

## REPORT OF THE OUS RESOURCE TEAM ON SERVING STUDENTS WITH INTELLECTUAL DISABILITIES

August 1, 2011

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# **Report of the OUS Resource Team on Serving Students with Intellectual Disabilities**

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## **Introduction**

At the request of the Oregon University System Presidents Council, the Intellectual Disability Resource Team (IDRT) was formed in January, 2011 to review higher education policies and practices affecting students with intellectual disabilities (ID) in higher education, and specific programs at colleges and universities that might serve as a guide to OUS policy and practice in this area. Assistant Vice Chancellor Joe Holliday was asked to convene the group.

The IDRT met on a monthly basis between January and April, with frequent communication and work on assignments in between meetings. Contacts were made and information was gathered from representatives of state higher education systems, universities (both public and private), and community colleges in several states. In addition, we consulted the Institute for Community Inclusion, a national leader in higher education and intellectual disability and current National Coordinating Center for the federally funded Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID). A national perspective was also gained from interactions on two electronic mailing lists (“listservs”) for higher education disability services professionals (AHEAD and DSSHE). Just this month, in fact, AHEAD created a *Task Force on Students with Intellectual Disabilities in Postsecondary Education*, committing to the release of a White Paper in addition to guidance and training materials for higher education practitioners. Finally, academic policies, specifically non-admit/non-degree program requirements, from several universities were reviewed.

## **Background**

The education and transition of students with intellectual disabilities, especially into postsecondary education, is in its early stages of development. It was not that long ago -1970s - when parents in 26 states advocated for legislation so their sons and daughters with ‘mental retardation’ (now intellectual disabilities) had a right to attend public school (National Council on Disability, 2000). With the passage of the *Education for All Handicapped Children Act* (now codified as the *Individuals with Disabilities Education Act* or “IDEA”) in 1975, children with disabilities were given the right to a public education until the age of 21 years of age. The IDEA was reauthorized and significantly amended in 2004 with the passage of the *Individuals with Disabilities Education Improvement Act of 2004*. The IDEA now requires transition planning for all students with disabilities that includes a coordinated set of activities that “is designed to be in a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate their movement from high school to post-school activities, including postsecondary education, vocational preparation, and integrated employment” (U.S. Department of Education, 2007). It is important to note that the provisions of the IDEA do not apply to post-secondary institutions.

The IDEA also requires K-12 schools to ensure that all students with disabilities, including students with intellectual disabilities, develop goals for what they will be doing after their K-12 services end. Each student must have a post-school goal in the area of postsecondary education and training, as well as in employment (if appropriate, independent living). The services and supports provided by the district for the individual must be focused on assisting the student to reach these post K-12 goals.

These previous efforts and changes in regulations along with demonstration funds from the U.S. Department of Education, Office of Special Education Programs, have focused on improving K-12 or Vocational Rehabilitation services, but more recently there has been a focus on opportunities in higher education. In 2008, the reauthorization of the *Higher Education Opportunity Act* (“HEOA”) included two new provisions that have changed options for students with intellectual disabilities in higher education. First, through Title VII of HEOA, the U.S. Department of Education, Office of Postsecondary Education, awarded 27 two- and four-year institutions of higher education and consortia five-year grants to establish or extend programs for students with intellectual disabilities in postsecondary education settings, specifically Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID--see <http://www2.ed.gov/programs/tpsid>). These programs are built on collaborations between K-12, higher education and the community and require students with intellectual disabilities to be socially and academically integrated with students without disabilities to the maximum extent possible, through enrollment in regular college classes, development of employment and career skills through integrated work experiences, and participation in social activities, clubs, and recreation with college peers without disabilities.

Second, through Title IV of HEOA, eligible students are now entitled to receive federal financial aid if they are enrolled in an approved comprehensive transition and postsecondary program for students with intellectual disabilities. Prior to this change in regulation, students with intellectual disabilities were unable to participate in federal aid programs because of requirements that students must have attained a high school diploma or its equivalent, and must be able to pass an ability-to-benefit test. (See <http://ifap.ed.gov/eannouncements/062110TitleIVEligibility.html>).

The Massachusetts-based Institute for Community Inclusion (ICI), through its *Think College!* Project, is a national advocacy and information resource on college options for students with intellectual disabilities. ICI has provided grant funding for inclusive higher education programs, and received a coordinating grant through the above-mentioned TPSID initiative. ICI proved to be an excellent resource for this Resource Team, in general and in terms of referral to several of the programs featured below. (See <http://www.communityinclusion.org> or <http://www.thinkcollege.net/>). A directory of inclusive higher education programs at the *Think College!* web site lists one program in Oregon, a Culinary Assistant certificate program at Portland Community College.

