

**Finlandia University**  
**Hancock, MI**  
**TRIO**

**TRiO Student Support Services (TRiO/SSS)**

The TRiO Student Support Services project at Finlandia University provides academic services to empower **180** qualifying students to articulate and achieve their personal, educational and career goals. **TRiO/SSS** is funded by a grant through the U.S. Department of Education.

**TRiO** Student Support Services delivers a program of academic and personal support designed in partnership with the student. Services are designed to assure that participants persist from one academic year to the next and graduate with a bachelor degree.

Services included in your Graduation and Career Plan can include any of the following areas:

- Academic Counseling
- Career Exploration/Planning
- Personal Counseling
- Financial Aid Assistance/Planning
- Financial Literacy Education
- Professional Tutoring
- Peer Mentoring
- Supplemental instruction in English and math
- Copy Center
- Printing
- Enrichment Activities
- Graduate school exploration/visits/application
- Service Opportunities

**Eligibility**

You are eligible for TRiO Student Support Services if:

- **you are a first generation college student;**  
**and/or**
- **you have financial need;**  
**or**
- **you have a physical or learning disability**  
**and**
- **you have academic need.**

Academic need includes, but is not limited to, any of the following: HS or college GPA below 3.0; composite ACT score of 20 or below; earned GED; failing grades; out of school 5 years or more; undeclared major/or no clear career goals; single parent; need for personal counseling.

## **Gannon University**

**Erie, PA**

### **Program for Students with Disabilities**

The Program for Students with Learning Disabilities (PSLD) of Gannon University provides a student-centered environment that helps prepare students for leadership roles within the university, in their chosen careers and in communities in which they live. The program offers reasonable accommodations to assist eligible and otherwise qualified University students who have been diagnosed with a learning disability to achieve their academic potential. The learning specialists of PSLD are committed to excellence and strive to offer each student individually designed assistance.

#### **Support Services**

- weekly individual sessions with a writing instructor
- weekly individual sessions with learning specialists or tutors
- exam accommodations and individual exam rooms available
- assistive technology
- readers, scribes for exams when appropriate and upon recommendation
- advising help

Students in the program may select any academic major if they meet the requirements of the major. The yearly fee for services is \$600.00.

Students with disabilities who do not choose to select these comprehensive services and do not enroll in the Program for Students with Learning Disabilities will still be eligible to receive basic services free-of-charge through the Office of Disability Support Services.

These services include:

- Instructor notification
- Assistance with note taking
- Accommodations for taking exams, such as readers, scribes, extended time, alternate locations
- Referrals for taped texts
- Requests for adaptive classroom equipment
- Assistance in accessing University programs and services

#### **Program Features**

Weekly appointments with the PSLD Writing Specialist to:

- brainstorm ideas for writing assignments
- revise written drafts
- proofread and edit final drafts

Additional services and accommodations: \*

- extended test time
- distraction-free environment for testing
- computer access
- assistive technology
- exam readers/scribes upon recommendation
- note takers upon psychologist's recommendation

\* Students with learning disabilities must meet the same standards as other students, but adjustments are made in the manner in which students demonstrate their knowledge.

**Hofstra University**

**Hempstead, NY**

**PALS Program**

Hofstra's program for special needs students is called PALS, or Program for Academic Learning Skills. It helps students with learning disabilities or attention deficits by pairing them up with a learning specialist, who will aid them throughout their college career. Individual plans are created for each participant, molded to his or her unique needs, and they work with their specialist for 90 minutes each week. In addition, the school offers study skills workshops and online programs to help students develop skills that will serve them better.

**Iona College  
New Rochelle, NY  
College Assistance Program**

The College Assistance Program is committed to:

- Developing academic independence
- Fostering personal growth
- Encouraging community participation

The College Assistance Program (CAP) of Iona College is an optional, fee-based program that offers comprehensive support and services for students with learning disabilities and/or attention deficit disorders. CAP is a comprehensive, skills-based support program that operates in accordance with the Americans with Disabilities Act (ADA) as amended by the ADA Amendment Acts (ADAAA). In addition to encouraging success by providing instruction tailored to individual strengths and needs, the program emphasizes broadly applicable strategies that cross academic disciplines.

