

**Vocational Rehabilitative and Academic Programs for High
Functioning Individuals with Autism Spectrum Disorders: An Overview**

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What has changed since the First Edition of this White Paper?

As one would expect some new programs have emerged and others have disappeared from the landscape of support services for young adults with learning disabilities (LD) or higher functioning individuals with an autism spectrum disorder (ASD) such as Asperger syndrome (AS).

The most exciting development has been the passage of the Higher Education Opportunity Act (HEOA) (P.L. 110-315) in 2008. Amendments to this legislation have led to the creation of Comprehensive Transition and Postsecondary (CTP) programs. Beginning in 2010 Institutions of Higher Education were eligible to submit proposals to the U.S. Department of Education (DOE). The proposals were for Comprehensive Transition and Postsecondary plans for students with Intellectual Disabilities (ID) which can include individuals with autism. The curriculum for the CTP must include an advising structure specific to students with ID. The students with intellectual disabilities must also be included in classes and activities with non-disabled peers.

Prior to the passage of HEOA only students who were enrolled in a college degree bearing program full-time were eligible to complete the Free Application for Federal Student Aid (FAFSA). Under the amendments to the HEOA, students with intellectual disabilities who are enrolled in a U.S. DOE approved CTP are eligible to complete the FAFSA, even if they are not enrolled in a degree bearing program and even if they have not yet completed high school.

However, the types and amount of Federal Student Aid are limited for students with Intellectual Disabilities (ID). Students with ID are limited to receiving Federal Student Aid in the form of Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal Work Study program monies. Unfortunately, students with ID ARE NOT currently eligible for federal student loans which happen to be the largest portion of Federal Student Aid. The rationale behind the decision not to make loans available to students with ID is that the debt to earnings ratio would be too great for student with ID to pay back their loans. Hopefully, with advocacy efforts this practice will change in the near future.

As of March 1, 2013 there are only 16 U.S. Department of Education approved Comprehensive Transition and Postsecondary (CTP) programs in the entire country. We have included descriptions of those programs in this edition of this white paper. For an up-to-date, complete listing of the approved CTPs as well as eligibility criteria and information regarding the completion of the Free Application for Federal Student Aid (FAFSA), please visit:

<http://studentaid.ed.gov/eligibility/intellectual-disabilities>

Why Are Transition Services Needed?

Adolescents and young adults with AS or LD typically do not have the basic academic and social skills that facilitate a successful transition to adult life. Their experience of repeated academic and inter-relational failures poses sizable barriers to obtaining and maintaining full-time employment and sustaining social relationships. As a

result, the positive self-regard that typically is derived from such work and support experiences is often unavailable to them as well. In many cases, individuals with LDs and/or AS are capable of experiencing successful transition to adulthood, especially individuals in higher functioning range. However, because of their unique needs, they will require additional and specific supports to make this transition in a positive, behavior and health enhancing way. In the next section, we will examine what constitutes a best practices approach to facilitating a successful transition to adult roles for individuals with AS and LDs.

Best Practices in Transitional Services for Individuals with Learning Disabilities and/or Asperger Syndrome

Goldberg, Higgins, Raskind, and Herman (2003) have identified 6 factors that predict successful adult development among individuals with LDs. They found those individuals who scored higher on (1) self-awareness, (2) proactivity, (3) perseverance, (4) appropriate goal setting, (5) effective use of social support systems, and (6) emotional stability and emotional coping strategies had the best social and work outcomes at a 20 year follow up point. They also found that those with successful development could be distinguished from those with less successful trajectories in terms of their family's functioning and their own social relationships.



Each of these above areas is amenable to intervention. In support, a review of the literature suggests that there are 4 main targets that should be addressed within an effective transitional program. They include a) preparation to sustain employment, b) skills that facilitate maintaining a home, c) promoting community involvement, and d) promoting personal and social relationships (Butterfield & Arthur, 1995; Halpern, 1990; Sitlington, 1996). Interestingly, other areas of adolescent services emphasize positive health behavior (Harrison, Beebe, & Park, 2001; Sallis, Patrick, Frank, Pratt, Wechsler, Galuska, 2000) and civic involvement (Atkins, 2003; Yates & Youniss, 1999) as key targets for adolescent and young adult development. These are not typically addressed in the literature regarding transitional services for adolescents with LDs or AS. Certainly for these high functioning youth, these two areas of adult development are relevant.

It is important to note prior to any discussion of model service components that support services for high functioning adolescents and youth adults with LDs and/or AS are relatively scarce in the United States generally. Since 1984, the Office of Special Education Programs of the Department of Education funded 400 transition-related model programs although most of these likely target individuals with severe needs and may have represented demonstration projects. For the most part, typical providers of transition services include:

(excerpt from LDOnline, <http://www.ldonline.org>)

- The Vocational Rehabilitation Agency: The VRA assists persons with cognitive, sensory, physical, or emotional disabilities to attain employment and increased independence. Funded by Federal and state money, VR agencies typically operate regional and local offices. VR services typically last for a limited period of time and are based on an individual's rehabilitation plan. If needed, an individual with disabilities can request services at a later time, and a new rehabilitation plan will be developed.
- Mental Health & Mental Retardation Agencies: provide a comprehensive system of services responsive to the needs of individuals with mental illness or mental retardation. Federal, state, and local funding are used to operate regional offices; local funding is often the primary source. Services are provided on a sliding payment scale.
- Independent Living Centers help people with disabilities to achieve and maintain self-sufficient lives within the community. Operated locally, ILCs serve a particular region. ILCs may charge for classes, but advocacy services are typically available at no cost.

Over the last 10 years, there has been growing recognition of the power of partnering community colleges with transitional programs (Mobley, 2002; Pearman, Elliott, & Aborn, 2004; Rapp, 1997). Proponents argue that it allows that student to take on post-secondary education and aspects of campus life in a more structured environment. Certainly this approach is better suited for high functioning young people in need of a supported transition experience.

In this review, we will briefly outline the multiple components suggested across numerous reviews of transitional programming (Butterfield & Arthur, 1995; Kohler & Chapman, 1999; Sitlington, 1996).

Components of a Best Practices Curriculum

Most mentions in the literature include 4 primary components of a state of art transitional program. They include skill training and experiential learning opportunities to develop (a) employment and work skills, (b) adult life skills including financial management, grocery shopping, laundry, and home maintenance, (c) social and personal relationships, and (d) social involvement in the community. In terms of format, there are five best practices. They are: (a) use of a group format, (b) involving the family in the skills building and experiential learning of the student, (c) developing partnerships with community businesses and organizations, (d) taking a long term approach with the student, and (e) engaging in on-going evaluation. While there is small sample and qualitative evidence that supports some of these practices, there have been no quantitative evaluations that clearly identifies any given practice as leading to effective transition.

In addition to best practices, there are a number of problems that also characterize many transitional programs. These include (a) inclusion of only higher functioning students, (b) lack of recording of basic demographic data of program participants, (c) lack of information about individuals who dropped out of the program, (d) clear description of program components and their link to transition, (e) no ongoing evaluation methods

including the lack of baseline data, the use of poorly designed measurement instruments, the lack of a comparison group.

Employment and Work Skills

Most transitional programs emphasize employability and work skills as work is a central role in adult life. Not only does it enable financial independence but it is a source of positive identity and self-esteem. In a review of 41 studies of transitional programs, Halpern (1990) reported that all 41 had a curricular component devoted to work. Skills taught and practiced in this curricular area typically include job-seeking skills (Benz, et al., 1997) ; occupation-specific vocational skills training (Posthill & Roffman, 1991), selecting colleges and/or other post-secondary options and completing applications (Aune, 1991) and work habits (e.g. punctuality, communicating with employer, asking questions).

Adult Life Skills

Living independently is an important marker of adult life among Americans. Hence, it is important that a transition curriculum content address skills such as selecting living accommodations, budgeting and bill paying, buying and preparing food, and basic house cleaning in order to promote independent living. The National Longitudinal Transition Study (Wagner, D'Amico, Marder, Newman, & Blackorby, 1992; Wagner et al., 1991) found that amongst a national sample of individuals with LD, 44% were living independently after they had been out of school from 3-5 years. In comparison, 56% of youth in the general, non-LD population lived independently over the same time frame.

Developing and Maintaining Social and Personal Relationships

Children and adolescents with LD and AS have poor social relationships and consequently have more difficult forming a positive identity and positive friendships. These deficits in their social skills are associated with low self-esteem placing these youth at higher risk for depression. Because of this, the development of social skills is considered to be of primary importance (Wanat, 1983). An effective transition program will include instruction and practice in interacting with others in socially appropriate ways including initiating social relationships, communication skills, conversation skills, and conflict resolution.

Other research has pointed to the fact that individuals with an LD are more likely to engage in criminal behavior. The findings of Bryan, Werner, and Pearl (1981) and Derr (1986) provide some support for this. They reported that individuals with LD are more likely be pressured by peers, more likely to use self-promotion as a key rule in decision making, and less likely to consider community or social norms. Because of this, a focus on decision making is often a critical part of transition curricula. Given the recent

focus of NIH on anti-bullying programming, it may be useful to include substantive content on the management of bullying for this often victimized population.

One of the main criticisms has been it is not easily discernible what social skills are being taught and practices. Program personnel overly rely on the milieu to teach social skills. While much attention is given to the identification of the deficit, relatively less attention is paid to identifying the social skill that could be utilized to address this deficit. Key social skills include problem solving and planning, decision-making, communication skills.

Staying Socially Involved

Staying socially connected is the best method to circumvent isolation and to make the receipt of social support more likely. The National Longitudinal Study (Wagner et al., 1992) found that young people with LD who had been out of school 3 to 5 years, 41% interacted with family and friends 4 or more days a week and 50% 1 to 3 days a week.

Social involvement has been defined as belonging to community organizations such as a church, temple, or mosque or professional organizations, going out with friends, and participating in exercise programs. It is important to focus on the number of shared activities in which the individual participates and not solely the number of reported friends. One study found that there were no differences in the number of friends reported by youth with and without an LD. However, the youth without LD had significantly more social contacts and engaged in significantly more social events.

Components of a Best Practices Program

In addition to substantive content, there are other aspects of program delivery that characterize a state of the art program. They include:

- Using group modality

The effectiveness of a group format in social skill development has been well established. Peer groups not only offer the opportunity for natural practice of the targeted skill but can provide social support and acceptance and reduce isolation (Mishna, & Muskat, 2004; Saenz, Fuchs, & Fuchs, 2005).

- Involving the family

Kohler and Chapman (1999) emphasize the involvement of parents and family members in the planning and delivery of transition services. Such a family focus helps parents to be more knowledgeable and understanding of the range of advocacy, planning, support, and legal issues that their child faces. Families are a natural support system and involving them facilitates empathy and cohesion.

- Developing community partnerships

Kohler and Chapman (1999) argue that the best transitional programs have active involvement with community businesses, labor unions, community service agencies,

government organizations, and other community resources. They argue that not only does this open a range of work opportunities to the students but it “validate skill standards and worker competencies and provide classroom resources and training sites for both students and educators” (p.25). Involvement of the business community provides opportunities for mentorship and positive relationships with other adults.

- Taking a long term approach: the importance of follow up

As with any kind of intervention services, there can be skill loss across time. In the multiple studies reviewed by Kohler and Chapman (1999) they distinguished between program outcomes 1 year out of school and 3-5 years out of school. In each case, there is a reduction in improvement across time. Given that the real goals of any transition program are fundamentally long term, it is important for programs to provide long-term support and/or booster sessions to facilitate generalization of skills across multiple situations across time. Booster sessions, the provision of 1-2 sessions at a later date, are a standard in many other kinds of skill development interventions such parent-adolescent communication (Lederman & Mian 2003) and child and adolescent anger management (Kellner, Colletti, & Bry, 2003).

- Engaging in ongoing evaluation

One criticism of most transition programs is that their impact is conceptualized in terms of short-term effects although the ultimate goal is the long-term development of active citizenship. Relatively little is known about the relative importance of any given component of a transition program and regional, race, ethnic, gender differences in outcomes. A commitment to research and ongoing evaluation is pivotal.

VOCATIONAL REHABILITATION PROGRAMS AND ACADEMIC PROGRAMS
FOR ADULTS WITH LEARNING DISABILITIES

The movement toward vocational rehabilitation programs and supported academic programs for adults has been spurred by two historical events. The first is the return of a sizable number of veterans from World War II with physical and/or emotionally challenges requiring accommodation and the second is the passage of Section 504 “E” of the Rehabilitation Act of 1973.

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| Types of Programs that Serve Adults with LDs |
| ✓ Transitional |
| ✓ Vocational Rehabilitation |
| ✓ Supported Academic |

Section 504 “E” subsequently was re-authorized as the Americans with Disabilities Act that guaranteed equal access to postsecondary education and work for people with disabilities. Following the passage of Section 504, PL 94-142 was passed in 1975 that mandated all schools to provide a free and appropriate education for all handicapped children. This education was to occur in the least restrictive environment. PL 94-142 was re-authorized and renamed as the Individuals with Disabilities Education Act (IDEA). As a result of IDEA & ADA, important improvements were made in the educational experience of these younger children making it more possible for them as young adults to complete college level work. Consumer advocacy efforts have made the rights and options available to individuals with a disability more widely known. In the literature available a distinction is maintained between academic and vocational programs. There are many fewer programs that offer both kinds of services.

VOCATIONAL REHABILITATION PROGRAMS

In the last 30 years as the field of vocational rehabilitation developed distinctions, were made in the types of programming available. Day treatment programs are typically geared toward lower functioning individuals who require constant supervision and often, nursing care. Habilitation programs are designed for adults who require supervision by trained staff but are able to spend more time outside of the structure of a treatment center. With assistance, these adults engage in volunteer work or on-site paid work. Finally, supported work programs offer the least restrictive environment. Supervision is provided by trained staff at an off-site work place. There is a larger focus on skills of independence. Supported employment is defined as “competitive work in integrated work setting...consistent with the strengths, resources, priorities, concerns, abilities, capabilities, and informed choices of the individual, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred or for whom competitive employment has been interrupted or intermittent as a result of a significant disability” ([Rehabilitation Act Amendments, 1998](#)).

The goal of these rehabilitation programs is to enable the individual to integrate into normal adult functioning in terms of work and professional relationships, thereby improving his/her quality of life. Most of the literature that has examined rehabilitative approaches has been directed to adults living with mental illness as a primary or co-morbid disorder. The most successful programs for clients living with mental illness have been supported employment programs (Bond et al., 2001; [Torrey, Clark, Becker, Wyzik, & Drake, 1997](#)). These are programs that help the individual to find paid employment at a work site that is committed to employing individuals with a disability. Program staff provide support to the individual in maintaining the job in terms of problem solving and advocacy,

and helping him/her to disclose their disability to an employer ([Drake, 1998](#)). For these individuals, psychiatric services typically are integrated with the vocational service ([Becker and Drake, 1993](#)). Supported employment has been found to work better than group skills training, sheltered workshops, and other vocational services ([Lehman et al., 2002](#), [McFarlane et al., 2000](#)) with competitive employment rates as high as 78% over 1 to 2 years for supported employment ([McGurk & Mueser, 2004](#)).

