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THE EFFECTS OF DIRECT INSTRUCTION ON COMPLETING COLLEGE APPLICATION FORMS OF STUDENTS WITH LEARNING DISABILITIES

by

A creative project submitted in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

in

Special Education and Rehabilitation

Approved:

Robert Morgan - Major Professor       Jared Schultz – Committee Member

Judith Holt – Committee Member

UTAH STATE UNIVERSITY
Logan, Utah

2013
ABSTRACT

The Effects of Direct Instruction on Completing College Application Forms of Students with Learning Disabilities

by

Allyson White, Master of Education
Utah State University, 2013

Major Professor Dr. Robert Morgan
Department: Special Education and Rehabilitation

Students with a Specific Learning Disability (SLD) often experience challenges when transitioning to postsecondary education institutions after high school. A unique challenge involves filling out forms in order to register for college. One of several components to a successful transition to postsecondary settings requires students to complete application forms. The purpose of this project is to examine the effects of direct instruction (DI) on increased performance of filling out college application forms of students with SLD in a special education classroom. Participants included eight high school students, ages 17 to 18, with a SLD. The intervention in this study involved teaching each participant through two sessions using DI to independently fill out forms required for college registration: an application for college undergraduate admission and an application for disability resource center services. The study collected pre- and post- assessment scores using
a grading rubric and analyzed difference scores to assess the impact of DI on participant’s performance. The study also included a social validity measure that randomized pre- and post- forms that were independently examined and scored by a admission counselor and a disability resource center (DRC) representative. Using the rubric, most post-assessments for accuracy and completeness were higher than pre-assessments for both the college admission application and DRC forms. The admission counselor and DRC representative rated most post-application forms higher than pre-application forms. These findings suggest that transition supports are needed for students with SLD in filling out applications required for college.
Introduction

Students with specific learning disabilities (SLD) enroll in college at a lower rate when compared to students without disabilities. According to the Utah State Office of Education Special Education Rules (2007), "Specific learning disability is defined as a student, whose disability affects their educational performance and who, by reason therefore, needs special education and related services" (p.17). The Learning Disability Association (2010) suggests that a student with SLD “exhibits a disorder or deficit in one or more of the basic psychological processes” (p. 3).

Although students with SLD enroll at lower rates, accessing college is an essential and realistic goal for many of them (Madaus, 2005). Grigal and Hart (2010), among others, describe research and case studies on college success of students with SLD. Skinner and Lindstrom (2003) identify skills and strategies, based on their experience, found to be necessary for students with SLD to succeed in a college environment.

Despite success stories and recommended strategies, many students with SLD experience problems in the transition process to postsecondary education. Cawthon, Cole, and Austin (2010) reported, “Students with learning disabilities (SLD) face unique challenges when entering post secondary education after high school” (p.112). Registering for college is one of the many challenges faced by students with disabilities, because it involves completing application forms. In order to register and apply to college and disability resource center services, students may be required to fill out a number of forms, which may include: an application for college undergraduate admission (required for admissions) and a disability
resource center application (optional to request services). There are no accommodations or services available to assist prospective college students with SLD to complete college admission forms, despite civil right mandates, Section 504 (P.L. 93-112) of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990 (ADA; P.L. 101-336). Madaus (2005) reminds us that these mandates and public law prohibit discrimination against an individual on the basis of a disability and ensure equal access in postsecondary settings.

As they fill out forms, students with SLD face an even greater disadvantage because too often these forms are cumbersome and confusing. Madaus (2005) reports the following information regarding the college admission process:

Postsecondary institutions are not required to modify admission requirements for applicants with disabilities. For an applicant to be admitted, the institution must consider him or her “otherwise qualified” despite the existence of a disability. According to Section 504, a qualified person at the postsecondary level is one “who meets the academic and technical standards of requisite to admission or participation in the recipient’s education program or activity” (104.3 (k)(3)). In order words, the student must participate in the standard admissions process and must have academic credentials that are equivalent to those of his or her peers with out disabilities. (p. 33)

In 2009, Test et al. described one of the most interesting challenges facing educators today is to determine what effective practices for student with disabilities lead to successful post school outcomes. Students with SLD struggle with completing
college application forms independently based on reports of teachers and informal observations. To date, research on how to complete application forms has not been undertaken based on my literature search. But from my observation of high school students with SLD seeking to enter college, they usually respond to the task of completing college admission forms in one of three ways: (a) they fill out the form incorrectly, (b) they discontinue filling out the form at some point claiming the process is too complex, or (c) they turn over responsibility of completing the form to a parent or other stakeholder. Unfortunately, in none of these three scenarios do students with SLD gain the critical skill of completing forms, an activity they are likely to replicate and need to perform independently many times during adulthood. Students with SLD need direct instruction in completing college application forms. This instruction needs to focus on the task of how to teach students with SLD to independently fill out application forms accurately and completely.

**Literature Review**

The researcher conducted an electronic search with EBSCO Host, Google, and Google Scholar search engines to identify all research on use of tutorials for college students with SLD to increase academic skills, the search then moved to academic supports at postsecondary level or support in transiting from high school to college, and finally moved to assistance and support in filling out college application forms. The review attempted to locate and investigate any studies specifically geared to secondary education and transition-age students. The databases targeted for the search included the following terms: *tutorials programs, support services, college supports for student with disabilities, transition supports, effects of explicit and direct*
instruction in teaching writing, and teaching high school students with SLD to complete college application or financial aid forms. As mentioned through the literature review, thus no research was found specifically related to assistance to students with SLD to independently fill out college applications.

At the college level, in order to receive disability resource center services, students are required to self-identify and report diagnosis information, and request appropriate accommodations. Cawthorn et al. (2010) conducted an on-line survey to gather information from students with SLD regarding their perspectives on accommodations and obstacles presented in gaining access to college services. The survey was conducted at a public university with participants recruited from an Educational Psychology Subject Pool. A total of 110 sophomores, junior and senior students with SLD completed the survey. Students were required to take a screening questionnaire, provide grade level information, and indicate whether or not they self-identified as a student with SLD. The survey consisted of two parts, including a first section collecting information on (a) accommodations use, (b) opportunities/barriers faced during transition, (c) knowledge students had regarding their disability and available services, and (d) self-advocacy strategies. The second section contained open-ended questions such as “What opportunities or barriers did students with SLD face in accessing services at the university?” and “What level of knowledge did the student with SLD have regarding their disability, available services, and strategies for self-advocacy?”

A mixed-method approach was used to identify use of accommodations and barriers to the college experience. The checklist and open-ended questions
were aggregated in a summative form requiring two researchers to independently code results until 100% accuracy was mastered on the coded categories. Of the students surveyed, a majority (71%) reported that they were unsure about their disability and could not provide information of their diagnosis. Further results showed 43% of the students interacted with the disability resource center regarding campus services. In the area called opportunities and barriers, 32% of students reported little interaction with college faculty regarding academic support. A fifth of the students (21%) stated they struggled with obtaining disability-related accommodations. Students were unable to identify a diagnosis, but could indicate their learning disability category, 91% of the students did not recall having an Individual Education Program (IEP). Additionally, 82% reported they did not have a final IEP meeting and could not recall covering transition topics or discussing postsecondary goals and 48% reported they did not receive guidance regarding contact information for disability resource services at the university. The results of this study show that students with SLD are potentially underprepared to locate and obtain services once they reach college. Thus, it is critical for college-bound students with SLD to possess knowledge of their disability and accommodation needs.

In 2001, Whelly, Chang, and Harding completed a national survey of educational support provisions. The study was conducted due to a number of students with disabilities accessing postsecondary education programs and not understanding the critical importance of education supports. The university sampled 2- and 4-year postsecondary educational programs in order to determine the education support offerings for students with disabilities. This survey was led by
the National Center for the Study of Postsecondary Educational Supports (NCSPES) at the University of Hawaii at Manoa. The researchers wanted to find out the education supports available to students with disabilities in postsecondary education settings. A survey was developed, piloted, and distributed nationwide to over 1,500 disability support coordinators. Researchers who were members of a consortium of four universities generated the survey questions; they were experienced individuals with expertise in the development of national surveys. The survey contained questions with specific cluster topics (i.e. “Institution's capacity to offer supports or accommodations, number of students who receive support by disability type, written policies regarding disability support provisions”). The survey was disturbed two ways; it was sent to partnering organizations and then to 2 and 4-year universities. A Data Analysis System (Statistical Packages for the Psychological Sciences: SPPS) was used to compute results.

Results gathered show that students need to know and be able to identify the nature of their disability, particularly in regards to their own strengths and limitations in order to understand how to request for appropriate accommodations. Based on these findings, research needs to be done to examine the value of educational supports in transition from high school to college and postsecondary education settings.

Balcazar et al. (2012) described the results of a program developed to improve transition outcomes for low-income minority youth with disabilities. Participants included a total of 254 students. Of the total, 164 graduates from Chicago high schools consisted of intervention participants (IP) and 26 graduates
from high school in the same large urban area formed the comparison group participants (CP). Both participating groups had comparable percentages of males and females; the average age of both groups ranged between 19 and 20 years old. Participants were Latino, African American, White, and other unspecified racial backgrounds all with a variety of disabilities. Of the participants, 76% reported having SLD. Additionally, 13% were unable to identify their disability. Two case managers provided support and interventions to participants in the program study. Ten main support functions were identified in the study, one of which included support with completing college applications as reported by the case manager.

A mixed method approach was used to address the research results. The researchers analyzed a pre- and post-assessment comparison that was used with the CP. A transition outcome assessment was developed in the form of an interview and consisted of questions about participants’ employment and postsecondary enrollment. Quantitative, qualitative, and demographic data were collected to analysis the effectiveness of the interventions. The study contained transition-support functions and domains that were supported by interventions implemented by case managers, the College specific domain-Pre-college admission function is described by Balcazar et al. (2012):

This function included any assistance provided to build participants’ skills to identify and enroll in suitable postsecondary educational programs. Such assistance included helping youth with various aspects of applying to colleges and/or postsecondary educational programs (e.g., preparing for the ACT or SAT, completing college application, filling out application for
financial assistance, filling out registration forms, and applying for Vocational Rehabilitation services) and any other steps that were needed to prepare for enrolling in postsecondary education programs. (p. 126)

The literature review research indicates that identifying a disability, disclosing needed accommodations, and completing forms are critical transition skills for young adults with disabilities interested in going to college. These transition skills are not acquired through existing academic curricula; they need to be taught. The instruction needs to provide practice opportunities to guide the student to independent performance under conditions and within environments emulating those within which the response must occur. This study indicates that, college-bound students with SLD would benefit from formal instruction at the high school level prior to the college transition to increase college readiness skills that entail accurate and complete applications when filling out of forms.

Direct instruction (DI) has proven as an effective research-based intervention. Research indicates that DI is a powerful and proven, research based teaching model (Carnine, 1997). DataWORKS Educational Research defines DI as: “A strategic collection of instructional practices combined together to help teachers design and deliver well-crafted lessons that explicitly teach content” (p. 1). This teaching model has shown to be effective for many learners, especially for low-performing students.

