

Your College Pathways



CollegeLaneLLC.com

Pathways Symposium College Bound Teens with Learning Differences

**Friday, April 12, 2019
Baruch Conference Center NYC**

**Hosted by
College Lane Consulting LLC**

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Pathways Symposium for College Bound Teens with Learning Differences

Friday, April 12, 2019
9:00 am - 12:30 pm

Baruch College Conference Center
located in Manhattan at
55 Lexington @ 25th Street



AGENDA

- | | |
|---------------|---|
| 8:30 – 9:15 | Registration & Breakfast |
| 9:15 – 9:20 | <i>Welcoming Remarks</i>
Lainie Leber, Founder College Lane Consulting |
| 9:20 – 9:30 | <i>Insights from an Elected Official – The Importance of Advocacy</i>
Jo Anne Simon, New York State Assemblyperson |
| 9:30 - 9:45 | <i>A Parent's Quest to Finding the Right College and Letting Go</i>
Craig Sanders, Father & Founding Partner of Barshay Sanders |
| 9:45 - 10:10 | <i>Lessons I Learned Transitioning to Self-Advocacy in Upper Education</i>
Rachel Sanders, College Student and Self-Advocate |
| 10:10 - 10:30 | <i>Accessing Support at the College / University Level</i>
Jimmie Smith, Director of the Learning Effectiveness Program at
the University of Denver |
| 10:30 - 10:45 | <i>Shifting Gears: Different Levels of Services
& Making the Most out of a College Fair</i>
Lainie Leber, Founder College Lane Consulting |
| 10:45 - 11:00 | Questions & Answers |
| 11:00 - 12:30 | Meet with the Colleges / Universities |

www.YourCollegePathways.com



Dear Friends,

It is my honor and privilege to welcome you to the College Pathways first annual tristate ***Pathways Symposium for College Bound Teens with Learning Differences***. This day of learning promises to enlighten you in navigating the different options available for students with learning disabilities at the post-secondary level.

I strongly believe that there is **a pathway to success for every child** and today we intend to demystify the process by making sure parents and educators have the information and direct access to colleges and universities with outstanding specialized programs and supports.

In organizing this Symposium, I endeavored to pull together my resources of: **expert guidance, personal success stories along with a carefully curated college fair**. We are grateful to have speakers Rachel Sanders, a *College Student & Self Advocate*; Craig Sanders, *Parent Advocate* and Jimmie Smith, *Director of the Learning Effectiveness program at the University of Denver*. We are further honored to have educators from colleges who traveled near and far, known for their strong specialized programs and supports. Thank you to Adelphi University, Beacon College, College of Charleston, College of St. Rose, Concord University, Dean College, High Point University, Hofstra University, Landmark College, Lesley University, Lynn University, Marshall University, Misericordia University, Mitchell College, Muskingum University, New York Institute for Technology, SUNY IONA College, SUNY Schenectady County Community College, Shepherd University, University of Arizona, University of Denver & Westfield State University for your support and commitment.

As a result of today, we hope you have a deeper understanding of the plethora of options for students with learning disabilities. Goodbye to the antiquated thinking that community college or vocational school is the only avenue. Sheldon H. Horowitz, Ed.D., Director of LD Resources National Center for Learning Disabilities says it best, "Learning disabilities are not a prescription for failure. With the right kinds of instruction, guidance and support, **there are no limits to what individuals with LD can achieve.**"

I congratulate and thank you for the commitment you have shown by being here today. Your children are lucky to have you as an advocate.

Enjoy the day.

Collegially,

Lainie Leber

Founder, *College Lane Consulting*

Host of *Your College Pathways*

Lainie@CollegeLane.us

Look Whose Talking—Speakers’ Biographies

Lainie Leber, Founder and Premier College Consultant at College Lane Consulting



An educator for over two decades, Lainie has a Superintendent’s Advanced Certificate, a Masters Degree in Secondary Education and worked at the Superintendent level of the NYC Department of Education. As the Senior High School Social Studies Specialist in New York City, she collaborated with deans of universities across the country to ensure the curricula she created prepared New York City students for college. In addition, she worked closely with more than one hundred political, cultural and community organizations. Her connections to, and understanding of, these organizations enables her to match student interests to internships. During her time as the Director of Magnet Schools for NYC, she traveled across the country lecturing on school reform as well as supporting school districts in forging partnerships with their local colleges and cultural institutions. Through College Lane, she has been able to leverage her national education contacts as well as her educational background to help connect your child with their passions and standout during the college admissions process. Her experience and professional relationships have given Lainie a deep understanding of the college application process, the curricular life of the high school student as well as the experiential opportunities at large that broaden the applicant’s horizons and enhance his or her application package.

Jo Anne Simon, New York State Assemblyperson

Jo Anne Simon, represents the 52nd District of the New York State Assembly since 2014. A lawyer and an activist, Jo Anne has earned a reputation as a tireless advocate and an effective community leader for Brooklyn. Jo Anne is a founder of a disability civil rights law firm in Downtown Brooklyn and is recognized as an expert in her field - her work being featured in the New York and National Law Journals. Her law firm concentrates on discrimination in standardized testing, higher education and employment. Further, Simon has been active in many disability rights efforts, including the creation of the Reading Rights Coalition, which has brought the issue of digital access to print materials to the forefront of many policy and technical discussions around the country. She is a former chair of the Association of the Bar of the City of New York’s Committee on Legal Issues Affecting Individuals with Disabilities and was a longtime member of the New York State Bar Association’s Committee on Issues Affecting Individuals with Disabilities. Since being elected to office, Jo Anne has fought tirelessly for her constituents ensuring that they have a voice in the decisions that affect their lives and to ensure access to education for students with disabilities. She recently passed dyslexia legislation to ensure that more children with learning disabilities can learn to read. Jo Anne and her husband Bill Harris, live in Boerum Hill, Brooklyn.



Craig Sanders, Father & Founding Partner of Barshay Sanders



Craig Sanders is a founding Partner of Barshay Sanders, a Federal Civil Practice litigation firm in Garden City, NY that specializes in Intellectual Property. He has dedicated his career to protecting victims’ rights and has applied his advocacy skills to ensuring the right educational path for his daughter. Mr. Sanders currently lives in Port Washington where he enjoys his 3 children Rachel (Oberlin), Harry (USC) and Max (Tulane) and his amazing wife, Michelle.

Rachel Sanders, College Student & Self Advocate



Rachel H Sanders is a junior at Oberlin College majoring in History and hopefully Disabilities Studies. At the age of five, she was diagnosed with Asperger (now ASD), ADHD, OCD, Anxiety and Depression. These three labels became part of her identity, allowing her to find a place in disability justice activism. When her school budget cut funds for Disability Resources, she organized marches and protests against the administration. This led to her creating and chairing the student run organization Obility, which focuses around disability justice and facility disabled community at Oberlin. She also co-created a disability newsletter on her campus: Obility Newsletter. Furthering the effort to create more disabled safe spaces, she also founded the first disability themed hall on a liberal arts campus: Dis/Ability Solidarity Hall. Rachel is originally from New York. She is a graduate of The Summit School, a state approved private school in Queens.

Jimmie Smith, Jimmie Smith, Director of the Learning Effectiveness Program at the University of Denver

Jimmie Smith has been the Director of the Learning Effectiveness Program (LEP) at the University of Denver for nearly 10 years. LEP is a support program for students with learning disabilities, ADD/ADHD, on the spectrum, or a history of learning differences. Education is her career of choice and seeing students be successful is her passion. She has worked in the field of education her entire career in both the K-12 system and at the post-secondary level. She has published various articles as well as a chapter on Universal Design for Learning. Jimmie has presented at many conferences across the country and in Canada. Originally from Florida, Jimmie has traveled extensively and lived in Europe for 11 years. In addition to talking with students about their academic goals, their learning styles, strategies and techniques to help them be successful, Jimmie enjoys helping students and parents choose the school and program that is the best fit for them. In her leisure, traveling, reading, crafts, and hanging out with her husband and grandson top the list.

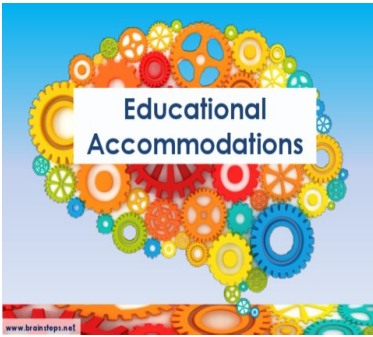


NOTES:

Accommodations in College—3 Different Models

Although programs and services vary from college to college, there are some similarities and they fall into the following three categories

Basic Services / Support:



These Programs provide the minimum amount of support necessary in order to comply with the federal mandates. This is the least robust of the three models. This is best for students who require minimum accommodations in high school and usually includes extended time on tests, the use of a laptop for exams, distraction free testing etc. This basic service program works best for the highly motivated independent self-advocate. Students have to request these accommodations at school through the school's Office of Disabilities and requires the appropriate documentation.

Coordinated Programs:

These schools programs are more extensive but generally students have to request the accommodations in order to receive them. In coordinated programs there is a director who knows about the learning disability and they provide learning specialists and tutors. These programs also help students advocate for themselves with professors. There are moderate levels of support provided with access to a Learning Disabilities Specialists (at least part-time) who assist students in coordinating academic adjustments. In addition, the faculty is trained to be receptive to accommodations. Services may include: learning strategies instruction, counseling, tutoring, assistance with advocacy. Coordinated Programs work best for students who want to be "Mainstreamed" but know they will need support.

