

University of Hartford
Hartford, CT
Learning Plus

Learning Plus (L+) is the academic support service available to any University of Hartford student who has submitted appropriate documentation showing evidence of a specific learning disability, attention disability, autism spectrum disability, and/or acquired brain injury. Please note that Learning Plus is not a comprehensive program. Service determination is made on a **case-by-case basis**, depending on semester standing, grade-point average, and course curricula. Learning Plus provides the following types of service:

1. **Letter of Disclosure:** The student and a Learning Plus staff member develop this official document, which identifies the approved accommodations and/or services based upon the student's disability. The student uses this document to facilitate a dialogue with individual professors to discuss the impact of the student's disability on his/her performance in a particular course and to request specific accommodations. Letters of Disclosure must be resubmitted each semester.
2. **Direct Strategies Instruction:** First year students make an appointment to work with a Learning Specialist once a week for 45 minutes. Learning Specialists provide various metacognitive skills including time management and organizational strategies, as well as reading comprehension and written expression.
3. **Returning Students Check-In:** Students schedule appointments on alternate weeks to work with a Learning Specialist who will provide monitoring and assistance with organizational strategies.
4. **Drop-In:** Students may access Learning Plus on an "as needed" basis. A student who utilizes "drop-in" hours does not have a regularly assigned Specialist but may work with one when assistance is needed and appointments are available.
5. **Test Accommodations:** Eligible students may qualify for extended time, a scribe or reader, assistive technology, and/or a low-distraction environment. Students must follow the Learning Plus test procedures to be eligible to take tests at Learning Plus.

University of Indianapolis
Indianapolis, IN
BUILD Program

UIndy students with specific learning disabilities can find full support in earning an associate's or bachelor's degree through the **BUILD** program, *Baccalaureate for University of Indianapolis Learning Disabled*.

While all UIndy students with learning disabilities have reasonable accommodations available to them at no additional charge through the Office of **Services for Students with Disabilities**, the BUILD program offers accommodations that are significantly more profound.

UIndy established the BUILD program in 1990 as a full support program for students with learning disabilities. In addition, UIndy's caring, dedicated professors, low student-to-faculty ratio and small class sizes provide personal attention to BUILD students in a nurturing environment.

Services

Once enrolled, the BUILD program provides many services for students, including one-to-one tutoring with professional tutors, specialized courses in English and math, private study areas and adapted test-taking accommodations. BUILD also has a variety of aids to help with coursework including:

- Books in alternate format
- Assistive technology
- Computer labs
- Specialized paper for note-taking
- Smart pens

For more information on the services provided by BUILD, call 317-788-3536.

Goals

A unique, cooperative community

All students and staff of the BUILD program are members of a unique educational community whose goal is to access each student's potential for success. Such a goal requires tremendous individual and cooperative effort on the part of each member of this community. The basic tenets of this collaboration include:

- Commitment to an understanding of one's strengths and difficulties
- Honesty in academic endeavors
- Dedication to one's own academic and personal growth
- Careful organization of time and information
- Personal accountability
- Persistence and hard work towards achieving goals
- Utilization of all support offered at the University

Self-advocacy

The BUILD program supports self-advocacy. Students are expected to function independently as mature, responsible adults in fulfilling academic requirements and attaining their scholastic and personal goals. Students are expected to attend all class sessions and interact with professors. BUILD tutorial sessions are to support student academic endeavors. However, tutors will assist students, review class information, discern

main concepts, set goals and recommend skills to reach goals. Students are expected to attend each tutorial session having already attempted homework and reading assignments. Tutors will be available to help explain unclear concepts; however, students are encouraged to meet frequently with professors.

University of the Ozarks

Clarksville, AR

Jones Learning Center

The Living and Learning Community provides support that emphasizes social thinking skills for college students with ASD, with specific training in social and life skills as well as comprehensive academic support through the JLC, one of the premier learning centers in the country. The residential component includes trained resident assistants who work daily with the students in discussion and application of appropriate skills.

University of Wisconsin
Oshkosh, WI
McBurney Center

- **Accommodation Advising**

McBurney accommodation specialists provide disability-related counseling and advising. Specific questions about academic and degree requirements should be directed to academic advisors.

- **Adaptive/Assistive Technology Access**

Adaptive computer technology is available in several locations around campus, including the campus computer labs (aka InfoLabs). Additional adaptive technology is available in the McBurney Learning Resource Room located in the Memorial Library.

