The fact sheet provides basic information on postsecondary educational services for learning disabled (LD) adults. The handicap of learning disability is described and a brief checklist of typical characteristics of the learning disabled adult is provided. A discussion of options after high school precedes information on types of programs for LD students including the prep program, the LD program in college or university, or the regular campus program. The necessity of verification of LD to qualify the student for various adaptations and accommodations is noted. Information helpful for locating the appropriate school includes a list of directories (with annotations, availability, and cost data); suggested questions to ask on visiting the campus; the importance of planning ahead to utilize various accommodations; and social concerns. Also briefly discussed are high school equivalency testing for students with special needs, college testing services for students with special needs, and sources of recorded texts. Finally, six organizations or self-help groups and 15 additional print resources are described with addresses and pricing information. (DB)
LEARNING DISABLED ADULTS IN POSTSECONDARY EDUCATION

1987 Edition

Increasing numbers of students with learning disabilities are attending American colleges and universities. Over fourteen percent of all freshmen with disabilities report that they are learning disabled, according to the American Freshman: National Norms for 1986. Disabled Student Service providers also report that the number of learning disabled students continues to increase dramatically on their campuses. Over 40% of the inquiries to HEATH addressing a specific handicap concern learning disabilities. The numbers of children identified and specially educated in the public schools as learning disabled has grown from 800,000 in 1976-77 to nearly 2,000,000 in 1985-86, according to the Eighth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (PL 94-142).

Several factors are responsible for the continued increase in participation of learning disabled people in postsecondary education: improved identification of children who are learning disabled, provision of appropriate special education in elementary and secondary schools, the "coming of age" of those who were provided an education with necessary support services, and the growing awareness in postsecondary institutions that providing necessary support services for such students may allow them to succeed in college, technical school, and beyond.

Federal and state legislation provided a great impetus to the identification and appropriate education for disabled children, including those with learning disabilities. The Education of all Handicapped Children Act of 1975 mandated that all children be provided an "appropriate free education" and authorized money to the states for that purpose. The regulations clarifying Section 504 of the Rehabilitation Act of 1973 were issued in 1977. Section 504 prohibits recipients of federal funds (most public and private postsecondary institutions) from discriminating because of handicap, and the Regulations specify in detail how recipients must comply with the law. The January 19, 1981 regulations to implement the Rehabilitation Act of 1973, as amended, include within the definition of severely handicapped those individuals who have a specific learning disability, thus allowing such persons to be eligible for vocational rehabilitation services, when there is evidence of serious functional limitation and a need for multiple vocational rehabilitation services over an extended period of time.

Improved identification, appropriate special support services, and greater awareness of the problems and successes of learning disabled students have made learning disability the handicap about which most inquiries are made to the HEATH Resource Center. This paper has been developed to answer many of these questions. Learning disabled students, their parents and advocates may find the information which follows useful in planning ahead for education after high school. Administrators, instructors, and support staff at both secondary and postsecondary institutions may learn about ways to initiate and/or improve services to learning disabled students. Vocational Rehabilitation counselors may become aware of the many possibilities which are now available to their learning disabled clients and may be able to utilize the resources included at the end of this fact sheet.

The handicap of learning disability is described and a brief check list presented for those unfamiliar with the condition. A discussion of options after high school leads to the heart of this paper — what is available for learning disabled students in colleges and universities. While the entire paper is directed to all of the groups mentioned above, the main section, Locating the Appropriate School, is directed to the student. Annotated information about standardized testing, recorded texts, and selected resources conclude the paper.

LEARNING DISABILITY — THE HANDICAP

Learning disability, LD, is a hidden handicap. Unlike the person who uses sign language or walks with crutches, the learning disabled person shows no visible characteristics of the disability. The casual observer does not realize that the person's performance. One who can
think logically and clearly may nonetheless be physically unable to write out a simple paragraph. In fact, one of the handicaps associated with learning disabilities is inconsistency of performance. A perfectly articulate, informed, person may be unable to read a set of instructions. One who can organize a complicated set of arrangements on the telephone in order to achieve a desired goal, may become hopelessly confused in a chattering classroom, supermarket, or a metropolitan transit system. LD individuals who have had difficulty interpreting facial expressions, tone of voice and other body-language, may not have learned appropriate skills to manage many of life's social situations.

