

## **Mitchell College**

**New London, CT**

### **The Bentsen Learning Center**

Since 1981, the Bentsen Learning Center (BLC) at Mitchell College has provided a comprehensive academic support program for students with learning disabilities and attention deficit disorders. Based upon a philosophy of enhancing student independence and self-advocacy, the program focuses on the teaching and application of learning strategies and career readiness skills.

The program consists of four levels of support, with each level designed to address the needs of students in their freshman, sophomore, junior and senior year in college. Through strong, collaborative relationships, students work with an assigned *Learning Specialist* to set goals and develop an individualized program to help meet those goals.

#### **BLC programs include:**

- Individualized Program of Support
- Learning Strategy Instruction
- Career Readiness Skills
- Content Strategy Workshops
- Designated Student Study Areas
- Referral to Additional Campus Resources

#### **Contact the Bentsen Learning Center**

Alice Murallo

BLC Admission Liaison

(860) 629-6214

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And

### **Thames Academy**

Thames Academy is a post-grad (PG) or pre-college transitional experience. It is a year of academic preparation that students take between the end of their secondary school/high school education and the start of their college studies. Unlike traditional post-grad programs at independent or prep schools, Thames Academy at Mitchell College provides college level courses for credit. Located on Mitchell College campus, the Academy provides a highly structured residential program within a collegiate environment and co-curricular interaction with two-year and four-year students. Students who embark upon this distinctive transitional year will have already obtained their high school diploma and are college age.

## **Misericordia University**

**Dallas, PA**

### **Alternative Learners Project**

One of the best resources for special needs students at Misericordia is the Alternative Learners Project (ALP). It aims to provide comprehensive on-campus support to students with learning disabilities, serving more than 60 each year. In their first year, LD pupils will take part in the BRIDGE Program to better adapt to campus life. After that, they will get help with a variety of learning strategies and work with a professional to develop an individual accommodation program. The program offers many other forms of support, and while it does come with a fee, it may be more than worth it for many students.

### **Special Programs**

#### **Bridge Program**

The Bridge Program provides incoming first year students with an opportunity to come on campus five days before their first semester begins to learn skills and techniques to help them build a "bridge" between their high school and college experiences. The Bridge Program provides both academic and personal motivational support through a series of workshops that address note-taking, academic organizing, time management, text book reading, goal development, stress management, peer pressure, and positive thinking. Students are assessed in the areas of study skills, personality/learning style and self-esteem. They are then provided with techniques to strengthen areas of weakness and are affirmed in their areas of strength. In addition, students have an opportunity to get to know other students before the formal semester begins and to develop the staff, student and faculty support networks that can assist them in making a smooth transition to college. Student participation in the Bridge Program is by invitation and is strictly voluntary.

#### **First Year Experience**

The First Year Experience Program (FYE) is designed to orient first year students to the institution and help them integrate themselves into the College community. Through a special introductory session at orientation and six follow up weekly classroom workshops during the Fall semester, all first year students have the opportunity to become familiar with key offices, services and resource on campus and to explore issues related to college life, i.e., diversity, wellness, thinking, learning, peer pressure and drugs and alcohol. They also have an opportunity to develop a support network consisting of fellow students, student service personnel and faculty. During the Spring semester, all First Year students participate in another FYE Program devoted to leadership development. Students work with their facilitators and classmates to assess their leadership potential and plan for activities and opportunities to explore their leadership capabilities both on and off campus.

**Mount Saint Joseph University**  
**Cincinnati, OH**  
**EXCEL**

*Students whose primary disability is a specific learning disability or ADHD may apply to Project EXCEL.*

Project EXCEL is a comprehensive academic support system for students with specific learning disabilities. Initiated in 1982, Project EXCEL has proven to be a highly successful intervention program. Students whose primary disability is a specific learning disability and/or ADHD may apply to Project EXCEL. A fee-for-service program, Project EXCEL addresses the needs of this specific group of students through a comprehensive academic support system. Students must be admitted to Mount St. Joseph University before applying for Project EXCEL.