*Self-Advocacy:
Know Yourself,
Know What You
Need, Know How
to Get It*

Structured Programs:

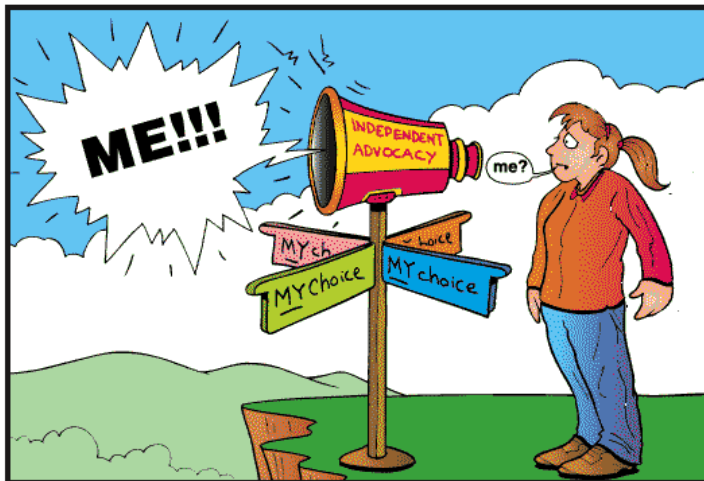


These programs provide the most extensive support and are staffed by people who know about the specific learning disability. Students enroll directly into these programs. Such programs offer assistance such as changes in the curriculum, academic counseling and support. This comprehensive support usually requires a student to sign a contract and has a substantial program participation fee. Some programs have a separate admission process as well. Services may include: staff trained in learning disabilities, special orientation programs, curriculum modifications assistance with advocacy, academic monitoring and counseling. Structured Programs work best for students who need close monitoring and high levels of support.

Difference of High School And College



High School	College
<ul style="list-style-type: none"> - Students are entitled to an education until they are 21 - Interventions may include an IEP, modifications to the curriculum, objectives and goals for the student 	<ul style="list-style-type: none"> - Continued education is by choice - Equal opportunity in all settings - Colleges are not obligated to waive courses or requirements
<ul style="list-style-type: none"> - Parents have rights and have access to children's information - All Professionals and Family have access to student's records 	<ul style="list-style-type: none"> - The Parent has NO rights and cannot access information without a signed waiver from the student - Students must self-advocate and disclose information - Records are available to support service staff, all others must have signed consent from the student
<ul style="list-style-type: none"> - School district is responsible for identification, costs, interventions, evaluations and advocacy 	<ul style="list-style-type: none"> - Student is responsible for identifications, costs, evaluations and advocacy



Getting Ready for College

Starting Junior year, your child should be:

- Aware of their learning disability and understand what it means
- Part of the conversation about what supports he/she needs to succeed
- Attending their IEP meeting
- Advocating for themselves with teachers about their needs

Talk ⇒ Think ⇒ Ask

Figuring Out What Your Child Needs for Success & Finding the “Right” College Fit

Things to Discuss	Assessing Your Needs	Questions to Ask Colleges
<p style="text-align: center;">Accommodations</p> <ul style="list-style-type: none"> • What accommodations do you get? Which ones are helpful? • Are there other things you think you would benefit from? • Here are some specifics to discuss: Extended time on tests, distraction free environments to take tests, books on tape, text-to-speech software, use of computers for exams, use of calculators during exams, scribes, reduced course load and foreign language waiver. • Anything else that would be helpful ? 	<p style="text-align: center;">List accommodations you will need in college</p>	<p style="text-align: center;">Ask about Accommodations</p> <ul style="list-style-type: none"> • How do I qualify for such accommodations? • What documentation is required? • Is there any extra fees for such accommodations? • Would I have priority course registration?
<p style="text-align: center;">Academics</p> <ul style="list-style-type: none"> • What are your academic strengths? • What do you see as your weaknesses? • What strategies do you use to help you academically? • What help have you received in high school? (academic tutoring, Resource Room, Remedial reading, study skills, Point person to help you stay on track? Other things?) • What academic supports do you receive outside of school? • What was helpful? What isn't? 	<p style="text-align: center;">List the Academic Supports You will Need for Success</p>	<p style="text-align: center;">Academic Supports Questions</p> <ul style="list-style-type: none"> • Is there a tutoring center? • What are the tutors like? • Are they fellow students, grad students, professors or learning specialists who would be familiar with my disability? • Is there a fee for such services? • How do I sign up for a tutor? • How often can I meet with a tutor? • What subjects do they tutor in?
<p style="text-align: center;">Study / Time Management / Life Skills</p> <ul style="list-style-type: none"> • What do you do to study for a test? • Do you have supports in school? Outside of school? What helps you? • How do you organize your time to manage everything you need to do? Is this easy for you? Do you get help in school? Outside of school? • How are you in social settings? Are you okay with living in a dorm? How do you feel about going to a new place and making friends? 	<p style="text-align: center;">List Skills Support You will Need</p>	<ul style="list-style-type: none"> • Do you have the skills support I need? • Do you provide one-on-one sessions or workshops on study skills? • Do you provide classes, workshops or counseling on time management? • Do you have a point person for each student to help them overall in terms of assignments, organization and time management? • Do you provide social skills workshops or counseling for transitioning to college and/or dorm living? • Are there fees for these services? • Do I need special documentation to access such services? If so, what?

Talk ⇨ Think ⇨ Ask

Figuring Out What Your Child Needs for Success & Finding the “Right” College Fit

Things to Discuss	Assessing Your Needs	Questions to Ask Colleges
<p>Medical Resources</p> <ul style="list-style-type: none"> • What are your medical needs? • Do you have any physical impairments that require modifications in housing? Schooling etc? • Are there certain specialists you need? • Do you require doctors that have a certain background? • Is being close to a particular hospital important to you? 	<p>List your Medical / physical Needs</p>	<ul style="list-style-type: none"> • How does the medical system work at school? • How do I set up appointments with doctors or counselors? • Are there many doctors on campus who are schooled with my needs? • What physical / housing etc modifications do you have for my medical needs? • What are the closest hospitals? How far away are they? <p><i>*you would then form your own relationships with the hospitals and connect to specialists as needed</i></p>
<p>College / Major</p> <ul style="list-style-type: none"> • What do you hope to get out of college? • What are your career Interests? • What is your favorite subject? Why? • What is your least favorite subject? Why? • What kinds of activities are you involved in? Which career paths do they lead to? 	<p>List Potential College Majors / Possible Careers</p>	<ul style="list-style-type: none"> • Do you have the majors I am interested in ? • Does your school have a learning support program that works with that major? What does that model look like? • Are there modified requirements for entry due to my disability? • How does your career center support me in finding internships and jobs where I will be successful?
<p>Size of College & Location</p> <ul style="list-style-type: none"> • What kinds of activities are you involved in? Do you want to do similar things in college? • Do you like to interact in class discussions or do you prefer being an active listener? • Do you want to go to school in the North, East, South or West? • Is a campus important to you? Or do you prefer a city? • Is Greek Life important to you? • Are college sporting events exciting for you? • Do you have any preference of a big, medium or small school? Why? 	<p>College Life Wishlist</p>	<ul style="list-style-type: none"> • Does the college have the items on your wish list? • How easy / difficult is it to get involved in campus activities?

Adelphi University, Garden City, New York



Description of the Program from the College:

If you are a student who has autism spectrum disorder, a nonverbal learning disability, or problems with executive functioning or socialization, you may feel anxious about the many differences between high school and college. The Bridges to Adelphi Program offers individualized comprehensive academic, social and vocational services that are designed to make that transition and your college experience easier and more successful. This fee-based program offers regularly scheduled meetings to help with executive functioning and time management issues, problem-solving skills, learning and study skills, a wide variety of social opportunities, and vocational training as well as internship and job placement opportunities. The goal of the Bridges to Adelphi Program is that, upon graduation, every student enrolled in the program will have an opportunity to get a job in the area they studied, where they receive competitive wages so that they can live independent and successful lives.

What others say:

Disability Services at Adelphi offers free academic and physical accommodations and adjustments for students with disabilities, including accessible classrooms and parking, assistive technology, extended-time and reduced-distraction testing environments, sign language interpreters, and housing accommodations. The Writing Center is available for all students at all levels with writing assignments and the Learning Center provides skills workshops and subject specific tutoring. For students on the autism spectrum, the Social Training Center and Bridges to Adelphi program exist to help make the transition to university smoother.

Quick Facts
Type of Support: SP
Undergraduates: 5,162
Student / Faculty Ratio: 12:1

<p>Name of Specialized Program: The Bridges to Adelphi Program https://bridges.adelphi.edu/</p>	<p>Learning Differences Specialization: Autism Spectrum Disorder</p>
<p>Who to Contact: Mitch Nagler, Program Director: mnagler@adelphi.edu Stephanie Grindell, Academic Coordinator sgrindell@adelphi.edu</p>	<p>Application Information: Use the Common Application, Rolling Admissions We do ask students to fill out a Bridges Interest Form: https://bridges.adelphi.edu/inquire/</p>

NOTES:

Beacon College, Leesburg, FL

Description of the Program from the College:

Beacon College, a private nonprofit college in Leesburg, Florida, is the first accredited institution of higher learning to award bachelor's degrees exclusively to students with dyslexia, ADHD, or other specific learning disabilities. Beacon College's distinctive mission focuses on the academic and career success of our students.

