



LANDMARK
COLLEGE

Family Guide



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Why This Guide?

The education at Landmark College is like no other. For that reason, it's vitally important for us to provide you, the family of a Landmark College student, with information that can help you better understand our educational approach, processes, and expectations. Succeeding at Landmark College is not guaranteed, but by following the recommendations provided in this guide, the chances for success are greatly enhanced.

Please read this document thoroughly, as it contains important information that will help you and your son or daughter to make the most of what we have to offer.

A Catalyst for Self-Advocacy

At the center of Landmark College's educational philosophy is a firm commitment to helping students learn to advocate for themselves. Students are given explicit instruction in understanding their learning strengths and challenges, and are offered the opportunity for self-reflection at key points in their academic program. We start by focusing on the learning process itself and helping students figure out how they learn as individuals. Understanding how one learns best is an ongoing and recursive process. Over time, Landmark College students learn what works for them and what does not, what types of material they can absorb easily, and what types will require extra effort. We introduce students to various types of assistance, from assistive technology to coaching services to academic support services. In all of this support, we help our students learn to develop their own strategies and to hold themselves accountable for using those strategies.

Self-reflection is the glue of Landmark College. It happens in the classroom, on the field, and in the residence halls. Self-reflection enables students to better identify what strategies work for them and when they need help. We expect students to make use of the available resources, ask questions, and take ownership for their learning needs. Students who are strong self-advocates understand their responsibility in appropriately advocating for themselves, and they have the ability to tailor requests based on their individual situations.

The Landmark Education

Program Overview

Completing a degree at Landmark College requires hard work and commitment on the part of each student. Our grading system is clear; credit is awarded only after it has been earned. Some students complete the degree within the standard timeframe (two or four years for associate and bachelor's programs, respectively), while others take longer. Time to graduation depends on a variety of factors, including skill levels upon entry, commitment to taking advantage of support services, and dedication to completing required work. The program is designed so that students who require extra class time and instructor contact readily receive it as a planned part of their path to the degree.

We provide state-of-the-art education for students with diagnosed learning differences. We have created teaching methods, learning strategies, and support structures that empower motivated students in the work of defining and achieving their goals.

Landmark College offers four associate degree programs (Liberal Studies, Business Studies, Natural Sciences, and Computer Science) and three bachelor's degree programs (Liberal Studies, Computer Science, and Studio Art). Our degree programs are fully accredited by the New England Association of Schools and Colleges; they meet the same rigorous requirements as those of every other accredited college and university in our region.

Our programs have a strong liberal arts foundation that provides students the opportunity to gain critical thinking skills and academic knowledge across fundamental disciplines. We ensure rigor in our programs by requiring a number of advanced-level courses and by limiting the number of credit in non-academic disciplines (such as physical education) that can be counted towards the degree.

Progress towards graduation is monitored on a semester-by-semester basis, and students' Advisors help them make choices to ensure a solid education and timely graduation.

Details of the curriculum and degree requirements are included in our catalog, which is available online.

Transitioning From High School to College:


Understanding the Differences in Disability Rights and Responsibilities

The Transition

Entering college, whether directly from high school or from another institution, is bound to evoke anxiety and exhilaration. Students are busily managing new courses, instructor expectations, social situations, daily living needs, and a new culture. It is not surprising, then, that many students have periods during the first six weeks of the semester where they are unsure about college life, whether they've made the right choice, and if what they are studying has meaning. In these cases, often what the student needs most is someone to listen. Transition periods can be uncomfortable, and it is human nature to want to remove that feeling. As students become more comfortable on campus, acclimate to their schedules, and make connections in the classroom and in the residence halls, students are able to regain their equilibrium.

High School, Other Colleges, and Landmark College

At the college level, including at Landmark College, students are not provided with an individualized program. Curriculum may not be modified or abbreviated, because Landmark College must meet the standards of our accrediting body, NEASC (New England Association of Schools and Colleges). This means that students with LD, ADHD, and ASD must be able to manage the requirements and expectations of a college learning environment within the parameters of our support structures and innovative teaching approaches. In addition, there are many other ways that high school differs from college, as well as ways that Landmark College differs from other colleges. Many of these differences are described below.

High School	Other Colleges	Landmark College (LC)
Typically, a school year is 36 weeks long; some classes extend over both semesters.	Academic year is often divided into two separate 15-week semesters plus a week for final exams.	LC's calendar is also divided into two 15-week semesters with a week for final exams.
Students basically attend school every day for the same hours—so there is quite a bit of structure and sameness to their days.	Classes typically meet only two or three times a week and students have large gaps between classes, leading to very little structure. Students need to learn to manage time effectively.	LC classes meet two or three or four times a week, and students are encouraged to set up routines for doing homework between classes. Academic Advisors and Coaches play an important role in helping students create this structure. Professors offer guidance as well. 
Teachers constantly remind students of due dates and upcoming tests and quizzes.	Once the professor lists the dates on the course calendar or syllabus, he or she assumes students are capable of obtaining this information on their own without constant reminders.	LC professors do not assume that students will independently produce assignments without reminders. It is common for students to ask professors for clarification and reminders regarding assignments. It is also typical that longer-term projects are broken down into smaller units by the professor.
Textbooks are typically provided at little to no expense.	Students are required to purchase or borrow their own textbooks and academic supplies.	LC students are expected to purchase all required material and computer software. They are also required to use a laptop that is compatible with the college network.
Digital texts can be made available by direction of the student's IEP.	Digital texts must be requested through a disability services office and can take weeks to arrive after classes have already started.	LC ensures access to digital text within hours of demonstrating print ownership for nearly all assigned texts and within days for a minority of texts.
Students often spend time in class completing assignments to fill class time—what some students refer to as “busywork.”	The bulk of class time is spent taking notes or participating in discussions—not completing homework or other graded assignments.	LC uses Universal Design for Learning techniques, which include an interactive and explicit model of instruction.