By adulthood many of the psychosocial aspects of the disability may have begun to take their toll and may be equal in importance to the problems educators had focused on in a person's early years in school. Repeated failure to achieve success in school and with friends may have led to low self esteem. Inability to sustain interpersonal relationships may have led to social isolation and/or poor judgement in selecting friends. Stresses of covering up the disability may diffuse energies better spent in searching for and using learning styles. Therefore, feelings of anxiety, inadequacy, and frustration are not uncommon among LD adults. Frequently people whose learning disability is not diagnosed until adulthood are relieved to find that their frustrations have a name and that there are ways to deal with them.

Most professionals agree that learning disability refers to perceptual handicaps present at birth or from early childhood due to causes other than impairment of vision, hearing, mobility, mental retardation, emotional disturbance, or environmental disadvantage. A learning disabled person is not retarded. LD adults have normal or above normal intelligence, a factor which helps many devise extraordinary coping mechanisms to hide or overcome the disability.

**Learning Disability — A Checklist**

Educational psychologists, psychological diagnosticians, and neurologists are usually consulted to assess the degree of disability and to determine strengths and learning styles for future development. Informed observation, however, may assist friends, parents, counselors, and teachers to suggest and encourage professional assessment. Professionals indicate that a learning disabled person may exhibit several or many of the behaviors listed below.

- Demonstrates marked difficulty in reading, writing, spelling and/or using numerical concepts in contrast with average to superior skills in other areas.
- Has poorly formed handwriting—may print instead of using script; writes with inconsistent slant; has difficulty with certain letters; spaces words unevenly.
- Has trouble listening to a lecture and taking notes at the same time.
- Is easily distracted by background noise or visual stimulation; difficulty in paying attention; may appear to be hurried and anxious in one-to-one meetings.
- Has trouble understanding or following directions; is easily overwhelmed by a multiplicity of directions or over stimulation; may not understand information the first time it is given and may need to have it repeated.
- Confuses similar letters such as b and d, or p and q; confuses the order of letters in words repeating was for saw, teh for the; may misspell the same word several different ways in the same composition.
- Omits or adds words, particularly when reading aloud.
- Confuses similar numbers such as 3 and 8, 6 and 9, or changes the sequence of numbers such as 14 and 41; has difficulty copying numbers accurately and working with numbers in columns.
- Exhibits severe difficulty in sticking to simple schedules; repeatedly forgets things, loses possessions, and generally seems "personally disorganized."
- Appears clumsy or poorly coordinated.

- Seems disorganized in space—confuses up and down, right and left; gets lost in buildings, is disoriented when familiar environment is rearranged.
- Seems disoriented in time—is often late to class, unusually early for appointments, unable to finish assignments in the standard time period, or rushes to complete them not using all the time allocated.
- Displays excessive anxiety, anger or depression because of the difficulty in coping with school or social situations.
- Misinterprets the subtleties in language, tone of voice, or social situations.

[Checklist adapted from GWU (George Washington University) Access, Spring 1983.]