Gowdy, Carlson & Rapp (2003) have identified a number of factors that characterize model supported employment programs. These factors fit with other evidence that suggest that an important mediating variable is the individual's level of motivation to work. Motivation has been identified is the most significant element predicting successful employment outcomes ([Rose, Saunders, Hensel, Kroese, 2005](#)). In these model programs, administrators and staff:

1. Emphasize the value of work in people's lives and the belief that people can work.
2. Use a strength based approach to practice (i.e., define clients in terms of their abilities)
3. Use client outcome, national, and regional vocational data to guide their programming and practices.
4. Do not consider stigma against people with psychiatric disabilities as a barrier to their ability to obtain employment
5. Believe that their clients have a desire and motivation to work.
6. Do not see the loss of insurance benefits as a barrier to services but as an element of the work.
7. Share stories on an ongoing basis about their clients' experiences in ways that demonstrate the client's ability negotiate and succeed in the work world.
8. Collaborate together in the form of regular contact and information sharing so that all staff regardless of responsibility have the same information about the client.
9. Work with all staff to help the clients to find and maintain work.

SUPPORTED ACADEMIC PROGRAMS

There is a growing body of research focused on the needs and outcomes of adult learners with disabilities in academic settings. Most agree that for these students to succeed, they will require some type of remedial services ([Cowles & Keim, 1995](#); [Strichart & Mangrum, 1985](#)). With legislative mandate, all universities and colleges must provide reasonable accommodations to any student determined eligible, however, there is a tremendous range in the level of support made available. Such variation is likely influenced not only by budgetary considerations but by differences in each institution's interpretation of their requirement to provide "equal access" to the educational experience. Programs can range from general workshops in study skills to multi-faceted individualized programming. In most cases the student as an adult must obtain and pay for the services that he/she requires.

Rath and Royer (2002) identify two general approaches to the kinds of programs utilized by academic institutions: those that attempt to modify behaviors and/or skills of the student and those that attempt to modify the university or classroom environment to accommodate the student. There is much debate over the relative merits of each approach that abut issues of student ability, responsibility and the extent to which college education is a privilege or a right ([Navicky, 1998](#)).

Approaches directed toward modifying aspects of the student's behavior or skill set include (a) providing therapy and counseling to address feelings of helplessness, isolation, and/or to improve areas of social skill deficit, (b) teaching learning strategies such as organizational skills and study skills, and (c) providing assistance with targeted disability specific areas of learning (e.g., providing a curriculum in reading and comprehension, computational math skills, etc. NOTE: In the review of Rath and Royer (2002), they report that such disability-specific programs are rarely found at the university or college level). Approaches that focus on altering the learning environment to accommodate the needs of the LD student include: (a) providing assistive technologies and programs (e.g., recorded textbooks, proofreading programs, utilizing note-takers), (b) allowing flexibility in aspects of a course or programs of study (e.g., changes to testing procedures) and (c) providing tutoring and special mentoring. There is no body of evidence examining the effectiveness of either approach individually or comparatively.



A REVIEW OF PROGRAMS

(Inclusion in this list should in no way be interpreted as an endorsement of the program.
Much of the text below is a verbatim excerpt from the institution's web site)



- **Location:** Boone, North Carolina
- **Type of students:** intellectual disabilities
- **Program goals:** Scholars with Diverse Abilities Program (SDAP or the Program) is designed to provide a two-year, on-campus living and learning experience for individuals with intellectual disabilities. It prepares students for personal and occupational success through coursework in academics, personal development, job preparation, social skills, and community access. SDAP goals align with Appalachian State University's Strategic Priority #1: Attracting, educating, and graduating students who are prepared to make positive contributions to the region, state, nation, and world form the primary mission of the University. To achieve this goal, we must have programs that develop real-world capabilities by challenging and extending the intellectual development of our students.

Tuition cost: per semester

CREDIT HOURS	0-5	6-8	9-11	12+
IN-STATE TUITION	\$442.75	\$885.50	\$1,328.25	\$1,771.00
FEES (DETAILED)	\$413.28	\$826.47	\$1,373.50	\$1,373.50
TOTAL IN-STATE	\$856.03	\$1,711.97	\$2,701.75	\$3,144.50
OUT-OF-STATE TUITION	\$1,948.76	\$3,897.52	\$5,846.28	\$7,795.00
FEES (DETAILED)	\$413.28	\$826.47	\$1,373.50	\$1,373.50
TOTAL OUT-OF-STATE	\$2,362.04	\$4,723.99	\$7,219.78	\$9,168.50

* Students in the program are required to pay an additional \$1,000 per semester

- **Financial aid:** The program has recently applied to the federal government to allow our students to apply for financial aid. It is unclear whether they have been approved or not
- **Room and Board:** standard housing is \$1,950 per semester
- **Physical fitness program:** N/A
- **Transportation:** on and off campus shuttle
- **Job placement:** Our student's work with job coaches from Watauga Opportunities to find on and off-campus employment. We work with Watauga Opportunities to pair the courses our students take with their employment options.
- **Travel training:** see independent living skills

- **Independent living skills training:** We do provide our students with a basic skills class to further support independent living skills. This class meets for approximately 1.5 hours per week. During this class you will learn how to navigate campus, use the Appalcart bus system and budget your money
- **Vocational training:** learn specific job training skills
- **Social skills training:** social skills will be built both inside and outside the classroom
- **Personal trainer:** N/A
- **On-site medical care:** student health services is located on campus
- **Driver's education:** N/A
- **Recreational activities:** SDAP Scholars engage in social activities according to their individual interests. These activities may include volunteering, attending sporting events, participating in clubs, attending arts events, participating in club sports or Special Olympics, and social activities as a part of Residents' Life.
- **International travel program:**
- **Summer program:** there is a orientation that occurs over the summer

DIFFERENCES: SDAP scholars are fully integrated into the Appalachian State University community. SDAP scholars actively engage in university life by auditing courses of interest to them, living on campus in residence halls with their peers, participating in campus social and extracurricular activities, working on campus, and engaging in civic activities. Successful completion of the Program leads to a Collegiate Achievement Award issued through Academic Affairs.

- **Location:** Leesburg, FL
- **Type of students:** Learning disabilities, ADHD, or gifted LD.
- **Program goals:** Beacon College is the only accredited college offering AA and BA degrees exclusively for students with learning disabilities.
- **Tuition cost:**

Tuition (per semester)	\$14,755
Room Fee (per semester)	\$2,653
Board Fee (per semester)	\$1,648
Semester Sub-total	\$17,575
Annual Tuition Cost	\$38,512

A \$250.00 non-refundable deposit is due upon receipt of enrollment contract and will be applied to first semester fees. After the start of the term, room and board fees are non-refundable. Room fees include basic cable TV and wireless internet connection.

- **Financial aid:** Parents and students are expected to make the maximum possible contribution to meet the student's educational expenses. The financial aid program at Beacon College currently offers assistance in the form of State funded grants, scholarship, and work-study and other programs. For example:
 - Florida Resident Access Grant (FRAG)
 - Division of Blind Services
 - Florida Bright Futures Scholarship Program
 - Florida Children of Deceased or Disabled Veterans
 - Florida Ethics in Business Scholarship
 - Florida Jose Marti Scholarship Challenge Grant Fund
 - Veteran's Educational Benefits
 - Montgomery GI Bill
 - VEAP / Veterans Educational Assistance Program
 - Survivors & Dependent Educational Assistance
- **Staff to Student ratio:** 8:1.
- **Physical fitness program:** No official program, though the school does have many clubs that focus on different athletic activities (cycling, bowling, fishing, tennis, and adventure – horseback riding, snorkeling, boat rides, etc.).
- **Transportation:** N/A
- **Travel training:** N/A
- **Independent living skills training:** Completed through hands-on living experience in apartment-style housing with the support of Resident Assistants.

- **Vocational training:** Field Placement Program to develop competitive job skills.
- **Paid internships:** Students may qualify for the Work Study Program through Financial Aid.
- **Personal trainer:** Students can enroll in the Learning Specialist program where a Learning Specialist weekly one-on-one academic mentoring services.
- **On-site medical care:** Not on the campus. There are medical facilities located close to the campus, such as the Leesburg Regional Medical Center located a mile away.
- **Driver's education training:** N/A
- **International travel program:** Beacon College offers an international cultural studies program during its summer term. Countries that have been traveled to include Spain, Russia, Sweden, Italy, Greece, France, England, Ireland, Switzerland, and Germany, with the upcoming Australia, New Zealand, Amsterdam, Paris, and Normandy.
- **Summer program:** Yes, for a fee of \$2,500.
- **Job placement:** N/A

DIFFERENCES: Beacon offers cultural studies aboard program where the students study with Beacon faculty in Europe. This program also offers students both A.A. and B.S. degrees in computer information systems. Their main emphasis is a liberal studies degree.

- **Location:** Melbourne, FL
- **Type of students:** Young adults with either Asperger Syndrome (AS) or Non-verbal Learning Disabilities (NLD).
- **Program goals:** To provide individualized, post-secondary academic, internship and independent living experiences for young adults with Asperger Syndrome and Non-verbal learning differences. The center's mission is "... to graduate young men and women of confidence, character, and integrity capable of making contributions to society and claiming their place as citizens of the world."
- **Tuition & Fees:** Entry levels one – four: \$39,900 to \$71,900; entry levels **five and six:** \$16,000 to \$26,900.
- **Financial aid:** Families are encouraged to apply for SSI. Since the students have a diagnosis of either AS or NLD, the clinical services may be reimbursed by medical insurance. Likewise, the program encourages families to consult with an accountant, because CIP serves only students diagnosed with Asperger Syndrome and Non-Verbal Learning Differences; tuition and other expenses may be tax deductible as a medical expense for federal income tax purposes. The College Internship Program also works with Sallie Mae TuitionPay Payment Plans, which allows a family to pay the tuition in installments over 12 months (without interest/finance charges). They will also provide a statement of clinical sessions to submit to insurance company for reimbursement upon request.
- **Room and Board:** A one year apartment lease is signed by student on orientation day. Students also pay for their college classes, books and /or any extra vocational programs. Supplementary services such as hyperbaric oxygen therapy, neurofeedback, auditory therapy and occupational therapy are not included in all levels, but are available.
- **Food:** Is purchased by the student. A budget of \$200.00 per month is allocated for the student who shares an apartment with roommates.
- **Staff to student ratio:** 1:1.
- **Physical fitness program:** To encourage physical fitness and a healthy lifestyle, students utilize local health facilities. Individual and group physical fitness activities are planned weekly. Social skills modules are integrated into physical fitness activities. Local facilities at Brevard Community College/UCF Campus and other sites are utilized. A new wellness program has been introduced in the 2009 year. An individual assessment with an Occupational Therapist involves the areas of nutrition, hygiene, sensory issues, weight control and physical fitness as well as instruction on creating a more active lifestyle. A student receives additional staff support, coordination and supervision of their individual wellness plan, outlining specific steps to increase health and well-being. Group wellness activities planned for the student may include: walking, running, biking, group stretching, yoga, Pilates, martial arts, light weights, resistance band use, circuit training, Swiss ball exercises, stress reduction tools, advanced food shopping instruction, and volleyball.
- **Transportation:** Transportation to and from the Melbourne International Airport during the semester breaks is provided by CIP on the scheduled days stipulated on the CIP Calendar, as

well as for all program recreational activities. CIP does not provide transportation to and from Orlando International Airport. During the summer program, students are taught how to use public transportation like buses and trains and are expected to walk 15-30 minutes in a given day. For certain outings (recreational activities, etc.), transportation is provided by CIP.

- **Job placement:** N/A
- **Travel training:** The Brevard Center sponsors an optional travel program one week a year during the college break in March. Students prepare for this trip through a series of class meetings in which they study the language, arts, culture and trip itinerary. These trips are an excellent opportunity for students to travel and broaden their horizons in a safe, supervised atmosphere. Past trips have included: England, Ireland, Italy, The Caribbean, France, Mexico, Spain, Ecuador, Greece, The Galapagos Islands, Chile, Belize and Canada. The cost is separate from tuition.
- **Independent living skills training:** Residential goals are also focused on obtaining greater competency and success at independent life. The residential staff works with the student to assess and teach skills necessary for independence. Students receive support and instruction in apartment maintenance and cleaning in scheduled weekly appointments. The staff assists the student's needs and work to increase competency and independence in dialing living.
- **Vocational training:** CIP offers an opportunity to enhance vocational skills through vocational skills training and internship placement. They have in-house classes that provide instruction in: self-presentation, communication skills, defining interests, value clarification questionnaires, skill assessments, and career exploration. They take a look at the interview process, videotape mock employment interviews, and provide feedback.
- **Social skills training:** Students are encouraged into socialization through living in the apartment building. An elected Student Government also plans and organizes student social activities, as well as fosters leadership.
- **Personal trainer:** After entering CIP, students are assigned a Student Advisor, a staff member who is the continued person of contact for the student and his/her family. The Advisor is a case manager, and of course, an advisor. S/he is the conduit through which your academic, internship, and residential progress at CIP is communicated with your family on a bi-weekly basis. The SA coordinates schedules, sets appointments, helps students set short- and long-term goals, coordinates his/her program plan and how to deal with day-to-day problems, communicates on important issues with parents, assists with student banking, develops self-advocacy skills in the student, and acts as the Inter-Departmental liaison. The SA also oversees the student's path of progress and is responsible for coordinating periodic progress reports.
- **On-site medical care:** N/A
- **Driver's education training:** N/A
- **Summer program:** The Brevard Center offers a Summer Orientation for new and returning students (mandatory for first-time students). Students can have a comprehensive assessment so that arrangements can be made for any special accommodations they may require to be successful academically. The new student is also able to establish bank accounts, get to know the community, and settle into their apartment in a more reasonable time frame, rather than trying to accomplish all these things in the one week prior to classes beginning in the fall. Returning students can use the summer program to take additional courses at a local college, business,

dance or music school. The summer is also a wonderful opportunity for all students to experience all the cultural events that make Melbourne, Florida a favorite tourist destination. Students take trips to Sea World, Universal, Disney World, the Melbourne Street Festival, see “The Producers,” go to the Melbourne King Center, the BCC Planetarium, and the Citi Walk, in addition to local beaches and boardwalks.

- **Other:** Beyond the basic academic, internship, counseling, money management/budgeting, residential/recreational supports, life skills instruction and cooperative cooking skills; the Brevard Center offers individual training modules designed specifically for students with Asperger and Non-Verbal Learning Differences. Services at the intensive level include:

- ✓ Reframing /Reattribution Training
- ✓ Theory of Mind
- ✓ Social Thinking
- ✓ Executive Functioning
- ✓ Career Class
- ✓ Wellness Program
- ✓ Hidden Curriculum
- ✓ Sensory Integration
- ✓ Human Sexuality
- ✓ Relationship Development
- ✓ Social Mentoring
- ✓ Bookends Program

Advancement to the higher levels is determined by the student’s progress.

DIFFERENCES: This center has an all star professional advisory board of experts in the field of autism spectrum disorders including Dr. Ami Klim, Carol Gray, Dr. Brenda Smith-Myles and Dr. Liane Holliday-Willey. Each Spring Break the Center organizes an optional foreign travel experience. Students study the country and the language prior embarking on their trip. This program has a culinary center that teaches the students how to cook. In addition to an internship experience, students are also required to conduct community service. The clinical services at this program closely resemble VIP’s clinical program. Students have individual and group counseling available in addition to social skills training and vocational training. This is one of the few programs that distinguish fees based on the intensity of services provided. Note: This is the only post secondary education program in the entire country listed on the On Line Asperger Syndrome Information and Support (OASIS) website for young adults with AS.

- **Location:** Scarborough, Ontario, Canada: 4 campuses in the Greater Toronto Metropolitan area.
- **Type of students:** General education and special education students. Over 1,000 students are enrolled with documented disabilities including LD, deafness, visual impairments, mental illness, ADD, and physical disabilities.
- **Program goals:** To provide students with either an associates or bachelor's degree and to provide proper accommodations for those who are eligible.

