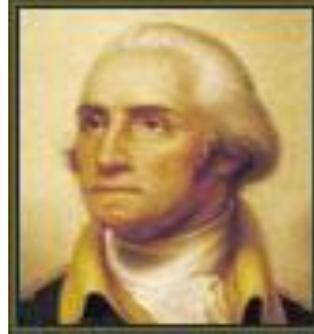


The George Washington University  
HEATH Resource Center at the  
National Youth Transitions Center

## SUMMER PRE-COLLEGE PROGRAMS FOR STUDENTS WITH DISABILITIES



HEATH staff members have compiled this list as a resource for students with disabilities who are seeking ways to prepare for college and enhance college performance. Colleges not listed here may also have summer pre-college programs, but may not be specifically designed for students with disabilities. Some pre-college programs collaborate with their Disability Support Services Offices to assist students with disabilities who may participate in their program. We recommend you contact the college and their Disability Support Services Office to inquire of their programs, supports available and if there are associated fees for those services. Other colleges may limit admission to those students who have been admitted to that college. Likewise, at some institutions, enrollment in a summer pre-college program is a precondition of acceptance into the general academic program. A student interested in attending a summer pre-college program, therefore, should also consult the college to which he or she has been admitted. All programs listed are designed for high school students, usually rising juniors and seniors, and high school graduates who are planning to attend college. The exception is the last entry at Marshall University, which

is only open to college graduates intending to pursue careers in medicine.

Campus disability support providers report that students who receive some preview of the college experience can manage the first year with fewer adjustment problems than others. Pre-college programs usually are held on campus in residence halls or as day training, leisure, and recreational activities, and typically include some computer training.

This publication is continually updated as we become aware of new programs. If you are unable to find within this list a pre-college program of interest to you, we recommend you contact the college you are interested in and inquire about their programs. We also recommend you contact the Disability Support Services Office to see what assistance they may offer you. If you know of a program that we should include in this listing, please send the information to HEATH staff at [askheath@gwu.edu](mailto:askheath@gwu.edu).

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The George Washington University  
HEATH Resource Center at the National Youth Transitions Center  
2134 G Street, N.W.  
Washington, DC 20052  
E-mail: [askheath@gwu.edu](mailto:askheath@gwu.edu)

## Colorado

### College Living Experience (CLE)

#### *The CLE Summer Program*

1391 Speer Blvd. #400

Denver, CO 80204

(800) 486-5058

(303) 825-2533

(303) 825-2538 (Fax)

<http://www.cleinc.net/> (Web) or

<http://www.experiencecle.com/> (Web)

Contact: Cheryl Okizaki, Program Director or Judi Stein Stutman, Admissions Coordinator

Session: June 26 – July 16, 2011

Cost: \$5,000 (includes housing, meals, tuition, and recreational activities)

Applications: Students must apply using the current CLE student and parent application, which can be downloaded from [www.cleinc.net](http://www.cleinc.net). Application deadline is May 1, 2011

Registration/Deposit: A \$50.00 non-refundable application fee and a \$1,000 deposit are due at the time of application is hold the space. The deposit will be refunded if the student is not accepted by CLE or withdraws by May 1<sup>st</sup>.

In the CLE-Summer Program students learn how they can successfully transition to college or vocational program. During the summer program the students will be taking college courses for credit from the Community College of Denver.

The goals of the Summer CLE Program are for students to gain:

- A broader knowledge of what college is like,
- A more accurate assessment of the student's independent living skills,
- New friends,

- Awareness of the advantages of self-advocacy,
- Appropriate social skills in a variety of different social environments via daily social activities, and
- An understanding of College Living Experience and the opportunities to succeed at post-secondary education for learning disabled students.

Students will have the opportunity to learn about the following:

- Exploring career and education options,
- Note-taking, reading college texts and other study skills,
- Various adaptive technologies
- Computer programming, computer graphics and or office technology skills,
- Increased skills in Math and English through remedial work done via an online curriculum delivery system and tutors,
- How to be successful in college,
- Improved executive functioning skills,
- Cooking meals,
- Doing laundry,
- Developing appropriate friendships and improved social skills, and
- Independent Living Skills.

Assessment and curriculum that is sent home with the student to help facilitate further, structured growth with parents and teachers after the summer program.