High School	Other Colleges	Landmark College (LC)
Teachers often teach to the test—typically feeding students all the information needed to study for exams.	Professors often lecture about much more material than students will ever be tested upon—for the sake of knowledge. The student will need to discern independently what material will be tested and the best way to study it.	Test preparation is taught at LC. First-semester students spend time evaluating their strengths and areas of need in taking tests.
Many students could do very well academically by simply studying an hour or two a week—or by cramming for a test the night before.	The best students cite the importance—and need—to study and prepare for classes on a daily basis. The standard rule is students need to spend three hours of work outside of class for every hour spent in class.	This is also true at LC, and, in some cases, students need to spend even more hours of work outside of class.
Teachers are both subject experts and trained educators and ideally know the latest and greatest methods to teach the material.	Professors—many of whom hold doctoral degrees—are experts in their fields and trained researchers (who must continue to publish to stay academically qualified to teach), but their teaching methods and lecture styles may be completely different from anything the student has experienced.	While LC professors are experts in their field and are experienced researchers, there is considerable emphasis placed on teaching excellence, universal design, and varied modes of delivering instruction. We are a teaching institution.
Teachers keep a watchful eye on progress and will contact the student or family if grades are faltering.	Professors may well be aware of individual student's progress—or lack of it—but most expect their students to initiate discussions about grades and/or seek assistance—all of which is done during the professor's office hours.	LC professors provide frequent feedback about progress and request meetings outside of class when students are struggling.
Instructors may review class notes and text material regularly for classes.	Students must review class notes and text material regularly on their own initiative.	LC students are taught a study system that provides a rationale for reviewing material for optimal retention and engagement.

High School	Other Colleges	Landmark College (LC)
Reading assignments are fairly light, and some are done in class—whether through individual reading or lecturing straight from the book.	Students can expect a very heavy reading load—all of it done outside of class. Some of the reading may be discussed in class, but even without discussing it, the professor may choose to include it on the test.	Students are expected to learn some of the course material through active reading, a process by which students learn to read and make notes at the same time. Follow-up on reading in class is common, and students are encouraged to ask clarifying questions.
Tests often cover small amounts of material.	Professors usually provide infrequent assessment (2-3 times a semester). May be cumulative and cover large amounts of material. Some classes may require only papers and/or projects instead of tests.	LC faculty often organize instruction into units, and assignments are given frequently. Students are able to receive frequent feedback on their work and on assessments such as quizzes and exams.
Students are often spoon-fed all the information, with a focus on facts and memorization.	Students are expected to think—and learn—beyond the facts to develop complex understanding of information and theories from multiple sources.	This is also true at LC, but students will receive instruction about how to develop this type of critical thinking and problem solving.
Students have to attend classes or get reported absent, often with a telephone call to the family informing them of the absence.	Students can choose to attend classes or not, often with no overt penalties from the professor. Some professors do take attendance, and some also have a strict attendance policy.	LC has an attendance policy and students can be administratively withdrawn from a class if they miss the equivalent of two weeks of class. Faculty take attendance and expect students to be in class. They often include attendance as part of the course grade.
Classes are generally small — often with no more than 35 students in a class.	Some general-education classes can range from 100 to 500 students (or more).	Class sizes typically range from 6-15.
All teachers are full-time employees of the school (except for student teachers) and must be state-certified.	Students will have all sorts of instructors, from full-time faculty to adjunct (part-time) faculty to graduate assistants (teaching assistants/TAs).	LC professors are primarily full-time faculty and have expertise in both subject area and best practices for students who learn differently.

High School	Other Colleges	Landmark College (LC)
Teachers often provide students with information missed during absence.	Professors expect students to get information from classmates when they miss a class.	LC students are encouraged to contact their professor when absent. While the student is responsible to make up the assignments, the professor will often be available to provide assistance in response to the student's request. The College maintains course sites that students can rely on for assignment information. Professors hold office hours and are available by appointment.
Students follow one of several tracks, and the guidance counselor makes sure students are on the path to graduate.	Students meet with an academic advisor once a semester, but the burden to take the right classes and be on track to graduate is in the student's hands.	Students meet with their Advisors once a week to review progress and obstacles, and make plans for improvement. The Advisor also assists the student in preparing a graduation plan.
Clocks and bells are everywhere, guiding students from one class period to another—perhaps even with warning bells—and no two classrooms are that far apart.	Students must manage their time and sometimes travel all the way across a large campus within a short period to make it to the next class on time. There are fewer clocks and no bells, and each professor goes by his or her own time.	Students are expected to get to classes independently. The small campus makes it quite easy to get from one class to the other within usual passing time of 15 minutes.
For students who are sick or otherwise excused, teachers will often provide make-up exams.	Even with a valid excuse, make-up exams are not always available.	If students are unable to take a test or exam due to illness or an excusable reason, they are allowed to make up the test in the Drake Center for Academic Support.

Adapted and expanded from Southern Methodist University's Altshuler Learning Enhancement Center's guide, "How Is College Different From High School"

The Student Experience

"A ship is safe in harbor, but that's not what ships are for." — [William G.T. Shedd](#)

Ships are planned, built, supplied, and tested to eventually leave the harbor and fulfill their purpose. There is always concern about whether the first and every subsequent voyage will be successful. As such, shipbuilders want to do everything they can to make sure that a ship is prepared to deal with all of the challenges of the open sea voyage. A ship that never leaves its safe harbor will not be prepared for the open sea. In many ways, the college experience is similar to the sea trials of a new ship.

Going to college marks the beginning of adulthood for many students. This can be an exciting time, but it is also a challenging one. In many ways, college provides the structured environment where students can start to manage their own lives, make and take responsibility for their decisions, work through their mistakes, and achieve progress. In short, they get a chance to become the people they want to be. As hard as it is to say (and hear), this development can't happen using the structures and framework that have been used in the past.

The first weeks can be stressful, as students experience overwhelming personal responsibility for the first time. This can range from the simple, such as deciding when and what to eat or making sure there are clean clothes, to more complicated issues, such as budgeting money and managing relationships. To make matters even more difficult, the student's surroundings are totally new: new people, new spaces, and a new town. Homesickness is very common and impacts the overwhelming majority of first-year students at some point during the first semester.

All of this is perfectly normal, and it will occur no matter where a student goes to college.

The Parents' Role

No parent wants to get a phone call from an unhappy-sounding son or daughter. Almost every parent will get at least one such call at some point in the first semester. What can you do?

- **Lend an empathic ear.** Listen non-judgmentally, and try to understand what your student is experiencing. Validate feelings if it seems appropriate (e.g., "That must be very difficult.").
- **Stay in touch.** Your daughter or son is in a new and potentially overwhelming environment. It is important to let him or her know that you are still there. Letters and packages from home, email messages, text messages, IMs, and phone calls can be critical to helping a student feel comfortable and supported.
- **Offer encouragement.** Let your son or daughter know that you have faith in him or her to make the right decisions.
- **Encourage your daughter or son to consider available resources for resolving problems.** It's a good idea to familiarize yourself with the College's support services and to encourage them to use the resources here. A great question to a student who seems to be stuck or struggling would be: "Who might you go to for help with that?"
- **Inquire gently.** Away from home and your direct guidance for the first time, students may have trouble with medication management, require counseling to help with emerging emotional issues, or develop substance abuse problems. You can monitor these potential challenges by making gentle inquiries. Ask your son or daughter about his or her social life and about their physical and mental health and well-being.

