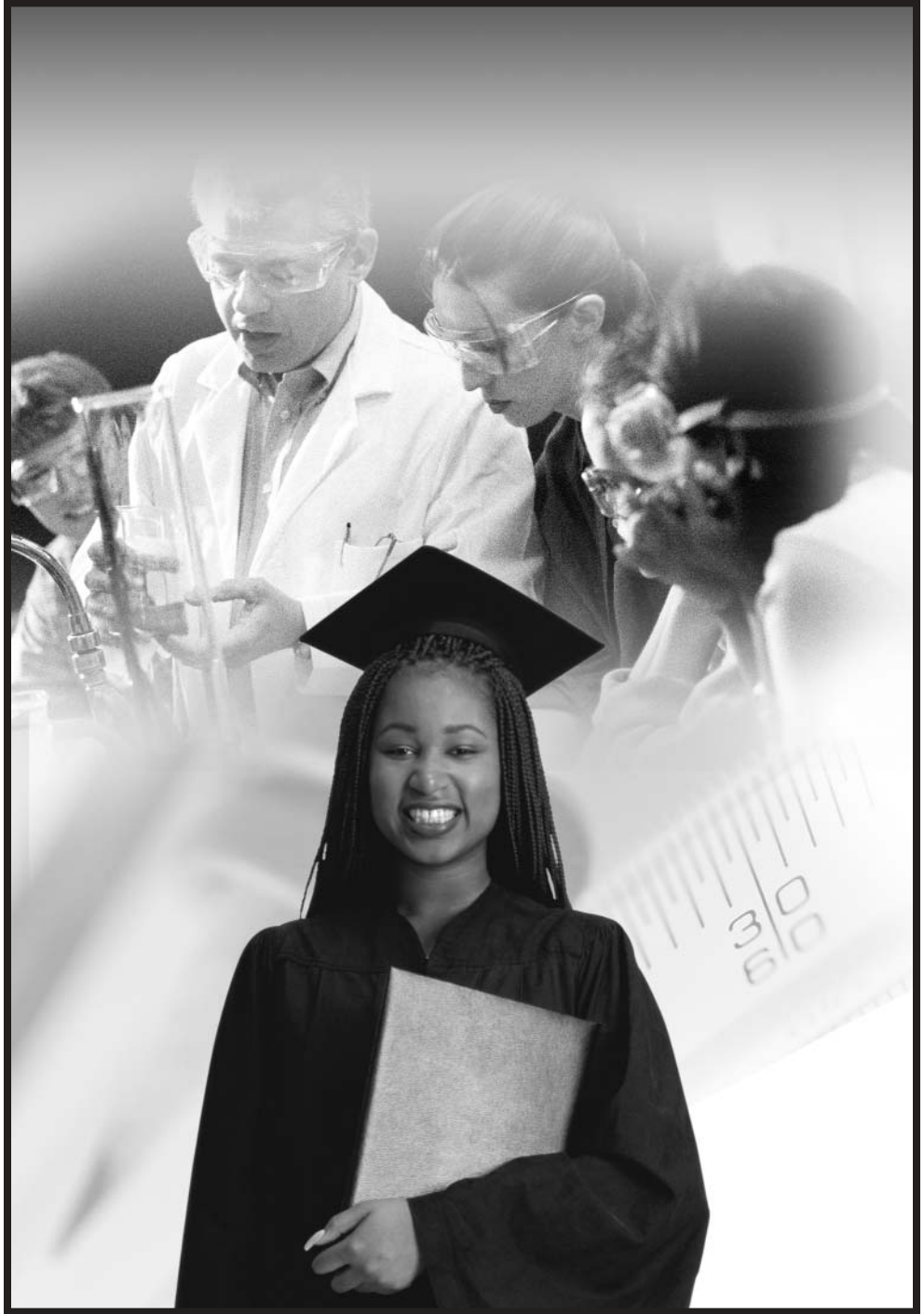
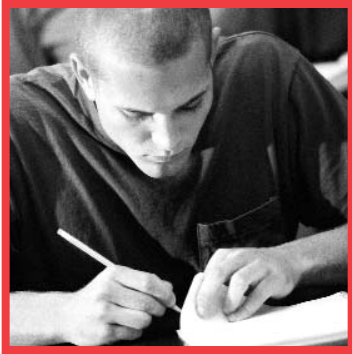


Transition

A Guide to College



**Michigan Rehabilitation Services
Department of Labor & Economic Growth**





Transition

A Guide to College

Michigan Rehabilitation Services

P.O. Box 30010 • Lansing, MI 48909

This guide was developed to provide resources and information to prospective college students. Many people have contributed to the creation of this document, but special thanks and acknowledgements are due to John Murphy, Ron Berg and Veronica Peacetree.