▪ **Tuition cost:**

Degrees				
	Domestic Year 1	Domestic Year 2	Domestic Year 3	International
Tuition/Year	\$2,533	\$2,530	\$2,509	\$15,375
Program Incidentals*	\$88	\$88	\$88	\$526
Coop Admin***	\$350	\$350	\$350	\$350
Photo ID**	\$15			\$15
Placement Testing**	\$40			\$40
Canadian Workplace Orientation Fee***				\$350
Athletic & Wellness Levy	\$150	\$150	\$150	\$150
Bursary Fundraising	\$10	\$10	\$10	\$10
Student Activity	\$254.12	\$254.12	\$254.12	\$254.12
Transforming the Future	\$20	\$20	\$20	\$20
	\$15	\$15	\$15	\$15
Health Coverage	\$35	\$35	\$35	\$615
Student Centre Fee	\$45	\$45	\$45	\$45
Technology/Copyright	\$180	\$180	\$180	\$180
Student Services Fee	\$80	\$80	\$80	\$95
Two-Semester Total	\$3,810.12	\$3,742.12	\$3,731.12	\$18,035.12

* Fees vary by program.

** First-time students only.

*** Coop only.

Please note the fees are in Canadian dollars.

- **Financial aid:** Ontario Student Assistance Program (OSAP) - This government-sponsored program is the major source of financial assistance for post-secondary students. OSAP funds are intended to supplement one's own resources in meeting the costs of the education. In addition, eligibility for assistance varies according to program length and whether one is single, married or has dependants. Numerous scholarships are available.
- **Room and board cost:** It is \$4,710 for 8 months for a double-occupancy room. It is \$7,300 for 8 months for a single-occupancy room. This includes utility but not food. The residence hall features 190 single- and double-occupancy rooms with double beds, desks, a full in-suite

bathroom, telephone with free local calling, microwave oven, compact fridge, heat, hydro, dressers, television with cable, and Internet access.

- **Food:** There appears to be no cafeteria or meal plan. Students are expected to prepare their own meals (cost not included in tuition or room & board).
- **Staff and ratio:** There is at least one Learning Strategist, Disabilities Counselor, Disabilities Assistant/Technician, someone specializing in Assistive Technology, and an Office Assistant at each of the four campuses. Two of the campuses have a START Coordinator and one has a CSD Coordinator.
- **Physical fitness program:** Centennial College's gyms are well equipped and available free with valid student identification. Fitness equipment, weight rooms and games rooms offer a healthy break in a day of heavy-duty learning. There is a gym as well as a multipurpose room. There is no P.E. requirement.
- **Transportation:** N/A
- **International travel program:** The college itself has International Education and Training studies, though it is more geared towards International students studying at the college.
- **Summer program:** Not for the Centre for Students with Disabilities.
- **Job placement:** Centennial College has a career-planning center staffed with career counselors. No vocational skills training placements are available that are rehabilitative in nature.

DIFFERENCES: This College is significantly less expensive than the other programs reviewed in this document, even when the international student fees are applied. Centennial College's school of transportation offers vocational skills training in the area of automotives and has partnerships with Ford Motor Company, Honda, and Canadian Tire.

- **Locations:** New Haven, CT.
- **Type of students:** Adults with cognitive disabilities (Reach Program) and adults with Asperger's Syndrome (Chapel Haven).
- **Program goals:** To teach adults with developmental and social disabilities to live independent and productive lives.
- **Tuition cost:** \$61,000
- **Financial aid:** N/A
- **Room and Board:** Included in the tuition.
- **Staff to Student ratio:** 1:2 (during program hours)
- **Physical fitness program:** No P.E. is currently required. Chapel Haven has an extensive recreation program as well as fitness facilities.
- **Transportation:** The New Haven campus uses public transportation and program vans. The Tucson campus utilizes the University of Arizona transportation system, as well as public transportation and program vans.
- **Travel training:** (see independent living skills training).
- **Independent living skills training:** There is an Independent Living Skills class which focuses on survival skills (including use of the telephone, financial management, grooming, preparing nutritionally appropriate meals, and traveling independently); leisure pursuits (identifying and engaging in at-home and community-based leisure activities); managing basic home responsibilities (setting up personal living space, apartment cleaning, security measures, successfully doing laundry and home repairs); and maintaining a structured, nurturing home environment while becoming involved in the community.
- **Vocational training:** The Career/Vocational/College Preparation course offered emphasizes identifying the life goals of the participant then supporting the acquisition of skills necessary to be successful. First-year students in the ASAT program attend a vocational workshop that is structured to reflect the routine, responsibility, and social implications of a "real job." They also maintain a portfolio to track their progress, provide visual supports for their vocational process, and maintain materials and documents. Job developers and other program staff teach social skills necessary for survival in the workplace, taking advantage of "teaching moments" that arise from the job searching process of volunteer experiences, and tailoring individual program objectives to make them transferrable to workplace experiences. Job developers assist students in seeking employment opportunities but establishing contacts and developing relationships with local employers, community members, and organizations. They act as both advocates and liaisons. The student works on resumes, interview skills, identifying sources for career education, and exploring volunteer work. S/he also explores postsecondary settings (college, adult education, trade/technical school, military service, etc.) by completing the necessary applications. The student is taught how to determine financial need, to locate financial support, to use academic

and system survival skills, and to use advocacy skills and make social connections both in and out of the classroom.

- **Social skills training:** Chapel Haven offers classes such as Social and Communicative Competencies, which provides opportunities for developing appropriate interpretation and use of nonverbal language, such as facial expressions, gestures and physical proximity, and does so in a variety of contexts and settings. Instruction is also provided in receptive language skills, developing the individual's ability to respond to information that is presented both visually and auditorally.
- **Paid internships:** (see vocational training).
- **Personal trainer:** Each student has a support team (parents, staff, family members, outside professionals) which confers to decide whether or not the student has achieved all of the benchmarks for transition into independent living at the end of the program. On board, there is an ASAT director (certified speech and language pathologist); a speech and language pathologist; certified special education teachers; program staff who have a minimum of a B.A. in various fields; a full-time job developer; and a consultative cognitive behavioral therapist. There is also an overnight staff.
- **On-site medical care:** N/A.
- **Driver's education training:** N/A
- **Recreation activities:** Students are encouraged to plan activities on their own.
- **International travel program:** N/A
- **Summer program:** The Reach Program offers students the opportunity to attend an eight week program designed to teach skills of daily living, academics and social recreational. This program enables students the chance to experience transitional independent living to supplement their education.
- **Job placement:** Students begin the program with vocational training that is classroom based. Next they engage in job sampling and job skill acquisition. Then the students are assisted in seeking competitive employment.

DIFFERENCES: After graduation Chapel Haven offers the Supported Living and Bridge Programs. Graduates live in the community and receive support from Chapel Haven staff in the areas of life skills, employment services, and recreation.

- **Locations:** Tucson, AZ
- **Type of students:** Adults in the Autism Spectrum and those with Mild Developmental Disabilities.
- **Program goals:** To teach adults with developmental and social disabilities to live independent and productive lives.
- **Tuition cost:** \$65,000
- **Financial aid:** N/A
- **Room and Board:** is included in the tuition, however, there is a \$3,000 allowance charge to cover recreation, phone, cable fees etc.
- **Staff to Student ratio:** N/A
- **Physical fitness program:** No P.E. is currently required.
- **Recreational activities:** Chapel Haven has an extensive recreation program and well as work out facilities (movies, shopping trips, amusement parks, baseball games, a night out at a restaurant or nightclub, theater, taking a hike in Sabino Canyon, or visiting a museum). Students are also encouraged to plan their own activities once this privilege has been earned.
- **Transportation:** The New Haven campus uses public transportation and program vans. The Tucson campus utilizes the University of Arizona transportation system as well as public transportation and program vans.
- **Travel training:** N/A
- **Independent living skills training:** Students live in apartments near the University campus. All roommates in an apartment are taught the day to day living skills that will be necessary for independent living when they graduate from the two year Residential Program and become members of our Supported Living Program, living in their own apartments in Tucson. The life skills counselors carefully follow a life skills curriculum that has been developed to work in concert with our functional academic curriculum. Life skills instruction is consistent and constant throughout the days and evenings of residential living.
- **Vocational training:** Vocational training starts in the Education Program with classroom instruction and job sampling surrounding vocational skill building. When the student has successfully mastered the skills required for employment, the team may decide that he or she is ready for employment. First, however, a period is devoted to job assessment, which includes job skill proficiency and the aptitude and desires of the individual, students work with job developers within the vocational department to write resumes and learn interviewing skills. The entire vocational process is outlined for each student at the start of the Residential Program. Although each program is individualized, taking into account the student's college goals, for most students the progression is: prevocational courses within the Education Program; job sampling; skill, aptitude, and job preference assessment; job search and employment.

- **Social skills training:** The curriculum centers around a core component of social communicative competence that is woven into the four anchor programs. With a speech and language pathologist on staff, the students will be taught the appropriate interpretation and use of nonverbal language, facial expressions, body gestures and proximities and will do so in a variety of contexts and settings. It will also teach receptive language skills, aiding the individuals to respond to information that is presented both visually and auditorally. This part of the curriculum will also encourage the student to demonstrate increased expressive language skills in a variety of contexts as well as teach the student to engage in conversational interactions across a variety of settings. This social communication component will be blended into all aspects of the student's life, ensuring a successful transition to independent living at the conclusion of the two-year program.
- **Paid internships:** (see vocational training).
- **Personal trainer:** Students have a variety of support systems for the different aspects of their day-to-day life (independent living, employment/vocational opportunities, etc.).
- **On-site medical care:** The University of Arizona has the Campus Health Center open to students.
- **Driver's education training:** N/A
- **International travel program:** The University has a study abroad and student exchange program available.
- **Summer program:** N/A
- **Job placement:** Students begin the program with vocational training that is classroom based. Next they engage in job sampling and job skill acquisition. Then the students are assisted in seeking competitive employment.

DIFFERENCES: After graduation, Chapel Haven offers the Supported Living and Bridge Programs. Graduates live in the community and receive support from Chapel Haven staff in the areas of life skills, employment services, and recreation.

- **Location:** Clemson, South Carolina
- **Types of students:** ages 18 and 23. Student that have an intellectual disability characterized by significant limitations both in intellectual functioning and in adaptive behavior. 6 to 8 students are admitted every fall.
- **Program goals:** To provide a coordinated course of study that includes career exploration and preparation along with self-awareness, discovery, and personal improvement through a framework of courses, job internships, and community participation.
- **Length of program:** two-year program. An additional third year is available as an invite-only option to successful students interested in the additional year with a decreased level of supports.
- **On-site medical care:** student health services is located on campus
- **Tuition cost:** per semester

ClemsonLIFE Fee	\$12,000
Program Fee	\$2,000
Housing	\$3,000
Academic (per credit hour)	\$530
Academic (per credit hour) non resident	\$1,264
Meal Plan (Commuter 75)	\$887
Miscellaneous	\$70

- **Financial Aid:** There are currently a few small scholarships available. However, students eligible for Vocational Rehabilitation can use that source for funding through tuition stipends. Also, the Higher Education Act provides access to Pell grants and work study opportunities.
- **Staff-to-student ratio:** N/A
- **Academics:** courses Functional Mathematics, Banking, and Budgeting, Functional Literature, Independent Living Skills, Social Skills, Self Advocacy and Safety, Employment Skills, Supervised Job Placement/Internships
- **Physical fitness program:** They attend a specialized fitness class once a week.
- **Transportation:** A bus system is used to transport students around campus
- **Job placement:** see vocational training
- **Travel training:** N/A
- **Independent living skills training:** Students live in 4 bedroom apartments on campus; Supervision is provided by an on-site Resident Assistant (RA) in each student apartment;

Independent living skills are taught in class, at the apartments, and then reinforced by RAs; Students are taught to use the Clemson Area Transit (CAT) buses for transportation; Students learn to manage a busy schedule with class, work, fitness, cooking instruction and more each day

- **Vocational training:** Job placements (on and off campus) with on-site supervision; Weekly evaluation of performance on the job site; Classroom instruction on employment skills; Employment portfolio development: Each student will develop an electronic employment portfolio to present to prospective employers upon completion of the program. This portfolio will contain videos from job placement experiences along with other artifacts. This portfolio will give a more complete picture of what the student is capable of doing in addition to a paper resume.
- **Social skills training:** Clemson University leisure skills courses; Involvement in campus student organizations; Campus and community evening and weekend activities; Personal fitness training and workouts; Nutrition and health food cooking classes; Interaction with Clemson University students from all across campus; Mentoring opportunities
- **Driver's education training:** N/A
- **International travel program:** Study abroad opportunities are available, but they are not specifically catered toward the Clemson Life program.
- **Recreational Activities:** Students attend tailgates and football games on Saturdays; also attend soccer, basketball, baseball, volleyball and other sporting events. campus activities such as movies, bowling, concerts, shows, First Friday parade, homecoming events, etc; participation in university clubs and student organizations functions
- **Summer program:** N/A

DIFFERENCES: ClemsonLIFE™ core principles support the concept that enhancing academic, social, employment, and life skills will better prepare students with disabilities to lead full and productive lives. It is a comprehensive residential college experience designed to raise the expectations and skill levels of the students admitted to the program.

- **Location:** Conway, South Carolina
- **Types of students:** mild to moderate intellectual disabilities
- **Program goals:** LIFE™ is a 4-year program. It facilitates and supports each student's inclusion within the campus community, both academically and socially, by utilizing natural campus supports and academic and social mentors. Successful completion of the program will provide students with the skills to pursue and obtain meaningful employment, as well as develop social skills necessary for success in the workplace.
- **On-site medical care:** student health services is located on campus
- **Tuition cost:** tuition varies depending on the number of credits a student wishes to take. For in-state tuition each credit is \$407 and for out-of-state each credit is \$920.
- **Financial Aid:** Federal Pell Grant (FAFSA available from the Office of Financial Aid and Scholarships) and Vocational Rehabilitation. Scholarships also available through organizations for individuals with disabilities
- **Staff-to-student ratio:** N/A

- **Room and Board:**

Single Room	\$2,730
Double	\$2,500
Tripe	\$2,230

- **Academics:** Students enroll in academic coursework that supports their interests, skills, and abilities and subsequently participate in a range of related work experiences including on- and off-campus internships, as well as courses that support communication, healthy living, and recreation and leisure.
- **Physical fitness program:** not included in program. There is a fitness center located on campus
- **Transportation:** “Cruising Costal” allows for independence across campus
- **Job placement:** N/A
- **Travel training:** N/A
- **Independent living skills training:** Students are given the choice of living at home and commuting to campus daily (recommended during first year) or living on campus in a residence hall. A Residential Mentor is available to provide direct support to students living on campus

- **Vocational training:** They access the Office of Career Services to schedule a vocational evaluation that includes a variety of assessments and activities to help students identify the types of jobs they are most interested in pursuing.
- **Social skills training:** social skills are taught for success in the workplace. Social mentors assist students in identifying activities and groups that match their interests and often accompany them to the events
- **Driver's education training:** N/A
- **Recreational Activities:** Students may participate in most campus activities, groups, or events that are open to other non-degree seeking students on campus, with the approval of the LIFE™ Program staff. Participation in a wide variety of extracurricular activities is encouraged;. Due to university policies, LIFE™ students are not allowed to participate in Greek life or varsity athletics.
- **Summer program:** N/A

DIFFERENCES: The program is in its fourth year of operation. This cohort-structured program currently has eleven students enrolled and accepts six to eight students each year during fall semester.

