	First tests are often "wake up" calls to let you know what is expected.
Graduation requirements may be met with a grade of D or higher	Requirements may be met only if the student's average meets departmental standards.

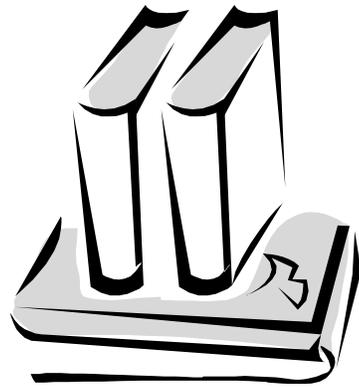
Testing

High School	College
Frequent coverage of small amounts of material	Usually infrequent (2-3 times a semester). May be cumulative and cover large amounts of material. Some classes may require only papers and/or projects instead of tests
Make-up tests are often available	Make-up tests are seldom an option and may have to be requested
Test dates can be arranged to avoid conflicts with other events	Usually, scheduled tests are without regard to other demands
Frequently conducts review sessions emphasizing important concepts prior to tests	Faculty rarely offer review sessions; if so, students are expected to be prepared and to be active participants, or find study groups

Studying	
High School	College
Study time outside of class may vary (may be as little as 1-3 hours per week)	Generally need to study at least 2-3 hours outside of class for each hour in class
Instructors may review class notes and text material regularly for classes	Students should review class notes and text material regularly. (Hint: Use the time between classes carefully)
Expected to read short assignments that are discussed and re-taught	Substantial amounts of assigned reading and writing may not be directly addressed in class. (Hint: It's up to you to read and understand assigned material or access support, such as books on tape)

Organizations

- Association of Higher Education and Disability www.ahead.org
- Pennsylvania Higher Education Assistance Agency (PHEAA) www.pheaa.org
- American's with Disabilities www.disabilityinfo.gov
- Recording for the Blind and Dyslexic www.rfbd.org
- Office of Vocational Rehabilitation www.dli.state.pa.us
- Pennsylvania State System of Higher Education www.passhe.edu
- Children & Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) www.Chadd.org
- National Center for Disabilities (NCLD) www.nclد.org
- Office of Civil Rights www.ed.gov/ocr
- Disabilities, Opportunities, Internetworking & Technology email: doit@u.washington.edu



A)

Questions to Ask on a Campus Tour

During your campus tour, you need to ask questions as well as look around. Here are some questions to consider asking. Add your own questions at the end of the list. Go over the questions with your parents before your first campus visit so they can be on the lookout for answers, too. After each visit, review the list to see if there are any other questions you might want to add.

NOTE: Read as much as you can about each college or university before you visit. Don't spend time asking questions that are answered in the school's catalog or brochures. You are visiting campuses to get a feeling for the atmosphere of each place—something you can't get from its Web site or catalog.

Questions for the Admissions Office

1. Are the dorms spread throughout the campus or clustered in one area? Is there any kind of shuttle service between classroom areas, the library, the student union, and dorms? How late does it run?
2. Is there any security system to bar outsiders from entering dorms?
3. How large is the campus security police force? Does it patrol the campus regularly?
4. What services are offered by the campus health center? How large is it?
5. Does the student health center refer students to the local hospital? Is there a nearby hospital? How large is it?

Questions for Students

6. How many of your courses are taught by a big-name professor and how many by a teaching assistant?
7. Is the teaching innovative and project-oriented, or is it mostly lecture-oriented?
8. Do most freshmen class lectures take place in an amphitheater?
9. What are the strong majors? The weak majors?
10. How hard do you have to work for your grades?
11. What's the reputation of the _____ department?
12. How adequate for your needs is the campus computer network?
13. Do fraternities and sororities dominate the social life of the college?
14. What do students do on weekends? Do most go home?
15. How is the advisement system? Do you feel that your professors really care?

16. There are a lot of organizations on campus. Are they dominated by a few groups or is anyone welcome?
17. How active is the _____ [fill in the activity in which you're interested]? Has _____ won any national awards?

Questions to Ask Yourself About the Campus Atmosphere

18. While you were waiting for your interview in the admissions office, how did the staff members interact with students? Were they friendly, or did the staff approach students—both potential freshmen like you and enrolled students—as if they were interfering with the staff members' jobs?
19. Was the Admissions Office a friendly and inviting place with a great deal of information about the school, or was it cold and sterile with little information to pick up?
20. What did your parents find out about the career planning services offered to graduating seniors and to graduates? What do the services include?