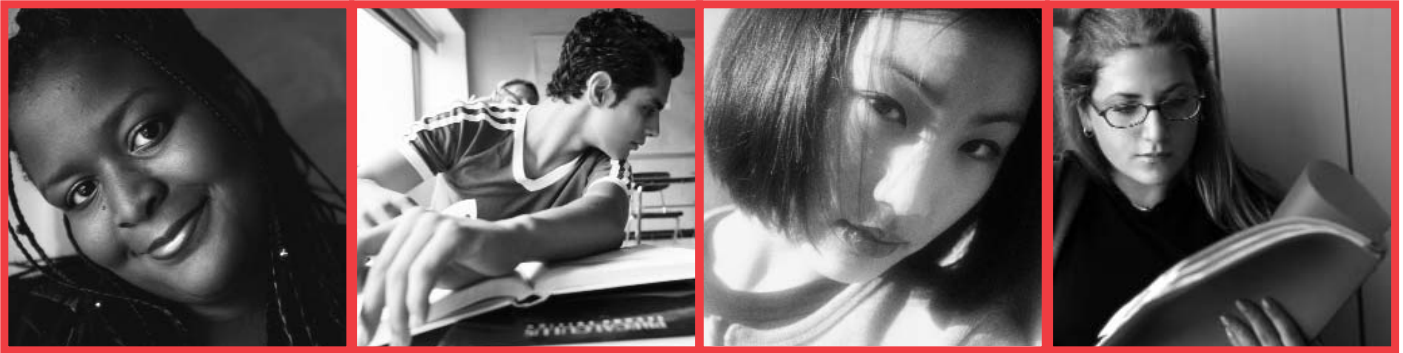
Special Thanks to

Michigan Rehabilitation Services
Rosanne Renauer, Lynn Boza, Veronika Peacetree
Michigan Department of Labor & Economic Growth
Gina DiNatale Coon

Charlevoix-Emmet Intermediate School District, John Murphy
Cheboygan-Otsego, Presque Isle Educational Service District, Ron Berg
Jack Bodis of Characters, Incorporated
Michigan State University
Elaine High, Val Nilson, Virginia Walker

Acknowledgements

MRS Mid-Michigan District Transition Team
Al Armstrong
Pat Bray
Rex Donoghue
Dennis Fisk
Jim Garrison
Melissa Jackson
Sara Kristal-Brandon
Holly LaBelle
Deb Lord
Leonard Meisel
Daun Neff
Linda Parent
Martha Ryckman



Transition

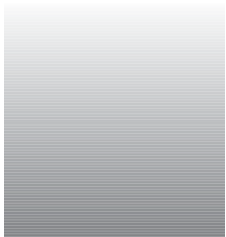
A Guide to College

Developed for students and their parents as students prepare to attend college

Objectives of this guide:

This guide is intended to explain the transition process in the following ways:

1. Assist in gaining an overview of postsecondary disability support services.
2. Familiarize readers with the support services available and procedures for requesting and receiving services.
3. Explain the differences in provision of services in secondary vs. postsecondary settings because of legal requirements.
4. Help identify appropriate documentation required to determine eligibility for accommodations and services.
5. Provide additional resources and answers regarding the transition process to postsecondary settings.



**This above all: to thine own self be true,
and it must follow, as the night the day,
Thou canst not then be false to any man.
— William Shakespeare**

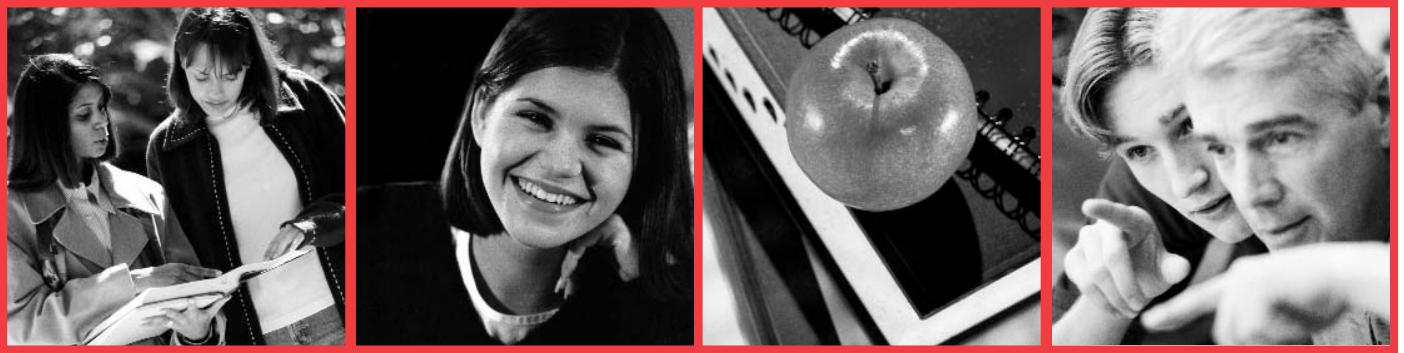
Making the Transition from High School to College

In high school, the school district has the responsibility of evaluating and identifying students who qualify for special education. The district also convenes Individual Education Plan Teams and provides accommodations at no cost to the parent or student, provides documentation of need from a qualified professional, provides special instruction, and assumes the cost of the evaluation and accommodations.

In college, most of these responsibilities fall to the student. Students must self-identify their needs. This can occur before the student begins classes at college or after beginning classes. The student has the responsibility of providing the documentation from a qualified professional and also has the responsibility of paying for the evaluation. Students must inform disability support services (DSS) at the college and request accommodations, which are provided at no cost to the student.