The DI model of instruction consists of the following five phases: (a) orientation to the learning task, (b) presentation of a calibrated amount of new material, (c) structured practice, (d) guided practice, and (e) independent practice.
It targets strategies for student success and can be used in a reading, writing, and math content areas. As noted by Moore (citation):

Effective teachers, those who beat the odds in preventing student failure, combine direct, explicit instruction of strategies and concepts with other teaching approaches...they provide students with content-rich materials, interact with them in meaningful discussions, and engage them in purposeful writing, all of which afford student opportunities to explore how to use the strategies and clarify concepts across diverse contexts, and so make the strategies and concepts their own. (p. 1)

Successful transition to postsecondary settings requires mastery of many skills, including completion of application forms. The purpose of this project is to examine the effects of DI on increased performance when filling out college forms of students with SLD. DI will be applied to teach students that will transition from high school to college on how to independently complete application forms.

**Purpose Statement and Research Questions**

This research study will determine the extent to which a DI approach teaches 17-18 year old students with SLD to accurately and independently complete required college forms necessary for registration and disability resource center services.

Research questions are as follows:

1. For eight 17-18 year-old students at the high school level with a SLD in a resource classroom, to what extent will direct instruction help students to independently complete college application forms as measured by pre- and a
post-assessment?

2. For one admission counselor and one DRC representative at a 2- or 4- year college, to what extent will they rate post-assessment applications of students on accuracy and completeness or well prepared to pre-assessment applications?

For both questions, pre- and post-assessment will be administered.

**Method**

**Participants and Setting**

Participants in this study included eight 17-18 year-old high school students in a suburban city in the Western U.S. The researcher (i.e., a special education teacher) identified junior and senior participants who qualify for special education services with a SLD; each participant mapped out plans to graduate high school on time and set a goal to pursue a postsecondary education to attend a 2- or 4- year college by identifying a postsecondary setting of choice, and program of study.

The researcher selected the participants for the study. This group included five males and three females; four Caucasian students, three African American students, and one Hispanic student from low to middle class families. Criteria for selection included the following: (a) Utah State Office of Education Special Education Rules (2007) classification as SLD using the discrepancy model, (b) a screening measure indicating a limitation in the skill of filling out forms, (c) a map identifying plans for graduation, and (d) a goal identifying a postsecondary education setting and a program of study. As the resource teacher working with each of these
students, the researcher contacted each selected participant, and parents or legal guardian, in order to explain the study and obtain consent to participate.

Dependent Measures

Participants in this study filled out two forms needed for college registration and disability resource center services: (a) a college admission application and (b) a disability resource center application. These forms are described below:

**College admission application.** The application (shown in Appendix A) is the form used by Utah State University. The application for undergraduate admission form, similar to other applications, includes personal, contact, educational, college, enrollment, and residency information.

**Disability resource center (DRC) application.** The DRC application (shown in Appendix B) is the form used by Salt Lake Community College. The form includes personal, disability, contact, and accommodation information.

**Pre- and post-measurement procedures.** Each participant completed the application forms as pre-assessments. The forms were graded using rubric criteria on accuracy and completion (see Appendices C, D, E, and F). The rubric included accuracy of information in each blank (scored one [1] or zero [0]) and percent of all blanks completed (i.e., whether or not information appears in a blank). Two measures used percent accuracy and percent completeness. These measures were calculated for each form for each participant. The post-assessment measure, which was identical to the pre-assessment measure, was administered at the end of each session during the independent practice phase.

**Procedures**
The researcher used DI to teach students how to accurately complete college admission application and DRC application forms. The DI model consisted of the following five phases: (a) orientation, (b) presentation, (c) structured practice, (d) guided practice, and (e) independent practice. The study consisted of two sessions, which included a lesson developed by the researcher for each session: how to complete a college admission application form and how to complete a disability resource application form (see lesson plan Appendices G and H). The sessions began after an orientation and completion of pre-assessments. The duration of each session was approximately 60 min and took place in a group setting with all eight participants. Each lesson incorporated a discussion involving the specific purpose of each application and the importance of the disability resource center. The unit included application forms in each session similar to the pre- and post-assessment forms. Participants received a demonstration (i.e., model) on how to fill out various sections of each form, inspected forms for both college admission applications and DRC applications using examples and non-examples, and then practiced on identical forms until they completed sections of the form accurately and completely. Thereafter, participants were required to independently complete the entire form. Instruction proceeded until each participant completed all sections of each form in guided practice phase; both post-assessment forms were completed independently during independent practice phase.

Social Validity Measure

The social validity measure of this study mixed the pre- and post-assessments of the college admission application form into a randomized set of files.
A admission counselor rated college application forms and a DRC representative rated DRC applications. The researcher removed student identifiers and replaced them with numbers. A table of participants’ initials and numbers were kept for reference. The researcher coded pre-assessments with “M, N, O, P, Q, R, S, or T” and all post-assessments with “D, E, F, G, H, I, J, K, or L”. All dates on the application forms were removed. The researcher submitted mixed files of college admission applications to a admission counselor and DRC applications were submitted to a DRC representative, these individuals were unaware of the purpose of the research project. The admission counselor and DRC representative were both asked the following question: Given the information on the form in front of you, to what extent is this student ready to apply for college? See form in Appendix I.

The admission counselor rated each participant’s college admission application form on a scale on a 1 (incomplete and inaccurate - not prepared) to 6 (complete and accurate - well prepared). The researcher re-organized forms to produce individual pre- and post- assessments for comparison. Rating scale data were examined to determine whether, for a specific participant, post-ratings were higher than pre-ratings and by how much (see Figure 1 and 2). The same procedure was used for the DRC representative using the DRC application form.

**Inter-Scorer Reliability**

Two, institutional review board (IRB) certified teachers, were selected as scorers and trained to a mastery criterion by the researcher to score application forms using the grading rubric. Inter-scorer data were used only to check researcher’s scoring reliability. Scorers scored one completed application of each
type, compare scores, and adjusted the rubric. Thereafter, the researcher scored all forms and the additional scorers independently scored three applications of each type across eight participants (38% of total forms). Inter-scorer reliability was computed by comparing the first to the second scorer's score for each blank, totaling agreements and disagreements, dividing the lower score by the higher score times 100 to produce a percentage. The same procedure was used to compute reliability for completeness. For the college admission application form, inter-scorer reliability was 93.84% for accuracy and 99.20% for completeness. For the disability resource form, inter-scorer reliability was 97.10% for accuracy and 95.10% for completeness.

**Treatment Integrity**

One observer was trained by the researcher to score a DI session using a checklist. The observer observed one of the two DI sessions conducted by the researcher (50% of total sessions) for purposes of assessing treatment integrity. Given a brief checklist, the observer used the researcher’s lesson plan, and scored whether the session was delivered as specified. Treatment integrity was expressed as the number of steps implemented correctly divided by the total times 100. The observer recorded the researcher to conduct the treatment session with 30 out of 30 checklist items checked, or 100% integrity.

**Data Collection Procedures**

For a given participant, post- assessment scores for accuracy and completion were compared to pre-assessment scores for each form. The researcher computed difference scores between pre- and post- assessment for both college application forms and display results along with means (see Table 1). Social validity data were
computed on the admission counselor’s and DRC representative’s ratings for each participant’s pre- and post- forms.

**Results**

Table 1 presents data on pre- and post-assessments regarding the accuracy of the college admission application form. Mean scores were 44% (range: 23% to 67%) for the pre-assessment and 80% (range: 57% to 96%) for the post-assessment. Post-assessment scores exceeded pre-assessment scores for all eight participants. Two participants with low pre-assessment scores (Participant 2: 23%; Participant 7: 40%) also had relatively low post-assessment scores (Participant 2: 57%; Participant 7: 71%) while two others with low pre-assessment scores (Participant 3: 52%; Participant 8: 36%) made major gains on post-assessment scores (Participant 3: 93%; Participant 8: 94%). Despite instruction, three post-assessment scores were below 80% accuracy (Participants 2, 6, and 7). No post-assessment score was 100%.

Table 2 presents data on pre- and post-assessments on the completeness of the college admission application form. Mean scores were 60% (range: 24% to 83%) for the pre-assessment and 85% (range: 53% to 98%) for the post-assessment. Post-assessment scores exceeded pre-assessment scores for all eight participants. Patterns of scores for participants were similar to accuracy scores. For example, Participant 2 and 6 had relatively low post-assessment scores (53% and 67%, respectively). Nonetheless, the remaining eight participants had scores at 92% completeness or above. No post-assessment score was 100%.
Table 3 shows data on pre- and post-assessments of the accuracy of the
disability resource application form. Mean scores were 55% (range: 34% to 73%)
for the pre-assessment and 87% (range: 76% to 100%) for the post-assessment.
Post-assessment scores exceeded pre-assessment scores for all eight participants.
One post-assessment score was 100%, and only two scores were lower than 80%.

Table 4 shows data on pre- and post-assessments of the completeness of the
disability resource application form. Mean scores were 55% (range: 39% to 93%)
for the pre-assessment and 87% (range: 78% to 100%) for the post-assessment.
Pre-assessment range was highest for any accuracy or completion task. Post-
assessment scores exceeded pre-assessment scores for all eight participants. One
post-assessment score was 100%, and only one score was lower than 80%.

Figure 1 presents rating data by the admission counselor who rated pre- and
post-assessment college admission application forms on accuracy and completeness
or well prepared to apply for college. Data are grouped by participant, showing side-
by-side pre- and post-ratings. Five participants' post-ratings were higher than pre-
ratings. Participant 5 received pre- and post-ratings of 5 (out of 6). Participant 6 was
given a lower score on the post-rating compared to the pre-rating. On accuracy and
completeness measures, Participant 6 had the least difference scores in post-
assessment compared to pre-assessment. A lower rating on the post-assessment
was due to a single question; Participant 6 marked "no" when asked to indicate U.S.
citizenship. The admissions counselor reported the accuracy of this question was an
essential part of the application. Participant 2, who had consistently low accuracy
and completion assessment scores, was rated “1” (not prepared) in both pre- and
post-ratings. The post-rating for Participant 2 is interesting because accuracy and completeness assessments were scored higher in the post-assessment, but apparently not enough to produce higher ratings by the admission counselor. One participant (8) was given the highest rating on preparedness for the post-rating. The mean difference rating across participants in post- compared to pre-rating was 1.0.

Figure 2 presents rating data by the DRC representative who rated pre- and post-assessment DRC application forms on accuracy and completeness or well prepared to apply for college. Eight participants post-ratings were higher than pre-ratings. Only Participants 3 and 5 had equal scores on pre- and post-ratings, and those scores were high (“5” and “6”, respectively). Participant 2’s form was rated “1” on pre- and “2” on post-rating. The mean difference rating across participants in post- compared to pre-rating was 2.6.

**Discussion**

The purpose of this study was to determine the extent to which a DI approach teaches 17-18 year old students with SLD to accurately and independently complete required college forms necessary for registration. Given the results, this study demonstrates that DI can teach students to independently complete college application forms that will prepare them for college registration requirements. Low pre-assessment scores substantiate that these participants with SLD struggle with completion and accuracy when completing college application forms. Relatively high post-assessment scores and high ratings of admission counselors and DRC representatives show that increased performance is a function of instruction. These findings should compel high school special educators to identify college application
forms as an instructional target meriting attention for their college-bound students.

Although results were fairly consistent and showed higher accuracy and completeness across forms, some observations are noteworthy. Only one participant (Participant 5) scored 100% for accuracy and completion of one form (DRC). Although many other participants scored above 80% on post-assessments, considerable inaccuracy and incompleteness remained after two sessions of instruction. Teachers may need to allocate additional instruction leading to mastery. On the other hand, instruction was sufficient to produce higher ratings by independent raters for most participant post-instruction forms.