- **Location:** Charleston, SC
- **Types of students:** mild intellectual disabilities
- **Program goals:** Reach is a 4-year inclusive non degree-seeking program. It provides students with a complete college experience by allowing them to realize their intellectual and personal potential. The program emphasizes success in academics, increased social skills, development of independent living and career development.
- **On-site medical care:** The campus has a full student health service that includes physicians, nurse practitioners, physician assistants and registered nurses. In addition, the college provides an Emergency Medical Service free of charge to all students.
- **Tuition cost:** \$16,00 for in state and \$24,000 for out-of-state (per year). In addition there is a program fee of either \$3,330 for students living on campus and \$1,600 for off campus students.
 - **Financial aid:** 4 Scholarship opportunities are available for students to apply for once they are accepted. The scholarships are different depending on the student's disability.
 - **Room & Board costs:** \$5,946 for a shared room and \$6,830 for a single room per academic year. This does not include the meal plan, which costs \$3,350.
- **Staff-to-student ratio:** 21 staff members
- **Academics:** Students in the REACH Program participates in the full curriculum with typical peers, but will only be responsible for learning a portion of that curriculum. Assignments and exams are modified in order to meet student's individual needs. In addition, students participate in specialized courses that teach study skills, self-advocacy, basic computing, time management skills and independent living. We view these specialized support courses as essential for the transition period to college, but we fade these supports as student's progress through the program. Although the program will be tailored to meet the individual needs of each student, the typical student in the REACH Program will enroll in two inclusive courses and one specialized course (as needed) each term, as well as participate in a professional internship beginning in the spring semester of their freshman year. (Taken from site)
- **Physical fitness program:** There is no specific physical education program. However, the campus does have a fitness center, club sports and a swimming pool which students have access to.
- **Transportation:** Students can ride the Charleston shuttle free of charge
- **Job placement:** see vocational
- **Travel training:** N/A

- **Independent living skills training:** Students in the Reach Program have the opportunity to live in the residence halls with other students from the College of Charleston to obtain the true college experience. Life skills are taught in the residence halls as well as in the classroom. Students who chose not to live in the halls can still learn the skills needed for independent living in their classes
- **Vocational training:** Students take classes and seminars to develop fundamental skills needed for employment. They also complete an internship each semester starting in the second half of freshman year. During this time they work with a career counselor to explore their interests. The internships are designed to enhance their classroom training that teaches on-the-job skills.
- **Social skills training:** Students are paired with a social mentor that helps provide a true college experience. Together they take part in student activities such as sporting and community events, clubs, or even just to hang out or go to lunch.
- **Driver's education training:** N/A
- **Summer program:** N/A

DIFFERENCES: The REACH Program embraces the principles of access and equity to all opportunities in society, and promotes the advancement of academic knowledge, social skills, independent living skills, and career options for individuals with disabilities. The structure of the program most closely aligns with the inclusive individual support model described by Hart, Grigal, Sax, Martinex, and Will (2006).

- **Location:** Ewing, New Jersey
- **Type of students:** Students on the Autism Spectrum Disorder; students must present a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills
- **Program goals:** The mission of the Career and Community Studies (CCS) Program at The College of New Jersey is to provide a coordinated and comprehensive course of study that includes career exploration and preparation, self awareness, discovery and personal improvement, through a framework of liberal learning and community participation.
- **Staff-to-student ratio:** N/A
- **Tuition cost:** \$10,000 per semester
- **Room and Board:** This is a commuter program
- **Financial aid:** Pell grants are available for eligible students who may apply with the Federal Student Financial Aid (FASA).
- **Transportation:** N/A
- **Travel training:** N/A
- **Independent living skills training:** course work helps develop independent skills
- **Social skills training:** Peer mentors are central to the program and reflect the primary mode for inclusion within the TCNJ college community. A peer mentor is a similar-age companion that assists and guides a CCS Student for the purposes of unlocking and achieving his or her potential. Mentors will also provide support for the successful inclusion in traditional college classes and activities
- **Vocational skills training:** Vocational development consist of course based instruction (freshman year), on-campus field experiences (sophomore/junior year) and a community based internship (senior year.) During this four year experience, CCS students explore their career interests, gain a richer understanding of their strengths, increase their development of work place protocols and sharpen their work related skills, preparing them to be productive members of the workforce.
- **On-site medical care:** N/A
- **Driver's education training:** N/A
- **Recreational activities:** built into curriculum

- **Summer program:** The Transition Academy for Youth with Autism is designed as a 3 week summer residential and/or day program that operates from Monday-Friday for youth (ages 18-21) with autism. The Autism Center@TCNJ offers local school districts an opportunity to enroll students that meet the qualifications of the program and present a need for extended school year services and/or a comprehensive transition assessment which includes an emphasis on academic, technology, social skills and network development. Those youth that have separated from their local school districts that can benefit from this summer program are encourage to apply.

DIFFERENCES: CCS core principles support the concept that enhancing academic, social, employment and life skills will better prepare our students to lead full and productive lives. CCS is a comprehensive college experience designed to raise the expectations of all students admitted to the program .To complete the certificate program, students are required to construct a portfolio of permanent products that demonstrates their learning in a variety of formats. Students may elect to use written products, sound and video recording, visual representations, and artifacts (articles, brochures, etc.). Student portfolios will be evaluated by a faculty committee using standard criteria (rubric). It is our intent that student portfolios will have functional value as students apply for employment.

- **Location:** Milton, MA
- **Type of students:** Students with a primary diagnosis of a language based learning disability or AD/HD. They most demonstrate average to superior intelligence.
- **Program goals:** are to support learning disabled students in mainstream classes in obtaining a bachelors degree.
- **Tuition cost:** (see below)

	Resident	Commuter
Tuition	\$31,900	\$31,900
Fees*	\$1,565	\$1,565
Room	\$7,160	N/A
Board	\$5,600	N/A
TOTAL**	\$40,940	\$33,465
PAL FEES		
Credit-bearing	\$6,550	\$6,550
Non Credit-bearing	\$6,400	\$6,400
PAL Supportive Fee	\$3,450	\$3,450
TOTAL***	\$50,940	\$43,465
TOTAL****	\$50,790	\$43,315

*First-time students, add \$290 orientation fee

** Exclusive of PAL

*** Credit-bearing

**** Non Credit-bearing

- **Financial aid:** Curry offers Merit Scholarships, Leadership Scholarships, and PAL Merit Awards based on motivation, academic promise and potential to contribute to Curry. Since they are a degree program, FASFA loans are available.
- **Room and Board:** (see chart above).
- **Staff to Student ratio:** N/A (there is a total of 25 staff members in the program).
- **Physical fitness program:** Curry College competes as an NCAA Division III institution, and is a member of the New England Football Conference (NEFC), the Eastern College Athletic Conference (ECAC), and The Commonwealth Coast Conference (FCCC). The college has the D. Forbes Will Athletic Complex, which has the newly constructed Walter M. Katz Field - a state-of-the-art "Field-Turf" field that is used by the football team, men's and women's soccer, lacrosse programs, and baseball and softball team practice and intramurals. In addition, there are outdoor facilities that include brand-new basketball courts, tennis courts, a pool, and a cross-country running and fitness trail. Curry's indoor facilities have undergone dramatic upgrades, including new locker rooms at both the Max Ulin Hockey Rink and the Miller Field House. The

college also recently expanded its weight room with an array of elliptical cross-training machines, treadmills, and free-weight equipment.

- **Transportation:** N/A
- **Travel training:** N/A
- **Independent living skills training:** PAL offer: the Learning Process I: Insights and Applications, The Learning Process II: Independence and Collaboration, Advancement in Learning, and Learning Transitions, which all promote independence.
- **Vocational training:** N/A
- **Social skills training:** In PAL1190, students develop their language processing (listening, speaking, reading and writing), thinking, visual/spatial organization, and self-esteem. Metacognitive strategies relating to each student's learning style are presented through a collaborative effort with the student. Among the goals of PAL1190 is to help students create learning options for success in college.
- **Paid internships:** N/A
- **Personal trainer:** The PAL professor is available as a guide and mentor to students through the educational process. The PAL professor operates from a strength-based focus, guiding the student to identify strategies based on his/her strengths. She/he asks guided questions to focus the student on strategies that are likely to succeed. Together, they then assess possible obstacles to success and brainstorm strategies for dealing with the obstacles. Other such “learning conversations” might address goals on the issues of motivation, learned helplessness, and advocacy based on one’s strengths. Throughout the year, the PAL professor will be working to develop your son/daughter’s own advocacy skills and ability to generate successful strategies based on the goals that are set jointly between the student and the PAL professor.
- **On-site medical care:** The College maintains a free outpatient clinic, staffed by nurse practitioners, a registered nurse, and consulting physicians. These health professionals work together to provide quality medical care for routine, acute, and chronic health problems and injuries. All full-time students who carry at least 12 credits are eligible to use the Health Clinic.
- **Driver’s education training:** N/A
- **International travel program:** The College has a study abroad program (requirements: at least 30 credits at Curry, have a minimum grade point average of 2.70 at Curry, and be in good standing with student accounts).
- **Summer program:** PAL offers two programs: Learning Academy, the highly acclaimed one-week residential program for high school students entering their Senior year, and <http://www.curry.edu/Academics/LD+Program+%28PAL%29/Summer+Programs/Summer+PAL.htm> Summer PAL, a 3-week, 3-credit program for students entering Curry and PAL in the Fall.
- **Job placement:** N/A

DIFFERENCES: PAL is not designed for students who need significant social support or remediation. This program is an individualized approach to academic support within the confines of a 4 year college degree program. Approximately 20-30% of the Curry student body is enrolled in the PAL program.

- **Location:** Tonawanda, NY (Buffalo area)
- **Type of students:** Students with neurological disorders such as Asperger Syndrome are served by this program.
- **Program goals:** To provide individualized academic and social support for students who wish to earn a bachelors degree.
- **Tuition cost:** The program is offering an a-la-carte pricing model as of 2012(updated tuition unavailable at this time)
- **Financial aid:** Students qualify for FASFA loans for the Daemen College portion of the tuition expense.
- **Room and Board:** Daemen College-\$10,050-\$11,650 annually depending upon dorm location and meal plan. Gersh Academy students live off campus.
- **Staff to Student ratio:** N/A
- **Physical fitness program:** N/A
- **Transportation:** A shuttle system is used to transport students to campus.
- **Travel training:** Students are taught how to access public transportation and/or receive assistance in acquiring a driver's license in the Independent Living Skills Program.
- **Independent living skills training:** Gersh has courses on a variety of independent living skill topics; staff assistance in identifying and practicing the independent living skills they have not yet mastered; the student residences provide the opportunity for students to live in a dorm-like setting where they learn the skills necessary for cooperative living; students are expected to participate in such tasks of independent living as grocery shopping, meal preparation, household chores, laundry, etc.; students are expected to live within a budget and are taught money management skills; students are taught how to access public transportation and/or receive assistance in acquiring a driver's license; students are taught to shop for clothing and to understand the social norms of dressing appropriately for various circumstances.
- **Vocational training:** Students are counseled concerning their declaration of a major as well as their career interests; a career inventory is provided and results summarized for those uncertain of a major; resume and cover letter writing classes are offered; students are given the opportunity to participate in mock interviews which are video-taped and reviewed with a career counselor; prior to graduation, each student is expected to participate in an internship closely related to his/her field of study; students are expected to participate in service learning situations to cultivate job skills while being involved in the community.
- **Social skills training:** A psychologist spends time with each student individually to ascertain his/her unique strengths, needs, desires, and goals; students learn to navigate difficult situations, problem solve, manage stress and handle their emotional distress; when necessary, the staff

psychologist is available to explain a student's mental health needs to college personnel; training is provided to college faculty and staff on neurobiological disorders, their symptoms and appropriate interventions and responses; students are encouraged to participate in social activities that extend their social comfort level and provide practice in age-appropriate social skills; a safe, nurturing, comfortable home environment is provided where students are accepted for who they are and encouraged to grow.

- **Job placement:** Service Learning internships are featured in this college program.
- **Paid internship:** (see vocational training).
- **Personal trainer:** Academic Tutoring is provided 2.5 hours per day (Sunday - Thursday evenings) by highly qualified professionals; provides regular communication with professors; assists in promoting academic success; provides organizational and time management support with assignments, projects and papers; develops accommodation plans and assures their implementation; teaches self-advocacy skills.
- **On-site medical care:** Daemen College has Student Health Services on campus.
- **Driver's education training:** (see independent living skills training).
- **International travel program:** N/A
- **Summer program:** West Hills Day Camp for children diagnosed with Autism Spectrum Disorders and other related neurobiological disorders. Professional counselors help campers ages 5 through 13 build self-confidence and make new friends by providing them the support that they need: small groups (1:3 staff to Child ratio); group leaders are certified special education teachers; placement based on social, emotional and intellectual capabilities; weekly progress reports; full-day program: 9:00am-4:00pm; four- and eight-week sessions available; full time nurse. Activities include: swimming pools for instruction and recreation; daily social skills; rock climbing and ropes course; miniature golf; music and drama programs; fishing and boating; several soccer and softball fields; playgrounds and basketball courts; arts and crafts in shaded pavilion; computer games and instruction; arts and crafts in shaded pavilion.

DIFFERENCES: This program transitions students to taking courses on the Daemen college campus. The program will help student learn to use mass transit and will connect them drivers education courses.

- **Locations:** Oakdale, NY and the Brookhaven Campus is located in Shirley, NY
- **Type of students:** General education as well as special education students.
- **Program goals:** The Peter Hausman Center provides undergraduate and graduate students with physical and learning disabilities with the support services required to meet their individual educational needs, and to enable them to achieve their academic potential. They arrange accommodations such as: extended time for tests; NCR paper (upon request); readers for the visually impaired; proctored exams; scribes; interpreters (hearing impaired); access to books and tapes via the Suffolk Cooperative Library System; acts as a liaison to outside agencies, professors, and other college offices; and coordination with Residence Life.
- **Tuition cost:** \$849.00 a credit hour.
- **Financial aid:** Available. Stafford and Perkins loans are available since this college offers both undergraduate and graduate degrees. Other options include college grants and scholarships, state and federal grants, loans and work-study, and funding from private organizations. The college participates in the federal work study program. The school also has a relationship with State Offices of Vocational and Educational Services for Individuals with Disabilities (VESID) and the Commission for the Blind and Visually Handicapped (CBVH) which offer financial assistance to eligible students.
- **Room and board cost:** Students reside in self-contained apartments. Fees vary depending upon the living configuration. The lowest fee is \$5,265 per year for a living space occupied by 6 students. The highest fee is \$6,690 per year for a studio apartment for one student. These packages include a meal plan (\$1,200 for fall and spring term)
- **Food:** Students may cook in their own apartments. A cafeteria is available with “a pay as you go” meal plan.
- **Staff to Student ratio:** N/A
- **Physical fitness program:** The Curtin Center provides a variety of physical education classes and activities. There is no P.E. requirement.
- **Transportation:** None
- **Job placement:** N/A
- **Travel training:** N/A
- **Independent living skills training:** N/A
- **Vocational training:** N/A
- **Social skills training:** N/A

- **Paid internships:** N/A
- **Personal trainer:** N/A
- **On-site medical care:** There are Health Services Centers on both the Oakdale and Brookhaven campuses. There is the PAC “Crisis” Call Center available after 5 P.M. Monday – Sunday.
- **Driver’s education training:** N/A
- **Recreation activities:** None specific to the program. Dowling College has an athletic program with a variety of sports.
- **International travel program:** N/A
- **Summer program:** N/A

DIFFERENCES: Students are expected to take college level courses toward either a B.A. or B.S. degree. The services provided by the Center include 1:1 tutoring for 2 hours a week per academic subject. Students with AS or NLD are referred to Community Enterprises of New York, a not-for-profit organization, for social skills training and independent living skills. The Brookhaven campus has a program featuring careers in aviation.