**OPTIONS FOR EDUCATION AFTER HIGH SCHOOL**

All students, not just those with disabilities, need to evaluate carefully all the options available to them after they finish high school. Some things to consider are academic qualifications, academic or vocational goals, financial resources, and personal interests. The educational alternatives available after high school include four-year colleges and universities, junior and community colleges, vocational or technical schools, thirteenth year or residential training, home study, and adult education. (For descriptions of each of these types of programs, write for the free HEATH fact sheet, Education Beyond High School—the Choice is Yours! or subscribe to Information from HEATH (newsletter) which describes new campus ideas. Educational programs can be adapted for students with specific learning disabilities. In order to assess strengths accurately, all students — and especially those with learning disabilities — should explore interests, hobbies, and recreational activities. LD students who may frequently meet failure in academic work may find success in other areas. For some, careers in technical or scientific fields which require less verbal skills than other areas may be appropriate choices.
Consult two other HEATH fact
one of these categories:
Those that include LD students in
students with learning disabilities.
provide a variety of options for
Students
Types of Programs for LD
EDUCATION
FOCUS ON HIGHER
on to universities and two- or
disabled students who decide to go
this paper will deal with learning
Selected Organizations). The rest of
independent living as they explore
A number of young adults are using
Education for Employment helpful.
If a vocational program is your
Science Laboratorj and Classroom.
Disabled Students and Access to the
evaluation may be part of the
and educational strengths. An LD
advising, and identifying personal
application to college. Prep Programs
counseling leading to choice of and
students where appropriate
students how to manage their
goal of the LD program is to teach LD
teaching LD of Accommodations
Verification of LD and Types
Regular Campus Program. Many
program. Students usually take some
Non-credit courses specifically
designed to enhance skills are part of
non-credit courses specifically
Learning disabled students need
of support services and/or tutoring
also be in a secondary setting.
offered on a college campus, but may
pre-college year, semester, or
American campuses have some sort
STUDENTS
SCHOOL A GUIDE FOR
APPROPRIATE
once a student may present
average standardized admissions
testing scores all can serve to narrow
Social skills are

There is no special program for LD
institutions, venficatiun of the disability is
necessary and available. The Special
services are usually provided only to
services are usually provided only to
students. The services listed above,
which are of a personal nature
which provide access to the program
which provide access to the program

Such considerations as location,
distance from home, cost, campus
such as

Generally those support services
are usually free to the
which are of a personal nature
which are of a personal nature

In a postsecondary program where
in instructors might agree to
in instructors might agree to

There is no special program for LD
instructors might agree to
instructors might agree to

Selecting the appropriate college

Most students, those who need adapta-
tions, venficatiun of the disability is
necessary and available. The Special
services are usually provided only to
services are usually provided only to
students. The services listed above,
which are of a personal nature
which are of a personal nature

Once registered, the student and

Students usually take some
Non-credit courses specifically
designed to enhance skills are part of
non-credit courses specifically

Students where appropriate
students where appropriate

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which are of a personal nature

Once registered, the student and

Students usually take some
Non-credit courses specifically
designed to enhance skills are part of
non-credit courses specifically

Students where appropriate
students where appropriate
determining what general type of program is suitable at the time (Prep, LD, or Regular, see above), and then searching for those in the location, with a good program in major field of interest, in affordable cost range, etc. determined beforehand.

Directories

HEATH Resource Center staff members are frequently asked if there is a “list” of schools which serve learning disabled students. The staff are hesitant to endorse a list which would imply that only those schools on the list serve learning disabled students. After reading the information provided above, however, students and advisors may find a listing of schools a suitable starting point for an investigation into available options. Existing programs can also serve as resources for other campuses. Readers should be aware that the time consuming process of preparing a directory often results in publication of outdated material and that many directories simply collect and print unverified survey results. Additionally, HEATH staff feel that students, parents and others can obtain more accurate and personalized information by using a program evaluation publication such as the HEATH publication How to Choose a College: Guide for the student With a Disability, or Unlocking Potential: College and Other Choices for Learning Disabled People reviewed later in this paper. With these cautions stated, the HEATH Resource Center lists the following directories and their sources. Before purchasing any of these directories, be sure to check your local library or high school guidance office.

The BOSC Directory of Facilities for Learning Disabled People, compiled and edited by Irene Slovack (1985) is a concise guide for persons who are seeking information about schools and training programs for young persons who are learning disabled. The Directory describes facilities for learning disabled youth from ages three to 21, and lists both residential and day programs for LD youth as well as self-selected postsecondary programs and agencies serving learning disabled people. The Directory ($28.00 + $2.00 postage & handling) is available from BOSC, Dept. F, Box 305, Congers, NY 10920. The 1987 Supplement is available for $5.00 plus $2.00 postage and handling, or both volumes may be ordered for $30.00 plus $2.00 postage & handling.

Colleges/Universities That Accept Students with Learning Disabilities (January, 1985) lists institutions by state. It is available for $3.00 prepaid from Association for Children and Adults with Learning Disabilities, 4156 Library Road, Pittsburgh, PA 15234. (412) 341-1515.