Students requiring a higher level of access than currently exists at any given location should make specific, written requests directly to the lab or library's director. Upon request, McBurney staff can assist in advocating for the adaptive computer needs of students.

- **Advocacy/Liaison**

Advocacy and liaison services are available to McBurney clients who are experiencing difficulties obtaining appropriate accommodations with University faculty and staff. Contact your McBurney accommodation specialist to discuss your specific situation.

Each academic department and administrative unit on campus also has an Access and Accommodation Resource Coordinator (AARC), an individual specifically appointed to work with students, faculty and staff on disability issues. A list of departmental AARCs can be found at <http://www.wisc.edu/adac/facstaff/coord.html>.

- **Assistive Listening Devices**

Personal FM systems, a conference microphone and an induction system are available for short and long-term loan. Registered McBurney clients have first priority for FM requests for academically-related accommodations. Additional FM units will be obtained on an as-needed basis for registered clients and other contacts falling within the scope of McBurney services (i.e., prospective students). Please make your accommodation request as early in advance as possible to ensure availability of requested ALD equipment. For more information please look at the Assistive Listening Device (ALD) Policy and Resource Sheet.

- **Class Relocation Recommendation**

McBurney accommodation specialists can provide assistance, if needed, to students

requesting that a class be relocated to an accessible room. Students should first make the request to the faculty member.

- **Course Substitution Evaluation**

McBurney accommodation specialists will provide appropriate assistance to students requesting extraordinary accommodations to the general education communications and quantitative reasoning requirements. Procedures for this process are listed at <http://www.wisc.edu/adac/students/proced.html>. McBurney staff will also provide assistance to students requesting substitution to the foreign language requirement in the College of Letters and Science. Please review [procedures for requesting foreign language substitution](#).

- **Elevator Access and Keys**

The following buildings have elevators with some floors that require an authorized [current Wiscard](#).

- Van Hise (getting on or off at floors 2-4 is restricted)- Please contact your accommodation specialist and allow at least 48 business hours to ensure processing time.
- Computer Science & Statistics Building (the tower 3 elevator has restricted access after business hours). Please contact your instructor or supervisor if this access is appropriate.

The following building(s) have elevators with some floors that require a key.

- The SERF - A key may be checked out from towel room at the SERF with your Student ID.

If you encounter barriers with buildings or elevators that are not listed above, please call or email McBurney for further assistance.

- **Laboratory Assistance**

Students who anticipate needing accommodations for laboratory courses should discuss their concerns with the instructor. Laboratory assistants can be provided through McBurney if assistance cannot be provided through the department. Students should make requests early to allow sufficient time to recruit, hire and train appropriate personnel. Please [email B.A. Scheuers](#) for more information .

- **Notetaking Support**

Students who need notes on an intermittent basis (for disability-related absences, days when flare-ups of conditions make concentration or writing difficult, etc.) should arrange to get notes from a fellow student in the class. McBurney can provide letters to the faculty to recruit a volunteer, if assistance is needed. The volunteer could email notes to the McBurney client in Word, pdf, or other formats. The volunteer could also use a carbonized tablet of paper or a copy card to photocopy notes. Tablets or copy cards can be picked up at McBurney's main desk. Students

should let the receptionist know they are approved for notetaking support.

- **Preferential Seating Recommendation**

McBurney accommodation specialists will recommend preferential seating for students. Students should show their VISA to the faculty member to request this accommodation. Any difficulties obtaining the accommodation should be discussed with the accommodation specialist.

- **Reduced Credit Load Recommendation**

Students unable to take a full-time course load because of their disabilities may be approved for a reduced course load. McBurney will contact the Registrar's Office and request that these students be viewed as full-time for the purpose of enrollment. This may prevent students from being dropped from their parents insurance coverage if full-time status is required. For financial aid purposes, the student will still be viewed as part-time. For more information, contact your McBurney accommodation specialist.

- **Registration Assistance**

Assistance with web registration can be provided. Contact your McBurney accommodation specialist to schedule a time.

Vincennes University

Vincennes, IN

STEP (Student Transition into Educational Programs)

Vincennes University is offering an academic support program providing comprehensive services for learning disabled students in the university mainstream. STEP is designed to help students be more successful in their college courses.

Student strengths, rather than deficits, are the emphasis. Compensatory techniques, rather than remediation, are the thrust. With adequate support services, VU believes LD college students will be successful.

