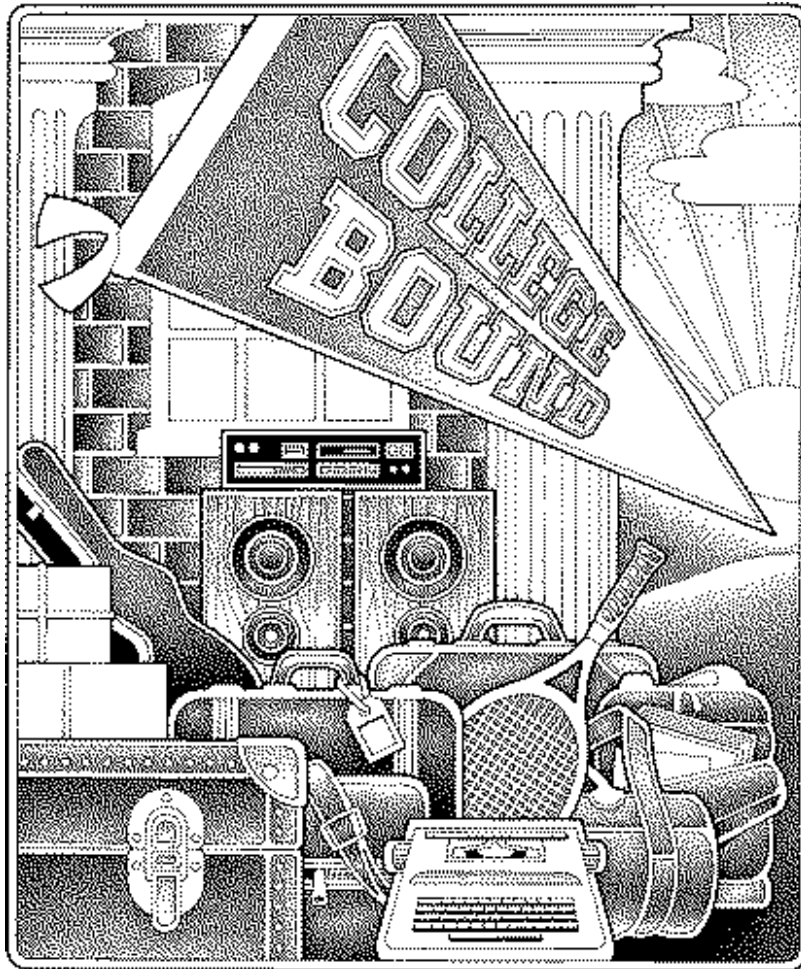


COLORADO OPTIONS

A Handbook of Post-Secondary Education Services
for Students with Disabilities



Colorado Department of Education
Exceptional Student Leadership Unit
Eighth Edition, 2014

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A Handbook of Post Secondary Education Services
For Students With Disabilities

Eighth Edition Prepared by:
Barbara Palmer
Wendy Ulibarri

Colorado Department of Education
Exceptional Student Services Unit
1560 Broadway, Suite 1175
Denver, Colorado 80202
(303) 866-6694
<http://www.cde.state.co.us/>

Links Updated Summer 2014

Robert Hammond
Commissioner of Education

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The following persons have been designated to handle inquiries regarding this policy:

Patrick Chapman
Colorado Department of Education
1560 Broadway, Suite 1450
Denver, CO 80202
Phone: 303-866-6780
E-mail: chapman_p@cde.state.co.us

Wendi Kispert
Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
Phone: 303-866-6815
E-mail: Kispert_w@cde.state.co.us

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<http://www.cde.state.co.us/cdesped/download/pdf/Options.pdf>

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ACKNOWLEDGEMENTS

Without the help and cooperation of many people, this handbook could not have been prepared. Many thanks to Lois Adams who wrote, compiled and edited the first handbook; to Pat Tomlin for writing the “Getting Started” section; to Barbara Palmer and Wendy Ulibarri, for updating information and making revisions; and to the professionals at the post-secondary level who gave of their time to respond to our requests.

PREFACE

The first edition of this handbook, prepared by the Special Education Services Unit of the Colorado Department of Education in 1987, was compiled from responses to a comprehensive questionnaire which was sent to all post-secondary schools and colleges in Colorado, two- and four-year state schools, private four-year schools, and private two-year schools that were approved by the Association of Independent Colleges and Schools. Each new addition has been updated by contacting each school and/or its website researching current information regarding their programs. Not all non-public schools have been included. Those schools included have representation on the Colorado/Wyoming Consortium of Postsecondary Disability Services Coordinators.

Visits were not made to the schools to confirm written replies or web accuracy.

This guide should be used in conjunction with other sources available through school counselors, libraries or on the internet. See Appendix D for reference information.

A variety of useful information for Colorado students is available by accessing the webpage for the Colorado Commission on Higher Education (CCHHE) at <http://highered.colorado.gov/students.html> The Higher Education Directory, financial aid information, the Postsecondary Enrollment Options Agreement, and other information for students and parents can be accessed through this site. The CollegeInColorado.org site provides excellent information to assist students in planning for college as well as career assessment resources.

HOW TO USE OPTIONS

Options was written to assist students with disabilities to make informed choices about post-secondary education in Colorado schools. In order to choose a post secondary school intelligently, you must know about yourself and about the school under consideration. As you look at yourself, you must become very precise and honest about your needs and capabilities. In order to help you clarify these two areas, a questionnaire, *Choosing the Appropriate Secondary School*, is included in the Appendix A. Take the time now, with your family, counselors and teachers to fill this out. When you have completed it, your own profile will be defined.

When examining a possible school, six areas will be important to the student with disabilities.

First, knowledge of admissions requirements and registration policies is essential. The schools are clear on what they require from the students and what they will adjust for the disabled student. You will know if you meet the requirements.

Second, you will want to know about the screening for academic proficiency as well as the opportunity for in-depth assessment should it be necessary to help build an academic time line and plan.

Third, examination of any special program the school may offer is vital. You will want to know how long a program has been in place, what kinds of students are served, who directs the teaching, what is taught and by whom. Especially important is whether the program was designed with students with disabilities in mind or if it is a generic program for any student needing academic help.

Fourth, you must know the kind and extent of support that will be given to you and your instructors. It will be important to you to match this support to your own needs. The ability of special program instructors to support the student with disabilities in class is possibly the most significant aspect of any post secondary school program.

Fifth, you should understand what counseling services are available: if they are social/emotional or career/vocational or both, who provides the services and if they are tailored to fit the needs of the student with disabilities.

Sixth, it is important that you understand the documentation that will be required in order to receive services and supports and that you have the necessary information available.

When you have determined your own profile, you need to match it to several possible schools. Then you should call these schools and talk to the contact person. If at all possible, go for a visit to examine in person both the campus and the special programs. Be sure that your choice complements your personal profile.

GETTING STARTED

This handbook describes schools available to any person who wants to continue education after high school. They are called “post secondary” schools. Most importantly, Options concentrates on how specific schools work to help students with disabilities. Remember that the reports on the schools reflect what their representatives reported to the authors. You will want to visit the schools that interest you and appear to provide the support you believe might be most helpful to you.

As you use this handbook, keep in mind that it is possible to be successful in a college or a vocational school provided that you understand your disability and learning style and that the school offers the support you need. This means that you must know your own strengths and weaknesses, accomplishments and failures, career goals and personal values. You must also discover what kind of support the school will offer you. Does it fit your particular needs? Specific questions appear at the end of the handbook that will help you gather information. See *Choosing a Post Secondary School: Guideline Questions*. (Appendix A)

Not all information you need to have about Colorado schools appears in Options. Prospective students should visit a high school counseling center or a public library to review school catalogs and post secondary resource books. There are a variety of catalogs available and there are many resources available online.

When you have narrowed your choices to two or three schools, it is important to plan to make on-campus visits. The contact person listed at the top of each school description should be called so that your visit will be productive. You will want to not only meet the people who will assist students with disabilities, but you will also want to visit regular classes and talk to the instructors. Most of your education will take place in those classes. The *Choosing a Post Secondary School: Guideline Questions* will be helpful to have with you because it includes questions you will want to ask when you visit each school.

Types of Schools

To clearly understand your post secondary options, it is important to know that there are several kinds of post secondary schools:

Technical Colleges/Area Vocational Schools

These schools grant vocational certificates after intensive vocational training. In Colorado there are public vocational schools plus many private vocational schools. The public schools are much less expensive than the private. Colorado Options describes Technical Colleges and Area Vocational Schools that are certified as two-year colleges. There are also a variety of occupational schools, sometimes called Trade Schools, which do not have college certification. However, their certificates of proficiency/completion and transcripts will provide the knowledge and qualifications necessary for obtaining occupational registrations and/or licenses, or, to continue on to a four-year institution. These schools can be found through the private occupational schools division of the Commission on Higher Education. (See Appendix D)

Community Colleges

These schools grant an Associate Degree as well as vocational certification. Some academic courses are required such as math and English in addition to vocational courses. A technical/vocational certificate does not always require a full two years to complete.

Four-year Colleges and Universities

These schools grant either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree after the successful completion of a broad, academic program. These schools may be public or private. Costs vary widely.

Admissions Policies

Knowledge of **admissions policies** at the various schools will be important to know. There are two kinds of policies:

- **Open Admissions Policy:** This means schools will admit any student who applies if he/she meets very minimal requirements. Area vocational schools and community colleges often have open admission policies.
- **Selective Admissions Policy:** This means that a school has determined very specific requirements, which a student is expected to meet. For example, a certain score on the SAT or the ACT, a certain grade point average, and a certain rank in your high school graduation class are necessary. Occasionally a school will demand a personal essay from you telling why you have chosen that school. Sometimes you are asked to write about a variety of other subjects. Although some schools will allow exceptions to their admissions policies for a student with disabilities they are not required to waive requirements for any student.

Acceptance into Program

Many degree programs have specific requirements that must be met before a student is accepted into a program. Colleges may determine essential elements of the program that cannot be waived or substituted. Essential elements of the program may be based on exams required for licensure or certification or may be based on the known skills necessary to become employed in that particular field. The institution is not required to provide academic adjustments or auxiliary aids and services if such provision would fundamentally alter the nature of the program. A student may be able to meet the requirements for admission into a college but not be able to meet the requirements to get into a chosen program. It is very important to talk to a counselor about the demands of specific programs as well as admissions to help you determine the most appropriate school for you.

Laws Covering Secondary and Post-Secondary Schools

Different laws cover public high schools and post-secondary schools. It is helpful to review the laws to understand the differences that you will find in the services provided.

Individuals with Disabilities Education Act, IDEA – The 2004 Amendments to IDEA define important components that must be included in a student's Individual Education Program, IEP. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include appropriate measurable postsecondary

goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals.

To further clarify, in Colorado this means that the focus of the IEP at the high school level should be on the identified post-school goals of the student. Be sure your school assists you in developing a transition plan that will fit your needs as you move on to college or vocational training. ***It is important to understand that the special education services and protections under IDEA end when a student either graduates with a regular diploma or ages out at the age of 21.***

Section 504 of the Rehabilitation Act of 1973—This is a federal law that is sometimes called the “civil rights statute for disabled individuals.” It says that “No otherwise qualified individual with disabilities, shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Adult education and post-secondary educational programs, which receive federal funds, are under the same Section 504 obligations as elementary and secondary school districts. For example, a qualified person with a disability cannot be denied admission to a program solely on the basis of her/his disability. Similarly such a student cannot be excluded from any course of study, extracurricular activity, housing, transportation, etc. Academic adjustments such as length of time allowed for completion of a degree or substitution of courses, as well as, taped texts or interpreters must be made available. Financial assistance, employment assistance and non-academic services such as guidance and counseling must be available and provided as they are to non-disabled students. For further information, refer to the disability services office at your chosen school. Or, contact the Office of Civil Rights at <http://www.ed.gov/policy/rights/guid/ocr/disability.html>

The Americans with Disabilities Act, ADA –

Signed into law in 1990 and amended in 2008, the ADA guarantees equal access for all individuals with disabilities in employment, public accommodations, state and local government services, transportation, and telecommunications. As a civil rights act, the ADA requires public entities to make reasonable accommodations for qualified individuals with disabilities that allow equal access to services. For complete information refer to the ADA Homepage at: <http://www.ada.gov/>.

What are the obligations of students with disabilities?

The student has an obligation to self-identify that she or he has a disability and that she or he needs accommodation. Appropriate documentation that verifies the disability and supports the need for accommodation must be provided.

What are the institution’s obligations under Section 504 and the ADA?

For students, the institution must provide reasonable accommodations to the student’s known disability in order to afford him/her an equal opportunity to participate in the institution’s programs, courses and activities (including extracurricular activities).

Documentation and Assessment

In order to receive reasonable accommodations at the post-secondary level, a student must self-identify and provide appropriate documentation that will verify the existence of a disability and

support the request for services. An IEP alone is not sufficient documentation. Documentation materials must include assessment information, such as cognitive and achievement evaluations, that are recent enough to show the current functioning of the student. The age of acceptable documentation will depend on the student's disabling condition.

It is not always necessary for a student who has been receiving special education services to obtain all new testing. Frequently, a review of the student's records and a summary statement of the current functioning level by a qualified professional will be acceptable.

It is the right of a post-secondary school to determine acceptable documentation. That does not necessarily mean that the school district is required to provide the new testing. Sometimes, a student and their family would be responsible for paying for additional testing. This could be the case in the following situations:

- When the post-secondary school is requesting additional testing that is not required as part of the special education process or
- When the post-secondary school is requesting assessment information for a student who has not been receiving special education services and there is not sufficient justification for a special education referral.

You will need to meet with the disability services coordinator at the school you are considering to determine documentation requirements. For more complete information about documentation, refer to the *Documentation Guidelines* developed by the Colorado Consortium of Support Services for Students with Disabilities (Appendix C). Different schools may be more or less stringent about the documentation required. It is critical that the student check with the school of interest to determine specific requirements.

Adaptations, Accommodations and Modifications

Students with disabilities who attend a post-secondary institution may need adaptations such as reasonable accommodations, or auxiliary aids in order to have equal access to the programs and services offered.

Adaptations are changes made to the environment, curriculum, instruction, and/or assessment practices in order for a student to be a successful learner. Adaptations include: 1) accommodations and 2) modifications.

Adaptations:

- Are based on individual students' strengths and needs
- May vary in intensity and degree

Accommodations are provisions made in *how* a student accesses and demonstrates learning. These do not substantially change the instruction level, content or the performance criteria. The changes are made in order to provide a student equal opportunity to demonstrate what is known.

Examples of **accommodations** include:

- Alternate presentation and/or response format and procedures such as oral presentation, tape recording, drawings, etc.
- Preferential scheduling
- Extended time
- Architectural & environmental adjustments
- Adaptive equipment

Modifications are substantial changes in what a student is expected to learn and demonstrate. These changes are made to provide a student opportunity to participate meaningfully and productively in learning experiences and environments.

Examples of **modifications** are:

- Changing the instructional level
- Changing the content of a course or program
- Shortening the length or requirements of assignments
- Lowering performance expectations

Types of Post-Secondary Programs

In general, post-secondary schools will provide reasonable accommodations but will not modify course content or expectations for students with disabilities. This includes expectations of student behavior. It will be important for the student to have a clear understanding of the level of accommodations, and any modification that is being provided at the high school.

Support services may vary at different schools and may be referred to by different names. Remember that you are looking at the kind of support a school has to offer you. In general, these are the types of programs you will want to ask about:

1. **Student Support and/or Supplemental Services**
These are the terms used to describe a general program designed to help all individuals with specific needs. This kind of program often offers tutoring and small group assistance in course content and specific skill areas. Usually people without special knowledge of learning disabilities supply the services.
2. **Learning Disabilities Program**
These programs vary widely and not all schools have one. Often they are a part of the “Student Support and/or Supplemental Services Program.” To really have a clear picture of a specific program, it is necessary to discuss the services offered with the personnel who staff the program. Additional fees may be charged for special programs and services.

Self-Advocacy

In order to be sure your needs are truly going to be met, you must be an advocate for yourself, someone who speaks or writes in support of himself or herself.

In order to obtain help and support, you need to speak up in your own behalf and explain what you want in a calm, assertive manner to teachers, counselors, advisors, friends and all people who work in

the Support Services or Learning Disabilities Program. This may be hard to do. You will need to practice what you want to say and how you are going to say it with a person you can trust. Many schools have claimed that the absolutely most important thing that students with a disability can do is to tell the admissions people of their needs. This will enable the student and school to work closely from the first moment. Being your own advocate will be the key to a successful school experience. For more information about self-advocacy, refer to Advocating for Yourself in Appendix A.

Financial Considerations

Paying for college is a challenge for most families. You will need to consider cost as one factor in deciding which school is best for you. Start early to research financial options and the timelines for filing necessary paperwork.

There are some general rules about fees that it will be helpful for you to understand. You can expect to pay regular tuition, room and board, lab fees and student fees. You will pay fees for services that all other students would pay. Schools are required to provide services at no cost to you that are free to other students or for services that are necessary to allow equal access to classes. The school may charge extra for special learning disability programs. Post-secondary schools are not required to provide or pay for services of a personal nature such as attendant care, special transportation, individually prescribed devices, or support services outside of class such as readers for personal use or study. The office of disability services may assist the student in locating service providers and setting up a schedule so it would be a good idea to talk with them about your individual needs.

Students with disabilities apply for financial aid the same as other students. Financial aid applications are due early, usually in January. If a full course load for you will be less than required for financial aid, you may be able to get documentation from the college disability services coordinator to waive the course load requirement for financial aid and for medical insurance purposes.

The College Opportunity Trust Fund (COF), created by the Colorado Legislature, provides a stipend to eligible undergraduate students. If you are a resident of Colorado, the stipend pays a portion of your total in-state tuition when you attend a Colorado public institution or a participating private institution. To participate in this program you **MUST** apply in advance. The Fund then pays a portion of your tuition directly to the Institution after you register for classes. To find out more about the College in Colorado services and to apply for the stipend visit: <https://collegeincolorado.org>

Eligible students include undergraduates classified as in-state students for tuition purposes and enrolled at state colleges and universities. Additionally, undergraduate students enrolled at participating private colleges or universities may be eligible if the college or university is approved for the program by the Colorado Commission on Higher Education and the student meets certain eligibility requirements. To learn more about this opportunity visit: <https://collegeincolorado.org>

Disability advocacy groups and some colleges may offer scholarships specifically for students with disabilities. Many community service organizations also offer scholarships. It would be helpful to consult with counselors at your high school and at the post-secondary schools you are considering.

Terms and Definitions

The following are definitions that you may find helpful:

- **SAT** is the Scholastic Aptitude Test and **ACT** is the American College Test. Both tests are designed to measure your aptitude for college work. Selective admissions schools require one or the other. Important allowances can be made, if requested, and if you have a documented disability. You may apply to take either test on an un-timed basis, you can request recorded text if reading is a problem, or you can request a large print edition of the test. You should arrange to take the test sometime during the year prior to application to school. A modest fee is charged. A counselor or special education teacher can help you apply.
- In Colorado, the ACT is the State 11th grade assessment. The 11th grade ACT, more commonly known as the Colorado ACT, (CO ACT) is equivalent to all other ACT assessments administered on National test dates throughout the country. Since this is an actual college entrance exam, results can be submitted for college entrance by the student to their college or university of choice. A student can apply for accommodations through ACT or may choose to use State approved accommodations.

*It is important to note that only tests taken with ACT approved accommodations can be used for college entrance. Use of State approved accommodations will negate the score for college entrance purposes.

- **GPA** is your grade point average. All of your grades are averaged together for your entire high school career to date. Your transcript should include your GPA. Your high school counselor will help you calculate it if it does not.
- **Academic Proficiency** – level of academic skill attainment, usually confined to math, language arts, and motor skills. Many schools require academic placement exams for all students. Check with the disability services coordinator for accommodations.
- **Priority Registration** – permission to register for courses in advance of other students.
- **Extended Time** – extra time granted by a teacher to a student to complete class assignments and to take tests (Suggestion: Request one and one-half the amount of time generally provided.)

Differences between High School and College Requirements

| | High School | College |
|-------------------|---|---|
| Class Time | 6 hours/day, 180 days- 1,080 hours total | 12 hours/week, 28 weeks – 336 hours total |
| Study Time | 1-2 hours per day (a lot of homework is done in class) | 2 hours of study/credit hour average 3-4 hours of homework per day |
| Tests | Weekly; at the end of a chapter, frequent quizzes | 2-4 per semester; at the end of a chapter unit; at 8:00 a.m. the Monday following homecoming |
| Grades | Passing grades guarantee you a seat | Satisfactory academic standing=C's or above Competitive entry into programs |
| Teachers | Often take attendance- May check notebooks-put information on board. Impart knowledge and facts | Rarely take attendance or teach from the textbook – Often lecture non-stop – Require library research- Student responsible for information from books, lectures and research |
| Freedom | Structure defines it most of the time. Limits are set by parents, teachers, or other adults | Should I go to class? Can I make it on 4 hours of sleep? Can I skip studying today? |
| Reading | The reading requirements for most classes can be done with minimal outside work | College is a reading intensive environment- Analytical reading skills are necessary– If books on tape are needed, must communicate with the support services office, the instructor and the reader |
| Support Services | School has responsibility to find those who need services and provide the services | School has responsibility to provide once the student presents documentation of need and requests specific service |
| Self-Advocacy | Few opportunities, structure of laws makes it difficult for students to take control of their services | Required-The Office of Civil Rights has ruled that colleges can ask students to assist in the setting up, maintenance and day to day management of services |
| Tutoring | Often provided as part of support services during the school day –FREE- Individualized and personal Often reiterates or re-teaches class material | By law tutoring is considered homework assistance and colleges are not financially responsible – Most colleges provide limited tutoring or drop-in labs –NOT individualized Best use of these services requires students to attempt homework and come to lab or tutor with specific questions |
| Colleges can Vary | Most high schools offer similar services and the way to access those services is the same | Each college or university has its own mission and the services offered reflect the mission – Some colleges offer more student support than others – All students should shop wisely for the institution that not only offers the academic course work, but also offers services that the student feels comfortable with. |

Adapted from Promoting Postsecondary Education for Students with Learning Disabilities;
Brinckerhoff, Shaw & McGuire: 1993, PRO-ED, Texas USA

TECHNICAL COLLEGES AND AREA VOCATIONAL SCHOOLS

These schools grant vocational certificates after intensive vocational training. In Colorado there are three public plus many private Technical Colleges/Area Vocational Schools. The public schools are much less expensive than the private. [Colorado Options](#) discusses technical schools which are certified as two-year colleges. There are also a variety of occupational schools which do not have college certification. These schools are sometimes called Trade Schools. Trade occupations often require licenses and/or build levels of expertise such as apprentice, journeyman and master. Information about them can be found through the private occupational schools division of the Department of Higher Education. For a complete list of schools and their contact information visit:

<http://higherred.colorado.gov/DPOS/Students/schools.html>



DELTA-MONTROSE TECHNICAL COLLEGE

<http://www.dmtc.edu/>

| | |
|--|--|
| General Contact Information Delta Campus 1765 U.S. Highway 50 Delta CO 81416 Email: admissions@dmtc.edu Toll Free: 888-393-5252 970-874-7671 Fax: (970) 874-8796 | Paonia Campus (Mine Training Center) 218 4 th St Paonia, CO 81428 970-527-4820 Fax: 970-527-4821 |
| Special Services/Disabilities Contact Student Services 970-874-7671 | |

TYPE OF SCHOOL:

Technical College/Area Vocational School

ENROLLMENT: 1,200

ADMISSIONS/REGISTRATION:

An open door policy of admission allows anyone 16 years of age or older, who has completed or left high school, and has an occupational objective, to be considered for entrance into post-secondary vocational programs. Some programs may have higher age limits or additional requirements for entrance. We admit qualified students are admitted on a "first-come, first-served" basis according to date of application and space availability. When programs are filled, additional applicants are placed on an alternate list. Late enrollments are accepted through the first week of class in most programs.