Setting Family Expectations

One of the largest issues we have observed over and over again is that families experience conflict because the parents and the student do not have the same expectations. We strongly urge families to have open discussions about hopes and expectations.

We advise families to consider together:

- Expectations about class attendance, use of campus resources, and minimum standards for grades
- Overall budget, allowance, and spending money
- Frequency of telephone and email contact
- Medication issues: will prescriptions be filled at home or at college?
- Timing of student visits home
- Timing of parent visits to Landmark College
- Long-term academic aspirations and life goals

Learning to Support Development

Chances are good that you have been your son's or daughter's primary advocate until now, making sure that he or she receives fair opportunities and adequate resources. In many ways, you have experienced the impact of a diagnosed learning difference as profoundly as he or she has. Now it's time for that role to change.

We talked above about how difficult the transition can be for students. We recognize that it's going to be tough on you, too. In fact, parents of students with diagnosed learning differences go through a transition very close to the student's own. As much as your daughter or son will be defining his or her identity as an adult, you will be forced to redefine your role as well. In many cases this will not come naturally or easily.

Do:

- Encourage your son or daughter to be open and willing to engage in new behaviors and strategies
- Listen
- Restate your confidence in your son's or daughter's ability to apply their strengths to new situations and experiences
- Be patient with the sometimes messy process of change and growth
- Give yourself time to adjust

Try Not to:

- Retain your traditional level of involvement
- Assume primary responsibility for problem solving
- Rush yourself or your daughter or son
- Expect instant progress or overnight transformation
- Unintentionally support unwillingness to make changes in ineffective behaviors*

*One of the most important things you can do as a parent is to help your son or daughter consider what they are willing to do or try in order to be effective as possible as an emerging adult. Sometimes parents unintentionally support ineffective behaviors. For example, parents may say, "But my daughter (or son) doesn't do email." "Not doing email" would be an ineffective behavior for an emerging adult both in school and when they enter the work world. As long as there are no physical reasons for "not doing email," a more useful approach would be to be curious about what your son or daughter is willing to consider in terms of developing strategies that can support them using email effectively.

Maintaining Contact

We have already observed that one of the most essential things you can do is to maintain contact. This is critical because it gives students a sense of reliability and continuity, even though their world is changing. However, your idea of maintaining contact and your daughter's or son's idea may not exactly match up. The fact that there are many different ways to stay in touch these days further complicates matters.

We recommend that you agree ahead of time what mode of communication is likely to work best. We cannot tell you the number of times that a panicked parent has called the College because his or her student failed to respond to messages left on our Residence Hall voice mail system, only to find out that the student does not actually use the system regularly and prefers to be contacted via instant message or some other mode. If your family can determine these preferences ahead of time, you will save yourselves a great deal of difficulty and concern. Also, it is helpful to understand your son's or daughter's schedule so you're not frantically trying to get in touch while he or she is in class.

How much is enough? For the past 18 or so years you have been accustomed to seeing your daughter or son at least once per day. Suddenly it has changed, and that change is hard on both of you. Still, you should be respectful of changed needs and time constraints. In survey after survey, college students report having much less time than they expected to have. We typically find that twice weekly contact during the first month eases the transition, while weekly contact after that is usually sufficient.

The "Helicopter Parent"

There has been a trend, cited in studies and articles, in which parents of millennial students remain very involved in their students' lives. Experts have named these parents "helicopter parents" because they hover so much. While this promotes close family relationships, it does little to encourage independence. This is a particular issue for students with diagnosed learning differences, who already have less confidence than their peers in their own ability to make decisions, choose the right course of action, and take responsibility for following through.

The Landmark College program is designed to give our students that confidence and teach them how to approach their own needs and concerns with strategic forethought. This is an early, critical step to becoming an adult—and to succeeding in the real world. Because of this, we ask our students' parents to limit their direct interventions as much as possible. Reach out first. If need be, you can always contact your daughter's or son's academic Advisor or Resident Dean to discuss your observations and concerns. They will work with you to develop an approach that will help build decision-making skills.

Parents of Transfer Students

If your daughter or son is transferring to Landmark College from another college, you might expect the period of adjustment to be shorter and the sense of upheaval to be less for everyone. Unfortunately, our experience suggests exactly the opposite: transfer students typically experience the same things as students entering college for the first time. The reasons for this are fairly simple:

Most transfer students are still at the critical developmental stage where they are leaving adolescence but not yet comfortable as adults.

Nostalgia for home life—where everything was familiar and reliable—is still strong. In fact, deep homesickness often reemerges.

The prior college experience has probably reinforced negative elements in the student's self-image and renewed fear of failure.

The “Starting Over” Syndrome: There can be a tremendous amount of anxiety over whether the decision to come to Landmark College was the right one, as opposed to remaining at the previous institution, trying a different college, or dropping out altogether.

The transition can be very frustrating for students and parents, and it often seems as though no progress was made. Time management issues that the student struggled with at the previous college are likely to remain present. Additionally, students may seem to struggle with course material that they previously learned. It can be helpful to know that the second time around, whether learning a life skill or an academic discipline, the learning curve is generally faster and the material registers at a deeper level.

Both parents and students are encouraged to be patient, treat the transfer experience as if it were the first experience, and adjust expectations accordingly.

Money Matters

Parents often ask how much money students typically spend on a weekly, monthly, or semester basis. We do not have a good, definitive answer to that; family budgets vary too widely for us to provide specific numbers. We do encourage you to keep a few things in mind:

- You will want your daughter or son to have clean clothes, so laundry costs need to be figured in (and they are usually higher than anticipated).
- The meal plan: The Dining Hall provides three meals per day during the week and two on Saturdays and Sundays. Students choose which meals to attend based on the meal plan they have selected. Beyond that, additional meals and snacks need to be purchased from a student's pocket money or discretionary meal plan money.
- Students from warmer places often need cold-weather gear to guard against the New England winter.
- Prescriptions may need to be purchased out-of-pocket.
- Students who have been in the habit of buying a video game or new songs for their iPods each week are going to want to continue to do so.
- Sometimes, students just need to get off campus. The College runs shuttles to the local towns and shopping malls, so money for movies, shopping, and eating out should be considered.