As a Project EXCEL student, you'll discover your academic strengths, address learning challenges and acquire new skills.

**Eligibility**

Project EXCEL students have a primary diagnosis of a language-based learning disability or ADHD, with average to superior intellectual ability. Space is limited, so we carefully evaluate each application to identify students who best match Project EXCEL resources. Entering freshmen and transfer students are eligible.

**Goal**

Project EXCEL's goal is help traditional-age students transition from a secondary program to college. The program fosters academic success by developing students' learning strategies and compensatory skills to allow them to succeed in a regular postsecondary academic program. Project EXCEL offers students a broad spectrum of resources to meet specific needs, including:

Professional tutoring

Monitoring of student progress and academic counseling

Scheduled consultations to promote organization and time management skills

A 2-credit-hour course, Study for Success, for incoming freshmen

Access to and instruction in using technology

Access to speech recognition software

Direct instruction in academic success strategies, reading in the content areas and developing coping skills

Academic advising with attention to students' specific learning needs

Writing lab

All Project EXCEL students are educated in the broad spectrum of the liberal arts, and an opportunity to receive a career-oriented education. Students can choose any major the Mount offers, and must meet established department criteria.

Mount St. Joseph University provides reasonable academic adjustments and auxiliary aids to eligible students at no charge, according to students' individual needs. We also provide advocacy assistance on disability-related issues. Eligibility depends on the nature of the impairment and its impact on the particular individual, based on documentation from a qualified professional.

## **Muskingum University**

**New Concord, OH**

### **The PLUS Program**

The PLUS Program is unique in the level of services available to the qualified disabled student. Unlike support programs at some other institutions, the PLUS Program does not use peer tutors; services are delivered by a professional staff of learning consultants. PLUS Program services emphasize content-based learning strategies instruction and content tutorial support in individual sessions or small groups. The Program does not provide remedial or developmental instruction.

Muskingum University's PLUS Program provides three levels of academic support to qualified students admitted into the program: Full-service, Maintenance, and Independence. Students are encouraged, but not required, to progress through these support levels during the course of their academic careers at Muskingum.

Full-service PLUS students receive a minimum of one hour per class of individual or small group contact time with support staff. Students may opt to meet for one hour session per week or for two half-hour sessions per week with each learning consultant. Depending on the number of classes in which PLUS students are enrolled, PLUS participants average three to five hours of professional contact per week. In addition, learning consultants may offer additional group sessions for exam preparation. Other services provided to Full-service PLUS participants include paper proofing, time management strategies and parent contacts, as indicated. All students entering the PLUS Program are required to begin at the Full-service level of participation. Muskingum University has established a fee to participate in the PLUS Program, and this fee is based entirely upon tutorial services provided.

Upon achieving academic success, PLUS students may modify their Full-service status to Maintenance services, for which there is a reduced fee corresponding to reduced tutorial support. Maintenance-level PLUS students receive a minimum of one-half hour of tutoring per week for each course. Flexible tutoring arrangements are available; for example, Maintenance students may opt to forego tutoring in one course and apply that time to tutorial support in another course. Other services provided to Maintenance PLUS participants at no charge include paper proofing, time management strategies, review sessions, and testing accommodations.

Some PLUS students move to the Independence level of service later in their academic careers at Muskingum. Achievement of complete independence from PLUS Program tutorial support exemplifies an important goal of the Program, which is to encourage individual responsibility for learning and attribution of academic success to individual effort. Independent disabled students may still request reasonable accommodations, aids, and services through the Center for Advancement of Learning, but fee-based tutorial support is excluded.

For a more detailed comparison of services and fees for the three levels of PLUS Program support, refer to the **Fees and Services Table**.

Tutorial support is provided to PLUS students who request it during summer sessions at Muskingum University. During summer school, students are charged on an hourly basis for tutorial services. Non-tutorial services, like exam accommodations, are free of charge for PLUS students requesting such services during summer school.