Social validity data in this study were collected only from the perspective of the admissions counselor and DRC representative. No social validity data were collected on participant measures, observations suggested participants were more confident and less intimidated by form completion tasks. Moreover, and perhaps more important, participants filling out the DRC application form became more aware of their disability diagnosis and perhaps had a better understanding of the importance to disclose disability-related information.

Limitations

This study involved only eight participants, far fewer than most adequately powered pretest posttest designs (Cohen, Mannion, & Morrison, 2007). The small n study prevents definitive conclusions regarding the effects of DI or generalization to the population. The results from this study serve only as a pilot study for more extensive research on form completion and accuracy for college-bound students with SLD. Future research may want to consider adding more participants with
greater heterogeneity so that results are more generalizable to the population of college-bound students with SLD.

This study used DI procedures for all participants. It remains unknown what results might have been obtained if a control group had completed a pre- and post-assessment (but without DI). Practice effects may have increased post-assessment scores over pre-assessment scores for a control group. However, it seems unlikely that difference scores would approach those found with the DI procedures.

Findings from this study should not be interpreted to imply increased readiness for college academics. The scope of this study was narrow and limited to demonstrating increased performance on printed forms. Additional research is necessary to assess the academic preparedness of college-bound students with SLD (see Wolanin & Steele, 2004)

**Future Research**

One area of future research should be to continue the search for similar studies in the field of tutorials, college supports, or assistance in filling out college application forms. This is an important topic in postsecondary transition for student with SLD. Any information relating to this field of study would support potential research. A second area of future research should investigate effects of instruction on form completion with a larger, diverse number of participants. The researcher should consider gender percentages, cultural influences, and economic differences. This study could be extended to add more participants to consider gender, cultural, and economic diversity. An alternate approach would be to determine to what extent would gender, cultural, and or economic status directly influences or impact
test results. A third area of future research should be conducted to determine if a relationship exists between students with SLD receiving direct instruction in how to fill out college application forms to students independently registering for college. Would more students with SLD attend college if they could independently fill out complex college forms? This field would benefit if there were a functional relationship determined between these two factors. Finally, future research could compare a group of participants who received DI with another group of participants who did not receive DI in filling out college application forms to determine the effectiveness of the independent variable. Clearly future research is needed in this field of study.
References

Americans with Disabilities Act of 1990, 42 U.S.C (SS) 12101 et seq.


provision to students with disabilities in postsecondary education. *Journal of Vocational Rehabilitation*. 16, 189-198.

Table 1

Summary of Accuracy Results – College Admission Application Form

<table>
<thead>
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<th>Participant</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
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<tr>
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<td>50%</td>
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<td>Participant 2</td>
<td>23%</td>
<td>57%</td>
<td>34%</td>
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<td>Participant 7</td>
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<tr>
<td><strong>Mean scores</strong></td>
<td><strong>44%</strong></td>
<td><strong>80%</strong></td>
<td><strong>36%</strong></td>
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Table 2

*Summary of Completeness Results - College Admission Application Form*

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<th>Pre</th>
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<th>Difference</th>
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</tr>
<tr>
<td>Participant 7</td>
<td>43%</td>
<td>93%</td>
<td>50%</td>
</tr>
<tr>
<td>Participant 8</td>
<td>66%</td>
<td>92%</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Mean scores**

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>60%</strong></td>
<td>85%</td>
<td>25%</td>
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</tbody>
</table>
Table 3

*Summary of Accuracy Results - Disability Resource Application Form*

<table>
<thead>
<tr>
<th>Participant</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 1</td>
<td>56%</td>
<td>88%</td>
<td>32%</td>
</tr>
<tr>
<td>Participant 2</td>
<td>34%</td>
<td>78%</td>
<td>44%</td>
</tr>
<tr>
<td>Participant 3</td>
<td>66%</td>
<td>88%</td>
<td>22%</td>
</tr>
<tr>
<td>Participant 4</td>
<td>66%</td>
<td>93%</td>
<td>27%</td>
</tr>
<tr>
<td>Participant 5</td>
<td>73%</td>
<td>100%</td>
<td>27%</td>
</tr>
<tr>
<td>Participant 6</td>
<td>54%</td>
<td>83%</td>
<td>29%</td>
</tr>
<tr>
<td>Participant 7</td>
<td>44%</td>
<td>76%</td>
<td>32%</td>
</tr>
<tr>
<td>Participant 8</td>
<td>46%</td>
<td>90%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Mean scores</strong></td>
<td><strong>55%</strong></td>
<td><strong>87%</strong></td>
<td><strong>32%</strong></td>
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Table 4

*Summary of Completeness Results - Disability Resource Application Form (Researcher)*

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<th>Pre</th>
<th>Post</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 1</td>
<td>88%</td>
<td>95%</td>
<td>7%</td>
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<tr>
<td>Participant 2</td>
<td>39%</td>
<td>78%</td>
<td>39%</td>
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<td>Participant 3</td>
<td>78%</td>
<td>95%</td>
<td>17%</td>
</tr>
<tr>
<td>Participant 4</td>
<td>85%</td>
<td>98%</td>
<td>13%</td>
</tr>
<tr>
<td>Participant 5</td>
<td>93%</td>
<td>100%</td>
<td>7%</td>
</tr>
<tr>
<td>Participant 6</td>
<td>78%</td>
<td>93%</td>
<td>17%</td>
</tr>
<tr>
<td>Participant 7</td>
<td>63%</td>
<td>90%</td>
<td>27%</td>
</tr>
<tr>
<td>Participant 8</td>
<td>66%</td>
<td>93%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Mean difference score</strong></td>
<td><strong>74%</strong></td>
<td><strong>93%</strong></td>
<td><strong>19%</strong></td>
</tr>
</tbody>
</table>
Figure 1. Data on admission counselor’s pre- and post-assessment rating on college admission application form for each participant, i.e., 1 (not prepared) to 6 (well prepared).

Figure 2. Data on disability resource center representative’s pre- and post-assessment rating on disability resource center application form for each participant, i.e., 1 (not prepared) to 6 (well prepared).
Appendices

Appendix A

Utah State University
Admissions Office
Taggart Student Center Room 102
0160 Old Main Hill
Logan UT 84322-0160
(435) 797-1078; Fax (435) 797-3708

Application for Undergraduate Admission & Scholarships
2013-2014

Apply online: www.usu.edu/admissions

APPLICATION MATERIALS AND DEADLINES
Return completed application, all required official transcripts, test scores, and nonrefundable fee by the "postmarked" deadlines. If applying after admissions deadline, include additional $15 late fee. Scholarship consideration is given only to Fall Semester applicants.

NEW FRESHMAN APPLICANT
Application Materials:
• Application
• Nonrefundable $40 Application Fee ($55 if late)
• High school transcript or GED score
• ACT or SAT Scores
• Official College Transcripts of concurrent enrollment

Admission Deadlines:
• Fall Semester – April 1
• Spring Semester – October 1
• Summer Semester – April 1

Scholarship Deadlines:
• Final – December 1

High School Preparation: Applicants are expected to have completed the college preparatory courses outlined below or complete the requirements during the first 30 semester hours of study at USU.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years (Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 comp/college composition/literature.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 selected from elementary algebra, geometry, intermediate algebra, trigonometry, college or advanced algebra, or calculus (strongly recommended that students take up to at least trigonometry).</td>
</tr>
<tr>
<td>Biological/Physical Sciences</td>
<td>3 science courses that meet either state or local graduation requirements. At least one course must provide a laboratory experience.</td>
</tr>
<tr>
<td>American History</td>
<td>1</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>4 chosen from at least two of the following: history, English, mathematics beyond intermediate algebra, laboratory science, foreign language, social science, and fine arts.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 recommended of the same foreign language.</td>
</tr>
</tbody>
</table>

Admissions Standard: To be admitted in good standing, applicants are expected to have graduated from a regionally accredited high school with a minimum of 2.5 GPA, a minimum ACT score of 18, and a minimum 90 Admissions Index score. All three requirements must be met. For more information on the Admissions Index, go to www.usu.edu/admissions. Applicants whose scores do not meet the standard will be considered on an individual basis. Applicants who have not graduated from high school may apply with a GED in place of the high school transcript. A minimum GED score of 550 (55) is required. Applicants with an Admissions Index score of 95 or above may be admitted to one of Utah State’s Regional Campuses and Distance Education Centers located through the state, www.distance.usu.edu.

TRANSFER STUDENT (also new to USU seeking Second Bachelor's Degree)
Application Materials:
• Application
• Nonrefundable $40 Application Fee ($55 if late)
• Official College Transcripts (HIS transcript & ACT/SAT scores required if less than 24 transferable college credits earned)

Admission Deadlines:
• Fall Semester – June 1
• Spring Semester – October 1
• Summer Semester – April 1

Scholarship Deadlines:
• Final deadline – February 1

RETURNING USU STUDENT (also returning to USU for Second Bachelor's Degree)
Application Materials:
• Application
• Nonrefundable $20 Application Fee ($35 if late)
• College Transcript(s) (from colleges attended since USU)

Admission Deadlines:
• Fall Semester – June 1
• Spring Semester – October 1
• Summer Semester – March 1

Scholarship Deadlines:
• Final deadline – February 1

Admissions Standard: Applicants must meet the minimum GPA requirement for their desired major. Applicants whose GPA does not meet the requirements of their desired major may be offered an "undeclared" major if they have at least a 2.2 GPA and fewer than 60 transfer credits. Applicants with less than 24 semester credits must submit their high school transcript(s) and ACT/SAT scores as part of their application package.

Accreditation: Utah State University is accredited by the Northwest Association of Schools and Colleges and is listed by other accrediting agencies. The complete listing is found in the Utah State General Catalog or catalog.usu.edu.

Security Information: Utah State University’s annual security report is available online at www.usu.edu/police.

Disability Resource Center: USU does not discriminate in the admission or treatment of students on the basis of disability. For information on facilities and services write to the Disability Resource Center, Utah State University, 1011 Old Main Hill, Logan UT 84322-0161, or call (435) 797-3444 (TTY).

Utah State University complies with the Family Educational Rights and Privacy Act. Some general information is considered to be public information. A form to request disclosure of this general information is available at the Registrar’s Office or online at www.usu.edu/registrar/forms. USU also complies with the Student Right-to-Know legislation.