In the fall of 2010, the University of Oregon’s University Center for Excellence in Developmental Disabilities (UCEDD) collaborated with the Oregon Council on Developmental Disabilities to apply for an ICI mini- grant. The purpose of these grants is to facilitate state level strategic planning to develop a five-year plan on the implementation of an inclusive and authentic postsecondary education initiative statewide. Supporters of the grant proposal included multiple state agencies, higher education institutions, parent organizations, and other stakeholders. The grant application was not successfully funded, however.

The most recent legislative action related to this issue is a legislative package introduced in February by U.S. Congressional Representative Gregg Harper known as Transition toward Excellence, Achievement and Mobility Act of 2011 (“TEAM”). This bill aims to streamline federal programs and services from adolescence to adulthood and realign federal funding to

promote efficient blending of resources and coordination of services to improve integrated outcomes in postsecondary education and employment for all youth with disabilities, including those with significant disabilities. It recommends amendments to the Developmental Disabilities Act, the Rehabilitation Act and IDEA.

### **Non-Degree/Non-Admit Policies in Higher Education**

Due to high school diploma, GPA and entrance exam requirements, students with severe intellectual disabilities are unlikely to be regularly admitted as matriculating students in the Oregon University System. However, in one recent case, a student with ID who would not have qualified for regular admission used the non-admit process to enroll in a course at an OUS institution. The institution made an effort to accommodate the student, but ultimately it became clear that the student could not be accommodated without fundamentally altering the course. This case brought several issues to our attention, underscoring the need to look closely at such policies.

All seven OUS institutions currently have non-admit or non-degree enrollment options that allow students to enroll in classes without going through the regular admissions process. Typically, non-admit/non-degree students do not provide transcripts, test scores, recommendations, or any of the other documentation required for regular admission. The enrollment process is highly streamlined.<sup>1</sup> While the programs vary, all OUS institutions limit non-admit/non-degree students to no more than 8 credit hours per term, and they give priority in course selection and registration to regularly admitted students.

Non-admit/non-degree enrollment is generally designed to give students an opportunity to test the waters before they commit to a course of study at a university. It also allows students still in high school or enrolled at another institution of higher education to take one or two university classes to supplement their education. *Non-admit/non-degree options are not designed as an avenue for enrollment for students who are not otherwise qualified to attend the university, because of an intellectual disability or otherwise, to participate in a course.* The issue of postsecondary opportunities for students with ID is important, and it should be addressed through a thoughtful, inclusive process. Any resulting programs or opportunities should be carefully constructed to meet the needs of the students, the participating institutions and the campus community. Existing non-admit/non-degree enrollment policies do not meet these standards. They are not intended or designed for this purpose and are simply not an appropriate means for addressing the important issue of access for students with ID.

In light of this, we reviewed non-admit/non-degree policies at four-year institutions throughout the country to see if they in any way addressed enrollment by students not otherwise qualified for admission. We found that many institutions imposed minimum requirements for enrollment as a non-admit/non-degree student, including high school diplomas (or equivalent) and placement testing. One institution even requires that non-degree seeking students meet all regular admission criteria. However, many of the non-admit/non-degree programs we reviewed in our

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<sup>1</sup> In contrast, most of the postsecondary programs designed specifically for students with ID we researched actually have an application process and form that are specific to the program, often extensive in nature. An appendix to this report contains an example of one such program that is representative.

(admittedly informal) survey were similar to those of OUS institutions, in that they don't set prescriptive standards for enrollment and they don't require the submission of supporting documentation. We also submitted two separate inquiries to the listservs for the National Association of College and University Attorneys, asking if any of the member attorneys had ever faced a situation in which a student with an intellectual disability not otherwise qualified for admission had enrolled in a course as a non-admit/non-degree student. We didn't receive any positive responses. Finally, in consulting the Office of Civil Rights at the US Department of Education for technical assistance on the situation we faced, we were told that they had never seen a similar set of facts. Based on this, we have generally concluded that such use of non-admit/non-degree enrollment is highly unusual.