## District of Columbia

### George Washington University

*The GW Summer Scholars*

*6-Week Pre-college Program*

The George Washington University  
Office of Summer Sessions

Pre-College Program  
 1922 F Street, NW  
 Suite 304  
 Washington, DC 20052  
 Phone: 202-994-6360  
 Fax: 202-994-9360  
[gwsommer@gwu.edu](mailto:gwsommer@gwu.edu) (Email)  
<http://www.gwu.edu/summer/scholars/>  
 (Web)

Session: Non-Credit Session 1: July 10 –  
 22, 2011  
 Non-Credit Session 2: July 24 – August  
 5, 2011  
 Credit (for rising seniors only)  
 Session 1: July 10 – 15, 2011  
 Session 1: July 10 – 29, 2011  
 Cost: Please see the following website  
 for information on program costs:  
<http://www.gwu.edu/apply/precollege/tuitionfees>

#### *6-week Program Overview*

Six week courses offer a unique opportunity for high school juniors to enroll in challenging courses and study subjects not offered in high school, while previewing an authentic college experience. All scholars enroll in the Writing Seminar for Summer Scholars, a course that focuses on developing analytic writing and critical thinking, skills that are essential to a successful college career. Summer Scholars also enroll in an introductory course of choice taken with undergraduate students and taught by GW's distinguished faculty. Academic exploration, college life and admission seminars expose students to the communities and resources of a major university. Study at one of the nation's premier universities allows summer scholars access to the university's academic and recreational facilities, and the learning experience extends beyond

the classroom to include opportunities for intellectual and cultural exploration of Washington, D.C.

#### *Disability Support Services Fee-for-Service Component*

Even though making the transition from high school to college is difficult for all students, those with disabilities face additional challenges. Drawing on the expertise of our staff as well as professional educators and licensed practitioners from the DC metropolitan area, our curriculum will give students the edge needed to compete on a level playing field with your peers.

Students will develop a tailored set of goals and learning outcomes; receive guidance in accessing traditional accommodations to support their academic performance; and participate in weekly one-on-one and small group sessions. Students will benefit from individualized training in learning strategies, written expression, study skills, time management, and self-advocacy, as well as building a community with their peers.

## **Iowa**

### **St. Ambrose University**

#### *Summer Transition Program*

518 W. Locust Street  
 Davenport, IA 52803  
 (800) 383-2627  
 (563) 333-6275  
 (563) 333-6161 (V/TTY)  
 (563) 333-6243 (Fax)  
[SaddlerRyanC@sau.edu](mailto:SaddlerRyanC@sau.edu) (Email)  
<http://web.sau.edu/disabilityservices/transitionprogram.htm> (Web)

Contact: Ryan Saddler, Director  
 Student Disability Services

Session: June 12 - July 18, 2011  
 Cost: \$3339+ includes the following:  
 Tuition (3 credits)  
 Room and weekday meals  
 Program/activity fee  
 Matriculation Fee  
 Tuition Deposit (Note: Upon acceptance, a tuition deposit of \$400 is required to hold a spot in the program. The deposit, which is refundable up to May 27, is applied towards the total cost/tuition.)

The St. Ambrose University Summer Transition Program is a comprehensive program open to any junior or graduating senior with a documented learning disability or AD/HD. The summer pre-college 4-week program is designed to help students with learning disabilities develop skills for a successful college career. The summer program consists of small group reviews, academic orientation and self-advocacy seminars, Introduction to Sociology, and study skill/tutoring sessions. In addition, students take Introduction to Psychology, a three credit hour course that is transferable to most other 4-year colleges and universities. The program includes weekly study breaks with faculty and staff. Daily study skills sessions, two weekly LD seminars, and structured recreational activities are also included. To receive full benefits of the program, students are encouraged to live on campus in one of the university's residence halls. Students need not be admitted to St. Ambrose to participate in this program. Completion of the summer program does not guarantee admission to St. Ambrose University. Academic credits earned may be transferred to other institutions.