Utah State University is committed to providing equal educational and employment opportunity. For additional information on Equal Opportunity and the Americans with Disabilities Act (ADA), contact: Director, AA/EQ, Utah State University, 1479 Old Main Hill, Logan UT 84322-0167, (435) 797-1286.
PERSONAL INFORMATION

Full Legal Name (Last) ____________________________ (First) ____________________________ (M) ____________________________
Previous Name(s) (if applicable) (Last) ____________________________ (First) ____________________________ (M) ____________________________
Current Mailing Address (Street) ____________________________ (City) ____________________________ (State) ____________________________ (Zip) ____________________________
Telephone Number (______) _______ - _______ Email (required for official communication) ____________________________
Gender [ ] M [ ] F Date of Birth _____________ (mm/dd/yyyy) Place of Birth (City) ____________________________ (State/Country) ____________________________
Social Security Number ____________________________
U.S. Citizen [ ] Yes [ ] No [ ] Resident Alien Number (please type): ____________________________ Other ____________________________ (visa type if applicable)
[ ] Yes [ ] No I certify under penalty of perjury that I am either a United States citizen, or a qualified alien that is lawfully present in the United States. (For scholarship consideration only. You can still be considered for admission even if you cannot certify.)
Marital Status: [ ] Single [ ] Married [ ] I am a veteran
Religious Affiliation: ____________________________ Native Language: ____________________________
Family members who have attended Utah State University: [ ] Father [ ] Mother [ ] Spouse [ ] Grandparent(s) [ ] Sibling(s)
Ethnic Category: [ ] Not Hispanic or Latino [ ] Hispanic or Latino
Race (select all that apply): [ ] American Indian/Alaska Native [ ] Asian [ ] Black/African American [ ] Native Hawaiian/Other Pacific [ ] White
[ ] Yes [ ] No Have you ever been convicted of a felony or misdemeanor other than a minor traffic violation, or is any such charge now pending against you? IF YES, fill out the form online at: www.usu.edu/admissions/background. If your answer changes prior to enrollment, you must promptly contact the Office of Admissions to provide an explanation.

CONTACT INFORMATION

Please list both living parents and/or spouse or other emergency contact.

[ ] Emergency Contact [ ] Emergency Contact [ ] Emergency Contact
Father’s Name ____________________________ Mother’s Name ____________________________ Other (optional) ____________________________
Street ____________________________ Street ____________________________ Street ____________________________
City/State/Zip ____________________________ City/State/Zip ____________________________ City/State/Zip ____________________________
Telephone ____________________________ Telephone ____________________________ Telephone ____________________________
Email ____________________________ Relationship ____________________________

EDUCATIONAL INFORMATION

High School last attended: ____________________________ City/State ____________________________ Dates Attended ____________________________
Did or will you graduate from high school? [ ] Yes [ ] No Actual or expected graduation date (mo/yr.) ____________________________
Have you passed the GED? [ ] Yes [ ] No Date taken (mo/yr.) ____________________________

If currently a senior in high school, please list all 12th grade English, math, science, and history courses you will complete before attending USU.

English ____________________________ Math ____________________________ Science ____________________________ History ____________________________

COLLEGE INFORMATION

List in chronological order all colleges and universities attended (include USU & USU Eastern). Failure to list all previous colleges or universities may result in dismissal from the university. Send official transcripts from each school directly to the Utah State University Admissions Office.

Name of Institution ____________________________ City/State ____________________________ Dates Attended (from mo/yr to mo/yr) ____________________________ Grad Date ____________________________

__________________________ ____________________________ ____________________________ ____________________________

__________________________ ____________________________ ____________________________ ____________________________

__________________________ ____________________________ ____________________________ ____________________________
ENROLLMENT INFORMATION

Check the semester you are applying for:

☐ Fall Semester of (Year) _________  ☐ Spring Semester of (Year) _________  ☐ Summer Semester of (Year) _________

I am planning to attend courses at:  ☐ USU Logan Campus  ☐ USU Eastern Campus (Price  Blanding)

OR, I am planning to attend courses at the following USU Regional Campus or Distance Education Center:

☐ Beaver  ☐ Ephraim  ☐ Loa  ☐ Monument Valley  ☐ Salt Lake City
☐ Brigham City  ☐ Heber  ☐ Miford  ☐ Nephi  ☐ Tooele
☐ Blanding  ☐ Junction  ☐ Moab  ☐ Orem  ☐ Tremonton
☐ Castle Dale  ☐ Kanab  ☐ Montezuma Creek  ☐ Park City  ☐ Utah Basin
☐ Kayesville  ☐ Monticello  ☐ Price  ☐ Online
☐ Other

Intended Field of Study (see list on reverse side of this page):

I am applying as a  ☐ New Freshman  ☐ Transfer  ☐ Returning USU Student (last semester attended) _________

For what purpose are you taking classes at USU?

☐ Earn a bachelor degree  ☐ Earn a postgraduate endorsement. Please specify:
☐ Earn an associate degree  ☐ Earn prerequisites for a graduate program
☐ Earn a certificate  ☐ Personal Enrichment
☐ Earn a second bachelor's degree

Are you a first generation college student?  ☐ Yes  ☐ No (Check "Yes" if neither of your parents received a bachelor's degree before you were 16 years old.)

Are you a reentry student?  ☐ Yes  ☐ No (Check "Yes" if gap of five years or more in higher education)

Have you ever been expelled, suspended, disciplined, placed on probation, or are you ineligible to return to any high school or college?  ☐ Yes  ☐ No  IF YES, attach a detailed statement of explanation.

RESIDENCY QUESTIONNAIRE  This section is used to help determine your correct tuition status. Information about Utah Residency for Tuition Purposes is available at www.usu.edu/admissions/residency. If you do not complete this section, you will likely be coded a nonresident.

Are you a resident of Utah?  ☐ Yes  ☐ No  Are you registered to vote in Utah?  ☐ Yes  ☐ No

Do you have a Utah Driver's license?  ☐ Yes  ☐ No  Driver's license state _______________

Do either of your parents live in Utah?  ☐ Yes  ☐ No  Did you graduate from a Utah high school?  ☐ Yes  ☐ No

I have lived in Utah continuously from: _______ to the present time.

CIBIA Census Number (Certificate of Indian Blood): _______________ Tribal Affiliation (if applicable): _______________

List what you have been doing (e.g., employment, school, military, etc.) and where you have been for the past three years. Please be specific and include coverage for all months.

From (month/year) To (month/year)  Employer, School or Activity  City and State


INFORMATION REQUEST  I am interested in receiving more information about the following:

☐ On-campus housing and meal plans  ☐ Student life and leadership  ☐ Honors Program

APPLICANT SIGNATURE (Required)

I certify that all information submitted on this application is complete and true to the best of my knowledge. Knowingly falsifying or withholding information may result in loss of credit, revocation of admission, or dismissal. I agree to abide by the USU Student Code of Conduct (www.usu.edu/studentservices/studentcode).

<table>
<thead>
<tr>
<th>Applicant Name (Please Print)</th>
<th>Applicant Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

For Office Use Only

<table>
<thead>
<tr>
<th>Year of Entry</th>
<th>Action Code</th>
<th>Action Date</th>
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</thead>
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<td>Tuition Status</td>
<td>Department</td>
<td>ACT</td>
</tr>
<tr>
<td>GPA</td>
<td>CE</td>
<td>Committee</td>
<td>Index</td>
</tr>
</tbody>
</table>
### USU Undergraduate Majors

Majors are listed under their respective colleges. All majors offer bachelor degrees except those marked: [Cert] for Certificate Program; [AAS] for Associate of Applied Science; and [Pre] for Pre Program Only. Majors are subject to change.

#### College of Agriculture
- Agriculture Business
- Agricultural Communications & Journalism
- Agricultural Economics
- Agriculture Machinery-Tech. (AAS/Cert.)
- Agriculture Systems Technology
- Agriculture Education
- Animal, Dairy, & Veterinary Science
  - Animal Science Emphasis
  - Animal Science Emphasis w/ Pre-Veterinary Medicine
- Aquaculture Science Emphasis
- Equine Science & Management Emphasis
- Aviation Tech. Maintenance Mgmt.
- Aviation Tech. Professional Pilot
- Environmental and Natural Resources Economics
- Environmental Soil/Water Science
- Family and Consumer Science Education
- General Agriculture Undecided [Pre]
- General Technology
- International Agribusiness
- Landscape Architecture & Environmental Planning
- Nutritional Sciences & Food Science
  - Dietetics Emphasis
  - Food Science Emphasis
  - Food Technology Management Emphasis
  - Nutrition Science Emphasis
- Ornamental Horticulture (AAS/Cert.)
- Plant Science
- Residential Landscape Design & Construction Technology and Engineering Education
- Cabin College of the Arts
  - Art
    - Art and Design Emphasis
    - Art Education Emphasis
  - Architecture Emphasis
  - Design Emphasis
  - Fine Arts Emphasis
  - Graphic Design Emphasis
  - History of Art Emphasis
  - Interior Design
  - Music Performance Education
  - Musical Theater Emphasis
  - Theatre Arts (Department Audition Required)

#### College of Education and Human Services
- Eccles Jones College of Education and Human Services
  - Communicative Disorders & Deaf Ed.
  - Early Childhood Education (ECEOD Dept.)
  - Elementary Education (ECED Dept.)
  - Family and Consumer, & Human Development
  - Family & Consumer Science
  - Family Life Studies
  - Health Education & Promotion
  - Human Development Emphasis
  - Human Movement Science
  - Human Resource Management
  - Human Sciences Emphasis
  - School Health Emphasis

#### College of Humanities and Social Sciences
- American Studies
- Anthropology
- Art History
- English
- Fine Arts Emphasis
- French
- French Education Emphasis
- German
- German Education Emphasis
- History
- History Education Emphasis
- Italian
- Japanese
- Japanese Education Emphasis
- Latin
- Latin American Studies
- Linguistics
- Literature
- Philosophy
- Political Science
- Religious Studies
- Social Work
- Sociology
- Spanish
- Spanish Education Emphasis
- Speech Communication

#### Jon M. Huntsman School of Business
- Accounting
- Administration
- Business Administration
- Economics
- Finance
- International Business
- Management Information Systems
- Marketing

#### College of Engineering
- Biological Engineering
- Civil Engineering
- Computer Engineering
- Computer Science
- Electrical Engineering
- Environmental Engineering
- Engineering Undecided [Pre]
- Mechanical Engineering
- Mechanical Engineering
- Mechanical Aerospace Engineering

#### S.J. and Jessie E. Quinney College of Natural Resources
- Conservation and Restoration Ecology
- Environmental Studies
- Forestry and Wildlife Ecology

#### College of Science
- Applied Environmental Geoscience
- Biochemistry
- Biological Science Composite Teaching
- Biology (Premedical, Preprofessional, Prehealth Professions Programs)
  - Biological Science Emphasis
  - Biology Education Emphasis
  - Environmental Emphasis
- Chemistry
- Chemistry Education
- Composite Mathematics Emphasis
- Composite Physical Science/Chemistry
- Composite Physical Science/Physics
- Geology
- Mathematics
- Mathematics Education

#### Admissions Index

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<th>SAT Math</th>
<th>ACT</th>
<th>GPA</th>
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<td>10</td>
<td>2.1</td>
<td>810</td>
<td>2.1</td>
</tr>
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</table>

#### General
- Undeclared [Pre] (Must have less than 60 credits)
- Undeclared Allied Health [Pre]

#### Military Program [Not a Major]
- Air Force ROTC (Contract Aerospace Studies Dept)
- Army ROTC (Contact Military Science Dept)
Appendix B

Disability Resource Center
Application for Services

If you need help completing this application, bring it with you to the interview.