Students who receive financial aid are required to have a high school diploma, GED Certificate, or documented completion of secondary school in a home school setting and meet federal financial aid regulations.

IDENTIFICATION AND ASSESSMENT:

No general screening of the student body is conducted but teachers do screen in class. Students are urged to make their problems known on their admission form. Students who had an IEP or 504 at a previous school or who have been screened by another agency are urged to share those results with admissions staff. That information is used to determine appropriate accommodations and instructional support. Results are sent to other agencies if appropriate.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

Any student having difficulty in his/her program of study may be provided individual assistance. These services include tutorial services, independent study materials or other related assistance at no additional cost. Such areas might include reading, math, English, study and testing skills, or specific technical skills related to the program of study.

Specialized services needed by handicapped students may also be provided. Advising, tutorial assistance, and individualized vocational guidance and planning are available to students who may need additional assistance relating to handicapping conditions. The campus is constructed to accommodate handicapped students.

COUNSELING:

Career counseling, assessment, and job placement services are available through the Career Services Center. These services may be supplemented by program personnel and staff from the Colorado Division of Rehabilitation.

HOUSING:

Not available on campus.

ON-LINE LEARNING:

<http://www.dmtc.edu/community-education/Online-courses.php>

COMMENT:

Delta-Montrose Technical College courses provide occupational skills training. All students are encouraged to consider all of the skills required for a specific occupation as they select an appropriate training program.

EMILY GRIFFITH TECHNICAL COLLEGE

www.emilygriffith.edu

General Contact Information

1860 Lincoln Street

Denver, CO 80203

(720) 423-4700

(720) 423-4723

Para informacion en Espanol - (720) 423-4712

Web Contact Form: <http://emilygriffith.edu>

Special Services/ Disabilities Contact

720-423-4742

TYPE OF SCHOOL:

Provides career/technical training, GED preparation, testing, and accredited high school completion.

ENROLLMENT:

Approximately 11,000 students per year

ADMISSIONS/REGISTRATION:

Emily Griffith Technical College is open year round. Day, evening and Saturday courses are available. Programs/courses begin at semester intervals or regularly scheduled enrollment periods.

PROGRAM:

Programs are open to special needs and disabled students. Services, provided by the disability support services counselor, include: educational advising, scheduling full and part-time training courses, working with outside agencies, counseling with students on individual concerns, coordinating with instructors and other personnel, assisting with job placement, and assisting with class and curriculum accessibility. New students need to complete an application online or in person and complete an assessment test. Applicants will hear results by email or phone within 48 hours and can begin registering after receiving their acceptance.

IDENTIFICATION AND ASSESSMENT:

The assessment center administers a variety of academic and career/technical assessments for the purpose of placing students in career/technical and/or academic classes. Some tests need to be scheduled in advance.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Programs are open to special needs and disabled students, and the school is accessible to disabled students. Services provided by the disability support services counselor include educational advising, scheduling full and part-time training courses, working with outside agencies, counseling with students on individual concerns; coordinating with instructors and other personnel and assisting with class and curriculum accessibility.

Accommodations will be provided upon request. Documentation may be required. A person with a disability who requires an accommodation to participate in any class, program, service, or other activity should contact the disability support services counselor at least three weeks prior to the scheduled activity.

The Student Success Center is a resource for enrolled students who want assistance studying for their academic and technical courses. The service is free to enrolled students. Individual and small group assistance is available during day and evening hours.

Program preparatory classes are available for students who need assistance meeting program entrance requirements. Call 720-423-4712 for an appointment.

HOUSING: Not available on campus



PICKENS TECHNICAL COLLEGE

<http://www.aps.k12.co.us/pickens>

General Contact Information

500 Airport Blvd.
Aurora, CO 80011
Phone: (303) 344-4910
Fax: 303-326-1277

Web Contact Form

<http://fs10.formsite.com/daveshirley/form668024928/index.html>

Special Services/ Disabilities Contact

303-326-2000 ext. 27704
Fax: 303-326-1277

<http://www.aps.k12.co.us/pickens/HTML/Financial/Access.html>

TYPE OF SCHOOL:

This Career and Technical College offers a wide variety of certificate programs for adults and Aurora Public Schools high school students.

ENROLLMENT: 1600

ADMISSIONS:

All students must submit an application for admission as part of the registration process. Applications are located on the last page of the catalog or call the Registration Office for an application at 303-344-4910. High school students apply to Pickens Tech through their high school counseling office. Please refer to program area and/or call division chairs at 303-344-4910 to inquire about any special or specific requirements.

Adults applying for financial aid who have not graduated from high school or completed the GED and who wish to work on a certificate program are required to pass an "ability to benefit" test.

After enrollment, new students entering a certificate program at Pickens Tech may be evaluated in subjects like reading, writing, math and study skills.

PROGRAM:

Accommodations are available after going through the ADA Process. See website for more information.

IDENTIFICATION AND ASSESSMENT:

See ADA process on website at:

<http://www.aps.k12.co.us/pickens/HTML/Financial/Access.html>

INSTRUCTIONAL SUPPORT/ACCOMODATIONS:

Instructors provide extra time, alternative settings, sometimes readers and note takers, oral testing and projects in lieu of examinations. In class, instructors may adjust performance expectations and use a variety of teaching methods. Sometimes written outlines of lectures, detailed syllabi, and deliberate introduction of new vocabulary are provided.

Technical aids include use of calculators and dictionaries during tests and in classes. Sometimes taped texts, highlighted texts, tape recorders, note takers and computer assisted instructional supplemented software are provided.

COUNSELING:

Career/vocational counseling, assessment and job placement services are offered to all students. Individual counseling is available. No charge is made for these services.

HOUSING: Not available on campus

COMMENTS:



WARREN TECH

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

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| General Contact Information 13300 W. 2 nd Pl Lakewood, CO 80228 303-982-8600 Fax: 303-982-8622 | Arvada Campus 11325 Allendale Drive, Arvada, CO 80004 Main number 303-982-9360 Fax 303-982-9361 |
| Web Contact form Http://www.warrentech.org | |
| Special Services/Disability Contact 303-982-8932 smwashin@jeffcok12.co.us | |
| Current High School Students: Contact the Special Education case manager at the high school. Accommodations and services are coordinated between the student's Special Education provider and the Special Education providers at Warren Tech. Adult students: May enroll in select programs through Red Rocks Community College. | |

TYPE OF SCHOOL Career/Technical Education School

ADMISSIONS/REGISTRATION:

Warren Tech is an extension of every Jefferson County high school, including option, charter, and alternative schools. The largest percentages of the students enrolled at Warren Tech are Jefferson County juniors or seniors. Any Jefferson County student between the ages of 16 and 20 who has not yet graduated or earned a GED may attend Warren Tech. Talk to your high school counselor to start the process. Students enrolled in private schools or other districts may also attend on a space available basis.

Adults may attend Warren Tech by enrolling through Red Rocks Community College and paying tuition. You are considered an adult when you have graduated from high school, successfully completed the GED, or reached the age of 21.

Students may earn college credit and high school credit through concurrent enrollment with post-secondary institutions. Credits may be applied to Associate of Applied Science degree programs and college majors where applicable.

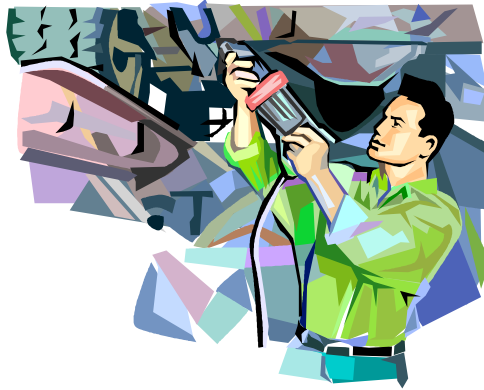
PROGRAM:

Warren Tech offers career/technical training in over 20 different programs on two campuses. These programs prepare students to enter the job marketplace or continue their education at post-secondary institutions. For a complete list of programs offered contact the school directly or visit the web site listed above.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

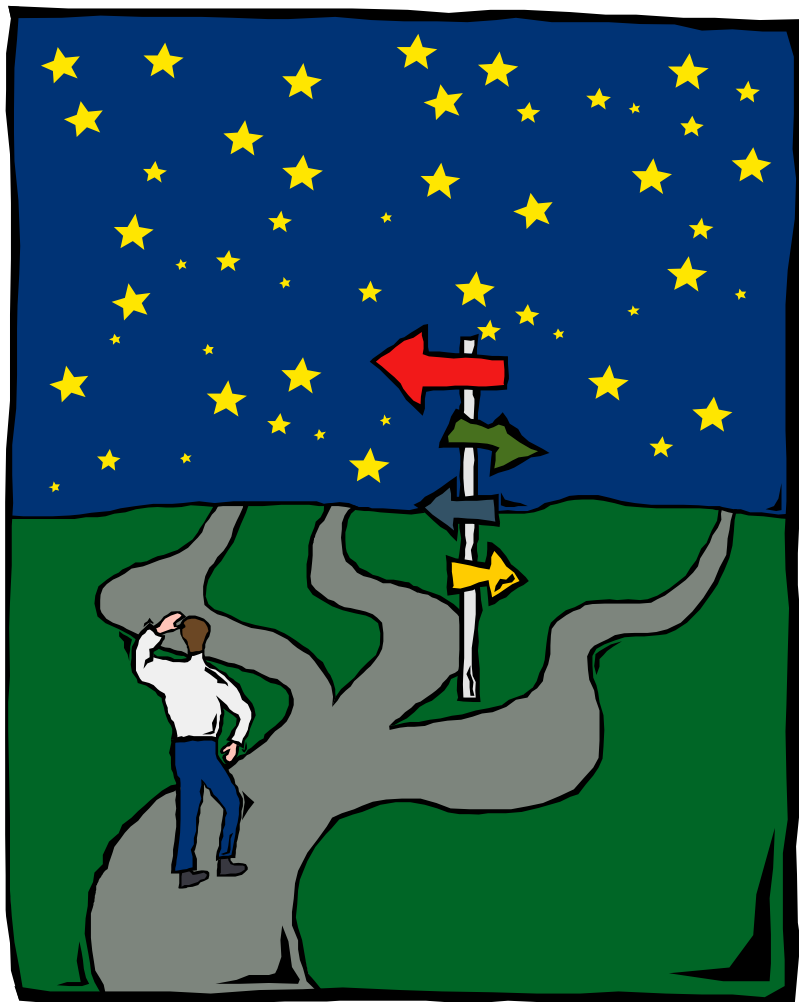
- Assistance with planning, assignment or 'special project' completion.
- Provision of accommodations as identified in the IEP.
- Assistance in developing skills needed to self-advocate for needed accommodations in the classroom and workplace environment.
- Provision of instruction in development of "quality worker traits" as needed in a work environment.
- Provision of support for students with specialized needs (i.e. hearing interpreter, equipment access, etc.) arranged on a case by case basis.

***NOTE:** Provision of significant educational/instructional modifications that result in substantial changes to WHAT a student is expected to learn/do are rare. WHY? Program expectations/instruction are directly aligned with employer/industry standards. As a result, modifications have a direct and often negative impact on the student's ability to successfully transition to the targeted work environment.



TWO YEAR INSTITUTIONS

These schools grant an Associate Degree as well as vocational certification. Some academic courses are required such as math and English in addition to vocational courses. A vocational certificate does not always require a full two years to complete.



AIMS COMMUNITY COLLEGE

<http://www.aims.edu/>

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| General Contact Information Greeley Campus 5401 W. 20 th Street Greeley, CO 80632 970-330-8008 Email: info@aims.edu | Windsor Campus 1120 South Gate Drive Windsor, CO 80550 970-339-6286 |
| Fort Lupton Campus 260 College Avenue Fort Lupton, CO 80621 (303) 857-4022 Email: fortlupton@aims.edu | Loveland Campus 104 E. Fourth Street Loveland, CO 80537 970-667-4611 Email: loveland@aims.edu |
| Special Services/Disabilities Contact: Disability Access Services Greeley Campus College Center Room 164 PO Box 69 Greeley CO 80632 Phone/TTY 970.339.6388 email: disabilities@aims.edu http://www.aims.edu/student/das/index.php | |

TYPE OF SCHOOL:

Two-Year Local District College

ENROLLMENT:

Approximately 5,000 full and part-time students enrolled per semester.

ADMISSIONS/REGISTRATION:

Aims Community College has an open admissions policy; however, admission does not assure acceptance of an individual student into a particular course or program. Grade point average is considered, as are ACT or SAT scores which are used for placement. For special needs students, an interview may be requested. There is no special mechanism to identify the student with learning disabilities nor are there special arrangements for choice of instructors or financial aid. Required courses may not be waived.

PROGRAM:

Disability Access Services has been operating for 30 years. It has one coordinator. This program serves disabled students.

Tutoring services are available for course content, study skills, time management, reading, writing, and math. Technical aids can include taped texts, tape recorders, note takers, computer assisted software, to supplement course work and adaptive computer equipment. All services are available at no charge.

<http://www.aims.edu/student/das>

IDENTIFICATION AND ASSESSMENT:

Any student requesting accommodations can contact the Disability Access Services office to make an appointment and complete the required paperwork. Students will be asked to provide documentation of a disability by a qualified professional.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Academic accommodations must be requested by the student for each term. Accommodations must not fundamentally alter the essential requirements of a course or alter the nature of a program.

COUNSELING:

Career/vocational and/or personal counseling, assessment and job placement services are offered to all students without charge.

HOUSING:

Not available on campus

ON-LINE LEARNING:

<http://www.aims.edu/On-line/>



ARAPAHOE COMMUNITY COLLEGE

<http://www.arapahoe.edu/>

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| General Contact Information Littleton Campus 5900 S. Santa Fe Dr Littleton, CO 80160-9002 (303) 647-6887 | Castle Rock Campus 4700 Castleton Way Castle Rock, CO 80109 303-660-3160 |
| Parker Campus 15653 Brookstone Dr Parker, Co 80134 (303) 734-4822 | |
| SPECIAL SERVICES/DISABILITIES CONTACT: Disability Services Littleton Campus-Room M2710 Phone: (303) 797-5937(voice/TDY) FAX: (303) 797-5771 TTY users may access numbers by calling Colorado Relay 1.800.659.2656 http://www.arapahoe.edu/studentsvcs/disabilitysvc/index.html | |

TYPE OF SCHOOL:

Two year Community College

APPROXIMATE ENROLLMENT: 7,400

ADMISSIONS/REGISTRATION:

This school has an open door admissions policy. If you have a high school diploma, GED certificate, or are 16 years of age or older, you will be admitted. However, several programs of study do have selective admissions procedures that all students are required to meet. Admission to the college does not guarantee enrollment in any program; you may be required to meet prerequisites designed to help you succeed. All students may receive financial aid if they qualify.

There is an opportunity to select instructors at registration. All students are encouraged to meet with an academic advisor prior to determining classes for each semester. Academic advisors can assist students with choosing appropriate classes, finding information about instructors' teaching styles, and finding the appropriate class load based on each student's situation (i.e., learning needs, work load, etc.). Students with further concerns can bring the advising information to their case manager in Disability Services for further advice.

In general, credit towards a degree or certificate is not granted for remedial work. A course may be taken elsewhere and transferred in if the course meets the college's standards.

PROGRAM:

Services for students with disabilities are available through the Disability Services Office. Criteria for receipt of services include advance, appropriate notice of need for services, recent documentation that identifies the existence of a disability, the impact of the disability on learning, the functional limitations and recommendation of possible appropriate accommodations made by a qualified professional. For specific documentation guidelines, contact Disability Services.

PROGRAM EMPHASIS:

1. Disability Services assists the College in providing access accommodations for students with disabilities to college courses, programs, services, activities and facilities both on and off campus. Disability Services serves as a resource to students, faculty, staff and other community members to provide information, training, and professional development in the areas of the Americans with Disabilities Act, Section 504 of the Vocational Rehabilitation Act, legal trends, general access issues, cultural considerations, accommodations and accessible technology.
2. Self-advocacy training and support
3. Student independence through the use of Assistive Technology
4. Advising assistance
5. Development of life-long learning strategies
6. General support services

IDENTIFICATION AND ASSESSMENT:

Students with disabilities who need accommodations are required to meet with a staff member in Disability Services for an intake, request accommodation in a timely manner, and provide documentation of the disability. The College does not have an obligation to provide accommodation unless the student goes through this process with Disability Services.

All students are required to take a basic skill assessment as part of the admissions procedure to determine level of skill proficiency. The assessment is untimed. Accommodations will be offered to all persons who request the accommodation in a timely manner and provide documentation of the disability from a qualified professional that supports the request for accommodation.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS

The types of services offered are based on the student's request for services, the quality of information in the documentation that supports the request, and the requirements of the course or program of study. Some examples may include:

- Test Accommodations (i.e., extended time, use of a computer with adaptations [i.e., screen reader, spell check, grammar check, dictionary, etc.], private testing room).
- Specialized orientations for support services
- Self-advocacy training and ADA/504 information
- Note taking assistance (copies of notes, permission to tape lectures)
- Materials in alternative formats (audio tape, enlargements, e-text)
- Use of specialized equipment such as enlargers or amplification devices

The College also refers students to on or off-campus resources such as:

- Colorado Vocational Rehabilitation
- Career and employment services
- Tutoring and other support services as necessary

COUNSELING:

Career/vocational services are available to all students. Students with disabilities are supported by program staff and are referred to appropriate on and off-campus services as needed.

HOUSING:

Not available on campus

ON-LINE LEARNING:

<http://www.arapahoe.edu/departments-and-programs/online-learning>

COLORADO MOUNTAIN COLLEGE

www.coloradomtn.edu

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| <p>General Contact Information</p> <p>Central Administration & Admissions 831 Grand Avenue Glenwood Springs, CO 81601 1-800-621-8559 or 970-345-8691 https://inforequest.coloradomtn.edu/</p> | <p>Roaring Fork Campus Carbondale Center Lappala Center 690 Colorado Ave. Carbondale, CO 81623 970-963-2172 Fax: 970-963-2325</p> |
| <p>Aspen Campus 0255 Sage Rd. Aspen, CO 81611 970-925-7740 Fax: 970-325-6025</p> | <p>Glenwood Springs Center 1402 Blake Ave. Glenwood Springs, CO 81601 970-945-7486 Fax: 970-345-6240</p> |
| <p>Vail-Eagle Campus Edwards Center 150 Miller Ranch Road Edwards, CO 81631 970-569-2900 Fax: 970-569-3309</p> | <p>Spring Valley Campus 3000 County Rd 114 Glenwood Springs, CO 81601 970-945-7481 Fax: 970-345-1227</p> |
| <p>Rifle/West Garfield Campus 3695 Airport Road Rifle, CO 81650 970-625-1871 Fax: 970-625-0649</p> | <p>Alpine Campus 1330 Bob Adams Drive Steamboat Springs, CO 80487 970-870-4444 Fax: 970-870-0485</p> |
| Timberline Campus | |
| <p>Leadville 901 S. Hwy 24 Leadville, CO 80461 719-486-4200 Fax: 719-486-3212</p> | <p>Chaffee County Center 27900 County Road 319 PO Box 897 Buena Vista, CO 81211 719-395-8419 Fax: 719-486-2173</p> |
| Summit Campus | |
| <p>New Breckenridge Center 107 Denison Placer Road PO Box 2208 Breckenridge, CO 80424 970-453-6757</p> | <p>Dillon Center 333 Fielder Ave. PO Box 1414 Dillon, CO 80435 970-468-5989</p> |
| <p>Special Services/Disabilities Contact: http://www.coloradomtn.edu/cms/one.aspx?objectId=3264224</p> | |

TYPE OF SCHOOL:

Two-year local district college

ADMISSIONS/REGISTRATION:

Admissions requirements include high school diploma or GED. Non-high school graduates, 16 years of age or older may also be admitted. Admission to the college does not guarantee entrance to certain courses or

programs that may require specific academic prerequisites. Assessment tests are used to determine appropriate class placement.

PROGRAM:

The Special Populations Program operates under the Campus Assessment Deans or Student Services and the Dean of Students. Students who have been identified as learning disabled are eligible for accommodations which are determined on an individual basis to plan for remedial help and course selection.