- Locations: Elmhurst, Illinois
- Type of students: Students with intellectual, developmental, learning, cognitive, physical, and/or sensory disabilities
- Program goals: four-year postsecondary program that emphasizes academics and career exploration, independent living skills and social and recreational skills.
- Tuition cost: Tuition is \$14,856 per term
- Financial aid: Financial aid is available to students in the form of Pell Grants, Federal Supplemental Education Opportunity Grant and Federal work-study.
- Room and board cost: ELSA is a commuter program and thus on-campus housing is not provided.
- Staff to Student ratio: N/A
- Physical fitness program: no specific fitness program but a fitness center is located on campus
- Transportation: None
- Job placement: students may seek part time work positions
- Travel training: see independent living skills
- Independent living skills training: Students learn valuable strategies to enhance their skills in budgeting, menu preparation and cooking, shopping, use of public transportation, household management, personal care, and functional life skills.
- Vocational training: students take part in job shadowing, internships and field experience.
- Social skills training: Elmhurst College students, serving as peer mentors and education coaches, engage ELSA participants in a range of planned activities and encourage peer interaction and social skills. Personal responsibility and advocacy, decision-making, time management and organizational skills are integrated across the curriculum.
- Paid internships: N/A
- Personal trainer: N/A
- On-site medical care: student health services is on campus

- Driver's education training: N/A
- Recreation activities: ELSA students are invited to participate in Elmhurst College clubs, organizations and intramural sports. They also attend sporting and other events on and off campus with mentor support
- International travel program: Elmhurst has a study abroad program, however it is not catered toward this program.
- Summer program: summer classes are available for students. Tuition is waived for full time students taking a class during the summer term

DIFFERENCES: ELSA provides an inclusive environment on a college campus, with opportunities for students to interact with their peers in various activities. They provide opportunities for support in academics, career and social/recreational activities. They encourage students to continue to grow as individuals and build their skills for lifelong-learning opportunities.

- **Location:** Fresno, California
- **Types of students:** young adults with intellectual/developmental disabilities
- **Program goals:** Students in the Wayfinders Program increase their independence by experiencing university life in an age appropriate setting along with their university peers through facilitated and non-facilitated interactions.
- **On-site medical care:** there is a student health center located on campus
- **Tuition cost:** tuition depends on credits. The basic expenses for attendance for a year (two semesters) for full-time students who live away from home are approximately \$21,000. Room and board included (\$8,000)
- **Financial Aid:** N/A
- **Staff-to-student ratio:** N/A
- **Room and Board:** Students will live in the Palazzo Apartments at Campus Point. See tuition costs
- **Academics:** practical, independent, living activities in the apartment and community; “homework” for individualized goals and practical learning experiences, emphasizing personalized academics and use of technology
- **Physical fitness program:** fitness courses are not a required part of the program
- **Transportation:** N/A
- **Travel training:** N/A
- **Independent living skills training:** students are taught independent living skills in the apartment and community. Peer mentors assist students with cooking, cleaning and grocery shopping in the apartments
- **Vocational training:** exploring interests with internships at various job sites on/ off campus. Each student does about 8 hours of paid vocational work per week.
- **Social skills training:** Students increase their independence by experiencing university life in an age appropriate setting along with their university peers through facilitated and non-facilitated interactions
- **Driver’s education training:** N/A
- **Recreational Activities:** N/A

- **Summer program:** N/A

DIFFERENCES: Students in the Wayfinders Program take classes that are focused on preparing them for transition into an independent living arrangement of their choice after graduation. The Wayfinders Program curriculum is based on the best practices of existing inclusive postsecondary education programs.

- **Location:** Fairfax, Virginia
- **Types of students:** intellectual and developmental disabilities
- **Program goals:** The mission of the Mason LIFE Program is a dual purpose. The first is to provide a supportive academic environment for our students with intellectual and developmental disabilities. The second is to supply an apprenticeship for George Mason University students. The Mason LIFE Program presents our George Mason students opportunities such as: instructor, resident advisor, internship, practicum, licensure, independent study, field work, mentor, Best Buddy, and volunteer to gain important experiences and knowledge to work successfully with students with intellectual and developmental disabilities.
- **On-site medical care:** on campus health services
- **Tuition cost:** academic year

In-state tuition	\$19,000
Out-of-state	\$23,000

- **Financial Aid:** The Mason LIFE Program has been approved for Pell Grant funding
- **Staff-to-student ratio:** 1:4
- **Room and Board:** Mason LIFE does not have their own housing. Students can live at home, on campus or in a townhouse. Since the residential program builds on the foundation of independent living skills, a basic level of independence, self-sufficiency and understanding of personal safety is expected for a student to be in the residential housing program. The Mason LIFE Program has a robust staff of day and overnight support, however there will be times when students are not supervised in their housing units.
- **Physical fitness program:** not included in program. There is a fitness center located on campus
- **Transportation:** N/A
- **Job placement:** see vocational training
- **Travel training:** N/A
- **Independent living skills training:** Students take part in the Mason LIFE Independent Living classes as well as reading, writing, and math classes specifically designed to strengthen areas needed for employment.
- **Vocational training:** Mason LIFE recently established a pilot internship program with three students aimed at creating a transition to full-time employment. The interns are supported

through skill building job practicum outside the university with such placements as TJ Maxx, the World Bank, Our Daily Bread, and Food Services. Employment Specialist works with them to build job endurance and on the job training, fading support and ultimately leading to full time employment.

- **Social skills training:** built into curriculum
- **Driver's education training:** N/A
- **International travel program:** N/A
- **Recreational Activities:** Mason LIFE students have a great deal of freedom on campus, and our expectation is that they will negotiate transitions between classrooms and buildings, meals, and non-academic activities independently and unsupervised after initial orientation training. The George Mason University campus is a large, diverse and open campus.
- **Summer program:** N/A

DIFFERENCES:

Since the Mason LIFE program is a non-categorical inclusive model, our current students vary greatly in terms of their abilities and disabilities. Most Mason LIFE students have cognitive challenges such as Down syndrome, autism, or traumatic brain injury. They may experience sensory or mobility impairments as well. Our students behave appropriately for university learning and have the desire to be in a social but academically supported setting.

- **Location:** Normal, Illinois
- **Type of students:** Students with intellectual disabilities
- **Program goals:** Program is designed to allowing eligible students the opportunity to work toward the Certificate of Achievement in Life Skills
- **Staff-to-student ratio:** N/A
- **Tuition cost:** Cost depends on the courses the student takes. The fee is \$200 per credit hour.
- **Financial aid:** Students can apply for Pell Grants, SEOG funds and College Work Study.
- **Transportation:** there is no on campus transportation
- **Vocational:** build work readiness skills
- **Travel training:** N/A
- **Independent living skills training:** Students in the HALO Program work toward a Certificate of Achievement in Life Skills Development with coursework designed to build academic, career and life skills. The students take a variety of courses in inclusive and non-inclusive environments with their HALO peers. Students are given the option to take developmental education courses, community education courses, and audit/credit courses in inclusive settings, as well as life skills and functional academic courses with their HALO peers. HALO-specific courses are generally small (12 or less students) to ensure students receive individualized attention.
- **Paid internships:** N/A
- **Social skills training:** students obtain training in social skills
- **On-site medical care:** there is no health services on campus
- **Driver's education training:** N/A
- **Recreational activities:** Students are able to participate in all activities on campus including clubs, organizations and school-sponsored events. Heartland College also has a fitness center that students can use.
- **International travel program:** N/A
- **Summer program:** N/A
- **Job placement:** N/A

DIFFERENCES: The focus of HALO is having students build abilities in life skills development. The goal for students is to come away with a Certificate of Achievement in Life Skills Development that prepare students for independent living and competitive employment through a mixed/hybrid approach.

- **Location:** South Orange, NJ
- **Type of students:** This program welcomes men and women over the age of 18 who have been diagnosed with learning disabilities, neurological impairments, and/or perceptual impairments
- **Program goals:** The primary goals of this program are the acquisition of independent living and vocational skills.
- **Tuition cost:** Approximately \$46,000 (2009-2010 academic year). Residential and all inclusive. A la carte services are available for clients who live independently in the community
- **Financial aid:** Vocational Rehabilitative Services and local school districts through IEP transition plans often pay for the services. Scholarships are available.
- **Staff to Student ratio:** Approximately 1:2
- **Physical fitness program:** Physical fitness is a core part of the program.
- **Transportation:** JESPY House has its own fleet of vans. They also train their residents to use mass transit.
- **Travel training:** (see transportation).
- **Independent living skills training:** The goal of the residential programming is for a client to learn the skills necessary for independent living in the community in their own apartment with or without a roommate. Once successfully learning the required skills, the client will become part of the Outclient Services Department.
- **Vocational training:** Vocational services are available to all JESPY clients. With the assistance of a job developer, JESPY clients begin their search for employment that best matches their skills. A job coach provides on-site training and will advocate on behalf of the client at the work site. Typical employment placements include child care, elder care, food service, retail, mailroom and clerical.
- **Social skills training:** JESPY has social training services, especially in their day program.
- **Paid internships:** (see vocational training).
- **Personal trainer:** Every client in the JESPY program is assigned a case manager. As clients age, services are adapted to meet their changing needs. Support is available at all times, 24 hours a day, 365 days a year.
- **On-site medical care:** Clients who require intensive health education and support receive individual or small group sessions with a nurse and/or appropriate staff members on a monthly basis.
- **Driver's education training:** N/A

- **Recreational activities:** JESPY offers: softball, basketball, bowling, track and field, hockey, soccer, talent shows, plays, arts and crafts, ceramics, Jewish holiday observances including Shabbat dinners, a model Seder, a Chanukah party, and JESPY Cafe (a meeting spot for clients to socialize, play games, listen to music or watch television at night).
- **International travel program:** N/A
- **Summer program:** JESPY's recreational activities continue into the summer.
- **Job placement:** Vocational services include assessment and evaluation, pre-placement counseling and training, job coaching, individual and group counseling ,and crisis intervention

DIFFERENCES: This residential program is ideal for students who need 24 hour supervision and are not interested in pursuing an academic degree. Although individuals of all faiths are accepted, Judaic principles are maintained throughout the program.

- **Location:** Putney, VT.
- **Type of students:** Students with dyslexia, AD/HD or other specific learning disabilities. They target students who are of average to superior intelligence.
- **Program goals:** Their goal is for students to earn an Associates degree and transfer to a university where the student may earn a B.A. or a B.S. degree.
- **Tuition cost:** The comprehensive fees listed below include the cost of taking classes and living at Landmark College. They include all courses, residence hall, and meal plan.

	2012-2013 Academic Year
Tuition	\$49,000
Room	\$4,940
Board	\$4,600
Total	\$58,540

- **Financial aid:** Landmark's financial aid packages typically consist of a mix of state and federal grants and loans, as well as college scholarship support of up to \$42,000. Scholarship awards for the Landmark College Scholarship range from \$5,000 to \$32,000 and are typically based on financial need. Awards for the Landmark College Recognition Scholarship (a student is recognized for his/her individual and distinct talents and requires the student to demonstrate his/her uniqueness as a person) range from \$5,000 to \$10,000. There are endowment scholarships (10 total) ranging from \$500 to \$8,000. Federal Pell Grants, based on a family's income and assets, range from \$1,176 to \$5,550. Federal Supplemental Educational Opportunity Grant is given to a student with exceptional financial need and is \$2,000 every year. State governments also provide funds through vocational rehabilitation grants for people with disabilities pursuing postsecondary education, but it varies from state to state. Landmark also utilizes the Work Study Program, the College Work Program, loans, and tax deductibility.
- **Staff to student ratio:** Each class has about eight to sixteen students.
- **Physical fitness program:** Landmark College has a Physical Education department that allows students to take sports skills and fitness courses to earn college credit. It has intercollegiate offerings for every season: cross-country running, soccer, and basketball in the fall and winter, and golf, baseball, and women's softball in the spring. The campus houses three fitness centers. Students can also participate in intramural sports (basketball, ultimate Frisbee, softball, volleyball, and dorm Olympics) and club sports (fencing, boxing, martial arts, indoor soccer and weight training).
- **Travel training:** N/A

- **Independent living skills training:** N/A (promoted through dormitory life).
- **Vocational training:** N/A (students earn an Associate's degree).
- **Social skills training:** N/A (see Independent living skills).
- **Paid internships available:** Students may qualify for the Work Study Program or College Work Program (see Financial Aid).
- **Personal trainer available:** Students are assigned an Academic Advisor, but should they require further assistance, they may seek help at Academic Support Services.
- **Driver's education training:** N/A
- **International travel program:** Study abroad programs where students take a class overseas (month-long program) in countries such as Costa Rica, the United Kingdom, and Ireland.
- **Transportation:** Campus shuttle to nearest community. The college is located in a rural setting.
- **Job placement:** The majority of these students transfer to 4 year colleges. Very little job placement is conducted by this college. No job training is offered.
- **Summer program:** There is the summer session for visiting college students, a high school summer session, and the summer transition to college session for recent high school graduates.

DIFFERENCES: Landmark College is one of the few accredited colleges specifically geared toward this population. This college also offers summer study abroad programs where students may study in England, Ireland, Greece, or Italy. Coaches are available for each student to help with executive functioning tasks. Centers for Academic Support (CAS) are located in each dorm to provide help with reading, writing, and other study skills on a drop in basis. The centers are staffed by Landmark College Faculty Members. The National Institute at Landmark College is a research, training, and dissemination center. The Institute develops and disseminates educational research and theory-based teaching practices that set the standard in the field of students with learning disabilities and AD/HD. They have 8 federally funded research studies currently underway.

- **Location:** Cambridge, MA
- **Type of students:** Participants typically score below the average range on specific tests of intellectual ability. Reading and writing ability skills range from the 4th to 7th grade level. Math skills tend to be lower.
- **Program goals:** The Threshold Program is a comprehensive, non-degree campus based program at Lesley University for highly motivated young adults with diverse learning disabilities and other special needs.
- **Tuition cost:** (see below)
 Health insurance is also available at an extra cost, but may be waived.

Threshold Core	\$18,750/semester
Threshold Bridge	\$14,650/semester
Threshold Transition*	\$15,980/year
Room	\$4,650/semester
Health Service Fee	\$400/semester
Campus Meal Plan**	\$2,650/semester
Housing Deposit***	\$300
Damage Assessment	\$25
Registration Fee	\$30/semester
Practicum Insurance Fee	\$35/semester
Student Activity Fee	\$150/semester
Materials Fee	\$72.50/semester
Degree Completion Fee	\$125
TOTAL (Core)	\$53,925/year
TOTAL (Bridge)	\$45,725/year
TOTAL (Transition)	\$32,405/year (with rooming fee)

- * Bill the full year's tuition and fees during the fall semester. The full year fee amounts are: practicum fee \$40.00/activity fee \$250.00/materials fee \$145.00/registration fees \$60.00/degree completion fee \$125.00.
- ** The Campus Meal Plan Fee is paid monthly as simulated rent to the Student Accounts Office by students in the **Threshold Bridge** program.
- ***More information available at the Office of Residence Life.

- **Financial aid:** Limited financial aid is available from the college. Students are advised to contact their local office of Vocational Rehabilitation Services and local banks for student loan information. The University also advises taking out loans, such as the Perkins.
- **Room and Board:** (see table above).
- **Staff-to-student ratio:** Around 1:4 (there are around 20 faculty members in the program).
- **RA-to-student ratio:** A Resident Director and three Graduate Resident Assistants live in the residence halls at Threshold.