Nonetheless, we feel it is appropriate for OUS institutions to carefully review their non-admit/non-degree policies and consider clarifying any specific qualifications required for non-admit/non-degree enrollment. We wish to avoid facing situations in the future where institutions are unprepared, where decisions must be made quickly, and where the specific individuals involved are deeply affected. It is far better for all constituencies to have clear and express standards for non-admit/non-degree enrollment, and a thoughtful discussion and careful review of the issues involved in providing higher education opportunities to students with ID.

### **Disability Services Considerations**

There are three issues to consider regarding equal access to individuals with disabilities at the university level: admissions requirements, academic requirements and auxiliary aids. First, *Section 504 of the Rehabilitation Act* ("Section 504") and the *Americans With Disabilities Act* ("ADA") note that students with disabilities must be "otherwise qualified" for admission. In other words, an applicant with a disability must meet the same admissions criteria as all other applicants. The institution cannot make preadmission inquiries about a disability, nor can it judge the applicant against a different or higher standard because of a disclosed disability, nor does the institution need to modify its admissions requirement for students because of the disability.

Second, students with disabilities who are enrolled in an institution must meet the same academic requirements (e.g., grade point average, graduation requirements; criteria for admission to a major or program) and technical standards (all non-academic admissions criteria that are essential to participation in the program in question) as other students. In providing an academic accommodation, the university is not required to lower academic standards or effect substantial modifications to essential requirements. For example, the university may be required to provide extended testing time; it is not required to change the substantive content of the test. In addition, universities do not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burden.

Finally, the type of accommodations provided is determined on an individualized basis and is founded on the functional impact of the disability and the curriculum. Institutions are not required to provide the specific accommodation requested by a student. Rather, they must engage in an interactive process with the student and provide a *reasonable* accommodation. Academic accommodations may include priority registration; substituting one course for another; or providing note takers, sign language interpreters, extended time for testing and adaptive

technology such as screen-reading and voice recognition software or adaptive hardware. However, the university is not required to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing. On the other hand, if institutions choose to offer these services to the students at large (e.g., put screen readers on all computers, offer tutoring in writing and math), then they must be accessible to students with disabilities.

In contrast, the programs on the *Think College!* website (described in detail below) are specifically designed to provide opportunities for students with ID, and thus, provide access and support services far beyond the requirements of federal law. For example:

- 1) The students in these programs were not admitted to the university, but rather to the specific program itself, and thus admission requirements were specifically created for students with intellectual disabilities (i.e., they are different from criteria for admission to the university).
- 2) Often, when students with ID participating in the programs enrolled in university for-credit courses, the students were not responsible for taking exams or completing homework/writing assignments. In addition to offering access to credit-bearing college courses, the programs offered other instructional opportunities that are listed below. These are opportunities that universities do not typically offer and by their very design are modifications to the typical university curriculum.
  - a. Non-credit college courses
  - b. Individual instruction or tutoring
  - c. Life Skills instruction
  - d. Social Skills training
  - e. Community Based instruction
  - f. Independent Living instruction
  - g. Travel Training instruction
- 3) In the program for students with ID at Holyoke Community College (discussed in detail below), students are assigned an academic coach (provided and funded by the student's high school) who accompanies them to each and every class and provides one-to-one support. This type and level of support is not an accommodation provided at the university level. In fact, at the university level the typical ratio is one professional staff member to 250 students.

### **Differences between Elementary/Secondary School and College for Students with ID**

*Think College!*, the web site of the above-mentioned Institute for Community Inclusion, provides a comparison of the high school and college experience for students with ID, including important legal and practical differences that guide policy and practice in the two education sectors: <http://www.thinkcollege.net/for-professionals/high-school-v-college>. Although federal law through the IDEA guides early intervention, preschool, and K-12 school age practices for students with disabilities (birth through age 21), it does not apply to higher education, which instead conforms to the ADA and Section 504.

One important difference is that IDEA mandates that necessary and often significant modifications of classroom environments, curricula, and experiences must be provided to eligible students with disabilities, while higher education must only provide accommodations that are considered reasonable and do not fundamentally alter academic programs. In addition, students in higher education must *request* accommodations, in contrast to PreK-12 where the responsibility to develop Individual Education Plans (IEPs) rests with school districts. Self-identification (i.e., as a student requesting accommodations), self-advocacy, and taking responsibility for one's own learning and success are important transition issues for students with intellectual disabilities.