The team of professional learning specialists who work with CAP students is devoted to the support and guidance of each student. They train students to incorporate appropriate skills-based strategies which cross the disciplines. The goal is for students to gradually practice these skills until they are able to master them independently. With success comes self-confidence and a greater ability to plan and achieve academic, personal, and career goals. Additionally, the CAP counselor assists students with academic coaching, stress management, and career and internship planning.

The professional staff encourages CAP students to become actively involved members of the college community by joining student government or by participating in the many other campus clubs and organizations. Students take the standard full-time course requirements for baccalaureate degree programs to ensure the level of quality education expected of all degree candidates.

## **Kings College**

**Wilkes Barre, PA**

### **First Year Academic Studies Program**

FASP is affiliated with the college's Academic Skills Center, which coordinates a diverse network of academic services including a Tutoring Program, a Writing Center, Learning Strategies Workshop Program, a summer College Entry Program, and advocacy for special needs for students.

### **Skills Development And Self-Advocacy**

Supportive, yet empowering, the First Year Academic Studies Program is specially designed to assist students with learning disabilities matriculating at King's College. The three step program focuses on developing course-related learning strategies, self-advocacy skills, and self-confidence for first year students.

The First Year Academic Studies Program is affiliated with the College's Academic Skills Center which coordinates a diverse network of academic services including a peer tutoring program, the Writing Center, learning skills workshops, a summer College Entry Program, and advocacy for special needs for students.

The program recognizes that the first year of college is a year of transition for students with learning disabilities. The need for independence and self-confidence must be balanced with the development of successful strategies for learning and self-advocacy. To facilitate this transition, the First Year Academic Studies Program enrolls students in regular core classes at the College, but supports each class with a structured, supplementary program of course-specific learning strategies.

### **Transition Is A Process**

Accepted students learn that transitioning into a collegiate lifestyle is a three step process. Success in this environment includes skill development, mentoring, in addition to advocacy, and finally gaining independence.

Support during the first year can be more intense, with structured one to one assistance. Students will meet individually and in small groups with a learning specialist who will design a program of strategies to meet their specific needs. The learning specialist and other Academic Skills staff will act as advocates for the student in the first year, and mentor students as they develop self-advocacy skills.

Toward the end of the first year, support becomes less intense as students learn to achieve a level of independence for their specific needs. As students matriculate into the first year, staff will continue services and accommodations as needed. In addition, a career counselor is available to guide the students in their choice of major and to assist them in developing effective interviewing and job search skills.

### **Program Features**

- special orientation program
- specialized training on transition to college
- college survival skills (facilitated by a learning specialist)
- time management
- organizational strategies
- memory strategies
- note-taking strategies
- test-taking strategies
- personal development skills (facilitated by Academic Skills Center staff)

- self-esteem
- stress and anxiety
- self-advocacy

### **Levels Of Support**

#### **Tier 1**

This level offers the most comprehensive program for students who need intensive academic support. Students will meet three times per week with a learning specialist to foster development of meta-cognitive skills, independence, and to strengthen self-confidence and self-sufficiency. A fee is charged. (first-year students only)

#### **Tier 2**

This level offers less involved and less direct support services. Students meet with a learning specialist up to 20 sessions per semester to review overall progress, note improvements and needs, and discuss available resources. This tier is designed for students who are ready to take control of their educational goals and manage daily tasks, but who may need periodic support and encouragement. A fee is charged. (freshman, sophomores, and transfer students)

#### **Admission**

Students applying for the First Year Academic Studies Program must complete the following process:

1. Applicants must complete an application for admission to King's and a supplemental application for the First Year Academic Studies Program.
2. Applicants must submit a current (no more than two years old) psycho-educational evaluation including a Wais-R and three letters of recommendation.
3. Applicants must interview with the Learning Disabilities Coordinator or the Disability Services Coordinator

Application deadline is June 1.