- **Physical fitness program:** Students take Individual Fitness/P.E. each year. This course exposes students to the University's Fitness Room. Students receive instruction in using various fitness apparatus. Included in their instruction is a workout sheet, which they fill out to show how their own fitness can and does improve.
- **Transportation:** Students are encouraged to find their own way around campus and to use Boston's public transportation system around the city.
- **Job placement:** The Threshold Program offers a variety of vocational placements including business support services, computer applications, word processing, and early childhood. The Transition Year program assists students in job placements.
- **Travel training:** N/A (students are encouraged to plan their own activities and to participate in ones already arranged by the school).
- **Independent living skills training:** Training in independent living skills is offered through practical courses that address a variety of topics relevant to self-reliant adulthood, including Medical World, Adult Sexuality, Apartment Living, Personal Finance, Consumer Education, and Current Events.
- **Vocational training:** Vocational training is offered in Business and Support Services and Early Childhood Studies. First-year students explore both career options, spending one eight week term completing course and field placement work in each of the majors. Second-year students focus on their major through course work and field placement (see job placement).
- **Social skills training:** The Effective Communication Strategies course helps students focus on increasing their social effectiveness with others. Emphasis is placed on developing social perception and general assertiveness.
- **Paid internships:** N/A
- **Personal trainer:** Students spend more than 30 hours per week in course work and at field placements, receiving supervised on-the-job training; approximately half of that time is spent at field sites. They receive support as deemed necessary.
- **On-site medical care:** The Lesley University Student Health Service provides basic primary health care services to all full-time undergraduate students of Lesley College, The Art Institute of Boston, and the Threshold program. Enrollment in the SHS is automatic for students living in Lesley University housing, and is optional for full-time undergraduate students living off-campus *or* for full-time graduate students living in university housing. For students not living in LU housing, the student must sign up for it in the beginning of each semester with a non-refundable fee of \$400.
- **Driver's education training:** N/A
- **Recreational activities:** The Threshold Student Services staff members offer a wide variety of programs throughout the school year. Often programs are held on the weekends and vary from on-campus community building activities to local Boston-area events to an annual trip to New York City. In addition to Tuesday fitness class, every Saturday students can play basketball, volleyball, and other sports at the Baldwin Gym across the street and every Sunday students can go bowling at Sacco Lanes in Davis Square. Some students also choose to participate in the

Lesley Running Club or go to Yoga. There is also a Field Day at least once per year where students can participate in a wide array of events.

- **International travel program:** The College offers a study abroad program. Students usually study abroad for one semester or a full academic year, but also may participate in shorter term courses during the January term, March break, or over the summer.
- **Summer program:** Threshold's orientation is designed to give students the information, experiences, and confidence needed to begin feeling at home in their new environment. Students become familiar with program and campus rules, learn to find their way around campus, and comfortably use the Boston-area public transportation system.

DIFFERENCES: The Threshold Program is a two year certificate program during which participants earn six college credits. There are two graduate programs associated with Threshold: Transition Year and the Bridge Programs. The Transition Year helps Threshold graduates with apartment living in the community and job placements. The Bridge Program offers another year of skill building on campus.

- **Location:** Boca Raton, FL
- **Type of students:** These programs are specifically designed for students with AD/HD or other impairments in executive functioning
- **Program goals:** to provide extensive academic support for those who face the challenges of learning differences.
- **Tuition cost:** \$28,600 annually (2009-2010 academic year), plus \$11,750 fee per year for the Institute for Achievement and Learning.
- **Financial aid:** Since they are a degree program, FASFA loans are available.
- **Room and Board:** \$10,900 to \$14,100 depending upon room configuration.
- **Staff to Student ratio:** N/A
- **Physical fitness program:** N/A
- **Transportation:** N/A
- **Travel training:** N/A
- **Independent living skills training:** N/A
- **Vocational training:** N/A
- **Social skills training:** The program offers Experiential Excursions. Through observing the growth and adaptive behavior of nature, students discover how to adapt their own environments to achieve personal and academic success. The excursions allow students to participate in activities that encourage wellness, illustrate sustainability and cultivate environmental awareness and responsibility.
- **Paid internships:** N/A
- **Personal trainer:** N/A (there are three different tutoring options offered: content tutoring, power hour, and process tutoring).
- **On-site medical care:** Lynn University has a full-service health center on campus.
- **Driver's education training:** N/A
- **Recreational activities:** The University has a fitness center with free fitness classes, intramural sports, club sports (fee involved), and a swimming pool.

- **International travel program:** The University has a study abroad program (year-, semester-, or summer-long terms, or on short-term faculty-led programs offered during the January mini-term (J-term) and summer breaks).
- **Summer program:** N/A
- **Job placement:** N/A

DIFFERENCES: This College is one that embraces students with learning disabilities, especially those with AD/HD. Students earn a bachelors degree. It is unclear as to how they view or support students on the autism spectrum.

- **Location:** Huntington, WV
- **Type of students:** This program is specifically designed for students with Asperger Syndrome or high functioning autism.
- **Program goals:** The program seeks to help students learn skills which will help them earn a college degree, work in their chosen field, and live a productive, and quality life.
- **Tuition cost:** \$18,282 annually for WV resident and \$26,282 for nonresident (2012-2012 academic year) plus \$4,000 fee per semester for the College Program for Students with Asperger Syndrome
- **Financial aid:** Since they are a degree program, FASFA loans are available.
- **Room and Board:** \$6,010 (room) and \$4,280 (board) (2007-2008).
- **Staff to Student ratio:** N/A
- **Physical fitness program:** N/A
- **Transportation:** N/A
- **Travel training:** N/A
- **Independent living skills training:** Students meet regularly with College Program staff and their positive behavior support teams to monitor progress, develop “to-do” lists and identify new goals.
- **Vocational training:** The program seeks to help students learn skills which will help them earn a college degree, work in their chosen field, and live a productive, independent, and quality life.
- **Social skills training:** Social, communication, academic, leisure and personal living skills are assessed through person-centered planning.
- **Paid internships:** N/A
- **Personal trainer:** (see independent living skills training).
- **On-site medical care:** Marshall University has Student Health Services.
- **Driver’s education training:** N/A
- **Recreational activities:** N/A
- **International travel program:** Marshall University has a study abroad program (Junior Year Abroad and Semester Abroad and Short-Term Study Abroad programs).

- **Summer program:** A 5-week summer support program is offered to help ease the transition from high school to college. The fee for the summer session is \$1000, in addition to tuition, room and board
- **Job placement:** N/A

DIFFERENCES: Students must first be accepted to Marshall College and then apply separately to The College Program for Students with Asperger Syndrome. .

- **Location:** Central Islip, NY (Long Island)
- **Type of students:** Special education students with an emphasis on LD students and higher functioning students on the autism spectrum.
- **Program goals:** To maximize the potential of individuals with learning differences by teaching skills and strategies, and providing supports necessary for fulfilling, successful, and independent lives. There are three concentrations to the program. The first concentration centers upon the acquisition of vocational, independent living and social skills. Academic course work is geared toward the acquisition of these skills. The second concentration is for the more academically oriented students who are not yet ready to enroll in a degree bearing program full-time.. In addition to the aforementioned goals, the Pre-degree concentration students take credit bearing courses at NYIT's Old Westbury campus. The third concentration is the Associate Degree Support Program. Students in this concentration are otherwise qualified to take credit bearing classes and earn an associate degree in accounting or communication arts over the course of three years rather than the traditional two years required for an associate degree.
- **Tuition cost:** \$55,195 annually (2012-2013 academic year, including room and board).
- **Financial aid:** VIP students receive funds from a variety of different sources. Currently, NYIT VIP is New York State's only U.S. Department of Education approved Comprehensive Transition and Post-secondary (CTP) program. Consequently, VIP can offer some forms of financial aid to their students who qualify. Students must complete the Free Application for Federal Student Aid. (FAFSA) to qualify for Pell Grants, Student Educational Opportunity Grants (SEOG), and Student Work Study monies. Approximately 25 – 40 percent of the students are funded through either IEP transition plans, which are paid through local school districts or by state offices of disability. Many families take out continuing education loans to pay for the program's expenses. Most families pay for the tuition out of pocket. Occasionally, some scholarship monies become available, but this is based upon donations, which can vary from year to year. For continuing students the Benjamin J. Cecil Scholarship fund is available to help sophomores and juniors to complete the program.
- **Room and board:** \$6,187 per semester (room, meal plan, health insurance, tuition insurance, and mandatory accident insurance).
- **Staff-to-student ratio:** 2:1.
- **RA-to-student ratio:** 7:1.
- **Physical fitness program:** NYIT is a division II NCAA school with a variety of sports teams. The Central Islip campus has a student activity center with a pool, gymnasium, fitness center, bowling alley, and golf course. The Vocational Independence Program has its own Nautilus equipment room in the basement of its dorm. Students also participate in a physical education class once a week.

- **Transportation:** VIP provides its own transportation through a professional transportation company to and from work sites and college classes at NYIT's Old Westbury campus. 12 passenger vans are driven by professional drivers with CDL licenses.
- **Job placement:** Each student is provided a vocational placement each year of the program in an area of their choice. The seven vocational areas are: elder care, child recreational specialist, retail, food service, office skills, property management/maintenance, and hotel hospitality. The staff helps students and graduates with job placements after completion of the program. VIP also works with the Board of Cooperative Education Services, where students can earn certificates in fields such as Cisco Systems computer networking, small animal care, carpentry, cosmetology, etc. (at an additional cost). Students and graduates of VIP learn how to use NYIT's career planning and placement system including resume writing and posting services.
- **Pre-Degree Program:** Qualified students in this program have access to all NYIT degree programs, which are generally started in the second semester. The pre-degree program also offers intensive coursework in independent living, social, and academic skills. A highly individualized study program, individualized support, and counseling are integral parts of this experience.
- **Associates Degree Support Program:** Qualified students can earn an Associate Degree in three years in either Communication Arts or Accounting while receiving support in social and independent living skills as well as academics while at VIP.
- **Independent living skills training:** The student body at VIP typically displays a wide range of instructional needs in the area of independent living skills. The acquisition of these skills is a complex and long-term process, and success often linked to the development of improved self image and the cumulative effect of successful experiences in social, academic, and vocational areas. Our low student-to-staff ratio enables us to provide an individualized, multi-faceted approach to assist students in the development of independent living skills using hands-on learning experiences. Assessment of specific skills is ongoing. Teachers and counselors identify student needs as they emerge in the course of daily activities. Instruction in independent living skills is introduced through a variety of courses in our classroom-based curriculum, such as Freshmen Seminar, Math & Budget, Independent Banking, Health, Foods, and Apartment Living. Driver's education and training is available where applicable. As students work and interact within the program, it often becomes apparent that some students require a more intensive, individualized approach to help them acquire skills necessary to function independently. Students identified as needing special attention in these areas are assigned to work with an independent living counselor whose role is to work closely with the student to devise specialized strategies to address his or her unique needs and to coordinate efforts with staff members working in the academic, social, and vocational areas of the program.
- **Vocational training:** (see job placement).
- **Social skills training:** Social counseling is provided for all VIP students to help them adjust to the collegiate environment. Counselors work with students on socialization, skill development, problem solving, and decision making. The goal is to maximize each student's potential in developing social relationships and self-confidence so they can function independently.
- **Personal trainer:** Each student is assigned to a counselor for a weekly one-to-one meeting. Additional "as-needed" appointments are possible Monday through Friday. Our residential staff is also available to meet with students during evenings and weekends.

- **On-site medical care:** There is a medical director in Heritage Hall. New York Institute of Technology College of Osteopathic Medicine Medical Clinic is also on-site for more involved medical care.
- **Driver's education training:** The program offers drivers education
- **Recreational activities:** On campus, there is a Student Activities Center, which houses a gymnasium, two fitness rooms, a game room, and a swimming pool. In the basement of our dorm, we have two fitness rooms featuring Nautilus™ and StarTrack™ fitness equipment. There are a number of television lounges in the residence halls, and we have pool, ping pong, and air hockey tables. During the week our students may take advantage of our nine-hole golf course for free. There are also volleyball and tennis courts as well as softball and soccer fields. Weekends include regularly scheduled trips to local attractions such as shopping malls, movies, restaurants, and NYIT sporting events. Each resident advisor sponsors two recreational/educational events per semester. On Fridays, leisure electives are run by the staff and include golf, walking club, movies, yoga, bowling & other sports, and swimming. Offerings vary each semester depending upon student interest. Every Friday night, the students congregate in our coffee house for live bands and karaoke. We also offer trips to New York City to visit museums, and to attend Broadway plays and professional sporting events.
- **International travel program:** Travel opportunities during vacations have included trips to Italy, Spain, France, England, Ireland, Costa Rica, Hawaii, and France. These annual trips are chaperoned by VIP staff. In 2014, students will be traveling to the Yucatan peninsula to explore Mayan ruins and the local eco-systems.
- **Summer program:** Introduction-to-Independence. I-to-I is a seven-week summer work-study-recreation program for students ages 16 to 22. It consists of high school students as well as those enrolled in post-secondary programs (such as the Vocational Independence Program) that have moderate to severe learning differences. Students are screened for emotional needs to determine the level of support needed. I-to-I students work four mornings or afternoons per week and receive a stipend for their work. During the other half of their four days, the students participate in classes that are practical in nature and provide a foundation for their movement toward independence. On Fridays, students take educational trips to cultural centers on Long Island and in the New York City area. Evenings and weekends are focused on social/recreational activities. Trips to Citifield, local beaches, theaters, and amusement parks are part of the students' weekend activities. High school students in the program are introduced to a college campus and the responsibilities and rewards of living away from home. For the post-secondary students, the program reinforces their classroom education and offers them an expanded social and vocational experience
- **Travel training:** Students will learn to travel independently to a destination and back. They will learn how to discern the safest, most direct route utilizing train and bus schedules. The travel trainer is responsible for making sure the student understands the realities of public transportation and learns the skills required for safe, independent travel. The course work features multiple field trips using the Long Island Rail Road as well as New York City Subways, buses and ferries.

DIFFERENCES: The Vocational Independence Program offers a 7 week summer program known as Introduction to Independence (I to I). This program focuses upon vocational, independent living and skills for students 16 years old and up (see summer program section). In VIP each student is assigned an academic counselor, a social counselor, a banking advisor, a job coach, a vocational counselor, and

if necessary, an independent living skills counselor who follow the student through all 3 years of the program.

- **Location:** National-Louis University Evanston, IL 60201
- **Type of students:** Students range in age from 18 - 30 years old. The PACE program is designed especially to meet the transitional needs of students with multiple learning disabilities (including AS) in a university setting. Typically these students would not be successful in a traditional university setting.
- **Program goals:** The PACE Program is a leader in the provision of integrated postsecondary services to young adults with multiple learning disabilities. The goal is to empower students with the skills necessary to become productive and independent adults living and working in the larger community. Through instruction and support in all aspects of the students' lives, the PACE Program strives to create an environment in which:
 - work is accomplished
 - play is learned
 - love is felt
 - life is enjoyed

Three components of the PACE curriculum are: (1) Professional training necessary to work as an aide; (2) Independent living skills, (3) Development of age-appropriate social skills.

- **Tuition cost:** \$25,000 per year (including textbooks and materials). Tutors are \$399 per quarter.
- **Financial aid:** Although students only receive a certificate of completion, this program requires applicants for financial aid to complete a FASFA form. Limited scholarships are available (need-based).
- **Room and board cost:** \$10,000 (meal plan included)
- **Student activity fee:** \$1,700 (estimated annual amount for spending money and special events).
- **Staff to student ratio:** 22:25. There are 10 full-time faculty; 12 part-time faculty; and graduate students from National-Louis University provide additional classroom and tutoring assistance. Barber Hall, the residence hall for the PACE program is staffed by 1 full-time employees of the program and 4 undergraduate resident advisors.
- **Physical fitness program:** Fitness facility open to students on campus.
- **Transportation:** This program teaches students to use the public mass transit system.
- **Job placement:** Students accumulate more than 1,000 hours of actual work experience in three internship settings. They prepare for careers in fields such as adult care, early childhood, food service, general office, supply and distribution, housekeeping, animal care, health care, and hospitality. Vocational training includes classroom work as well as on-the-job instruction, and is designed to help PACE students find a field of interest suitable for lifelong employability and personal growth. During their first year, they explore a variety of fields and, in the second year, many develop career goals based on their specific interests and abilities.