An illustration of these important transition issues can be found in the area of disability accommodations. While it is common in preschool, elementary and high school settings for personal assistants to work intensively with students with ID throughout the school day to guide their learning, best practice in higher education is the use of educational coaches who orient and mentor students with ID and help them take responsibility for their own learning, including speaking for themselves and doing their own work, both inside and outside the classroom. When the line gets blurred, a reasonable accommodation often becomes a fundamental alteration of the course, and thus it is not allowed in a higher education environment.

The remaining sections of this report look at types of programs, funding models, and specific programs that currently exist in other states to serve students with ID at the postsecondary education level.

### **Types of Programs and Funding Models**

There is not one model for the provision of services to students with ID in higher education institutions. They vary by type of program services, funding for services and age of students served. There appear to be three main types of higher education programs specifically designed to serve students with ID, although the terminology to describe them is not universally agreed-upon, and their features are not mutually exclusive. In this report, they will be referred to as cohort, hybrid, and inclusive programs. Cohort programs are programs designed exclusively for students with ID. The programs may be housed on college campuses, but do not attempt to integrate students into the academic or social life of the college community. Hybrid programs are also typically operated on a cohort basis, but also provide more integration into campus life by offering access to campus recreation facilities, campus dining operations, and other non-academic areas. Inclusive programs typically attempt maximum integration into campus academic and social life, but generally also include some separate academic coursework or work experience.

There are also three primary funding models for programs serving students with ID: externally funded (including federal and foundation grants and support from community agencies such as the Arc), self-supporting (i.e., charging tuition and fees to cover program costs), and state agency or school district funding that follows the student from K-12. As with the types of programs, above, there is no consensus about what to call these funding models, nor are they mutually exclusive.



## **A Look at Selected Programs**

The *Rhode Island Transition Academy*, created in 2000 through a legislative appropriation to the state department of education, serves students with intellectual disabilities who are between the ages of 18-21, are still in high school, and have an IEP. Programs are established on community college campuses as well as Roger Williams University. The state appropriation provides seed money for program start-up, and ongoing costs are met through a combination of tuition charged to the student and funding from the state vocational rehabilitation department. Coursework is focused on vocational and functional life skills that will help students transition to work. While participating community colleges enroll the students in credit-bearing courses, Roger Williams University – though housing a program on its campus – does not offer university credit. The program has a capacity for ten students at present.

*Think College! Vermont*, housed on the University of Vermont campus (with plans to expand to Johnson State College), is one of the programs funded by a TPSID/ICI grant. It has offered a non-degree certificate through UVM's continuing education department since program inception in 2010. As with the Rhode Island program summarized above, this program's goal is community-based employment for students with intellectual disabilities. It serves students between the ages of 18-26, and offers academic enrichment, socialization, independent living skills, and work experiences that develop career skills. While students do participate in campus life and activities in the program, as non-matriculating students they are not permitted to live in university housing. In addition to grant funding, the program charges tuition and fees directly to students. Five students are expected in the fall 2011 cohort.

Kennesaw State University (Georgia) began the *Academy for Inclusive Adult Education* in 2009. The two-year certificate program is funded through a combination of funds from the Georgia Council on Developmental Disabilities and tuition and fees charged directly to students. The university provides in-kind support to house the program. The goal of the program is "enrichment," according to the program coordinator. Students do not receive university credit, rather they audit KSU classes. The program also provides job shadowing then minimum wage employment in university offices, including the recreation center, bookstore, and food services. Current capacity is for eight students.

*DRIVE* at Keuka College (New York) is an acronym for Diversity, Responsibility, Inclusion, Vision and Experiential learning. The program offers inclusive educational experiences for students aged 18-21 who either currently are in high school with an IEP or graduated with an IEP diploma. *DRIVE* seeks to better prepare students for employment skills, lifelong learning, and community participation. It is a collaboration between (and is collaboratively funded by) the Penn Yan Central School District, their county Arc, and Keuka College. There is no cost to students, since the services offered through the program are considered school district services or provided through Arc funding. *DRIVE* is also a TPSID grant recipient. Students receive differentiated instruction in the four core subjects of English, social studies, math, and science, and are required to take at least one typical college course to complete the program.

A Massachusetts initiative known as *Inclusive Concurrent Enrollment (ICE)* uses a legislative appropriation at present to provide funding to the Institute for Community Inclusion ((ICI),

which in turn distributes it to K-12 to support costs related to the participation of students with ID in postsecondary options. There are currently five community colleges participating in the program (one is featured below). A sixth community college and one public university (University of Massachusetts, Boston) participated briefly, but opted out, citing dwindling and insufficient funds for the program. A Governor's commission is studying funding issues related to escalating costs of disability accommodations in the state.