In short, we suggest that you thoroughly and realistically consider your son's or daughter's habits and interests, and budget accordingly.

We highly recommend a discussion about budget before arriving at Landmark College. Figure out how much you will be providing, how often, and by what means (check, college debit card refill, etc.) Ask your daughter or son to commit to keeping on budget. Fulfill your end of the bargain, too; make the funds you promised available when you agree to do so. We've found that a pattern of waiting until your son or daughter asks for money is not helpful.

Finally, we urge you to plan the budget carefully. If a student has little experience managing money, a lump sum intended to last the entire semester may result in complications and uncomfortable moments. It can be good practice, but your son or daughter will probably make mistakes the first time and may run out of money. Whatever budget period you decide upon, it might be helpful to figure out a weekly breakdown of costs and expenditures.

Contacting the College

We know that you will want to continue to be supportive in an appropriate manner during the transition period to Landmark College and beyond. In establishing a mutual understanding with

your student around communication, you should be aware of several primary ways to contact us.

Early in the first semester, you'll receive a letter identifying your daughter's or son's Academic Advisor. The Advisor can be a primary point of contact at the college for academic information. The Advisor can provide information that can help inform communication between you and your son or daughter. Resident Deans are another resource for communication and contact, particularly since they live in the same Residence Hall.

If you do not know whom to contact, the Office of Parent Services can help you get to the right person. This office can also be useful if you're having trouble getting a response or if you need further clarification on a matter. You'll find the number and email address for the Office of Parent Services in the "Contact Sheet" section at the end of this book.

Legal Considerations

In 1974, Congress passed the Family Education Rights and Privacy Act (FERPA). This law specifies that higher education institutions may not disclose any information about a student who is a legal adult (usually 18 or older) without that student's express written permission. This means that we are obligated to be careful about what we say or send to anyone—even parents—without a student's express permission. Students are offered the opportunity to sign FERPA releases upon entry. These releases remain in effect until the College receives a written revocation.

If your son or daughter is a dependent for tax purposes, we may disclose information to you. In order to certify this disclosure, you will need to complete the top portion of the "Authorization to Release Student Account and Education Information" form. With the student's signature, this form is all we need to be in contact with you about your daughter's or son's progress. Without it, we must have a copy of the first page of the most recent year's federal tax return. Please black out any sensitive information, such as social security numbers or income amounts.

These provisions are explained in more detail in the enrollment materials sent out as part of the enrollment process. If you have further questions, please contact the Student Affairs office.

Community Standards ("Core Values")

As you might expect, we've created guidelines to make living on campus a positive and comfortable experience for everyone. We all work from the same Core Values:

- **Respect:** Students should be respectful of themselves and those around them. We're all working to accomplish big things here. It's important that everyone is respected and treated fairly and with compassion. Remember—you only get respect if you give it out first. While you're at it, remember to respect the campus and our town. Treat your home well.
- **Understanding:** We can all remember a time when what makes us different (how we learn, what we believe, how we look) has set us apart and made us feel alone. Be accepting of your peers. Celebrate their talents and help them address their limitations. Everyone is working hard. Lend a hand by making them feel they are not alone.
- **Safety:** Do your part in making this campus safe for you and everyone else. This means more than locking doors and securing your valuables. Make choices that keep you healthy and safe (yes, this includes choices around substances). Don't participate in or tolerate bullying, and resolve conflicts without using anger, intimidation, or force. Have each other's back.
- **Honesty:** Nobody moves forward if they are not honest with themselves and with others. Despite even the best efforts, mistakes and poor choices will be made. Step up and learn from them.

Satisfactory Academic Progress

Both Landmark College and the Federal Government have a vested interest in student success. In order to continue to be eligible for financial aid, students need to demonstrate satisfactory academic progress, which is defined as being on course to complete an associate degree in three years, or a bachelor's degree in six years. This is called the "150% rule" because it realizes that not every student will be able to complete his or her degree within two or four years, but expects that every student will be able to complete in 150 percent of the recommended time. In order to continue to attend the college, students need to demonstrate that they can maintain a 2.0 grade point average over all of their courses. If a student's GPA drops below 2.0, he or she will be placed on academic warning for the subsequent semester. If a student is not able to bring his or her GPA up during the course of that semester, he or she will be placed on academic probation. If, after two semesters or an entire academic year, a student is not able to move his or her GPA to a 2.0, he or she will be suspended from the College, with the right to appeal the suspension. More information about satisfactory academic progress and academic good standing may be found in the College catalog.

The Support Structure

As stated, adjusting to college can be a messy process. Students are making the critical transition from adolescence to adulthood and are just learning to make—and be responsible for—their own decisions. Below is an overview of the support services available at Landmark College, why we have created them, and how students should use them.

Academic Advisors

Academic Advisors serve as a primary academic contact for students at the College. They help students understand what assistance is available, when it can be accessed, and where and how to get it. Advisors help students establish goals and work with students to create strategies and approaches to their experience at Landmark College and beyond. Advisors also communicate with instructors and monitor academic progress. Advisors reserve a regular weekly meeting time for first-semester students. Beyond the first semester, Advisors and students establish a meeting schedule that offers an appropriate level of support.

Drake Center for Academic Support and Coursework Support Centers

Most of the students admitted to Landmark College have some difficulty with an essential skill, including reading, writing, organization, test preparation, study skills, assistive technology competencies, and/or mathematics. To assist students outside of classes and office hours, we offer academic support, staffed by Landmark College faculty and staff, for students to make appointments to receive specific support in their areas of need. We expect students to be able to make and keep individual appointments at the academic support Centers.

Whereas the centers for academic support do provide direct, one-on-one support, they are not tutoring centers. Students will not necessarily be able to work with the same staff member at each appointment.

The Drake Center for Academic Support (DCAS)

Provides one-on-one appointments and monitored independent study space as needed. Students should use the Drake Center for help on organization of time, materials, and/or writing.

assignments; study skills; test preparation; and active reading. Students should call or email ahead for appointments, or drop by the center in order to make an appointment in person.

The Business Support Center

Provides one-on-one and group support for learning business-related ideas and skills (e.g., Accounting, Economics, Management, and Marketing). In addition, the Business Support Center offers test-preparation tips, study-skills guidance, and effective tactics for starting and completing homework. Users of the Business Support Center can drop in; no appointment is necessary.