- **Travel training:** N/A
- **Independent living skills training:** Money management, time management, organization and personal care are the four main areas of instruction in life skills. Life skills instructors work on a range of skills from basic to advanced through weekly individual and small group instruction that is reinforced by the student life staff.
- **Vocational training:** See job placement.
- **Social skills training:** Students also participate in planned activities, encouraging social interaction, building friendships, and becoming socially competent. Students, once confident and capable, are encouraged to plan their own activities.
- **Driver's education training:** N/A
- **International travel program:** N/A
- **Summer program:** N/A

DIFFERENCES: The PACE program is a multi-dimensional approach to educating the student. The program focuses upon academics, life skills, career preparation and socialization. Like VIP, motivated students may take college level courses at the host university. The PACE transition program is akin to GLP. It accommodates 25 students who live in supervised apartments. The PACE program conducts reunions with its graduates in which 60% of the graduates attended. PACE is committed to research projects in 3 areas:

1. Study of Program Graduates
2. Validation of Multiple Learning Disabilities
3. Experiences of Students and Families

Scholarships, grants, professional activities, program evaluation, and partnerships are all part of the resource development program supported since 1995 by the Para-Educator Foundation: A parent group and a board of visitors also help generate viable fund-raising ideas and networking opportunities in the community.

- **Location:** Cape Cod, MA
- **Type of students:** Students with WAIS or WISC scores between 70-100, socially isolated or rejected, and have difficulty making friends.
- **Program goals:** This program is designed for students who have completed a secondary education program and is designed to provide students with the skills that will assist them in functioning more independently in the outside world.
- **Staff-to-student ratio:** N/A
- **Tuition cost:** (see below)

G.R.O.W. (Post-secondary)	\$67,705
Application fee (new student)	\$75
TOTAL (new student)	\$67,780
Summer Program	\$6,779
Application fee (new student)	\$75
TOTAL (new student)	\$6,854

- **Financial aid:** Riverview utilizes the School and Student Service for Financial Aid in Princeton, NJ in the analysis of applications for financial aid. While the aid program is modest, it does provide some assistance to those families who demonstrate clear financial need.
- **Transportation:** G.R.O.W. students enjoy the outside community by planning social activities which involve budgeting from their weekly allowance and arranging transportation. G.R.O.W. offers an in-house shuttle, referred to as “The Congo Line”, which accesses the local community where students utilize the skills necessary for public transportation.
- **Travel training:** The Travel Training curriculum is designed for teachers to evaluate the students’ ability to generalize what they are learning in class. For example, students go into the community and practice skills such as using public transportation, ordering and tipping in a restaurant, and identifying safe people to approach for assistance. Once teachers determine strengths and weaknesses encountered in applying these skills, students return to class where they review and reinforce concepts as needed. This circular curriculum resembles that of a good athletic team. During practice, players train by learning the skills that they will need for competition. On game day, they utilize what they have learned, but it does not end there. Any good coach assesses how the team did by observing their performance and determining which skills require continued practice and re-teaching. Academic classes and the Travel Training curriculum interrelate in much the same manner.
- **Independent living skills training:** Throughout the residential program, the goal is to develop responsible, independent, community-oriented students. Instruction is highly individualized and time is built into each student’s weekly schedule to include the following: self-care, room/dorm care and laundry, budgeting and money management, leisure time planning for weekend activities, establishing/maintaining friendships, self advocacy and social skill development, focus

on health/nutrition/fitness (three nights per week, students are offered intramural activities, karate, YMCA and/or the use of our fitness center called The Wellness Center), meal planning/preparation (breakfast and dinner), direct instruction in cooking (cooking classes/hands-on labs), structured evening quiet time and homework hour, time management/organization (use of agendas, charts, chore lists), ample opportunities for generalization of skills in the community, and safe practices within the community.

- **Paid internships:** Phase 3 students continue to build employability skills and participate in a work internship throughout the school year. Students are evaluated during the year in their individual work sites and receive valuable feedback to help them prepare for the world of work.
- **Social skills training:** Social skills guidance is given to all students by all staff. Rather than providing social skills instruction in isolation, all staff are trained to assist students in understanding social errors and preventing their reoccurrence on an ongoing basis during students' daily lives.
- **Personal trainer:** Each student has access to an advisor who serves as a liaison between home and school and provides student support in areas such as self-advocacy, self-awareness, problem solving and social skills.
- **On-site medical care:** The Health Care Center (HCC) is located on the main campus of Riverview School and is staffed seven days per week from 7 a.m. – 10 p.m. by a team of nurses and medical assistants. An on-call nurse and medical assistant are scheduled seven nights per week 10 p.m. – 7 a.m.
- **Driver's education training:** N/A
- **Recreational activities:** Three nights per week, students are offered intramural activities, karate, YMCA and/or the use of our fitness center called The Wellness Center.
- **International travel program:** N/A
- **Summer program:** G.R.O.W. Summer is a five-week co-educational summer experience for young men and women between the age of 18 – 22 with complex language, learning and cognitive disabilities scoring within the 70 – 100 range. Consistent with its Mission, Riverview is committed to developing student competence and confidence by remediating academic, social, and independent living skills. G.R.O.W. Summer is staffed by experienced teachers and dormitory staff from the school year program and serves as an ideal opportunity for students entering the program for the first time in September to become acquainted with the campus, the faculty, and their peers. This helps to ensure a smooth and successful transition to G.R.O.W. in the fall. The “philosophy of the whole child” guides the ongoing dialogue between family and residential staff to ensure that student needs are addressed quickly and comprehensively. Each Wednesday, students go out on a daylong community outing where they explore Cape Cod and the surrounding areas, experiencing many exceptional learning opportunities. Such outings may include: whale watching, Newport mansions (Rhode Island), New Bedford Whaling Museum, Martha's Vineyard sightseeing, Museum of Science/IMAX (Boston), Hard Rock Café (Boston), tour of scenic Route 6A, canal cruise and seal tour, Kennedy Museum (Hyannis), and beach trips.
- **Job placement:** Vocational training is a center piece of this program. Students have the ability to work at both on campus and off campus jobs with at least 6 different vocational areas to chose from.

DIFFERENCES: The curriculum of this program is oriented toward practical experiential learning. The emphasis is on independent living and vocational skills.

- **Location:** University of Arizona, (housed in the Student Resource Center), Tucson AZ
- **Types of students:** College students diagnosed with LD or ADHD. They accept a limited number of AS students, typically 4-5 per year.
- **Program goals:** To assist students in individualized educational planning in order to be successful in the larger university environment. The Center provides monitoring; assistance from trained tutors with coursework and an array of workshops. They have a speaker series available to the public to have a presence on the larger university campus. Topics include Children Who Fail in School, but Succeed in Life; An Integrative Approach to ADD; Transition to Adulthood – Life skills, academic and work skills; ADD in the Workplace: What Every Executive and Manager Needs to Know; and Journeys Through Adulthood. Students with AS are referred to local clinicians and agencies for ADL type issues. The Center encourages AS students to maintain an on-going therapeutic relationship with mental health professionals from the student's home community.
- **On-site medical care:** The SALT center is located near the Highland Commons which houses the Student Health center.
- **Tuition cost:** Undergraduate Fees

Effective 2012/2013 school year, fees for services provided by the SALT Center are as follows:

Lower Division Students: (Students having fewer than 60 credits) \$2600.00 per semester with complete access to Strategic Learning Specialists, SALT programs, and other SALT services such as Computer lab, Writer's Lab, Math & Science Lab, individual tutoring, and psychological services.

Upper Division Students: (Students having 60 or more credits) \$1100.00 per semester with complete access to Strategic Learning Specialists and other SALT services, excluding tutoring. Tutoring will be charged on an hourly basis at \$20.00 per hour and billed to the students Bursar's account at the end of the semester. Students may request tutoring in any class; however SALT cannot guarantee the availability of tutors in every UA course, especially upper-division courses. Students may elect to remain at the Lower Division rate.

Graduate Fees: Fees for services provided by the SALT Center to Graduate students are as follows: \$1,000.00 per semester with complete access to Strategic Learning Specialists and other SALT services, excluding tutoring.

Yearly tuition at the University of Arizona is \$10,050 for resident students and \$26,230 for non-resident students.

- **Financial aid:** 5 Scholarship programs available based on GPA and/or financial need for the SALT program. As of the 2012-13 academic year, SALT financial aid comes only in the form of scholarships. There is also Arizona Assurance for incoming students with a documented learning or attention challenge who qualify; SALT provides a fee waiver to cover SALT enrollment fees.

- **Room & Board costs:** \$9,714 for resident and non-resident students.
- **Staff-to-student ratio:** 30:584.
- **RA-to-student ratio:** N/A
- **Physical fitness program:** No P.E. requirement. The University offers intramural sports (softball, flag football, volleyball, soccer), SALT Outdoors (hiking and other outdoor activities).
- **Transportation:** A university wide bus system.
- **Job placement:** Students work with a learning specialist to develop post graduate plans for work and/or further education. Numerous federal internships are available as they are to any college student. None of the internships emphasize vocational or rehabilitative skills. Career Center helps SALT students with career goals.
- **Travel training:** N/A
- **Independent living skills training:** N/A
- **Vocational training:** N/A (see job placement).
- **Social skills training:** N/A
- **Driver's education training:** N/A
- **International travel program:** N/A
- **Summer program:** The SALT Center pre-college summer program at San Diego State University is the best place to get an early start on your college success. Live on campus, get a taste of real college life, and explore San Diego. Our summer enrichment courses offer you the chance to experience a major and get involved in campus clubs. Whether you're interested in the global economy or the history of American rock and roll, our real courses give you a real college experience

DIFFERENCES: The clients of this program are students accepted into a University of Arizona degree program. The services of the SALT center are focused on academic success primarily. They do not state that they offer extracurricular support, however, in all likelihood the learning specialist guides the student in this area as well. This appears to be a well managed and comprehensive academic support program.

- **Location:** Carbondale, IL
- **Type of students:** General and special education students with an emphasis on LD students and students with physical disabilities.
- **Program goals:** There are 2 programs (i.e., The Achieve Program and Disability Support Services) in operation at SIU Carbondale administered by separated offices that share the same goal of assisting students with a known disability to achieve their university diploma. The young people with the greater learning needs are typically enrolled in Achieve. Other young people who require less support will be served by Disability Support Services (DSS). Assessments done by university staff or affiliates or previous testing documentation are used to make the determination.
- **Tuition cost:** \$7,290 annual in-state tuition plus \$3,121 annual student fees. Achieve program fees are extra.
- **Financial aid:** The 4-year university participates in all federal grant, loan and work study programs.
- **Room and Board:** N/A
- **Staff-to-Student ratio:** See table below
- **Physical fitness program:** SIUC offers a typical college athletics program. No P.E. is required.
- **Transportation:** Access to the Saluki Express bus service on campus; accessible van transport (free, around campus or community, does not operate on weekends, holidays, or semester breaks, students must be approved); transit service (primarily designed to provide campus transportation for university personnel who have purchased transit tickets and approved students who experience medical conditions when they need temporary transportation assistance, intended to facilitate student transportation from place of residence to campus and back, not provide transportation from class to class).
- **Job placement:** The job placement services at SIUC are similar to other college career centers and available to all students.
- **Travel training:** N/A
- **Independent living skills training:** N/A (however, there is an organizational training available in the Achieve program).
- **Vocational training:** N/A
- **Social skills training:** N/A
- **Paid internships:** Students may qualify for the Work Study Program through Financial Aid.

- **Personal trainer:** Students who qualify for the Achieve program will have a mentor/advocate assigned to him/her.
- **On-site medical care:** SIUC has a Student Health Center which is open to all students.
- **Driver's education training:** N/A
- **Recreational activities:** The school has intramural sports, fitness classes, and a fitness facility (offers base camp, therapeutic massage, as well as a variety of different programs) that requires a membership starting at \$318.
- **International travel program:** SIUC has a study abroad program that offers semester- or year-long stays, short-term programs, and exchanges.
- **Summer program:** N/A
- **Other:** (from the website) The Achieve and DSS programs are similar in many aspects. DSS coordinates physical and academic support services for SIUC students with disabilities. DSS operates under the philosophy of an integrated service delivery while assuming the role of centralized coordinating office. DSS is a government-mandated, compliance program that guarantees equal accessibility of education under the law to all students. DSS coordinates the service delivery of many different accommodations to many students with many different disabilities. The DSS staff of 4 professionals and 1 office supervisor, assisted by 2 graduate students and 100 student workers, serves a population of about 500 students each year. Some of those students have learning disabilities, some are blind or visually impaired, some are deaf or hard of hearing, some have mobility impairments, and some have brain injuries, chronic health conditions, or psychological disabilities. DSS services specifically for students with learning disabilities include tutor referrals, test proctoring, note-takers, access to adaptive technology, campus familiarization, adapted texts and course materials, equipment loans (tape recorders, listening devices, etc.), consultation with instructors, and general guidance and counseling.

Achieve is a comprehensive, fee for service academic support program for college students with learning disabilities and AD/HD. Achieve's mission is to provide the appropriate accommodation to a student, or if the accommodation cannot be immediately implemented, to provide one or more alternatives until the accommodation can be provided. The Program serves the needs of about 150 students every year. Achieve employs 5 full-time specialists, 8 to 12 graduate assistants to serve as student supervisors, and about 300 student workers. The Program itself is located in a 25-room on-campus facility, with a private computer lab and student services lab. There are no limits placed on a student's use of any of the services offered, unlike some fee for service programs. Services provided to students include tutors for classes, note takers, test proctoring, private rooms for tutoring or studying, access to adaptive technology, a computer lab, adapted texts, academic, career, and personal counseling, a section of University 101 for Achieve students, remedial classes, campus familiarization, and intervention for any campus-related issues. With a student's permission, they welcome parental involvement.