*Holyoke Community College* in Massachusetts is one of the participants in the above-mentioned ICE initiative. The program, funded by six area high schools that underwrite the expenses for their students participating in ICE, is an example of an inclusive program that enrolls students with ID in the same classes as other students. However, classes are taken on a non-credit or audit basis, students with ID do not do homework or take tests, and do not receive a grade for the classes. Typically, students in the ICE program take one or two classes at a time, in a wide range of disciplines. Participating high schools provide (and pay for) an educational coach for each student, who attends each class with the student. The program has a capacity of 20 students.

### **Student Life Considerations**

None of the programs surveyed provided on-campus housing for students with ID. The needs of students beyond the educational environment seem to be more extensive than can be provided within current staffing configurations and housing offerings.

Programs we reviewed provided access to student activities on-campus to varying degrees. Students with ID were able to participate in everything from comedy nights to using the campus recreation center. Those who participated in the various student activities were charged the same incidental fee charged to non-ID students.

While there does seem to be a positive benefit in allowing students with ID to participate in all student activities on-campus – and the above-mentioned TPSID grants actually require it – each institution will need to determine what works best for its campus. There may be limiting factors such as the ability for students with ID to return to campus for activities that occur later in the evening. If a university is charging the incidental fee to students with ID yet they are unable to participate in many of the student activities, this may not prove to be an appropriate approach.

### **Characteristics of Effective Programs**

Though not an exhaustive study on this subject, the Resource Team's review of programs does suggest some of the features of effective programs in college and university settings for students with ID. First and foremost, effective programs are carefully designed to anticipate and meet the needs of students with ID. A thorough application process is used (see appendix), and accommodations can be extensive—for example, the use of educational coaches who accompany students throughout the academic day. Second and closely related to careful design, faculty and staff on campuses who provide instruction and services are included in the planning process, and receive training and ongoing support from program administrators. Third, effective programs have a stable funding source, either a legislative appropriation, tuition and fees charged to students to cover program costs, or some combination of the two. Grant funding – either federal

or private – provides critical support for initial study, planning, and implementation of pilot programs, but cannot sustain programs beyond the grant period. Finally, some of the effective programs we looked at were designed to match the educational mission of the college or university where the program was housed. The program at Keuka College, for example (see above), is highly consistent with that institution’s emphasis on experiential learning.

## **Recommendations**

Responding to the aspirations and needs of students with ID in postsecondary education is an important issue for the State of Oregon, as it is nationally. The Oregon University System’s commitment to diversity makes it a key stakeholder in such a response; however further study and action in this area will require the involvement of several additional stakeholders. OUS should actively participate in this work, but it must also involve Oregon’s community colleges, private universities, K-12 educators, disability services professionals, leaders in state government, and parents and other advocates for students with ID. In this time of extremely scarce resources to pursue initiatives in Oregon postsecondary education and in all education sectors – in reality, program and service reduction and elimination are more the norm at present – a funding base must be established for planning and implementation to be effective. As mentioned above, pursuit of federal or private planning grants would make sense only as an initial step in that direction.

## **IDRT Biographies**

**Tracy Bentley-Townlin, Ph.D.**, has been Director of Disability Access Services at Oregon State University since 1990 and Associate Dean of Student Life since 2007. She has been a higher education advocate for students with disabilities and non-traditional students since 1986. Dr. Bentley-Townlin is an active member of NASPA – Student Affairs Administrators in Higher Education, AHEAD – the national and international Association of Higher Education and Disability and ORAHEAD – the Oregon Association of Higher Education and Disability. She has served as the AHEAD Affiliate Liaison, twice as the President of ORAHEAD, and is currently serving as the Membership Officer. Her areas of research and teaching included the social, political and economic construction of disability, student identity development, and transition issues for non-traditional students. She holds a B.S. in Communications Disorders and Psychology, a M.Ed. in College Student Services Administration and a Ph.D. in Education.

**Gary Dukes, Ph.D.**, has served as Vice President for Student Affairs at Western Oregon University since 2004. Prior to coming to Western, Dr. Dukes served as the Dean of Student Life and Development at Colorado State University – Pueblo, and director of housing administration and residential life at Southern Oregon University. He previously held positions at The University of Washington and Georgia Institute of Technology. Gary holds his B.S. in psychology from Oregon State University, a M.Ed. in Higher Education and Student Affairs Administration from The University of Vermont, and a Ph.D. of Philosophy in Educational Leadership and Policy Studies from The University of Washington.