## **Lesley University**

**Cambridge, MA**

### **Threshold Program**

Experience College Life in a Supportive Environment

The Threshold program teaches young adults with diverse learning issues and special needs to overcome fears and navigate life's challenges. From mastering public transportation to paying bills on time to understanding workplace dynamics, our curriculum provides a foundation in skills for independent living as well as career training in early childhood education or business services.

Threshold Students

- Study for careers in Business Services and/or Early Childhood Studies
- Are motivated to become independent
- May have received a lot of special services in school
- Would probably struggle in a traditional college degree program
- Score below average on tests of intellectual ability, and
- May have difficulty with reading, writing and math skills

"Threshold gives young adults the opportunity to experience college life in an atmosphere in which they can be successful, achieve, and feel good about themselves."

-Jim Wilbur, Program Director

Threshold Graduates

- Receive a certificate of completion and six college credits
  - May participate in one of Threshold's two postgraduate programs:
  - Transition Year provides continuing support as students enter the work world and live in apartments, graduates receive a certificate and three college credits, or
  - Bridge Year which offers another year of skill building on campus; graduates receive a certificate. Many Bridge Year graduates go on to Transition Year.
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- Have excellent outcomes, as evidenced by our most recent survey of alumni:
  - 79% are employed for pay and working an average of 31 hours per week
  - 77% are living independently
  - 93% are very (70%) or somewhat (23%) satisfied with their levels of independence
  - 85% are very (53%) or somewhat (32%) satisfied with their social lives
  - 64% spend time with friends at least once per week

## **Landmark College**

**Putney, VT**

When Landmark College opened in 1985, we were the first institution of higher education to pioneer college-level studies for students with dyslexia. Today, we are known throughout the world for our innovative educational model, where students become confident, empowered, and independent learners. Our highly personalized approach integrates cutting-edge learning strategies, skills, and assistive technology into every aspect of a student's daily experience. At Landmark College, students discover the learning style that works best for them. They develop the skills needed to succeed in their academic pursuits. Our singular focus creates a welcoming and supportive college community where faculty and students alike understand the challenges of learning differently.



**Loras College  
Dubuque, IA  
Lynch Learning Center**

**NEW AUTISM SPECIFIC PROGRAM**

Our new Autism Specific Program is designed to help students with Autism Spectrum Disorder thrive emotionally, academically and socially. Through the four-year program, students work directly with Lynch Learning Center staff members designated as Certified Autism Specialists. A fee is charged for the new program.

Students enrolled in the program will meet weekly with their Lynch Learning Center coach and attend weekly study table sessions and bi-monthly mentoring meetings. Students hone skills ranging from self-advocacy and organization to stress management and socialization in addition to specialized career prep including one-on-one résumé and cover letter counseling, job shadowing and internship opportunities.

To help acclimate students to campus, students will have the opportunity to move into campus housing two days prior to first-year orientation and have the opportunity to participate in a five-day summer transition program.

**ENHANCED PROGRAM**

The Enhanced Program is a comprehensive program designed to provide additional support for students with a primary disability of Attention Deficit Disorder or Learning Disability; however, students with other disabilities will be considered. A fee is charged for the Enhanced Program.

The Enhanced Program includes a two-credit Learning Strategies course, taken both semesters of the first-year, a weekly meeting with a Lynch Learning Center staff member and access to peer tutors, as needed. In addition, Accommodation Services are provided as part of the Enhanced Program. Students continue in the Enhanced Program after the first year with additional programming specific to the student.

Students interested in the Enhanced or Autism Specific Program should apply simultaneously to the College and the program before the December 15 priority deadline. We encourage applicants to apply early in their senior year to avoid delays.