Six ways postsecondary institutions differ from high schools

1. Academic environment – more competitive, more self-directed work.
2. Grading – usually done with fewer tests and papers (more comprehensive tests, longer papers and classes).
3. Knowledge acquisition – more reliance on note taking and reading comprehension.
4. Support – overall amount of support is significantly less. Relationship with teachers is more impersonal and distant and must be developed.
5. Responsibility – much more on the individual (no more “looking over the shoulders”).
6. Stress – significantly increased due to the above factors.



Are you thinking of going to college? Consider this...

If you have done well in your high school classes, you may want to go to college. To help you make this decision, consider the following information:

Reading: College textbooks are written at an 11th–13th grade level. What’s your current level? What accommodations do you need to help you read and understand college materials?

Math: Colleges expect you can do basic math, including fractions, decimals, and algebra. Have you taken and passed high school algebra? What accommodations will you need to help pass college math?

Spelling & Grammar: College work requires a lot of writing papers and essay tests. You are expected to use words that are equivalent to the 12th grade level. What is your current spelling level? What is your current written language grade level?

Study Skills:

- You should plan on spending two hours of studying for every one hour of class. Plan on even more time if you struggle with reading, writing, or math.
- You need to be able to research, organize, and write a ten-page paper.
- Tests are usually based on information from textbooks, class lectures, and your notes. College professors rarely review for a test and tell you what is on it.

If you are comfortable with the above information and feel you have what it takes, then college is probably a good choice for you. If you are concerned about the above information, then you may want to consider taking some college prep classes, attending a local community college and taking pre-college classes, or attending a vocational training school. If you choose a community college, you are required to take a placement test and you may need to take remedial or pre-college courses before progressing.



Training Options—What They Mean

On-the-Job Training: An employer provides hands-on training and is reimbursed by a third party for doing so.

Apprenticeship: Combination of on-the-job training and related trade instruction. Employer and apprentice enter into an agreement outlining how many hours of on-the-job training and what related instruction needs to be finished to successfully complete the apprenticeship. Apprenticeships usually last about four years. An apprentice is a paid employee while being trained. Employer may or may not pay for related instruction (which is often at the community college). Agreements are sanctioned either by a professional union or the Bureau of Apprenticeship and Training.

College Certificate Program: Usually, thirty hours of credit taken at a community college in a specific area; i.e., machine tooling, early childhood education, fire science. Academics, if required, are often limited to technical math and basic English report writing.

College Associate's Degree: Planned college program requiring at least sixty-two hours of credit. In addition to coursework required for the chosen occupation, students are required to take classes in social science, humanities, and science. College-level English and math are also always required.

College Bachelor's Degree: A bachelor's degree program is generally four years in length (approximately 130 credit hours). This degree is based on the premise that educated people not only have knowledge of their special area of training but also have an understanding of the world around them, a grasp of the past and future, and an exposure to a variety of disciplines. This helps them communicate and work with other college educated people from a common knowledge base. For this reason, in addition to courses in their chosen field, individuals are required to take classes in subjects such as English, math, history, language, Western civilization, logic, computers, and science.

College Graduate Degree: After completion of a bachelor's degree in a chosen field, individuals may continue on for an advanced degree in their field. An individual must meet specific criteria (which may include testing) to be admitted into these programs. Coursework concentrates on advanced study of the chosen field and will include additional classes such as statistics, which are necessary for the independent study that is required to complete the degree. Depending on the degree, an individual may have to perform research, write a thesis or dissertation, and defend his or her view in front of a panel of experts in order to obtain the degree.



A Comparison of Rights and Responsibilities

Which law applies?

The applicable laws for high school students include the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). The primary difference in the legal foundations of the rights and responsibilities between high school and colleges is the IDEA. IDEA does not cover students in college. With IDEA, students' eligibility for service ends upon graduation from high school or attainment of age 21, whichever comes first. Under Michigan law, students are eligible until graduation or attainment of age 26.

For colleges, the applicable laws are Section 504 of the Rehabilitation Act and the ADA. These laws provide that no otherwise qualified person with a disability will be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any public institution or entity. Some college students can have disabilities recognized under 504/ADA but not under IDEA. The type of services a high school provides for students covered under 504/ADA is similar to the services provided for all students covered with disabilities at the college level.

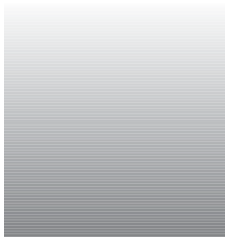
Who is covered under the law?

The difference in coverage and definition of disability is subtle but important to understand. Disability services at the high school level are required for students with disabilities. This is an entitlement service model. College services are only for "qualified students who meet the college admissions criteria." This is an eligibility service model.

At the college level, an individual qualifies if he or she is a person with a disability who meets the college admissions criteria and who can document the existence of a disability as defined by 504/ADA. A disability under these laws is defined as any physical or mental impairment that substantially limits one or more major life activities. This includes HIV status and contagious/non-contagious diseases.

An overview of

Laws





College Overview of Disability Support Services

Disability support services or college disability offices provide academic support to students with disabilities. The types of support provided to students can vary depending on the student's disability. All colleges receiving federal funds for financial aid are required to comply with the ADA and Section 504 of the Rehabilitation Act.

Students may benefit from:

- Sign language interpreters
- College and agency referrals
- Tutoring
- Testing accommodations
- Computer-based assistive technology
- Notetaking assistance
- Recording lectures

Where does the student begin?