**K. Brigid Flannery, Ph.D.**, is a Senior Research Associate/Associate Professor at the University of Oregon. Dr. Flannery has a strong history of directing multi-year federal and state research, demonstration, and outreach projects, and teaches courses related to students with low incidence

disabilities and cross disability courses related to secondary education and transition. She has been the project director on four different personnel preparation grants focused on preparing teachers for special education, and is currently the Co-Director of a 325T OSEP grant to restructure the University of Oregon special education licensure program. As part of her federal grants and state contracts she has developed a variety of professional development and intervention models that focus on accessing postsecondary education, and has done statewide training with staff from school districts, Vocational Rehabilitation, and Centers for Independent Living on transition topics. She earned her Ph.D. in 1992 in Special Education with specialization in Developmental Disabilities from the University of Oregon.

**Joseph Holliday, Ed.D.**, has served as Assistant Vice Chancellor for Student Success Initiatives for the Oregon University System since 2008. He has over 30 years of experience in higher education, most recently as Vice President for Student Affairs at Oregon Institute of Technology. Dr. Holliday's work includes leadership and coordination of OUS student success initiatives within the university system and between OUS and other education sectors. He works with university and state councils and committees in the development of policies and initiatives related to student access, affordability, admissions, and student retention and completion. Prior to joining OIT, Holliday held positions at Norwich University; Long Island University; the National Center for Employment of the Handicapped; and Bridgeway House Psycho-Social Rehabilitation Center. He holds a doctorate in higher education leadership and administration from the University of Oregon, a B.A. in Sociology from Upsala College, and a Master of Public Administration from Long Island University.

**John Killoran, M.Ed.**, is currently an Associate Fellow and the Director of The Teaching Research Institute (TRI) at Western Oregon University. Mr. Killoran serves as the Personnel Training Coordinator for the National Consortium on Deaf-Blindness and the deaf-blind community liaison with the National Leadership Consortium in Sensory Disabilities. He has worked at TRI since 1998 and has had an extensive and varied career in education, grants management, and administration. He has been involved with services for children who are deaf-blind and their families as a paraprofessional, a teacher, a principal, a state agency program director, and a national technical assistance provider. He holds both a Master of Education in Special Education and a Bachelor of Science in Public Administration and Political Science from Utah State University.

**Theresa Lowrie, M.Ed.**, is the Director of Disability Resources at Southern Oregon University (SOU) and Program Director for a three-week residential program for high school Juniors and Seniors with Learning Disabilities that is held at SOU every summer, The Oregon Program of Landmark College Summer High School Programs for Students with Learning Differences. Ms. Lowrie recently completed three years serving on the Executive Board of ORAHEAD, Oregon Association on Higher Education and Disability. She has served in post-secondary Student Affairs at SOU for nearly 12 years, serving as Director in both the Women's Resource Center and the Non-Traditional Students Center before moving into Disability Resources and Academic Support Programs. She began her initial teaching career in 1997 and worked for several years as a high school instructor in Alternative Education Programs in the Rogue Valley. She holds a B.A. in Political Science and History from the University of Oregon (UO), a Graduate Certificate in Women's Studies, from the UO, and a M.A.Ed., from Southern Oregon University.

**Cynthia J. Starke, J.D.**, has served as Deputy Legal Counsel for the Oregon University System (OUS) since 2009. She provides advice and counsel on all areas of higher education law, including student privacy, policy development, employment, procurement and contracting, and state and federal compliance for OUS and four of Oregon's public universities. Prior to joining OUS, Ms. Starke served as civilian legal counsel for the United States Marine Corps, where she focused on civilian labor and employment, federal contracting and compliance matters. Before that, Starke was assistant legal counsel to the Confederated Tribes of the Warm Springs Reservation of Oregon. Ms. Starke has written papers and made presentations on a variety of topics, including tribal sovereignty, tribal economic development and the Indian Child Welfare Act. Ms. Starke earned her B.A. in English from the University of Maryland, and graduated from Harvard Law School, where she served as co-chair of the Native American Law Students Association (NALSA) and on the board of National NALSA.