PLUS Program individual and small group tutorial sessions focus on content-based learning strategy instruction as well as assistance with course content. Strategy instruction offered by support staff can impact the full range of student learning. Strategies provide a carefully sequenced plan of student behaviors designed to result in successful task completion and learning (Naour and Torello, 1991). Effective strategy use involves not only knowledge about the particular strategy, but also when to use the strategy, how to monitor its use, and how to mediate the complex interaction among the three (Pressley and Levin, 1987).

Instruction in learning strategies empowers the learner to become efficient and effective. Harris and Pressley (1991) have emphasized the objective of strategy instruction directed towards developing students' abilities to become self-regulated learners.

All students with disabilities, whether in the PLUS Program or not, have certain rights under federal law. Accommodations are provided at no charge and will be coordinated through the Center for Advancement of Learning. Accommodations for testing may include extended time, a tutor-proctored testing area away from the regular class, and a reader or scribe. Technical support for all PLUS Program students, regardless of the level of support, includes computers, Program tape recorders, taped course readings and textbooks on tape.

**For Additional Information about the PLUS Program**

Additional information may be obtained from the PLUS Program by phone at 740-826-8280, by e-mail at [atethenry@muskingum.edu](mailto:atethenry@muskingum.edu), or by mail at Walter Hall, Muskingum University, New Concord, Ohio 43762-1199.

**New England College**  
**Henniker, NH**  
**Pathways Program**

Since its founding in 1946, New England College has emphasized its small classes and its student-centered education.

Pathways Academic Success Services provides NEC students with comprehensive academic support services that focus on individualized student attention and meaningful academic support.

Pathways-Academic Success Services provides a wealth of support options that assists students in their quest to become independent, motivated, and successful learners.

Pathways Center – 4th Floor Simon Center

Academic Advising

Career and Life Planning

Mentoring Program

Internships

Work Study

Tutoring Center at the Danforth Library

Disability Services

## **New Jersey City University**

**Jersey City, NJ**

**TRIO Program**

The TRiO Learning Community (TLC) Program, a federal *Student Support Services* Program at New Jersey City University, is funded by the United States Department of Education and New Jersey City University. This program is designed to provide support services to low-income, first-generation students and/or students with disabilities.

The TRiO Learning Community (TLC) Program at New Jersey City University is known nationally as a federal Student Support Services (SSS) program. TLC is a federally-funded TRiO program that provides opportunities for academic development, assists students in meeting basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education. Although nationally each program is different, we all share the same purpose: to retain and graduate the students we serve.

### **MISSION:**

- TLC is a federally funded TRiO program committed to the success of first-generation, low-income, and/or students with disabilities. Our mission is to:
- Inspire students to believe that they can achieve academic success
- Develop their Desire to obtain the necessary skills, knowledge, and acumen to complete a post-secondary education
- Support students with necessary services in order for them to Persist until graduation

TLC participants graduate as polished and knowledgeable professionals ready to continue on to graduate school or as global citizens ready to conquer the competitive work force.

### **PROGRAM ELIGIBILITY:**

Applicants must be currently enrolled or accepted for enrollment at New Jersey City University; be a U.S. citizen or National of the United States or meet the requirements for federal student financial aid; demonstrate academic need; and have at least ONE of the following apply to you:

- You are a First-Generation College Student (neither of the student's parents have received a bachelor's degree);
- You Demonstrate Financial Need (meet income requirements established by federal guidelines);
- You Have a Documented Disability

**Northeastern University**

**Boston, MA**

**Learning Disabilities Program**

The Learning Disabilities Program (LDP) is a fee-based, comprehensive academic support program for Northeastern University undergraduate day students whose primary disability is a learning disability and/or attention deficit disorder.

