
Marist College

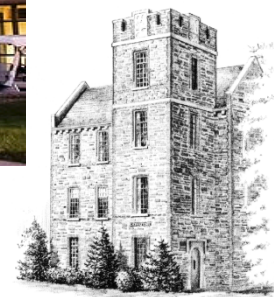
Learning Support Program



Welcome to MARIST



MARIST



Format of Today's Presentation

- Welcome & Introductions
- Program 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*

Deborah Reeves-Duncan, *Assistant Director*

Krista Ackert, *Assistant Director*

Susan Jenkins, *Assistant Director*

Administrative Assistant

Lisa Brennan

Accommodations Coordinators

John Sellmeyer

Lisa Whalen

TRiO Staff

Deborah Reeves Duncan, *Director of the TRiO Grant*

Ruth Howell-Johnson, *Counselor*

Learning Specialists

Krista Ackert

Tricia Barefoot

Judith Creedon

Deborah Fealey

Diane Hayes

Alex Hoystradt

Susan Jenkins

Emily Lamoree

Susan Masciale-Lynch

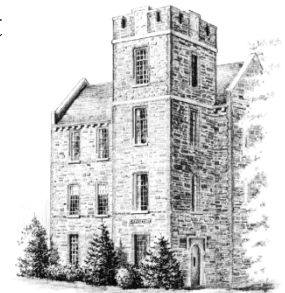
Barbara Murray

John Pinna

Virginia Siegrist

Joseph Trocino

Caitlin Welch



Location

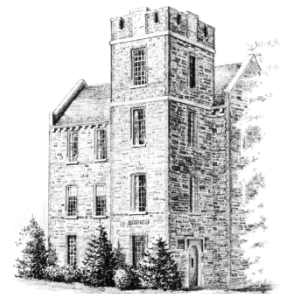


Donnelly Hall, Room 226

Phone: 845-575-3274

E-mail: accommodations@marist.edu

MARIST



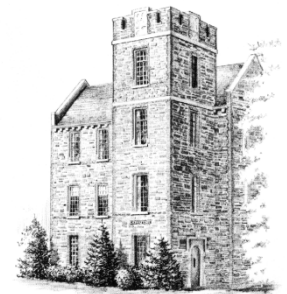
Mission and Goal



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 College.

ADA

Section 504



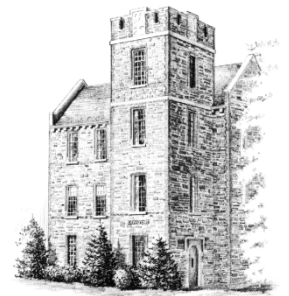
Program Overview

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 \$2750 per semester.



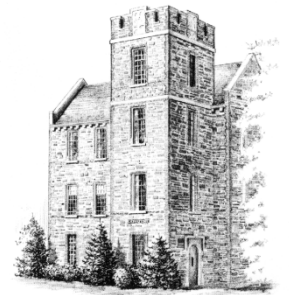
Program Overview

- Documented learning disability/ADHD
- Multiple disabilities – LD/ADHD must be primary
- College preparatory course of study
- Commitment to work with a Learning Specialist



Program Overview

- Learning Specialists are professional educators
- Appointments are scheduled in advance
- Specialists meet with freshmen 2 times/week, 45 minutes/session



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



The Specialist's Role

Assists with Time Management & Organization

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: _____

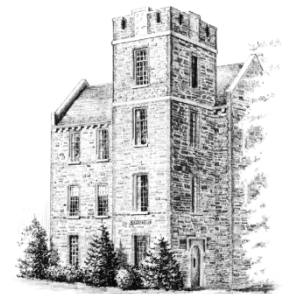
PRIORITIZED TASK LIST TEMPLATE

HIGH PRIORITY TASKS		DATE DUE
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

MEDIUM PRIORITY TASKS		DATE DUE
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

LOW PRIORITY TASKS		DATE DUE
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

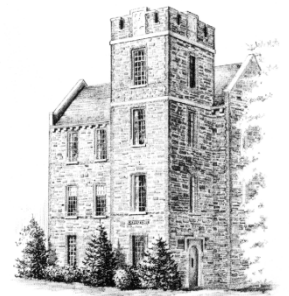
ADDITIONAL TASKS		DATE DUE
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		