The Computer Science Support Center and Open Lab

Is available to students to improve their computer science problem-solving skills and to troubleshoot their programming. The center offers both one-on-one and group support.

The Mathematics Support Center

Is available for one-on-one support by appointment on weekdays.

The Natural Science Support Center

Is available for drop-in support of science work such as

- Writing lab reports
- Textbook study
- Vocabulary-building techniques
- Scientific writing

Coaching Services

After students advance past the initial adjustment phases, they are ready (and often eager) to assume greater responsibility for charting their own courses. Coaching Services helps students develop specific, personal approaches to various issues—and to setting and achieving their goals. Interested students should work with their Advisors to arrange coaching appointments.

Career Connections

We are committed to helping our students prepare for success, and that success can take many forms: graduating with an associate or bachelor's degree, taking a bridge semester to improve learning skills, or taking courses at Landmark College and then transferring to another college. Career Connections helps students in two critical ways: identifying, preparing for, and securing career and internship opportunities, as well as selecting and applying to colleges after Landmark College.

It takes hard work and initiative to adequately prepare for internships and transfers, and Career Connections is available to support these efforts. Students are strongly encouraged to begin collaborating with the Office at least two semesters in advance of securing an internship, graduating, or transferring. Students are expected to set up appointments and follow through with tasks agreed upon in their meeting with the career office. It is important to recognize that, despite extensive support from the Office, there are no guarantees that students will secure internships, jobs, or be accepted at other colleges.

Counseling Services

When moving from adolescence to adulthood, students become more aware of both interpersonal issues and internal conflicts. Counseling Services helps students address these in a measured, consistent way to minimize the stress they can create. Using a counselor is fairly common at Landmark College. Some students use the service for only a few visits, while others work on specific areas over the course of a semester. There is no additional charge for this service, and non-emergency appointments are typically made within 24 hours of request. All visits to Counseling Services are treated in strictest confidence and are not discussed with anyone without the student's express consent. Counseling records are maintained separately from, and are never included with, students' academic records.

Health Services

Parents are naturally concerned about what happens if their son or daughter should suffer an injury or illness. Landmark College Health Services provides on-the-spot care by a family nurse practitioner. We can help with prescribing medications, managing chronic medical conditions (e.g., diabetes), and ordering diagnostic tests. We also maintain close relations with local physicians and can readily make referrals if needed. Some form of urgent care is always available in the area.

Information Technology

Technology is an essential part of the Landmark College education. A Windows-based laptop computer is required of all students (current specifications and information about Apple computers are available on the College website). Our IT specialists provide support for the College's required software packages and arrange for repairs of computers obtained through our purchasing program. Educational Technologists are available for one-on-one consultations with students who are interested in shoring up technology skills.

Residential Life

Creating a safe and engaging living environment for students is an important priority for the College. Many students find the Residential Life staff an essential part of their personal support structure. Resident Deans and Resident Assistants are live-in staff who are available to discuss problems and provide advice. Since they live in the Residence Halls, they are often the first line of support for students. At least one Resident Dean is on duty for the campus each evening. Additionally, one Resident Assistant is on duty for each Residence Hall each evening and every weekend.

The majority of Landmark College students live on campus in one of our seven Residence Halls. New students typically live in double rooms that share a common bathroom within one of our traditional halls. Residence Halls also contain student lounges, the dining hall, fitness rooms, classroom spaces, game rooms, and laundry facilities. Our Residence Halls are fairly small, with a maximum of 70 students per hall. This facilitates community building and allows Resident Assistants and Resident Deans to get to know students at a more personal level.

Parents and students often ask about single rooms. These are seldom available to first-year students, as we have a limited number of rooms for a student body of 500, and upper class students have priority access to them.

In making room assignments, Residential Life staff review each Housing Preference form to match students with compatible roommates based on interests, lifestyle, and other factors. When students are honest in the information they provide on the housing preference form, our success rate is very high. However, even for the best roommate match, there may be situations

where challenges arise between roommates. This is natural, as it is likely the first time students may have shared a space with another person. In these cases, we work to help students mediate their differences so they can maintain healthy and respectful living environments. Reassigning rooms may be a possibility, but is a last resort after other remedies are exhausted.

Upper class students may live in one of our suite-style residences, where they and other students share an apartment-like space that includes a small kitchen, bathroom, living area, washer, and dryer.

A wide range of educational, cultural, and entertainment programs in the Residence Halls contribute to the vibrant sense of community. We work hard to make the Halls a great place for our students to live.

Our standards of conduct and many of our policies are derived from the College's Core Values (p. 13). Students receive detailed explanations of the rules upon enrollment. These also are published in the Student Handbook. The summary below covers the issues that most often concern parents:

- **Smoking:** All Landmark College buildings are smoke-free. In addition, smoking is prohibited on the lower campus, and only allowed in designated smoking locations on the upper campus.
- **No alcohol:** Landmark College policy does not allow alcohol on campus at any time.
- **No drugs:** Possession and use of illegal drugs, as well as misuse of prescription medication, will not be tolerated at Landmark College.
- **No cheating:** The work that students produce and get credit for has to be their own. Cheating and plagiarism are serious violations and can result in sanctions ranging from loss of credit to suspension from the College.
- **Quiet hours:** Quiet hours are 9 p.m. to 7 a.m. in most Residence Halls. Several halls have extended quiet hours.

Co-Curricular Activities

It could seem logical that students should focus all of their attention on doing well in coursework. While a college degree is essential for many occupations these days, a college education is about becoming a well-rounded adult prepared to deal with a variety of people in a tremendous range of situations.

Co-curricular activities are an essential part of that education, and help students to maintain balance and focus. Through co-curricular activities, students learn to build relationships, negotiation and advocacy skills, communication skills, self-care and self-management, and balance. Co-curricular experiences provide a wide range of learning opportunities for students.

At Landmark College, we offer a variety of activities that reflect the diversity of our students' interests. Additionally, we provide opportunities for students to create their own clubs and activities. We strongly encourage students to take a risk and try something they have not tried before. Many students find that they are good at and enjoy things they had not previously considered. Other students enjoy spending time in familiar activities in a more challenging environment. Many activities are designed to build upon and enhance the classroom experience.