Each LDP student meets individually with his or her LDP specialist in scheduled sessions that occur twice a week and last for one hour. The regular schedule of meetings allows for a proactive, collaborative approach that promotes students' academic growth and achievement. The content of these meetings is determined by the student's goals, learning profile, and coursework. Areas addressed may include studying and test-taking strategies, reading, writing, executive functioning (e.g., planning, time management, and organization), setting and monitoring progress toward goals, and use of accommodations and campus resources.

We encourage students and families to learn more about the Learning Disabilities Program and its services through the pages listed on the above navigation bar. In addition to these resources, we offer information sessions to prospective students and their families.

Please contact us directly before you visit campus to schedule an information session with the LDP staff.

**Reinhardt College**  
**Waleska, GA**  
**Academic Support Services**

Since 1982, Reinhardt's Academic Support Office has provided assistance to students with specific learning disabilities and/or Attention Deficit Disorder.

Academic support Office What is the Academic Support Office, ASO?

ASO is Reinhardt's accommodation program that ensures access and support for students with documented disabilities, and it serves more than 100 students with documented disabilities a year. Staffed with full and part-time faculty, this highly successful program supports students as they strive to master college-level work and pursue their academic goals.

Am I eligible for the program?

You are eligible for the program if you:

1. Meet Reinhardt University entrance requirements
2. Have been diagnosed with a disability requiring academic accommodations

What support can I expect?

Reasonable accommodative services may include:

Individualized testing situations, including extended time  
Copies of class lecture notes taken by selected students  
Coordinated access to appropriate assistive learning technology  
Tutoring sessions led by an ASO faculty member (requires additional tuition)  
One-on-one academic advising and counseling  
Academic coaching

**Rochester Institute of Technology**  
**Rochester, NY**  
**Spectrum Support Program**

RIT has a growing number of students with Autism Spectrum Disorders (ASD), sometimes referred to as Asperger's Syndrome, registered with the Disability Services Office. We value these students as part of our diverse community and acknowledge that some individuals may need additional support in transitioning to college.

RIT's Spectrum Support Program (SSP) is one of the largest formal programs in the nation focused on meeting the unique needs of highly capable college students on the autism spectrum. The Spectrum Support Program provides individualized and small group support to assist students with the initial transition to life at RIT and help ensure continued success through graduation.

*SSP Coaching*

*Enrolled students receive 1:1 individualized support and guidance in navigating their RIT experience. Once weekly coaching for transitioning and first year students is provided by trained Peer Coaches and addresses individual needs related to transitioning to college, advocating with professors, negotiating the residential experience, utilizing RIT resources, engaging with extracurricular clubs and events, navigating challenging situations, and working toward academic and social goals. Additional coaching is available to transitioning and first year students with a focus on executive functioning. Weekly or bi-weekly coaching is available to continuing students and addresses individual needs related to executive functioning, academic planning, with problem-solving, advocacy, use of resources, and continued work toward academic, social and career related goals. During regular business hours, SSP staff is available to all program enrolled students for drop-in/pull-in coaching and support.*

*1:1 Executive Functioning Support*

*Addresses specific executive functioning deficits such as breaking down assignments, academic planning/prioritizing, monitoring academic progress, utilizing academic resources, time management and organization.*

*Case Management*

*Case management services create a systemic, cross-campus web of support that connects SSP staff to other professionals on campus that can support the student throughout their time at RIT. Program participants give a signed consent to allow SSP staff to collaborate with a participant's "support team" such as parents, academic advisors, residential coordinators, disability services office, co-op program coordinators, and relevant academic support center staff in order to make timely and targeted referrals as well as provide comprehensive follow-up and support.*

### *Customized SSP Seminar Courses*

*Unique seminar courses have been created to deliver skill development and support for SSP participants in a small group format. Each zero-credit, semester long seminar course addresses critical skill development in traditionally challenging areas such as college transition, social and executive functioning strategies, and co-op preparation.*

### *SSP Sponsored Social Events*

*All program participants are invited to attend organized events sponsored by the Spectrum Support Program. Past events include bi-weekly lunch meet-up, board game nights, mall scavenger hunt, RITchies Gameroom and Ritz Sport Zone hangouts.*

### *Pre-Orientation Program- Gearing Up for Success*

*A three-day program takes place prior to fall New Student Orientation and assists program enrolled students in transitioning to RIT. Separate registration and fee applies.*

**Roosevelt University**  
**Chicago, IL**  
**Academic Success Center**

The Academic Success Center (ASC) offers academic support services for Roosevelt students. These include tutoring, strategic learning, course-specific study groups, study skill workshops, peer mentoring and services for students with disabilities. The ASC is a great place to study, meet other students, and enhance your learning.