What Other's Say:

Beacon College is one of two schools in the U.S. that award AA and BA degrees exclusively to students with learning disabilities. This private institution is fully accredited, and offers both associates and bachelor degrees in a few choice fields. The Beacon benefit is that students receive individual academic mentoring and full-time access to support services. Class sizes are small and everyone receives structured, individualized attention that can make tackling even difficult subjects much easier for anyone with learning disabilities. Beacon College is the only accredited college with BA and AA degrees exclusively for students with learning disabilities, ADHD, or gifted LD. At Beacon College, students can earn a BA or AA degree in liberal studies, human services, and human information systems. The college offers support services including the Learning Specialists Program, Writing Center, supplemental instruction, and special accommodations. It also has a career center that teaches job skills for today's competitive market.



Quick Facts
Type of Support: SP
Undergraduates: 128

Name of Specialized Program: Whole School https://www.beaconcollege.edu/	Learning Differences Specialization: ADD/ ADHD, Language Based disabilities
Who to Contact: Rachel Masson rmasson@beaconcollege.edu	Application Information: You apply through their website. There is no deadline. You can call admissions at (352) 638-9731 or email at admissions@beaconcollege.edu

NOTES:

College of Charleston, Charleston, SC



Description of the Program from the college:

The REACH Program at the College of Charleston is a four-year, fully-inclusive certificate program for students with mild intellectual and/or developmental disabilities. The REACH Program promotes the advancement of knowledge and skill in the areas of academics, socialization, independent living, and career development, and has been nationally recognized for its commitment to full-inclusion and self-determination. Students in the REACH Program are able to participate in all activities offered by the College of Charleston, with individualized support for success.

What others say:

The goal of the REACH Program at the College of Charleston is to provide learning disabled students – as well as those with mild developmental disabilities – with a traditional and enjoyable experience on campus. REACH members live in dorms with other students, attend regular classes, and can participate in all campus activities and clubs. At the same time, this affordable college for students with disabilities offers special REACH courses in topics like “Writing Comprehension,” “Interpersonal Communication,” and “Career Exploration.” Undergrads with certain emotional/social impairments (such as those with autism spectrum disorder or ASD) can also take advantage of social skills training workshops and will have access to a “social mentor” who will help them meet and get to know other students.

Quick Facts
Type of Support: SP
Undergraduates: 9,599
Student / Faculty Ratio: 15:1

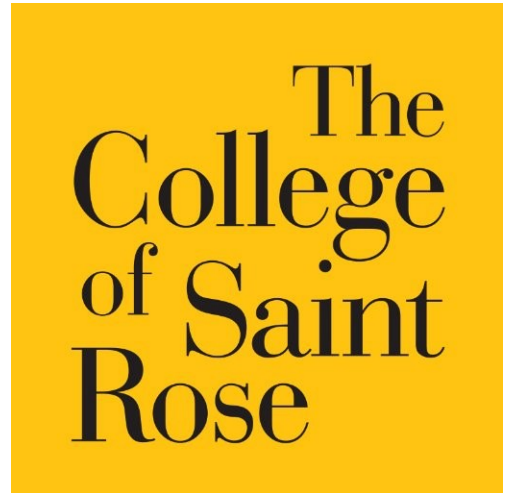
Name of Specialized Program: REACH Program—Reach.cofc.edu	Learning Differences Specialization: Intellectual Disabilities, Developmental Disabilities, Global Learning Disabilities
Who to Contact: Edie Cusack, Executive Director reachprogram@cofc.edu	Application Information: Apply online through their website

NOTES:

The College of St. Rose, Albany, NY

Description of the Program from the College:

The College Experience is a residential non-credit certificate program held at the College of St Rose in Albany NY. The College Experience offers young adults with intellectual disabilities the opportunity to broaden their educational experience in courses focused on independently living and career readiness. All students have opportunities to audit St Rose courses, be an active member of a diverse college campus, and intern at local area businesses. Established in 2005, The College Experience is ever growing and has graduated over 100 students. Students with all diploma types are welcome to apply to the College Experience.



What others say:

The College Experience is a two-year residential non-credit certificate program hosted at The College of Saint Rose in partnership with Living Resources. Through The College Experience, students with intellectual disabilities can practice living independently, make friends, intern at area businesses and become part of a diverse campus community. The objective of the program is to give students with intellectual disabilities opportunities similar to their siblings and high-school peers. These students have the chance to attend college in order to transition to independent adult life, but with accommodated instruction that addresses students' needs for practical living and working skills.

Quick Facts
Type of Support: SP
Undergraduates: 2,626

Name of Specialized Program: The College Experience www.thecollegeexperience.org	Learning Differences Specialization: Autism Spectrum Disorder, Learning Disabled, ID,NVLD
Who to Contact: Colleen Dergosits, Director of Admissions: 518.218.0000 ext 4625, Cdergosits@livingresources.org	Application Information: Application found at www.thecollegeexperience.com

NOTES:

Curry College, Milton, MA

Brief Description:

The internationally recognized Program for Advancement of Learning (PAL) provides academically focused assistance to bright, college-able students with specific language-based learning disabilities, executive function disorders, and/or AD/HD. PAL has been widely recognized as the country's first college program of its kind and for its leadership role over the years. Since its inception, PAL has focused on providing comprehensive, strength-based support to college students with language-based learning disabilities in a proactive environment.

What Others Say:

The Program for Advancement of Learning (PAL) is “widely recognized as the country’s first college program of its kind and for its leadership role over the years.” PAL students are fully mainstreamed in all classes and receive additional support. According to the website, students work in a combination of individual and small, “credit-bearing classes” with a PAL faculty member during their first year, where they develop strategies in reading comprehension, written language, speaking, listening, organization, and time management. When it comes to helping students with learning disabilities succeed, Curry College takes a proactive approach. It all starts with Summer PAL, a transition program for incoming freshmen to help them develop effective learning habits, self-understanding, and self-confidence before the fall semester begins. During the year, members of the PAL learning disabilities college program continue to receive support through individual and small group course options that focus on functional tasks – like time management and organization – as well as skills like reading and language comprehension. PAL members also have the option to join a designated living learning community (LLC) or participate in a PAL cohort with other learning disabled students who share similar interests/majors.



Quick Facts

Type of Support: SP

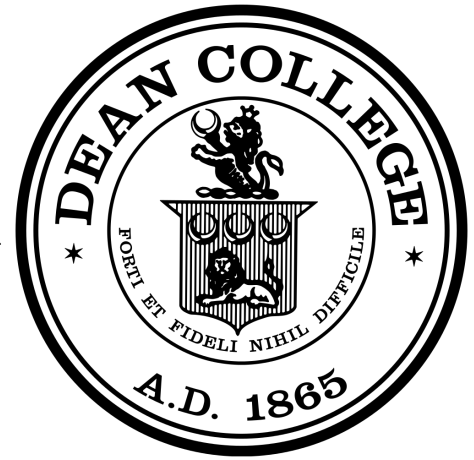
Undergraduates: 2,843

Student / Faculty Ratio: 11:1

<p>Name of Specialized Program: Program for Advancement of Learning (PAL) www.Curry.edu</p>	<p>Learning Differences You Specialize in: Language Based Learning Disabilities; Executive Functioning Disorders and AD/HD</p>
<p>Contact Person: Paula Cocce—pcocce@post03.curry.edu</p>	<p>Application Information You can apply online through their website or through the Common Application</p>

NOTES:

Dean College , Franklin, MA



Brief description of the school's program

The Dean College Arch Learning Community is designed for students with diagnosed learning disabilities, executive functioning difficulties, and attention and memory difficulties that would benefit from additional academic support while taking part in a traditional college curriculum. Through individualized academic coaching, Arch-designated courses, and specialized advising and accommodations, students will work within the program to develop the necessary skills to become successful in their degree programs. We believe that when students are active participants in their education and take greater responsibility for their individual role in the learning process, they will achieve greater success in life. Specifically the Arch program provides: Individual academic coaching for each student in the Arch program, Arch designated core academic courses freshman and sophomore year, Personalized Academic Advising, Success Seminars each semester, Workshops to enhance academics, career interests, socialization skills, 3 day orientation for Arch students at the start of their freshman year, Accommodations for classes and living spaces, Peer tutoring, and mentoring .

What others say:

Without a doubt, Dean University offers one of the most innovative learning disabilities college programs on our ranking. This is because the school structures its program as a “learning community,” thus providing a more intimate environment and closer level of support than many other colleges. LD students who are admitted to the Arch Learning Community benefit from both individual and group academic coaching as well as personalized course advising. What’s more, ALC undergrads participate in weekly seminars and can enroll in smaller-than-average courses. And of course, Dean also utilizes the popular step-down approach that encourages ALC participants to develop independence over time.