## Massachusetts

### Curry College

*The Learning Academy (high school program)*

*Summer PAL (entering Curry College freshmen)*

The Gertrude M. Webb Learning Center  
 1071 Blue Hill Avenue

Milton, MA 02186

(617) 333-2250

(617) 333-2018 (Fax)

[pal@curry.edu](mailto:pal@curry.edu) (Email)

[www.curry.edu](http://www.curry.edu) (Web)

Contact: Nancy Winbury, PAL  
 Admissions Coordinator

*A. The Learning Academy (high school)*

Session I: June 26 – July 1, 2011

Session II: July 10 – July 15, 2011

Cost: \$1600 includes tuition, room and board, plus organized activities

Full payment due: June 1, 2011

Deadline: Submit application by May 15, 2011

Non-refundable deposit: \$100 upon acceptance

The Learning Academy is a residential, pre-college, one-week program for high school juniors and seniors with diagnosed language-based learning disabilities (LD) or Attention Deficit Disorder (ADD). It is designed to help students with the transition from high school to college. Students learn how to use their academic strengths in the classroom, interpersonal styles in social settings, and general problem solving abilities to develop specific strategies. The specific strategies focus on the following: listening, speaking, reading and writing, organizational and time-management abilities, studying and test-

taking, library/database research methods, assistive technology, note-taking/mapping, and the college search process.

Benefits from this summer pre-college program include having the opportunity to work in a small group with experienced learning specialists, experiencing social interaction with other students with learning differences, and receiving one Curry College credit awarded upon completion of the program.

*B. Summer PAL (Curry College freshmen)*

July 10 - July 29, 2011

Cost: \$3500 per session (includes the residential program)

(A commuter option with some meals included is available for \$2925.)

The Summer PAL Program is a three-week program for entering college freshmen to Curry College with diagnosed learning disabilities or Attention Deficit Disorder. The program provides a structured transition to college in a supportive, enjoyable environment that allows students to begin their freshman year with increased confidence and self-awareness. Students earn three credits for completing the three-week intensive session that lays the foundation for developing self-understanding and effective learning habits.

**Landmark School**

*Preparatory Summer Program*

429 Hale Street

Post Office Box 227

Prides Crossing, MA 01965

(978) 236-3010

(978) 236-3000 (Admissions)

(978) 927-3309 (Fax)

SummerSeminars@landmarkschool.org  
(Email)

<http://www.landmarkschool.org/summerprograms>(Web)

*A. AcademicEDGE*

Study Skills for College Students: July 11 – 22, 2011

High School Refresher Course: August 15 – 19, 2011

Cost: \$1,450 per two-week session

\$600 for one-week Refresher Course

Contact: Colleen Kelleher,

AcademicEDGE Director, (978) 236-3257, [ckelleher@landmarkschool.org](mailto:ckelleher@landmarkschool.org)

(Email)

This non-residential summer study skills program provides high school students with an essential array of study skills designed specifically to help students learn more effectively in high school and college. Initially students learn their individual learning style so that they can more effectively use their strengths to succeed in school. Specific skills are taught through direct instruction, extensive hands-on work, and periodic homework assignments designed to reinforce material learned in class. Each student will then be taught how to:

- Organize time,
- Organize materials,
- Study more effectively for tests (including strategies for the new SAT),
- Read actively,
- Take two-column notes from lectures and written sources,
- Summarize and paraphrase information, and
- Use a textbook more effectively

*B. High School Summer Program*

Session: July 5 – 29, 2011

Cost: \$4,700, Day Program with no afternoon activity  
 \$5,775, Day Program with an afternoon activity  
 \$7,625, Residential Program (includes day program/afternoon activity)

The new program combines intensive, academic skill development with Afterschool Programs for students in grades 8-12, who have been diagnosed with a language-based learning disability, such as dyslexia. Landmark's program is personalized for each student and designed to improve reading, writing, spelling and study skills. The daily one-to-one tutorial is the cornerstone of our individualized approach. Our students are bright, motivated to learn and emotionally healthy, but need help to achieve academic excellence.

Regular Summer Program options may include:

- Residential/Full Day Academic Program (three morning and three afternoon classes including writing, mathematics, and study skills), or
- Half-Day Academic Program. Day students may choose our Half-Day Program of academics in the morning. This option builds language arts skills through small classes and a daily one-to-one tutorial. A math class is included.

Landmark School offers students with language-based learning disabilities an exemplary school program complemented by outreach, training, and research. This innovative summer program is ideal for high school students who may need additional skills training. High school students are afforded the

opportunity to become independent learners, and gain important skills for achieving potential and progressing to colleges and universities. The six-week summer program applies the Landmark learning techniques, including one-to-one tutorials focusing on reading development and small group classes to develop skills in writing and math. Outside the classroom, activities such as swimming, sailing, and adventure ropes are offered. Students are also taught specific strategies and coping mechanisms to help them apply individual skills to higher-level content areas.