**Louisiana College**  
**Pineville, LA**  
**PASS Program**

Program to Assist Student Success (PASS)

Students who have learning and/or physical disabilities may enroll in PASS. Qualified applicants must meet the general criteria for admissions to Louisiana College. Additionally, they are expected to perform at the same level as other students. Through PASS, accommodations and support are provided to increase the opportunity for successful college experiences.

This highly individualized, limited enrollment program provides support services and personal attention to students who may need special academic guidance, tutoring and/or classroom assistance.

Three levels of services are provided. Freshmen begin at Level I. At all service levels, students are provided modifications and accommodations as warranted by their diagnosed disabilities.

At Level I, students are required to attend weekly individual conferences and regularly scheduled tutoring sessions. The emphasis at this level is to provide individualized help to assist the student's successful transition to college and to compensate for any identified disability.

Level II students have completed a minimum of 24 hours of college credit and have earned at least 2.5 cumulative grade point average. Regularly scheduled individual conferences continue in order to provide the student with academic support. Academic assistance and tutoring services continue to be scheduled for the student.

Level III students have successfully accumulated 48 college credit hours and maintain a 2.5 or above cumulative grade point average, have learned to compensate for their disability and are independently achieving college success. No longer requiring regular assistance, these students have their progress monitored by the PASS staff. Accommodations and tutoring assistance continue to be available.

There is an additional fee for the PASS program. Please contact the Academic Resource Center at the contact above for details.

**Lynn University**  
**Boca Raton, FL**  
**Institute for Achievement and Learning**

When you start working with the Institute for Achievement and Learning, you'll be connected with a Program Coach who will support you in becoming an independent learner.

Support services include, but are not limited to:

**Academic coaching:** A cognitive integrative-based coaching model is used by certified coaches. Executive function issues are addressed, and we explore new learning strategies to reduce symptoms related to deficits in executive functioning.

**Assistive technology:** The IAL offers a wide variety of computer software programs (Dragon NaturallySpeaking, Kurzweil, Inspiration, etc.) that help students increase competency with the reading and writing process.

**Diagnostic assessment:** Our clinicians also provide psycho-educational and neuropsychological evaluations (WISC, WAIS, etc.) if needed through the Diagnostic Center.

**Alternative testing environment:** With appropriate documentation, all students have the option to take extended-time exams in an alternative testing environment.

**Institute fellows:** Select courses within the Dialogues of Learning are taught by institute fellows who are trained in accommodating metacognitive instruction pedagogy and who incorporate a variety of different teaching and learning strategies.

**Tutoring:** Master's and doctoral-level professionals offer a variety of tutoring options at the IAL's Wayser Tutoring Center, including:

- Content tutoring – subject-specific to aid in the student's comprehension of material presented in class
- Group tutoring – consists of tutors working with small groups of students working on similar projects. This type of tutoring facilitates in building student relations and a sense of universality.
- Individual tutoring – available for students who require more individual attention.
- Process tutoring – focuses on the elements or concepts required for successful writing, speaking and organizing
- Writing Center – an open environment for students which fosters independence in a welcoming atmosphere. Open Monday through Friday, no appointments are necessary. Students can simply work on their essays, while staff of writing experts offers guidance in the writing process when needed.

**Marist College**

**Poughkeepsie, NY**

**Learning Disabilities Program**

The Learning Disabilities Program at Marist is designed to help students develop skills that will help them not only do better in college courses, but also achieve greater independence and become an effective self-advocate. Individuals work with an LD specialist for as long as they feel necessary, getting assistance adjusting to the college environment and socializing with their peers. They will also have a chance to participate in events throughout the year, which raise awareness about disabilities on campus.

**Marymount Manhattan College**  
**New York, NY**  
**Access Program**

Academic Access helps students with learning disabilities get the targeted support they need to excel at MMC.