Chicago Campus  
Auditorium Room 128  
312-341-3818      Schaumburg Campus  
Room 125  
847-619-7978  
Academic Tutoring

The ASC provides group and individualized academic support and tutoring across a spectrum of subjects. Students can work on specific writing needs or use the center as a place to discuss projects, paper topics, or ideas. Tutoring is free for currently enrolled Roosevelt students.

Schedule a tutoring appointment  
Learning and Support Services Program (LSSP)

The Learning and Support Services Program, created in 1981, is designed to assist college students with learning disabilities in their pursuit of a college education. It is a supportive program for students enrolled in regular college courses. Emphasis is placed on planning, tutoring, counseling and modified test taking accommodations. Admission to Roosevelt University is a separate process facilitated by the Office of Admission. The LSSP does not admit students to the university. All students must apply and be admitted through the standard admission process. An additional fee is charged for the LSSP program. For more information, contact Nancy Litke, Senior Director of the Academic Success Center, at 312-341-3810.

#### Disability Services

The Disability Services program serves all students with special needs and the use of services is voluntary and confidential. The program is a resource for students and faculty. The goal of this office is to ensure educational opportunity for all students with special needs by providing access to full participation in all aspects of campus life and increase awareness of disability issues on campus. For more information, contact Nancy Litke, Senior Director of the Academic Success Center, at 312-341-3810.

## Peer Mentor Program

The Peer Mentor Program is a student-centered program that provides one-on-one peer mentoring services to freshmen, nontraditional students, and any Roosevelt student seeking to learn and grow from the experience of working with a trained Roosevelt Peer Mentor. Services include, but are not limited to, one-on-one mentoring sessions, group outings, workshops, and referrals to university resources. The program is currently offered only at the Chicago Campus. For more information, contact Danielle Smith, Assistant Director of the Academic Success Center, at 312-341-3761.

**Saint Thomas Aquinas College**  
**Sparkill, NY**  
**STAC Exchange**

Pathways, formerly known as "The STAC Exchange," is a program serving selected college students with learning disabilities and/or attention deficit disorders at St. Thomas Aquinas College. The program emphasizes individualized support and personal attention in a comfortable atmosphere conducive to education.

The STAC Exchange was established at St. Thomas Aquinas College in 1982 to meet the growing need for specialized services at the college level for bright students with learning disabilities. In an effort to serve this population, STAC researched, developed, and implemented a pilot program for select high school graduates with the potential to earn a college degree. The STAC Exchange has adapted to the increasing diversity of college students with learning disabilities and attention deficit disorders, with an emphasis on individualized services. In September of 2004, the program's name was changed to "Pathways," a name that better reflects its mission.

Pathways focuses on the development of effective learning strategies by critically evaluating and educating each student about his or her specific needs and abilities. The aim is to break the pattern of dependency often created in students with learning deficits, to foster a spirit of independent and active learning, to teach students to maximize strengths in order to compensate for weaknesses, and to inspire confidence in the student's own abilities.

Pathways students represent almost every major the College offers, often attaining academic honors as they work toward their degree. After graduation, some Pathways alumni have pursued graduate study at such institutions as Fordham University, New York University, Iona College, and John Jay College; some have remained at STAC to pursue master's degrees in Education or Business. Pathways graduates are employed in a wide variety of positions, including special education teacher, high school teacher, college instructor, recreation therapist, school psychologist, police officer, radio broadcaster, national park ranger, mortgage broker, and small business owner.