STEP is designed to give LD students the opportunity to develop their own unique abilities and to achieve their highest academic potential. Students will develop a sense of self-worth and the skills needed to function and learn independently in college.

Admission to the program is based on completion of the application process, determination of student eligibility, available funding, and space remaining. Space in the program is limited, early application is important.

The fee for STEP is \$425.00/semester. A \$105 deposit is required after acceptance.

BENEFITS AVAILABLE IN STEP

- LD specialists for individualized tutoring or remediation
- Professional and peer tutoring
- Specialized remedial and/or support classes
- Weekly academic progress tutoring with STEP professionals
- Coordination with Counseling, the Career Center & Disability Services
- Program accommodations and assisting devices
- Computerized LD Assistance

INTERESTED STUDENTS SHOULD SUBMIT:

1. VU Application for admission
2. High school transcript
3. Results of a recent psychological evaluation and documentation of a learning disability, including a certified psychologist's report.
4. Confidential recommendations from an LD teacher and a regular teacher or guidance counselor.

Westfield State

Westfield, MA

Banacos Program

The Banacos Academic Center is home to the Learning Disabilities Program, as well as the University Tutoring Program, MTEL ComLit Preparation and Disability Services. Westfield State University is committed to providing a learning, working and living environment for students, employees and other members of the University community, which values the diverse backgrounds of all people. The University is committed to assuring that the “university experience” is one that challenges, empowers, supports and prepares its students to live in, work in, and value our increasingly global and diverse world.

Founded in 1979, the Learning Disabilities Program at Westfield State University offers a supportive academic setting where students with learning differences, that are learning disability or ADHD based, can flourish. A professional Program Advisor is assigned to each new student in the Learning Disabilities Program. The Advisor helps students to master their individual learning strengths and assists students in becoming fully independent learners.

Admission into the Learning Disabilities Program is competitive, and decisions are made on an individual basis after a thorough review of all application materials. Successful applicants will demonstrate their potential to engage in college level academics and have a diagnosis of a learning disability and/or ADHD. Students who wish to apply should check the appropriate box on the Westfield State University application and submit the documents mentioned below.

Applicants to the program are not required to submit SAT scores. Instead, applicants are required to submit the following to the Office of Admissions with the application and application fee:

1. An official high school transcript, including first-quarter, senior year grades; and,
2. A complete report for, and results of, a recent psycho- educational assessment. This assessment, along with its subtests, must include a clear diagnosis of a learning disability or ADHD. An IEP must be submitted when the diagnosis is only found in the IEP. Otherwise, we strongly encourage submission of the most recent IEP or 504 plan.
3. Suggested psycho- educational cognitive and achievement assessment instruments include the following:
 - a. WAIS-III or WAIS-IV or comparable instrument; and,
 - b. Achievement tests (such as Woodcock- Johnson)

Applicants who submit a reflective personal statement and academic recommendations from two subject area teachers will receive preferential review. Academic record, strength of schedule, recommendations and academic unit requirements are also considered for admission of students with learning disabilities.

Under Massachusetts state law, SAT scores may be waived for students with documented learning disabilities. The Massachusetts Board of Higher Education also allows students with language-based disabilities to substitute two college preparatory units in humanities or social sciences for the foreign language requirement.

Westminster College
Fulton, MD
START Center

GETTING A GOOD START

Whether you're attending college for the first time or transferring to Westminster, academic advising is critical to your success. We want to make sure you receive the personal advising and direction that will address your individual needs and questions. Professional staff and peer advisors are available to help you determine an academic plan that will meet your expectations and steer you toward graduation. All new freshmen and transfer students receive personal attention at the START Center.

The START Center provides a student-centered, intentional and collaborative partnership with undergraduates. This partnership is one in which we work together to develop and empower students' intellectual, educational and personal growth. Through the services we provide, we support the College's mission and vision. We offer the following services through the Center:

- Academic Advising
- Academic Support Services
- Disability Services
- Registration

We believe academic advising is an educational process. We use a shared model of advising in which all students' initial advising occurs in the START Center. START Center Staff and Peer Advisors assist students in exploring their interests and abilities, examining educational opportunities and developing short term goals. Upon major declaration, students are then transitioned to faculty advisors.