Academic Access is a fee-based program for students with learning disabilities that is specifically designed to foster academic success. Through accommodations and multifaceted support, students with learning difficulties will be able to handle the Marymount Manhattan curriculum along with their peers and classmates.

Support services include:

- Two hours per week of one-on-one tutoring and skills-building with a professional learning specialist
- Personalized counseling to develop an academic program suitable to individual needs and ongoing coaching to work through social and emotional issues
- Priority registration in college courses
- Support technology and software to help with reading, note taking, and skill development
- Additional accommodations including alternative testing, extended time on tests, assigned note-takers, and use of laptops and calculators
- Workshops on special topics such as “Overcoming Procrastination” and “Remembering What You Read”
- Monthly parent meetings throughout the academic year

MMC professors actively support the program and assist specialists by monitoring students’ progress throughout the academic year and arranging for accommodations. Learning Specialists help develop skills and strategies for coursework and coach participants in attitudes and behavior necessary for college success.

## **McDaniel College**

**Westminster, MD**

### **Academic Support Services**

The McDaniel College community is caring and supportive, with high academic and personal expectations for each student. The goal of the College and this program is to enable every student to achieve a full and productive life. **Student Academic Support Services (SASS)** assists all students with documented disabilities. The SASS Office works with each student on a case-by-case basis to determine and implement appropriate accommodations based on individual needs.

The mission of the Student Academic Support Services Office is to assist in creating an accessible college community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational environment. We cooperate through partnerships with students, faculty, and staff to promote students' independence, self-advocacy, and full academic potential. Our department works within the McDaniel community to enhance educational outcomes for our students and promote the recognition of students' capabilities.

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### **Our Goals**

The SASS Office strives to:

- Provide appropriate accommodations and support services.
- Provide referrals and information to a variety of campus resources.
- Encourage and assist students with disabilities to develop greater independence.
- Work with the College to remove architectural and programmatic barriers.
- Increase faculty understanding of the needs of students with disabilities.
- Assist the College in interpreting legal mandates that provide for students with disabilities.

## **Mercyhurst Univeristy**

**Erie, PA**

### **Learning Difference Program**

We are very pleased that you are considering Mercyhurst University's Learning Differences Program. We are sure that you will experience great intellectual and personal development as you work toward graduation with the help of our award-winning programs that have been recognized by K & W Guide and Peterson's Guide to Exemplary Programs for Students with Learning Disabilities.

Our Learning Differences Program offers students many opportunities for academic enrichment and growth. One of the many programs created for the first-year student is our **Summer Program**. Participation in the Summer Program involves living on campus for three weeks, earning three college credits, and developing a higher level of academic skills and abilities. Our Summer Program will challenge you, give you more confidence, provide you with knowledge about the campus, and help you feel at home at Mercyhurst. Many of the friendships you make through the Summer Program will last throughout your college years and beyond.

During the academic year, our program provides an individualized action plan of advising, tutoring, mentoring, counseling and networking for each student to ease the transition from high school to college life. You will find that being a part of the Learning Differences Program is an extremely rewarding experience that can seldom be duplicated!

Mercyhurst University is committed to equal educational opportunity and full participation for students with disabilities. Students with disabilities who wish to receive accommodations must present appropriate documentation to the Director of the Learning Differences Program. This documentation is required from a licensed psychologist or a medical or professional equivalent. The University does not provide nor pay for diagnostic testing. High School IEP and 504 plans are not considered sufficient documentation.

Instead, the psycho-educational evaluation must provide information on specific functional limitations and demonstrate the need for specific accommodations. [Learn more about the differences between high school and college accommodations for students with disabilities.](#) All qualified students with disabilities are eligible to receive, free of charge, academic adjustments and auxiliary aids as required by Section 504 of the Rehabilitation Act of 1973.