Student ID# ___________________________ Today’s Date: ________________

Last Name: ___________________________ First Name: ___________________ M.I. ______

(Preferred Name: _____________________) Email: __________________________

Street Address: ____________________________

City: ___________________________ State: __________ ZIP Code: ______________

Primary Phone: ___________________________ Other Phone: ________________

Optional:

Birth Date: ________________ Gender: M ____ F ____ Ethnicity: ________________

When are you planning to start classes (Semester): ______________ Which Campus? __________

What is your major? __________________________________ Check if Undecided __________

Are you concurrently enrolled (taking SLCC classes but still enrolled in high school)? Y ____ N ____

Are you being sponsored by: Voc Rehab ____ Veterans ____ Other (specify): ________________

Are you a Utah resident? Y_____ N ____ Are you a veteran? Y _____ N ____

High School Attended: ___________________________ Year Graduated: ____________

Were you in special education classes or resource classes? Y _____ N ____

Do you have an IEP? YES____ NO____

What kind of help did you receive in high school? ________________________________

List other colleges you attended: ___________________________________ Date ________

List services you received: ________________________________________________
DISABILITY AND CONTACT INFORMATION

Please describe your disability (check if this is a military related disability: __________)

______________________________________________________________________________

______________________________________________________________________________

How can the DRC help you? ______________________________________________________

______________________________________________________________________________

______________________________________________________________________________

It might be necessary to talk with doctors, therapists, counselors, family members, or other individuals who are familiar with your disability. In order to do so, we need your written permission. Please list the individuals with whom we may speak:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency contact: ____________________________</td>
<td></td>
</tr>
<tr>
<td>Medical doctor: ______________________________</td>
<td></td>
</tr>
<tr>
<td>Psychologist/Therapist: ________________________</td>
<td></td>
</tr>
<tr>
<td>Vocational Rehabilitation/Veterans Counselor:</td>
<td></td>
</tr>
<tr>
<td>Family Member: ________________________________</td>
<td></td>
</tr>
<tr>
<td>Other (Specify): ______________________________</td>
<td></td>
</tr>
</tbody>
</table>

PLEASE READ AND SIGN

I authorize the DRC to receive, discuss, and seek clarification regarding my disability, limitations, medications and related medical information as well as the accommodations and services provided by SLCC with the individuals listed above. I understand that authorizations for the individuals listed above are valid during my enrollment at the college but may be terminated by me, at any time, through a written notice to the DRC. I also understand that the DRC will keep all information confidential and will share information with college representatives only on a specific, need-to-know basis as allowed under ADA.

Student signature_______________________________________ Date__________
Please read each of the following statements and indicate your understanding by initialing each item. If you have questions, please ask Disability Resource Center advisor.

___ 1) You are not eligible for services until you complete an application and provide documentation regarding your disability to the Salt Lake Community College Disability Resource Center (DRC). Documentation needs to be specific to the accommodations or services you request.

___ 2) Accommodations are approved on a class-by-class basis. They are renewed each semester.

   You need to meet with your advisor or whenever your schedule changes and you need to request and/or drop accommodations.

   If you have questions or problems with your accommodations, it is your responsibility to contact the DRC as soon as possible. Problems can NOT be solved retroactively.

___ 3) If your accommodations include an in-class service provider, such as a sign language interpreter or scribe, you need to contact the DRC if you will be more that 15 minutes late or will not attend class.

   If you are not in class within 15 minutes of start time, the service provider may leave the class.

   Three consecutive missed classes may result in a suspension of services, and you will need to meet with your DRC advisor to request your services be reinstated.

___ 4) If your accommodations include a peer note taker, you need to be in class to receive notes.

   Note takers are instructed to provide notes only for the days you are in class.

___ 5) If your accommodations or services include equipment checkout, you are responsible to return it in good condition by the due date specified on your checkout contract.

   You need to notify the DRC immediately if the equipment is lost, stolen, or stops working properly.

   You may be responsible to pay for lost or stolen equipment.

   Failure to return equipment on time in good working order may result in a hold being placed on your school registration and records.

___ 6) Attendance are regulated by Faculty as outlined in their syllabi. DRC advisors do not have the authority to excuse absence from class.

   Although DRC cannot excuse absences, please notify the DRC if you receive in-class services and if you anticipate an extended absence from school.

___ 7) You have the right to make a complaint or file a grievance at any time. Your advisor can assist you. You may also find information on how to file a complaint on the DRC website.

Please print your name here ___________________________ Date ______________

Advisor Initials:

4600 South Redwood Road
Salt Lake City, UT 84123
957-4659 voice, 957-4646 TTY, 957-4947 FAX
South City Campus FAX 957-3398
Services Provided

1. Adaptive Equipment: The DRC makes the following adaptive equipment available as a service for students to check out: tape recorders, Comtek's (FM systems), spellers, voice spellers, calculators, talking calculators.

2. Adaptive Furniture: The DRC can provide the following types of adaptive furniture to accommodate students: chairs, tables, adjustable tables, and other furniture, can be placed in classrooms upon request.

3. Assistive Technology: The DRC can provide special assistive software: Dragon Dictate or Dragon Naturally Speaking (voice recognition software), JAWS (screen reading software), and ZOOM Text (screen enlargement software).

4. Alternative Text: The DRC can provide alternatives for text-based materials: Enlarged text, audio material for tape players, CD, MP3, iPod, brailled text, Kurzweill software for creating digitized text and audio materials.

5. Readers/Scribes: The DRC can provide the services of an in-class reader or scribe. Services for study time and other required activities may also be authorized by advisors.

6. Interpreters: The DRC can provide interpreters for students in all classes available through SLCC. Assignment of interpreters will be made at the discretion of the DRC while taking into account the difficulty of the class, the skill level (i.e., certification level) of the interpreter and the needs of the student.

7. Stenographers and Captioning: Real time captioning, stenographic services or electronic note taking devices are available. Such services may be provided as an alternative to interpreting services or in cases when typed notes are required to accommodate students with specific limitations.

8. Note Takers: Individual note takers can be provided to students who have difficulty taking their own notes, where the use of tape recorders is not sufficient. Note taking services are provided to students in the classroom, and other required classroom situations.

9. Examination Accommodations: Can be provided based on the limitations of the disability. This may include: extra time, minimal distraction, alternative test formats and equipment.

Services NOT Provided

1. Tutoring Services: Tutoring is not considered an accommodation under ADA. However, a wide variety of tutoring services are provided by the college to all students. Tutoring can also be obtained from other agencies.

2. Personal Aides and Services: The DRC does not provide attendants, transportation assistance, or services of a personal nature. Students need to make personal arrangements or seek assistance from community resources for such services.

3. Diagnostic Evaluations: It is the student’s responsibility to obtain documentation which support student claims for accommodations, and provide copies to the DRC prior to receiving any services.
### COLLEGE ADMISSIONS APPLICATION - COMPLETENESS

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<thead>
<tr>
<th>Line 1</th>
<th>Last Name:</th>
<th>Complete: response</th>
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<tr>
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<td></td>
</tr>
<tr>
<td>Middle:</td>
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<tbody>
<tr>
<td>First Name:</td>
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</tr>
<tr>
<td>Middle:</td>
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<th>Line 3</th>
<th>Street Address:</th>
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<tbody>
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<tr>
<td>Date of Birth:</td>
<td>Complete: response</td>
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<td></td>
</tr>
<tr>
<td>Place of Birth (City):</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
<td></td>
</tr>
<tr>
<td>State/Country:</td>
<td>Complete: response</td>
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<td></td>
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</table>
Social Security: □ Complete: response □ Incomplete: blank

U.S. Citizen: □ Complete: response □ Incomplete: blank

Resident Alien #: □ Complete: response □ Incomplete: blank

Other: □ Complete: response □ Incomplete: blank

Citizen: □ Complete: response □ Incomplete: blank

Marital Status: □ Complete: response □ Incomplete: blank

I am a veteran □ Complete: no response □ Incomplete: blank

Religious: □ Complete: response □ Incomplete: blank

Native Lang: □ Complete: response □ Incomplete: blank

Family member: □ Complete: response □ Incomplete: blank

Ethnicity: □ Complete: response □ Incomplete: blank

Race: □ Complete: response □ Incomplete: blank

Conviction: □ Complete: response □ Incomplete: blank

Emergency Contact: □ Complete: response □ Incomplete: blank

Father's Name: □ Complete: response □ Incomplete: blank

Street: □ Complete: response □ Incomplete: blank

City/State/Zip: □ Complete: response □ Incomplete: blank

Telephone: □ Complete: response □ Incomplete: blank

E-mail: □ Complete: response □ Incomplete: blank
Line 15
Mother's Name: □ Complete: response □ Incomplete: blank
Street: □ Complete: response □ Incomplete: blank
City/State/Zip: □ Complete: response □ Incomplete: blank
Telephone: □ Complete: response □ Incomplete: blank
E-mail: □ Complete: response □ Incomplete: blank

Line 16
Other: □ Complete: response □ Incomplete: blank
Street: □ Complete: response □ Incomplete: blank
City/State/Zip: □ Complete: response □ Incomplete: blank
Telephone: □ Complete: response □ Incomplete: blank
Relationship: □ Complete: response □ Incomplete: blank

Line 17
High School: □ Complete: response □ Incomplete: blank
City/State: □ Complete: response □ Incomplete: blank
Dates attended: □ Complete: response □ Incomplete: blank

Line 18
Graduate: □ Complete: response □ Incomplete: blank
Expected Date: □ Complete: response □ Incomplete: blank

Line 19
GED: □ Complete: response □ Incomplete: blank
Date taken: □ Complete: response □ Incomplete: blank

Line 20 - Seniors ONLY (researcher will confirm) – Junior complete: N/A or dash
English: □ Complete: response □ Incomplete: blank
Math: □ Complete: response □ Incomplete: blank
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<tr>
<td>23</td>
<td>Year</td>
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<td>24</td>
<td>USU Campus: OR Regional Campus</td>
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</tr>
<tr>
<td>25</td>
<td>Field of Study: Applying</td>
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<td>26</td>
<td>Purpose</td>
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<td>First Generation Re-entry</td>
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<td>28</td>
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<td>29</td>
<td>Utah Resident</td>
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<td>30</td>
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<td>License state</td>
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<td></td>
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</table>
Line 31
Utah Resident: ☐ Complete: response ☐ Incomplete: blank
Graduate UT HS: ☐ Complete: response ☐ Incomplete: blank

Line 32
Live in Utah: ☐ Complete: response ☐ Incomplete: blank

Line 33
Census Number: ☐ Complete: response ☐ Incomplete: blank
Tribal Affiliation: ☐ Complete: response ☐ Incomplete: blank

Line 34 - Last Three Years
From: ☐ Complete: response ☐ Incomplete: blank
Employer, School: ☐ Complete: response ☐ Incomplete: blank
City and State: ☐ Complete: response ☐ Incomplete: blank

Line 35
Interest: ☐ Complete: response ☐ Incomplete: blank

Line 36
Applicant Name: ☐ Complete: response ☐ Incomplete: blank
Applicant Signature: ☐ Complete: response ☐ Incomplete: blank
Date: ☐ Complete: response ☐ Incomplete: blank

Line 37
Office Use Only: ☐ Complete: blank ☐ Incomplete: response

SCORING
Participant #: ____
Score: ____/83
Percentage ______%
### Appendix D

<table>
<thead>
<tr>
<th>Line 1</th>
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<tr>
<td><strong>Last Name:</strong></td>
<td>□ Accurate: last name capitalized, name spelled correctly</td>
<td>□ Inaccurate: blank or last name not capitalized or spelled incorrectly</td>
</tr>
<tr>
<td><strong>First Name:</strong></td>
<td>□ Accurate: first name capitalized and name spelled correctly</td>
<td>□ Inaccurate: blank or first name not capitalized, or name spelled incorrectly</td>
</tr>
<tr>
<td><strong>Middle:</strong></td>
<td>□ Accurate: Initial of middle name abbreviated with a period (example S. or A.), N/A, or a dash (for participant with no middle name)</td>
<td>□ Inaccurate: middle name spelled out, middle initial not capitalized or abbreviated</td>
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</table>