Directory of College Facilities and Services for the Disabled (Second Edition, 1986) contains information about special facilities and services, physical terrain, auxiliary aids, numbers of students, degrees and contact persons at over 2,300 colleges and universities. It is available for $95.00 from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483.

A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities (Fifth Edition, 1984) describes organizations and institutions by state. Note that non-collegiate programs are included. (A Sixth Edition is scheduled for Winter 1988). It is available for $15.95 + $2.00 postage from Partners in Publishing, Box 50347, Tulsa, OK 74150. (918) 584-5906.

Peterson’s Guide to Colleges with Programs for Learning Disabled Students by Charles T. Mangrum II and Stephen S. Struchart is a comprehensive guide to more than 250 four-year colleges and universities offering special services for students with dyslexia and other learning disabilities. The Guide devotes an entire page to each college with an easy to use grid that lets the reader assess a program and compare colleges quickly and effectively. Detailed information is provided on the learning disabilities program, services, and aids available at each college. Available in bookstores or from Peterson’s Guide, Department 5710, 166 Bunn Drive, PO Box 2123, Princeton, NJ 08540-0008, for $13.95 plus $2.00 for shipping and handling.

Questions To Ask

As you sort through brochures you have sent for from the schools in which you might have an interest, you may list those which seem most like you and plan to visit the campus. A productive visit will be one which you have arranged in advance by requesting an appointment to talk with either the Dean of Admissions or the Disabled Student Services Officer, or LD Program Director. Planning such an interview may allow the school time to arrange for you to sleep in a dorm for the night and attend a class or two so that you can get a “feel” for the campus. You may also want to talk to a learning disabled student taking courses there. Once you meet with a campus administrator, you may want to ask some questions — if they have not already been answered in informal talks. Listed below are some questions LD students frequently ask. If you visit several schools, you may want to compare the answers given by each.

—What are the requirements for admission?
—How many LD students are on campus? What year are they in? Are they full time, part time, residents, commuters, traditional age, or older? Men? Women? Can you introduce me to one of these students?
—What are the goals and objectives of the program?
—What services are provided? Is there a charge for them? How does one obtain such services?
—What specialized training in learning disabilities do the service providers have?
—Is tutoring and/or counseling provided on a one-to-one basis or in a group? If in a group, how large is it? How frequently and intensively is it available?
—What supervision is provided for non-certified instructors or tutors?
—How is the duration of services determined? Is it usually one semester? One year? Two or longer?
Plan Ahead

Once you have selected your school and have been admitted and enrolled, it is time to think of your own individual needs for which you must plan ahead. Perhaps a few days of walking around the campus before others arrive would help in getting settled. Or, if you are planning to request textbooks on tape, be aware that it could take some time (perhaps even up to 6 months) to get them, thus you need to contact instructors well ahead of time for a list of required books for each course. You may also need help from a study skills teacher on how to use taped materials effectively and what to listen for. Send for the HEATH fact sheet Make the Most of Your Opportunities for more detailed information on planning ahead.

If you plan to ask another student for copies of his/her notes, you might need your instructor to help you find a volunteer, and time to order special non-carbon copy paper which is available from National Technical Institute for the Deaf bookstore, One Lomb Memorial Drive, Rochester, NY 14632. Or, if you would like to get permission to tape record class lectures, the Director of Special Services might help you with that. This person may have other ideas for you as well.

The important part of these suggestions is that making arrangements is your job, especially in a mainstreamed setting, and you will need plenty of time to have them work out to your advantage.

Social Concerns

Up to now this paper has concentrated on classroom learning. But learning and living outside the classroom is important too. Some of the ideas that learning disabled students themselves have found helpful in managing out-of-classroom activities in mainstreamed college life follow:

---Find out how the campus bookstore works. The school bookstore is a busy, confusing place especially at the beginning of each semester. Some people go early, before other students arrive on campus, to learn the layout and procedures. Others ask a friend to go with them or request an escort from the Special Services Office. Some students make a list of what they need in order of the bookstore layout. It also helps to find out what is required for pay rent. Does the bookstore accept checks or only cash? Do you have to bring a student I.D. card or some other identification in order to have checks approved?