PROGRAM EMPHASIS:

- Student is own advocate
- Developmental courses to raise skill levels
- Reduced student class load and class placement for success
- Development of study skills and time management
- Counseling for social/emotional issues
- Career/vocational assessment and counseling
- Support to instructors who teach learning disabled students

IDENTIFICATION AND ASSESMENT:

As soon as the student is accepted for admission, documentation of learning disabilities should be provided to the Special Populations Coordinator at the campus where the student plans to attend. Career and placement assessments are available at no charge. Documented disabilities and test results are discussed with each student and a Student Data Sheet is written detailing the student's strengths and weaknesses and addressing the accommodations the student will need to be successful in each of their classes. The student is given copies of this Student Data Sheet, which they may share with their instructors at the student's discretion. Students are urged to communicate their needs to their instructors. Students who need a degree or certificate and do not meet minimum competency levels are required to take developmental courses. The Special Populations Coordinator, counselors and advisors help students on an individual basis to plan for remedial help and course selection.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Instructors allow additional time to take tests and oral testing is available, if appropriate. Alternative testing readers, note takers, tutors and word processing equipment are available. Detailed syllabi, outlines, direct introduction of new vocabulary and varied teaching methods are commonly used. Some assistive technology is available. Consultation by program staff with instructors is an important part of the program. Both staff and faculty work together to ensure a quality learning experience for students. Small classes with professional instructors help students succeed.

COUNSELING:

Counseling is available to all students at no charge through the counseling staff, as well as, the program staff. Career and vocational counseling is emphasized.

HOUSING:

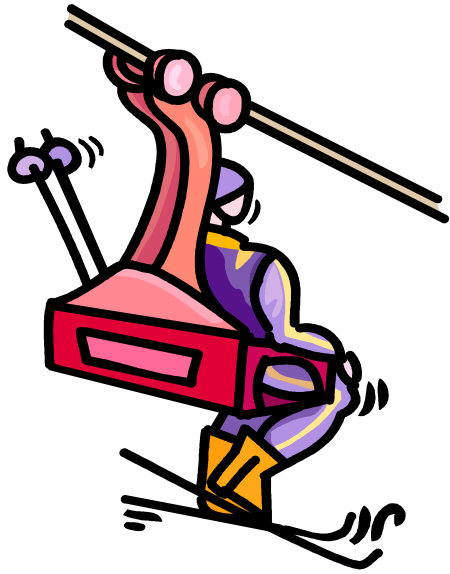
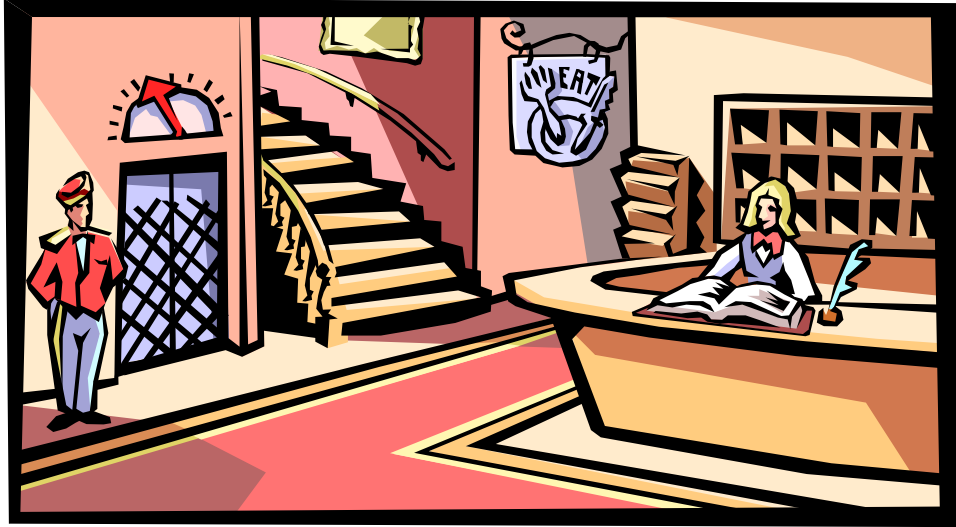
Available on Timberline, Spring Valley and Alpine Campus

ON-LINE LEARNING:

<http://www.coloradomtn.edu/cms/one.aspx?pageId=3323424>

COMMENT:

For a student to be eligible for accommodations, verification of a disability must be on file with Special Populations Coordinators on campus.



COLORADO NORTHWESTERN COMMUNITY COLLEGE

www.cncc.edu

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| General Contact Information Rangely Campus 500 Kennedy Drive Rangely, CO 81648 1-800-562-1105 | Craig Campus 50 College Dr Craig, CO 81625 (970) 824-7071 |
| Special Services/Disabilities Student Success and ADA Coordinator Toll Free: 800.562.1105, ext 205 500 Kennedy Drive, Rangely, CO 81648 http://www.cncc.edu/cms/content/student-support-services-home | |

TYPE OF SCHOOL:

Two Year Local District College

ENROLLMENT: 2600

ADMISSIONS/REGISTRATION:

This college is an open admissions school. Graduation credit may be given for study skills but not other remedial course work. Required courses may be waived or the course may be taken elsewhere and transferred in. Credit is given for work experience and for other life experiences through the Credit for Prior Learning (CLP) program. Credit may also be awarded for CLEP and AP tests.

PROGRAM:

The Supplemental Services program, servicing many students, is part of a larger program which serves over 100 students. Any student who demonstrates an academic need, or who is academically, economically or socially disadvantaged, can receive help. A full-time director and several instructors serve the students. The program provides individual tutoring in basic skills and subject area plus small group help in reading, writing and math. Tutoring is provided by student peers and educational and subject area specialists at no charge.

PROGRAM EMPHASIS:

Thorough, comprehensive individual assessment
Career/vocational assessment and counseling
Individual and/or small group instructional support
Support to instructors who teach students with disabilities

IDENTIFICATION AND ASSESSMENT:

Screening to determine proficiency in the basic skills is provided for all students; students with learning disabilities are urged to indicate their needs on their registration. Informal testing is sometimes done in class. Some students may be referred to outside agencies for more testing. Results are discussed with the student, their academic advisor and sometimes with the campus. All students with disabilities are urged to identify themselves to the instructors. The student is urged to share results with pertinent people. Results are used to develop an educational plan and program.

ACCOMMODATIONS /INSTRUCTIONAL SUPPORT:

Instructors provide a variety of ways for students to demonstrate their skills and knowledge in lieu of tests. In class, sometimes extra time may be provided. Instructors provide detailed syllabi and sometimes use a planned presentation of new vocabulary and programmed instruction.

Technical aids occasionally include taped texts, tape recorders and computer assisted supplementary instruction.

COUNSELING:

Career/vocational counseling, assessment and job placement services are available to all students. Personal counseling is provided both individually and in small groups through the counseling department. There is no charge for these services.

HOUSING:

Available on Rangely and Craig Campus' For more information visit:

<http://www.cncc.edu/cms/content/residence-life-frequently-asked-questions>

ON-LINE LEARNING:

<http://www.cncc.edu/cms/content/virtual-classroom-overview>

COMMENT:

In order to receive service, Colorado Northwestern Community College must be informed if a student has a learning disability at the time of enrollment.



COMMUNITY COLLEGE OF AURORA

<http://www.ccaurora.edu/>

General Contact Information

16000 East Centre Tech Parkway
Aurora, CO 80011-9036
(303) 360-4700

Lowry Campus:

<http://www.ccaurora.edu/about-cca/our-locations/lowry-maps>

Special Services/Disabilities Contact:

Accessibility Services Office
Room S – 202A
(303) 340-7548
Fax: (303) 340-7551

<http://www.ccaurora.edu/accessibility>

TYPE OF SCHOOL:

Two year Community College

ENROLLMENT:

12,780. Students with disabilities who have self-identified: 435

ADMISSIONS/REGISTRATION:

Although the school has open admission, it will accept ACT or SAT tests dated within the last five years, and arrangements can be made with the Accessibility Office for students to take the Accuplacer. All students are placed based on assessment scores. The new student orientation is required before students can register. For more information visit the getting started checklist, go to: <http://www.ccaurora.edu/getting-started/apply>

PROGRAM:

The program serves students with disabilities. Eligibility is determined by documentation of disability. The Accessibility Services Office (ASO) provides one-on-one/small group tutoring for basic skills in math, English, and reading for students with learning disabilities. However, there are free tutoring labs available for all students, such as Math and the Writing Studio. Service is provided by instructors, peers & case manager.

PROGRAM EMPHASIS:

Mission Statement:

The Accessibility Services Office creates an equitable learning environment and prepares students for academic success through information, resources, and tools. We support our faculty by providing teaching strategies, assistive technology support, and mediation.

Vision:

Our vision is to be the model for post-secondary accessibility offices to initiate systemic changes for removing barriers when providing support services to students with disabilities and the faculty who support them.

IDENTIFICATION AND ASSESSMENT:

Currently the Community College of Aurora does not provide learning disability assessments. A list of learning disability assessment resources in the Denver metro area is available. Some charge on a sliding scale based on income. Students previously identified as having a learning disability should contact the Accessibility Services Office.

ACCOMODATIONS /INSTRUCTIONAL SUPPORT:

In order to receive accommodations, students must register with the Accessibility Services Office (ASO) and provide the appropriate documentation. For information on documentation guidelines, go to:

<http://www.ccaurora.edu/accessibility/documentation>

The ASO can then provide accommodations according to each student's needs.

Assistive Technology includes textbooks in an alternate format, Smart Pens, Jaws, Zoom Text, Kurzweil Reader, Dragon Naturally Speaking and supplementary computer assisted instructional software. For additional information, go to: <http://www.ccaurora.edu/accessibility/computer-access-center>

COUNSELING:

Mental Health counseling is available to all CCA students. These services are provided free of charge.

HOUSING:

Not available on campus. Off campus housing resources are available at: <http://www.ccaurora.edu/about-cca/campus-life/off-campus-housing-resources>

ON-LINE LEARNING:

<http://www.ccaurora.edu/programs-classes/online-learning>

COMMENT:

Please call or email our office with any questions or to set up an appointment. We look forward to speaking with you.



COMMUNITY COLLEGE OF DENVER

<http://www.ccd.edu/>

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| General Contact Information Downtown - Auraria Campus Administration Bldg Ste 325 1111 W. Colfax Ave. P O Box 173363 – Campus Box 201 Denver, CO 80217-3363 303-556-2600 Fax: 303-556-8555 | CCD Lowry Center for Health Sciences 1070 Alton Way, Bldg. 849. Denver, CO 80230 303-365-8300 Fax: 303-365-8396 |
| Special Services/Disabilities Contact: Center For Persons With Disabilities South Classroom, Building 134 Denver, CO 80216 Telephone: 303-556-3300 Voice/TDD: 303-556-3300 http://www.ccd.edu/ccd.nsf/html/WEBB87RMF5-Info+and+Student+Responsibilities | |

TYPE OF SCHOOL:

Two-Year State College

ENROLLMENT: 15,000

ADMISSIONS/REGISTRATION:

Community College of Denver is an open enrollment school. No special financial aid is available for students with disabilities.

All new students are screened to determine their basic academic skill levels. Degree credit is not granted for any remedial course work.

PROGRAM:

The Center for Persons with Disabilities (CPD) provides free services to assist CCD students with documented disabilities. CPD is located in the Educational Planning and Advising Center.

PROGRAM EMPHASIS:

Services include academic advising and registration assistance; classroom assistance; curriculum and test accommodation; consultation with instructors; text recording and use of adaptive equipment; accessible parking and campus orientation; sign language and oral interpreting; liaison with rehabilitation agencies and other Colorado postsecondary institutions; housing and transportation information.

In addition to the Center for Persons with Disabilities, the college offers other resources for students with disabilities:

- **ROOTS** is a customized work training certificate program in financial services that provides training and paid internships for persons with disabilities.
- **Learning Success Services** offers vocational and non-vocational tutoring services. The Academic Support Center offers help with reading, writing, math, GED, and English as a Second Language. Vocational Tutoring Services provides students with tutoring assistance in their vocational programs. Students must have declared a vocational major and be registered and attending classes at CCD.

- **Special Learning Support Program** helps students on the Auraria Campus who have learning disabilities. The program serves students at Community College of Denver, Metropolitan State College of Denver, and University of Colorado at Denver. Special Learning Support provides testing and services for students with learning disabilities including advising, remedial and preparatory courses, tutoring, case management, and advocacy.
- **Computer Access Center**, located in the Auraria Library, serves all students with disabilities.

IDENTIFICATION AND ASSESSMENT:

All students are screened for eligibility for services. Disability documentation and test results are discussed with the student who is encouraged to share the information with their advisor, instructor and parents. Results are used to develop an educational plan and program.

COUNSELING:

Academic advising, career guidance and exploration, counseling, support, and advocacy are available to all students through C.A.S.A. C.A.S.A.'s mission is to create a supportive environment to address the needs of the whole student, promoting intellectual growth and ensuring academic success for students from all backgrounds.

HOUSING:

Not available on campus; several housing options are available within close proximity.

ON-LINE LEARNING:

<http://www.ccd.edu/ccd.nsf/html/WEBB87KKVU-Online+Learning+Orientation>

Email: ccd_On-line_learning@ccd.edu

COMMENT:

Community College of Denver's comprehensive program provides both academic and moral support.

FRONT RANGE COMMUNITY COLLEGE

<http://www.frontrange.edu>

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| <p>General Contact Information Westminster Campus 3645 W. 112th Ave Westminster, CO 80031 (303) 404-5000-811</p> | <p>Boulder County Campus 2190 Miller Dr. Longmont, CO 80501 303-678-FRCC Fax: 303-678-3699</p> |
| <p>Brighton Community Education Center 1850 East Egbert Street Brighton, CO 80601 Dori Benavides, Director 303-404-5099</p> | <p>Larimer Campus 4616 S. Shields St. Fort Collins, CO 80526 970-226-2500</p> |
| <p>http://www.frontrange.edu/disability</p> <p>Special Services/Disabilities Contact for Westminster & Brighton: Director, Special Services 3645 West 112th Avenue, Room C0160 Westminster, CO 80031 (303) 404-5302</p> | <p>Special Services/Disabilities Contact for Larimer Campus: Blanca Peak Building 4616 South Shields, Room 102. (970) 204-8112</p> |

TYPE OF SCHOOL:

Two-Year State Community College

ENROLLMENT: 23,000+

ADMISSIONS/REGISTRATION:

This school has no specific admission requirements. Students with disabilities are identified by self-declaration and must present appropriate documentation of the disabling condition. An assessment test is administered to all students. Students with disabilities needing financial aid use the standard application procedure or outside agencies. Credit towards graduation is not awarded for remedial course work, nor are students generally permitted to waive required courses.

PROGRAM:

Special Services Offices offer disability accommodations to students with documented disabilities. All classes are inclusive.

IDENTIFICATION AND ASSESSMENT:

If initial assessment scores are very low, a student may be referred to Community Literacy Programs or the Center for Adult Learning at the Larimer Disability Services Office. Documentation of disability is required. An intake appointment can be scheduled to discuss needed accommodations.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Various kinds of accommodations are based on documentation provided by students, including additional time, interpreters, readers, note takers and scribes. Instructors provide detailed syllabi, a variety of teaching techniques, and planned instruction of new vocabulary. Tutoring is available to all students without charge, if qualification requirements are met.

Technical aids may include digital recorders, student note takers, assistive technology and texts in alternate formats.

COUNSELING:

Career/vocational assessments, and career counseling, are available to all students free, or for a small additional charge. Each campus provides access to community job listings.

HOUSING: Not available on campus.

ON-LINE LEARNING:

<http://www.frontrange.edu/FRCCTemplates/FRCC1.aspx?id=38>



LAMAR COMMUNITY COLLEGE

<http://www.lamarcc.edu>

General Contact Information

2401 South Main Street
Lamar, CO 81052
(719) 336-2248
Fax: 719.336.2448

Special Services/Disabilities Contact

Learning Support Services
Telephone: (719)336-1533
http://www.lamarcc.edu/academics/academic_support.html

TYPE OF SCHOOL:

Two-Year State Community College

ENROLLMENT:

700 full-time equivalents

ADMISSIONS/REGISTRATION:

This is an open enrollment college having no general admissions requirements. However, some programs (e.g. Horse Training and Management; Nursing) do have specific admissions requirements. While all students may apply for financial aid, no special policies are in place for students with disabilities regarding financial aid.

PROGRAM:

Lamar Community College does not have a learning disabilities program. However, services for students with different abilities are available on an individual, as-needed basis.

PROGRAM EMPHASIS:

Individual and/or small group instructional support
Thorough, comprehensive individual assessment
Career/vocational assessment and counseling
Support to instructors who teach the learning disabled
Counseling for social emotional needs

IDENTIFICATION AND ASSESSMENT:

All students are subject to the basic skills assessment requirement. Those seeking special accommodation regarding the assessment requirement, should make their request through the Special Services/Disabilities Contact listed above. The submission of documentation and official request for accommodations is also accomplished through the Special Services/Disabilities Contact listed above.

ACCOMODATIONS /INSTRUCTIONAL SUPPORT:

Instructors may provide extra time for tests and assignments and detailed syllabi.

Technical aids include tape recorders and some computer-assisted software may be used to supplement course work. Support for instructors from the Special Populations Coordinator is an important part of this program.

COUNSELING:

Personal, academic, and career counseling is available to all students. The Colorado Division of Rehabilitation provides extensive counseling services.

HOUSING:

Available on campus. Visit:

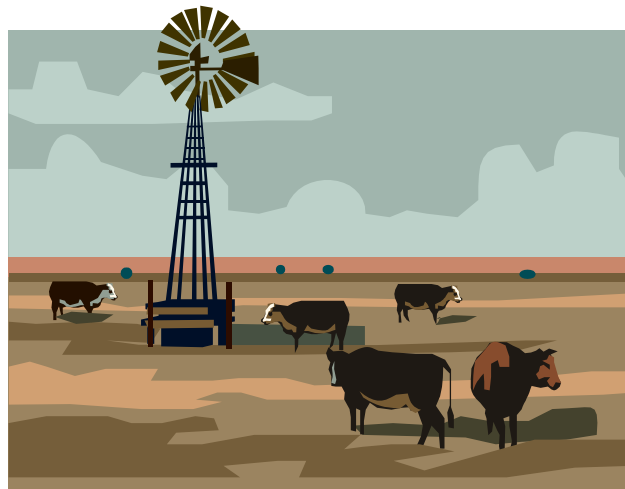
http://www.lamarcc.edu/campus/campus_housing.html for more information

ON-LINE LEARNING:

http://www.lamarcc.edu/academics/academic_online.html

COMMENT:

A broad range of academic support services is available to all students and has proven to be instrumental in fostering student success.



MORGAN COMMUNITY COLLEGE

<http://www.morgancc.edu>

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| General Contact Information: Main Center 920 Barlow Rd. Fort Morgan, CO 80701 970 542-3100 1-800-622-0216 Fax: 970-542-3115 | Bennett Center 280 Colfax Ave Unit 3 PO Box 554 Bennett, CO 80102 Phone: 303-644-4034 Fax: 303-644-4680 | Burlington Center 340 South 14 th Street Burlington, CO 80807 Phone: 719-346-9300 Fax: 719-346-5236 |
| Limon Center 940 2 nd Street PO Box 729 Limon, CO 80828 Phone: 719-775-8873 Fax: 719-775-2580 | Wray Center 32415 Highway 34 PO Box 36 Wray, CO 80758 Phone: 970-332-5755 Fax: 970-332-5754 | |
| Web Contact: http://www.morgancc.edu/ | | |
| Special Services/Disabilities Contact: ADA Coordinator Main Center (970) 542-3157 1-800-662-0216 ext. 3157 http://www.morgancc.edu/students/future-students/disability-services | | |

TYPE OF SCHOOL:

Two-Year State Community College

ADMISSIONS/REGISTRATION:

Morgan Community College has open enrollment: anyone can attend upon the completion of an Admissions Application. Appointments can be made to meet with an advisor for help in this process and for registration by calling Student Services at (970) 542-3100. The entire process can be found at:

<http://www.morgancc.edu/students/future-students/apply>

PROGRAM:

Morgan Community College offers degrees and certificates for transfer to four-year colleges or universities or for Career and Technical Education (CTE).

Various certificates and A.A.S. degrees are awarded for CTE that can be completed in a few months or up to two years. Certificates are awarded for several types of schooling in areas such as agriculture, automotive, multi-media, health, office support, real estate, early childhood education, business, massage therapy, medical assistant, nurse aide, medical receptionist, emergency medical services, and hospitality management.

ASSESSMENT:

Accuplacer assessment is required for new students unless students provide ACT scores within certain ranges. Students can do walk-in testing at the Fort Morgan campus in Student Services or should call Center Directors in their areas to set up appointments. Questions about testing can be directed to (970) 542-3100.

ACCOMMODATIONS:

A student desiring accommodations for a disability, must self identify with the ADA Coordinator by providing documentation of a disability. "Reasonable accommodations" will be made for students in accordance to the Americans with Disabilities Act Amendment Act.

INSTRUCTIONAL SUPPORT:

Because of the small size of Morgan Community College, students are able to receive small group and individual instruction within the framework of smaller classrooms. Faculty have more time for students outside of class and make themselves available for further instruction and clarification. The Student Support Center (tutoring center) is available for students during the day for tutoring and help with their classes. Morgan Community College's Early Alert program notifies students when it becomes apparent to the instructor that the student is struggling with their class; students are notified of their options and encouraged to utilize the resources available on campus.

COUNSELING:

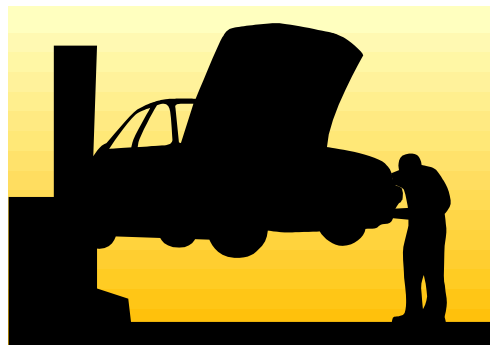
Individual career/vocational counseling is available to students upon request. Students can also receive basic skills and learning styles assessments and counseling. Contact the Director of Guidance and Placement at (970) 542-3157.