**Program Description**

Pathways provides:

- A director, assistant director, and trained staff of mentors
- One-to-one mentoring sessions
- Seminars, workshops, and study groups tailored to meet students' needs
- Academic counseling, course advisement, and priority registration
- A specialized summer program prior to the first semester at STAC
- Computer and assistive technology access
- A library of resources on learning disabilities
- Mentoring

At the heart of the Pathways program are mentoring sessions. Twice weekly, each student meets with a mentor who serves as a guide, helping the student to learn more effectively. Our mentors are not peer mentors, but are trained professionals with post-college education and experience in some aspect of teaching.

These mentoring sessions are tailored to meet specific student needs. The mentor works with students in areas such as time management, self-advocacy, organizational strategies, editing for a paper, and discussing course concepts to enhance the understanding of lectures and textbook materials.

A very important distinction is made between these sessions with the mentor and traditional types of tutoring. It is expected that students come to mentor sessions after having attended classes, read assignments, and prepared first drafts of themes in order to increase their understanding of the material. Only after this type of initial work can students truly benefit from the transfer of learning that the mentors work to foster.

Pathways students are required to attend their regularly scheduled mentoring sessions; however, they may always "drop in" for additional help as needed. There is no maximum.

#### Study Groups and Workshops

Program mentors and consultants occasionally conduct workshops and study groups. These instructional activities are small group sessions that students are encouraged to attend based upon their individual needs and interests. Workshops, which may cover such topics as Note Taking, Textbook Reading, Interview Skills, and Resume Writing, are frequently incorporated within the summer program course. Study groups in specific subject areas, such as algebra, history, foreign language, and psychology, are offered dependent upon student need.

#### Summer Program

There is a required summer program for incoming Pathways freshmen prior to their first semester. The program is residential and lasts three to four days. The goals are to learn the specific needs of each student, to begin preparing individuals for the academic rigors of higher education, and to build a sense of trust and community within the group. The rewards and challenges of academics are promoted because the program integrates a three-credit course, whose topic may vary from year to year (e.g., the history and development of American culture). This aspect of the program continues into the fall semester. The summer program fosters a sense of community among the students through shared activities while building their self-confidence and comfort within the college setting.

#### Eligibility

Interested students must submit applications both to the College and Pathways. Acceptance to the program is limited and extremely competitive. Those students who meet the following criteria are encouraged to apply:

Acceptance or eligibility to be accepted to St. Thomas Aquinas College.

A learning disability or an attention deficit disorder with associated leaning difficulties as the primary classification/diagnosis.

An adult intelligence test (WAIS-III preferred) indicating average or above abilities.

We can only consider your application to Pathways after the College has formally accepted you. If the College accepts you, Pathways staff will evaluate your application materials. If you are eligible for admission to Pathways, a personal interview will be scheduled, typically in late December, January or February.

To request a Pathways application, please call us at 845-398-4230 or email us at [pathways@stac.edu](mailto:pathways@stac.edu).

### Costs

The program provides services above and beyond those accommodations required under the law. As a result, students accepted into Pathways are assessed a surcharge for program services. There is also an additional cost for the summer program. Information on specific program costs may be obtained from the Pathways Office at 845-398-4230.

In reference to the additional costs for the program, it is suggested that you contact your accountant and /or IRS regarding possible deductibility. Some employers and insurers may have reimbursement policies for part or all of the program surcharge; please contact your employer to discuss eligibility. Finally, students may be eligible for financial assistance. Information and applications for financial aid are available from the College Financial Aid Office.

### Additional Services

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 entitle students with documented disabilities to academic accommodations without charge. These accommodations may include alternative testing procedures, assistance in securing textbooks on tape, use of tape recorders for lectures, etc. It is important to recognize that post-secondary accommodations may vary, by law, from those at the secondary level. Specified accommodations are available without charge to students who have been certified as disabled by the Committee for Academic Accommodations of Disabilities (CAAD).