Students who are interested in attending college are encouraged to schedule a visit to the college(s) they are considering while they are a high school junior or early in their senior year. A visit with the admissions office and a campus tour can be scheduled by calling. During the college visit, the student should ask to meet the disability resource services provider. This is a great opportunity to get answers to any questions the student may have and pick up a copy of the college catalog. Students may also obtain the necessary paperwork needed to register for services through the disability office. Information concerning contacts at the public colleges in Michigan are included in the resource section of this guide.



What is the next step?

Students need to complete the admission application and return it along with the application fee to the admissions office at the college of their choice. Students should also request that their high school transcripts be sent to the admissions office.

At this point, it would be beneficial for the student to request copies of any disability-related documentation and, after acceptance, send this documentation directly to the college's disability support services (DSS) office.

Students are encouraged to contact the disability support services office at four-year colleges regarding disclosure of existence of a disability on the application.

What happens during the intake process at DSS?

The student will meet with a DSS counselor and discuss his/her needs. It is most helpful to have either had the documentation of disability already mailed to DSS or to have a copy of the documentation to give the counselor at the time of the intake. Specific accommodations will be discussed and recommendations for services will be offered. The student and counselor may also discuss a recommended course load and specific class recommendations.

Documenting the Disability

Overview

All colleges require documentation of a student's disability and need for accommodations. Documentation is used to determine eligibility for services and outline the specific accommodations and services that are needed.

Students who received special education or other disability supports in high school were either tested by the school psychologist, a medical doctor, or other qualified professional. A copy of that assessment may or may not be sufficient as documentation of the student's disability, depending on recency. The student's IEP (Individual Education Plan), particularly the last one during the senior year, can be helpful but generally will not qualify as documentation of disability. Documentation of any disability or attention deficit disorder should be updated in high school (preferably within three years of graduation and may be updated by the school if it is included as a required service in the IEP).



Specificity is the key to good documentation. Documentation guidelines can be obtained at the DSS office on campus. Forms that have a box to check for the disability, a diagnosis written on a doctor's prescription pad, or copies of prescriptions are generally not acceptable and ineffective as documentation of a disability. Students should become good self-advocates by arming themselves with complete documentation that is recent and provided by a qualified professional, including assessment of current functioning, ability levels, and accommodation recommendations, with a rationale for each.

The Accommodations Checklist on the following page can be copied and completed with the specific information needed to assist the student in receiving the appropriate accommodations. This form can also "travel" with the student so the information will be available to any school official needing it to facilitate accommodations. It is very important that the student be familiar with his or her own personal strengths and weaknesses. He or she must also understand his/her disability, its impact, and the accommodations required to support a successful experience.

Remember, documentation should be complete. It should indicate the student's disability, summarize how the diagnosis was determined, list accommodations that are recommended as well as a history of accommodations used in the past, and include a method for contacting the professional who made the diagnosis.



Accommodations

Accommodations Checklist Accommodations Guide for Students Planning to Attend College

Student name: _____

Grade: _____ High school: _____

Student's disability: _____

Each student should have a copy of the following information to assist him or her in understanding needs as well as in receiving services from disability support services (DSS).

1. A copy of the latest Individual Education Plan.
2. Most recent psychological assessment, including subtest for math and reading.
3. Signed release of information from the college and high school.

List student's strengths: _____

List specific accommodations received during high school:

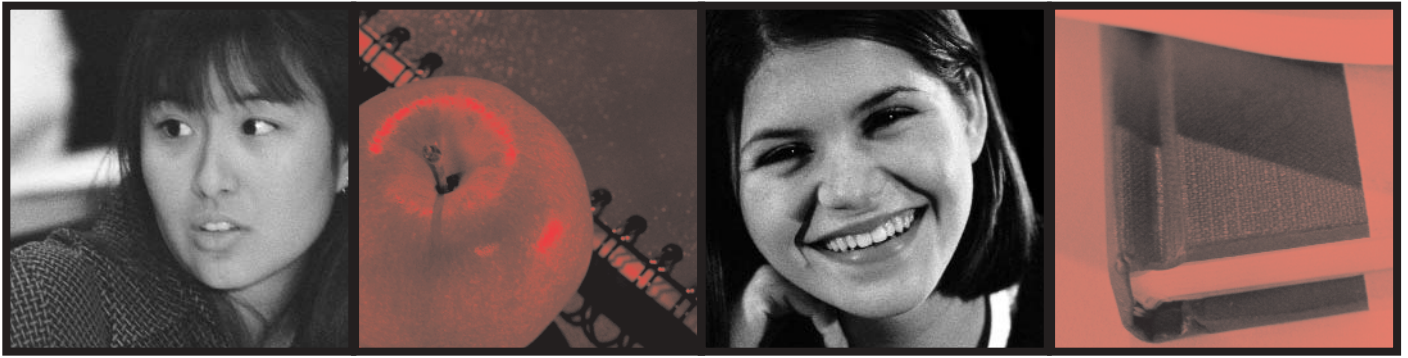


List modifications or strategies that have been used and that worked during the years prior to graduation. Please list them all in the following format. Attach additional pages if needed.

1. What difficulty was the student experiencing?
2. What was the modification, adjustment, or accommodation?
3. How effective was this strategy to achieve goals intended?
4. In what grade(s) did this occur?