HOUSING:

Not available on campus. A copy of local rental options may be obtained from Student Services.

ON-LINE LEARNING:

Through Colorado Community College Online: <http://www.cconline.org/>



NORTHEASTERN JUNIOR COLLEGE

<http://www.njc.edu/>

General Contact Information:

100 College Ave.
Sterling, CO 80751
970-521-6600
1-800-626-4637

Special Services/Disabilities Contact:

Comprehensive Learning Center
Telephone: 970-521-6727
<http://www.njc.edu/CLC/Disability-Services>

TYPE OF SCHOOL:

Two-Year State College

ENROLLMENT:

1,000 – 1,100 full-time day students, 3,000 part time

ADMISSIONS/REGISTRATION:

This is an open enrollment school having no admissions requirements other than high school diploma or GED. Policies regarding students with learning disabilities are the same as for all students. If a student has previously been identified as having a learning disability, they should indicate this on the admissions application. No credit toward graduation is given for remedial courses. Certain required courses may be waived; a student may audit classes, or substitute one equivalent class for another.

PROGRAM:

The program, serving approximately 50-60 students, is a general program designed to help all students who are having problems. There has been no special philosophy or definition of learning disabilities developed. Small groups and individual tutoring in basic skills, subject areas, study skills and time management are available. Remedial courses in basic skills are also provided. Tutoring is done by peers who have been trained, and by subject area and educational specialists.

PROGRAM EMPHASIS:

1. Individual and/or small group support
2. Career/technical assessment and counseling
3. Counseling for social/emotional issues
4. Thorough, comprehensive individual assessment
5. Support to instructors who teach learning disabled students

IDENTIFICATION AND ASSESSMENT:

All students are screened as part of the admissions procedure. Pre-identified students with learning disabilities should indicate their disabilities on the admissions form and submit copies of their school file. Testing is available on campus if needed. Results are discussed with the student, their academic advisor and used to help build an educational plan and program.

http://www.njc.edu/CLC/disability_accomodations.html

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

During tests, additional time, alternative place, readers and note takers are provided when appropriate. Oral tests and use of word processors may be available. Alternative ways to demonstrate skills are sometimes allowed. Students can use dictating and editing services. Instructors may vary teaching methods, and

provide outlines and detailed syllabi. Support of instructors in the classroom is an important part of the program.

Technical aids include permission to use calculators and dictionaries in class, taped texts, tape recorders, student note takers and computer assisted instructional software.

COUNSELING:

Career/technical assessment, counseling and job placement services are available to all students without charge. The Colorado Division of Rehabilitation also provides Career/technical assessment and counseling. Personal counseling is provided on an individual basis from the counseling department and the special program staff.

HOUSING:

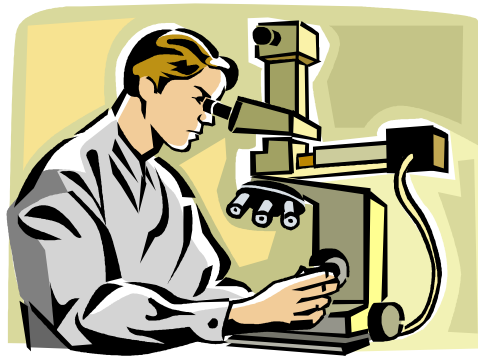
Available on campus

ON-LINE LEARNING:

<http://www.njc.edu/Online-Classes/>

COMMENT:

Students must self-identify and provide appropriate documentation so services can be provided promptly. Students with learning disabilities must request accommodations and assistance before academic or social difficulties occur.



OTERO JUNIOR COLLEGE

<http://www.ojc.edu/>

General Contact Information:

1802 Colorado Ave.

La Junta, CO 81050

719-384-6831

E-mail: information@ojc.edu

<http://www.ojc.edu/Admissions.aspx>

Special Services/Disabilities Contact:

Educational Assistance Center (EAC)

McBride Hall Room 129

719-384-6862

<http://www.ojc.edu/eacHome.aspx>

TYPE OF SCHOOL:

Two-Year State Community College

ENROLLMENT: 1,600

ADMISSIONS/REGISTRATION:

Otero Junior College is an open enrollment school having no admissions requirements. There is no special way to identify the student with learning disabilities or other disability unless they self-identify to the college. Upon identification, the student will be referred to the Educational Assistance Center coordinator. The process of documentation of disability and appropriate accommodations is carried out with the assistance of the coordinator. Support is available for study skill, basic skill remediation, career exploration, and tutoring.

PROGRAM:

Programs to assist students who may need help have been operating for a number of years. The Educational Assistance center provides individual and small group help in basic skills, study skills, remedial reading, writing and math. Courses in basic skills are provided to all students at the regular tuition rate. However, these courses are not counted toward graduation or figured in the cumulative average of the student. Students requiring adaptive computer technology may take advantage of instruction and/or support through the Educational Assistance Center (EAC). The EAC provide help to student in any course through peer tutors, study skills consultation and a vocational specialist.

PROGRAM EMPHASIS:

1. Career/vocational assessment
2. Referral to community resources for social/emotional counseling
3. Assessment of individual academic performance level
4. Support to instructors of students with disabilities

IDENTIFICATION AND ASSESSMENT:

All students are screened as a part of the admissions procedure with Accuplacer to identify a level of academic performance and areas of possible need. Informal testing may also be done at the discretion of instructors within the classroom setting. Should more extensive assessment be necessary, referral is made to the Colorado Division of Rehabilitation. The student is encouraged to share results of this testing with family, the EAC Coordinator, academic advisor, and individual instructors.

INSTRUCTIONAL SUPPORTS/ACCOMODATIONS:

Accommodations for students with disabilities include, but are not limited to, additional testing time, alternate testing site/format, readers/writers for class and/or testing, note takers physical accommodation of classroom setting, tape recorded lectures, print enlargement, alternate format for print materials, sign language, and oral interpreting.

Instructors frequently provide detailed outlines of lectures and detailed syllabi of courses. All instructors are encouraged to employ a variety of teaching methods to facilitate students' learning styles.

COUNSELING:

Career/vocational counseling and assessment are available to all students. The Colorado Division of Rehabilitation supplements this service. Personal counseling is available to all students through referral to community resources.

HOUSING:

Available on campus. More information can be found at: <http://www.ojc.edu/StudentHousing.aspx>

ON-LINE LEARNING:

<http://www.ojc.edu/GuidedStudies.aspx>

COMMENT:

Although no specific program exists for student with disabilities, these students can be successful at Otero Junior College because of small classes, individualized help from instructors, and support from the Educational Assistance Center.



PIKES PEAK COMMUNITY COLLEGE

<http://www.ppcc.edu/about-ppcc/>

| | |
|--|---|
| General Contact Information Centennial Campus (South) 5675 S. Academy Blvd. Colorado Springs, CO 80906 | Downtown Studio Campus (Central) 100 W. Pikes Peak Ave. Colorado Springs, CO 80903 |
| Falcon Campus (Northeast) 11990 Swingline Road Falcon, CO 80831 | Rampart Range Campus (North) 11195 Highway 83 Colorado Springs, CO 80921 |
| Enrollment Services for All Campuses 719-540-PPCC (7722) or 1-866-411-PPCC (7722) TTY: 719-502-3333 Main Switchboard: 719-502-2000 or 800-456-6847 | |
| Special Services/Disabilities Contact: Office of Accommodative Services and Instructional Support (OASIS) Centennial Campus , CC21 Colorado Springs, CO 80906 http://www.ppcc.edu/prospective-students/special-assistance-programs/disability-services-students-with-special-needs/ | |

TYPE OF SCHOOL:

Two-Year State Community College

ADMISSIONS/REGISTRATIONS:

Prospective students who are at least 16 years old and have a high school diploma, a GED, or a college degree will, in most cases, be automatically admitted. However, admission to the college does not guarantee admission into a desired program. Some programs are limited to a certain number of students each semester. We have a priority system so that program applicants are selected impartially.

PROGRAMS:

The Office of Accommodative Services & Instructional Support provides support services and opportunities for individuals who, because of a disabling condition, are not able to succeed through usual approaches to education. A student whose disability falls into one of the following categories is eligible for the services provided by the center: hearing, visual, speech, or orthopedic impairments; learning disabilities; mental or emotional disabilities; other health impairments or multiple disabilities. OASIS is located at the Centennial Campus.

PROGRAM EMPHASIS:

Assistance is provided for students with learning disabilities through a partnership with OASIS. Support services that encourage success include identification of strengths and weaknesses; promotion of self advocacy; instruction in learning strategies, basic skills, and study skills; help with course selection; and implementation of appropriate accommodations.

IDENTIFICATION AND ASSESSMENT:

All new students are required to participate in the assessment process. For most, this consists of entry-level placement test in English, reading and math skills. The results have no effect on their acceptance but will indicate the initial level of academic coursework appropriate for them.

ACCOMMODATIONS /INSTRUCTIONAL SUPPORT:

The Computer Access Center, located at the Centennial Campus, uses adaptive technology such as voice synthesizers, screen magnifiers, voice recognition, and other input/output modifications.

HOUSING:

Not available on campus

ON-LINE LEARNING:

<http://www.pccc.edu/academics/elearning/internet-courses/>



PUEBLO COMMUNITY COLLEGE

www.pueblocc.edu

| | |
|---|---|
| General Contact Information Pueblo Campus 900 W. Orman Ave. Pueblo, CO 81004 719-549-3200 | Fremont County Campus 51320 W. Hwy 50 Canon City, CO 81212 719-296-6100 |
| West Campus 33057 Hwy. 160 Mancos, CO 81328 970-565-7496 | East Campus 701 Camino Del Rio Suite 100 Durango, CO 81301 970-247-2929 |
| Special Services/Disabilities Contact Disability Resources Coordinator Phone: (719) 549-3446 Fax: (719) 549-3445 http://www.pueblocc.edu/CampusResources/DisabilityResources/ | |

TYPE OF SCHOOL:

Two-Year Community College and area Vocational School

ADMISSIONS/REGISTRATION:

This school has an "open-door" policy. We believe that all who have the ability to benefit and are willing and able to apply themselves should have the chance to improve their skills through higher education. Therefore, there shall be no admission requirements imposed upon any applicant who is 16 years of age and older. Visit the Admissions web page at: <http://www.pueblocc.edu/Admissions/>

PROGRAMS:

Students with documented disabilities can receive services and arrange accommodations through Disability Resources. Services include, but are not limited to, interpreters, readers, note takers, and recorded textbooks.

IDENTIFICATION AND ASSESSMENT:

This school uses the results of a basic skills assessment (ACCUPLACER) to direct students into the appropriate English, reading, and mathematics course(s). ACCUPLACER scores serve as pre and/or co-requisites to many college courses, and the results are used to advise students into these courses.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

The Computer Access Center is a computer classroom/lab that provides many forms of adaptive technologies for students with disabilities. The classroom/lab is designed to help the student succeed in his/her college experience. Classes are offered to instruct students in the use of these adaptive technologies and to help support other classes on campus. Instruction is personalized through classes that are limited in size and may be taught one-on-one. After successfully completing a class, the student may use the equipment in an open lab setting. The relaxed atmosphere of the CAC provides a setting that enhances learning. There are a lot of adaptive technologies for students with disabilities that include, but are not limited to, learning disabilities, head injuries, visual impairments or orthopedic impairments. More information is available at:

<http://www.pueblocc.edu/CampusResources/DisabilityResources/DisabilityDocumentation.htm>

COUNSELING:

The professional staff provides crisis counseling and brief personal counseling. Students with needs beyond these are referred to the appropriate off-campus agency.

HOUSING:

Not available on campus.

ON-LINE LEARNING:

<http://www.pueblocc.edu/Academics/AlternativeEducation/>



RED ROCKS COMMUNITY COLLEGE

<http://www.rccc.edu/>

| | |
|---|---|
| General Contact Information Lakewood Campus 13300 West Sixth Avenue Lakewood, CO 80228 303-914-6600 | Arvada Campus 5420 Miller St. Arvada, CO 80002 303-914-6010 |
|---|---|

TYPE OF SCHOOL:

Two year Community College

ENROLLMENT: 14,000

ADMISSIONS/REGISTRATION:

An applicant must be 16 years old. There are steps for all students to become a Red Rocks student. These steps are listed at: <http://www.rccc.edu/admissions/>.

PROGRAM:

Located at the foot of the Rocky Mountains in Lakewood, Colorado, Red Rocks Community College offers more than 150 programs and 650 courses leading to two-year degrees or professional certificates. Red Rocks has campuses in Lakewood and Arvada. Courses are delivered in formats from traditional classroom to online to self-paced and weekend classes.

IDENTIFICATION AND ASSESSMENT:

All students provide qualifying ACT/SAT scores or are screened with a basic skills test (Accuplacer). Results are used to determine class selection. We encourage students with disabilities to connect with the Office of Disability Services (ODS).

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Any student who wants support or accommodations through the Office of Disability Services (ODS) would begin the process with an intake appointment that can be scheduled by phone 303-914-6733, by email ods@rccc.edu or in person Suite 1182, Lakewood campus. At the intake appointment the student is asked to provide information about how the disability impacts the student in the college setting (ex.-evaluation report/IEP (Individualized Education Plan) from High School). The student should be prepared to discuss how the disability impacts the student in a school setting to determine appropriate accommodations or supports.

COUNSELING:

Academic advising, career counseling and job search services are available to all students. Short-term personal counseling is offered to all students on campus through Behavioral Health Services.

HOUSING:

Not available on campus

ON-LINE LEARNING:

<http://www.rccc.edu/online/index.html>



SOUTHWEST COLORADO COMMUNITY COLLEGE

<http://www.pueblocc.edu/Campuses/SCCC/>

| | |
|--|--|
| General Contact Information: Main Campus 33057 Highway 160 Cortez, Co. 81328 970-564-6200 1-877-544-0744 | East Campus 701 Camino Del Rio Durango, Co. 81301 970-247-2929 |
| Special Services/Disabilities Contact Learning Center Coordinator 970-564-6209 Fax 970-565-8450 http://www.pueblocc.edu/Campuses/SCCC/Resources/DR/ | |

TYPE OF SCHOOL:

Formerly San Juan Basin Technical College, it is now a two year community college: a division of Pueblo Community College.

ADMISSIONS/REGISTRATION:

PCC has an open-door admission policy. This means we impose no admission requirements on you if you are 16 years of age or older. However, admission to the college does not guarantee that you can enroll in certain courses or programs that may have prerequisites or program admission requirements.

Students with learning disabilities may request a personal interview in lieu of meeting requirements. A student with learning disabilities receiving financial aid is given special consideration. No credit is granted for remedial course work; however, a required course may be waived, audited, or a student may take an examination to prove proficiency.

PROGRAM:

The learning disabled program, serving 45 students, is under the direction of a full time Supplemental Services Coordinator. The learning disabled program has an established philosophy and a definition of learning disabilities. Anyone who is failing or whose assessment scores reveal a need for help may receive services. Tutoring and small group sessions are provided without charge in basic skills, course content, study skills, time management, remedial reading, writing and math. Some attention is given to instruction in learning styles and learning strategies. A basic skills course is offered as well. Services are supplied by untrained peer tutors and educational and subject area specialists.

PROGRAM EMPHASIS:

1. Career/vocational assessment and counseling
2. Individual and small group instructional support
3. Support to instructors who teach the disabled student
4. Counseling for social/emotional issues
5. Thorough, comprehensive individual assessment

IDENTIFICATION AND ASSESSMENT:

All students are screened to determine the level of academic skill proficiency. Individual instructors may administer informal testing in class, and special services personnel give screening in certain classes. Should more extensive testing be needed, it is available through the Supplemental Services Coordinator. Results are shared with the student and their instructors and sometimes their family. The assessment may be used to develop an educational plan and program.

INSTRUCTIONAL SUPPORT/ACCOMODATIONS:

Instructors provide extra time, alternative settings, sometimes readers and note takers, oral testing and projects in lieu of examinations. In class, instructors may adjust performance expectations and use a variety of teaching methods. Sometimes written outlines of lectures, detailed syllabi, and deliberate introduction of new vocabulary may be provided.

Technical aids include use of calculators and dictionaries during tests and in classes. Sometimes taped texts, highlighted texts, tape recorders, note takers and computer assisted instructional supplemented software are provided.

COUNSELING:

Career/vocational counseling, assessment and job placement services are offered to all students. Individual counseling is available. No charge is made for these services.

HOUSING:

Not available on campus

ON-LINE LEARNING:

<http://www.pueblocc.edu/Academics/AlternativeEducation/>

1-888-642-6017

COMMENT:

Formerly San Juan Basin Technical College, now a division of Pueblo Community College and serves Archuleta, Dolores, La Plata, Montezuma, and San Juan counties.



TRINIDAD STATE JUNIOR COLLEGE

<http://www.trinidadstate.edu/>

| | |
|--|---|
| General Contact Information Trinidad State Junior College 600 Prospect St. Trinidad, CO 81082 Phone: 719-846-5011 Fax: 719-846-5567 1-800-621-8752 www.trinidadstate.edu | Trinidad State-Valley Campus 1011 Main Street Alamosa, CO 81101 Phone: 719-589-7000 Fax: 719-589-70005 1-800-411-8382 www.trinidadstate.edu |
| Special Services/Disabilities Contact Trinidad-719-846-5567 Alamosa-719-589-7067 http://www.trinidadstate.edu/students/student-support/disability-services | |

TYPE OF SCHOOL:

Two year state community college

ENROLLMENT:

(2012) Full- time 901 Part-time 785

Students with disabilities who have self-identified 76

ADMISSIONS/REGISTRATION:

Trinidad State Junior College operates under an open admission policy, providing access to all who desire a higher education or seek to develop their knowledge and skills. Students are required to take the ACCUPLACER, unless they have a Bachelor's degree, have taken college level English & Math, or taking the class for personal preference. However, admission to the college does not guarantee admission into a desired program.

PROGRAM:

- Disability Services may serve any student who discloses his /her disability and can provide appropriate documentation.
- Trinidad State administers the ACCUPLACER to all students to determine the level of academic skill proficiency. ACCUPLACER information can be found at <http://accuplacer.collegeboard.org/students>.
- Due to open enrollment, students are able to meet the admission requirements, but the college does not guarantee admission into specific program(s). It is highly recommended to visit with an advisor(s) and/or the career service office.
- Students may apply for TRiO Student Support Services (SSS), which serves a specific number of students each year. Criteria for SSS is program specific, please contact the TRiO offices on campus for more information (Trinidad TRiO office 719-846-5645; Alamosa TRiO office 719-589-7031).

PROGRAM EMPHASIS:

1. Self-advocacy training and support
2. Advising assistance
3. Assistive technology
4. Development of life-long learning strategies
5. Individual or small group tutoring/instructional support

IDENTIFICATION AND ASSESSMENT:

Trinidad State does not provide learning disability assessments. Assessments may be acquired through outside agencies. However, there are some fees associated with the assessments and students are responsible for payment (some agencies use a sliding scale to determine payment).

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Students must register with Disability Services and provide the necessary documentation to receive services. After registering, accommodations are determined by the student and the Disability Service office.

- Students must register for accommodations for each term.
- Accommodations are not retroactive.

The Learning Center is a resource for enrolled students who want assistance studying for their academic and technical courses. The service is free to enrolled students. Individual and small group assistance is available during day and evening hours. Tutoring services must be requested and arranged within a 72-hour window.

COUNSELING:

Students requesting and/or needing counseling services are referred to the appropriate off-campus agencies.

Career services are offered to all CTE student through the Career Service office.

HOUSING:

Trinidad Campus- Housing is available; please contact the Housing Director at 719-846-5458 or 719-846-5646. Requests made be made on-line at http://www.trinidadstate.edu/forms/housing/housing_res.php
Alamosa Campus- Off campus housing resource listing is available in the Learning Center.

ON-LINE LEARNING:

There are numerous on-line options for students interested in on-line learning. Trinidad State offers on-line, hybrid, and CCCS courses that fit the needs of the student.

COMMENT:

- It is the responsibility of the student to disclose their disability to Disability Services.
- To ensure accommodations letters are processed in a timely manner, books requests are ordered, and/or equipment, etc. is readily available, and it is recommended to visit Disability Services prior to the start of the semester.
- Due to open enrollment, students will be able to meet the admission requirements, but not meet the specific program requirements. It is recommended to visit advisor(s) and/or the career service office.
- Some programs are not financial aid eligible, to ensure eligibility please visit with financial aid.

WESTERN COLORADO COMMUNITY COLLEGE

<http://www.coloradomesa.edu/wccc/index.html>

General Contact Information

Tillman Bishop Campus

2508 Blichmann Ave.
Grand Junction, CO 81505
(970) 255-2660
(800) 455-2617 – Toll free
Fax: (970) 255-2626

E-mail: mwccc@coloradomesa.edu

Special Services/Disabilities Contact:

Educational Access Services
Mesa State College & WCCC
1100 North Ave.
Huston Hall Room 100
Grand Junction, CO 81501-3122
(970) 248-1801
Fax: (970) 248-1988
<http://www.mesastate.edu/eas/index.html>

TYPE OF SCHOOL:

Two-year division of Colorado Mesa University

ADMISSIONS/REGISTRATION:

Western Colorado Community College has an open door admission policy. All students need to submit the Mesa State College application for admission and transcripts or a GED certificate.

One-year certificate and two-year degree programs are available through Western Colorado Community College. At the Bishop Campus, quality technical education is geared toward the student as an individual, whether that student is an employee retraining for new skills, a returning student or a new student seeking a career. Programs available include Administrative Office Technology, Computer-Aided Design, Construction Technology, Culinary Arts, Electric Line Worker, Machining, Nursing, Technology Integration, Automotive Technology, Diesel Technology and Welding.

PROGRAM:

Educational Access Services offers academic accommodations upon request, for students with documented disabilities. Accommodations are determined based upon the documentation. Prospective students are encouraged to contact the coordinator for Educational Access Services to plan appropriate accommodations before entering Western Colorado Community College and/or Colorado Mesa University.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Monitored Testing – Arrangements can be made for monitored testing to provide additional time, a reader, a writer, or a room with fewer distraction than the classroom. Additional accommodations include note taking support, audio textbooks and adaptive equipment.