---Investigate how to get a parking place, if you have a car. Can you get parking permits ahead of time? Do you need cash or a student I.D. or anything else to get it?

---Keep a list of important phone numbers in your wallet or somewhere always available: the dorm resident or a friend in the dorm who could let you in if you forget your key; campus security who could also help if you are locked out of the dorm or of your car; professors you need to call if, for instance, an assignment is going to be late; the Coordinator of Special Services who can help with academic problems. Some students have said such a list gives them a feeling of confidence — they are prepared to handle any crises!

---Keep a calendar with enough space to write down appointments. A semester calendar which incorpo-
Assisting College Students with Learning Disabilities: A Tutor's Manual, by Pamula Adelman and Debbie Ohufs, is designed for use by service providers and tutors working with learning disabled students. The Manual gives program development guidelines, and case studies covering determining problem areas, helping students study effectively, exam strategies, time management, and spelling strategies. The Manual is available for $15.00 (AHSSPPE members) or $25.00 (non-members) from the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), P.O. Box 21192, Columbus, OH 43221.

Assisting the Learning Disabled: A Program Development and Service Delivery Guide for University Service Providers, Diagnosticians, Tutors, Counselors, and Learning Disabled Students, developed by Dr. Anna Gajar (1980), is now available at cost from the Pennsylvania State University. The Guide includes four chapters, each containing many components relating to major objectives of any model program serving mainstreamed university students who are disabled. The four chapters address: the development of a comprehensive diagnostic and academic support service program, steps involved in conducting awareness and informational activities, development of materials for dissemination, and lastly, identifying and conducting research in selected academic areas. For a copy of this Guide, mail a check or money order for $11.00 payable to The Pennsylvania State University to the following address: The Pennsylvania State University, c/o Dr. Anna Gajar, 2268 Moore Building, University Park, PA 16802. Please allow 3-4 weeks for delivery.

The College Student with a Learning Disability: Handbook for College LD Students, Admissions Officers, Faculty and Administrators, by Susan A. Vogel, 1985, second edition, is a useful, clearly written booklet which covers significant topics including the definition of learning disability, characteristics of LD adults, characteristics of a model comprehensive college LD program, ways that administrators and faculty can help, and ways LD students can help themselves. Includes an updated reference section. The booklet may be ordered by prepaying $3.50 to ACLD, 4156 Library Road, Pittsburgh, PA 15234.

College Students with Learning Disabilities: A Student's Perspective . . . by Carol Wren and Laura Segal is an informative, readable and highly moving booklet describing the experience of one learning disabled college student. Both student and service provider descriptions of the journey from pre-diagnosis to acceptance of the disability are presented. Especially useful are the sections on developing a learning profile and understanding the diagnosis. Single copies are available by prepaying $1.00 to Project Learning Strategies, DePaul University, 2323 Seminary, Chicago, IL 60614.

The FCLD Learning Disabilities Resources Guides: A State by State Directory of Special Programs, Schools and Services provides expanded information about schools, special programs, and services, plus new methods of listing and highlighting resources allows quick identification of references. A chapter on options beyond high school and resource and reading lists supplements the 300 pages of program information. Available for $10.00 from the Foundation for Children with Learning Disabilities, (FCLD) Box 2929, Grand Central Station, New York, NY 10163.

HELDs Project Series on Teaching Learning Disabled College Students is a set of 17 booklets written by University faculty containing techniques for teaching specific subject areas. Each booklet includes sections about the effect of the disability on learning, structuring the course and class hour, and teaching techniques. English, grammar, history, chemistry, logic, electricity, foreign language, behavioral and social sciences, and courtship and marriage are among the areas covered. Sets of the HELDS booklets have been distributed nationwide, but are still available for $20.00 per set from Educational Opportunities Program, Central Washington University, Ellensburg, WA 98926. (509) 963-2131.

The LD College Writers Project is a rich source of information on Writing, Learning Disabilities, and Computers and offers publications such as Composition, Word Processing and Learning Disabled College Writers, Microcomputers and the Learning Disabled College Writer, A Guide to Selecting Word Processing Software for Learning Disabled College Writers, and other reprints of their findings. To order (at cost) contact the LD College Writers Project, University of Minnesota-General College, 106 Nicholson Hall, 216 Pillsbury Drive S.E., Minneapolis, MN 55455. (612) 625-8384. Project materials are also available through the ERIC system.