## New Jersey

**Fairleigh Dickinson University**  
*Regional Center for College Students with Learning Disabilities: The Summer Experience*  
 1000 River Road  
 Teaneck, NJ 07666  
 201-692-2086  
[bbyrnes@fdu.edu](mailto:bbyrnes@fdu.edu) (Email)  
[www.fdu.edu](http://www.fdu.edu) (Web)

*Summer Experience Program*  
 Contact: Barbara Byrnes, Summer Program Director  
 Session: July 5 – 14, 2011  
 Cost Full day: \$1200  
 Cost Morning only: \$1000  
<http://view.fdu.edu/default.aspx?id=3792> (Website)  
 Application Deadline: June 15, 2011

The Summer Experience is especially designed for rising high school seniors and graduating high school students who have a documented learning disability. Participants are introduced to key learning strategies and assistive technology resources that will prepare

them for success in college-level studies. They also will explore different opportunities and majors.

Sessions will include academic instruction in the following areas:

- Learning strategies,
- Time Management and organizational skills,
- Memory strategies,
- Computer software,
- Assistive technology devices,
- Writing Process,
- Brainstorming and outlining,
- Revising an essay,
- Modern Language Association (MLA) format, and
- Afternoon Session – choice of math or reading.

The staff consists of learning specialists from the Regional Center for College Students with Learning Disabilities.

## **New York**

### **Iona College**

*College Assistance Program for Students with Learning Disabilities (CAP)*

Amend Hall - Room 204

Iona College

715 North Avenue

New Rochelle, NY 10801-1890

(800) 231-IONA

(914) 633-2159

(914) 633-2011 (Fax)

<http://www.iona.edu/academic/support/cap/index.cfm> (Web)

hlewin@iona.edu (E-mail)

Contact: Hannah Lewin, Coordinator  
College Assistance Program (CAP)  
Freshmen Transition Program

Session: Contact program for specific summer dates

Cost: Contact summer program for cost

The College Assistance Program (CAP) at Iona College provides comprehensive support for entering freshmen of Iona College. This summer program is for Iona College students only. CAP is designed for students with learning disabilities (LD) and/or attention deficit disorders (ADD) who have been mainstreamed in their academic courses. Course selection is based on students' learning styles and attention is paid to matching learning with teaching styles. CAP addresses study skills, research, writing, grammar, LD advocacy, exploration of learning style, computer and math skills, and college orientation. An Iona College counselor explores choice of vocation with each student. Students should be average or above-average in intellectual ability, socially mature, and highly motivated to succeed in college. CAP is designed to encourage success by providing instruction tailored to individual strengths and needs. Services may include individual skill-based tutoring, supplementary academic advising, priority registration, self-advocacy training, counseling, reduced course load, and testing modifications. Students take the standard full-time course requirements for baccalaureate degree programs to ensure the level of quality expected of all degree candidates. All students who are interested in participating in CAP must meet the regular admissions requirements of the college.

### **New York Institute of Technology**

*Introduction to Independence Program (I-to-I)*

Independence Hall

300 Carleton Avenue

Central Islip, NY 11722-9029

(631) 348-3354

[sincorva@nyit.edu](mailto:sincorva@nyit.edu) (Email)

<http://www.nyit.edu/vip/itoi/> (Web)

Contact: Ernst VanBergeijk, Executive Director

Session: June 30 – August 17, 2011

Cost: \$9500 includes tuition, room and board, and transportation to various activities

A non-refundable fee of \$25 is required with application.

The Introduction to Independence Program (I-to-I) is a seven-week work/study program for students ages 16 to 22 with learning disabilities (LD) who are considering college or other postsecondary training. The residential program is on the campus of New York Institute of Technology (NYIT) in Suffolk County, Long Island, New York. Students learn word processing, computer studies, critical thinking, problem solving, banking and budgeting, vocational skills, study skills, time management, social skills, introduction to college life, and work experience. To complement the program's academic training, students work part-time in local day camps, day care centers, offices, or at the Culinary Arts Institute of Technology of NYIT. The summer program emphasizes social development and hosts many social activities and trips.