Athletics

Athletics are a great way for students to get involved and to stay active. Studies show that regular physical activity is very helpful in managing many conditions, such as depression, anxiety, and ADHD. We offer a number of athletic opportunities for students, and everyone is welcome and encouraged to play, regardless of skill level or experience. Athletes frequently find that their coaches are terrific sources of support and advice. Our coaches foster players who

reflect the pride we hold in our community. When our students walk off the playing field, win or lose, they hold our heads high, because the game has been played with intensity, dignity, and sportsmanship. Landmark College players learn respect for officials, opponents, coaches, and—most of all—each other. Landmark College develops athletes with integrity; nothing less is acceptable.

Student Activities

The Office of Student Activities offers a wide range of programs and events on campus ranging from educational to social. The Campus Activities Board is a student-led organization that chooses, plans, and executes major programs on campus, from our annual Spring Fling to semi-formal dances to off-campus movie trips. We provide a range of activities and leadership opportunities that challenge students in a wide range of venues. The Women's Center provides social and educational programs for women on and off campus as well as a space for them to study, learn, and socialize in. Student Activities also collaborates with faculty to provide out-of-classroom experiences that support curricular goals. There are also a number of student organizations that allow students the opportunity to socialize, grow as leaders, and try new experiences.

We can help students find activities that interest and engage them, or we encourage them to start their own.

Frequently Asked Questions

This section provides answers to some questions most often asked by parents of Landmark College students.

Academic Advisor

How will I find out who my daughter's or son's Academic Advisor is?

Just after the semester begins you will receive a letter identifying your son's or daughter's Academic Advisor. The letter will provide a telephone number and an email address for the Advisor. You are encouraged to make contact.

What can I ask the Academic Advisor?

Advisors can answer many questions about the Landmark College academic program and the many resources available to students at Landmark College. Questions about student performance will depend on whether we have a signed a release form. We always involve students in communication with families about academic progress, transitions, and resource use.

Academic Placement

Why was my son or daughter placed in the Language-Intensive Curriculum?

Our goal in our placement system is to maximize the student's chances of success. We perform a thorough evaluation of skill levels and issues prior to making any placement. Students who are placed in the Language-Intensive Curriculum require additional coursework before they have a reasonable chance of succeeding in college-level work.

How long before my daughter or son is allowed to take college-level courses?

Students in the Language-Intensive Curriculum typically begin taking some college-level courses after satisfactorily completing this year-long program. Some students may successfully transition to the partial credit or credit tracks after a semester in the LIC Program.

Why is my son or daughter retaking a course he or she took at his previous college?

Transfer students and their parents often ask this question. Generally there are two reasons:

- The student's course performance was not satisfactory (usually C- or below).
- The course is part of the Landmark College core curriculum, and we require certain information and methods essential to students' success.

Academic Progress

How will my daughter or son know if she or he is making academic progress?

Faculty and staff at Landmark College are committed to providing feedback to students that is timely, clear, respectful, and honest. Faculty maintain attendance records and assignment completion in their grade book, and post grades for assignments regularly. Students are encouraged to review their standing in courses during advising meetings, classroom time, and in office hours with professors. Faculty encourage students to meet with them if they have questions about a grade, missing work, or are unclear about assignments due. Faculty also provide comments about performance in our online reporting system, and will alert students if their academic performance warrants concern. Academic progress is expected for students who attend class regularly, submit assignments, and engage actively in course material. It is important for students to understand, though, that working hard is only part of the equation for success. Students earn grades based on performance and demonstrated understanding of course content.

What if my son or daughter feels as if classes are too easy or too difficult?

The first thing any student should do when feeling classes are too easy or too difficult is speak directly with the professor. Sometimes courses may seem easier than they are in the first few weeks because the professor is laying the foundation and routine for the course. Similarly, classes can seem overly difficult as students are adjusting to new demands. Students should take advantage of the add/drop period to determine the best course load. Students who feel as if they have been placed in a point of entry that is too easy or too difficult should speak with an Advisor, and have their placement reviewed by the placement appeal committee.

What if my daughter or son has missed classes because of illness?

Landmark College does not have excused absences, but we do have documented absences. In the case of illness, students are encouraged to seek attention from health services. Professors have policies about attendance in their syllabi, and students are encouraged to become familiar with these. If a student is seriously ill during the semester, they may take a leave of absence, a voluntary withdrawal, or discuss a reduced load with their Advisors. Missing more than the occasional class has significant impact on academic progress.

Calendar

How will I know the general schedule of the semester and when the College is closed?

The Academic Calendar lists all breaks, exam periods, etc. and is available on the College's website, the Bulletin. Note that the College closes completely for the Winter Break, and no

residence is provided (students can keep their belongings in their rooms). Students may remain on campus during all other breaks (there is a registration process and minimal cost to remain on campus during the Thanksgiving and Spring breaks.)

Communication

How do I send mail?

The College provides each student with a private campus mailbox with a combination lock. Students are encouraged to check their campus mailboxes regularly and to make sure their mailboxes are locked after they retrieve their mail.

The official address for all mail is:

Student Name
c/o Landmark College
Campus Mailbox #
19 River Road South
Putney, Vermont 05346

What about sending packages and trunks?

All packages and other deliveries are held in the Business Office in the Administration Building. An email from the Business Office will be sent when a package arrives.

Which cell phone service works best in the Landmark College/Putney area?

There is some service from most national carriers; however, Landmark College is in a somewhat mountainous and remote area. Many people here do very well with U.S. Cellular or Verizon. We recommend that you contact your provider to ask about service coverage and roaming charges that may apply.

Contacting the College

If I have a concern, whom do I call at the College?

Your first point of contact should always be your son or daughter, although there may be times when you wish to speak with one of our staff. For academic matters, contact the Academic Advisor. For residential, social, and emotional issues, call the Resident Dean. Both of these professionals will do their best to help you, although they may not be able to provide direct responses to your questions. In those instances, the Advisor or Resident Dean will convey your concerns to your daughter or son and engage her or him in a multiparty conversation.

If you have a different kind of concern and are not sure who to call, or if you need further clarification, contact the Office of Parent Services at the phone number or email address in the "Contact Sheet" section at the end of this book.

How will I receive information about my son's or daughter's progress?

The best source for this information is your son or daughter. The College will rarely communicate directly with you in writing about student progress. However, there are exceptions. One exception is our academic warning systems. If a professor feels a student is not meeting the expectations of a course, warnings may be issued. If a second warning or more is issued, you will receive notification, should the FERPA permissions exist. A second exception is if the student has been notified that he or she is going to be administratively withdrawn from a class. In either of these instances, an email alert will be sent to the student and copied to the parents encouraging the parents to contact their son or daughter. A third form of

communication sent from the College would be a summary of an academic intervention meeting in which your daughter or son participated. Final grades are typically mailed to the student at the home address.