Rehabilitating the Learning Disabled Adult and Independent Living and Learning Disabilities, two articles reprinted from American Rehabilitation, are available free from Dale Brown, President's Committee on
Employment of the Handicapped, Room 600, 1111 20th Street, NW, Washington, DC 20036. Include mailing label with your address if possible.

Section 504, Help for the Learning Disabled College Student by Joan Sedita is a discussion of Section 504 of the Vocational Rehabilitation Act Amendments of 1973 and its implications for college learning disabled students. Also discussed are admissions procedures, academic adjustments, auxiliary aids, etc. Available for $1.00 each from: Landmark School, Prides Crossing, MA 01965-0417. Inquire for bulk rates.

Specific Learning Disabilities: A Resource Manual Learning for Vocational Rehabilitation presents material for rehabilitation counselors in advising clients with learning disabilities. The descriptions of the disability, of terminology and of diagnostic tests, as well as practical tips on finding support services and appropriate job training will be of interest to young people, their parents, teachers and counselors as well. Available for $12.50 from Vocational Rehabilitation Center, c/o SLD Manual, 1325 Forbes Avenue, Pittsburgh, PA 15219.

Support Services for LD Students in Postsecondary Education: A Compendium of Reading collects 23 of "Best of AHSSPPE" Proceedings in the area of LD on campus. This book spans the student life cycle from transition from high school direct services, to classroom accommodations, psychosocial issues and postgraduate issues in employment. The Compendium is available for $11.50 (AHSSPPE members) or $22.00 (non-members) from the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), P.O. Box 21192, Columbus, OH 43221.

Their World is a magazine published once a year by the Foundation for Children with Learning Disabilities. The glossy pages of this beautifully done, upbeat and sensitive publication contain photographs, drawings, and articles written by parents, children and professionals about their experiences with learning disabilities. Available for $4.00 from FCLD, Box 2929 Grand Central Station, New York, NY 10163.

Unlocking Potential: College and Other Choices for Learning Disabled People: A Step-By-Step Guide by Barbara Scheiber and Jeanne Talpers. Unlocking Potential, first published as Campus Access for Learning Disabled Students by Closer Look (1985) has been reissused by Adler & Adler under the new title. This handbook, focuses on the selection of appropriate college, technical school or other postsecondary program; the admissions process; coursework accommodations; supportive services; the use of new technology; and tips on personal adjustment. The handbook, based on interviews with LD students, LD adults, parents, counselors, admissions directors, instructors, and support services providers, includes tested and proven cost-effective approaches to the subject. Unlocking Potential, which contains virtually all of the information from Campus Access, is available for $12.95 in local bookstores, or can be ordered. For additional ordering information contact Adler & Adler, 4550 Montgomery Avenue, Bethesda, MD 20814. (800) 638-3030 or in MD call collect (301) 824-7300.

What Do You Do After High School?: The Nationwide Guide to Residential, Vocational, Social and Collegiate Programs Serving the Adolescent, Young Adult, and Adult with Learning Disabilities. Regina Skyer & Gil Skyer. (1986-87). This Guide gives a comprehensive national overview of programs for LD individuals. The authors cover six major areas: vocational programs, formal and informal; college programs; diagnostic evaluation; tutoring, remediation and counseling; independent living, and residential services; recreation and summer opportunities; organizations and networks. Each area is discussed and listed with brief annotations. The Skylers have listed and attempted to cross-reference every program in the country that might serve persons who are learning disabled, thus a fair number of entries in this 444 page Guide include a statement that the program is not specifically for learning disabled persons, but should be considered. However, this Guide is invaluable as a tool for a counselor for pulling together a wealth of national information. The Guide is available for $29.95 from Skyer Consultation Center, Inc., P.O. Box 121, Rockaway Park, NY 11694. (718) 634-7206.

Spring 1987 update by Jay Brill Previous editions prepared by Rlonah C Hartman, Mona Hippolitus, and Maxine T Kruilch

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