About the Student Body

21. Do most of the students seem to be like you, or are they completely different?
22. Either way, how would you feel being in a classroom full of these students? Sharing a dorm with them?
23. Do the students try to make you feel at home? Are they happy to answer your questions, or do they make you feel like you're intruding? How do they interact with one another?

About the Campus

24. Does the campus seem too big? Or too small?
25. Do freshmen live in their own dorms? How do I feel about living in a single-sex or coed dorm?
26. Are the dorms quiet or noisy? Do they seem crowded?
27. How large are the rooms? Is there adequate space and light to study?
28. Does each room have access to the Internet and the campus LAN?
29. What's advertised on dorm and classroom bulletin boards? What does this tell me about campus life?
30. How good is the lighting around each dorm and around classroom and lab buildings?

31. Do the buildings and grounds look well cared for? Or do they need painting and general repair work?
32. Is the grass cut, and are the grounds landscaped?
33. What's the condition of the playing fields and the sports equipment?
34. How is the quality of the food in the cafeteria or dining hall? How are the sizes of the portions? Is it healthy or fast food? Are there meal plans?

About the Nearby Area

35. Does it look like there is much to do outside of campus?
36. How easy is to get to places off campus? Are there places within walking distance?
37. Do you feel comfortable and safe?
38. Are there places to get extra furniture, like bookcases, for your dorm room?
39. Is there a supermarket nearby to stock up on snacks and soda?

If you move out of a dorm after freshman year, what are the options in apartment complexes or buildings?

B)

College Comparison Worksheet

Fill in your top five selection criteria and any others that may be of importance to you. Once you narrow your search of colleges to five, fill in the colleges across the top row. Using a scale of 1 to 5, where 1 is poor and 5 is excellent; rate each college by your criteria. Total each column to see which college rates the highest based upon your criteria.

Selection Criteria	College 1	College 2	College 3	College 4	College 5
1.					
2.					
3.					
4.					
5.					

<p>Academic Environment</p> <ul style="list-style-type: none"> • Majors Offered • Student-faculty ratio • Faculty teaching reputation • Facilities (such as classrooms & labs) • Libraries • Independent study available • International study available • Internships available 	<p>Activities/Social Clubs</p> <ul style="list-style-type: none"> • Clubs, organizations • Greek life • Athletics, intramurals • Other 	<p>Affiliation</p> <ul style="list-style-type: none"> • Public • Private, independent • Private, church affiliated • Proprietary
<p>Athletics</p> <ul style="list-style-type: none"> • Division 1, 2 or 3 • Sports offered • Scholarships available 	<p>Community</p> <ul style="list-style-type: none"> • Rural • Small town • Suburban • Urban 	<p>Financial Aid</p> <ul style="list-style-type: none"> • Scholarships • Grants • Loans • Work-study program • Part-time or full-time jobs
<p>Housing</p> <ul style="list-style-type: none"> • Dorm • Off-campus apartment • Home • Facilities and services for students with disabilities 	<p>Location</p> <ul style="list-style-type: none"> • In your hometown • Less than 3 hours from home • More than 3 hours from home 	<p>Size</p> <ul style="list-style-type: none"> • Very small (fewer than 1,000 students) • Small (1,000-3,999 students) • Medium (4,000-8,999 students) • Large (9,000-19,999 students) • Very large (more than 20,000 students)
<p>Specialized Programs</p> <ul style="list-style-type: none"> • Honors programs • Services for students with disabilities or special needs 	<p>Student Body</p> <ul style="list-style-type: none"> • All male • All female • Coed • Minority representation • Primarily full-time students • Primarily part-time students • Primarily commuter students • Primarily residential students 	<p>Support Services</p> <ul style="list-style-type: none"> • Academic counseling • Career/placement counseling • Personal counseling • Student health facilities

Reference

- *Colleges with Programs for Students with Disabilities or Attention Deficit Disorder*, Petersons, Thomas
- *The K&W Guide to Colleges for Students with Disabilities or Attention Deficit Disorder*, The Princeton Review, Random House
- *Peterson's Guide to Colleges with Programs for Disabled Students (2nd edition)*, Princeton, N.J: Peterson's Guides

Schools Exclusively for Students with Disabilities

- Beacon College www.beaconcollege.edu
- Landmark College www.landmark.edu
- Mitchell College www.mitchell.edu

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Notes

West Chester Area School District
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www.wcasd.net