### **Rochester Institute of Technology**

*Explore Your Future (EYF)*

National Technical Institute for the Deaf  
52 Lomb Memorial Drive  
Rochester, NY 14623-5604

1-866-644-6843

(585) 475-6400 (V/TTY)

(585) 475-2787 (Fax)

[EYFinfo@rit.edu](mailto:EYFinfo@rit.edu) (Email)

<http://www.ntid.rit.edu/camps/eyf> (Web)

Explore Your Future (EYF) Summer Program

Session I: July 16 – July 21, 2011

Session II: July 23 – July 28, 2011

Cost: \$650

Registration is on-line by April 30, 2011  
Program fees will no longer be refundable after July 2 for Session I and after July 9 for Session II.

Explore Your Future (EYF) is a six-day, summer career awareness program that gives deaf and hard-of-hearing college-bound high school sophomores and juniors the opportunity to experience college life, and perform hands-on activities to learn about different career choices, such as engineering, art, business, and computers. The program, held at Rochester Institute of Technology (RIT) and its National Technical Institute for the Deaf (NTID), helps students explore their options for the future and plan for life after high school while having fun throughout the week. During the week-long transition program, students reside on the RIT campus. Students are also exposed to the rigors of college life while meeting with faculty and advisors and participating in various social and sporting activities.

## **Ohio**

### **Muskingum College**

*First Step Summer Transition Program*

Walter Hall

New Concord, OH 43762

(740) 826-8280

<http://www.muskingum.edu/home/cal/firststep.html> (Web)

Contact: Melissa Choate, First Step Assistant Coordinator

(740) 826-8284

[mchoate@muskingum.edu](mailto:mchoate@muskingum.edu) (Email)

Session: Please contact the program for dates.

Cost: \$2600

The *First Step Summer Transition Program* is designed to assist students with learning disabilities, ADHD, and academically at-risk students with the transition from high school to college. The program provides a comprehensive, two-week summer experience with the primary emphasis on the application of learning strategies within the context of a college-level expository course. Most strategy instruction will be individualized, but small and large group activities are also planned. Overall, *First Step* aims to reduce student anxiety and to improve success in the postsecondary environment. Students are familiarized with the campus and community layout, and are informed about campus activities and college operations. Students are housed in campus dorms and eat in campus dining facilities. Students gain first-hand experience in campus living.

## Rhode Island

### **Brown University**

*Pre-College Summer Studies Mini-Courses*

Office of Summer and Continuing Studies

42 Charlesfield St., Box T

Providence, RI 02912

(401) 863-7900

(401) 863-3916 (Fax)

[summer@brown.edu](mailto:summer@brown.edu) (Email)

<http://brown.edu/ce/pre-college/pre-college-courses.php> (Web)

Session: The following website contains the dates for all of the sessions:

<http://brown.edu/ce/pre-college/dates-fees.php>

Cost: The following costs for residential or commuter/day students are:

### **Residential Students**

Seven Week Credit Courses	\$9,697
Six Week, TheatreBridge	\$7,100
Four Week Courses	\$5,697
Three Week Courses	\$4,961
Two Week Courses	\$3,446
One Week Courses	\$2,255
Scholar Athlete Program	\$2,505

### Day Students

Seven Week Credit –	
1 Course	\$3,194
Seven Week Credit Courses –	
2 courses	\$6,213
Four Week Courses	\$3,649
Three Week Courses	\$3,425
Two Week Courses	\$2,422
One Week Courses	\$1,751
Scholar Athlete Program	\$2,002

### *Pre-College Summer Studies Mini-Courses*

Mini-courses range from one to six weeks in length and allow students to delve deeper into subjects they enjoy or explore new topics that they may not have experienced in high school. These mini-courses at Brown University for high school juniors and seniors focus on the essential elements of planning and preparation for college. All high school students may apply.

## Vermont

### **Landmark College**

Summer Sessions

Office of Admissions

P.O. Box 820 River Road

South Putney, VT 05346

(802) 387-6718 (Admissions)

(802) 387-4767 (General)

[admission@landmark.edu](mailto:admission@landmark.edu) (Email)  
[www.landmark.edu/programs/summer/high\\_school\\_summer.cfm](http://www.landmark.edu/programs/summer/high_school_summer.cfm) (Web)

*A. 35 Days to a New Way of Learning*

Session: July 3 - August 6, 2011

Cost: Track A: \$4500

Track B: \$5900

Optional Physical Education

Courses: \$200 for each course

Room and Board: \$1300

Damage Deposit: \$125

Financial aid is available.

