

PROGRAM NAME	COLLEGE & LOCATION (listed alphabetically by state)	NOTES
SALT Center (Strategic Alternative Learning Techniques Center)	University of Arizona Tucson, Arizona	<p>The Strategic Alternative Learning Techniques (SALT) Center promotes the achievement of individuals with learning and attention challenges. Through a student-centered model, SALT provides comprehensive services to maximize student success and support at the University of Arizona community. We collaborate with community-based organizations that facilitate learning and enrollment in high education. We initiate and pursue innovative practices designed to partner with and serve the people of Arizona and the global community. Services included in the SALT program are: learning specialists, tutors, psychological services, assistive technology, and workshops. Students pay a fee to be in the center and we have close to 600 students per year, including about 225 new students each year. Each enrolled student is assigned to a professional strategic learning specialist, many who are master's level educators, who build individual learning plans with the students.</p> <p>Website: http://www.salt.arizona.edu/ Phone: (520) 621-1242</p>
Career Beginnings	California State University Bakersfield Bakersfield, California	<p>Career Beginnings at CSUB identifies high school students with college potential who, because of average grades and economically and/or educationally disadvantaged family backgrounds, might otherwise be unlikely to attend college. The program utilizes four types of support: career exploration and action plan development, educational enrichment, mentoring, and employment. Career Beginnings brings together key agencies, high schools, businesses, non-profit agencies and local colleges in working partnerships, which provide career and college preparation, summer work/study experience, school-year work experience, special academic tutoring, counseling and supportive services, and the individual guidance of adult mentors from the business and professional communities.</p> <p>Website: http://www.csub.edu/careerbeginnings Electronic brochure: http://www.csub.edu/careerbeginnings/documents/Career%20Beginnings%20Brochure.pdf Phone: (661) 654-6777</p>
Thames Academy	Mitchell College New London, Connecticut	<p>Thames Academy is a post-grad (PG) or pre-college transitional experience. It is a year of academic preparation that students take between the end of their secondary school/high school education and the start of their college studies. Unlike traditional post-grad programs at independent or prep schools, Thames Academy at Mitchell College provides college level courses for credit. Located on Mitchell College campus, the Academy provides a highly structured residential program within a collegiate environment and co-curricular interaction with two-year and four-year students. Students who embark upon this distinctive transitional year will have already obtained their high school diploma and are college age.</p> <p>Mitchell College Mission Statement: Mitchell College, a private institution of higher education, provides a transforming educational experience. Within a diverse and student-centered community and with an emphasis on holistic student development, Mitchell College supports individual learning differences, nurtures untapped academic potential, and instills professional knowledge and skills necessary for students to contribute to an ever-changing world.</p> <p>Website: http://community.mitchell.edu/page.aspx?pid=349 Electronic brochure: http://community.mitchell.edu/document.doc?id=210 Phone: (860) 701-5044</p>
The Bentsen Learning Resource Center (LRC)	Mitchell College New London, Connecticut	<p>The Learning Resource Center (LRC) is a support program for students with documented disabilities. The college offers a transition year during which students can prepare for college life and expectation, but also earn transferrable credit. Summer Transition Enrichment Program (S.T.E.P.) is provided to students who have been accepted to Mitchell's LRC program and are ready to begin their college studies, and who want to strengthen their study skills and get a head start on their coursework. Tuition is \$27,714 per year for commuting students and \$40,206 for resident students.</p> <p>Website: http://community.mitchell.edu/page.aspx?pid=313 Phone: (860) 701-5071</p>

