

Marist University Learning Support Program





Format for Today's Presentation



Welcome & Introductions



Learning Support Program (LSP) Overview



Differences Between High School and College



Accommodations & Technology



Application Process/Documentation Required



Is the Learning Support Program a good fit for you?



Office Information

Management Team

Maryellen Guardino, *Director*

Krista Ackert, *Assistant Director*

Susan Jenkins, *Assistant Director*

Administrative Assistants

Lisa Brennan

Jackie Garzione

Accommodations Coordinators

Tammy Allison

Lisa Whalen

General Accommodations Staff

Ruth Howell-Johnson

Learning Specialists

Krista Ackert

Tricia Barefoot

Lucy Compito

Judith Creedon

Deborah Fealey

Diane Hayes

Alex Hoysradt

Susan Jenkins

Emily Lamoree

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Location



Donnelly Hall, Room 226

Phone: 845-575-3274

E-mail: accommodations@marist.edu



Mission and Goal

The mission of the Office of Accommodations and Accessibility is to support students with documented disabilities in becoming empowered, independent learners by providing the appropriate accommodations and services necessary to access the educational opportunities at Marist University.

ADA

Section 504



LSP Overview

The **Learning Support Program** is a fee-based program, which provides academic support to students whose primary disability is LD and/or ADHD. The fee for the program is **\$3,085** per semester.



LSP Overview



Documented learning disability/ADHD
(*LD/ADHD must be primary*)



College preparatory course of study



Commitment to work with a Learning
Specialist



LSP Overview



Learning Specialists are professional educators



Appointments are scheduled in advance



Specialists meet with freshmen twice per week for 45 minute sessions





The Specialist's Role

- Provides writing assistance
- Teaches academic strategies
- Assists with time management & organization
- Assists with accessing campus resources
- Encourages self-advocacy
- Academic advisement





The Specialist's Role

Writing Assistance

- Individualized
- Use of the Library and Writing Center
- Assists with the **writing process**:
 - Reviewing assignments
 - Researching topics
 - Planning
 - Outlining
 - Editing
 - Revising





The Specialist's Role

Academic Strategies

- Reading
- Studying
- Time management
- Test taking
- Notetaking
- Memory techniques
- Organization





The Specialist's Role

Assists with Time Management and Organization



PRIORITIZED TASK LIST TEMPLATE

HIGH PRIORITY TASKS	DATE DUE
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	

MEDIUM PRIORITY TASKS	DATE DUE
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LOW PRIORITY TASKS	DATE DUE
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☐	
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☐	
☐	

ADDITIONAL TASKS	DUE DATE
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	

Time Management Sheet

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

Notes: _____



The Specialist's Role Refers to Campus Resources

- **Writing Center**
 - Assists with the writing process
 - Proofreading
- **Academic Learning Center**
 - Peer tutors
 - Proofreading
 - Review sessions: math, economics, accounting, and the sciences
- **Counseling**
- **Career Services**





The Specialist's Role

Self-Advocacy

- Discuss individual strengths and weaknesses as related to their disability
- Encourage a willingness to accept assistance/support
- Teach techniques to independently implement strategies for success





The Specialist's Role

Provides Academic Advisement

- Explain breadth and major requirements
- Assist with scheduling and course selection
- Liaison with faculty advisors
- Assist with transition to college



Differences Between High School and College



High School	College
Applicable Laws	
• IDEA 2004 (Individuals with Disabilities Education Act) • Section 504, Rehabilitation Act of 1973 • Intention of IDEA is educational SUCCESS	• ADA (Americans with Disabilities Act of 1990, Title II) • Section 504, Rehabilitation Act of 1973 • Intention of ADA is equal ACCESS
Documentation	
• IEP (Individualized Education Program) and/or 504 Plan • School division pays evaluation expenses • Eligibility by IDEA category	• Documentation should include complete diagnostic testing results • Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations • Student pays evaluation expenses

Differences Between High School and College



High School	College
Student Role	
• Student is identified by the school • Primary responsibility for arranging accommodations belongs to the school • Teachers approach you if they believe you need assistance	• Student self-identifies • Student has primary responsibility for self-advocacy and arranging accommodations • Professors expect students to seek help if needed

Differences Between High School and College



High School	College
Instruction	
• 25-30 hours a week in the classroom • Learning is teacher focused • Reading assignments are short • Teachers direct students step by step with frequent reminders	• 12-15 hours a week in the classroom • Learning is student centered • Substantial reading assignments and out of class research/study • Expectation of frequent independent review of class notes, text, and research

Differences Between High School and College



High School	College
Tests	
• IEP or 504 plan may include modifications to test format and/or grading • Testing is frequent and covers a small quantity of material • Teachers often take time to remind you of due dates and assignments	• Grading and test format changes are generally not available; Accommodations to HOW tests are given are available (extended time, reader, scribe, etc.) • Testing, often infrequent, covers large amounts of material and may be cumulative • Makeup tests frequently are not an option

Differences Between High School and College



High School	College
Grades	
• Many assignments and tests are offered and no one assignment carries major course weight • Teachers frequently go over grades, due dates, and expectations	• There may be very few assignments and each assignment may carry significant weight in the final grade • Long term assignments are common • Students are expected to read, save, and consult the course syllabus; Faculty give very little in the way of reminders

Differences Between High School and College



High School	College
Expectations	
• Time and assignments are structured by others • Daily schedule generally follows a consistent routine • Students are not expected to learn or study information beyond what is covered in class and assigned	• Students must manage their own time and complete assignments independently • Daily schedule is not consistent and may have large blocks of time with no classes/labs • Study expectations are 2 to 3 hours outside of class for each hour spent in class



Other Components of the Learning Support Program



AIM

(Achievement, Involvement, and Mentorship)