West Virginia Wesleyan

Buckhannon, WV

Mentor Advantage Program

The mentoring program, developed from research on the transition and persistence of postsecondary students with learning disabilities and from self-regulated learning theory, is designed to create a bridge to academic regulation in the college environment. The program is composed of four elements: organizational mentoring, strategic content tutoring, small group class, and evening check-in.

The student enrolled in the Mentor Advantage Program will meet with professional tutoring staff several hours each week to organize and carry out coursework preparation. The organizational strategy sessions will train the student to develop, continue, and adapt overarching plans for the semester. The strategic content tutoring sessions focus on the student managing the pace of specific coursework. Adapting to the academic side of college life and developing student self-regulation during the first two semesters are the main goals of the small group class. Evening check-in provides enrolled students with structured study times and access to a professional tutor 16 hours per week in a specified Learning Center study area, Monday through Thursday from 4:30-8:30 p.m.

Organizational Mentoring – Mentor Advantage Program

The organizational mentoring sessions assist the student to develop, continue, and adapt overarching plans for the semester. This work includes designing a repertoire of strategies for success appropriate to the student's need and instruction in the following areas:

- analyzing the course syllabus to map out short- and long-term plans for the semester
- planning the logistics of class preparation for the student's coursework
- setting and monitoring weekly study schedules
- designing personally meaningful and workable calendars and lists
- troubleshooting organizational and focusing problems

Strategic Content Tutoring – Mentor Advantage Program

The strategic content tutoring sessions assist the student to manage the pace of specific coursework. The strategic content tutor will provide guidance in the following areas apropos to each class:

- structuring and setting up strategies for class readings
- preparing for learning in the class setting
- structuring class assignments
- reviewing and reworking class notes
- organizing learning for quizzes and tests

College Transition Class – Mentor Advantage program

During the first two semesters, students in the Mentor Advantage Program are enrolled in a small group class, Transition to College I and II. This course focuses on adapting to the academic side of college life, developing student self-regulation, and personal wellness.

Evening Check-In – Mentor Advantage Program

A professional tutor will be on duty to provide academic support between the hours of 4:30 and 8:30 p.m. in the Learning Center study area, Monday through Thursday, while the College is in session.

Immersive Support via a Secondary Program

CIP Berkshire, MA

- Berkshire Community College
- Elms College
- MCLA

CIP Amherst, NY

- Daemen College
- Erie Community College
- University at Buffalo
- Canisius College
- Buffalo State

CIP Bloomington, IN

- Ivy Tech Community College
- Indiana University Bloomington

CIP Long Beach, CA

- Long Beach City College
- Cal State Long Beach

CIP Brevard, FL

- Brevard Community College
- Florida Institute of Technology
- University of Central Florida, North Melbourne
- Keiser University
- Warner Southern College
- Barry University
- Columbia College
- Everest University / Florida Metropolitan University
- Webster University
- Embry Riddle Aeronautical University

CIP Berkeley, CA

- Berkeley City College
- Merritt College
- College of Alameda
- Laney College
- Cal State East Bay
- UC Berkeley

Our Mission is to inspire independence and expand the foundation on which young adults with Asperger's, ADHD and other Learning Differences can build happy and productive lives.

CIP is one of the most comprehensive programs in the world for assisting young adults with learning differences to succeed in college, employment, and independent living.

- Founded in 1984 to help young people with Asperger's, ADHD and other Learning Differences make successful transitions from adolescence to young adulthood
- Full year and summer programs located in Massachusetts, Florida, Indiana, California and New York

- Comprehensive curriculum developed specifically for students with Asperger's, High-functioning Autism, ADHD, NLD and other Learning Differences
- The CIP program focuses on real-life skills in areas of social thinking, executive functioning, sensory processing and wellness
- Each student's vision and goals are explored and help determine their services and supports
- Residential apartment living support prepares students for independent living
- A team of staff are dedicated to each student's personal success

Curriculum and Tracks

Students with learning differences receive individualized supports in the area of social skills, college academics, internship and career development and life skills. Incoming applicants are assessed and a Level of Support is determined which provides each student with the appropriate amount and type of supports for success.

In addition to these individually tailored services, each student chooses to pursue one of the following areas of focus.

Available Areas of Focus:

- **College/Certification Track** – Attend a local college, university or vocational program with CIP's support and direction
- **Career Skills Training & Employment Program** -Take part in C-STEP, CIP's career development track offering hand-on, small group classes and more extensive internship and job positions