Achieve Program	DSS
<p>Special Admission if Necessary Admitted through regular process; students not meeting admission criteria are reviewed by committee with our recommendation to the Admissions office to admit as regular admissions students</p>	<p>Admission through Regular Process Students not meeting admission criteria are reviewed by Center for Basic Skills with input from DSS</p>
<p>Determination of Eligibility Existing documentation reviewed; battery of tests administered to assess current functioning levels</p>	<p>Determination of Eligibility Existing documentation reviewed or referral to low cost in-house evaluators</p>
<p>Fee for Service Pay for program services</p>	<p>Free No charge to SIU students</p>
<p>Comprehensive Support beyond mandated law</p>	<p>Compliant Services are consistent with mandated requirements</p>
<p>Tutors Tutors supplied for all classes, unlimited use; also, general tutors staffed at Achieve extended hours for on call use; about 100 tutors on payroll</p>	<p>Tutor Referral Students referred to tutors; students or ORS pay for use, DSS maintains a current list of the free tutor services on campus, and a list of tutors</p>
<p>Note-takers Provided in all classes; about 140 note-takers on payroll</p>	<p>Note-takers Supplied for all classes if documentation supports the need</p>
<p>Test Proctoring Extended time, readers, scribes, private rooms computers and software at Achieve</p>	<p>Test Proctoring Extended time, readers, scribes, quiet rooms, computers and software at DSS</p>
<p>Staff Supervision Staff available as advocates, for guidance, and support; with student consent, will check grades, communicate issues to parents, help resolve issues with professors, and intervene in academic as well as more personal issues</p>	<p>Limited Staff Involvement Instructor consultation and advocacy, general guidance/counseling, referral to clinical psychologists, medical services, etc.</p>
<p>Computer Lab Fifteen Mac and IBM compatibles in lab, open extended hours M-F, 8am-9pm, Sunday 12-5; Arkenstone Open Book Reading System, Dragon Dictate, Mac and IBM support, direct internet access; staffed by Computer Lab Supervisor and a writing assistant.</p>	<p>Assistive Technology Available by appointment for student use, M-F 8:00-4:30; Arkenstone Open Book Reading System, Dragon Dictate, CCTV, JAWS for Windows, and more</p>
<p>Books On Tape Uses Recordings for the Blind and Dyslexic, hires readers for taped texts, or uses computer synthesized speech to create books on tape or disk; text exchange agreement with University of Texas; maintains a library of hundreds of SIU-C specific texts, with copies immediately</p>	<p>Books On Tape Either uses Recordings for the Blind and Dyslexic, or computer synthesized speech to create books on tape or disk in appropriate format, i.e., Braille, enlarged, e-text, etc.</p>

available for students	
Remediation Reading, Writing, Spelling, Arithmetic, Vocabulary, Organization, Time management, Social Skills	None offered
Skills Workshops	Offered on Request
University 101 Class Achieve students take University 101 together. Achieve instructors can discuss issues which affect LD students without violating rules of confidentiality	University 101 Class Students take University 101 with integrated groups of other new non-disabled students
Developmental Writing Class	None offered
Five Full Time Staff Coordinator, Tutor Supervisor, Note-taking Supervisor, Test Proctoring Supervisor, Computer Lab/Books On Tape Supervisor; plus a 1/2 time Accountant, 8-12 graduate assistants, and nearly 300 student workers	Five Professional Staff Director, Assistant Program Director, Coordinator, Senior Interpreter, Office Supervisor, 2 graduate assistants, and 100+ student workers
Parental Involvement Parent orientation, regular progress reports documenting student use of services	Parental Involvement With student consent-limited involvement

DIFFERENCES: This is an academically oriented university that offers bachelor and graduate level degrees. The Achieve Program caters to students with more severe learning disabilities like VIP. However, the supportive services are academic in nature and do not focus upon social, vocational or independent living deficits. In 2003 SIUC took proactive steps to help their AS population by creating a third program entitled ASPIRE which stands for Asperger Syndrome Peer Intervention Reflection & Evaluation. This program uses modeling and a support group format to help AS students deal with social issues. SIUC is the only college of the 24 listed at the Asperger Syndrome Help Desk website that has created a specific program for these students.

- **Location:** Taft, California
- **Types of students:** developmental disabilities
- **Program goals:** The program provides instruction, training, and support on a community college campus. The program is comprehensive, with curriculum and training that promotes acquisition of the functional, social, and career skills necessary for students to live a productive and normalized lifestyle.
- **On-site medical care:** there is a student health center located on campus
- **Tuition cost:** Enrollment is \$46 per unit. Out-of-state students pay an additional \$179 per unit up to 14 credits or \$2,685, in total, for 15 or more units
- **Financial Aid:** N/A
- **Staff-to-student ratio:** 3:1
- **Room and Board:** \$788 per semester
- **Physical fitness program:** fitness courses are not a part of the program
- **Transportation:** N/A
- **Job placement:** N/A
- **Travel training:** Travel Class is a yearlong sophomore course that is intended to integrate previous, current and future class offerings such as money management, personal safety, etiquette, advocacy and sociology courses (just to name a few) into practical learning. During the first semester students are taught to budget money for two daytime, out of town trips on Kern Regional Transit and challenged to travel safely, use tipping practices, path finding, social skills, planning and a variety of other skills needed to travel safely with minimal staff supervision. Additionally, student's safety is assessed in a variety of ways not only during these trips but also during class lab activities, tests, quizzes and observation of their functional abilities at other times i.e.: on weekends, in evenings and with the input of other TIL program staff. During the second semester, students will integrate first semester skills into the planning, budgeting and execution of a two night, three day trip out of town, provided that they have met all of the criteria in order to do so.
- **Independent living skills training:** Students will have a life skills aid that teach students about basic home repair, cleaning and maintenance skill; The Life Skills Aide will assist the student in performing a variety of basic maintenance tasks such as changing light bulbs, tightening nuts and bolts, freshening smoke alarm batteries, etc; In addition, students learn how to manage financial responsibilities, save money and budget (grocery store, laundry, spending).

- **Vocational training:** Students are taught job skills necessary for employment. They complete an internship in both their freshman and sophomore years. During sophomore year the internships may be longer or require a student to work on the weekends.
- **Social skills training:** students are taught strategies for problem solving and conflict resolution.
- **Driver's education training:** N/A
- **International travel program:** N/A
- **Recreational Activities:** Program sponsors events and activities like bowling outings. Also student organizations and clubs like Student Leadership Team and Best Buddies
- **Summer program:** N/A

DIFFERENCES: TIL program currently updated its center. It has brand new dorms, classroom, food lab, staff offices, and student lounge and laundry room.

- **Location:** Urbana- Champaign, IL
- **Type of students:** General and special education students with an emphasis on LD students and students with physical disabilities.
- **Program goals:** The mission of the Division of Rehabilitation-Education Services is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the curricular, co-curricular and vocational opportunities available at the University of Illinois at Urbana-Champaign through the collaborative promotion, provision and/or pursuit of innovative accommodative and educational services, and interdisciplinary disability research. DRES attempts to achieve its mission by providing the following accommodations to its students with AS:
 - Academic Adjustments/Accommodations
 - Transportation
 - Priority Registration
 - Accommodations within Housing
 - Academic Coaching
 - Support groups
 - Advocacy
 - Clinical Psychologist as their case manager
 - Personal Assistant
- **Tuition cost:** \$9,484 annual in-state tuition plus \$ 1,669 annual student fees. Out of state tuition is \$26,683.
- **Financial aid:** The 4 year university participates in all federal grant, loan and work study programs. The DRES program also has scholarship money available.
- **Room and Board:** \$9,284.
- **Staff to Student ratio:** N/A
- **Physical fitness program:** UIUC offers a typical college athletics program. No P.E. is required..
- **Transportation:** The DRES Office of Transportation operates an accessible campus transportation system incorporating uniquely designed buses equipped with hydraulic lifts. In-state students pay \$470.00 a year for transportation. Out of state students pay \$800.00 for transportation.
- **Job placement:** The job placement services at UIUC are similar to other college career centers and available to all students.
- **Travel training:** N/A
- **Independent living skills training:** N/A

- **Vocational training:** N/A
- **Social skills training:** N/A (not formal, but encouraged through dormitory life).
- **Paid internships:** DRES alerts students of internships via its website and has students participate in interview sessions.
- **Personal trainer:** N/A
- **On-site medical care:** Students can use the McKinley Health Center on campus and, if necessary, local clinics.
- **Driver's education:** Offered (no details given).
- **Recreational activities:** Students, if they qualify, may also participate in the adapted sports offered: Men's and Women's Wheelchair Basketball, as well as Track and Field and Handcycling. They also have a fraternity that all students can be a part of.
- **International travel program:** DRES has a study abroad program that offers stays of a year, semester, summer, or for the duration of winter or spring break.
- **Summer program:** ISTEP, Illinois Students Taking Effective Preparation, which is a one-day transition program designed to effectively prepare students for their first year of college at the University of Illinois.

DIFFERENCES: DRES was the first post-secondary disability service provider in the US. They have a large staff and utilize cutting edge techniques to help support students with disabilities. A clinical psychologist who is familiar with and understands autistic spectrum disorders is the case manager so that the individual can learn strategies but also have someone help with certain areas. The university is also willing to help AS individuals locate a personal assistant. However, the student must pay for this assistant.

- **Location:** Columbia, South Carolina
- **Types of students:** students with intellectual or cognitive disabilities
- **Program goals:** Two to four year program designed to facilitate high achievement of diverse learners in the areas of personal independence, self-sufficiency, and empowerment through inclusive teaching, research, creative activity, and services.
- **On-site medical care:** student health services is located on campus
- **Tuition cost:** per semester

Academic Fee and Tuition (Includes CarolinaLIFE™ tuition for two three hour classes, library fee, gym membership, and technology fee)	8,406
Housing (optional)	2,850
Meal Plan (optional)	Ranges from \$639 to \$1376 depending on the plan.

- **Financial Aid:** Vocational Rehabilitation for South Carolina Residents may qualify for financial aid up to \$1,850 for tuition per semester. In addition two scholarship opportunities are available.
- **Room and Board:** Students have the option to live in dorms on campus with other USC students.
- **Academics:** Students have the opportunity to create their own schedules/experience. Thus there is no prescribed set curriculum. During the first semester students will participate in 2-3 hours of small group instruction as they receive education in the skills necessary for college success. During the first semester, we will connect students with peer mentors, facilitate social activities, and explore employment options. We can also facilitate connections with various adult service agencies. For the remaining three semesters, we will gradually reduce the number of hours each student spends receiving support services and increase the amount of hours he or she spends in university courses. This progression will depend on the skills and needs of individual students.
- **Physical fitness program:** no mandatory physical education classes but there is a fitness center on campus
- **Transportation:** Carolina shuttle service is available free of charge to students
- **Job placement:** see academics
- **Travel training:** N/A

- **Independent living skills training:** Periodically, group courses will be offered, and open to all university students, that address specific life skills, such as cooking or money management.
- **Vocational training:** see academics
- **Social skills training:** see academics
- **Driver's education training:** N/A
- **International travel program:** N/A
- **Recreational Activities:** student run organizations, clubs, sporting events, music performances
- **Summer program:** N/A

DIFFERENCES: This program focuses on offering a college experience to individuals with intellectual and cognitive disabilities that might otherwise not experience a college life. We believe that individuals with intellectual or cognitive disabilities have the right to experience collegiate life in a way that is appropriate to meet their needs and advance their long-term goals.

- **Location:** Nashville, Tennessee
- **Type of students:** intellectual or developmental disabilities
- **Program goals:** The goal of the program is to broaden the career options and opportunities for individuals with intellectual disabilities in inclusive, age-appropriate settings. In order for these students to best meet the expectations of adults in our society, they need to have integrated educational experiences. The goals are for the students to have the “outcomes we all value -- a career, close relationships, and enjoyment....” (Hughes & Carter, Transition Handbook, Brookes Pub., 2000).
- **Tuition cost:** \$15,000 per year (does not include meal plan)
- **Financial aid:** eligible students are able to apply for Federal Financial Aid.
- **Room and Board:** does not provide a residential option
- **Staff to Student ratio:** N/A
- **Physical fitness program:** N/A
- **Transportation:** on and off campus shuttle
- **Job placement:** Securing a meaningful, paid job is one of Next Steps at Vanderbilt’s main objectives. It is our goal to have students hired in paid jobs during the program.
- **Travel training:** They receive travel training in order to use public transportation among training, internship, and work sites, as well as during programmatic community activities.
- **Independent living skills training:** Next Steps at Vanderbilt students learn and practice independent living and self-determination skills in small groups and individually on and off campus through required program courses and experiential learning with staff, Ambassadors, and friends. Students practice cooking meals in the kitchen and share weekly cleaning duties throughout the apartment. Students also have access to this apartment throughout the week for unstructured leisure time.
- **Vocational training:** Career exploration and vocational training are driven by each student’s interests and plans for the future. Students have the opportunity to learn about career fields with guided activities using computers and the Internet, and job shadowing experiences on campus. All students have multiple internships designed to help them refine their career goals and to gain employment skills. A collaborative partnership with the Nashville Tennessee Technology Center allows students interested in the TTC’s programs to access training on their campus. Upon completion of their program with TTC, students earn a Certificate of Completion that notes the industry level skills they have mastered.
- **Social skills training:** Social Skills are a critical element of successful living for all adults. Social Skills groups through the Behavioral Health and Intellectual Disability Clinic at Vanderbilt help transitioning young adults learn core interactional skills required for daily life. Parents and Next

Steps personnel are also involved so that they can play a role in supporting and reinforcing these skills as they are practiced. Participants learn the basic social skills curriculum in year 1 then serve as mentors for the 1st year students in year 2.

- **Paid internships:** Internships are a required component of the Next Steps at Vanderbilt program. The internships allow for valuable work experience. Internships are chosen based upon student interests
- **On-site medical care:** N/A
- **Driver's education:** N/A
- **Recreational activities:** Students are encouraged to further develop their self-confidence and social skills through all aspects of the extracurricular activities on and off campus. Students receive guidance as they learn about the numerous student clubs and organizations that may complement their interests and talents.
- **Summer program:** N/A

DIFFERENCES: Next Steps at Vanderbilt is committed to the integration of students with intellectual disabilities in all aspects of the university and the surrounding community. Students will self-direct the development of their Program of Study through initial and on-going Person-Centered Planning activities. The Program of Study is a unique and customized plan for achievement in academic areas, independent living skills, career development, and university life. While Next Steps students work towards completing an individual Program of Study, they must also complete the programs to earn a Next Steps certificate upon completion.

- **Location:** Cullowhee, North Carolina
- **Type of students:** intellectual disabilities
- **Program goals:** University Participants goal is to facilitate transition of participants from secondary school to adult life with education, employment and independent living. At WCU, UP Program learning activities are developed for each participant through an individualized, person-centered planning process that focuses on five learning areas: personal development, community participation, vocational preparation, social participation and learning, and academic course auditing.

- **Tuition cost:** per semester

In-state	\$3,948
Out-of-state	\$8,747

- **Financial aid:** Participants may be eligible to apply for need-based scholarships, grants and federal funds provided through local and national organizations such as the Wal-Mart Foundation School to Work Transition grant, the WCU Development Office or Federal Financial Aid Title IV funds.
- **Room and Board:** depends on dorm location. Average single is around \$2,650 and double is \$2,400 per semester
- **Physical fitness program:** UIUC offers a typical college athletics program. No P.E. is required..
- **Transportation:** on and off campus shuttle
- **Job placement:** Upon completion of the program, participants are transitioned into the community, where the career development coordinator, in collaboration with employment agencies such as North Carolina Vocational Rehabilitation, will assist participants in securing community-based employment. Participants will continue to be monitored for up to one year in the community.
- **Travel training:** N/A
- **Independent living skills training:** taught community participation skills (e.g., using public transportation, budgeting, grocery shopping, etc.)
- **Vocational training:** learn specific job skills both on and off campus
- **Social skills training:** Gain skills in personal development (communication skills, personal care skills, self-determination, etc.). WCU undergraduate students are recruited to provide support to facilitate participants living on campus, attending classes, engaging in social and recreational activities, becoming involved in student organizations and developing friendships.

- **Paid internships:** Each participant is required to work 10 hours a week at an on-campus internship. While on the job, participants will be supported by site supervisors, UP paid or unpaid volunteers and the UP Program career development coordinator.
- **On-site medical care:** student health services is located on campus
- **Driver's education:** N/A
- **Recreational activities:** encouraged to participate in university events, clubs and other organizations
- **International travel program:** N/A
- **Summer program:** N/A

DIFFERENCES: During the two-year period, participants are expected to complete requirements for receiving a UP Certificate of Accomplishment based on the successful completion of an Individual Plan for College Participation. University Participants are not eligible for an undergraduate or graduate degree from the university and are not eligible to earn college credit. They are permitted to audit individual courses as part of their UP Program.

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