<table>
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<tr>
<th>Line 2</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Previous Last Name:</strong></td>
<td>□ Accurate: N/A or a dash (not participant will have a previous name)</td>
<td>□ Inaccurate: blank</td>
</tr>
<tr>
<td><strong>First Name:</strong></td>
<td>□ Accurate: N/A or a dash (not participant will have a previous name)</td>
<td>□ Inaccurate: blank</td>
</tr>
<tr>
<td><strong>Middle:</strong></td>
<td>□ Accurate: N/A or a dash (not participant will have a previous name)</td>
<td>□ Inaccurate: blank</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Street Address:</strong></td>
<td>□ Accurate: correct address used see list for participant’s accurate address, correct capitalization of street name, proper use of abbreviation for directions (S. for South, N. for North), or use of abbreviation spelled out with proper capitalization (North or South), proper use of abbreviation for Road, Drive, or Avenue (Rd., Dr., or Ave.)</td>
<td>□ Inaccurate: blank</td>
</tr>
</tbody>
</table>
☐ Inaccurate: missing house numbers, inaccurate address listed, incorrect capitalization for street name, incorrect abbreviation (for example S with no period), spelling errors, incorrect abbreviation for Road, Drive, or Avenue (for example Rd with no period)

City: ☐ Accurate: city capitalized and spelled correctly
☐ Inaccurate: blank or city not capitalized and misspelled

State: ☐ Accurate: state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized
☐ Inaccurate: state abbreviated incorrectly (Ut, Ut., UT., or U.T.), state spelled incorrectly, state not capitalized

ZIP Code: ☐ Accurate: correct zip code listed
☐ Inaccurate: blank or incorrect zip code

Line 4
Primary Phone: ☐ Accurate: number listed with area code in parenthesis and a dash (for example (801) _ _ _ - ___ ___ ___)
☐ Inaccurate: missing phone number, no use of parenthesis, no dash in phone number

E-mail: ☐ Accurate: a professional e-mail (appropriate name), use @ (example @yahoo.com)
☐ Inaccurate: blank, an inappropriate e-mail account listed

Line 5
Gender: ☐ Accurate: correct box checked M – male or F – female
☐ Inaccurate: blank or no box checked

Date of Birth: ☐ Accurate: month, date, and year listed – all four digits (mm/dd/yyyy)
☐ Inaccurate: blank or missing month, date or year, year including only two digits

Place of Birth (City) ☐ Accurate: city capitalized and spelled correctly
☐ Inaccurate: blank or city not capitalized and misspelled
State/Country:  □ Accurate: state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized / County abbreviated (UT/USA)

□ Inaccurate: state abbreviated incorrectly (Ut, Ut., UT., or U.T.), state spelled incorrectly, state not capitalized, country missing, not abbreviated

Line 6
Social Security:  □ Accurate: Participant number listed or coded with last four digits (XXX-XX-1234)

□ Inaccurate: blank, N/A, or a dash

Line 7
U.S. Citizen:  □ Accurate: correct box checked Y – yes or N– no (all participant should check yes)

□ Inaccurate: blank or N - no box checked

Resident Alien #:  □ Accurate: N/A or dash (no students are have an alien number)

□ Inaccurate: blank or a number listed

Other:  □ Accurate: N/A or a dash

□ Inaccurate: blank or a number listed

Line 8
Citizen:  □ Accurate: correct box checked Y – yes or N– no (all participant should check yes)

□ Inaccurate: blank or N - no box checked

Line 9
Marital Status:  □ Accurate: correct box checked- single (all participant should check single)

□ Inaccurate: blank or married box checked

I am a veteran  □ Accurate: veteran box not checked

□ Inaccurate: checked veteran box

Line 10
Religious:  □ Accurate: religion listed, capitalized and spelled correctly, N/A or dash

□ Inaccurate: blank or capitalization and spelling errors
<table>
<thead>
<tr>
<th>Line</th>
<th>Field</th>
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<th>Inaccurate</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>Family member</td>
<td>One or more boxes checked or left blank</td>
<td>Blank or capitalization and spelling errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Ethnicity</td>
<td>Correct box checked (researcher will confirm)</td>
<td>Incorrect box checked</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Race</td>
<td>Correct race box checked (researcher will confirm)</td>
<td>Incorrect race checked</td>
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<td></td>
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<tr>
<td>12</td>
<td>Conviction</td>
<td>Correct box checked (researcher will confirm)</td>
<td>Incorrect box checked</td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>Emergency Contact</td>
<td>Checked one or more of the three boxes for an emergency contact</td>
<td>No box checked</td>
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<tr>
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</tr>
<tr>
<td>14</td>
<td>Father's Name</td>
<td>First and last name capitalized, name spelled correctly</td>
<td>Blank, first or last name not capitalized or spelled incorrectly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Street</td>
<td>Correct address used see list for participant’s accurate address, correct capitalization of street name, proper use of abbreviation for directions (S. for South, N. for North), or use of directions spelled out with proper capitalization (North or South), proper use of abbreviation for Road, Drive, or Avenue (Rd., Dr., or Ave.)</td>
<td>Missing house numbers, inaccurate address listed, incorrect capitalization for street name, incorrect abbreviation (for example S with no period), spelling errors, incorrect abbreviation for Road, Drive, or Avenue (for example Rd with no period)</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
City/State/Zip: □ Accurate: city capitalized and spelled correctly, state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized, and correct zip code listed

□ Inaccurate: blank or city not capitalized and misspelled, state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized, blank or incorrect zip code

Telephone: □ Accurate: number listed with area code in parenthesis and a dash (for example (801) _ _ _ - __ __ __ ___ )

□ Inaccurate: missing phone number, no use of parenthesis, no dash in phone number

E-mail: □ Accurate: a professional e-mail (appropriate name), use @ (example: ______@yahoo.com)

□ Inaccurate: blank, an inappropriate e-mail account listed

Mother’s Name: □ Accurate: first and last name capitalized, name spelled correctly

□ Inaccurate: blank, first or last name not capitalized or spelled incorrectly

Street: □ Accurate: correct address used see list for participant’s accurate address, correct capitalization of street name, proper use of abbreviation for directions (S. for South, N. for North), or use of directions spelled out with proper capitalization (North or South), proper use of abbreviation for Road, Drive, or Avenue (Rd., Dr., or Ave.)

□ Inaccurate: missing house numbers, inaccurate address listed, incorrect capitalization for street name, incorrect abbreviation (for example S with no period), spelling errors, incorrect abbreviation for Road, Drive, or Avenue (for example Rd with no period)

City/State/Zip: □ Accurate: city capitalized and spelled correctly, state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized, and correct zip code listed

□ Inaccurate: blank or city not capitalized and misspelled, state abbreviation listed both letter capitalized (UT), state
spelled out correctly and capitalized, blank or incorrect zip code

Telephone: □ Accurate: number listed with area code in parenthesis and a dash (for example (801) __ __ - ___ ___ ___ ___ )

□ Inaccurate: missing phone number, no use of parenthesis, no dash in phone number

E-mail: □ Accurate: a professional e-mail (appropriate name), use @ (example: _____@yahoo.com)

□ Inaccurate: blank, an inappropriate e-mail account listed

Line 16
 Other: □ Accurate: first and last name capitalized, name spelled correctly

□ Inaccurate: blank, first or last name not capitalized or spelled incorrectly

Street: □ Accurate: correct address used see list for participant’s accurate address, correct capitalization of street name, proper use of abbreviation for directions (S. for South, N. for North), or use of directions spelled out with proper capitalization (North or South), proper use of abbreviation for Road, Drive, or Avenue (Rd., Dr., or Ave.)

□ Inaccurate: missing house numbers, inaccurate address listed, incorrect capitalization for street name, incorrect abbreviation (for example S with no period), spelling errors, incorrect abbreviation for Road, Drive, or Avenue (for example Rd with no period)

City/State/Zip: □ Accurate: city capitalized and spelled correctly, state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized, and correct zip code listed

□ Inaccurate: blank or city not capitalized and misspelled, state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized, blank or incorrect zip code

Telephone: □ Accurate: number listed with area code in parenthesis and a dash (for example (801) __ __ - ___ ___ ___ ___ )
Inaccurate: missing phone number, no use of parenthesis, no dash in phone number

Relationship: Accurate: a professional e-mail (appropriate name), use @ (example: _____@yahoo.com)

Inaccurate: blank, an inappropriate e-mail account listed

Line 17
High School: Accurate: Syracuse High School or Syracuse High (correct capitalization and spelling)

Inaccurate: blank or capitalization or spelling error

City/State: Accurate: city capitalized and spelled correctly/ state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized

Inaccurate: blank or city not capitalized and misspelled/ state abbreviated incorrectly (Ut, Ut., UT., or U.T.), state spelled incorrectly, state not capitalized

Dates attended: Accurate: junior (2011-2014) or senior (2010-2013) or shorter period for transfer students (researcher will confirm)

Inaccurate: blank, N/A, or a dash, incorrect dates listed

Line 18
Graduate: Accurate: checked a box

Inaccurate: no box checked

Expected Date: Accurate: date listed in month and year (June 2013 or June 7, 2013 comma required)

Inaccurate: blank or capitalization or spelling error, no comma between date/year

Line 19
GED: Accurate: all students should check - No

Inaccurate: blank

Date taken: Accurate: blank, N/A or dash

Inaccurate: blank, N/A, or dash

Line 20 - Seniors ONLY (researcher will confirm)
English: Accurate: correct class
Math: □ Accurate: correct class listed
□ Inaccurate: blank, N/A, or dash

Science: □ Accurate: correct class listed
□ Inaccurate: blank, N/A, or dash

History: □ Accurate: correct class listed
□ Inaccurate: blank, N/A, or dash

Line 21
College: □ Accurate: N/A or dash for the entire responses (no participant has attended college)
□ Inaccurate: blank

Line 22
Semester: □ Accurate: semester checked, year listed (2013 or 2014)
□ Inaccurate: no box checked or box check and no year listed

Line 23
Campus: □ Accurate: USU campus box check or extension site checked
□ Inaccurate: black, no box checked or boxed check for USU campus and regional site

Regional Campus: □ Accurate: region campus box check or USU site checked
□ Inaccurate: black, no box checked or boxed check for USU campus and regional site

Line 24
Field of Study: □ Accurate: field listed from reference page (researcher will confirm)
□ Inaccurate: blank, N/A, or dash, field list – not offered at USU

Applying: □ Accurate: New Freshman check
□ Inaccurate: blank or other option checked

Line 25
Purpose: □ Accurate: One or more boxes checked
Line 26
First Generation
☐ Inaccurate: no boxes checked
☐ Accurate: Yes or No checked

Line 27
Re-entry:
☐ Inaccurate: blank or no box checked
☐ Accurate: all students should check - No

Line 28
Expelled:
☐ Inaccurate: blank or participant checked –Yes
☐ Accurate: checked Yes or No (researcher will confirm)

Line 29
Utah Resident:
☐ Inaccurate: blank or no box checked
☐ Accurate: all students should check - Yes
☐ Inaccurate: blank or participant checked – No