## **References**

Grigal, Meg, Ph.D. and Debra Hart, M.Ed., **Think College! Postsecondary Education Options for Students with Intellectual Disabilities**, Paul H. Brookes Publishing, Baltimore, MD, 2010

[http://www.udi.uconn.edu/index.php?q=content/legal-module&quicktabs\\_5=2](http://www.udi.uconn.edu/index.php?q=content/legal-module&quicktabs_5=2)

<http://www2.ed.gov/about/offices/list/ocr/transition.html>

<http://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>

<http://www.communityinclusion.org>

<http://www.thinkcollege.net/>

## **Appendix: Think College! Vermont Program Application**

Think College! Vermont Program Application

**STUDENT INFORMATION**

Last Name:

First Name:

Home Phone:

Cell Phone:

Address:

City:

State:

Zip Code:

Birth date:

Email address:

Student receives support or services from: (please check those that apply)

- Supplemental Security Income
- Division of Developmental Disabilities
- Medicaid Waiver
- Social Security Disability Insurance
- Division of Vocational Rehabilitation
- Special Education Services (IDEA funding)

Student Portfolio: include most recent IEP and Transition Plan and any other relevant information from past or current portfolios

## FAMILY INFORMATION

Student lives with:

Both Parents  Mother  Father  Guardian(s)

Other, explain:

### **Mother/Guardian:**

Last Name:

First Name:

Home Phone:

Cell Phone:

Address:

City:

State:

Zip Code:

Occupation/Employer:

Work Phone:

Email address:

### **Father/Guardian:**

Last Name:

First Name:

Home Phone:

Cell Phone:

Address:

City:

State:

Zip Code:

Occupation/Employer:

Work Phone:

Email address:

**Siblings** (Name/Age):

## EMERGENCY CONTACT INFORMATION

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(name) (phone) (relationship to student)

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(name) (phone) (relationship to student)



## MEDICAL HISTORY

Please give a brief description of your medical history including any disability diagnoses that you may have:

Please list any significant medical or physical conditions that may affect your participation in classroom, social, or recreational activities on campus, including severe allergies:

Please list any current medications and indicate for what the medications are taken:

Note: If the applicant must take medications while on campus, he/she must be independent in administering his/her medications. University of Vermont and Think College Vermont @ UVM/CDCI does not have the personnel or facility to administer medications. This capability is not included in any of the program or college services.

Do you currently receive private therapeutic services, such as physical therapy, occupational therapy, psychiatry, speech therapy, or behavioral therapy? If so, please indicate which services:

Are you independent in self-care such as toileting, and basic hygiene?

List any limitations:

Note: If not, the applicant will need to arrange for personal assistance services in order to attend the Think College program. This is not included in any of the program or college services.

**Medical Insurance**

Name:

Policy Number:

Attach copy of the most recent psychological-educational evaluation.

Please provide any other medical information that you feel would be important regarding your participation in this program.

## **FINANCIAL PLAN**

Please address your plan to finance the Think College Vermont @ UVM/CDCI Program. For assistance you may contact Dr. Ellen McShane, Academic Support Programs Director, at 802-656-4185 ([Ellen.McShane@uvm.edu](mailto:Ellen.McShane@uvm.edu))

## EDUCATION HISTORY

### Schools Attended

(Name, City, State) Years attended and/or Reason for Leaving

1.

2.

3.

4.

Did you receive a high school diploma or equivalent? \_\_\_ No \_\_\_ Yes

From (school and address):

Date:

In a few words, please describe your academic strengths and weaknesses.

In a few words, how do you think you learn best? (e.g. small groups, extra time)

In the following areas, describe what skills you would like to learn:

Independent living:

Liberal Studies (Art, literature):

Social/recreational/leisure:

Employment:

Have you participated in general education classes in your home school?  
 Yes  No

If yes, list subjects:

Were any accommodations used?  Yes  No

If yes, what kind?

**EMPLOYMENT HISTORY**

Please complete the following.

Note: prior work experience is not a requirement for admission into this program

Name of employer	Paid or unpaid?	Job responsibilities	Reason for leaving	Dates at this job

Are you currently participating as a volunteer? \_\_\_ Yes \_\_\_ No  
If yes, please list details:

What work experiences do you enjoy, or interest you?

