

AN INVESTIGATION OF SUPPORT PROGRAMS FOR COLLEGE STUDENTS WITH
HIGH FUNCTIONING AUTISM OR ASPERGER SYNDROME

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ABSTRACT

One group of students now included in the demographic landscape on many college campuses is students with high functioning autism (HFA) or Asperger syndrome (AS). Not only is the number of college students with HFA or AS becoming evident, but also the prevalence rates among younger generations of college hopefuls. Hence, the importance of participation of individuals with HFA or AS in higher education on all levels must be examined by higher education stakeholders. Using the framework of a logic model I sought to examine support programs in higher education for college students with High Functioning Autism or Asperger syndrome (HFA or AS). More specifically, I wanted to describe the characteristics of two selected programs by completing a program logic model for each of the programs being examined, (2) determine how each program related to the Shaw and Dukes' (2005; 2006) AHEAD postsecondary disability program standards and (3) determine to what extent the characteristics of institutional type and funding source made a difference in how the programs were structured and their outcomes. This was a qualitative study using a multiple-case study approach.