ON-LINE LEARNING:

<http://www.coloradomesa.edu/online/index.html>

COUNSELING:

Career development and educational counseling are available to all students. Psychological counseling services, crisis intervention, developmental groups and supportive counseling are available through the student assistance program.



COLORADO COMMUNITY COLLEGES ON-LINE

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

General Contact Information

9026 E Severn Place
Denver, CO 80230
1-800-801-5040

Special/Disability Services

are provided through student's home college.

Colorado Community Colleges On-line is not a college in and of itself; it belongs to a consortium of partner colleges. The CCCOn-line consortium is comprised of thirteen member colleges in the Colorado Community College system, Dawson Community College of Montana, Northwest Missouri State University, and Pickens Tech of Denver.

Through CCCOn-line, you can now earn fully accredited Associate of Arts degrees, Associate of Applied Science degrees, and Certificates in various disciplines at the partner colleges. Colorado Community Colleges, and most consortium colleges, are accredited by the North Central Association of Colleges and Schools; Dawson is accredited by the Northwest Association of Colleges and Schools.

Before students can take a CCCOn-line course, they must apply and be admitted to one of the 13 Home Colorado Community College land-based campuses. Once admitted to a CCCS Home College of their choice, students can register for CCCOn-line classes On-line each and every semester.

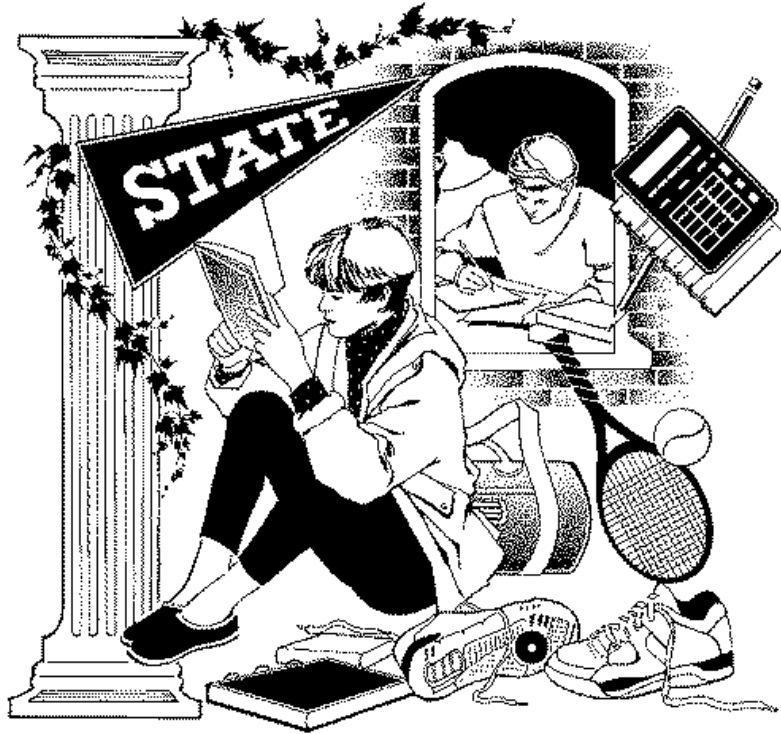
CCCOn-line as a virtual campus supports the CCCS Home Colleges. So you can be assured if you take most or all of your classes at CCCOn-line that your classes are accredited and transferrable to any other Colorado State colleges, 2 year or 4 year, alike. Another convenient feature about CCCOn-line is that you can access all your courses 24/7 from your home, office, or any other computer that has access to the internet.

CCCOn-line does not provide all of the services students receive at their Home College campus, but we assist out students with technical support, textbooks and other necessary On-line materials, to name a few. The services students **can and should** utilize from their Home College is Enrollment, Advising, Registration, and Accuplacer™ placement tests, or Computer Lab related questions.

CCCOn-line instructors often come from our partner institutions and are among the best instructors in the nation. So while you may be a student through one consortium college, your instructor may be from another college, and your classmates may be from yet other colleges. This allows you to experience a wide range of diverse opinions and experiences and greatly enhances your learning environment.

FOUR YEAR INSTITUTIONS

These schools grant either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree after the successful completion of a broad, academic program. Universities offer post-graduate degrees. These schools may be public or private. Costs and support services vary widely.



ADAMS STATE COLLEGE

<http://www.adams.edu>

General Contact Information:

208 Edgemont
Alamosa, CO 81102
719- 587-7011
1-(800) 824-6494 Toll Free
Fax: 719 587-7522

Special Services/Disabilities Contact

Affirmative Action Officer
329 Student Union Building
Phone: (719) 587-8213
<http://www.adams.edu/ada/>

TYPE OF SCHOOL:

Four Year State College

ENROLLMENT: 2,500

ADMISSIONS/REGISTRATION:

Entrance requirements are based on high school GPA, ACT or SAT test scores and class rank for example: a GPA of 2.5, a total minimum ACT score of 19, and placement in the upper two thirds of the high school class. The average beginning freshman has a 3.21 GPA, a 21.4 ACT comp, and ranked in the top one third of the high school graduating class.

Policies are the same for all students. No special arrangements are made for the student with learning disabilities during the admissions or registration procedure. However, a certain percentage of students who do not meet qualifications are admitted. No credit is granted for remedial college course work: however, some required courses may be waived, or taken elsewhere and transferred in, or a student may test out of a course.

PROGRAM:

Assistance is provided through the Office of Student Affairs, the Student Support Services program and the Academic Advisement Center. Any student who is assessed as having a disability or any other student who requires assistance is eligible. The program provides individual tutoring and small group instruction in basic skills, subject areas, study skills, time management, remedial reading, writing, math and other accommodation/auxiliary aides. Tutors, mainly peers and graduate students provide support with note taking, test preparation and navigating through the academic environment.

SPECIAL LEARNING PROGRAM EMPHASIS:

Individual and/or small group support
Counseling for social/emotional issues
Career/vocational assessment and counseling

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

- Students choosing to access disability support services should contact the Affirmative Action Officer as soon as possible after acceptance to Adams State, and should be aware that late notification may result in complications for establishing accommodations in a timely fashion.
- Requesting accommodation or self-identifying as having a disability is voluntary.

- Students who qualify for services work with the Affirmative Action Officer to determine reasonable accommodations, academic adjustments, and/or auxiliary aids and services. The Affirmative Action Officer may consult with faculty, staff, and outside professionals regarding essential course elements and reasonable accommodations.
- The Affirmative Action Officer will provide "Academic Accommodation Letters" for faculty members that certify the existence of the student's disability and recommend reasonable accommodations. Students will deliver the forms to professors who teach classes in which the student is requesting accommodation.
- While the letter will indicate general accommodations, it is the students' responsibility to meet with each professor or instructor to request the specific accommodations necessary for each class.
- Common academic accommodations include, but are not limited to: exam modifications or adjustments, note-takers, readers, scribes, taped textbooks, alternate print formats, assistive technology, course substitutions, priority registration, recorded lectures, and classroom relocations.
- Policies and procedures for the most commonly requested accommodations at ASC are included in the Disability Handbook found at: <http://www.adams.edu/ada/>. Contact the Office of the Affirmative Action Officer for policies and procedures for other accommodations.

COUNSELING:

Career/vocational counseling, assessment and job placement services are offered to all students. Individual personal counseling is available through the Counseling and Career Center. Services are offered free of charge. Visit: <http://www.adams.edu/students/cc/> for more information.

HOUSING

Available on campus. Visit: <http://www.adams.edu/students/housing/> for more information.

ON-LINE LEARNING:

http://www.adams.edu/extended_studies/

COMMENT:

Adams State works to foster independence and self-confidence.

COLORADO CHRISTIAN UNIVERSITY

<http://www.ccu.edu/>

| | |
|---|--|
| General Contact Information: 8787 W Alameda Ave Lakewood, CO 80226 1-800-44-faith (800-443-2484) | College of Adult and Graduate Studies Academic Services Phone: 303.963.3476 Fax: 303.301.8476 Email: CAGSStudentServices@ccu.edu |
| Special Services/Disabilities Contacts College of Undergraduate Studies Life Directions Center Phone: 303.963.3010 Fax: 303.963.3011 Email: ada@ccu.edu | |

TYPE OF SCHOOL:

4-year private university.

ENROLLMENT: 2454

ADMISSIONS/REGISTRATION:

The application process at Colorado Christian University is a personal one. Each applicant is assigned an enrollment counselor to work with throughout the application and enrollment process. Our admission process is selective. We seek students who have the potential to succeed academically and who want to grow professionally and spiritually. When making an admission decision, the University carefully considers some or all of the following: the completed application, course selection in high school or college, high school or college grades, ACT or SAT scores, interviews, completed essays, and recommendations.

Students applying to the College of Adult and Graduate Studies (CAGS) may begin study in CCU's Adult programs throughout the year. Students are encouraged to begin their studies at CCU at the earliest possible point and to continue through completion of their degree.

Colorado Christian University does not discriminate in the admission of students on the basis of gender, race, age, national or ethnic origin, or disability.

PROGRAM:

Colorado Christian University is committed to providing equal access through reasonable accommodations for students with documented disabilities. Qualified students must provide documentation of disability from a recognized professional specialist describing a physical, cognitive or psychological disability substantially altering the student's ability to perform in an academic environment, with or without accommodations.

PROGRAM EMPHASIS:

CCU staff work closely with students and faculty to create an educational environment conducive to learning by minimizing the impact of a student's documented disability on their academic performance.

IDENTIFICATION AND ASSESSMENT:

Students with a disability identify themselves and provide documentation of their disability to verify eligibility under Section 504, Title III and the American Disabilities Act as Amended (ADAAA, 2008) to the respective CCU Disability Service office: The Life Directions Center, a campus-based, predominantly residential program, for traditional undergraduate students.

The Coordinator of Student Services for adult and graduate students. CAGS is predominantly a distributed education program with delivery via distributed education formats which are accelerated and compressed. The curriculum includes classroom with online enhancement and completely online courses.

Assessment and documentation from a recognized professional specialist is required before reasonable accommodations can be discussed. CCU does not perform educational disability evaluations but relies on the expertise of specialized professionals. Students with disabilities must meet the academic and technical standards required for admission or participation in an education program or activity. Requests for accommodations must be made prior to the beginning of a course.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Students with documented disabilities are eligible for reasonable accommodations per section 504, Title III and ADAAA (2008). Accommodations provide equal opportunity for a student to achieve while maintaining the University's standards of excellence. Each student's request for accommodation is reviewed on an individual course basis and based on documentation of the disability and the requirements of the course. CCU does not make adjustments or provide aids or services that would result in a fundamental alteration of the student's program or impose an undue burden. The instructor has the right to challenge any accommodation that would fundamentally alter the nature and standards of the course.

COUNSELING:

Counseling is available to all students through the Lakewood campus Counseling Center.

HOUSING:

Students with disabilities matriculating in the College of Undergraduate Studies (residential campus) may apply for appropriate housing arrangements consistent with general housing policies. The College of Adult and Graduate Studies is a non-residential program.

ON-LINE LEARNING:

Is available to upper-classmen and graduate students.

COLORADO COLLEGE

<http://www.coloradocollege.edu/>

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| General Contact Information: 14 E Cache la Poudre Colorado Springs, CO 80903 800-542-7214 or 719-389-6344 Fax: 719-389-6816 Email: Admission@ColoradoCollege.edu | Colorado College 902 N. Cascade Colorado Springs, CO. 80946 |
| Special Services/Disabilities Contact: Accessibility Resources Learning Commons at Tutt Library 719-227-8285 Fax: 719-227-8293 www.coloradocollege.edu/accessibilityresources | |

TYPE OF SCHOOL:

Baccalaureate College - Liberal Arts National Private Not-for-profit Institution

ENROLLMENT: 2,000

ADMISSIONS/REGISTRATION:

Colorado College is a highly selective, small liberal arts and sciences college offering an intense ("block plan") academic schedule of courses. Entrance requirements include GPA, SAT or ACT, class rank, letters of recommendation, extracurricular activities, and a personal essay. A composite of this data is considered for admission. For applicants with disabilities, nonstandard administration SAT and ACT scores are accepted. Admission requirements are the same for all applicants.

PROGRAM:

Colorado College is committed to being an exciting place of learning and discovery for all of its students and strives to provide equal educational opportunities to students with disabilities. The College offers a variety of services and resources to help students succeed and, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Colorado College staff members work closely with students who have documented disabilities requiring accommodation to ensure equal access to the College's programs activities and services.

PROGRAM EMPHASIS:

Accessibility Resources is the designated office at Colorado College that maintains disability-related documents, determines eligibility for services, and works with students to determine reasonable accommodations. Students are encouraged to contact the director of Accessibility Resources at any time for information or assistance.

IDENTIFICATION AND ASSESSMENT:

Accommodations are provided to students who request support through the Accessibility Resources program. Students requesting accommodations are asked to complete an application for accommodation and to submit documentation of disability. The documentation submitted by the student is used to verify eligibility for services under the ADA and Section 504. The college's documentation guidelines are available from Accessibility Resources.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

Accommodations, which are determined on a case-by-case basis, will be made depending on the nature of the particular disability and based upon the documentation provided. Requests that are not supported by

appropriate documentation or the fundamentally alter the college's programs or requirements will be denied. However, every effort will be made to implement reasonable and appropriate accommodations.

Some of the accommodations utilized by students include extended time on exams, a distraction-reduced exam setting, note-taking services, alternate print formats, and assistive technology.

Colorado College provides a range of services to help all students succeed academically. In addition to Accessibility Resources, students may seek assistance from their faculty advisor, the Student Life staff, Residential Life and Housing, the Colket Student Learning Center, the Writing Center, the Quantitative Reasoning Center, Boettcher Health Center, the Tutt Library staff, and the Information Technology Services staff.

COUNSELING:

Counseling services are available in the Counseling Center.

HOUSING:

Colorado College is committed to providing reasonable housing arrangements for students with documented disabilities that are consistent with its general housing policies.

<http://www.coloradocollege.edu/lifeatcc/housing/>

COMMENT:

Classes at Colorado College are set up on the Block Plan, which divides the academic year into eight three-and-a-half week segments or Blocks. Students take one principal course during each Block, resulting in an intensive, fast-paced academic environment.

Class size is generally under 25 students, offering opportunities for close faculty-student collaboration.

COLORADO MESA UNIVERSITY

<http://www.coloradomesa.edu/>

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|---|--|
| General Contact Information: Main Campus 1100 North Avenue Grand Junction, CO 81501-3122 970-248-1020 http://future.coloradomesa.edu/admissions | Montrose Campus 234 S. Cascade Ave Montrose, CO 81401 970-249-7009 Fax: 970-249-2579 http://www.coloradomesa.edu/montrose/index.html |
| WESTERN COLORADO COMMUNITY COLLEGE See page 61 | |
| Services/Disability Contact Educational Access Services Houston Hall, Room 100 Coordinator 970-248-1801 Fax: 970-248-1988 http://www.coloradomesa.edu/eas/index.html | |

TYPE OF SCHOOL:

Colorado Mesa University is a comprehensive regional public higher education institution offering liberal arts, professional, and technical programs at the master's, bachelor's, associate, and certificate levels.

ENROLLMENT: 9,676

ADMISSIONS/REGISTRATION:

Admission to Mesa State is considered selective at the bachelor's level and is based on high school GPA, ACT or SAT scores, and high school class rank. CMU considers students with an index of 92 or above and successful completion of the Higher Education Admission Requirements (HEAR) for baccalaureate programs. Students below the index will be considered for admission into associate and certificate programs.

PROGRAM:

CMU does not have a special program or learning disability specialist to work with students with learning disabilities. Accommodations meet the mandates of Federal legislation and are available through Educational Access Services.

PROGRAM EMPHASIS:

1. Equal access to all academic programs
2. Independence of students

IDENTIFICATION AND ASSESSMENT:

Students with disabilities must self-identify and provide documentation of the disability and its impact on the student's functioning in the college environment.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Testing accommodations, text and other materials in alternative formats, sign language interpreters, adaptive equipment, classroom note takers, class, library & lab assistants and priority registration are available.

COUNSELING:

Career development and educational counseling are available to all students. Psychological counseling services, crisis intervention, developmental groups, and supportive counseling are available through the student assistance program.

HOUSING:

Residence halls at the Colorado Mesa University Campus are available to all students. All residence halls are just minutes from classrooms, labs, library, Student Health Center, and the athletic/recreational facilities. By living on campus, you get the total college experience. You are close to all of the action including sporting events, theatrical productions, and other campus activities. To help build community and add to the vibrancy of the college atmosphere, the Residence Life Staff, Campus Residents' Association, and the Hall Councils sponsor educational, cultural, social, and recreational programs for residents.

ON-LINE LEARNING:

<http://www.coloradomesa.edu/online/index.html>

COMMENTS:

Colorado Mesa University's two-year division, Western Colorado Community College, is an open admission, comprehensive community college providing higher education instruction for academic transfer programs and career technical programs. WCCC offers a variety of programs at the certificate and associate level.



COLORADO SCHOOL OF MINES

<http://www.mines.edu/>

General Contact Information:

Admissions Office
Ben F. Parker Student Center,
1600 Maple St., Suite 61
Golden, CO 80401
(303) 273-3220

<http://www.mines.edu/Admissions>

Special Services/Disabilities Contact:

F. Lloyd Wright Wellness Center
Golden, CO 80401
Telephone: 303-384-2595
<http://disabilities.mines.edu/>

TYPE OF SCHOOL:

Four-Year State University

ENROLLMENT 5,300

ADMISSIONS/REGISTRATION:

Admission is competitive and is based on academic performance, ACT or SAT scores, rank in class, completion of college preparatory high school courses, and/or concurrent or independent college courses. High school curriculum should be rigorous and at a minimum should include: 4 units of English, 2 units of algebra, 1 unit of geometry, 1 unit of advanced mathematics (trigonometry), 3 units of history or social studies, 3 units of lab science (1 unit must be chemistry or physics; both are preferred), 2 units of academic electives, 1 unit of foreign language. Trigonometry is the minimum math requirement; students who have the opportunity to complete courses in pre-calculus or calculus should do so.

Student should rank in the upper quartile of high school class and have strong ACT or SAT scores. We do not require a writing test for admission, but if taking the ACT, we recommend the ACT with writing. We do not have a preference on the SAT or ACT exam. We will use your highest composite score from either test.

If student is home-schooled or if high school does not rank or give grades, we will work with student to fairly evaluate record. In these cases, we will usually refer more heavily to ACT or SAT scores.

Policies governing registration are the same for all students. No credit is given toward graduation for remedial course work and no courses may be waived.

PROGRAM:

The Colorado School of Mines has a highly technical curriculum, including required laboratories and field experience courses. Student Disability Services provides academic accommodations and other services for eligible students. Required documentation must provide an understanding of the current impact of the disability as well as recommend reasonable accommodations in the context of post-secondary education and a rigorous curriculum.

Please see the Documentation Guidelines for required information (<http://disabilities.mines.edu/document.html>).

PROGRAM EMPHASIS:

Assistance is determined on an individual basis related to the functional impact of the disability and the student's ability to meet program requirements. Students actively participate in the accommodation process, from self-advocating to adhering to student responsibilities, to ensure effectiveness of accommodations.

IDENTIFICATION AND ASSESSMENT:

Students must request services and submit required documentation. No testing is done to identify a learning disability or other impairment. (The office can provide contact information for evaluators but does not make endorsements.)

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Accommodation requests for classroom and other instructional support such as extended testing time, note-takers, preferential seating, sign language interpreters, must comply with the documentation requirements for specificity and justification.

COUNSELING:

Personal, academic and career counseling and career services are available to all students.

HOUSING:

Campus housing is available; please see online instructions, deadline, and application (<http://inside.mines.edu/RSL-housing-signup>).

ON-LINE LEARNING:

Not currently available.

COMMENT:

While federal disability laws guarantee equal opportunity to participate, students should strongly consider program requirements before committing to attend. Academic adjustments cannot ensure students meet essential requirements for program completion.

Please see the Student Disability Services website for an application and comprehensive information, including recommended submission deadlines (<http://disabilities.mines.edu/>).



COLORADO STATE UNIVERSITY – FORT COLLINS

<http://www.colostate.edu>

General Contact Information:

Office of Admissions
Ammons Hall
Fort Collins CO 80523-1062
(970) 491-6909

<http://admissions.colostate.edu/>

Special Services/Disabilities Contact:

Resources for Disabled Students
100 General Services Building
Phone: (970) 491-6385

<http://rds.colostate.edu/>

Global Campus (On-Line only)

<http://csuglobal.edu/>

8000 E. Maplewood Ave., Bldg 5, Suite 250
Greenwood Village, CO 80111-4766
Phone: 720-279-0159 OR 800-920-6723
Fax: 303-741-2084

Email: admissionadvisor@csuglobal.org

Admissions:

<http://csuglobal.edu/enrollment-and-student-services/admissions-guidelines/>

Student Services:

<http://csuglobal.edu/enrollment-and-student-services/student-services/>

Web Information Request Form:

<http://csuglobal.edu/request-information/>

TYPE OF SCHOOL:

Four-Year State University

ENROLLMENT:

25,413 total students enrolled

ADMISSIONS/REGISTRATION:

The University selects for admission students who demonstrate the greatest potential for attaining a degree. All applications are carefully and individually reviewed. Several factors are considered including grade point average, class rank, number of academic units, scores from the ACT or SAT, leadership qualities, trend in quality of high school performance, and appropriateness of proposed program of study. Un-timed ACT or SAT scores are accepted. A personal essay and letters of recommendation are encouraged. Documentation of learning disability should be submitted if it supports the student's application criteria.

Policies regarding students with learning disabilities are no different than those regarding the general population. No credit is granted for remedial course work. Courses may be waived on petition to the dean, attempted or failed courses may be dropped, courses may be taken elsewhere and transferred in, and one course may be substituted for another.