Quick Facts
Type of Support: SP
Undergraduates:1,301

Name of Specialized Program: Arch Learning Community www.dean.edu/learning_services.aspx	Learning Differences Specialization: Executive Function, Social-Emotional, ADHD and Memory Difficulties
Who to Contact: Elizabeth Schuster - (508) 541-1983 eschuster@dean.edu	Application Information: Apply through the Common Application and check off the Arch box on the application

NOTES:

Fairleigh Dickinson University, Teaneck, NJ



Description of the Program from the College:

FDU's award-winning Regional Center for Learning Disabilities is recognized among the nation's leading programs for students with language-based learning disabilities.

Our structured program of academic support, personalized advisement and counseling services give students the resources they need to succeed while participating in traditional college classes.

Since our founding more than 30 years ago, FDU's Regional Center has helped thousands of students from throughout the United States develop the academic and self-advocacy skills essential to college success.

NOTE: Applicants to the Regional Center must have a diagnosed language-based learning disability.

Academic support makes the critical difference in the early success of our students. Support sessions are kept small, individualized and flexible, and involve a variety of teaching techniques, including metacognitive strategies to build student confidence and performance in all content areas.

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.

- **Weekly Academic Supports:** Scheduled academic support with our learning specialists makes a critical difference in our students' successes
- **Course for Success:** A two-semester credited metacognitive strategies course
- **Counseling:** Individual counseling is provided upon request
- **Accommodations:** Students will be guided in self-advocacy skills, enabling them to inform faculty about their accommodations.

Quick Facts

Type of Support: SP

Undergraduates: 11,619

Tuition: 36,910

<p>Name of Specialized Program: Fairleigh Dickinson Regional Center for Learning Disabilities www.fdu.edu/ld</p>	<p>Learning Differences Specialization: Language Based Learning Disability ; Dyslexia, Dysgraphia, ADHD</p>
<p>Who to Contact: Sharon Fleischer, Program Director 201-692-2298 fleisch@fdu.edu</p>	<p>Application Information: Apply to the school through the Common Application and speak to the Sharon Fleischer, Program Director at the Regional Center for Learning Disabilities</p>

High Point University, High Point, North Carolina



Description of the Program from the College:

Learning Excellence is a unique program that provides a support system to assist students in achieving extraordinary academic success at High Point University. The program is open to any High Point University student and offers extensive support to students with learning differences as well as those who want to organize and improve their academic abilities. Through a diverse, fee-based system of comprehensive, individualized support, Learning Excellence develops a learning action plan specific to each student so they receive the personalized attention and encouragement needed. The success of students participating in Learning Excellence is dependent upon their personal involvement, cooperation, and dedication to academic progress and success as well as the support of their parents. Students are required to sign an agreement indicating their commitment to the program.

What others say:

At High Point University, students with unconventional learning needs can get the help they need not just to survive college, but to achieve “extraordinary academic excellence.” Although the “Learning Excellence” program is open to any undergraduate who wants to improve their study habits, individuals with cognitive impairments such as ADD/ADHD perhaps stand the most to gain from its services. From weekly meetings with a learning specialist to required study hall sessions, this program sends a clear message about what makes High Point one of the best colleges for students with disabilities. What’s more, LE participants benefit from targeted tutoring sessions in specific skill areas (e.g. reading and math) as well as their course content.

Quick Facts
Type of Support: CS, & SP
Undergraduates: 4951
Student / Faculty Ratio 14:1

Name of Specialized Program: Learning Excellence http://www.highpoint.edu/	Learning Differences Specialization: ADD/ ADHD, Language Based Disabilities
Who to Contact: April Cosner, Program Director, acosner@highpoint.edu 336-841-9496	Application Information: Apply regularly to HPU. Once you are admitted then you apply to LE.

NOTES:

Hofstra University, Hempstead, NY

Description of the Program from the College:

During the past thirty years the Program for Academic Learning Skills (PALS) has been serving students with specific learning disabilities and ADD or ADHD at Hofstra University. There is a onetime fee for the program, which provides every student with a learning specialist from freshmen year through to graduation. Each student is paired up to meet individually with an experienced learning specialist. All students come to us with a unique intellectual profile and with different academic dreams. Hence, the PALS' curriculum can best be described as a dynamic, innovative and evolving relationship between each individual student and his or her instructor. The guiding principle of our work in the Program for Academic Learning Skills is to get the students reading, writing, thinking and discussing not only the subject matter but also the process of their learning.

What others say:

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. Student Access Services (SAS) at Hofstra works to arrange accommodations and help students with disabilities develop the skills to be self-advocates and is free to Hofstra students. It provides one-on-one meetings with one of the SAS' learning specialists on topics such as social adjustments to college, time management, text reading and analysis strategies, and learning style awareness.



Quick Facts

Type of Support: SP

Undergraduates: 6,803

Student / Faculty Ratio: 14:1

<p>Name of Specialized Program:</p> <p>PALS Program</p> <p>https://www.hofstra.edu/studentaffairs/stdidis/stdidis_pals.html</p>	<p>Learning Differences Specialization:</p> <p>LD , ADHD and ASD with mild communication and social deficits</p>
<p>Who to Contact:</p> <p>Julie Yindra – julie.a.yindra@hofstra.edu</p>	<p>Application Information:</p> <p>Students apply to PALS when they apply for admission to the university. Admissions are rolling.</p>

The Institute for Collegiate and Career Studies at Maplebrook

Description of the Program from the College:

boarding postsecondary program in the country for students with low to below average cognitive ability and complex learning differences, such as dyslexia, dyscalculia, dysgraphia, ADHD, executive functioning, auditory processing disorder and other language & attention-based learning differences. For over 30 years, families from around the world have trusted us to prepare their young men and women to lead independent and successful lives.



Quick Facts
<p>Type of Support: SP</p> <p># Undergraduates: 95 students total with 4-8 students in a class</p>

<p>Name of Specialized Program:</p> <p>The Institute for Collegiate and Career Studies at Maplebrook</p>	<p>Learning Differences Specialization:</p> <p>Postsecondary program for students with low to below average cognitive ability and complex learning differences, such as dyslexia, dyscalculia, dysgraphia, ADHD, executive functioning, auditory processing disorder and other language & attention-based learning differences.</p>
<p>Who to Contact:</p> <p>Sandro Oré, Director of Admissions sandro@maplebrookschoo.org 845-373-9511 x271</p>	<p>Application Information:</p> <p>By completing an application on iccsprogram.org/application and email the information below to: admissions@maplebrookschoo.org.</p> <ul style="list-style-type: none"> • Latest psycho-educational battery (within 3 years), including the WISC/WAIS • Academic achievement data (Woodcock-Johnson, KTEA, WIAT, etc.) including grade equivalents • Transcript • Medical/social reports containing information neces-

NOTES:

Landmark College, Putney, VT



Description of the Program from the College:

For more than 30 years, Landmark College in Putney, Vermont has led the way in creating a highly personalized, innovative education exclusively for students who learn differently. With Landmark College’s Institute for Research & Training and The Center for Neurodiversity, the College is the global leader in integrated teaching methods for students who learn differently, including students with learning disabilities (such as dyslexia), ADHD, and autism spectrum disorder (ASD).

Landmark champions a strengths-based model and gives students the skills and strategies they need to achieve their goals. A fully accredited, not-for-profit institution, the college offers bachelor’s and associate degrees, as well as a Bridge Experience, online dual enrollment courses for high school students, and summer programs to assist a wide range of high school and new or transferring college students with learning differences. Landmark College has been ranked number four in the *U.S. News & World Report*'s list of Best Undergraduate Teaching Colleges – Northeast, in the 2019 "Best Colleges" rankings.

What others say:

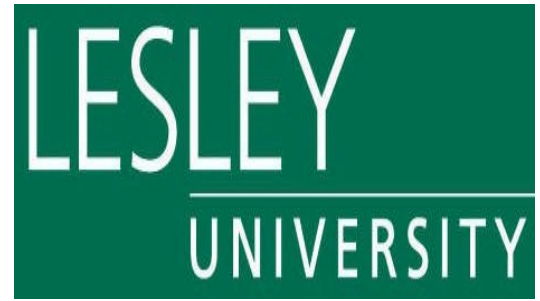
Located in Vermont, Landmark College was designed with the needs of learning disabled students in mind, and is one of only a few in the country that cater exclusively to those with dyslexia, ADHD and other learning disabilities. Class sizes stay small, so everyone gets more individual attention. A number of assistive technologies are available on campus, and enrollees are given help with time management, academics and other skills. It offers associate degrees in general studies, liberal arts or business administration, and many grads move on to four-year degree programs. Academic resources include everything from executive function coaching to assistive technology, while students with ASD benefit from targeted support like the “Social Groups Cluster,” which is designed to help with social interactions and anxiety issues. Landmark also offers a “Bridge Semester” that can help new/transfer students better understand their learning styles and improve their study habits before applying/returning to a traditional college.

Quick Facts
Type of Support: SP
Undergraduates: 487
Student / Faculty Ratio: 6:1

Name of Specialized Program: Whole College— www.landmark.edu	Learning Differences Specialization: Learning Disabilities (such as dyslexia), ADHD, Autism Spectrum Disorder (ASD)
Who to Contact: Ferne Bork - fernebork@landmark.edu	Application Information: Landmark College offers rolling admissions for fall and spring terms. Apply online through their website.