Registered Voter:
☐ Accurate: checked – Yes or No
☐ Inaccurate: black or no box checked

Line 30
Driver’s license:
☐ Inaccurate: blank or incorrect box checked
☐ Accurate: Checked – Yes or No (researcher can confirm)

License state:
☐ Inaccurate: state abbreviated incorrectly (Ut, Ut., UT., or U.T.), state spelled incorrectly, state not capitalized
☐ Accurate: state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized

License Number:
☐ Inaccurate: Yes – box checked and license number missing; No box checked and a license number listed
☐ Accurate: If Yes – box checked – license number needed (9-digit number); If No –box checked – N/A or dash

Line 31
Utah Resident:
☐ Inaccurate: blank or no box checked
☐ Accurate: checked – Yes or No

Graduate UT HS:
☐ Inaccurate: blank or no box checked
☐ Accurate: checked – Yes or No

Line 32
Live in Utah:  □ Accurate: month and year listed, correct capitalization and spelling

□ Inaccurate: blank, N/A, dash, or incorrect capitalization and spelling

Line 33
Census Number:  □ Accurate: N/A or dash

□ Inaccurate: blank or number listed (no students have a census number)

Tribal Affiliation:  □ Accurate: N/A or dash (does not apply to participants)

□ Inaccurate: tribe listed, capitalized or spelled incorrectly

Line 34 - Last Three Years
From:  □ Accurate: listed month/year to month/year, capitalization and spelled correctly

□ Inaccurate: blank or capitalization or spelling errors

Employer, School:  □ Accurate: employer, school, or activity listed, capitalization or spelled correctly

□ Inaccurate: blank or capitalization or spelled incorrectly

City and State:  □ Accurate: city capitalized and spelled correctly, state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized, comma between city and state

□ Inaccurate: blank or city not capitalized and misspelled, state abbreviation listed both letter capitalized (UT), state capitalized and spelled out correctly, no comma between city and state

Line 35
Interest:  □ Accurate: box checked

□ Inaccurate: blank, no box checked

Line 36
Applicant Name:  □ Accurate: name printed, first and last name capitalized and spelled correctly

□ Inaccurate: blank, signature or capitalization and spelling errors

Applicant Signature:  □ Accurate: signature signed
☐ Inaccurate: blank or name printed

Date: ☐ Accurate: month, year, capitalized and spelled correctly

☐ Inaccurate: blank or missing day, month, or year – capitalization or spelling errors

Line 37
Office Use Only: ☐ Accurate: nothing listed in this section

☐ Inaccurate: something written in this section

<table>
<thead>
<tr>
<th>SCORING</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Score: _____/83</td>
</tr>
<tr>
<td>Percentage: _______ %</td>
</tr>
</tbody>
</table>

55
### Appendix E

#### DISABILITY RESOURCE CENTER APPLICATION - COMPLETENESS

<table>
<thead>
<tr>
<th>Line</th>
<th>Field</th>
<th>Complete: response</th>
<th>Incomplete: blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participant ID#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Today's Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Last Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>First Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Middle Initial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Preferred Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>E-mail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Street Address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>City</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ZIP Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Primary Phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Other Phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Birth Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line 8</td>
<td>Start classes:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Line 9</td>
<td>Which Campus?</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 10</td>
<td>Concurrent:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 11</td>
<td>Sponsor:</td>
<td>Complete: response or no response</td>
<td></td>
</tr>
<tr>
<td>Line 12</td>
<td>Utah resident?</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 13</td>
<td>High School:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 14</td>
<td>Year Graduated:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 15</td>
<td>Special Education:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 16</td>
<td>IEP:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 17</td>
<td>What kind of help?</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 18</td>
<td>Other colleges:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 19</td>
<td>Date:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 20</td>
<td>Services:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
<tr>
<td>Line 21</td>
<td>Disability:</td>
<td>Complete: response</td>
<td>Incomplete: blank</td>
</tr>
</tbody>
</table>
Line 20
DRC help?  □ Complete: response  □ Incomplete: blank

Line 21
Name:      □ Complete: response  □ Incomplete: blank
Phone:     □ Complete: response  □ Incomplete: blank

Line 22
Signature: □ Complete: response  □ Incomplete: blank
Date:      □ Complete: response  □ Incomplete: blank

Line 23
Initials:  □ Complete: response  □ Incomplete: blank

Line 24
Printed Name: □ Complete: response  □ Incomplete: blank
Date:      □ Complete: response  □ Incomplete: blank

SCORING
Participant #: ___
Score: ____/41
Percentage ______%
## DISABILITY RESOURCE CENTER APPLICATION - ACCURACY

<table>
<thead>
<tr>
<th>Line 1</th>
<th>Participant ID#</th>
<th></th>
<th>Accurate: high school participant number listed (seven-digits)</th>
<th></th>
<th>Inaccurate: blank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Today’s Date:</td>
<td></td>
<td>Accurate: month, date, and year listed, correct capitalization and spelling if spelled out month</td>
</tr>
<tr>
<td>Line 2</td>
<td>Last Name</td>
<td></td>
<td>Accurate: last name capitalized</td>
<td></td>
<td>Inaccurate: blank or last name not capitalized</td>
</tr>
<tr>
<td></td>
<td>First Name</td>
<td></td>
<td>Accurate: first name capitalized</td>
<td></td>
<td>Inaccurate: blank or first name not capitalized</td>
</tr>
<tr>
<td></td>
<td>Middle Initial</td>
<td></td>
<td>Accurate: Middle initial abbreviated with a period</td>
<td></td>
<td>Inaccurate: Middle name spelled out or no period after the initial</td>
</tr>
<tr>
<td>Line 3</td>
<td>Preferred Name</td>
<td></td>
<td>Accurate: N/A, a dash</td>
<td></td>
<td>Inaccurate: blank</td>
</tr>
<tr>
<td></td>
<td>E-mail</td>
<td></td>
<td>Accurate: a professional e-mail (appropriate name), used @ (example: <a href="mailto:____@yahoo.com">____@yahoo.com</a>)</td>
<td></td>
<td>Inaccurate: blank, an inappropriate e-mail account listed</td>
</tr>
<tr>
<td>Line 4</td>
<td>Street Address</td>
<td></td>
<td>Accurate: correct address used see list for participant’s accurate address, correct capitalization of street name, proper use of abbreviation for directions (S. for South, N. for North), or</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
use of directions spelled out with proper capitalization (North or South), proper use of abbreviation for Road, Drive, or Avenue (Rd., Dr., or Ave.)

☐ Inaccurate: missing house numbers, inaccurate address listed, incorrect capitalization for street name, incorrect abbreviation (for example S with no period), spelling errors, incorrect abbreviation for Road, Drive, or Avenue (for example Rd with no period)

Line 5
City:  ☐ Accurate: city capitalized and spelled correctly

☐ Inaccurate: blank or city not capitalized and misspelled

State:  ☐ Accurate: state abbreviation listed both letter capitalized (UT), state spelled out correctly and capitalized

☐ Inaccurate: state abbreviated incorrectly (Ut, Ut., UT., or U.T.), state spelled incorrectly, state not capitalized

ZIP Code:  ☐ Accurate: correct zip code listed

☐ Inaccurate: blank or incorrect zip code

Line 6
Primary Phone:  ☐ Accurate: number listed with area code in parenthesis and a dash (for example (801) _ _ _ - ___ ___ ___ ___ )

☐ Inaccurate: missing phone number, no use of parenthesis, no dash in phone number

Other Phone:  ☐ Accurate: N/A, dash, or number listed with area code in parenthesis and a dash (for example (801) _ _ _ - ___ ___ ___ ___ )

☐ Inaccurate: blank - missing phone number, no use of parenthesis, no dash in phone number

Line 7
Birth Date:  ☐ Accurate: month, date, and year listed, capitalized and spelled correctly

☐ Inaccurate: blank or missing month, date or year, capitalization or spelling errors

Gender:  ☐ Accurate: correct line checked M – male or F – female
Ethnicity: □ Accurate: name listed, ethnicity spelled correctly
□ Inaccurate: black or ethnicity spelled incorrectly

Line 8
Start classes: □ Accurate: semester listed, spelled correctly
□ Inaccurate: blank or semester spelled incorrectly

Which Campus? □ Accurate: One of the six campuses listed, spelled correctly
□ Inaccurate: black or incorrect campus listed, spelling error

Line 9
What is your major? □ Accurate: one of the major listed for the list (refer to listing page), spelled correctly, N/A or dash for the major line if the undecided line is checked
□ Inaccurate: blank, major spelled incorrectly, major listed cannot be found on the reference-listing page (not offered at the college)

Check if Undecided: □ Accurate: N/A, dash, or line check if no major is listed
□ Inaccurate: blank or check if a major is listed

Line 10:
Concurrent: □ Accurate: all students filling out this form should have a check on the No line
□ Inaccurate: blank or put a check on the Yes line

Line 11
Sponsor: □ Accurate: checked box of sponsor (researcher will confirm)
□ Inaccurate: blank if should be checked

Line 12
Utah resident? □ Accurate: all students filling out this form should have a check on the Yes line
□ Inaccurate: blank or put a check on the No line

Veteran? □ Accurate: all students filling out this form should have a check on the No line
□ Inaccurate: blank or put a check on the Yes line
High School: □ Accurate: Syracuse High School listed (capitalization correct, spelling correct)

□ Inaccurate: capitalization incorrect, spelling errors

Year Graduated: □ Accurate: correct year listed 2013 (seniors) or 2014 (juniors)

□ Inaccurate: blank for incorrect year listed

Line 14
Special Education: □ Accurate: all students filling out this form should have a check on the Yes line

□ Inaccurate: blank or put a check on the No line

Line 15
IEP: □ Accurate: all students filling out this form should have a check on the Yes line

□ Inaccurate: blank or put a check on the No line

Line 16
What kind of help? □ Accurate: IEP accommodations listed

□ Inaccurate: blank, N/A, or a dash

Line 17
Other colleges: □ Accurate: N/A or dash

□ Inaccurate:

Date: □ Accurate: month, date, and year listed, correct capitalization and spelling if spelled out month

□ Inaccurate: blank or missing month, date or year, incorrect capitalization and spelling if spelled out month

Line 18
Services: □ Accurate: N/A or dash

□ Inaccurate: blank

Line 19
Disability: □ Accurate: correct disability listed (confirmed by researcher)

□ Inaccurate: blank, N/A, or dash

Line 20
DRC help? □ Accurate: accommodation listed or an appropriate response

□ Inaccurate: blank, N/A, or dash

Line 21
Name:  □ Accurate: One or more names listed, first and last name capitalized, or Dr. and last name
□ Inaccurate: no names listed, first or last name not capitalized

Phone:  □ Accurate: number listed with area code in parenthesis and a dash (for example (801) __ __ - ___ ___ ___ ___)
□ Inaccurate: missing phone number, no use of parenthesis, no dash in phone number

Line 22
Signature:  □ Accurate: participant signed first and last name in cursive
□ Inaccurate: participant printed first and last name or missing first or last name

Date:  □ Accurate: month, date, and year listed, correct capitalization and spelling if spelled out month
□ Inaccurate: blank or missing month, date or year, incorrect capitalization and spelling if spelled out month

Line 23
Initials:  □ Accurate: items 1-7 - initialed
□ Inaccurate: participant printed first and last name or missing first or last name

Line 24
Printed Name:  □ Accurate: first and last name printed, capitalized and spelling correct
□ Inaccurate: signature, or capitalization and spelling errors

Date:  □ Accurate: month, date, and year listed, correct capitalization and spelling if spelled out month
□ Inaccurate: blank or missing month, date or year, incorrect capitalization and spelling if spelled out month

**SCORING**
Participant #: ____
Score: ____/41
Percentage: ________ %
Appendix G

DIRECT INSTRUCTION LESSON PLAN

Lesson: Filling Out College Application Forms

Curriculum: College Admission – Undergraduate Application

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>IT'S ALL ABOUT THE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Teacher asked questions to activate prior knowledge and connect to new material</td>
<td></td>
</tr>
<tr>
<td>□ Teacher discussed the focus of the lesson</td>
<td></td>
</tr>
<tr>
<td>□ Teacher described the objective (purpose) and student expectations for the lesson</td>
<td></td>
</tr>
</tbody>
</table>

- Review confidentiality - discussion
- Refer to the word list pre-taught vocabulary – graphic organizer

Describe how you will activate prior knowledge and connect to the new material:
KWL – Chart – review concepts from the previous lesson
- “Class what information do you already know about filling out application forms from our previous lesson?”
Write down information on the K section of the K-W-L form viewable on the document camera.