## **LIVING ARRANGEMENTS AND TRANSPORTATION**

Please describe in detail the living arrangements for the student while attending the Think College Vermont @ UVM/CDCI program:

Please describe the transportation the student will use during the Think College Vermont @ UVM/CDCI program:

Are there any limitations, support needs, or other related issues to living arrangements or public transportation? (Please list)

## **FAMILY/GUARDIAN OFF-CAMPUS SUPPORT**

Provide an overview of the support available to attend the Think College Vermont @ UVM/CDCI program:

**Release and Exchange of Information Form**

University of Vermont treats and regards all written documentation obtained to verify a disability and plan for appropriate services as well as all documented services and contracts with the Office of Student Disability Services as confidential. However, it may be necessary for our staff to exchange some information about you with the University of Vermont faculty and staff in order to provide educational opportunities and experiences on and off campus. This exchange will occur only with your written permission, as given in this document below, and with the understanding that only information necessary for the purposes of accommodation and academic progress will be communicated.

Name:

I give permission to exchange information about me with the offices/individuals checked below:

- School District(s): \_\_\_\_\_
- School Personnel): \_\_\_\_\_
- Department of Vocational Rehabilitation Office
- Department of Disability and Special Needs Office
- Admissions Office
- Course Instructors
- Financial Aid Office
- Parents/Guardians
- Registrar's Office
- Tutor/Mentor
- Other (Specify)

I agree, as part of the application process, to waive my right to access the student recommendation form.

Additionally, I hereby give permission for the Think College Vermont @ UVM/CDCI program the right to use my photograph and/or quotes and videotapes of me for public relations and /or training purposes.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Witness \_\_\_\_\_ Date \_\_\_\_\_



## PERSONAL SUPPORT INVENTORY

To be filled out by Parent/Family/Guardian/Support person.

Name/Role of person completing form:

**\*\*Please rate the levels thoughtfully and honestly so that we can determine the best placement and level of support for the applicant.**

<b>Independent Living Skills</b>	1 Requires complete assistance	2 Needs moderate assistance	3 Needs some assistance	4 Needs minimal assistance	5 Completely independent
Negotiating/finding way around campus environment					
Ordering and purchasing from a restaurant, cafeteria, or store					
Handling personal affairs: laundry, light cooking, cleaning, managing personal belongings					
Interpersonal Skills: Ability to relate to others					
Asks for help, clarification, or questions					
Use of judgment skills in an emergency					
Emotional: copes with stress					
Adjust to new situations					

<b>Social and Communication Skills</b>	1 Requires complete assistance	2 Needs moderate assistance	3 Needs some assistance	4 Needs minimal assistance	5 Completely independent
Communicating needs in an appropriate manner					
Engaging in appropriate social interaction					
Using pay phone, cell phone, email					

<b>Academic Skills</b>	<b>1 Requires complete assistance</b>	<b>2 Needs moderate assistance</b>	<b>3 Needs some assistance</b>	<b>4 Needs minimal assistance</b>	<b>5 Completely independent</b>
Handling money: counting change/bills, understanding values, using checkbook, staying within budget					
Motivation to learn and persist on new tasks					
Knows and can verbalize and/or write personal information: name, address, phone, SSN, etc.					
Ability to follow verbal directions					
Ability to follow written directions					
Ability to keep a daily schedule with due dates and assignments					
Computer Skills: Word-processing, Internet, etc.					

Math Skills (approximate grade levels):

\_\_\_\_\_ Addition  
 \_\_\_\_\_ Subtraction  
 \_\_\_\_\_ Multiplication  
 \_\_\_\_\_ Division

Reading and Writing Skills (approximate grade levels):

\_\_\_\_\_ Reading  
 \_\_\_\_\_ Writing  
 \_\_\_\_\_ Listening Comprehension

Has applicant utilized any assistive technology? \_\_\_\_\_ If yes, what?

Additional Remarks: Please list/discuss any physical, intellectual, social, or emotional

conditions that may need to be considered when planning a postsecondary experience.

Do you have any questions about the program?

## **STUDENT QUESTIONNAIRE**

This section is to be filled out by student applicant and may include additional pages. This is an excellent opportunity to demonstrate writing skills, critical thinking skills and creativity!

Why do you wish to be considered for Think College Vermont?

What would you like to study in a college class?

What do you want to learn that you have not learned in high school?

What kind of jobs interest you after you leave school?

What do you do in your free time?

What is your favorite hobby or sport?

What is your favorite musical group or favorite singer?

Do you spend time with friends outside of school? (Circle one) YES NO  
If yes, what do you like to do with your friends?

Discuss two or more of your goals for the future upon completion of this program?

Please use this page to provide us with any additional information about yourself that you wish to share.



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Office of the Chancellor  
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