NOTES:

Lesley University, Cambridge, MA



Description of the Program from the College:

Lesley University’s Threshold Program is a comprehensive, campus-based, postsecondary program for motivated young adults with diverse learning challenges. We are located in Cambridge, MA just minutes from historical Harvard Square. Threshold students are between 18 and 26 years old and have typically received special education services in either public or private schools. At Threshold we provide the full college experience, including dormitory living and college courses, for students whose unique academic profile would not otherwise allow them to attend a university. Our students are fully immersed in the university as active participants in sports, clubs and other activities they wish to pursue. The core program is two years, and includes coursework, internships, skills for adept social interaction, and independent living skills. Postgraduate programming is also available and recommended to assist students in attaining their goals for employment and independent living. During the second year of the core program and in our postgraduate programs, students may be eligible to take undergraduate courses. Upon completion of the core program students receive six college credits; Additional credits are available through our postgraduate options.

What others say:

Lesley University’s innovative Threshold Program goes well beyond the standard services that most of the top colleges for students with disabilities offer. Forget personalized tutoring – Threshold is a truly comprehensive, two-year program that tailors every aspect of the college experience to individuals with “special needs and diverse learning challenges.” Most importantly, the curriculum emphasizes the skills necessary to get a job and live independently. Threshold Students have the opportunity to intern at several fields of employment including: early childcare, food service, hospitality, retail, clerical, elder care & more. Upon graduating from Threshold, most participants complete either a post-grad “Transition Year” (focusing on paid employment) or a “Bridge Year” for continuing undergrads to live on campus and pursue internships.

Quick Facts
Type of Support: SP
Undergraduates:2400

<p>Name of Specialized Program: Threshold Program https://lesley.edu/threshold-program</p>	<p>Learning Differences Specialization: ADD/ ADHD, Language Based Disorders, Autism Spectrum Disorder</p>
<p>Who to Contact: Joanne Silva - threshold@lesley.edu</p>	<p>Application Information: Apply directly through their website at https://lesley.edu/threshold-apply .</p>

NOTES:

Lynn University, Boca Raton, Florida

Description of the Program from the College:

Our Institute for Achievement and Learning will help you maximize your strengths and achieve your goals toward independent learning. We are a recognized leader in the field of academic support for students. We enhance learning experiences through custom-designed spaces for writing, math, tutoring, testing and collaboration.

What others say:

The Institute for Achievement and Learning combines cognitive instructional strategies with services such as group and individual tutoring, specialized learning communities, and group activities. This program assists students in understanding their specific course content and helps them develop strategies for planning, organizing, and implementing their studies. Why are approximately one in four undergraduates at Lynn enrolled in disability services? It might have something to do with the school's Institute for Achievement and Learning (IAL), a recognized leader in academic support and "enhanced learning experiences" for college students. And although it's hardly the most affordable college for students with learning disabilities, Lynn University's IAL is long on value. In the first year of the program (which is mandatory), undergrads build a strong foundation through specialized academic tutoring and coaching, personalized tutoring and writing help, and diagnostic assessments if needed. In subsequent years, IAL participants shift their focus away from intensive skill development and more toward self-advocacy, school-life balance, and problem-solving strategies.



Quick Facts

Type of Support: SP

Undergraduates: 2,182

Student / Faculty Ratio: 17:1

Tuition: 35,960

<p>Name of Specialized Program: Institute for Achievement and Learning (IAL) https://www.lynn.edu/academics/individualizedlearning/</p>	<p>Learning Differences Specialization: ADD/ ADHD, Language Based Disorders</p>
<p>Who to Contact: Justin Lubor - jlubor@lynn.edu</p>	<p>Application Information: Students will apply regularly on the application. The application will ask if they are interested in using our learning support program (IAL). March 1st deadline.</p>

NOTES:

Marshall University, Concord University, and Shepherd University

Huntington, WV / Athens, WV / Shepherdstown, WV



Description of the Program from the College:

The College Program provides individualized skill building and therapeutic supports to degree seeking students with Autism Spectrum Disorder through a mentored environment while navigating a college experience at Marshall University. Through a team-work approach, a framework for supports is created prior to the first semester of enrollment. Each student, along with family members and university staff who support them, participate in future planning. A plan is developed to guide the team toward strategies that provide support, and which focus on goals that may lead the student into competitive employment and more independent living.

What others say:

Marshall University, Concord University, and Shepherd University are additional schools reaching out to students with autism. Marshall University is home to the West Virginia Autism Training Center, which offers a college program to individuals with Autism Spectrum Disorder. Through this program, graduate students serve as mentors to participants through academic, social, and independent living skill development. time management, complete assignments and develop better social and independent living skills. Mentors maintain daily contact with students to ensure that academic needs are being met, social integration into the campus and community is facilitated, and students are residing where they can have a typical, college lifestyle. While there is an additional fee for these services, it may be more than worth it for bright enrollees who just need a little extra assistance. This program assists students in understanding their specific course content and helps them develop strategies for planning, organizing, and implementing their studies. The College Program has also implemented a plan for the transition to employment through a 3-day intensive workshop held each June. Participants have the opportunity to learn em-



<p>Name of Specialized Program: The West Virginia Autism Training Center's College Program for Students with Autism Spectrum Disorder www.marshall.edu/collegeprogram</p>	<p>Learning Differences Specialization: Autism Spectrum Disorder</p>
<p>Who to Contact: Dr. Rebecca Hansen - Fuller26@marshall.edu</p>	<p>Application Information: Admission to The College Program does not guarantee admission to Marshall University, as applications to the university and to the college support program are separate processes. February 1st deadline for fall enrollment. Visit their website for further application details.</p>

NOTES:

Misericordia University, Dallas, PA



MISERICORDIA
UNIVERSITY

Description of the Program from the College:

Misericordia University's Alternative Learners Program (ALP) is available to help students with disabilities to succeed by providing assistance through a comprehensive and formally-organized support system. ALP students are supported through an assortment of specialized services delivered by an expertly-trained, full-time staff. This program of services is supplemental to the services that the University is required to provide to students with disabilities at no cost pursuant to Section 504 of the Rehabilitation Act. ALP SUPPLEMENTAL SERVICES INCLUDE: Case management by academic specialists; Writing support including assistance with editing and transcription; Communication with faculty and administration; and Dedicated study room with access to technology

What others say:

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.

Quick Facts

Type of Support: SP

Undergraduates: 2100

Student / Faculty Ratio: 12:1

Tuition: 31,530

<p>Name of Specialized Program: Alternative Learners Program https://www.misericordia.edu/page.cfm?p=693</p>	<p>Learning Differences Specialization: Learning Disabilities, ADHD, ASD</p>
<p>Who to Contact: Scott Woolnough- swoolnough@misericordia.edu Kristen Ricardo, Assistant Director, Student Success Center/Office for Students with Disabilities kricardo@misericordia.edu</p>	<p>Application Information: Apply online at the school's website. In addition, each student interested in applying for admission to ALP should submit the following documents to the Assistant Director, Student Success Center/Office for Students with Disabilities.</p>

NOTES:

Mitchell College, New London, Connecticut

Description of the Program from the College:

Thames at Mitchell College is a holistic college transition program for students with learning differences or students who would benefit from additional preparation to succeed in college—and it’s right on the campus of Mitchell College, which has been long-recognized for its innovative support for students with learning differences. This unique program offers a highly individualized learning environment and a strong social network that feels safe and supportive. The goal of the Bentsen Learning Center (BLC) is to assist students with diagnosed learning differences and attention deficit disorders in developing study and self-advocacy strategies to enable them to survive and thrive in the college environment. The overarching goal communicated to students is that of independence and empowerment in their academic pursuits. A fee-based comprehensive academic support program, the Bentsen Learning Center fosters a holistic approach by continually assessing students’ progress in developing their academic skills. The program assists students in learning and applying strategies that will move them toward effective learning and independence. Knowing that each student is unique, the program offers a customized, individualized approach that provides opportunities for students to learn in different ways and apply academic skills to the college setting.

What others say:

The **Learning Resource Center** (LRC) is a personalized academic support program that responds to each student’s unique abilities and challenges. LRC offers a **fee-based support service**, which aims to help students develop effective learning and study strategies, foster the student’s independence as a learner, and encourage self-advocacy skills in the student. This program offers two levels of support: comprehensive support and enhanced support. Mitchell also offers Academic Coaching for Empowerment (A.C.E.) for students with ADHD and/or documented Executive Function disabilities. Given that more than a third of its undergraduates have a registered disability, it’s safe to say that Mitchell is one of the most popular colleges for students with learning disabilities in the entire country. And it’s not hard to see why. Indeed, Mitchell’s Bentsen Learning Center provides nearly unparalleled support for undergraduates with unique learning differences and attention deficit disorders. Services include targeted instruction in various learning strategies, designated study areas for BLC members, and content workshops to improve understanding and build good study habits. On top of all this, program participants receive individualized support from an assigned learning specialist with expertise in organization, comprehension, memory, time management, test prep, and much more.