#### **History of the Learning Differences Program**

The Learning Differences Program (LDP) at Mercyhurst University was inaugurated approximately 28 years ago at the urging of Sister Maura Smith, RSM '48. Since service to students with educational and economic needs is integral to the Mercy tradition, helping students with special needs and tending to diverse learners was a natural outgrowth of the [University Mission](#). At the time of its inception, the Mercyhurst Learning Differences Program was one of the smaller programs for the learning disabled nationwide and was the first of its kind in Pennsylvania.

This program was truly visionary. The Americans with Disabilities Act was enacted seven years after Mercyhurst began providing help to students with special needs and diverse learning styles. Over the years, the LDP has evolved to provide accommodations to students with physical or mental impairment that substantially limits major life activity. Twelve students comprised the inaugural class in 1986 when the program began under the direction of Dr. Barbara Weigert, professor of education, and later assisted by Tina King. In 1998, Dianne Rogers served as Director of the Learning Differences Program at

Mercyhurst. Rogers worked in both public and private schools with populations of individuals with special needs, including students with sensory disabilities, physical disabilities, social and emotional disturbances, and learning disabilities prior to her involvement with the Autism Spectrum population. In 2004, Elaine Ruggiero began serving as the Assistant Director of the Program. In 2014, she assumed the Director's position. With the introduction of the Asperger Initiative at Mercyhurst (AIM) in 2008, Rogers began providing social and academic support to individuals with Asperger Syndrome and high functional individuals on the Autism Spectrum. Three years later, Brad McGarry became the Coordinator of the AIM Program. The Program has been renamed Autism/Asperger Initiative at Mercyhurst (AIM).

Since 1986, the LDP has guided more than 650 Level II students to become key contributors in their academic disciplines. Graduates from the LDP are teachers, counselors, hotel administrators, business executives and professionals throughout the legal and criminal justice systems as well as other professional careers.

#### Mission Statement

Our mission is to identify and reduce physical, programmatic and attitudinal barriers and collaborate with faculty, staff, and administrators in addressing effective participation, learning needs, academic performance, and retention of students so that students' opportunities for achievement may be equalized while supporting academic integrity. In order to assure equal access for students with disabilities, the Learning Differences Program provides reasonable accommodations to qualified students in compliance with Section 504 of the Rehabilitation Act of 1973, and Title III of the Americans with Disabilities Act of 1990. This program extends those services mandated by law to provide support for the cognitive, affective, and socio-cultural dimensions of learning.

#### Program Levels

##### Level I

All qualified students with disabilities are eligible to receive, free of charge, academic adjustments and auxiliary aids as required by Section 504 of the Rehabilitation Act of 1973. These services include:

- Testing accommodations
- Assistance technology, such as Kurzweil Personal Reader 3000
- Peer tutors

##### Level II

Level II services are available to students with disabilities who wish or need a more structured program than Level I. Level II students pay an additional fee for services that go beyond those required by Section 504 of the Rehabilitation Act. Level II services include but are not limited to:

- Summer Program prior to start of the Freshman year
- Weekly meeting with a Academic Counselor
- Individual assistance throughout the student's college career
- Mediation with faculty and staff with attention to specific learning needs
- Assignment of carefully selected note takers and tutors
- Coordinated efforts for appropriate testing accommodations that include extended testing time, readers and scribes and a quiet, alternate location
- Midterm Progress and Grade Reports
- Priority class registration



- Drop-in assistance
- Practical assistance to help students navigate through curriculum pathways
- Social activities

#### How to Apply

The Learning Differences Program provides special services for students with diagnosed learning disabilities. In order to receive these services, qualified applicants must also meet the academic standards required for admission to Mercyhurst University.

Space is limited within the Learning Differences Program so early application is encouraged.

Any student who wishes to initiate the process of review for admission to the Learning Differences Program must submit the following documentation:

- Recent psychological evaluation including WAIS scores administered within the last three years
- A written statement from a licensed psychologist, learning disabilities specialist or educational professional documenting the student's learning disability
- Completed Application for the Learning Differences Program
- Completed Teacher Recommendation