Landmark's summer program is for college students with a learning disability and/or AD/HD. Students can build their reading comprehension, writing and executive function skills — as well as earn college credits that they can transfer to their home college. This five-week summer session features morning and afternoon classes each weekday, followed by evening seminars. Landmark College's own students will share with you their own experiences and learning strategies as fellow classmates.

Summer classes focus on helping you:

- Gain an in-depth understanding of your learning differences and personal learning style;
- Advocate for your needs as a learner;
- Build learning strategies in the academic areas most difficult for you;
- Develop study skills that produce results;
- Develop skills in emerging assistive technology to advance your learning abilities;
- Learn to use the support and expertise of kind and caring professors and advisors; and
- Identify ways to become more strategic in your approach to college.

Although the developmental classes do not award transferable credit, they comprise the heart of the program for visiting students because they represent our 20 year experience teaching students who learn differently. Whether students are working to improve specific academic skills or developing strategies to address difficulties in executive function, developmental courses ask students to engage in a rigorous process of...

- Self discovery and knowledge,
- Meeting challenging coursework goals and deadlines,
- Learning new materials, time and task management strategies,
- Understanding and identifying ways to become a more strategic learner and improve executive functioning,
- Practicing and adopting new, more economical ways of approaching college work,
- Developing both skills and a mindset of confidence and self-determination, and
- Identifying the kinds of support and resources crucial to their individual success.

*B. 3-Week High School Program for Rising High School Juniors and Seniors*

Session: June 26 – July 16, 2011,

Landmark College,

Putney, VT

Session: July 10 – 30, 2011, Southern

Oregon University,

Ashland, OR

Cost: \$4800 (includes tuition, room and board) / \$75 (application fee). Financial aid is available.

Our experience in working with students who learn differently has shown that understanding how a student learns can

make a big difference in their grades, and ultimately, in their success in school. Students in this program must be at least 16 years of age and have completed the sophomore year of high school. This program encourages students to develop a lifelong appreciation of learning through experiential and practical activities. Our instructors will help students to:

- Develop a writing process that uses proven techniques to write more clearly, faster and with fewer struggles;
- Discover his or her academic strengths and personal learning style and learn to leverage them in all coursework; and
- Integrate strategies and practice into engaging activities.

Students in this program will take three classes each day — two in the morning and one in the afternoon. These classes include:

- Academic Strategies Seminar,
- Writing Elective, and
- General Elective.

Most students in this program intend to go on to college after graduating from high school. To help them get started with the college admission process, Landmark's College Advising staff will sponsor three seminars for participants:

- Choosing the Right College,
- The Do's and Don'ts of Applying to College, and
- How to Present Yourself When Applying to College.

For personal experience, each student will participate in a one-on-one session with a Landmark College advisor.

*C. 2-Week Transition Program for College-Bound High School Graduates Who Learn Differently*

Session: July 17 - 30, 2011

Cost: \$2800 (includes tuition, room and board) / \$75 (application fee). Financial aid is available.

In Landmark College's Transition to College program, students are immersed in a living/learning college experience. They take four linked courses taught by senior faculty members at Landmark College. They also make use of campus resources — such as the academic support center, advising center and college placement services — to work on individual learning needs as well as academic planning. Extracurricular activities and evening events supplement the residential component of the program, overseen by trained professional resident deans and a resident assistant staff.

Transition to College helps prepare students for the profound move from high school to college, and from home to the residence hall. Your son or daughter will be introduced to college level work and academic strategies. They'll develop an understanding of their personal learning strengths and needs, and discover what kinds of resources and self-advocacy will support their success in college.

To support a smooth transition to their next college or university, students will be guided to review the support services offered at the institution they plan to attend in the fall. They will also develop a comprehensive plan of action with a member of Landmark College's professional staff.

All students take the same four courses, which are intended to introduce them to college-level work and to the learning strategies required to meet college-level

expectations. Together, these courses are designed to help students:

- Discover strategies for working with the different types of teaching styles and formats they'll experience in college;
- Review the requirements for academic writing, including structure and organization, diction and mechanics;
- Practice process strategies for approaching academic writing tasks;
- Review and practice the study skills essential for success in introductory college courses, including note-taking, active reading, test-preparation and time-management;
- Explore the nature of learning disabilities in general, including the neurological basis of learning disabilities and AD/HD, and the public laws that cover learning disabilities at the postsecondary level;
- Discover personal learning strengths and difficulties as the basis for strategy development, self-advocacy and the use of college resources; and
- Create an individual learning portfolio and transition plan to support the transition to college in the following weeks.