Counseling

What services does the Counseling Center provide?

The Counseling Center offers free, professional mental health services for Landmark students. Students meet with a counselor to determine the nature the student's needs and jointly determine a course of action. Options include individual and group counseling, as well as referrals to other campus and community resources. Counselors are also involved in educational and programming activities on campus throughout the year.

Why would my son or daughter go to counseling?

There are many reasons, including stress, anxiety, depression, relationship issues, and concern about substance use. Many students go to counseling simply because they want to learn more about themselves.

Is counseling confidential?

Generally, yes. A student's contact with the Counseling Center and information the student shares with a counselor typically will not be shared with anyone, including parents, faculty, and other College departments, without express written permission. There are some legal and ethical exceptions, however, such as if a student poses a threat to others or him or herself. Additionally, counseling records are kept in secure, locked files and are not part of your student's Landmark College record.

If I believe my daughter or son needs counseling, can the College force or otherwise encourage him or her to obtain it?

Generally, no. Except in the case of life-threatening situations, the choice of whether or not to go to counseling is entirely up to the student. Parents who are concerned or wish to consult with a counselor about how to discuss that concern or the option of counseling may contact the Counseling Center.

Family Visits

When should we plan on visiting Landmark College?

We suggest timing the visit with an important event for your son or daughter, such as a performance, award, or big game. Whenever you would like to visit, make sure to arrange it in advance; surprise visits are never a good idea. Plan on keeping the visit short—go out for a meal or something similar. Although your son or daughter will be glad to see you, don't plan on him or her spending all the time with you. Students develop friendships and activities that they will want to maintain even while parents are visiting.

Can family members stay in the Residence Halls or elsewhere on campus when visiting the College?

No. We do not have appropriate facilities to accommodate family members, and it can often lead to uncomfortable situations with roommates and floor residents. There are a number of hotels, motels, and bed and breakfasts in all price ranges in the Putney/Brattleboro area. The easiest place to find this information is online, just as on the College website. For busy Family Weekends, we encourage you to book well in advance.

When should we schedule the first visit home?

The first several weeks of school are critical to a student's adjustment. We recommend that you encourage your daughter or son to stay on campus, explore the surrounding area, and establish Landmark College as his or her home away from home. The best times to arrange for visits and travel are the scheduled breaks incorporated into the academic calendar. Keep in mind that first visits home are often a mixture of joyful reunion and tricky negotiations—and accommodating to changing roles and rules. The rules at home may seem strange after the relative independence of college life.

Financial Matters

How do I establish a College debit card account and add money to it?

To establish a debit account, which is honored at the College Bookstore, Dining Hall, Café, and vending machines, fill out the form included in the student information package, "Now That You've Been Admitted to Landmark College." Additional funds can be added at any time by calling the College Bookstore at 802-387-6862 or 802-387-6723 with a valid Visa or MasterCard.

What kind of budget should we allocate for living expenses and incidentals?

Every family's budget is different, so the College does not recommend a specific amount. We do recommend, though, that family members and the student discuss and establish an agreed amount per week, month, or semester.

Can Landmark College students cash a check on campus?

Landmark College students are permitted to cash a check or money order in the College Bookstore. Checks must be from a parent, grandparent, guardian, or issued by Landmark College. Students can cash one check per week, and no check can exceed \$200.00. Students must show positive identification, and they are not permitted to cash checks for other students. A \$50.00 service fee will be charged to any student for any check that is returned by the bank for any reason.

Health Insurance

Does the College provide health insurance?

Yes. All students are required to purchase the College's health insurance plan. Specifics about the current plan are included in the student information package, "Now That You've Been Admitted to Landmark College."

Is this insurance intended as primary coverage?

Only in cases where the student is not already covered by another policy. Since most of our students are covered by their parents' insurance, we designed the policy to provide affordable gap coverage, protecting against out-of-network exclusions and deductibles.

Health Services

Can I call to inquire about my son's or daughter's health?

Provided we have a signed a specific health disclosure authorization form, you may contact Health Services to discuss his or her health. Most students are 18 or older when they are admitted to college. By law, they are adults, and we, as medical providers, are bound by patient confidentiality.

Will I be notified if my daughter or son is ill?

If your daughter or son is critically ill, you will usually be notified, at his or her discretion. When students sustain injury or illness, one of the first things we ask is if they would like us to notify their parents.

What happens when Health Services is closed?

When Health Services is closed, Brattleboro Primary Care, an internal medicine group, provides medical coverage. A physician is on call 24/7 and would most often be reached with the assistance of a Resident Dean.

Does Health Services dispense medication?

No. Students keep their medications and are responsible for taking them as directed by their physicians.

If a student is taking medications as part of his or her ADHD symptom management plan, how do prescriptions get renewed and medications filled?

There are two different approaches, each of which has pluses and minuses:

- Continue relying on the prescribing physician at home.
 - Preferred when you have an established, positive relationship with your prescribing physician.
 - Preferred when insurance benefits limit provider choice and/or out-of-state provider access.
 - Requires planning ahead so that appointments coincide with visits home.
 - Requires making arrangements to have prescriptions filled at home pharmacies and get them mailed.
 - Requires understanding your physician's availability in case you have to report concerns or problems or to secure a refill prescription.
- Establish a relationship with a prescribing physician in the Landmark College area.
 - Preferred when your current prescribing physician cannot continue with medication management.
 - Preferred when you cannot get the support mechanisms in place to have prescriptions filled at home.
 - Requires planning and scheduling ahead.
 - Requires verification that both the physician and services are covered by your insurance, if benefits are a consideration for you.

Residential Life

Can my daughter or son get a single room in the residence halls?

Single rooms are generally not available to first-year students. The College has a limited number of single rooms that are assigned on a seniority basis. Students who would eventually like to have a single room are advised to put in applications early (and to be patient).

Does the College offer wake up calls or other services to insure that students makes it to class?

No. We actively encourage students to develop their own strategies to ensure that they get to class on time. These may include a second alarm check placed across the room, as well as mutual accountability arrangements with roommates. If a student is having trouble getting to class, we will notice. The Resident Dean and/or Advisor will have a conversation with the

student as soon as we are aware there is an issue and work with the student to develop solutions the student can manage.

Does the College insure student property against theft, loss or damage?