PROGRAM:

The services offered to students with learning disabilities have been in existence since the early 1980's and serve an average of 400-500 students each semester. Free Subject matter tutoring, alternative testing, note taking, taped textbooks, and priority registration are offered.

PROGRAM EMPHASIS:

1. Advocacy support with instructors.
2. Individual assessment of needs in accordance with documentation
3. Individual and/or small group instructional support.
4. Career/vocational assessment and counseling.
5. Counseling for social/emotional issues.

IDENTIFICATION AND ASSESSMENT:

A student must initiate the process of support and accommodation with Resources for Disabled Students. Accommodations must be supported by appropriate documentation. A free current assessment of a learning disability is available from the Counseling Center to any full-fee paying student. Results are discussed with the student but will not be shared with others without the consent of the student.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

Students are eligible for additional time to complete assignments as well as for exams. Other support includes, but is not limited to, note takers and alternative format for print material. Other adjustments to requirements are considered on a case by case basis but have included: completion of in-class assignments outside of class, editing support, substitutions of courses, lecture outlines, and use of assistive technology.

COUNSELING:

Career/vocational counseling assessment and job placement services are available to all students through the Career Center. Individual and small group personal counseling is available for all students. If a student requires more than five sessions from the counseling department, a small charge is made.

HOUSING:

Available on campus. To find out more about the Residence Halls and Dining program visit:

<http://www.housing.colostate.edu/halls/index.htm>

ON-LINE LEARNING:

<http://www.learn.colostate.edu/onlinedistance/>

COMMENT:

CSU believes that mainstreaming can work when the student is ready for it and wants it. Students must know the kind of help they need and be willing to ask for it.

COLORADO STATE UNIVERSITY-PUEBLO

<http://www.colostate-pueblo.edu/Pages/default.aspx>

General Contact Information:

Admissions and Records Office
Administration Building 202
2200 Bonforte Blvd
Pueblo, CO 81001-4901
Phone: 719.549.2462
Fax: 719.549.2419

Services/Disability Contact

LARC 169
2200 Bonforte Blvd
719.549.2648 Appointments
719.549.2195 Fax
Email DRO@colostate-pueblo.edu
<http://www.colostate-pueblo.edu/Disability/Pages/default.aspx>

TYPE OF SCHOOL:

Four-year State University

ENROLLMENT:

More than 5000 students on campus ... and growing

ADMISSIONS/REGISTRATION:

Requirements include a 2.0 GPA, total ACT scores of 20, and placement in the upper two thirds of the high school class. These requirements are somewhat flexible and a certain percentage of students who do not meet them are admitted. Policies for the learning disabled student are the same as for the general population. No credit is offered for any remedial course work, nor is any required courses waived.

PROGRAM:

Students must register with the Disability Services Office and submit complete, current documentation. Services include 504 and ADA accommodations and adaptive technology. All services are provided according to the documented needs of the individual student.

PROGRAM EMPHASIS:

1. Provide equal access for "otherwise qualified" individuals with disabilities
2. Provide services to students with disabilities
3. Assist in the development of reasonable accommodations for qualified students
4. Assist students in becoming self-advocates

IDENTIFICATION AND ASSESSMENT:

Students with disabilities are expected to take the math and writing assessment that are required of all incoming students. If accommodations are needed for these assessments, prior arrangements should be made. No screening for disabilities is available. Students must provide current documentation (within three years in most cases) of their disability.

The documentation is used to develop accommodations. For more specific information regarding accommodations and documentation guidelines go to:

<http://www.colostate-pueblo.edu/Disability/RequestingClassroomAccommodations/Pages/default.aspx>

INSTRUCTIONAL SUPPORT:

The purpose of Student Support Services at Colorado State University-Pueblo is to increase the retention and graduation rates of low-income, first generation students and students with disabilities. This is accomplished by providing supportive services such as academic action plans, tutoring, academic counseling and limited personal counseling, study skills workshops, mentoring and monitoring of student progress, College Success course, and supplemental instruction for targeted courses.

COUNSELING:

Limited personal counseling is available. Referrals will be made by Student Support Services and when requested by participants. Information regarding this program is available at:

<http://www.colostate-pueblo.edu/CounselingCenter/Pages/default.aspx>

HOUSING:

Available on campus Specific information can be found at:

<http://www.colostate-pueblo.edu/Housing/Pages/default.aspx>

ON-LINE LEARNING:

Options are specific to academic programs. There are some hybrid courses that combine both classroom and on-line features that are available.



FORT LEWIS COLLEGE

www.fortlewis.edu

General Contact Information:

Office Of Admissions
Kroeger Hall
1000 Rim Drive
Durango, CO 81301-3999
1-877-FLC-COLO (toll free)
970- 247-7184
FAX: 970-247-7179

<http://explore.fortlewis.edu/prospective/index.asp>

Web Contact Form: http://explore.fortlewis.edu/prospective/contact_director/index.asp

Services/Disability Contact

Disability Services
280 Noble Hall
Phone(v/tty): 970-247-7459
Fax: 970- 247-7070
<http://www.fortlewis.edu/disability/office.asp>

TYPE OF SCHOOL:

Four-year, undergraduate public liberal arts college

ENROLLMENT: 4,347

ADMISSION/REGISTRATION:

Fort Lewis College selects for admission those applicants who appear to be best qualified to benefit from and contribute to the educational environment of the college. Prospective students must be either a high school graduate or have successfully passed the GED test. All freshman applicants must have their results of the ACT or SAT examination sent to Fort Lewis prior to acceptance by the College.

PROGRAMS:

Fort Lewis College provides access, accommodation and advocacy for students with disabilities. Reasonable accommodations are made on an individual basis for students with documented disabilities. It is the responsibility of the student to contact this office and to submit current documentation to verify the disability. Outlines of Fort Lewis College eligibility requirements that are necessary to document various disabilities and a copy of the Policy and Procedures for this service are available through this office.

COUNSELING:

Counseling services are based on the philosophy that personal/emotional development is an integral part of a student's intellectual development. The Counseling Center has a staff of professional counselors committed to implementing this philosophy. The primary goals are to provide:

- An academic support system to help students overcome obstacles in their academic programs.
- A counseling service to help students cope with crises or other immediate needs in their lives.
- An educational service to promote positive personal development. A support and information/referral service.
- Personal counseling is confidential and is offered through individual and small group counseling. It is intended to be supportive to assist students in solving their problems of a short-term nature.

Services are free to students on short-term basis. There is a charge for therapy after a set number of sessions, for group counseling, and for testing services. If additional services are needed, students can be referred to the Health Center, appropriate mental health agencies, or practicing professionals in the community.

HOUSING:

Available on campus. To find out more, visit:

http://www.fortlewis.edu/prospective_students/housing/default.aspx

ON-LINE LEARNING:

http://www.fortlewis.edu/community_culture/extended_studies/online/default.aspx

COMMENT:

Students with disabilities, needing academic accommodations, should contact Disability Services, as soon as possible, after becoming admitted and prior to their advising appointment, in order for services to be arranged in a timely manner.



JOHNSON & WALES UNIVERSITY

<http://www.jwu.edu/denver/>

General Contact Information:

Johnson & Wales University
7150 Montview Boulevard
Denver, CO 80220
1-877-598-3368
303-256-9300

<http://www.jwu.edu/content.aspx?id=53585>

Web Contact Form: <http://www.jwu.edu/content.aspx?id=53908>

Services/Disability Contact

Department of Academic Achievement
The College of Business Building
Telephone: 303-256-9451

<http://www.jwu.edu/content.aspx?id=554&linkidentifier=id&itemid=554>

TYPE OF SCHOOL:

The Denver Campus is one of four in the country. This is a four-year private university.

ENROLLMENT:

The 2008–2009 campus enrollments stood at 1,454.

ADMISSIONS/REGISTRATION:

Johnson & Wales University operates in accordance with applicable laws on equal opportunity and non-discrimination in admission, scholarships, awards, and financial aid. For more information visit:

<http://www.jwu.edu/departments.aspx?id=53642>

ACCOMMODATIONS:

Students requesting accommodations are to provide one of the following documents to the Disability Services Coordinator to verify the disability and to aid in providing appropriate accommodation: Neurological/medical report by a psychiatrist, neurologist or other physician, or a psycho-educational evaluation by a licensed clinician.

PROGRAM:

Academic Achievement exists to assist each student prepare for graduation and their career. Our goal is to support students in their efforts to develop their talents, empower them to direct their own learning and lead them on pathways of success. With emphasis on success; graduates acquire lifelong behaviors and attitudes which are recognized by employers.

This goal is accomplished by providing a comprehensive menu of services, technologies, and programs that help students connect to the university. Call the Office of Academic Achievement for further information: 303-256-9461.

IDENTIFICATION AND ASSESSMENT:

To be eligible for accommodations, students with disabilities need to present appropriate documentation to and meet with the Disability Services Coordinator. At that meeting appropriate accommodations will be discussed and arrangements made for services to be provided. Self-advocacy, instructor involvement, and a discussion of career goals are part of each of these conversations.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

The Achievement Center provides free tutoring, class notes for most classes, survival skills workshops, computers, and internet access for all enrolled Johnson & Wales students.

Assistive technology and testing accommodations are some of the services provided for students with documented disabilities.

COUNSELING:

Each student at Johnson & Wales is assigned an academic coach from the instructional staff. Students are expected to meet at least twice a term with their academic coach. Probationary students are required to meet with Academic Achievement staff and develop an Academic Success Plan.

HOUSING:

Available on campus for information visit: <http://www.jwu.edu/content.aspx?id=570>

ON-LINE LEARNING:

<http://www.jwu.edu/content.aspx?id=48477>

COMMENT:

In addition to the Department of Academic Achievement, faculty incorporates Universal Design for Instruction, and each student who enrolls in Johnson & Wales is coached not only in academic success, but also in career success. Each student participates in and must pass, one term of experiential education in the form of either a job co-op, or an externship before they are eligible to receive a degree.



METROPOLITAN STATE COLLEGE OF DENVER

<http://www.mscd.edu/>

| | | |
|---|--|---|
| General Contact Information: | | |
| Auraria Campus 900 Auraria Parkway Denver, CO 80217-3362 (303) 556-3058 http://www.mscd.edu/admissions/firsttime/index.shtml | Metro North 11990 Grant St. # 102 Northglenn, CO 80233 303-450-5111 http://www.mscd.edu/extendedcampus/extended/index.shtml | Metro South 5660 Greenwood Plaza Blvd Suite L 100 Englewood, CO 80111 303-721-1313 |
| Services/Disability Contact: Access Center Auraria Library Suite 116 1100 Lawrence St Denver, CO 80217-3362 Telephone: (303) 556-8387 TTY: (303) 556-6852 http://www.mscd.edu/~access/aboutus.shtml | | |

TYPE OF SCHOOL:

Metro State is a comprehensive four-year college on the Auraria Campus in downtown Denver.

ENROLLMENT: 21,715

ADMISSIONS/REGISTRATION:

Whether you're 18 or 38, Metro State is right for you as a first-time college student. The richly diverse student body caters to traditional and nontraditional students alike. Recent high school graduates will feel right at home with the small classes, caring faculty, and a full array of on-campus student activities, clubs and events.

If you're a nontraditional student, you won't have to stop living the rest of your life to get a degree. A Metro State education fits the demands of your world so you can work, play, care for your family – and graduate. We make education flexible so you don't have to put your life on hold.

For more information about Metro admission requirements visit:

http://www.mscd.edu/admissions/adm_requirements.shtml

If you still have questions, send an email to: askmetro@mscd.edu

PROGRAMS:

The College's role and mission are rooted in a commitment to excellence in teaching and learning. Metro State awards Bachelor of Science, Bachelor of Arts and Bachelor of Fine Arts degrees. Students can choose from 50 majors and 79 minors offered through three schools: Business; Letters, Arts and Sciences; and Professional Studies. Programs range from the traditional disciplines, such as history and biology, to contemporary fields of study, such as Chicano studies and health care management. The College offers several bachelor's degree programs unique in Colorado, including aviation management, health care management, land use, meteorology, and surveying and mapping. Students may also design their own degree through the Individualized Degree Program. With all the options offered students have more than 300 academic options, including concentrations within a major, teacher licensure in early childhood, elementary, secondary and special education, and certificates in 36 career fields.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

The Access Center will provide accommodations as mandated under the ADA and Section 504 of the Rehabilitation Act. Since each disability and the particular circumstances surrounding each request for accommodations is unique, it is impossible to predict which accommodations will be provided to any given student. The following is a list of potential accommodations which may be granted based on the students' disability and how it impacts them in a postsecondary educational environment.

- Extended Time for taking exams
- Private/Quiet Room for taking exams
- Scribe for taking exams
- Reader for taking exams
- Computer for taking exams
- Enlarged Print exams
- Interpreter for classes
- Note taker for classes
- Print material converted to alternative format
- Adaptive Equipment

Note: This is not an exhaustive list of potential accommodations. For further information regarding arranging for accommodations visit: <http://www.mscd.edu/~access/student/accomodations.shtml>

HOUSING:

The Auraria Higher Education Center is a non-residential commuter campus with no residence halls or facilities for student housing. If you need help in finding a place to live, there are numerous resources available at the Tivoli Student Union Commuter Resource Center:

<http://www.mscd.edu/questionscomments/faq/housing.shtml>

ON-LINE LEARNING:

<http://www.mscd.edu/academic/online/student/index.shtml>

COMMENT:

Metropolitan State College shares the Auraria Campus with Community College of Denver and University of Colorado at Denver

NAROPA UNIVERSITY

www.naropa.edu

General Contact Information:

2130 Arapahoe Ave
Boulder, CO 80302
303-444-0202
Fax: 303-444-0410

<http://www.naropa.edu/admissions/undergrad.cfm>

Special Services/Disabilities Contact:

Office of Student Affairs
Disability Resources Coordinator
303-245-4749.
FAX: 303-245-4795

<http://www.naropa.edu/studentlife/student-and-academic-services/disability-services.php>

TYPE OF SCHOOL:

A private, nonprofit, nonsectarian liberal arts institution dedicated to advancing contemplative education.

ENROLLMENT:

Undergraduates 400, graduate program 600

ADMISSIONS/REGISTRATION:

We value and seek to foster our students' desires to contribute to the world with understanding and compassion. Our Admissions Committee considers curiosity and engagement with the world as well as previous academic achievement when selecting students. A student's statement of interest, letters of recommendation, and high school and/or college transcripts play an important role in the acceptance process. SAT, ACT and GRE test scores are not required.

PROGRAM:

Naropa University comprises a four-year undergraduate college and graduate programs in the arts, education, environmental leadership, psychology and religious studies. It offers BA, BFA, MA, MFA and MDiv degrees, as well as professional development training and classes for the community.

IDENTIFICATION AND ASSESSMENT:

A student with a disability must make his/her needs known to the Disability Service Coordinator. The student is responsible for providing evidence of a condition that requires academic adjustments or auxiliary aids for impaired sensory, manual, or speaking skills.

Naropa's services include assistance to students with learning disabilities. Students who are unsure about the necessity for assistance (including learning disabilities) are encouraged to speak to the Learning Needs Specialist to explore their individual situation.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

No qualified student in a University program or activity should be denied the benefits of support services and activities. These may include such services as academic advising, career counseling and psychological counseling. In addition accommodations and auxiliary aids may include, but need not be limited to:

- special parking
- registration assistance
- referral to appropriate on or off campus resources, services, or agencies
- note taker services
- interpreter services for the deaf
- arrangements for specialized auxiliary aids, including tapes and brailled material
- assistance in finding needed attendants
- supplemental orientation

As long as no qualified person with a disability is excluded from a program because of the lack of an appropriate service, such support need not be on hand at all times. It is the responsibility of the individual to request the necessary accommodation or auxiliary aid at least 8 weeks before classes, programs or activities begin.

COUNSELING:

The On-Campus Counseling Center is dedicated to supporting the overall well-being and the transformational journey of all Naropa University students

We provide:

- Free or low-cost individual, couples', and group counseling
- Drop-in hours
- Consultations and referrals to community resources
- Advocacy
- Community Education

More information about the Counseling Center can be found at:

http://www.naropa.edu/studentlife/cose_coun_ctr.cfm

HOUSING:

Naropa College provides limited housing for first time students, and first-year transfer students. All other Naropa students live off campus in a variety of living situations. More information is available at:

http://www.naropa.edu/studentlife/housing/ho_index.cfm

Our housing coordinator would be happy to assist you in finding resources for your search. You may contact the housing coordinator at: housing@naropa.edu or 303-546-4761.

ON-LINE LEARNING:

<http://www.naropa.edu/distancelearn>

REGIS UNIVERSITY

<http://www.regis.edu>

| | |
|---|---|
| General Contact Information: Lowell Campus 3333 Regis Blvd Mail Stop G-18 Denver, CO 80221 1-800-388-2366 http://www.regis.edu/contacts.htm | Disability services must be arranged through the Lowell Campus. |
| Denver Tech Center Campus 6380 South Fiddlers Green Circle, Suite 200 Greenwood Village, CO 80111 303-458-4126 800-568-8932 Fax: 303-964-5053 | Colorado Springs 7450 Campus Drive, Suite 100 Colorado Springs, CO 80920 303-458-4126 800-568-8932 Fax: 719-264-7095 |
| Loveland Campus 1605 Foxtrail Drive Loveland, CO 80538 1.800.568.8932 303-458-4126 Fax: 970-613-2201 | Interlocken at Broomfield 11001 W. 120th Avenue, Suite 150 Broomfield, CO 80021 303-458-4126 800-568-8932 Fax: 303-635-1363 |
| Services/Disability Contact: Office of Disability Services David Clarke Hall, The Learning Commons, Room 225 Mail Stop G-18 Phone: 303-458-4941 Fax: 303-964-6595 Email: disability@regis.edu www.regis.edu/disability | |

TYPE OF SCHOOL:

Regis University is a Jesuit university that includes 3 unique colleges: Regis College, Rueckert-Hartman College for Health Professions; and the College for Professional Studies. Regis College is a traditional aged 4-year Liberal Arts College that welcomes traditional aged students 18 through 22.

The Rueckert-Hartman College for Health Professions is a college for health professions including Nursing, Pharmacy, Counseling and Physical Therapy. Both traditional-aged and non-traditional students are enrolled.

The College for Professional Studies is a non-traditional aged college that caters to students 23 years of age or older. This college offers both undergraduate and graduate programming. Programming is offered ON-LINE and in the classroom.

ENROLLMENT:

Regis College, the undergraduate college of Regis University, serves 1,400 traditional college-aged students and the University also enrolls another 270 full-time nursing students, for a full-time, undergraduate enrollment of 1,670.

ADMISSIONS/REGISTRATION:

All student prospects, including students with disabilities, must meet all admissions established by the University. Regis University operates in accordance with applicable laws on equal opportunity and non-discrimination. For more information visit: <http://regis.edu/College-Admissions-and-Financial-Aid/Applying-to-Regis.aspx>

Financial Aid in the form of loans, grants, scholarships, and on-campus employment is available to all qualified students. For additional information contact the Financial Aid Office: <http://regis.edu/College-Admissions-and-Financial-Aid/College-Financial-Aid.aspx>

PROGRAM:

Regis University is committed to ensuring equal opportunity for students with disabilities to succeed, by providing equal access to Regis' programs and services through Disability Services. Students must provide appropriate documentation of disability to be eligible for services. Visit the links at: <http://regis.edu/About-Regis-University/University-Offices-and-Services/Disability-Services.aspx>

IDENTIFICATION AND ASSESSMENT:

To receive accommodations students must first register with Student Disability Services (SDS) and present current documentation of a disability. Documentation requirements are posted on-line at www.regis.edu/disability. All accommodations and services must work through the SDS: faculty is not required to accommodate students unless the student has registered with that office.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Peer tutors in most subjects and Writing Skills Center Tutors are available to all students. Visit the links at: <http://regis.edu/Academics/Learning-Commons.aspx>

COUNSELING:

The Office of Counseling and Personal Development is a part of the Life Directions Program. It provides assistance to students in the areas of Psychological counseling, educational programming and consultative services.

Information regarding the Office of Counseling and Personal Development can be accessed at: <http://regis.edu/About-Regis-University/University-Offices-and-Services/OCPD.aspx>

The primary focus of the department is to facilitate healthy emotional development.

HOUSING:

On campus housing is available for all students enrolled in Regis College and some of the Rueckert-Hartman College for Health Professions programs.

Visit: <http://regis.edu/About-Regis-University/University-Offices-and-Services/Residence-Life-Housing-and-Event-Services.aspx> for general housing information. Student enrolled in the College Professional Studies programs must secure housing off campus.

COMMENT:

Traditional aged freshmen entering Regis College, if found eligible, can enroll in the Freshman Commitment Program. This is a one year program that provides transitional academic support for students who are academically disadvantaged. This program is not a disability program; it is an academic program. However, incoming students with disabilities who are found eligible for this program are encouraged to find out more about the program.

UNIVERSITY OF COLORADO BOULDER

<http://www.colorado.edu/>

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| General Contact Information: Boulder Campus Boulder, CO 80309 (303) 492-6301 http://www.colorado.edu/prospective/ | The Colorado University System https://www.cu.edu/ |
| Special Services/Disability Contact: Disability Services Office Center for Community, Room N200 107 UCB Boulder, CO 80309 (303) 492-8671 Fax: (303) 492-5601 http://disabilityservices.colorado.edu/ | |

TYPE OF SCHOOL:

Four year State University

ENROLLMENT: 30,000

ADMISSIONS/REGISTRATION:

There is no special admissions process at the University of Colorado at Boulder for students with disabilities. More general information can be found at: <http://www.admissions.colorado.edu/undergraduate/apply>. All application information should be submitted to the Office of Admissions by February 15, but disability documentation should be submitted directly to Disability Services, 107 UCB, Boulder, CO 80309-0107.

IDENTIFICATION AND ASSESSMENT:

Students with disabilities must self-identify, request academic accommodations, and provide appropriate documentation to support their individual request for accommodations. The process for requesting accommodations can be found on the department's website.