## Virginia

### Virginia Tech

#### *College Bound*

SW VATS, Special Services Lab (0434)

P.O. Box 90001

Blacksburg, VA 24062

(540) 231-4270 (Voice)

(540) 231-3035 (TTY)

(540) 231-1724 (Fax)

#### Program website & registration

<http://www.cpe.vt.edu/collegebound/>

Contact: Andrea Sharpe, Career and Technical Education, [asharpe@vt.edu](mailto:asharpe@vt.edu) (email)

#### College Bound Transition Program

Session 1: June 20 – 21, 2011, specifically for students with learning disabilities, Attention Deficit Hyperactivity Disorder, physical or mobility disabilities, or deaf or hard of hearing.

Session 2: June 22, 2011, specifically for students with Autism Spectrum Disorder

Cost: N/A

\*Please note: College Bound 2011 has been cancelled and hopes to be rescheduled in June of 2012.

College Bound at Virginia Tech is a college transition program for students who are high school juniors and seniors with disabilities, along with their parents/guardians. The three day program is held on the Virginia Tech Campus in collaboration with New River Community College, Radford University, the Virginia Assistive Technology System, the Virginia Department of Education, and Radford University TTAC. Participants will be mentored by successful college students with disabilities and will participate in sessions designed to:

- Learn self advocacy skills for college
- Explore assistive technologies
- Participate in an actual college class
- Develop organization strategies
- Explore study skills
- Discover campus services and activities
- Learn from successful college student learns
- Understand the college accommodation process

College Bound's goal is to provide information and experiences that will prepare students for the transition to any postsecondary education. This program is a unique opportunity to ignite confidence in individuals with disabilities to believe that, with the appropriate tools and support, they too can be a successful college student. All participants interact with successful college students with disabilities, discuss policies and strategies with disability service providers, and are given hands-on opportunities with assistive technologies. One of the most valuable aspects of College Bound is interacting with successful college students who share their perspectives and experiences. For parents, College Bound is an opportunity to acquire transition information as it uniquely relates to students with disabilities. It also gives parents the opportunity to network with other parents and explore aspects of their changing role as a parent of a college student. Teachers and counselors who attend receive valuable information and strategies they can use to prepare students for the transition to postsecondary settings.

## Washington

### University of Washington

*DO-IT College Transition Program*

*DO-IT Summer Scholars Program*

Box 354842

Seattle, WA 98195-4842

(888) 972-DOIT (3648)

(206) 685-DOIT (V/TTY)

(206) 221-4171 (Fax)

(509) 328-9331 (V/TTY – Spokane)

[doit@uw.edu](mailto:doit@uw.edu) (Email)

<http://www.washington.edu/doit/> (Web)

Contact: Dr. Sheryl Bergstahler, Founder & Director, (206) 543-0622, [sherylb@uw.edu](mailto:sherylb@uw.edu) (Email)

Session: Phase I Summer Study typically occurs during the last two weeks of July.

Phase II Summer Study typically occurs during the last week of July. Contact University for specific program dates.

Cost: Free to those students who have been admitted into the Scholars Program.

Application process: Students with disabilities are encouraged to apply on or before January 10th to be considered at the first meeting of the Advisory Board to select Scholars. Priority is given to students in their sophomore year in high school, followed by students in their junior year. After January 10th, applications continue to be accepted and reviewed until all available openings are filled. Application information is available on-line.

The *DO-IT Scholars* program prepares young people with disabilities for college, careers, independent living, and leadership roles in society. *DO-IT Scholars*:

- Explore careers and the world of work.
- Learn to select and use adaptive technology, applications software, and Internet resources.
- Experience college life on a university campus in the summer.
- Learn about reasonable accommodations at school and in the workplace.
- Network with peers and working professionals with disabilities.
- Gain requisite knowledge to enter and succeed in college and challenging careers.

- Participate in leadership opportunities that promote accessible environments, worksites, and community activities.

The DO-IT College Transition Program helps pre-college students with disabilities, parents, teachers, and service providers develop college preparation and success strategies. The DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Scholars Program is intended for Washington students with disabilities who are sophomores or juniors in high school and who are interested in pursuing postsecondary education. During Phase I of the program, DO-IT scholars receive computers, any required adaptive technology, and personal Internet accounts for use in their homes. Students communicate electronically with each other and with program mentors (who include college students, faculty, and practicing scientists and engineers, many of whom have disabilities themselves). During the 2-week summer study session, DO-IT scholars participate in workshops related to various academic fields while living in dorms on the University of Washington campus.