Quick Facts
Type of Support: SP
Undergraduates: 785
Student / Faculty Ratio: 14:1
Tuition: 26,774

Name of Specialized Program: Thames at Mitchell Bentsen Learning Center	Learning Differences Specialization: ADD/ ADHD
Who to Contact: Colin Brady, Director of Student Success Brady_c@mitchell.edu	Application Information: Rolling Admissions and you can apply through their online application or the Common App

Muskingum University, New Concord, Ohio



Description of the Program from the College:

The PLUS Program at Muskingum University has been specifically designed by professionals who are experts in learning strategies for students with unique learning needs. Our full-time staff and flexible program helps empower our students to take charge of their own education and use strategies to become successful in a variety of settings. We have been providing help for students with disabilities at Muskingum for over 35 years. When you compare our program to other similar services, you will see a clear difference in positive outcomes and student satisfaction.

What others say:

Founded in the early 1980s, Muskingum University’s PLUS Program for students with learning disabilities in college is one of the oldest on this ranking. That also means the university has nearly 40 years of experience in providing specialized support to undergraduates with atypical learning needs. All this expertise has shaped the PLUS program’s philosophy over time, which today emphasizes the development of life-long learning skills, self-direction, and a sense of responsibility for managing individual needs. Note that graduation requirements are the same for learning disabled students as for all other undergrads. However, the PLUS Program encourages its members to take a lighter course load and apply for accommodations like extended test time and extensions on homework assignments.

Quick Facts
Type of Support: SP
Undergraduates: 1,524
Student / Faculty Ratio: 14:1
Tuition: 26,900

Name of Specialized Program: PLUS Program www.muskingum.edu/plus	Learning Differences Specialization: Learning Disabilities, ADHD, ASD
Who to Contact: Dr. Traci Tuttle - ttuttle@muskingum.edu	Application Information: Apply online via the Muskingum University Admission Application, make sure you check the PLUS box.

NOTES:



Description of the Program from the College:

The College Assistance Program (CAP) at Iona College is an optional, fee-based program that offers comprehensive support and services for students with diagnosed learning disabilities, AD/HD, traumatic brain injuries or are on the autism spectrum. CAP is a skills-based comprehensive support program that encourages success by providing instruction tailored to the individual’s strengths and needs. The program emphasizes broadly applicable strategies that cross academic disciplines. Students engage in two scheduled hours per week of skills-based tutoring with a professional learning specialist. Each tutoring session between the learning specialist and the student incorporates appropriate skills-based strategies that cross academic disciplines. The goal is for students to gradually practice these strategies until they are able to perform them independently.

What others say:

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

Quick Facts
Type of Support: SP
Undergraduates: 2,949

<p>Name of Specialized Program:</p> <p>College Assistance Program (CAP)</p> <p>https://www.iona.edu/academics/academic-resources-advising/office-of-student-success/college-assistance-program.aspx</p>	<p>Learning Differences Specialization:</p> <p>Learning Disabilities, AD/HD, ASD, Traumatic Brain Injuries</p>
<p>Who to Contact:</p> <p>Daneshea Palmer, Director—dpalmer@iona.edu</p>	<p>Application Information:</p> <p>To initiate the application process to the College Assistance Program (CAP), prospective students must apply separately to both Iona College and to CAP with a May 1st deadline.</p>

NOTES:

SUNY Schenectady County Community College, Schenectady, NY

Description of the Program from the College:

CareerNext offers a unique curriculum designed to teach students with Autism and learning differences at a pace set for success along with the skills necessary to live independently. Students reside on campus and are given instruction and support with the skills of independent living and executive functioning and academic tutoring & advisement. CareerNext culminates with the completion of an accredited Associates Degree or Credited Career Certificate at SUNY Schenectady County Community College. Students will have the supports necessary to achieve success in the areas of academics, residential life, social skills and campus inclusion.

What others say:

Advocating on campus independently can be an overwhelming experience for students. Knowing when and how to ask for help isn't always clear, or done in a timely manor for students to find the help they need. CareerNext is stepping in to make sure all students find the academic, residential, and social support to be successful in College. They welcome all applicants, students coming directly out of High School and students who have tried college elsewhere prior but struggled along the way. It's never too late to go back to school and get the degree you've always wanted.



<p>Name of Specialized Program: CareerNext—www.careernext.org Associates Degree</p>	<p>Learning Differences Specialization: Autism Spectrum Disorder, Learning Disabled, ADHD, ADD, NVLD, PDD/NOS, Asperger's.</p>
<p>Who to Contact: Colleen Dergosits, Director of Admissions: 518-218-0000 ext 4625 cdergosits@livingresources.org</p>	<p>Application Information: Apply through the CareerNext application and SUNY paper application. Rolling Admissions</p>

NOTES:

University of Arizona, Tucson, Arizona

Description of the Program from the College:

The SALT Center is a fee-based academic support program that provides a comprehensive range of services to UA students with learning and attention challenges. We facilitate learning, self-advocacy, and independence by empowering students to take ownership of their education. Our innovative approach is recognized nation-wide as one of the most successful for promoting student achievement in a university setting.



THE UNIVERSITY
OF ARIZONA

What others say:

Special needs students at the University of Arizona, Tucson are served by the Strategic Alternative Learning Techniques Center, usually called — quite simply — the SALT Center. With over 500 individuals taking advantage of the services it offers, the center is a busy place and caters to a wide range of needs. Students can access tutoring and computer labs as well as workshops, to help with the transition. They are assigned a Strategic Learning Specialist, who will create a unique learning plan designed to help them succeed at a higher level in their college coursework.

Quick Facts
Type of Support: SP
Undergraduates: 34,049
Student / Faculty Ratio: 15:1

<p>Name of Specialized Program: Strategic Alternative Learning Techniques Center (SALT) - www.salt.arizona.edu/</p>	<p>Learning Differences Specialization: ADD/ ADHD, Language Based Disabilities, Learning Disabilities, Autism Spectrum Disorder</p>
<p>Who to Contact: <i>Joe Elliott M.S.</i> josephelliott@email.arizona.edu</p>	<p>Application Information: Common Application and you apply to the SALT Program once you have been admitted to the University.</p>

NOTES:

University of Denver, Denver, Colorado



UNIVERSITY *of*
DENVER

Description of the Program from the College:

The Learning Effectiveness Program is a fee for service program providing academic support to students with ADD/ADHD, Learning Disabilities, on the spectrum, or a history of learning differences. We provide transition support, academic counseling, individualized tutoring, executive functioning support, social skill building, eye to eye, and Delta Alpha Pi Honor Society.

What others say:

The Disability Services Office at U of Denver offers special needs students with two different programs for help and support. The Learning Effectiveness Program provides a wide range of academic services and accommodations, including one-on-one support, tutoring, writing workshops, student activities, leadership projects and help with developing organization and time management skills. There is a fee for the LEP program. For students who can't afford additional costs, there is also a gratis option through disability services. This program ensures that all special needs students get appropriate test accommodations, alternate formats for texts and materials, course substitutions, note takers, interpreters and any other services required.

Quick Facts

Type of Support: CS & SP

Undergraduates: 5,629

Student / Faculty Ratio: 11:1

<p>Name of Specialized Program: Learning Effectiveness Program www.du.edu/lep</p>	<p>Learning Differences Specialization: ADD/ ADHD, Autism Spectrum Disorder, Language Based Disabilities</p>
<p>Who to Contact: Jimmie Smith , Director of LEP Jimmie.smith@du.edu</p>	<p>Application Information: You can use their online Pioneer Application or the Common Application. The LEP application process is entirely separate from the DU admissions process. However, we encourage students to submit their LEP information at the same time they apply to the University.</p>

NOTES:

Westfield State University, Westfield, MA



Brief Description of the Program from the College:

The Learning Disabilities Program is an academic support program for incoming first-time, first-year students who have a primary or secondary diagnosis of a learning disorder and/or ADHD.

What Others Say:

Westfield State University offers two distinct programs that benefit learning disabled and special needs students. The more intensive and specialized option, appropriately called the Learning Disabilities Program, is open to applicants with a diagnosed learning- or ADHD-based disability who show potential to succeed in college-level courses. Those who are admitted to this learning disabilities college program unlock benefits like priority course registration, academic progress monitoring, and individualized advising. They can also get assistance on everything from academic skill development and executive functioning to methods of self-advocacy. As a separate initiative, WSU also supports a robust peer-tutoring program that is open to all undergrads.

Quick Facts
Type of Support: CS
Undergraduates: 4,900

Name of Specialized Program: Banacos Center Learning Disabilities Program http://www.westfield.ma.edu/academics/learning-disabilities-program	Learning Differences Specialization: ADD/ ADHD, Language Based Disorders, Autism Spectrum Disorder
Who to Contact: Katelyn Shea Katelyn Shea 413-572-8534 kshea@westfield.ma.edu	Application Information: Apply online and check off the Learning Disabilities Program option listed under "Special Admission Opportunities". The priority deadline is February 1.

NOTES:

Other Colleges / Universities We Think Have Great Programs

Make sure to pick up literature from us on their programs

American University—Learning Service Program

Special needs students who want to be amongst the political action in our nation's capital will be well-served by this university, which offers a wide range of disability services. In addition to the standard accommodations, American University also offers a Learning Services Program for college freshmen. This program is designed to help special needs students better transition by building academic and social skills. These enrollees will get focused assistance with writing and math, as well as any other learning accommodations they might need. After freshman year, students can seek out the Academic Support Center's offerings, with free tutoring and more.