<http://disabilityservices.colorado.edu/getting-started-ds/accessing-disability-services>

PROGRAMS:

- Provide equal access for "otherwise qualified" individuals with disabilities
- Assist students in becoming self-advocates and advocacy support across campus.
- Individual assessment of accommodations in accordance with documentation of impact in the academic setting
- Assistive Technology Lab
<http://disabilityservices.colorado.edu/services/assistive-technology-lab>
- Faye Z Endowment ASK Mentoring Program
<http://disabilityservices.colorado.edu/services/academic-skills-kit-ask-mentor%E2%80%99s-program>

INSTRUCTIONAL SUPPORT:

Students with disabilities meet the same requirements as all other students. Graduation requirements are not waived. Students with disabilities may qualify for enrollment in the Modified Foreign Language Program provided by the university. Students who struggle with mathematics should speak with a Disability Access Coordinator about options for satisfying this requirement.

COUNSELING: Individual Sessions

When students with disabilities request accommodations, they are assigned to a Disability Access Coordinator who is available to work with the student on an individual basis about access, attitudinal barriers, and navigating the complex university system. The Coordinator's role is to ensure appropriate access is in place and to provide assistance to the student so they have an awareness of resources that are available on campus.

PROGRAM EMPHASIS:

Disability Services works cooperatively with students as they build self-awareness, learn self-advocacy, become more independent, and create a network of resources. DS utilizes an individualized approach working from the student's diagnostic/assessment information. The learning process begins with self-understanding and self-acknowledgement. Emphasis is on developing strategies so students feel empowered and self-reliant.

HOUSING:

The Department of Housing makes decisions about accommodations for students with disabilities. Freshmen are expected to live in the residence halls. For more information visit:

<http://housing.colorado.edu/housing/index.cfm>

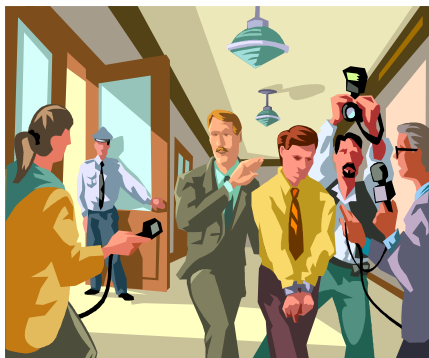
ON-LINE LEARNING:

Courses are offered through Continuing Education and Professional Studies:

<http://conted.colorado.edu/programs/independent-learning/courses/>

COMMENTS:

Students must initiate requests for services by submitting documentation of a disability to the Disability Services office and requesting services in advance.



UNIVERSITY OF COLORADO AT COLORADO SPRINGS

<http://www.uccs.edu/>

General Contact Information:

1420 Austin Bluffs Parkway
Colorado Springs, CO 80933
(719) 262-3000

<http://www.uccs.edu/futurestudents/Admissions.html>

Special /Disability Services Contact

Disability Services Coordinator
P.O. Box 7150, ADM 18
Main Hall Room 105
Colorado Springs, CO 80933
719-255-3354 V/TTY
Fax: 719-262-3195

<http://www.uccs.edu/~dservice/>

TYPE OF SCHOOL:

Four year State University

ENROLLMENT:

8,464 students enrolled in Fall 2009

ADMISSIONS/REGISTRATION:

The criterion for admission to the University of Colorado at Colorado Springs depends on the type of applicant. Please contact Admissions and Records at (719) 262-3383 for information or on-line at

<http://www.uccs.edu/~admrec/apply.html>

PROGRAM:

Disability Services provides equal access and reasonable accommodations for students with documented disabilities. Qualified students must meet the academic standards requisite to admission and provide documentation of a physical, cognitive or psychological disability which substantially limits one or more major life activity. More information can be found at:

<http://www.uccs.edu/dservice/Students/Documentation-Guidelines.html>

PROGRAM EMPHASIS:

1. To provide qualified, self-identifying students with disabilities equal access to a quality post secondary educational experience by administering reasonable accommodations as needed.
2. To empower students with disabilities to advocate for their individual needs with faculty, staff and the Campus Community
3. To foster and establish disability awareness and collaboration between students, faculty/staff and the Campus Community.

IDENTIFICATION AND ASSESSMENT:

Students must identify themselves to the Disability Services Office and provide documentation of their disability. This documentation should include: identification of the nature and extent of the disability, information on the functional limitation as related to the academic environment and recommended reasonable accommodations.

ACCOMMODATIONS/INSTRUCTIONAL SUPPORT:

Students with disabilities are eligible for reasonable accommodations per section 504 of the Rehabilitation Act of 1973 and the ADA of 1990. Accommodations provide equal opportunity to obtain the same level of achievement while maintaining the University of Colorado at Colorado Springs standards of excellence. The instructor has the right to challenge any accommodation that would fundamentally alter the nature and standards of the course. Accommodations may include: assistive technology, books on tape, interpreter, scribe, enlarged print, extended testing time, non-distracting testing environment and note taking support.

ADDITIONAL SUPPORT SERVICES:

Students are encouraged to use the Excel Centers, Academic Advisors and the Counseling Center. Check out the Student Success Center pages at: <http://www.uccs.edu/~career/>

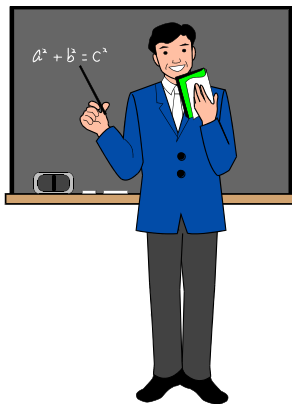
COUNSELING:

Personal issues counseling is available to all students through the University Counseling Center. Visit their website at: <http://www.uccs.edu/~counsel/>

HOUSING:

Available on campus. Find out more at: <http://www.uccs.edu/~residence/>

ON-LINE LEARNING: <http://www.uccs.edu/~extendedstudies/index.html>



UNIVERSITY OF COLORADO AT DENVER

<http://www.ucdenver.edu/about/Pages/default.aspx>

| | |
|--|---|
| General Contact Information Downtown Campus Auraria Higher Education Center 1250 14th Street P.O. Box 173364 Denver, CO 80217-3364 303-556-2400 http://www.ucdenver.edu/about/contact/Pages/default.aspx | Anschutz Medical Campus 13001 E 17th Place Aurora, Colorado Freshmen are not admitted to programs at the Anschutz Medical Campus |
| Special Services/Disabilities Contact North Classroom - 2514 Campus Box 118, P.O. Box 173364 Denver, CO 80217-3364 Phone: (303) 556-3450 TTY: (303) 556-4766 Fax: (303) 556-4771 E-mail: DisabilityResources@ucdenver.edu http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx | |

TYPE OF SCHOOL:

The University of Colorado at Denver offers more than 80 degree programs ranging from bachelor's to doctoral level that span a wide range of fields and disciplines.

ENROLLMENT:

Nearly 12,000 students who represent a diverse mix of ages, ethnicities and backgrounds attend UCDHSC. Our students' ages range from 17 to 75 with the average age of our entire student body at 27. One out of every five students represents an ethnic minority.

ADMISSIONS/REGISTRATION:

At UC Denver, prospective freshmen apply to the Downtown Campus from throughout Colorado, the United States and many foreign countries. Freshmen are not admitted to programs at the Anschutz Medical Campus. On average, admitted freshmen were in the top 25 percent of their graduating class, had a 3.3 GPA and scored 23 on the ACT or 1060 on the SAT. Freshman admission is a personalized process that considers many factors—all of which focus on your future academic success.

Academic advising sessions and placement testing are required for new freshmen and are held before registration for the term.

PROGRAM:

The staff of the Office of Disability Resources and Services is available to provide assistance to students with disabilities and arrange for reasonable accommodations that will address specific educational needs. In addition, they work continuously with members of the campus community to identify solutions to attitudinal and architectural barriers that might impede the successful completion of studies by a student with a disability.

IDENTIFICATION AND ASSESSMENT:

Students requesting accommodations must complete a two-step process to determine eligibility for accommodations: make an appointment with the Coordinator a minimum of six weeks before accommodations are requested and provide current documentation of the disability at this appointment.

For students who do not have current documentation of a learning disability, a referral list of private practitioners in the Denver community is available upon request.

INSTRUCTIONAL SUPPORT/ACCOMMODATIONS:

Each student's request for accommodations is individually reviewed and determined based upon the student's request for accommodations, the documentation that supports the request, and the requirements of the course or degree program. To find out more visit:

<http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx>

Accommodations include but are not limited to: priority registration for classes, assistance in identifying volunteer note takers, alternative testing (extended time, private room, reader, scribe, computer), interpreter services, captioning services, texts in alternate format (Braille, enlarged print, audiotape, diskette), and sale of handicap parking permits.

COUNSELING:

Counseling services are available for CU-Denver students at the Counseling and Family Therapy Center located in the North Classroom. Referrals to private practitioners in the Denver community are also available.

HOUSING:

The Campus Village at Auraria student housing is available beginning fall 2006. For more information, call 303-573-5272 or go to:

<http://www.ucdenver.edu/life/services/housing/Pages/default.aspx>

ON-LINE LEARNING:

<http://www.ucdenver.edu/academics/CUOnline/Pages/CUOnline.aspx>

COMMENTS:

A Writing Center and Tutoring Center are also available to students at no charge.

UNIVERSITY OF DENVER

<http://www.du.edu/>

General Contact Information

Office of Admissions
University of Denver
2197 S. University Blvd.
Denver, CO 80208
Telephone: 800-525-9495
Fax: 303-871-3301
E-mail: admission@du.edu

Special Services/Disabilities Contact

Disability Services Program

The Center
2050 East Evans Avenue
Denver, CO 80208
Telephone: 303-871-2455
FAX: 303-871-3939
TTY: 303-871-7432
<http://www.du.edu/studentlife/disability/>

Learning Effectiveness Program

Telephone: 303-871-2372
FAX: 303-871-3939
e-mail: Lep-info@du.edu

TYPE OF SCHOOL:

Four-year private university

ENROLLMENT:

Approximately 9,360 (4,300 undergraduates)

ADMISSIONS/REGISTRATION:

Prospective students are invited to contact the DSP to set an appointment for a client interview, review of documentation, and to discuss need for support and arrangements for accommodations.

Students with disabilities are admitted through the regular admissions process with Disability Services and/or LEP staff giving input as requested by the Office of Admission. Letters of recommendation and personal essay are required. An interview is recommended. Applicants with learning disabilities should submit recent diagnostic testing including a WAIS-R, Woodcock-Johnson Revised, and/or ADHD battery if they wish the LEP to be able to provide informed input on their applications. Applicants are encouraged to take SAT or ACT untimed. There are no special remedial classes for students with learning disabilities, and they are expected to compete in regular classes.

PROGRAM:

The University of Denver offers services to all students with disabilities through the Disability Services Program office. The Disability Services Program (DSP) provides reasonable accommodations as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act to students with documented disabilities. Accommodations afford students equal opportunity to participate in the University's programs, courses, and activities.

Offered separately, the Learning Effectiveness Program (LEP) is a comprehensive program designed to provide support to students with learning disabilities who attend the University of Denver. Through educational therapy and the use of academic counselors, the LEP works with students one-on-one to determine their learning styles and to develop skills that will make them successful university students. The LEP encourages its students in three crucial areas of skill development: Self-advocacy, articulation of strengths and weaknesses, and independent learning strategies. The director, academic counselors,

organization specialist, study skills specialist, and support staff provide services to approximately 200 students.

There is a cost for the Learning Effectiveness Program. Students who qualify for financial aid should include the LEP fee in their statement of need; often, the fee for the LEP is met with students' financial aid packages. Students who feel that they need only basic accommodations rather than the comprehensive program should contact Disability Services Program.

PROGRAM EMPHASIS:

The LEP focuses on helping students develop skills in three areas:

1. Self-advocacy
2. Articulation of strengths and weaknesses
3. Independent learning strategies

IDENTIFICATION AND ASSESSMENT:

Students who wish to receive accommodations must self-disclose their disability to a DSP staff person. Upon disclosure, students are required to fill out an Intake packet and releases, and to provide documentation of their disability. This information is confidential and will not be part of a student's university record. Students can contact DSP to request a copy of the University's Documentation Guidelines for information regarding documentation requirements for their specific disability. DSP also provides referral services for students who think they may have a learning disability but have never been tested.

Most students enter the program with diagnostic testing. Through LEP, an update of current academic levels is completed in the fall, when students enter the program. Complete diagnostic testing is available at a moderate cost, and results are discussed with the student. Students are encouraged to share the results of testing with advisors, instructors, and family. Results are used to develop an educational plan. To get started visit: http://www.du.edu/studentlife/disability/dsp/undergrad_register.html

INSTRUCTIONAL SUPPORT/ACCOMMODATION:

Accommodations provided through DSP are free to qualifying students. Accommodations are arranged in an individualized collaborative manner, based on appropriate documentation of disability. It is crucial that both prospective and current students contact DSP well ahead of the beginning of the first quarter they seek accommodations.

Appropriate accommodations through DSP may include alternative format texts & materials, assistance with foreign language substitution, classroom changes, note takers, sign language/oral interpreters, test accommodations, and tutor referrals.

All students in the Learning Effectiveness Program are assigned to a primary academic counselor. First-year students are encouraged to hold weekly meetings with their counselor to develop an academic plan. Academic counselors provide academic advising, paper writing assistance, learning strategies, emotional support, and advocacy within the University. Students may also use the LEP computer lab.

COUNSELING:

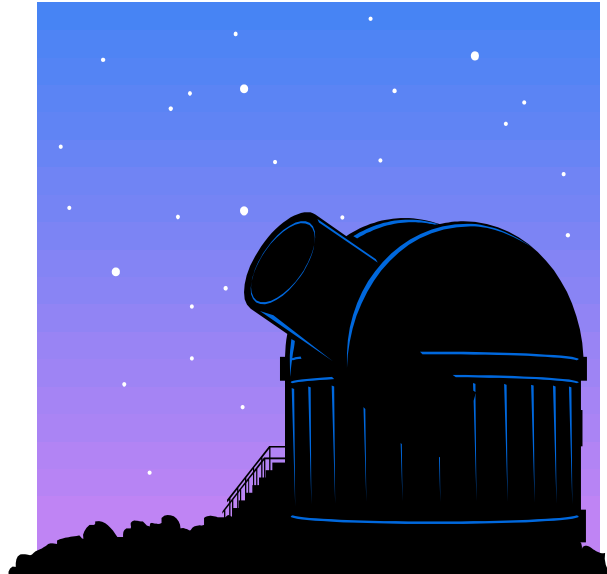
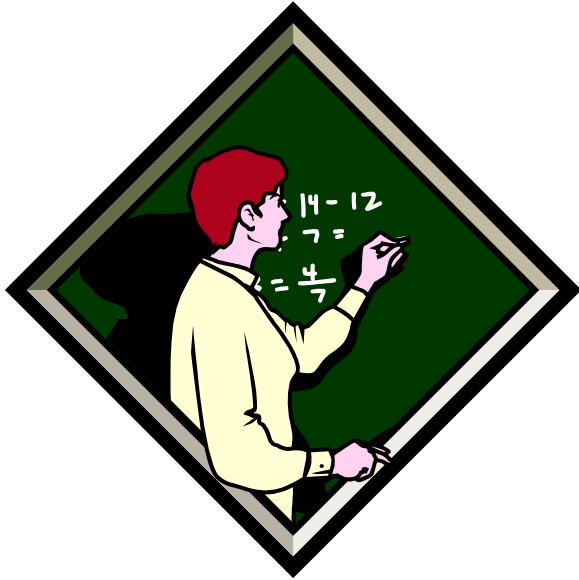
Academic counselors provide LEP students with emotional support and work closely with the career and counseling centers to give students access to more in-depth counseling.

HOUSING:

Available on campus. Find out more at: <http://www.du.edu/live/housing.html>

COMMENT:

Essential to the success of LEP students is their commitment to their own academic and personal growth and their willingness to participate fully in the program. The LEP program is based on self-advocacy and student responsibility.



UNIVERSITY OF NORTHERN COLORADO

www.unco.edu/

General Contact Information

Admissions
Campus Box 10
Carter Hall 3006
Greeley CO, 80639
Phone: 970-351-2881

E-mail: admissions.help@unco.edu

Special Services/Disabilities Contact:

Disability Support Services
Michener L-80, Campus Box 139
Greeley, CO 80639-0134
(970) 351-2289
Telephone: (970) 351-2289
Fax: (970) 351-4166
<http://www.unco.edu/dss/aboutDSS.html>

TYPE OF SCHOOL:

Four-year state university

ENROLLMENT: 12,084

ADMISSIONS/REGISTRATION:

Requirements include GPA, SAT or ACT scores, and class rank. From these three criteria, an admissions index is calculated. There are no special admissions considerations for the learning disabled student. No special arrangements or treatment for the learning disabled student are made and no courses are waived.

PROGRAM:

The program, Disability Support Services, has a full-time director and serves all students with documented disabilities. No specific program is available for the learning disabled. However, we work with students who have a diagnosed learning disability on an individual basis. Find more information at:

<http://www.unco.edu/dss/collegeTransitionTips.html>

PROGRAM EMPHASIS:

- Individual and/or small group support

IDENTIFICATION AND ASSESSMENT:

Identification of students with learning disabilities is accomplished through self-identification or referrals from high school counselors and university professors. We do not provide assessments for learning disabilities but can refer students to evaluation sources. It is the responsibility of the student to provide clinical documentation of his/her disability in order to qualify for services. For information regarding accommodations, visit: <http://www.unco.edu/dss/accommodations.html>

INSTRUCTIONAL SUPPORT:

There is no specific support to the learning disabled; however, those students are assisted on an individual basis. Test accommodations are provided when disability documentation verifies the need. Adaptive technology, e-text, and learning strategy workshops are available for those eligible for these services. The student must provide appropriate disability documentation according to UNC disability guidelines and meet with a staff person to request services.

COUNSELING:

Career/vocational counseling, assessment and job placement services are available to all students. No special considerations are given to the learning disabled student.

Individual and small group counseling is available to all students for social adjustment problems through the counseling department.

HOUSING:

Available on campus. More information can be found at:

<http://www.unco.edu/housing/>

ON-LINE LEARNING:

<http://www.unco.edu/extendedstudies/>

COMMENT:

Although no program designed specifically for the learning disabled student exists at UNC, those students who require help are assisted on an individual basis.



WESTERN STATE COLORADO UNIVERSITY

www.western.edu

General Contact Information:

600 North Adams St
Gunnison, CO 81231
800-876-5309
(970) 943-2119
970-943-2363 Fax

<http://www.western.edu/admissions>

Services/Disability Contact:

Director of Disability Services
Phone: (970) 943-7056
Fax: (970) 943-3409
<http://www.western.edu/>

TYPE OF SCHOOL:

Four-year state college

ENROLLMENT: 2,400

ADMISSIONS/REGISTRATION:

All students applying for admission to Western State Colorado University should complete the standard admissions process through the Admissions Office. Admission to Western depends on academic performance and background, standardized test scores, and personal attributes. Normally, students are admitted if they meet the following criteria: 1) graduation from an accredited high school; 2) a cumulative grade point average of 2.5 or better (on a 4.0 scale of college-prep courses) and/or rank in the upper two-thirds of the graduating class; and 3) a composite score of 20 or higher on the ACT or a combined score of 950 or higher on the math and critical reading sections of the SAT.

PROGRAM:

Disability Services, located in the Academic Resource Center, coordinates support services for all students with disabilities. We offer a variety of resources and academic accommodations to assist students as they pursue their academic and career goals. While providing a supportive environment, we encourage students to develop independence and to take responsibility for their academic experiences. Personal consultation and workshops are available to help students improve learning problem-solving and self-advocacy skills.

IDENTIFICATION AND ASSESSMENT:

In order to receive services, students must submit documentation of disability to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act, ADA. Complete and current documentation is necessary to determine appropriate accommodations, auxiliary aids and other services. Specific documentation guidelines are available upon request. Note: Western does not provide assessments or diagnoses of disabilities.

ACCOMMODATIONS/ INSTRUCTIONAL SUPPORT:

Accommodations are determined on a case-by-case basis. Some of the accommodations used by students with disabilities include alternative testing, alternative formats of text, note takers, screen reader/voice recognition software and priority registration. Campus support services that are available to all students at Western include the Writing Center, Mathematics Tutoring Center and peer tutoring. More information is available at: <http://www.western.edu/academics/academic-resource-center/disability-services/accomodation-procedures.html>

COUNSELING:

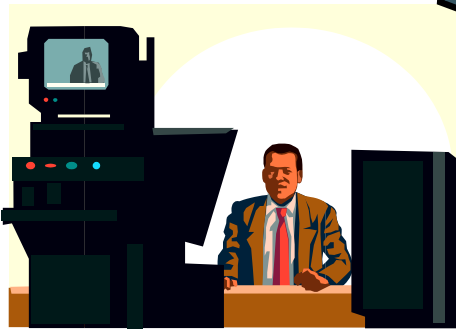
DS provides academic advising. Personal counseling is available through the Campus Health Center.

HOUSING:

Available on campus. To learn more about campus housing visit: <http://www.western.edu/student-life/residence-life>

COMMENT:

Students who plan to use services should contact Disability Services as soon as possible after acceptance to Western to begin the process of arranging support services.



APPENDIX A

QUESTIONNAIRES AND TIP SHEETS

CHOOSING A POST SECONDARY SCHOOL: GUIDELINE QUESTIONS

I. QUESTIONS TO ANSWER ABOUT YOURSELF BEFORE YOU DECIDE

Why do I want to attend another school after high school?

What are my plans after I attend a post secondary school?

How will I pay for tuition and books?

What kind of things do I do well?

What do I enjoy doing?

What do I learn easily?

How does my disability affect me?

What kinds of things are hard for me to learn?

What services or aids have helped me learn in the past?

What help do I think I'll need to succeed in college or vocational school?

Am I prepared to spend extra time and effort to succeed in college or a vocational program?

Can I explain to someone clearly and concisely what my learning problems are and how I learn the best?

Am I willing to share this information with others?

Am I willing to visit the school to interview instructors and others who could help me and to observe classes I would be taking?

II. QUESTIONS TO ANSWER ABOUT THE SCHOOL(S) BEFORE YOU DECIDE

Name of school:

What is the name and phone number of the person who works most closely with disabled students at this school?

What is it that I really like about this school?

Does the school have courses in the field I want to study?

What is the tuition? Will I have to pay room and board? Can I afford to go?

What are the requirements for being accepted to the school? Are there any special considerations given to students with disabilities if they don't meet the requirements?

Is there a special program to help learning disabled students? If yes, what is it called?

What kind of academic help is given to learning disabled students?

Basic skills tutoring?

Subject area tutoring?

Other?

Are special tests given to help me understand my strengths, interests, aptitudes and areas of weakness?

Are there special staff members who help disabled students?

If yes:

-does the staff tutor?

-help students plan their academic program?

-act as an advocate for students with instructors?

-consult with instructors?

-help teach classes that L.D. students are taking?

Are the following aids available to learning disabled students?

- recorded or digitized texts
 - recorders
 - calculators
 - word processors
 - computers
 - assistive technology
- software
- adaptations
- note takers
 - alternative test arrangements
 - interpreters if needed
 - preferential services
 - academic adjustments such as course sequence

Are the following counseling services available?

- individual
- career
- group
- disability peer groups

Is there assistance in the following areas?

- extra help in the classroom
- supervised job experience
- transitional planning and assistance

Is it possible to “waive” or substitute a required class?

If yes, how is that done?

Is it possible to alter class sequences?

Are there special classes that teach study skills?

Preparing for College

Parents, Counselors, Teachers and Students may use this list as a reminder of helpful skills and necessary steps to use as a student with a disability moves toward college.

- Make sure it is the student's choice to attend college. The most successful students are those who have high motivation and a good understanding of their particular strengths and weaknesses. They understand that it may be harder and take more time to manage college level work. They are committed to spending the extra time studying, and to requesting and using appropriate accommodations when needed.
- Make sure that educational assessments and performance summaries are current and that the student has a complete set of copies.
- Complete a variety of inventories and assessments that will give the student information about learning styles, career aptitudes, and interests.
- Make sure the student's reading, writing, and study skills are adequate including ways to organize and complete assignments. In addition to high school assistance, consider study skills classes offered by community colleges or private agencies, and/or individual tutoring.
- Consult with the high school to get a good understanding of how much support or special help the student is currently receiving. It is important to determine realistically the level of support that will be necessary at the college level.
- Make sure students have an understanding of their particular disability. They should know and be able to articulate their strengths and weaknesses as well as understand which accommodations work best for them.
- Encourage students to be their own advocates. A good first step is to encourage them to discuss their disability and needed accommodations, if any, with their general education high school instructors.
- Help students to increase their independent living skills. Help them learn to manage their own checking accounts, laundry, cleaning, cooking, routine health care, personal safety, etc.
- Take the ACT or SAT. Obtain appropriate accommodations through the High School counseling center if needed. Options include extended time, readers, large print or audio format.
- Visit colleges before making a definite choice and look at the communities in which they are located. Consider the student's desires and readiness to live away from home.
- Contact the Office of Disability Services at the college you are interested in before applying. Get information on what kinds of services and supports are available, if there are modified admissions for students with disabilities, and if there are any special pre-admission requirements.



ADVOCATING FOR YOURSELF

A Primer for Acquiring Accommodations

ACCOMMODATION: A necessary device or service that helps a person perform a task which otherwise couldn't be accomplished without said device or service.

SELF-ADVOCATE: To voice one's own needs to another person. In this case, to inform instructors or others of your need for accommodations.

STUDENT KNOW THYSELF

You must be comfortable with yourself and your disability before you are able to tell others what accommodations you may need to help you in school. In order to approach an instructor with your need for accommodations, you must first be able to tell yourself the same thing. To do this, take out a piece of paper and pen or pencil, and answer the five W's:

What accommodations am I asking for?

Why do I need the accommodations?

Who am I asking for the accommodations?

When (what date and time) do I need the accommodations?

Where can I get the accommodations or where can I use them?

What am I asking for?

Be as specific as possible about what accommodations you need. You are the only one who knows **EXACTLY** what works for you. If you can't explain, describe or otherwise get the point across to yourself what your needs are, then you won't be able to do that with an instructor. If you are not sure what accommodations you will need perhaps you can brainstorm with the instructor or the disability services coordinator and see what ideas come out of it.

Why do I need the accommodations?

You must know yourself, your disability, your strengths and weaknesses in order to answer this question. If you haven't as yet faced the challenge of identifying yourself or your need for accommodations, now is the time to do so.

Who am I asking?

Are you asking the instructor, staff member, or other person for accommodations? The best time to approach instructors is probably during office hours. If this is not possible, ask to schedule an appointment so that you can discuss the need for accommodations.

When do I need the accommodations?

The sooner you know you will need accommodations and the sooner you tell your instructor, the less stress will be generated all around. For example, if you get a class syllabus on the first day and it lists the dates for the mid-term and final exams, you should approach your instructor that day or very soon after to make arrangements for accommodations. It may be impossible to make accommodations for you if you wait until the last minute.

Where can I get the accommodations or where can I use them?

The less work the instructor has to do for you, the happier you and that person will be. Self-advocacy means that you have done everything you can do to help yourself obtain your own accommodations. For example, if you've been in the school system for a while and know how to get test accommodations, let the instructor know what must be done. Self-advocacy is not an excuse to yell, "I want what I want, when I want it!" and

expect others to do the footwork for you. Do your own homework and figure out where to get the accommodations you need before approaching your instructor with your request

PRACTICE, PRACTICE, PRACTICE

Speaking one-on-one to an instructor outside of class can be a scary thing. When you have to ask for some type of help (accommodation), it can be downright stressful. The best way to lessen the stress is to practice what you'll say.

First look over the notes you've made about the Five W's and put them in some kind of order that is logical for you. Then begin talking out loud and deciding what you want to say, as you would practice making a speech. If it helps to do this in front of a mirror, then do so.

After you've practiced by yourself, perhaps practice the same thing with a friend who can give you feedback or ideas on how to improve your presentation style. Once you feel comfortable approaching the instructor, go ahead and do it. You'll come across as a self-confident student who knows how to take charge of your own needs.

GOOD LUCK!!!!

APPENDIX B

TESTING ACCOMMODATIONS

Testing Accommodations

What Does the ADA Require?

The ADA requires that examinations (and the applications process leading to examination) for licensure, certification, /credentialing be accessible to persons with disabilities regardless of who is doing the test administration. The administering agency is required to establish a process for making accommodations available to persons with disabilities.

The purpose of providing accommodations in testing is to enable the individual to demonstrate his/her mastery of the subject being tested. Individuals with different disabilities may use the same accommodations, and individuals with the same disability may use different accommodations.

What is the Procedure for Requesting Accommodations?

The following wording is frequently found on the standard applications for testing:

"If you have a disability and may require some accommodation in taking this examination, fill out and submit the 'Request for Accommodation' form along with this application. If accommodation is not requested in advance, we cannot guarantee the availability of accommodation on-site".

Check with the person responsible for scheduling testing or the disability services coordinator to determine the steps necessary to arrange for accommodations.

Is Documentation of Disability Required?

Documentation establishes the validity of the request for accommodation and provides information as to what accommodations are required. The testing entity is not allowed to request disability-related information beyond this. If a person has an observable disability (e.g., those who use a wheelchair, who are blind, or who wear hearing aids), no further documentation may be needed. For those with hidden disabilities (e.g., a learning disability or chronic health impairment) it is appropriate to request documentation of the need for accommodation.

How should Documentation be DONE?

1. The documentation should be completed and signed by a professional (e.g., physician, psychologist, rehabilitation counselor, educator) familiar with the applicant's disability and, if possible, the appropriate accommodations.
2. If the applicant has documentation of having previously received accommodation in a test situation at this institution, it may be sufficient to provide that documentation instead of having new documentation prepared.
3. Verification of disability-related accommodations provided by the testing agency can be released only upon expressed written consent of the individual.
4. All documentation is confidential

To avoid the need to provide documentation to several people, and to streamline the process, it would be helpful to meet with the disability services coordinator at the school first, provide the necessary documentation to that person, and have them assist you with any required testing.

Is Accommodation Always Required?

Examinations cannot be used exclusively for applicants with disabilities since this would amount to discrimination, therefore, these tests would have to be routinely given to all candidates. Post-secondary institutions are not required to waive tests for students with disabilities. Under the ADA, examinations can only be used to accurately test necessary skills or aptitudes, rather than the person's impairment. For example, many tests, such as math tests, must be read to be completed but reading itself may not be an essential element of the skill being tested. Based on your own strengths and disability, you may need accommodation for some tests but not for others.

What Accommodations are Considered Reasonable?

- Accessible testing sites
- Alternative location (s)
- Test schedule time variation
- Extended time
- Distraction-free space
- Recording of responses
- Sign language interpreters
- Readers
- Use of adaptive equipment
- Scribed exams
- Alternative test formats

Does the ADA Affect Postsecondary Institutions?

Postsecondary institutions that receive federal monies are required to comply with a similar disability nondiscrimination law, Section 504 of the Rehabilitation Act. The ADA upholds and extends the compliance standards in employment. Qualified individuals cannot be excluded from participation in campus programs solely because of their disability.

Who Pays for the Cost of Accommodation?

The law requires that the agency administering the examination must provide reasonable accommodation at no cost to the test-taker. A request made in advance is usually required.

What Kind of Documentation Must Be Provided?

The kind of documentation will depend on individual colleges and universities. Schools will most often request:

- Current documentation of a disability;
- Specific description of disability;
- Disability-related needs and recommendations for services; and
- Test scores and interpretation (when appropriate).

Documentation should be current enough to provide an accurate picture of the individual's functional capacities.

This information is confidential and not a part of the student's permanent record.



APPENDIX C

DOCUMENTATION GUIDELINES

**State of Colorado
Consortium of Support Services
For Students with Disabilities**

Documentation Guidelines

Introduction

Individuals with disabilities who attend or plan to attend a postsecondary institution in Colorado may need reasonable accommodations, and/or auxiliary aids in order to have equal access to the programs and services offered. The laws that require postsecondary institutions to provide these services to otherwise qualified students include: Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). To receive accommodations in the postsecondary environment, a student must notify the institution's Disability Services Office (or other designated office) and initiate the process for determining their eligibility for accommodations. This is usually done by the student completing an Accommodations Request Form.

Purpose

These documentation guidelines have been provided to assist students in obtaining appropriate documentation from qualified professionals. While appropriate documentation of a disability is only one part of determining eligibility for accommodations, the provision of this documentation assists the disability service provider to understand the impact of the disabilities, needs, and potential accommodations. Institutions might also request documentation for the following reasons:

1. To verify the existence of a disability;
2. To support the request for each specific accommodation;
3. To review the nature of the disability or disabilities and its' impact in the postsecondary environment; and
4. To assist in the collaborative determination of eligibility for auxiliary aids and services which minimize the impact of the disability.

Please note: An Individualized Education Program plan (IEP), 504 Plan, Summary of Performance or General Education Initiative from a secondary school may not provide thorough enough information for the documentation of disability and needed accommodations. Please refer to the institution's documentation guidelines for the required information.

Rights and Responsibilities

In addition to providing notification and documenting the need for accommodation(s), students with disabilities also have the following rights and responsibilities:

Rights

- To an equal opportunity to participate in and benefit from courses, programs, services or activities;
- To an equal opportunity to work and to learn, to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- To the assurance that all disability-related records will be confidential and maintained separately from college/university records.

Responsibilities

- To meet qualifications and maintain essential institutional standards for courses, programs, services or activities;
- To initiate all requests for accommodations and services by completing all the institution's required accommodation request forms
- To give institutions advance notice of needed accommodation(s).

Documentation accepted by one college or university might not be accepted by other institutions, agencies and/or programs (e.g. Testing agencies, licensure exams, certification programs). Please check with the specific institution(s) and/or program(s) to determine their documentation requirements.

Documentation of the disability assists the school's Disability Services staff in collaborating with the student to determine reasonable accommodations and/or services. If the submitted documentation is incomplete or does not support the student's request for accommodations and/or services, the student may be asked to provide additional documentation. For example, an Individualized Education Program, 504 Plan, or Summary of Performance from a secondary school without supporting information generally is not considered to be sufficient documentation. The cost of obtaining all documentation is borne by the student.

Students are encouraged to contact the institution's Disability Services for guidance on the documentation needed for their individual situations.

In general, documentation should include the following:

1. The credentials of the evaluator(s)

Documentation must be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. The individual making the diagnosis must be qualified to do so (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

Documentation should be provided on official letterhead with the name, title, professional credentials, address, phone number, and signature of the evaluator, as well as the date of the report.

2. A diagnostic statement identifying the disability

Documentation should include a clear diagnostic statement. While diagnostic codes from the Diagnostic and Statistical Manual of Mental Disorders (DSM) or the International Classification of Functioning, Disability, and Health (ICF) of the World Health Organization are helpful, a full clinical description may also convey the necessary information.

3. As appropriate to the disability, a description of the diagnostic methodology used

Generally, documentation should include a description of the diagnostic criteria, evaluation methods, procedures, tests, and dates of administration, as well as observations, specific results, and a clinical narrative. Where appropriate to the nature of the disability, both summary data and specific test results, including subtest and index scores, should be provided. Data should be based on age norms and reported as standard scores and percentiles.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. For example, assessments for learning disabilities should include at least one measure of aptitude and measures of achievement in reading, math, and written language.

4. A description of the current functional limitations

Information on how the disability currently impacts the individual provides useful information for identifying reasonable accommodations. The documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the condition.

The age of acceptable documentation is dependent upon the disability. While relatively recent documentation is recommended in most circumstances, older documentation for conditions that are permanent or non-varying may be appropriate. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture of the current status of the student (e.g., learning disabilities, attention deficit-hyperactivity disorder, psychological disorders, and chronic health conditions).

5. A description of the expected progression or stability of the disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and with context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts and the need for reasonable accommodations and/or services.

6. A description of current and past accommodations, services, and/or medications

A description of current and past accommodations, services, and/or medications will assist the Disability Services staff in determining appropriate accommodations and/or services. A discussion of any significant side effects from current medications that may impact physical, perceptual, behavioral, or cognitive performance is also helpful. While accommodations and/or services provided in another setting may not be binding, this information may provide insight for making decisions for reasonable accommodations and/or services.

7. Recommendations for accommodations and/or services

Recommendations for reasonable accommodations and/or services that are logically related to functional limitations provide valuable information for the review and planning process. However, the school will make the final determination of reasonable accommodations and/or services.

These guidelines are based on the Association on Higher Education and Disability (AHEAD) best practices for documentation (<http://www.ahead.org/resources/best-practices-resources/elements>).

Students should keep a copy of the documentation for their personal records. Disability Services destroys documentation and other disability-related information seven years after a student leaves the College.

DEFINITIONS

These definitions are taken from Title II Highlights and Title III Highlights, U.S. Department of Justice, Civil Rights Division, Office of the Americans with Disabilities Act, Section 504 Compliance Handbook, and ADA Alliance.

The two federal laws governing institutions of higher education are The Americans with Disabilities Act of 1990 (ADA) and The Rehabilitation Act of 1973.

Provisions of the ADA prohibits discrimination on the basis of disability in

| | |
|-------------|--|
| Title I - | Employment |
| Title II - | Public services and transportation (includes state universities) |
| Title III - | Public accommodations related to goods, programs, and services (includes most private universities) |

Section 504 of the 1973 Rehabilitation Act states: "No otherwise qualified disabled individual in the United States ... shall, solely by reason of his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..."

An individual with a disability is defined as a person who has a "physical or mental impairment" that substantially limits a "major life activity," or has a record of such impairment, or is regarded as having such impairment.

A physical impairment is defined as any physiological disorder, condition, cosmetic disfigurement, or anatomical loss which affects one or more of the following body systems: neurological, musculoskeletal, sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine. Examples:

| | | |
|----------------|---------------------|--------------------|
| AIDS | epilepsy | muscular dystrophy |
| cancer | hearing impairments | speech impairments |
| cerebral palsy | heart disease | visual impairments |
| diabetes | multiple sclerosis | |

A mental impairment is defined as any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, as well as specific learning disabilities.

Substantially Limits is defined as an individual being unable to perform a major life activity or significantly restricted as to the condition, manner or duration under which s/he can perform a major life activity.

Major life activities include functions such as:

| | | |
|-----------------|-------------------------|----------|
| breathing | learning | speaking |
| caring for self | performing manual tasks | walking |
| hearing | seeing | working |

A qualified individual with a disability is one who meets the essential eligibility requirements for the program or activity offered by a public entity. The essential eligibility requirements will depend on the type of service or activity involved.

A qualified person with a disability in regard to education is defined as a person who meets the academic and technical standards requisite to admission or participation in the institution's programs and activities. Factors such as safety may be considered in determining whether a disabled person is qualified.

Reasonable accommodations are the adaptation of a program, facility, or work place that allows an individual with a disability to participate in the program or services or perform a job. Accommodations may consist of changes in policies, practices, services or location and the use of auxiliary aids. Accommodations must be made unless it can be demonstrated that the accommodations would impose an undue hardship on the operation of the program. A modification is not mandated if it would "fundamentally alter" the goods, services, or operations of the public accommodation.

Auxiliary aids will be provided when they are necessary to ensure effective communication with individuals with hearing, vision, or speech impairments. Auxiliary aids include such services or devices as qualified interpreters, assistive listening headsets, television captioning and decoders, telecommunications devices for deaf persons, videotext displays, readers, taped texts, brailled materials, and large print materials.

A disability is NOT: homosexuality, bisexuality, transvestitism, transsexuals, compulsive gambling, or substance abuse disorders resulting from current illegal use of drugs.



APPENDIX D

RESOURCES FOR ADDITIONAL INFORMATION

REFERENCES FOR STUDENTS, TEACHERS AND COUNSELORS

Organizations & Internet Resources

Alliance for Technology Access (ATA)

Telephone: 800-914-3017; TTY: 731-554-5284; Voice 731-554-5ATA (5282); Email: atainfo@ataccess.org.
Web: www.ataccess.org

Americans with Disabilities Act Disability and Business Technical Assistance Centers (DBTACs)

(The DBTACs provide information, referral, TA, and training on the ADA)

Telephone: 800-949-4232 (V/TTY); Web: www.adainformation.org

Association on Higher Education and Disability (AHEAD)

Telephone: 704-947-7779; Fax: 704-948-7779; Web Contact: www.ahead.org/contact; Web: www.ahead.org

Colorado Commission on Higher Education

Telephone: 303-866-2723 Fax: 303-866-4266; Web: <http://highered.colorado.gov/cche.html>

- Higher Education: <http://highered.colorado.gov/Academics/Colleges/>
- Division of Private Occupational schools: <http://highered.colorado.gov/DPOS/Students/schools.html>
- College in Colorado: www.collegeincolorado.org
- College Opportunity Fund:
http://www.collegeincolorado.org/Home/COF/College_Opportunity_Fund.aspx

Council for Exceptional Children

Telephone: 1-888-232-7733; Customer Service: service@cec.sped.org; Web: www.cec.sped.org

- Division on Career Development and Transition (DCDT) www.dcdt.org
- Special Interest Divisions: www.cec.sped.org/Membership/Special-Interest-Divisions

International Dyslexia Association

National: Telephone: (410) 296-0232; Fax: (410) 321-5069; Web: www.interdys.org

Rocky Mountain Branch, IDA

Telephone: 303-721-9425; Email: ida_rmb@yahoo.com; Web: www.dyslexia-rmbida.org

Learning Disability Association of America, Inc. (LDA)

Telephone: 412-341-1515; Fax: 412-344-0224; Email: info@LDAAmerica.org

Web: www.ldanatl.org; Web Contact: www.lidaamerica.org/contact/

Learning Disability Association of Colorado (LDAC)

Telephone: 303-894-0992; Email: info@ldacolorado.com; Web: www.ldacolorado.com

Mobility International USA (MIUSA),

Telephone: 541-343-1284 (Voice/TTY); Fax: 541- 343-6812

Web: www.miusa.org Web Contact: www.miusa.org/contact

National Center on Secondary Education and Transition (NCSET)

Telephone: 612-624-2097; Fax: 612-624-9344; Email: ncset@umn.edu Web: www.ncset.org

National Collaborative on Workforce and Disability, NCWD/Youth, c/o Institute for Educational Leadership
Telephone: 877-871-0744; TTY: 877-871-0665; Email: Collaborative@iel.org; Web: www.ncwd-youth.info

National Secondary Transition Technical Assistance Center (NSTTAC)
Telephone: 704-687-8606; Fax: 704-687-1625; Email: nsttacmail@uncc.edu; Web: <http://www.nsttac.org>

Office of Disability Employment Policy
Telephone: 866-4-USA-DOL (1-866-487-2365)
Web: www.dol.gov/odep; Web Contact: www.dol.gov/dol/contact/contact-email.htm



Clearing Houses

ERIC Clearinghouse on Disabilities and Gifted Education, ERIC/OSEP Special Project, Hoagies Gifted Education

Web: www.hoagiesgifted.org/eric/osep-sp.html

Families and Advocates Partnership for Education (FAPE), PACER Center

Telephone: 952-838-9000; Email: pacer@pacer.org; Web: www.fape.org and www.pacer.org

HEATH Resource Center (Online clearinghouse on postsecondary education for individuals with disabilities)

Email: ask@HEATH.gwu.edu; Web Contact: <http://www.gwu.edu/contact-gw>; Web: www.heath.gwu.edu

National Dissemination Center for Children with Disabilities (NICHCY), Academy for Educational Development

NICHCY's funding has ended. Resources can be found at: www.parentcenterhub.org/resources



Publishers

These are just a few of the many publishers offering educational materials that may be of interest to you. Catalogues describing various products may be obtained by contacting each company by phone, fax, mail or website. Most companies also have websites. This list is provided for your information only. The Colorado Department of Education does not endorse any particular publisher or product and does not require the use of any product.

Brookes Publishing

www.brookespublishing.com

LRP Publications

www.lrp.com/store

Pearson

www.pearsonschool.com

Pro-Ed

www.proedinc.com

Sopris West Educational Services

www.sopriswest.com