No. We advise families to review their homeowners policy to see if property at college is covered. We also make available information regarding student personal property insurance from recognized carriers. This is usually very affordable; however, regardless of cost, it is typically much cheaper to buy insurance than to have to replace items.

What happens if a student does not get along with his or her roommate?

Since students may have never shared a room or lived outside their immediate family environment, and may still be in the process of adjusting to college life, roommate conflicts not uncommon. We work hard to match students with compatible roommates using the information students provide. If a conflict arises, the Resident Dean can help facilitate a discussion between the students to mediate the issues and concerns. Only if absolutely necessary will we reassign a student to a new room, but this is considered a last resort after other options have been tried.

Do the residence halls provide storage for personal items between semesters?

A limited amount of storage is available for students who are returning to campus the next semester. Specific written guidelines are available from the Office of Residential Life. Students who do not ask for a room change between the Fall and Spring semesters may keep their belongings in their current rooms.

Does the College provide housing over extended breaks?

The Residence Halls are closed during the winter break between semesters. Students are allowed to remain on campus during all other breaks (there is a registration process and a minimal cost to remain on campus during the Thanksgiving and Spring breaks.)

Tech Support

What kind of computer should my daughter or son bring to campus?

Because technology has a central role in the Landmark College education, we have very specific requirements for computers. Details of the exact requirements for the coming academic year are available on the College's website or in the brochure included with the student information package, "Now That You've Been Admitted to Landmark College."

Is it easier to buy the computer through the College?

Absolutely, and it's usually less expensive, too. The College also provides repair and support services for notebook computers purchased through our program. Details are available on the College's website or in the brochure included with the student information package, "Now That You've Been Admitted to Landmark College."

Does the College provide a specific software package?

We both require and recommend specific software for our students. These packages are preloaded on notebook computers purchased through our program and also available for purchase at the Help Desk.

Transferring to Another College or Going to Graduate School

Will a Landmark College degree help in transferring to another institution or enroll in graduate school?

In most cases. Our degree programs are fully accredited by the New England Association of Schools and Colleges, and are recognized by other colleges and universities across the United States. Many other institutions have greater confidence in admitting a student with a diagnosed learning difference who holds a Landmark College degree because they recognize that our students are well prepared for the academic rigors of college-level work.

Does a Landmark College degree ensure acceptance into an institution of my son's or daughter's choice?

It does not. Every institution of higher education has its own admissions criteria and standards, and these must be met before an applicant is accepted.

Does the College provide help with transferring?

Absolutely. The Office of Career Connections helps students plan for transfer to another college or university beginning as soon as their first semester in a Landmark College degree program. We get to know students and their aspirations and help them make choices and complete applications.

Does the College help with standardized test preparation for graduate school (e.g., LSAT, GRE, GMAT)?

Landmark College does not provide this service, although the Office of Career Connections is prepared to provide guidance about where to find such support.

Transportation

Can students have cars on campus?

Yes. Cars brought to campus must be registered with Campus Security, and the appropriate parking authorization will be issued. More detailed information can be found on the College's website.

How will my son or daughter get around the area?

Each week, the College provides round-trip shuttle services to Brattleboro, Vt.; Keene, NH; and Holyoke, Ma. Students use these shuttles to go to movies, restaurants, and coffeehouse, and to stock up on supplies.

Does the College provide transportation to airports for extended breaks?

A limited amount of transportation is available to Bradley International Airport in Hartford, Conn. However, due to the range of departure times and airport selection, we cannot always accommodate everyone. For transportation from the airport to the College, we recommend using a commercial shuttle service, such as Thomas Transportation.

Concluding Thoughts

Your daughter or son is about to embark on a transformative journey at Landmark College. Your support is still needed—your confidence, encouragement, patience, and ongoing contact. This support maintains the foundation for a scaffolded college environment designed to facilitate growth in independence and self-efficacy. Our partnership with you starts and ends with your son or daughter. The coming transition is likely to be challenging for both of you, but we hope that this guide provides the information and reassurance on some of the many ways that the College is well-equipped to guide students on their journey to academic and personal success.

The Reading Room

Here are a few resources we have found particularly helpful. We would be glad to recommend further reading if you would like.

The Transition to College

Almost Grown, Patricia Pasick, M.Ed., Ph.D.

Emerging Adulthood, Jeffrey Jensen Arnett

College of the Overwhelmed, Richard Kadison, M.D. and Theresa Foy DiGeronimo

Letting Go, Karen Levin Coburn and Madge Lawrence Treeger

The College Women's Handbook, Rachel Dobkin and Shana Sippy

The Feeling Good Handbook, David D. Burns, M.D.

Worry, Edward M. Hallowell, M.D.

Stop Obsessing! How to Overcome Your Obsessions and Compulsions, Edna B. Foa, Ph.D. and Reid Wilson, Ph.D.

- *Making the Most of College: Students Speak Their Minds*, Richard J. Light

College and Learning Disabilities, ADHD & ASD

AD/HD and the College Student, Patricia O. Quinn, M.D.

On Your Own: A College Readiness Guide for Teens with ADHD/LD, Patricia O. Quinn, M.D.

Smart but Stuck: Emotions in Teens and Adults with ADHD, Thomas E. Brown, Ph.D.

The Parent's Guide to College for Students on the Autism Spectrum, Jane Thierfeld Brown, Ed.D., Lorraine E. Wolf, Ph.D., et al.

Understanding Learning Disabilities at the Postsecondary Level, Lynne C. Shea and Stuart Strothman, Eds.

Contact Sheet

Use this page to record names, numbers, and contact information.

MY STUDENT

Residence Hall Telephone Number:

Campus Address:

Student Name

c/o Landmark College

Campus Mailbox # _____

19 River Road South

Putney, Vermont 05346

Cell phone/Text Message number:

Landmark College email address:

Skype ID:

My student's preferred contact method is:

We have agreed to communicate:

Frequency:

Day/Time:

BUDGET REMINDERS

We have agreed on:

\$_____ per _____. These funds will be provided as follows:

\$_____ by college debit account on _____

\$_____ by check on _____

\$_____ by credit card, available _____

ACADEMIC ADVISOR

My student's Academic Advisor is:

Phone number:

Email:

Best time to contact:

Preferred means of contact:

RESIDENT DEAN

My student's Resident Dean is:

Email:

Best time to contact:

Preferred means of contact:

OFFICE OF PARENT SERVICES

Email address: mykidis@landmark.edu

PUTNEY/BRATTLEBORO FAVORITES

Lodging

We like to stay at:

Food

We enjoyed eating at: