

Adelphi University

Garden City, NY

Bridges to Adelphi

Support SERVICES Students enrolled in Bridges to Adelphi can expect support in the following areas: Academic Each student is offered the opportunity to meet twice weekly with an academic coach and a learning strategist. The focus of these meetings is on syllabi review, time management, executive functioning skill building, assignment completion, study skills, research and library skills, problem solving, anxiety reduction and interpersonal and social skills. The student, academic coach and learning strategist work together to develop an individualized plan with specific goals and steps that address areas of need, monitor student progress and provide ongoing academic planning and assistance. Social Students are offered twice weekly open group social skills and support meetings. These meetings, which may focus on psychoeducational topics predetermined by the coach facilitators or topics that emerge from the students, offer the opportunity to spend time with other Bridges to Adelphi students in a safe and controlled environment. Students are also offered the opportunity to participate in monthly group social activities (on and off campus), which are determined by the students and are led by Bridges to Adelphi staff members. Each student is offered the opportunity to have weekly meetings with a student peer mentor. These meetings offer Bridges students the opportunity to develop their interpersonal skills, have a trusted peer relationship and become more involved with campus life. Peer mentors are typically student leaders who volunteer their time to work with Bridges to Adelphi.

Vocational Each student is offered the opportunity to work with a vocational coach to identify areas of interest and strengths. Students will have access to: » Assistance from the Center for Career Development with résumé writing and job interview skills » On-campus job opportunities that are available for Bridges students team approach Each student is offered the opportunity to meet monthly with their academic coach, learning strategist and the Bridges to Adelphi director. These meetings focus on providing individualized feedback on: » Student academic progress, problems and challenges » Guidance to help students become better self-advocates » Support in the social aspects of college life, including suggestions for improving interactions with peers and instructors With student consent, our staff will have the ability to be in communication with University faculty and staff, and with parents regarding student progress and relevant concerns.

American International College

Springfield, MA

Supportive Learning Services

Supportive Learning Services (SLS) has been an integral part of the American International College campus since 1977. Our staff recognizes that everyone learns differently and serves students as individuals with customized approaches and plans specific to their learning styles. We value our students' individual strengths above all things and truly believe they can achieve their dreams if given the right tools.

This fee-based program provides the required tools, along with ongoing support and encouragement in the form of regular, individualized professional tutoring and academic coaching, group study sessions facilitated by professional educators, and skill-based workshops. SLS tutors work closely with college faculty and staff using a proactive advising model to support students. Assistance is available to each student in the program for the duration of his or her college career.

Our expert staff reviews each student's documentation and gets to know them through a personal interview. Our tutors then work creatively to find the best way to help them improve vital academic skills like:

- Goal setting
- Organization and planning
- Note taking
- Time management
- Study skills, like volume reading and writing
- Test taking

In addition to helping build academic skills, SLS staff can help students develop and practice self-advocacy skills and explore technologies that support academic success. Collegiate Disability Services (CDS), housed with SLS, ensures that all qualified students with disabilities receive accommodations & services that support an accessible, equitable, and inclusive learning and living environment at American International College. CDS staff works closely with Academics and Student Life to reduce or eliminate any disadvantages that may occur as a result of an individual's disability.

Augsburg College

Minneapolis, NM

Center for Learning and Accessible Student Services (CLASS)

Mission Statement

CLASS promotes access and inclusion for students with disabilities by partnering with the campus community to provide accommodations , resources, and education.

CLASS Staff

The CLASS staff includes a Director, Disability Specialists, an Accommodations Specialist, and an Administrative Assistant, all experienced in serving students with disabilities. CLASS also employs many student workers, some of whom receive CLASS support.

CLASS services

Disability Specialists provide:

- Determination of appropriate accommodations
- Individual support
- Instruction in learning strategies and compensatory techniques
- Help with time management and organizational skills
- Academic advising.
- Housing assistance

Accommodations may include:

- Scanned exams
- Extended time exams
- Readers for exams
- Scribes for exams
- Notetakers in class
- Recorded or electronic textbooks
- Access to assistive technology (such as speech recognition software and screen reading software)
- Adaptive PE courses
- Sign language interpreters

Barry University
Miami Shores, FL
Disability Office

The Office of Disability Services (ODS) provides equal access for students with disabilities to all curricular and co-curricular opportunities offered by Barry University. In addition, the office provides leadership and guidance to the campus community to ensure compliance with legal requirements for equal access, while enhancing understanding and support of students with disabilities.

The office fosters Barry University's supportive environment through its one-on-one relationships with students. It strives to provide a holistic educational experience that prepares each student to be united and equal with the non-disabled population, while assuring their human and legal rights.

ODS provides reasonable accommodations to those students attending Barry University with a documented disability. Accommodations are provided on a case-by-case basis in compliance with all federal and state laws.

Eligibility

To be eligible for accommodations with the Office of Disability Services, you must be enrolled at Barry University and provide appropriate documentation of your disability demonstrating a substantial limitation to one or more major life activities.

Register With The ODS

1. Fill out an ODS intake form online at www.barry.edu/disability-services/forms
2. Provide a copy of your current class schedule
3. Provide appropriate documentation (see documentation guidelines inside)
4. After the above items have been submitted, you will be required to set up an intake appointment with an ODS Coordinator. At this meeting, you and your DS Coordinator will develop an individual accommodation plan based on your current documentation and disability. Should your accommodations need to be adjusted at any time, you will need to set up an additional meeting with your counselor. If you require additional accommodations, you may be asked to provide additional documentation to substantiate the request.

Accommodation Areas

Attention Deficit/Hyperactivity Disorder

Blind and Visually Impairment

Deaf and /or hard of hearing

Learning Disabilities

Physical Impairments

Psychiatric / Psychological Disorders

Temporary Disabilities

Accommodations

Each student who registers with the Office of Disability Services works with a Disability Service Counselor to develop an individual accommodation plan. This plan is devised to determine specific services you will require during your time at Barry University.

The following are a few of the accommodations and services commonly requested through the Office of Disability Services. This is not intended to be a comprehensive list.

Testing Accommodations

Four-function calculator
Extended time
Adapted writing surface
Distraction Reduced Environment
Other Accommodations
Cassette player/recorder
Braille
Priority registration
Registration assistance
Sign language interpreters
Textbooks on CD
Volunteer note takers
Services
Assist students in self-advocating
Campus disability awareness programs
Classroom and learning strategies
Faculty development
Letters to instructors
Pre-admission counseling
The Office of Disability Services will arrange for any accommodations that are reasonable and do not compromise academic standards.

Beacon College
Leesburg, FL

Empowering students with learning disabilities and ADHD

As the first college to offer both Bachelor and Associate Degrees exclusively for students with learning disabilities, ADHD, and other learning differences, Beacon College's distinctive mission focuses on the academic and career success of students who learn differently. Here are some key points about our educational opportunities and outcomes:

Beacon Offers Measurable Outcomes

The greatest proof of the impact of Beacon's educational opportunities can be found in the success of our students and alumni:

83.3%

Graduation Rate

Our focus on student success means that eight out of every ten students enrolling at Beacon graduates compared to the national graduation rate of 59% among full-time students attending a private college or university. (Source: US Department of Education)

83%

Beacon Graduates Employed or Pursuing Continuing and Graduate Study

Many of our recent graduates continue their academic studies at leading colleges and universities nationwide; others immediately enter the workforce upon graduation.

100%

Beacon graduates gain experience through internships and/or professional work experience

Beacon's intensive 4-year career development model ensures students focus on the future starting in freshman year. Fully 100% of Beacon's Class of 2013 gained invaluable hands-on experience through internships and/or professional work experience.

Student Support Services

Beacon College is committed to supporting the whole student, including his/her mental and physical health. The College is unique in offering several options of support services to students, all of which are included in tuition. These services are offered to assist students in achieving both their academic and their personal goals. These support services are arranged together and combined in a schedule that best meets individual student needs. These services include counseling, life coaching, and occupational therapy. Counseling sessions focus on the emotional and mental health issues of the individual student. Life coaching sessions concentrate on the goal set by the individual student, whether it be academic or personal in nature. Occupational therapy is available to assist students who require therapeutic interventions to help them better accomplish daily activities.

Concordia College
Bronxville, NY
Concordia Connections

Making connections—with people and ideas—is essential to the learning process. At Concordia we have always appreciated how connections are made as it varies from individual to individual.

Concordia Connection is a program for high school graduates with a diagnosed learning disability, who have demonstrated the potential to earn a college degree. Our commitment is to provide an intimate, supportive, and caring environment where students with particular learning needs can experience college as a successful and rewarding endeavor. Enrollment in the Connection program is limited to 18 new students per year, allowing students and faculty to become acquainted with the people and support programs of the college.

Directed by a licensed school psychologist, Concordia Connection assists students in developing individualized learning strategies. The goal is to help students become confident, self-reliant learners, able to advocate for themselves while in college and later in their careers.

Program Overview

Concordia Connection is a mainstream program. Students who are admitted to the program are fully integrated into all of Concordia's courses, programs, degree requirements, co-curricular activities, and athletic activities.

Each semester, students are registered for four or five courses depending on what is appropriate for them. Additionally, students are registered for a one-credit independent study which incorporates the following:

- Weekly, one-hour group sessions, with the program director and staff, that focus on the development of individualized learning strategies
- A minimum of two additional study sessions per week, with Connection staff, to address current course requirements

Progress is routinely monitored through contact with individual professors and staff. Assessment of learning potential and academic levels is provided by the program director. The program's assistant director also serves as the student's freshman advisor and coordinates an array of support services—textbooks on tape, tutoring for specific courses, computer access, and test-taking modifications.

In addition, individual counseling sessions with the program director are available if needed to address issues with regard to adjustment to college and academic life.

ADMISSION

Concordia Connection Admission Criteria and Procedures

To be considered for Concordia Connection, the student must be:

1. A High School Graduate
2. Eligible for Admission to Concordia
3. Diagnosed with a Learning Disability or Attention Deficit Disorder
4. Acceptable Test Scores

Students must meet all the requirements above as well as submit the following:

1. Certified diagnosis of learning disability, which minimally includes a WAIS-R (Wechsler Adult Intelligence Scale) profile with subtest scores taken within the past year, and the most recent IEP
2. Recommendation from a learning specialist who has worked closely with the applicant
3. Guidance counselor's recommendation
4. Interview to be done in person, or if that is not possible, by telephone

EXPENSES

The Concordia Connection program is \$6,000 in addition to the regular Concordia tuition and applicable room and board fees.

Students in the program may be eligible for financial aid. Information and applications for financial aid are available from the Office of Financial Aid.

Curry College

Milton, MA

Pal Program

The Program for Advancement of Learning (PAL) is designed for students who have a primary diagnosis of a language-based learning disability and/or AD/HD and who have at least average to superior intellectual ability. Space is limited; therefore, each application is evaluated carefully to identify students whose needs best match the nature of support offered in PAL.

Throughout the academic year, students in PAL are fully mainstreamed in their classes and receive additional support on a proactive basis. Students work in individual and/or small classes with a PAL faculty member developing strategies in areas such as reading comprehension, written language, speaking, listening, organization, and time management.

Daemen College or Erie Community College

Amherst, NY

The Gersh Experience

The Gersh Experience is a privately owned and operated transition program for students with neurological disabilities attending either Daemen College or Erie Community College in western New York.

The program was developed by **Dr. Ross Greene**, child psychologist and author of the well-known book called "**The Explosive Child.**"

Some background information

Before I describe the Gersh Experience, I need to tell you a little about the founder, Kevin Gersh, who ironically has dyslexia and ADHD, and yet has made a successful career in the field of education. Gersh owns a Montessori school for preschoolers. He also owns an elementary school, a middle school, and a high school for special needs children, also in New York, plus a school specifically for individuals with autism (ages 5 to 21).

What is the Gersh Experience?

The Gersh Experience program is housed in what is called the Gersh Academy, a former middle school with a nine-acre campus in North Tonawanda, midway between Buffalo and Niagara Falls and about a two-hour drive from Toronto.

Students in the Gersh Experience live near the Gersh Academy in groups of three to five and a live-in coach.

The ultimate goal of the Gersh Experience is to help students successfully make the transition from being a dependent high school student to being an independent, self-supporting adult.

The program starts with an assessment of the student's interests, aptitude, and strengths. An advisor works with each student to set and work on goals, including help registering for classes and eventually deciding on a major.

Students in the Gersh Experience program are kept busy. Not only do they have to attend their college classes, they also have to go to the Gersh Academy building to attend group sessions, classes, or individual coaching sessions.

The program also includes weekly outings for shopping, movies, sports venues, or day trips.

Who is eligible for the Gersh Experience?

The ideal candidate would have to, first of all, meet the admission requirements for either Daemon College or Erie Community College.

Enrollment is limited to students with ADD, ADHD, Aspergers Syndrome, nonverbal learning disability, Tourette's Syndrome, autism spectrum disorders, anxiety, depression, bipolar disorders, or obsessive-compulsive disorders.

When the program first started in 2006 it anticipated an enrollment of 15 to 20 students. No information on the current enrollment is available.

A little about Daemon College

Daemon College (<http://www.daemen.edu/Pages/default.aspx>) is a small, Catholic, liberal arts college located in a suburb of Amherst, New York, which is known as one of America's safest suburbs. Daemon has about 3,000 students, 70% women. Classes are small, 18 students in the average undergraduate class. It has strong physician assistant and physical therapy programs, plus offers a degree in animation. Tuition and fees run about \$23,000 per year.

A little about Erie Community College

Erie Community College (<http://www.ecc.edu/>) is one of the largest colleges and one of the lowest costs per credit hour in western New York. It has three campuses with a total of 14,000 students. State residents pay tuition of \$3,900 per year. Out of state residents pay \$7,800.

Cost of the Gersh Experience

The program costs between \$30,000 and \$50,000 annually, depending on which college the student chooses to attend: Daemon College or Erie Community College.

Some scholarships are available.

For more information

- You can find more about the Gersh Experience by visiting their website at <http://www.gershexperience.com/>.
- For more information on Kevin Gersh and his other academic programs, go to <http://kevingersh.com>.
- For more on Daemon College, go to <http://www.daemen.edu/Pages/default.aspx>. The website has a little information on the Gersh Experience.
- For more on Erie Community College, go to <http://www.ecc.edu/>.

Davis and Elkins College

Elkins, WV

Supported Learning Program

This comprehensive program moves far beyond federally mandated accommodations by taking a holistic approach to the development of these students. The program includes regular, weekly, one-hour sessions with a Supported Learning Program instructor. During these weekly meetings, strategies for time management, organizational skills, learning strategies and various study skills strategies are learned, implemented and monitored. Specialized technology, along with specialized assistance, provides students with support for success in academics, social interaction and independent living skills.

To participate in the Supported Learning Program, a student must meet the admission requirements of the College and complete a separate Supported Learning Program application. The program is fee-based and admits a limited number of students on a yearly basis.

All students in the Supported Learning Program have access to the following services and forms of support:

- Weekly one-hour meetings with a Supported Learning Program instructor.
- Five hours of supervised study hall each week.
- A one-credit class for all incoming students, "Study Skills for Success."
- Regular monitoring of progress throughout each semester focusing on student-specific goals and objectives.
- Support and guidance in identifying learning strengths and weaknesses.
- Help implementing effective time management and organizational skills.
- Strategies for effective test taking, note taking, studying, etc.
- Guidance in balancing the social and academic dimensions of college life.

Depending on a student's learning disability and individual needs, students may also have access to the following forms of support:

- Weekly group meetings for students with ADHD, ADD and Executive Function challenges.
- Testing accommodations and other forms of academic support, such as proofreading.
- Access to classroom notes provided by peer note takers.
- Assistive technology (e.g. books on CD, Dragon Naturally Speaking, Kurzweil, Intel Reader).

Dean College

Franklin, MA

The Arch Learning Community

The Arch Learning Community is a fee-based program designed to support students with diagnosed learning disabilities and/or learning challenges such as attention and memory difficulties. It provides the following types of assistance for students to acquire the necessary skills to be successful in College:

- Individual and group-academic coaching
- Smaller-size college courses
- Specialized academic advising
- Weekly seminar

Students may choose to enroll in the Arch Learning Community for one to four years depending on their individual needs. The structure of this program is a step-down approach focused on greater services in the first two years as students are taught how to learn, followed by a measured decrease in services over time, to prepare the student for graduation and their chosen career. The program is specifically designed to offer learning support for students with diagnosed learning disabilities such as Attention Deficit Disorder, Asperger's Syndrome, ADHD, dyslexia, sensory processing, executive functioning disorder and nonverbal learning issues.