Academic Support Center & Learning Services Program	American University Washington, D.C.	<p>The Academic Support Center provides support to all AU students to gain the tools necessary for academic success, including specialized services for students with learning disabilities and ADHD. Educational skills specialists, experienced in working with college students, are available to help students achieve their academic potential. Counselors in the ASC also serve approximately 300 students each year who have learning disabilities and ADHD. High school seniors with diagnosed learning disabilities may access accommodations and support through the ASC or they may apply to the Learning Services Program, a small, mainstream transition program for freshmen with learning disabilities, which is located in the same office. It is a one-year program for which there is a \$2,500 fee. After the freshman year, the Academic Support Center continues to provide assistance, as requested, until graduation.</p> <p>Website: http://www.american.edu/ocl/asc/ Phone: (202) 885-3360</p>
Center for Advanced Learning (CAL) Program	Barry University Miami Shores, Florida	<p>The program at the Center for Advanced Learning (CAL) exists to support undergraduate and graduate students with diagnosed learning disabilities and attention deficit disorders. The primary goal is to assist students in developing skills and strategies that will help them to function successfully in a postsecondary academic setting and to attain their academic goals, despite having learning challenges. The CAL Program believes in a collaborative, problem solving approach for promoting a student's academic success. CAL is a comprehensive fee-for-service or "enhanced program."</p> <p>Website: http://www.barry.edu/cal/ Phone: (305) 899-3988/3316</p>
Institute for Achievement and Learning	Lynn University Boca Raton, Florida	<p>The Institute for Achievement and Learning is committed to the idea that each learner has a unique set of strengths and weaknesses and is dedicated to helping those individuals achieve their academic goals by maximizing the use of their strengths and minimizing the impact of their weaknesses. The Institute strives to help students understand their learning competencies and develop during their time at the university. The goal of the Institute is to make students lifelong learners with the ability to utilize their newly acquired skills to meet the challenges that await them after they complete their education. The Institute's current model incorporates cognitive instructional strategies that overlay services including group and/or individual tutoring, specialized learning communities and group activities. Students are not only assisted in understanding specific course content, but also strategies for planning, organizing, and implementing their studies.</p> <p>Website: http://www.lynn.edu/academics/institute Phone: (561) 237-7064 / (561) 237-7084</p>
Achieve Program	Southern Illinois University Carbondale Carbondale, Illinois	<p>The Achieve Program is an academic support program for college students with LD, ADD, and ASD. Services include individualized tutoring, proctoring, notes, and academic supervision. Students engage in regular college activities and curricula while working towards Bachelor's degrees in majors of their choice. Eligibility is determined on a case by case basis. Comprehensive documentation of disability and needs required.</p> <p>Website: http://achieveprogram.siu.edu Phone: (618) 453-6155</p>
PAL (Program for Advancement of Learning)	Curry College Milton, Massachusetts	<p>The Program for Advancement of Learning (PAL) at Curry College is a structured support program providing assistance to bright, college-able students with specific learning disabilities and/or AD/HD. Students in PAL are fully mainstreamed in all classes and receive additional support on a proactive basis. First-year students work in a combination of individual and/or small, credit-bearing classing with a PAL faculty member, developing strategies in areas such as reading comprehension, written language, speaking, listening, organization, and time management. These skills are continually related to the students' individual profiles of learning. Comprising approximately 20% of the entering class, students in the program work with PAL faculty members in individual or small group sessions to develop self-advocacy skills. PAL is a fee- based program.</p> <p>Website: http://www.curry.edu/programs-and-courses/undergraduate-programs/special-programs/ld-program-pal.html Phone: (617) 333-2250</p>

Center for Learning and Adaptive Student Services (CLASS) Program	Augsburg College Minneapolis, Minnesota	The CLASS Program's mission is to assist academically qualified students with disabilities to reach their individual potential, to promote their independence, and to ensure their access to the educational experience at Augsburg College. Accommodations may include scanned exams; extended time exams; readers for exams; scribes for exams; notetakers in class; recorded, scanned or electronic textbooks; and access to adaptive technology. Website: http://www.augsburg.edu/classprogram/index.html Phone: (612) 330-1053
The Yellin Center for Mind, Brain, and Education	New York, NY	The Yellin Center provides independent educational evaluations with a research-based approach that define a student's specific cognitive strengths and weaknesses. The Center then creates individualized recommendation plans for academic improvement. The Yellin Center help students, families and educators understand why a student may be struggling and implement strategies to help them improve. The Center places a high value on helping students to better understand themselves and their experiences, and to leverage this understanding to foster greater academic success. Website: http://www.yellincenter.com/ Phone: (646) 775-6646
Program for Academic Learning Skills (PALS)	Hofstra University Hempstead, New York	The Program for Academic Learning Skills (PALS) serves students with specific learning disabilities and ADD or ADHD. 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 PALS 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 PALS is to get the students reading, writing, thinking and discussing not only the subject matter but, also the process of their learning. Website: http://www.hofstra.edu/StudentAffairs/stddis/stddis_pals.html Electronic form of PALS brochure: http://www.hofstra.edu/pdf/StudentAffairs/stddis/stddis_21149PALSbrochure.pdf Phone: (516) 463-7075
Learning Disabilities Support Program	Marist College Poughkeepsie, New York	The Learning Disabilities Support Program, offered by the Marist College Office of Special Services, provides each participant with a complement of academic services that are designed to meet his or her individual needs. The program emphasizes the development and use of compensatory strategies that will promote independence and personal success. Each student is enrolled in credit-bearing courses and completes degree requirements set forth for all students. Each student is assigned to work one-on-one with a Learning Specialist. Typically, freshmen meet with their Specialist two sessions per week. While the goals of each session must be individualized, typical sessions concentrate on: improving writing skills, note taking skills, organization skills, test-taking strategies, and time management skills. A program fee is charged only for the services of the Learning Specialist. The Specialist will also establish a plan for necessary and appropriate academic accommodations. There is no charge for these accommodations. Website: http://www.marist.edu/specialservices/prospect-ldis.html Phone: (845) 575-3274
Project STEPP (Supporting Transition and Education through Planning and Partnership)	East Carolina University Greenville, North Carolina	Project STEPP is a collaborative program that partners a variety of East Carolina University's colleges and campus resources with area high schools and community opportunities. The program offers comprehensive academic, social and life-skills support to a select number of students with identified Specific Learning Disabilities who have show the potential to succeed in college. Funded primarily with private gifts, this program provides a unique opportunity to a population that traditionally may not have access to college. Services are provided at no additional cost to students. Website: http://www.ecu.edu/cs-educ/stepp/ Phone: (252)328-1101

Learning Partners	Louisburg College Louisburg, North Carolina	Learning Partners is a fee-based service to students with learning disabilities and ADHD at Louisburg College. Its mission is to provide students the individualized support and coaching they need to develop their learning skills, realize their academic goals, and work toward becoming successful independent learners. Students in the program work individually with professional learning specialists. Tuition at Louisburg College is approximately \$12,492, and the Learning Partners program is an additional \$8,000 per year. Families with financial need are referred to the Office of Vocational Rehabilitation for tuition assistance. Many students receive significant financial support from them. With Learning Partners, tuition, room, board, books, and fees, the average cost per student before financial aid is around \$31,000. Website: http://www.louisburg.edu/academics/support/lpp.html Phone: (919) 497-3236
The Learning Center – Academic Success Program (ASP) for Students with LD/ADHD	University of North Carolina at Chapel Hill Chapel Hill, North Carolina	ASP works with undergraduate, professional and graduate students who have documented learning disabilities and/or attention-deficit/hyperactivity disorders (AD/HD). While the Department of Disability Services manages all aspects of the accommodation process, ASP staff provides a variety of services. Our mission is to help students understand how their disability impacts their learning, and provide them with tools so that they can reach their academic goals at Carolina. Website: http://www.unc.edu/asp/index.html Phone: (919) 962-7227
PALS Program (Program for Alternative Learning Styles)	Limestone College Gaffney, South Carolina	The purpose of the Program for Alternative Learning Styles (PALS) at Limestone College is to provide students with identified specific learning disabilities/ADHD/ Asperger’s with opportunities to be successful and independent learners in an academic environment within three years after beginning PALS at Limestone College. It is the responsibility of each student to take advantage of the opportunities provided. The PALS program only works to the extent the student fully utilizes it. Academic success coaches have been added to the program over the years and their purpose in the program is to meet face-to-face with the students, at least once a week, and assist them with executive functioning skills. PALS is very proactive; it provides unlimited tutoring and includes organizational tutors, note taking, study halls, and accountability to develop students with confidence and real leadership skills. Website: http://www.limestone.edu/admissions-day-student-admissions/disability-services Phone: (864) 488-8377
Say YES (Your Education Solution) to College: A College Transition Program for Students with Disabilities	Old Dominion University Norfolk, Virginia	Say YES offers high school sophomores, juniors, and seniors living in Virginia the opportunity to meet other students who have successfully made the transition into college, listen to speakers, experience dorm-life, and connect with other high school students who have similar questions and concerns about college life. Parent workshops are also included—designed to help families explore the changing roles of parents as children transition to college, as well as give them an opportunity to interact with college service providers and college students with disabilities. Website: http://www.ahead.org/affiliates/virginia/transition-program Phone: (757) 683-3639
VCU-RRTC Virginia Commonwealth University Rehabilitation Research and Training Center	Virginia Commonwealth University Richmond, Virginia	Established in 1983 by Dr. Paul Wehman, the Virginia Commonwealth University Rehabilitation Research and Training Center (VCU-RRTC) serves as a center of national excellence, providing resources for professionals, individuals with disabilities, and their representatives. A team of nationally and internationally renowned researchers and personnel trainers are committed to developing and advancing evidence-based practices to increase the hiring, career advancement and retention of individuals with disabilities. Examples of current research and training projects include: Project Search for Individuals with Autism, Postsecondary Education, Self Employment, Social Security Work Incentive Planning & Assistance, Transition from School to Work, Personal Assistance Services in the Workplace, and Community Rehabilitation Programs. Website: http://worksupport.com/ Phone: (804) 828-1851

<p>DO-IT (Disabilities, Opportunities, Internetworking, and Technology Program</p>	<p>University of Washington Seattle, Washington</p>	<p>The DO-IT Center promotes the success of individuals with disabilities and the use of computer networking and technologies to increase the independence, productivity, and participation in education and careers. DO-IT shares strategies for applying universal design to physical spaces, information technology, instruction, and services. The DO-IT Center operates in partnership with University of Washington academic and administrative units and scores of national and international schools and transition programs. It creates and distributes publications and resources and offers training for students with disabilities, K-12 educators, postsecondary faculty and administrators, librarians, employers, parents, and mentors. DO-IT Scholars - WA State high school graduates pursuing postsecondary studies and careers - participate in multiple summer study programs and work- based experiences. Nationwide, peers and mentors connect through online forums and electronic communication. Website: http://www.washington.edu/doi/ Phone: (206) 685-3648</p>
<p>H.E.L.P. (Higher Education for Learning Problems)</p>	<p>Marshall University Huntington, West Virginia</p>	<p>The mission of the Marshall University H.E.L.P. Program is to provide educational support, remediation, and mentoring to individuals with a specific Learning Disability and/or Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder. A variety of programs are offered including: College H.E.L.P., Medical H.E.L.P., Community H.E.L.P., and Diagnostic H.E.L.P. Marshall University provides fee-based services to students based on amount of tutoring support (per hour) received through the H.E.L.P. program. Website: http://www.marshall.edu/help/ Phone: (304) 696-6252</p>

Please note that the information contained in this document has been collected from the websites and promotional materials of each program and may have changed since being listed here. Inclusion in this list does not constitute an endorsement by Project STEPP or ECU.