During the second year, Phase II DO-IT Scholars are supported with information about college application procedures, entrance requirements, and additional tips and resources to help them prepare for their transition to college. Additionally, Phase II Scholars participate in the following activities:

- Projects - DO-IT Scholars apply their interests, skills, and knowledge to design and complete independent

and team projects. DO-IT Mentors and staff act as resources.

- Internetworking and Mentoring - DO-IT Scholars develop and practice communication and leadership skills by acting as peer mentors for incoming Phase I DO-IT Scholars.
- Summer Study II - Scholars return to the University of Washington campus for a one-week, live-in summer program to create and complete projects of personal interest with other DO-IT Scholars, faculty, and professionals.

During the third year until high school graduation, Phase III includes opportunities for DO-IT Scholars to contribute to the DO-IT community. Examples of individual activities include developing programs, contributing to the DO-IT newsletter, participation on panels, and assisting with summer camps.

## West Virginia

### Marshall University

*Summer Higher Education for Learning Problems (H.E.L.P.) Tutoring Program*

Myers Hall

520 18th Street

Huntington, WV 25703

(304) 696-6252

(304) 696-3231 (Fax)

[www.marshall.edu/HELP](http://www.marshall.edu/HELP) (Web)

Contact: Diane Williams, Coordinator,  
(304) 696-6314

Session: June 6 – July 8, 2011

Cost: In-state-\$1,000, Metro Area-  
\$1,400, Out of State-\$2,200

Summer Higher Education for Learning Problems (H.E.L.P.) is a 5-week tutoring program during which graduated seniors with LD and/or AD/HD work to improve

their reading, spelling, writing, and math skills. The following services are provided through H.E.L.P.:

- Acquaint students with a college course.
- Work on basic skills such as reading, written language, and math.
- Teach study skills such as time management, organization, test-taking strategies, note-taking strategies, and mapping.
- Lead students to discover how they learn best.
- Teach learning strategies.
- Emphasize the importance of self-advocacy and self-awareness.
- Help students become familiar with campus library, career center, student center, registration process, as well as available activities on campus.
- Create an environment where students can feel safe and know that our staff is here for them.

*Medical Higher Education for Learning Problems (Medical H.E.L.P.)*

Myers Hall

520 18th Street

Huntington, WV 25703

(304) 696-6252

(304) 696-3231 (Fax)

[www.marshall.edu/medicalhelp/services/medical](http://www.marshall.edu/medicalhelp/services/medical) (Web)

Contact: Ryan Orwig, Coordinator,  
(304) 696-6315,  
orwig1@marshall.edu (Email)

Summer Medical H.E.L.P.

Sessions: June 20 – July 22, 2011

Cost: Please contact the program for specific costs to attend.

Deposit: \$ 500

Only students with undergraduate degrees are eligible to attend.

Medical Higher Education for Learning Problems (Medical H.E.L.P.) is a five-week summer course for medical students, residents, and physicians with LD, dyslexia, and/or ADHD. Students receive help in reading comprehension, reading for speed, study skills, time management, scheduling, note-taking and test-taking strategies, vocabulary enrichment, and strategies for coping in medical school.

*July 2011. This document was updated by Leah Zimmerman for the HEATH Resource Center (HEATH) at the National Youth Transitions Center. HEATH is an online clearinghouse on postsecondary education for individuals with disabilities, and is affiliated with The George Washington University Graduate School of Education and Human Development ("GW"). This document is made possible in part by the support of The HSC Foundation, a Washington, DC based foundation dedicated to expanding access and success in education beyond high school. This document was developed under the supervision of Dr. Lynda West as a requirement for graduate school course SPED 8354, Doctoral Internship. Ms. Zimmerman prepared this document as a doctoral student at GW, and the opinions expressed in the document are those of the author. The opinions do not necessarily reflect the position of the U.S. Department of Education, Office of Special Education and Rehabilitative Services, and no official endorsement by the Department should be inferred. Further, no official endorsement of any product, commodity, service or enterprise mentioned in this document is intended or should be inferred. Permission to use, copy, and distribute this document for non-commercial use and without fee, is hereby granted if appropriate credit to the HEATH Resource Center at the National Youth Transitions Center is included in all copies.*