- Achievement - Assist with academic and social transition to college
- Involvement - Help first year students adjust socially and academically
- Mentorship - Connect first year students with upperclassmen



LSP Modules and The Workroom



- Time Management
- Self-Advocacy
- Memory Techniques
- Active Reading
- Notetaking

- Campus Resources
- Motivation
- Organization and Planning
- The Work Room



Workshops and Writing Support

- Welcome Back
- Self-Advocacy and E-mail Etiquette
- Registration
- Final Exam Prep
- Professional Writing Specialist





Groups

Accommodations Club
Delta Alpha Pi Honor Society (DAPi)





Academic Accommodations

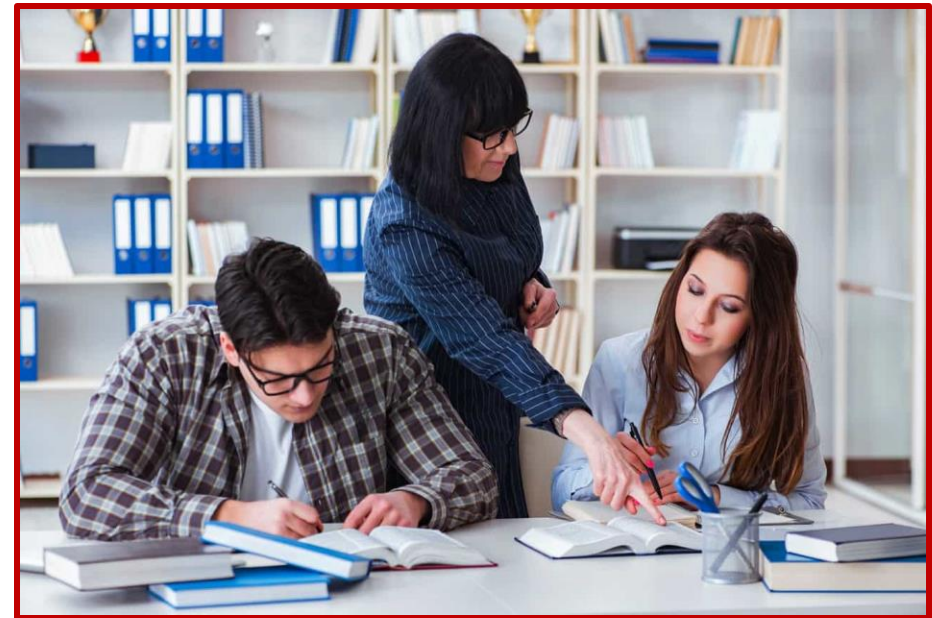
- Books in Alternate Format
- Notetaking Services
- Testing Accommodations
- Extended Time
- Private/Separate Locations
- Readers
- Scribes
- Calculator
- Computer for long answer/essay
- Use of Assistive Technology





High School Accommodations that May Not Transfer to a University Setting

- Test questions interpreted
- Tests taken over a period of days
- Alternate test format
- One-on-one aide
- Resource room





High School Accommodations that May Not Transfer to a University Setting

- Time extension for assignments
- Case manager
- Word bank
- Fewer test questions
- Spelling waiver



Assistive Technology Supports & Workshops



- Text-to-speech
- Speech-to-text
- Notetaking devices
- Audio Books
- C-Pen





Applying to the Learning Support Program

Students Must Submit:

- ✓ Undergraduate Marist University Admission application
- ✓ Learning Support Program application
- ✓ Essay for each application
- ✓ Recommendations from resource room teacher/tutor
- ✓ Disability documentation



Disability Documentation

- **Primary Diagnosis of LD/ADHD**
- Psychoeducational evaluation (WAIS or WISC) from 10th, 11th, or 12th grade
 - Subtest scores
 - Narrative/History
 - Specific recommendations for accommodations
 - Current levels of achievement in Math, Reading, Written Expression
- Most recent IEP/504 Plan



Application Deadlines

<u>Application Type</u>	<u>Deadline</u>	<u>Notification Date</u>
Early Decision I	November 1st	Mid-December
Early Action	November 15th	Mid-January
Early Decision II	February 15th	Late-February
Regular Decision	February 15th	Mid-March



Learning Support Program Application Process

Submit - LSP application, Marist University Application or Common Application, disability documentation, letters of recommendation, and transcript

Redirect if Not Eligible – LD/ADHD must be the primary diagnosis otherwise applicants will be redirected to General Admissions

Committee Review - LSP Admissions Committee reviews **completed** package – all application materials must be submitted before review can begin.

Interview - Applicants who are eligible for the LSP and considered a good fit upon review of full application are invited for an in-person interview

Final Decision – After a comprehensive review by the LSP Admissions Committee, a final decision is made for both the Learning Support Program and Marist University.



A Good Fit for the Learning Support Program is someone who is:

self-motivated

hard working

goal oriented

needs weekly
academic
support, not just
accommodations

committed to
participating in
the LSP



A Good Fit for the Learning Support Program is someone who:

believes in themselves

will accept assistance

has a high tolerance for frustration

knows one's strengths and focuses on them

can independently implement strategies taught in sessions

has knowledge/acceptance of one's learning disability



Is the Learning Support Program right for me?

Am I receiving academic support in high school? How much?

Do I have a need for the academic support provided by the program?

Do I need the services of a Learning Specialist?

Do I only need accommodations?



Is the Learning Support Program right for me?

Will two 45-minute sessions per week
with my Learning Specialist provide
enough academic support?

Can I independently apply the
strategies I am taught?

Is Marist where I want to spend the
next four years?





Thank you for Attending!

Learning Support Program Open
House Evaluation



Please contact us if you have
any questions.

(845) 575-3274

accommodations@marist.edu



Thank You!