List modifications or strategies that the IEP Team believes would benefit the student in college with a rationale in the following format. Attach additional pages as needed.

1. Possible difficulties student could encounter.
2. Modification suggested.
3. Rationale to substantiate the modification, strategy or accommodation.



Responsibilities

Student Responsibilities Things to think about and consider at high school before going to college

- I am taking high school courses that will get me into college.
- I am attending my Individual Educational Plan (IEP) meetings.
- I have discussed my psychoeducational assessment with my school psychologist, counselor, teacher, and parents.
- I know my cognitive strengths and weaknesses.
- I can describe my disability in detail.
- I know the kinds of accommodations that will provide me with an equal opportunity to succeed at college.
- I have had meetings with a high school special education staff member and discussed what I need to do to prepare for college.
- I am using a daily/weekly/monthly planner to keep well organized.
- At the time I apply to college, my psychoeducational assessment will be less than three years old.
- I have a place to study that is suitable for my learning style.
- I have taken the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) program.
- I have learned how to use my library.
- My reading and writing skills are at college-qualifying levels.
- I have improved my study skills.
- (If available) I have located a free tutoring service on campus.
- I am taking on more difficult tasks without the help of my teachers or parents.
- I have located colleges at the disability support services (DSS) office and programs for students with disabilities.
- I have visited the college(s) I would like to attend, visited the campus, and met with the disability support services staff.
- I have an understanding of my accommodation needs (as listed on student's IEP).



At College

Things that will help a student succeed...

- I have met with the disability support services (DSS) staff to discuss my courses and whether I will need accommodations.
- I am taking the advice of the disability support services staff, and I am following through with their recommendations.
- Where recommended, I have asked disability support services to write letters to my professors describing my disability and requesting specific accommodations.
- I have talked to my professors about my disability and the accommodations I need for their courses.
- I have developed a strong network of friends with whom I can share my successes and frustrations.
- I am using a daily/weekly/monthly planner to keep well organized.
- I have a place to study that is suitable to my learning style and I am using this location on a consistent basis.
- I have learned how to use my college library.
- (If available) I have located a free tutoring service on campus.
- (If necessary) I have arranged for a private tutoring service on campus.
- I am studying, on average, for two to four hours daily.
- I am watching my progress closely. If I become overwhelmed by my course load, I am prepared to take fewer courses.
- During each college year, I am trying to become more independent.

SUCCESS



Financial Aid and Financial Aid Overview

Financial Aid:

- Can be in the form of scholarships, grants, loans, employment.
- Parents have primary responsibility to pay for their dependent children's education.
- To the extent possible, parents will contribute to their children's education.
- Need analysis evaluates all families in an equitable, consistent manner.
- Extenuating or sudden circumstances can affect ability to pay and amount of aid.
Contact financial aid directly.

To Obtain Financial Aid:

- Request a financial aid application from your high school and/or the college you plan to attend. Include request for any institutional grants, student loans, and scholarships that are not based on financial need.
- Investigate eligibility for state financial aid (TIP, Merit Award).
- Investigate private sources of financial aid for college. Check school and local library, local business and civic organizations, and parents' employers. Check useful resources on the Internet, such as:
 - College Board's Scholarship Search at : www.collegeboard.com/paying
 - FastWeb Scholarship Search at: www.fastweb.com
 - Scholarship Resources Network Express at: www.srnexpress.com
 - Check also tips for avoiding scholarship scams:
<http://studentaid.ed.gov/students/publications/lisa/index.html>
www.ftc.gov/bcp/online/pubs/alerts/oucharltr.htm
 - To check the legitimacy of a scholarship search organization or individual: www.bbb.com/
- File your FAFSA (Federal Financial Aid) as soon as possible after January 1. You can apply online by using FAFSA on the Web; go to www.fafsa.ed.gov. Submit before all deadlines.**
- Promptly respond to any school requests for additional information or documents, such as copies of federal tax returns.
- Review your Student Aid Report (SAR) for accuracy. If necessary, correct inaccurate items.
- Promptly return your signed award letter if your school requires your signed acceptance of the aid awarded you.
- Complete the promissory note for any loan you have been offered and wish to accept. Before you sign anything, make sure you read and understand all of your rights and responsibilities.
- If you have been awarded Federal Work Study (FWS), find out how students are placed and what FWS positions are available, including a description of job duties and wages.
- Notify the financial aid office of any outside scholarship, grant, or other types of student aid you have received or will receive.



**Where parents do too much for their children,
the children will not do much for themselves.**

— Elbert Hubbard

Parent's Role

The following suggestions are offered for parents of a son/daughter entering college.

1. Understand and accept your son's/daughter's strengths and limitations.
2. Allow and encourage your son/daughter to self-advocate.
3. Encourage your son/daughter to find out how to succeed.
4. Visit colleges with your son/daughter, and meet support personnel early (by 11th grade). Provide support for college decisions.
5. Encourage your son/daughter to participate in a transition summer/orientation program.
6. Communicate regularly with your son or daughter once he/she is in college and encourage him/her to continue to self-advocate and seek out services early as needed.
7. Understand what services are available to support your son/daughter to be successful.

Making the Transition

The transition from high school to the world beyond graduation is the beginning of many options and opportunities. Leaving high school is not the end of learning or working to meet goals and developing skills. Counselors, teachers, and other community professionals who work with students with disabilities realize the importance of their roles in providing information and resources for the student to be successful beyond high school.

See the next section for others who can assist in providing information and resources for the student to be successful.



Resources

Because there are too many resources to list in this brief guide, students and their parents are provided with information that will guide them to a number of resources.

The key starting point at any college or university is the admissions office. Today, almost every college and technical school has a web page that can easily be accessed through a simple web search.

Websites of Interest

www.michigan.gov/careers

This site is a bridge to state and national employment, career, education, training, and business resources and services.

www.mois.org

MOIS is the Michigan Occupational Information System, a comprehensive career development program that helps K–12 students and other users plan a career path that's just right for their interests—and future job markets!

www.michigancc.net

http://www.michigan.gov/mdcd/0,1607,7-122-1680_2735---,00.html

Resource information on community colleges and a directory of Michigan institutions of higher education.

miconnections.org

Michigan's High School-High Tech systems change initiative for quality careers.

www.petersons.com

A private site providing a wide range of educational information and supports.

www.michigan.gov/mrs

State agency site for job seekers with disabilities.



Plan Your Future with Michigan Rehabilitation Services

Teens (and adults, too) are eligible for Michigan Rehabilitation Services (often called “MRS”) if they can answer “yes” to these questions:

- Would you like to work?
- Do you have a disability? Some examples are learning problems, emotional problems, epilepsy, cerebral palsy, and spinal cord injury.
- Does your disability cause problems in learning or working at a job?
- Will services from MRS help you prepare for a job or career?

You can get help in discovering your interests and talents at MRS. There are MRS offices across the entire state of Michigan. MRS counselors work one-on-one with teens and young adults who want to prepare for an interesting career or get a good job. A counselor can help you:

- Learn your strengths and abilities
- Choose a career that is right for you
- Select and reach your job goal

MRS provides job counseling, career exploration, and help in finding a job, all free of charge. Your counselor may arrange for you to use the services of other community agencies. You or your family may be asked to pay for other services if you or they are able to do so.

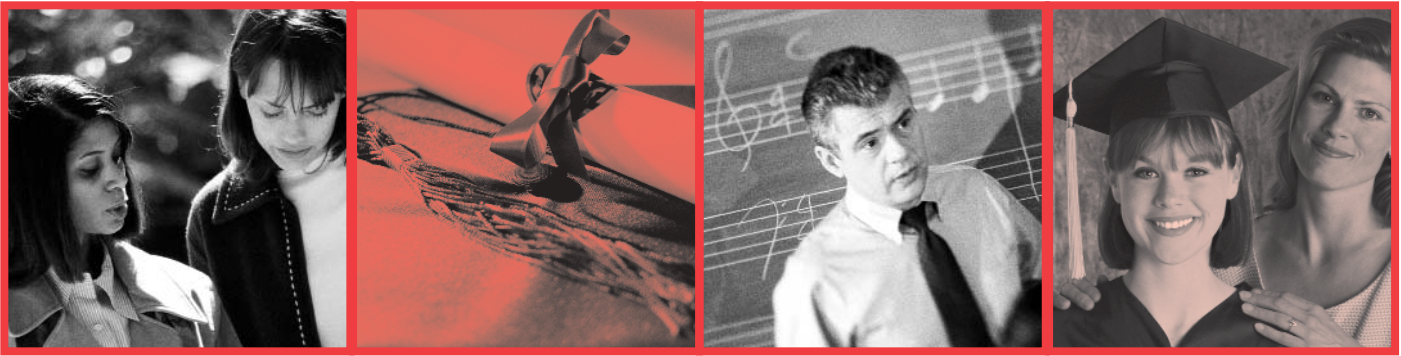
If college is right for you, MRS may help with academic expenses if you have applied for student financial aid.

Your counselor will tell you about the many services available through MRS. You choose the services that will help you fulfill your dream.

If you would like MRS to help you focus on your future, tell your teacher or school counselor or parent and get started. For the number and location of the office closest to you, call the number below.

Michigan Rehabilitation Services
Michigan Department of Labor & Economic Growth
201 N. Washington Square, 4th Floor
Lansing, MI 48913
1-800-605-6722 (toll free, voice)
1-888-605-6722 (toll free, TTY)
E- mail: MRS-CustomerAssistance@Michigan.gov

Student Resources



Michigan Career and Technical Institute (MCTI)

The Michigan Career and Technical Institute (MCTI) has provided training for adults with disabilities in Michigan since 1944. The second largest comprehensive rehabilitation training center in the United States, MCTI offers a unique blend of caring human support services and state-of-the-art training for jobs needed in business and industry today. The school is administered by Michigan Rehabilitation Services, a bureau of the Michigan Department of Labor & Economic Growth.

The campus—located on the shores of Pine Lake in southwestern Barry County—is fully accessible. For eligible adults who have a physical or mental disability, tuition and room and board in the dormitory are free. All students must be at least 18 years of age to attend MCTI.

A career assessment service is available to help students explore their career options. A full spectrum of health, psychological, and social work services is also available. In addition, all classrooms as well as dormitory rooms, cafeteria, library and leisure services are located in one building for easy accessibility out of the weather.

Depending on aptitude and interest, students may choose to enroll in one of 13 training programs. Each training area has an active Business Advisory Committee comprised of employers in that field. Their participation assures students that the curriculum and equipment meet business and industry standards.

MCTI is accredited by the North Central Association of Colleges and Schools and the Commission on Accreditation of Rehabilitation Facilities. The school's training programs are approved by the U.S. Department of Veterans Affairs.

For more information, visit the school's Web site at www.michigan.gov/mcti or call toll-free (877) 901-7360 (voice/TTY). MCTI is located at 11611 W. Pine Lake Road, Plainwell, Michigan 49080.

Michigan Public College & University Contact Information

| College/University | Address | Web Address | Phone | Disability Resources |
|-----------------------------------|---|--|---------------------------------|----------------------|
| Central Michigan University | Mt. Pleasant, MI 48859 | www.cmich.edu | 989-774-4000 | 989-774-3018 |
| Eastern Michigan University | Ypsilanti, MI 48197 | www.emich.edu | 734-487-1849 | 734-487-2470 |
| Ferris State University | Big Rapids, MI 49307 | www.ferris.edu | 800-4-Ferris or 231-591-2100 | 231-591-3772 |
| Grand Valley State University | 1 Campus Dr. Allendale, MI 49401 | www.gvsu.edu | 616-331-5000 | 616-331-2490 |
| Lake Superior State University | 650 W. Easterday Ave. Sault Ste. Marie, MI 49783 | www.lssu.edu | 906-632-6841 | |
| Michigan State University | East Lansing, MI 48824 | www.msu.edu | 517-355-1855 | 517-353-9642 |
| Michigan Technological University | 1400 Townsend Dr. Houghton, MI 49931-1295 | www.mtu.edu | 888-688-1885 or 906-487-1885 | 906-487-2212 |
| Northern Michigan University | 1401 Presque Isle Ave. Marquette, MI 49855 | www.nmu.edu | 800-682-9797 | 906-227-1737 |
| Oakland University | Rochester, MI 48309-4401 | www.oakland.edu | 800-625-8648 or 248-370-3500 | 248-370-3266 |
| Saginaw Valley State University | 7400 Bay Rd., University Center, MI 48710-0001 | www.svsu.edu | 800-968-9500 or 989-964-4000 | 989-964-7000 |
| University of Michigan Ann Arbor | Ann Arbor, MI 48109 | www.umich.edu | 734-764-1817 | 734-763-3000 |
| Dearborn | 4901 Evergreen Rd. Dearborn, MI 48128 | www.umd.umich.edu | 313-593-5000 | 313-593-5430 |
| Flint | 303 E. Kearsley St. Flint, MI 48502 | www.flint.umich.edu | 810-762-3000 | |
| Wayne State University | Detroit, MI 48202 | www.wayne.edu | 313-577-2424 | 313-577-1851 |
| Western Michigan University | 1903 W. Michigan Ave. Kalamazoo, MI 49008-5201 | www.wmich.edu | 269-387-1000 | 269-387-7200 |



Michigan Community College Contact Information

| College/University | Address | Web Address | Phone | Disability Resources |
|------------------------------------|---|--|--------------|---------------------------|
| Alpena Community College | 666 Johnson St. Alpena, MI 49707-1495 | www.alpena.cc.mi.us | 989-356-9021 | 989-358-7270 |
| Bay de Noc Community College | 2001 N. Lincoln Rd. Escanaba, MI 49829-2511 | www.baydenoc.cc.mi.us | 906-786-5802 | 906-786-5802 ext. 1128 |
| Bay Mills Community College | 12214 W. Lakeshore Dr. Brimley, MI 49715 | www.bmcc.org | 906-248-3354 | 906-248-3354 |
| Delta College | 1961 Delta Drive University Center, MI 48710 | www.delta.edu | 989-686-9000 | 989-686-9330 |
| Glen Oaks Community College | 62249 Shimmel Rd. Centreville, MI 49032 | www.glenoaks.cc.mi.us | 269-467-9945 | 269-467-9945 ext. 246 |
| Gogebic Community College | E-4946 Jackson Rd. Ironwood, MI 49938 | www.gogebic.cc.mi.us | 906-932-4231 | 906-932-4231 ext. 271 |
| Grand Rapids Community College | 143 Bostwick Ave. NE Grand Rapids, MI 49503 | www.grcc.cc.mi.us | 616-234-4000 | 616-234-4140 |
| Henry Ford Community College | 5101 Evergreen Rd. Dearborn, MI 48128 | www.henryford.cc.mi.us | 313-845-9600 | 313-845-9617 |
| Jackson Community College | 2111 Emmons Road Jackson, MI 49201 | www.jackson.cc.mi.us | 517-787-0800 | 517-787-0800 ext. 8270 |
| Kalamazoo Valley Community College | 6767 West "O" Ave. Kalamazoo, MI 49003-4070 | www.kvcc.edu | 269-488-4400 | 269-488-4384 |
| Kellogg Community College | 450 North Avenue Battle Creek, MI 49017 | www.kellogg.cc.mi.us | 269-965-3931 | 269-965-4150 |
| Kirtland Community College | 10775 N. St. Helen Rd. Roscommon, MI 48653 | www.kirtland.cc.mi.us | 989-275-5000 | 989-275-5000 |
| Lake Michigan College | 2755 E. Napier Ave. Benton Harbor, MI 49022 | www.lakemichigancollege.edu | 269-927-8100 | 269-927-3571 ext. 5191 |
| Lansing Community College | 419 N. Capital Ave. Lansing, MI 48901 | www.lcc.edu | 517-483-1265 | 517-483-1904 |
| Macomb Community College | 14500 E. Twelve Mile Warren, MI 48093-3896 | www.macomb.edu | 586-445-7999 | 586-286-2237 |
| Mid Michigan Community College | 1375 S. Clare Ave. Harrison, MI 48625 | www.midmich.edu | 989-386-6622 | 989-386-9322 |