DePaul University

Chicago, IL

Plus Program

The Chicago chapter of this Vincentian school wants to ensure that all students, even those with special needs, get the help they need to excel. Participants can seek out help at the Office of Students with Disabilities, but for additional support, the school's PLS Program is a must. The Productive Learning Strategies Program is designed to assist with learning disabilities, attention deficit disorders, Asperger's, OCD or bipolar disorder. Throughout the school year, students in the program will get support, tutoring, advocacy and counseling time with an LD specialist.

Clinicians are professional educators with advanced degrees and experience working with students with disabilities. Weekly 50 minute meetings with a clinician address skills development in self-advocacy, time management, organizational and study skills, reading strategies, and writing skills. Although clinicians are not tutors in subject areas, e.g., math, they work on skills development in the context of course requirements.

Clinician services are available by student request and accommodated on clinician availability. At times, students may be placed on a waiting list. This is the only service that requires a modest fee; \$350 for the ten week term consisting of one meeting per week and \$600 for two sessions weekly throughout a term; all other CSD services are free of charge. Fees are billed directly to the student's account; sometimes, it may be possible to apply this to the student's financial aid. For students demonstrating a great need for this service and a hardship to pay the fee, there are a limited amount of cases that this fee may be waived.

Fairleigh Dickinson University
Teaneck, NJ
Regional Center for Learning Disabilities

Program Details

Planning is the cornerstone of success in the Regional Center at FDU. The Center provides students with the strategies and techniques needed to deal effectively with specific learning needs. Our goal is to help students discover the confidence needed to succeed at the University and the independence to perform at their very best. Once a student is accepted to the University and the Regional Center, the staff strives to look at the 'total picture' of the student's college experience. The program links the student to every aspect of college life – from FDU's faculty to its library. The program is designed to support students throughout the entire length of study at FDU.

Weekly Supports

Students at the Regional Center tell us that scheduled academic support with our learning specialists makes a critical difference in their successes at FDU. Our specialists work with students as partners in the learning process. Support sessions are kept small, individualized and flexible and incorporate a variety of teaching techniques, including metacognitive strategies that will assist students in all content areas. Students will learn to apply learning strategies and technology tools such as personal organizers, text to speech software and the smart pen.

A Course For Success

A two-semester credited metacognitive strategies course is required for all freshmen and is designed to help students become more effective and self-assured learners. This course focuses on building skills in such areas as time management, note-taking, reading comprehension, test preparation, assistive technology, and exploring topics including stress reduction, self-advocacy and career development.

Counseling

Individual counseling is provided for all freshmen and transfer students and to upper classmen upon request. The goal of this counseling is to aid the students in their transition into college. In addition to the counseling services offered by the Regional Center, students who feel they could benefit from additional counseling can take advantage of the University's resources in either career or counseling centers.

Accommodations:

Center staff shares with each student the results of diagnostic testing administered upon entry to the program. The staff endorses accommodations that are validated by this process and assists students in informing faculty of your need and right to reasonable accommodations under the law. In the second and subsequent years of study at FDU, students will be guided in self-advocacy skills, enabling them to inform faculty about their accommodations.

Technological Support:

Students have access to the use of computers at each location which include specialized software such as text-to speech, speech-to text, grammar checks, study skills and note-taking programs. For many students with learning disabilities, audiobooks can be an invaluable aid in increasing reading speed and comprehension. At the Center, the staff works with the students to acquire the necessary texts

Priority Registration

Students in the Regional Center are given priority course registration. If all requirements are met, students may register on the first available day. Course selections are made in collaboration with the student and an advisor from an academic major, whose primary role is to see that course selections keep the student on target to meet graduation and major field of study requirements..

Two-year Option-Associate Degree

Students can enroll in a two-year associate's degree program at Petrocelli College located on the Metropolitan Campus