Augsburg College—Center for Learning and Adaptive Student Services (CLASS)

Augsburg College's Center for Learning and Adaptive Student Services (CLASS) program provides academic services necessary to accommodate students with learning, attentional, psychiatric, or other cognitive-based disabilities, but CLASS really looks to promote student independence and realization of one's own potential. Students admitted to the CLASS program work one-on-one with a CLASS Disability Specialist, who provides academic guidance and service-related assistance when appropriate. There is no additional fee for CLASS services.

Daemen College—Gersh College Experience

For students with an autism spectrum disorder, OCD, Tourette's Syndrome or ADHD, Daemen College may be a good choice. The school offers a program called The Gersh College Experience, which gives students a nurturing, supportive environment in which to develop the skills necessary to succeed socially and academically. Participants do not only receive help with school, but are also taught how to live as independent adults through social outings and a one-of-a-kind wilderness program.

Manhattanville College—Higher Education Learning Program (HELP)

Unlike some of the other colleges for learning disabilities on this ranking, Manhattanville College doesn't confine its services to a single program. Rather, it takes a multi-pronged approach that ensures students with diverse cognitive challenges get exactly the help they need. The most general of these initiatives is the Higher Education Learning Program (HELP), which is open to any MC student with a documented disability. HELP provides three hours of individualized tutoring each week, and sessions may cover skill development (e.g. organizational, reading/writing, or general study skills) or subject/content lessons. And just in 2015, Manhattanville launched a second, more specialized program known as Pathways and Connections (PAC) that specifically caters to the needs of undergrads with ASD.

Marist College—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.

Mercyhurst University - AIM Program

Created only a few short years ago, the AIM program at Mercyhurst University is already making strides in helping the school become a better choice for special needs students. The program focuses on assisting those with Autism and other high-functioning forms of autism adapt to campus life. Mercyhurst also offers support to students with other special needs through its Learning Differences Program. This program gives participants access to special accommodations, which can help them better cope with any learning disabilities they might have — from offering aid with physical impairments to getting additional tutoring.

New York Institute for Technology—Vocational Independence Program

The Vocational Independence Program at New York Institute of Technology is a residential, college-based postsecondary transition program located in Old Westbury, N.Y. for young adults with learning differences and Autism spectrum diagnoses. Since 1987, VIP has been helping students develop skills and accumulate experiences that help them reach their social, independent living, and work/college readiness goals. You can learn more and apply at www.nyit.edu/vip/admissions . Contact Walter Mayer VIP Admissions Director for more information. wmayer@nyit.edu; 631-348-3139

Northeastern University—The Learning Disabilities Program (LDP)

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

Rochester Institute of Technology

Special needs students who want a top-notch tech education should check out RIT. The school offers LD and ADD students access to a learning development center and disability and learning support services, all of which provide assistance to any who need it. Participants will meet with a learning specialist several times a month to check in, improve organization, study skills and time management, and learn to become a better self-advocate. In addition to these programs, students can also take workshops teaching them to improve test-taking skills, deal with procrastination and generally get more out of their college experience. If that isn't enough, there's also the advantage of free tutoring.

Westminster College—Learning Difference Program (LDP)

Of the nearly 10% of Westminster undergrads who are formally registered with the school's disability services center, about half participate in the Learning Differences Program (LDP). Ideal for individuals with neurodevelopmental disorders such as ADHD, dyslexia, and Disorder of Written Expression, the LDP provides extensive support services that help LD students realize their academic potential. Of course, as one of the best colleges for learning disabilities, Westminster's program has all the standard features, like one-on-one advising and accommodations (e.g. note-taking and extended time on tests). But what sets this program apart from the pack is that it also offers supplemental courses in core areas – like the humanities and natural sciences – that are specifically designed to promote effective study habits.

West Virginia Wesleyan College—The Learning Center

Through The Learning Center on the West Virginia Wesleyan College campus, students with learning disabilities, attention disorders and other special needs can find a wide range of support options. It offers tutoring through the Mentor Advantage Program, a foundational initiative that offers help transitioning into college, test and study labs and even assistance in academic goal setting and organization. While many of the services are fee-based, students have easy access to just about every resource that could help them be more successful. Students with unconventional learning styles can find all the help they could possibly need at West Virginia Wesleyan College. Through the school's Learning Center, individuals with special academic needs can access "centralized and comprehensive programming" that includes one-on-one professional tutoring, academic counseling for goal-setting and organizational skills, and special classes that utilize the Lindamood-Bell approach. But what sets WVWC apart from other top colleges for students with learning disabilities is its Mentor Advantage Program, which provides several hours per week of organizational and "strategic content" academic counseling plus daily check-ins with a professional tutor.

Alphabetical List of Colleges By Level of Support Services

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SP: STRUCTURED PROGRAMS

College/University	State	Support
Adelphi Univeristy	New York	SP
American International College	Massachusetts	SP
American University	District of Columbia	SP
Augsburg University	Minnesota	SP
Barry University	Florida	SP
Beacon College	Florida	SP
Brenau University	Georgia	SP
Curry College	Massachusetts	SP
Fairleigh Dickinson University, College at Florham	New Jersey	SP
Fairleigh Dickinson University, Metropolitan Campus	New Jersey	SP
Florida Agriculture and Mechanical University	Florida	SP
Gannon University	Pennsylvania	SP
Georgian Court University	New Jersey	SP
Hofstra University	New York	SP
Iona College	New York	SP
Landmark College	Vermont	SP
Long Island University	New York	SP
Loras College	Iowa	SP
Louisiana College	Louisiana	SP
Lynn University	Florida	SP
Manhattanville College	New York	SP
Marist College	New York	SP
Marshall University	West Virginia	SP
Marymount Manhattan College	New York	SP
Mercyhurst University	Pennsylvania	SP
Misericordia University	Pennsylvania	SP
Mitchell College	Connecticut	SP
Mount St. Joseph University	Ohio	SP
Muskingum University	Ohio	SP
New Jersey City University	New Jersey	SP
Northeastern University	Massachusetts	SP
Reinhardt University	Georgia	SP
Rochester Institute of Technology	New York	SP
Schreiner University	Texas	SP
Southern Illinois University Carbondale	Illinois	SP
St. Thomas Aquinas College	New York	SP
University of Arizona	Arizona	SP
University of Denver	Colorado	SP
University of Indianapolis	Indiana	SP
University of the Ozarks	Arkansas	SP
University of Tennessee at Martin	Tennessee	SP
University of Wisconsin-Oshkosh	Wisconsin	SP
Ursuline College	Ohio	SP

Westminster College (MO)	Missouri	SP
West Virginia Wesleyan College	West Virginia	SP

CS: COORDINATED SERVICES

College/University	State	Support
Abilene Christian University	Texas	CS
Adrian College	Michigan	CS
Anderson University (IN)	Indiana	CS
Appalachian State University	North Carolina	CS
Arizona State University at the Tempe campus	Arizona	CS
Boston College	Massachusetts	CS
Boston University	Massachusetts	CS
Brevard College	North Carolina	CS
Brigham Young University (UT)	Utah	CS
Brown University	Rhode Island	CS
Bryant University	Rhode Island	CS
California Polytechnic State University	California	CS
California State Polytechnic University, Pomona	California	CS
California State University, Fresno	California	CS
California State University, Fullerton	California	CS
California State University–Long Beach	California	CS
California State University, Northridge	California	CS
California State University–San Bernardino	California	CS
Calvin College	Michigan	CS
The Catholic University of America	District of Columbia	CS
Central Ohio Technical College	Ohio	CS
Chatham University	Pennsylvania	CS
Clark University	Massachusetts	CS
Colby-Sawyer College	New Hampshire	CS
Colgate University	New York	CS
College of William and Mary	Virginia	CS
Concordia College (NY)	New York	CS
Davidson College	North Carolina	CS
DePaul University	Illinois	CS
Drexel University	Pennsylvania	CS
Duke University	North Carolina	CS
East Carolina University	North Carolina	CS
Eastern Kentucky University	Kentucky	CS
East Stroudsburg University of Pennsylvania	Pennsylvania	CS
Edinboro University of Pennsylvania	Pennsylvania	CS
Emerson College	Massachusetts	CS
Emory University	Georgia	CS
Fairfield University	Connecticut	CS
Ferris State University	Michigan	CS
Flagler College	Florida	CS

Alphabetical List of Colleges by Level of Support Services • 707

Florida Atlantic University	Florida	CS
Florida State University	Florida	CS
George Mason University	Virginia	CS
The George Washington University	District of Columbia	CS
Georgia Southern University	Georgia	CS
Georgia State University	Georgia	CS
Grand View University	Iowa	CS
Illinois State University	Illinois	CS
Indiana University Bloomington	Indiana	CS
Iowa State University	Iowa	CS
James Madison University	Virginia	CS
Kansas State University	Kansas	CS
Kean University	New Jersey	CS
Kent State University- Kent Campus	Ohio	CS
Kutztown University of Pennsylvania	Pennsylvania	CS
Lee University	Tennessee	CS
Lehigh University	Pennsylvania	CS
Liberty University	Virginia	CS
Limestone College	South Carolina	CS
Louisiana State University	Louisiana	CS
Loyola University of Chicago	Illinois	CS
Manchester University	Indiana	CS
McDaniel College	Maryland	CS
Menlo College	California	CS
Miami University	Ohio	CS
Michigan State University	Michigan	CS
Michigan Technological University	Michigan	CS
Monmouth University (NJ)	New Jersey	CS
Montana Tech of the University of Montana	Montana	CS
Morningside College	Iowa	CS
New England College	New Hampshire	CS
New York University	New York	CS
Northern Illinois University	Illinois	CS
North Carolina State University	North Carolina	CS
Northern Vermont University	Vermont	CS
Northwestern University	Illinois	CS
Norwich University	Vermont	CS
Oberlin College	Ohio	CS
The Ohio State University-Columbus	Ohio	CS
Old Dominion University	Virginia	CS
Pittsburg State University	Kansas	CS
Providence College	Rhode Island	CS
Regis University	Colorado	CS
Rhode island College	Rhode Island	CS
Rider University	New Jersey	CS