Michigan Community College Contact Information

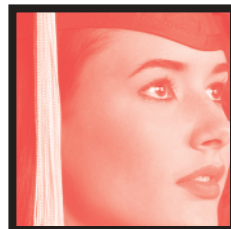
| Community College | Address | Web Address | Phone | Disability Resources |
|--|---|--|--------------|---------------------------------|
| Monroe Community College | 1555 S. Raisinville Rd. Monroe, MI 48161 | www.monroecc.edu | 734-242-7300 | 734-384-4164 |
| Montcalm Community College | 2800 College Drive Sidney, MI 48885 | www.montcalm.edu | 989-328-2111 | 989-328-1216 |
| Mott Community College | 1401 E. Court St. Flint, MI 48503 | www.mcc.edu | 810-762-0200 | 810-762-0399 |
| Muskegon Community College | 221 S. Quarterline Rd. Muskegon, MI 49442 | www.muskegoncc.edu | 231-773-9131 | 231-777-0309 |
| North Central Michigan College | 1515 Howard St. Petoskey, MI 49770 | www.ncmc.cc.mi.us | 231-348-6600 | 231-348-6817 |
| Northwestern Michigan College | 1701 E. Front St. Traverse City, MI 49686 | www.nmc.edu | 231-995-1000 | 231-995-1038 or 231-995-1139 |
| Oakland Community College | 2480 Opdyke Rd. Bloomfield Hills, MI 48304 | www.oaklandcc.edu | 248-341-2000 | 248-232-4080 |
| Orchard Ridge Campus (Oakland C.C.) | 27055 Orchard Lk. Rd. Farmington Hills, MI 48334-4579 | www.oakland.edu/Campuses/OR.htm | 248-522-3400 | 248-522-3480 |
| Auburn Hills Campus (Oakland C.C.) | 2900 Featherstone Rd. Auburn Hills, MI 48326-2845 | www.oakland.edu/Campuses/AH.htm | 248-232-4100 | 248-232-4080 |
| Saginaw Chippewa Tribal College | 2274 Enterprise Dr. Mount Pleasant, MI 48858 | www.sagchip.org | 989-775-4123 | 989-775-4123 |
| St. Clair County Community College | 323 Erie Street Port Huron, MI 48061 | www.sc4.edu | 810-984-3881 | 810-989-5555 |
| Schoolcraft College | 18600 Haggerty Road Livonia MI 48152-2696 | www.schoolcraft.cc.mi.us | 734-462-4400 | 734-462-4436 |
| Southwestern Michigan College | 58900 Cherry Grove Rd. Dowagiac, MI 49047 | www.swmich.edu | 269-782-1000 | 269-782-1321 |
| Washtenaw Community College | 4800 E. Huron River Dr. Ann Arbor, MI 48106 | www.wccnet.org | 734-973-3300 | 734-973-3342 |
| Wayne County Community College | 801 West Fort St. Detroit, MI 48226 | www.wcccd.edu | 313-496-2600 | 313-496-2708 |
| West Shore Community College | 3000 North Stiles Rd. Scottville, MI 49454 | www.westshore.edu | 231-845-6211 | 231-845-6211 ext. 3513 |



There are 51 private or independent colleges in Michigan. For information, go to http://www.michigan.gov/documents/2004-05_Higher_Ed_114900_7.pdf

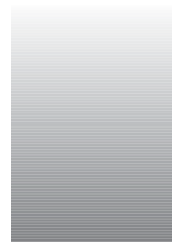
Your **Local** List of Colleges and Training Programs

| College/University | Address | Web Address | Phone | Disability Resources |
|--------------------|---------|-------------|-------|----------------------|
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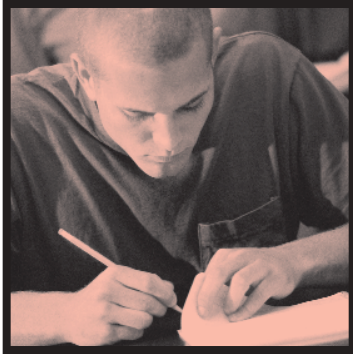
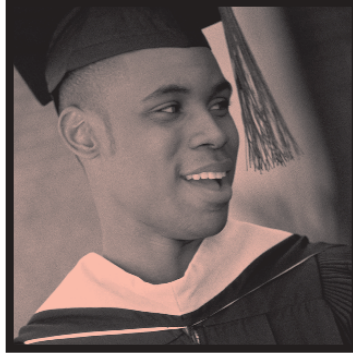


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DLEG 0405-909; Commodity No. 4882-6031; Quantity: 25,000;
Total Cost: \$11,075.00; Unit Cost: \$0.44; Printed May 2005.