The Specialist's Role

Self-Advocacy

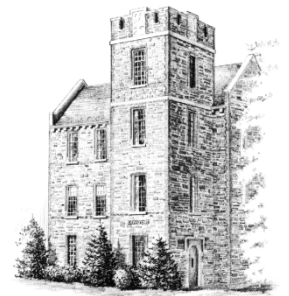
- Discuss individual strengths and weaknesses as related to their disability
- Encourage a willingness to accept assistance/support
- Teach techniques to independently implement strategies for success



The Specialist's Role

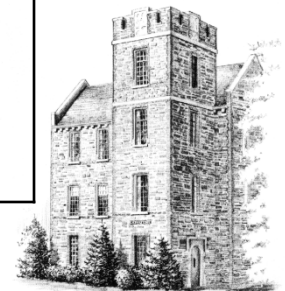
Provides Academic Advisement

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



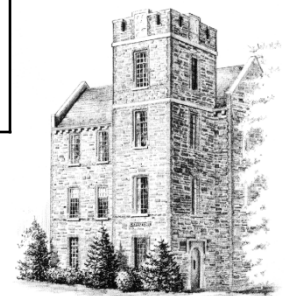
Examples of Differences Between High School and College

High School	College
Applicable Laws	
<ul style="list-style-type: none"> <input type="checkbox"/> IDEA 2004 (Individuals with Disabilities Education Act) <input type="checkbox"/> Section 504, Rehabilitation Act of 1973 <input type="checkbox"/> Intention of IDEA is educational SUCCESS 	<ul style="list-style-type: none"> <input type="checkbox"/> ADA (Americans with Disabilities Act of 1990, Title II) <input type="checkbox"/> Section 504, Rehabilitation Act of 1973 <input type="checkbox"/> Intention of ADA is equal ACCESS
Documentation	
<ul style="list-style-type: none"> <input type="checkbox"/> IEP (Individualized Education Program) and/or 504 Plan <input type="checkbox"/> School division pays evaluation expenses <input type="checkbox"/> Eligibility by IDEA category 	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation should include complete diagnostic testing results <input type="checkbox"/> Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations <input type="checkbox"/> Student pays evaluation expenses



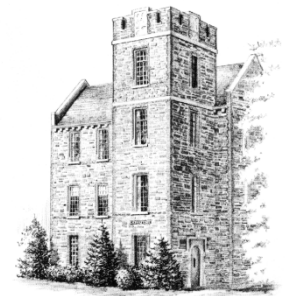
Examples of Differences Between High School and College

High School	College
Student Role	
<ul style="list-style-type: none">❑ Student is identified by the school❑ Primary responsibility for arranging accommodations belongs to the school❑ Teachers approach you if they believe you need assistance	<ul style="list-style-type: none">❑ Student self-identifies❑ Student has primary responsibility for self-advocacy and arranging accommodations❑ Professors expect students to seek help if needed



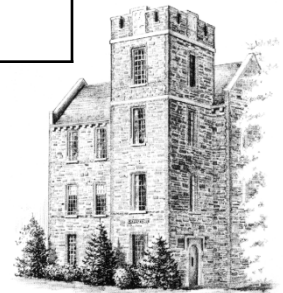
Examples of Differences Between High School and College

High School	College
Parental Role	
<ul style="list-style-type: none">□ Parent has access to student records and can participate in the accommodation process□ Parent advocates for student	<ul style="list-style-type: none">□ Parent does not have access to student records without written consent from the student□ Student advocates for self



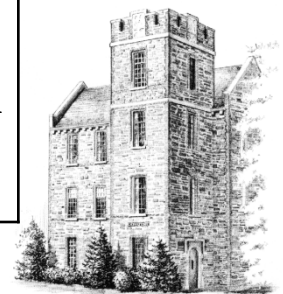
Examples of Differences Between High School and College

High School	College
Instruction	
<ul style="list-style-type: none">❑ 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	<ul style="list-style-type: none">❑ 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



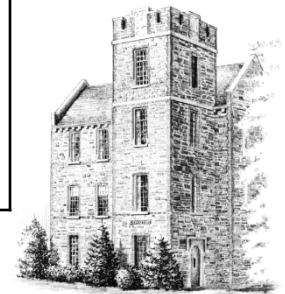
Examples of Differences Between High School and College

High School	College
Tests	
<ul style="list-style-type: none"> ❑ 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 	<ul style="list-style-type: none"> ❑ 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



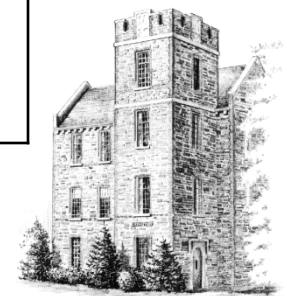
Examples of Differences Between High School and College

High School	College
Grades	
<ul style="list-style-type: none"><li data-bbox="79 578 846 735">❑ Many assignments and tests are offered and no one assignment carries major course weight<li data-bbox="79 792 846 892">❑ Teachers frequently go over grades, due dates, and expectations	<ul style="list-style-type: none"><li data-bbox="846 578 1578 735">❑ There may be very few assignments and each assignment may carry significant weight in the final grade<li data-bbox="846 792 1578 892">❑ Long term assignments are common<li data-bbox="846 963 1578 1163">❑ Students are expected to read, save, and consult the course syllabus; Faculty give very little in the way of reminders



Examples of Differences Between High School and College

High School	College
Expectations	
<ul style="list-style-type: none">❑ 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	<ul style="list-style-type: none">❑ 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**

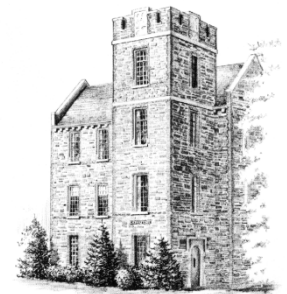
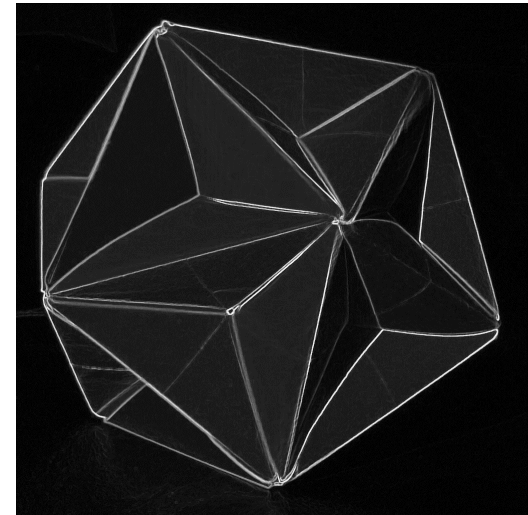
AIM (Achievement, Involvement, and Mentorship) Program

- Assist with academic and social transition to college
- Help freshmen adjust socially and academically
 - Match upperclassmen with freshmen



LSP Modules

- Time Management
- Active Reading
- Notetaking
- Campus Resources
- Motivation
- Organization and Planning



Workshops

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



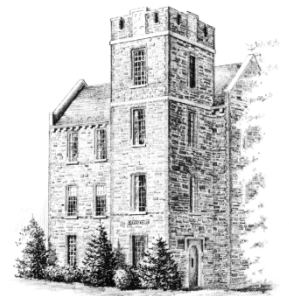
Groups

- Minds of All Kinds (MOAK)
- 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



Examples of High School Accommodations That May Not Transfer to the College Setting

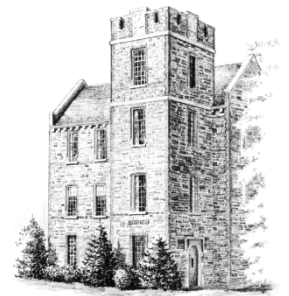
- Test questions interpreted
- Tests taken over a period of days
- Alternate test format
- One-on-one aide
- Resource room

continued...



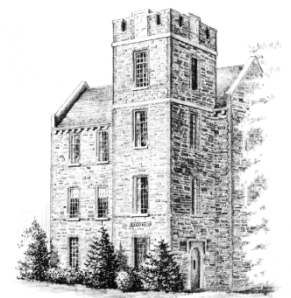
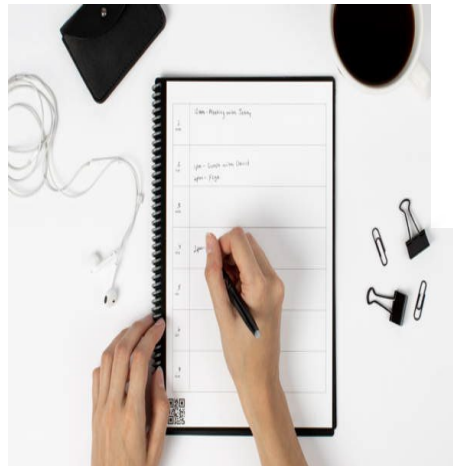
Examples of High School Accommodations That May Not Transfer to the College Setting

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



Assistive Technology Support & Workshops

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



Application to the Marist Learning Support Program

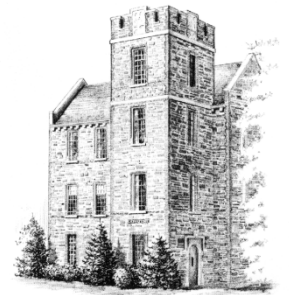
Students Must Submit:

- Undergraduate Admission application
- Supplementary application to the Learning Support Program
- Essay for each application
- Recommendations from resource room teacher/tutor
- Disability documentation



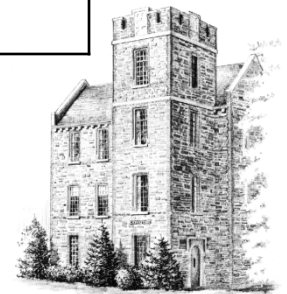
Disability Documentation

- **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 15th	Mid-December
Early Action	November 15th	Mid-January
Early Decision II	February 15th	Late-February
Regular Decision	February 15th	Mid-March



A *Good Fit* for the Learning Support Program is a student who:

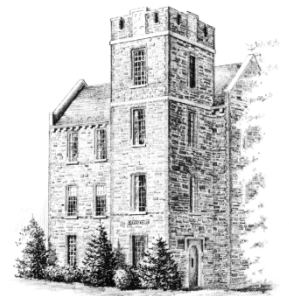
- is self-motivated
- is hard working
- is goal oriented
- has a need for academic support, not only accommodations
- believes in oneself

continued...



A *Good Fit* for the Learning Support Program is a student who:

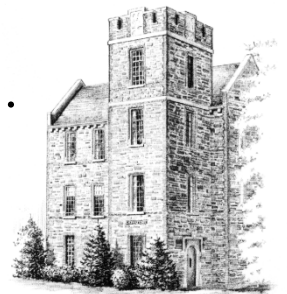
- will accept assistance
- has high tolerance for frustration
- knows one's strengths and focuses on them
- can independently implement strategies taught in sessions
- is committed to participating in the program
- has knowledge/acceptance of one's learning disability



Is the **Learning Support Program** Right for Me?

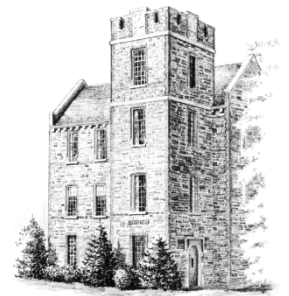
- Am I receiving academic support in high school?
How much?
- Do I have a need for the academic support provided
by the program?
- Do I need the services of a Learning Specialist?
- Do I only need accommodations?

continued...



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?



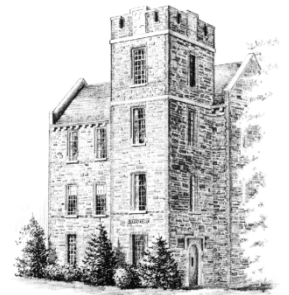
*Thank you for attending the Marist College
Learning Support Program
Open House!*

*Please contact our office if you have any
questions.*

(845) 575-3274

accommodations@marist.edu

MARIST



Learning Support Program Open
House Evaluation