Rocky Mountain College	Montana	CS
Roosevelt University	Illinois	CS
Saint Joseph's University (PA)	Pennsylvania	CS
Saint Michael's College	Vermont	CS
San Diego State University	California	CS
San Francisco State University	California	CS
San Jose State University	California	CS
Santa Clara University	California	CS
Seton Hall University	New Jersey	CS
Southern Connecticut State University	Connecticut	CS
Southern Illinois University Edwardsville	Illinois	CS
Southern Methodist University	Texas	CS
St. Ambrose University	Iowa	CS
St. Andrews University	North Carolina	CS
Stanford University	California	CS
State University of New York - Alfred State College	New York	CS
State University of New York–Stony Brook University	New York	CS
St. Catherine University	Minnesota	CS
Stetson University	Florida	CS
Syracuse University	New York	CS
Temple University	Pennsylvania	CS
Texas State University	Texas	CS
Towson University	Maryland	CS
University of California–Berkeley	California	CS
University of California, Los Angeles	California	CS
University of California–San Diego	California	CS
University of California–Santa Barbara	California	CS
University of Central Florida	Florida	CS
University of Cincinnati	Ohio	CS
University of Colorado at Colorado Springs	Colorado	CS
University of Colorado Boulder	Colorado	CS
University of Connecticut	Connecticut	CS
University of Dayton	Ohio	CS
University of Delaware	Delaware	CS
University of Florida	Florida	CS
University of Georgia	Georgia	CS
University of Hartford	Connecticut	CS
University of Houston	Texas	CS
University of Illinois at Urbana-Champaign	Illinois	CS
University of Iowa	Iowa	CS
University of Kansas	Kansas	CS
University of Kentucky	Kentucky	CS
University of Maryland, College Park	Maryland	CS
University of Massachusetts Amherst	Massachusetts	CS
The University of Memphis	Tennessee	CS

University of Michigan–Ann Arbor	Michigan	CS
University of Missouri	Missouri	CS
University of Nevada, Las Vegas	Nevada	CS
University of New Hampshire	New Hampshire	CS
The University of North Carolina at Chapel Hill	North Carolina	CS
The University of North Carolina at Greensboro	North Carolina	CS
University of North Carolina at Charlotte	North Carolina	CS
University of North Carolina–Wilmington	North Carolina	CS
University of Oregon	Oregon	CS
University of Pittsburgh–Pittsburgh Campus	Pennsylvania	CS
University of Rhode Island	Rhode Island	CS
University of Saint Francis	Indiana	CS
University of San Francisco	California	CS
University of Southern California	California	CS
University of South Carolina–Columbia	South Carolina	CS
The University of South Dakota	South Dakota	CS
University of Tennessee–Chattanooga	Tennessee	CS
University of Tennessee, Knoxville	Tennessee	CS
The University of Texas at Austin	Texas	CS
The University of Tulsa	Oklahoma	CS
University of Utah	Utah	CS
University of Vermont	Vermont	CS
University of Virginia	Virginia	CS
University of Wisconsin–Madison	Wisconsin	CS
University of Wisconsin–Milwaukee	Wisconsin	CS
University of Wisconsin–Whitewater	Wisconsin	CS
University of Wyoming	Wyoming	CS
Utah State University	Utah	CS
Utica College	New York	CS
Wake Forest University	North Carolina	CS
Washington University in St. Louis	Missouri	CS
Western Carolina University	North Carolina	CS
Western Connecticut State University	Connecticut	CS
Western Illinois University	Illinois	CS
Western Kentucky University	Kentucky	CS
Whitman College	Washington	CS
Widener University	Pennsylvania	CS
Wright State University	Ohio	CS
Xavier University	Ohio	CS

S: SERVICES

College/University	State	Support
Alverno College	Wisconsin	S
Arkansas State University	Arkansas	S
Auburn University at Montgomery	Alabama	S

Barnard College	New York	S
Beloit College	Wisconsin	CS
Bowling Green State University	Ohio	S
Bradley University	Illinois	S
Bucknell University	Pennsylvania	S
Canisius College	New York	S
Case Western Reserve University	Ohio	S
Cedarville University	Ohio	S
Champlain College	Vermont	S
Clarkson University	New York	S
Clemson University	South Carolina	S
College of Charleston	South Carolina	S
Colorado State University-Pueblo	Colorado	S
Cornell College	Iowa	S
Cornell University	New York	S
Drake University	Iowa	S
Eastern Illinois University	Illinois	S
Eastern Washington University	Washington	S
Edgewood College	Wisconsin	S
Elon University	North Carolina	S
The Evergreen State College	Washington	S
Farmingdale State College	New York	S
Fitchburg State University	Massachusetts	S
Frostburg State University	Maryland	S
Grand Valley State University	Michigan	S
Green Mountain College	Vermont	S
Grinnell College	Iowa	S
Guilford College	North Carolina	S
Hampton University	Virginia	S
Hobart and William Smith Colleges	New York	S
Indiana University-Purdue University Indianapolis	Indiana	S
Kennesaw State University	Georgia	S
Lake Superior State University	Michigan	S
Lamar University	Texas	S
Le Moyne College	New York	S
Lenoir Rhyne University	North Carolina	S
Lewis & Clark College	Oregon	S
Loyola Marymount University	California	S
Marian University	Wisconsin	S
Marquette University	Wisconsin	S
Messiah College	Pennsylvania	S
Middle Tennessee State University	Tennessee	S
Millersville University of Pennsylvania	Pennsylvania	S
Minnesota State University Moorhead	Minnesota	S
Montana State University Billings	Montana	S

Montclair State University	New Jersey	S
Neumann University	Pennsylvania	S
New College of Florida	Florida	S
New Mexico Institute of Mining and Technology	New Mexico	S
New Mexico State University	New Mexico	S
Nicholls State University	Louisiana	S
Northern Arizona University	Arizona	S
Northern Michigan University	Michigan	S
North Dakota State University	North Dakota	S
Occidental College	California	S
Ohio University—Athens	Ohio	S
Oklahoma State University	Oklahoma	S
Oregon State University	Oregon	S
Pace University	New York	S
Penn State University Park	Pennsylvania	S
Radford University	Virginia	S
Ripon College	Wisconsin	S
Rivier University	New Hampshire	S
Roanoke College	Virginia	S
Saint Louis University	Missouri	S
Salisbury University	Maryland	S
Savannah College of Art and Design	Georgia	S
Seton Hill University	Pennsylvania	S
Smith College	Massachusetts	S
Sonoma State University	California	S
Southern Maine Community College	Maine	S
Southern Utah University	Utah	S
Southern Wesleyan University	South Carolina	S
South Dakota State University	South Dakota	S
SUNY at Binghamton (Binghamton University)	New York	S
State University of New York—Potsdam	New York	S
University at Albany—SUNY	New York	S
St. Bonaventure University	New York	S
St. Lawrence University	New York	S
St. Olaf College	Minnesota	S
Texas A&M University—College Station	Texas	S
Texas A&M University-Kingsville	Texas	S
Texas Tech University	Texas	S
Thomas More College	Kentucky	SP
Tulane University	Louisiana	S
The University of Alabama in Huntsville	Alabama	S
The University of Alabama—Tuscaloosa	Alabama	S
University of Alaska Anchorage	Alaska	S
University of Alaska Fairbanks	Alaska	S
University of Arkansas	Arkansas	S

University of Illinois Springfield	Illinois	S
University of Jamestown	North Dakota	S
University of Maine	Maine	S
University of Minnesota, Morris	Minnesota	S
University of Missouri-Kansas City	Missouri	S
The University of Montana - Missoula	Montana	S
The University of Montana-Western	Montana	S
University of Nebraska-Lincoln	Nebraska	S
University of New England	Maine	S
University of New Haven	Connecticut	S
University of New Orleans	Louisiana	S
University of Northern Colorado	Colorado	S
University of Northern Iowa	Iowa	S
University of North Carolina at Asheville	North Carolina	S
University of Notre Dame	Indiana	S
University of the Pacific	California	S
University of Southern Indiana	Indiana	S
University of St. Francis	Illinois	S
University of Wisconsin-Eau Claire	Wisconsin	CS
University of Wisconsin-Stevens Point	Wisconsin	S
Wabash College	Indiana	S
Washington State University	Washington	S
Wayne State College	Nebraska	S
Western Colorado University	Colorado	S
Western Oregon University	Oregon	S
West Virginia University	West Virginia	S
Wheaton College (IL)	Illinois	S
Wheaton College (MA)	Massachusetts	S
Whittier College	California	S
Whitworth University	Washington	S
Winona State University	Minnesota	S

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