- “Class what information do you want to know?”
Write down information on the W section of the K-W-L form viewable on the document camera. The L section will be followed up at the end of the lesson before student independent practice

Describe the focus of the lesson:
Knowing how to fill out a college application is the focus of the lesson
- “The focus of the lesson today is how to fill out a college admission application.”
- “Why would it be important to know how to fill out a college application?”

Describe the Independent Work:
Students will be expected to independently complete a college admission application – the Utah State Application for Undergraduate Admission & Scholarships application form will be used as independent practice and scores will be recorded as the post-assessment.

Lesson’s Learning Objective and Student Expectation:
Students will independently complete a college admission application form, after a given direct instruction session, an application checklist, and a blank application form with at least 80% accuracy on the post-assessment according to a grading rubric on completeness and accuracy.
- “At the end of the lesson you will be expected to independently fill out a college admission application with at least 80% - you will be graded on two things: filling out the application completely, and you will be graded on filling out the application accurately.

Write student expectation on the bottom of the K-W-L form.
- “What are the expectations at the end of the lesson?”

Check for Understanding:
□ Teacher verified that students know what they will learn.

Comments:
**PRESENTATION**
- Teacher explains why the new concept is important during the lesson
- Teacher used reviewed the application process checklist
- Teacher used an example and a non-example
- Teacher presented information visually
- Teacher describe specific lesson strategy (Think-a-loud)

**Describe the concept:**
College Admission Application
- "You have already learned how to fill out a disability resource center application form in order to request accommodations; the new concept today how to fill out a college admissions application. This form is very very similar- It is important to be able to completely and accurately fill out a college admission application in order to enroll in college."

**Describe how you will teach the concept:**
Review the application process checklist
- "We need to quickly review the application process checklist"
- Read each point on the checklist – form viewable on the document camera
- A copy of the checklist will be passed out during student independent practice
- "You will be required to go through this checklist and check off each point on a application at the end of the class"

Pass out 1 example and 1 non-example – college admission application
- "You will work in with a partner again today to look over two college admission applications. Please, be prepared to discuss what you like and dislike about each application. Please look for common errors that you noticed an application, this information will be discussed with the class"
- Give the students time to look over the application and discuss
- Call on students to pick an application and discuss if any pros and cons

- "Now I am going to model how to fill out a college application".

**Check for Understanding:**
- Teacher verified that students know why the new concept or skill is important.
- Teacher verified provided feedback

**Comments:**

**STRUCTURED PRACTICE (TEACHING THE SKILL)**
- Teacher clearly explained step-by-step by modeling (procedural knowledge).
- Teacher explained organizational strategy (Think-a-loud) clearly explained (declarative knowledge).
- Teacher modeled using first-person inner thoughts step-by-step how to fill out an application form.
- Teacher strategically talked to self, and modeled to the class what, why, and how.
Describe the Think-A-Loud strategy
"Today I am going to use a strategy called "Think-A-Loud". I will talk you through and tell you my thoughts while I model how to filling out a college admission application"

Describe the steps and how you will teach each step:
Use a blank college admission application (Weber State University Application for Admission & Scholarship).
Talk out each thought while modeling how to fill out the application form.
  * Demonstrate how to use the dictionary if I need to look up a word
  * Demonstrate how to look up an address from a telephone number (801) 745-1514 (look up number on google)
Refer back to the application checklist
Fill out each question of the application while modeling – page 1
- "Does anyone have any questions up to this point"
- "Now WE are going to fill out the rest of the application together. I need your help."

Check for Understanding:
- Teacher verified that students understood how to fill out an application form.
- Teacher verified that students understood what (concept or skill – filling out forms) they were being taught.
- Teacher verified that students know why the new concept or skill is important.
- Teacher verified that students understood "how it is done" through modeling.

Comments:

GUIDED PRACTICE
- Teacher worked problems step-by-step along with students at the same time - page 2.
- Initially, teacher did a highly structured step-by-step practice.
- Teacher slowly released the students to do more work on their own (semi-independent practice).
- Teacher identifies students needing additional support/guided practice.

Describe how you will move your student to independence:
Use a blank college admission application (Weber State University Application for Admission & Scholarship).
Refer back to the application process checklist (if needed)
Fill out rest of the application (page – 2) form together with the help of the students
- "Okay, (student name) what is the answer for the next question?"
Call on individual students to answer questions and respond.
Complete the rest of the application form together as a class.

KWL – Chart
- "Class what information did you learn today about filling out application forms?"
Write down information on the L section of the K-W-L form viewable on the document camera.
- "Once again, why is it important to know how to fill out a college admission application appropriately?"
- "Any questions, comments, complaints?"
- "Now YOU are going to fill out a college admission application on your own. Remember I will be looking at two things: your ability to fill out the application completely and your ability to fill out the application accurately."

Check for Understanding:
- Teacher verified that students know what it is (the big idea, concept, or skill).
- Teacher verified that students know why the new concept or skill is important.
- Teacher verified that students know "how it is done." Teacher verified that students were correct at each step.
- Teacher identified students needing additional help
| Comments: |

<table>
<thead>
<tr>
<th>FORMATIVE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT PRACTICE</strong></td>
</tr>
<tr>
<td>☐ Teacher supports independent practice.</td>
</tr>
<tr>
<td>☐ Teacher provides student an opportunity to work independently.</td>
</tr>
<tr>
<td>☐ Teacher monitors student independent work.</td>
</tr>
</tbody>
</table>

Describe the Independent Practice:
Pass out a copy of the application process checklist
-“Class remember to check of each point of the application checklist while you fill out the application form. You will turn in the checklist along with your application”

- Pass out Utah State University – Application for Undergraduate Admission form - post-assessment application.
Appendix H

**DIRECT INSTRUCTION LESSON PLAN**

Lesson: Filling Out College Application Forms

Curriculum: College Admission – Undergraduate Application

<table>
<thead>
<tr>
<th>ORIENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher asked questions to activate prior knowledge and connect to new material</td>
</tr>
<tr>
<td>Teacher discussed focus of the lesson</td>
</tr>
<tr>
<td>Teacher described the objective (purpose) and student expectations for the lesson</td>
</tr>
</tbody>
</table>

**IT'S ALL ABOUT THE FORM**

Describe how you will activate prior knowledge and connect to the new material:
- Review IDEA vs. ADEA-handout
- Review confidentiality - discussion
- Review – Individual Education Program (IEP), disability, specific learning disabilities, and accommodations
- Review pre-taught vocabulary – graphic organizer
- Review Salt Lake Community campus sites

Describe the focus of the lesson:
- College Admission – Undergraduate Application

Describe the Independent Work:
- Students will be expected to independently complete the Salt Lake Community College - Disability Resource Center – Application (post-assessment)

Lesson’s Learning Objective:
- Student will independently complete a disability resource center application, given direct instruction and a blank application form with 80% accuracy on the post-assessment.

**Check for Understanding:**
- Teacher verified that students know what they will learn

Comments:

<table>
<thead>
<tr>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher explains why this new concept is important explained during the lesson</td>
</tr>
<tr>
<td>Teacher used definitions or rules (application process checklist)</td>
</tr>
<tr>
<td>Teacher use examples and non examples</td>
</tr>
<tr>
<td>Teacher presented information visually</td>
</tr>
<tr>
<td>Teacher describe specific lesson strategy (Think-aloud)</td>
</tr>
</tbody>
</table>

Describe the concept:
- Filling out a disability resource center application – It is important to be able to completely and accurately fill out a disability resource center application in order to request services and accommodations at the college level.

Describe how you will teach the concept:
- Introduce the application process checklist
- Look at examples and non examples
- Give students a copy of “Getting Accommodation at College” – discuss appropriate accommodations
- Describe the Think-aloud strategy

**Check for Understanding:**
- Teacher verified that students know why the new concept or skill is important.
- Teacher verified provided feedback
**Comments:**

<table>
<thead>
<tr>
<th>STRUCTURED PRACTICE (TEACHING THE SKILL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher clearly explained step-by-step by modeling (procedural knowledge).</td>
</tr>
<tr>
<td>- Teacher explained organizational strategy (Think-a-look) clearly explained (declarative knowledge).</td>
</tr>
<tr>
<td>- Teacher modeled using first-person inner thoughts step-by-step how to fill out an application form.</td>
</tr>
<tr>
<td>- Teacher strategically talked to self, and modeled to the class what, why, and how.</td>
</tr>
</tbody>
</table>

**Describe the steps and how you will teach each step:**
- Use a black disability resource center application.
- Referred back to the application process checklist
- Fill out each question of the application – page 1

**Check for Understanding:**
- Teacher verified that students understood how to fill out an application form.
- Teacher verified that students understood what (concept or skill – filling out forms) they were being taught.
- Teacher verified that students know why the new concept or skill is important.
- Teacher verified that students understood “how it is done” through modeling.

**GUIDED PRACTICE**
- Teacher worked problems step-by-step along with students at the same time - page 2.
- Initially, teacher did a highly structured step-by-step practice.
- Teacher slowly released the students to do more work on their own (semi-independent practice).
- Teacher supports independent practice.
- Teacher identifies students needing additional support/guided practice.

**Describe how you will move your student to independence:**
- Use modeling questions...
- Ask student the answers for questions...
- Give students time to fill out the remaining portion of the form.

**Check for Understanding:**
- Teacher verified that students know “what it is” (the big idea, concept, or skill).
- Teacher verified that students know why the new concept or skill is important.
- Teacher verified that students know “how it is done.” Teacher verified that students were correct at each step.

**FORMATIVE ASSESSMENT**

<table>
<thead>
<tr>
<th>INDEPENDENT PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides student an opportunity to work independently.</td>
</tr>
<tr>
<td>Teacher monitors students’ independent work.</td>
</tr>
</tbody>
</table>

**Describe the Independent Practice:**
- Pass out post-assessment application.
Given the information on the form in front of you, to what extent is this student ready to apply for college (services)?

Please rate the following applications forms on a scale of 1 to 6
(1· incomplete and inaccurate **Not Prepared** to 6 complete and accurate – **Well Prepared**)

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