



# **Star Academy**

## **Guide to College & Transition Programs**

**for Students with Learning Differences or AD/HD**

## Dear Students...

We hope you find this guide helpful as you research colleges and transition programs for the next phase of your education. We wish you great success and happiness as you pursue your dreams. Star Academy and our great community of friends will be here to support you.

***Don't let your dreams stay only dreams.  
It's up to YOU to make them come true.***

## Acknowledgment and Thanks

The information in this guide has been compiled based on materials from other high schools and colleges around the country as well as numerous books, websites and educational consultants specializing in college placement.

Star Academy would like to give special thanks to Eagle Hill School of Hardwick Massachusetts for providing inspiration and permission to reproduce some of the content from their high school bulletin for this guide.

We have done our best to provide accurate up to date information. The field of education is ever changing. It is important to consult numerous sources, including but not limited to those referenced in these pages.

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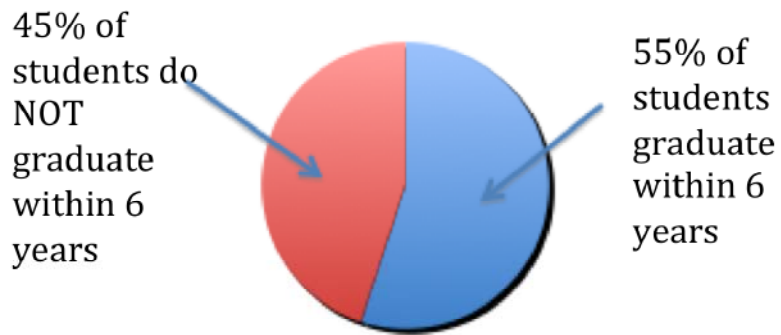
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## Percentage of ALL Students who Graduate from College within 6 Years



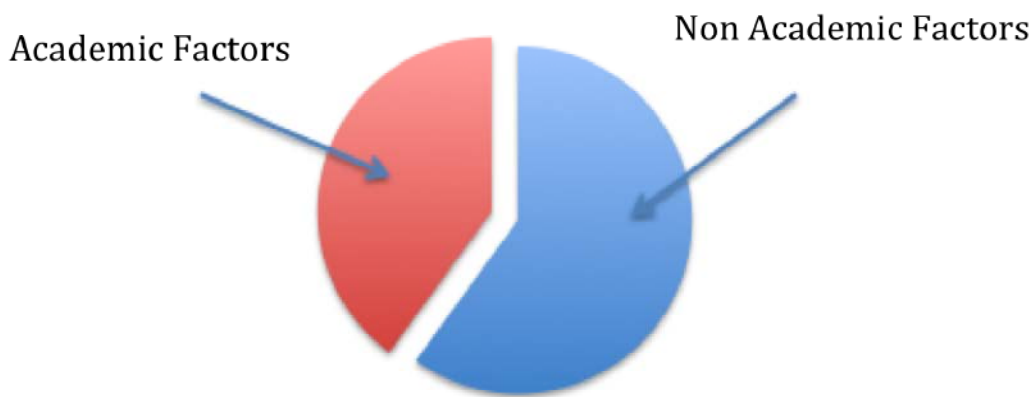
The above statistic is based on ALL college students (i.e. it does not differentiate between traditional learners and students with learning differences).

**The CHALLENGE is not simply getting into the school of your dreams, but choosing the right one so that you do well, stay in school and earn your degree.**

**This guide is designed to help you do just that.**

Source: 2009 United Press International, Inc. "Diplomas and Dropouts." This document was prepared in 2009 for the American Enterprise Institute on Public Policy based on data from the U.S. Department of Education.

## College Success\* Factors for Students with Learning Differences



**Academic Success Factors:** Past academic performance as indicated by high school GPA, and rigorous high school course selection.

**Non Academic Success Factors:** Motivation, interest, college class attendance, self-advocacy, reourcefulness (such as seeking out and using comprehensive/structured support services including special academic advisors), time management, realistic expectations, personal adjustment.

\* “College Success” as indicated by college GPA and completion of graduation/degree requirements.

**Question:** Is there a difference in success rates (earning a degree within 6 years) between the general population and students with learning differences?

**Answer:** Various studies have shown different results. For example, one study showed students with learning differences finished at the same rate of completion as non learning disabled students when the above success factors were present. Another study showed students with learning differences had lower rates of completion.

**Factors (within students’ control) predictive of not finishing college within 6 years include** poor motivation and negative attitude combined with factors such as substance abuse, denial of learning disability, and unrealistic expectations.

Source: Adelman, P.B. Vogel, S.A. (1992) The Success of College Students with Learning Differences. *Journal of Learning Disabilities*.

## Differences between High School and College

**High School:** The student is not yet fully responsible for their life and program of study. Parents, faculty and/or school district are present to identify needs and monitor attendance, performance and activities.

**College:** The student is now fully responsible for their actions and consequences.

**High School:** The school district is responsible for identifying a student's disability and creating the appropriate environment for the student to learn as documented in the Individual Education Program (I.E.P.)

**College:** The student must identify his/her disability to the college and advocate for the necessary accommodations from the disability resource center and faculty. The I.E.P. does not exist.

**High School:** A student is eligible for accommodations based upon a diagnosis.

**College:** An updated psycho-educational assessment, typically including a Wechsler Adult Intelligence Scale (WAIS) and an achievement battery (*typically, although this is determined by each school*) is necessary for a student to qualify for the necessary accommodations.

**High School:** Parents act as primary advocates and receive official reports from the school.

**College:** Students must be able to self-advocate for his/her needs and may or may not allow contact between the school and parents.

**High School:** The faculty and parents may establish study halls and study times.

**College:** Students must be able to plan and manage their time independently and/or seek out any necessary assistance.

**High School:** Parents monitor eating/sleeping habits as well as recreational activities.

**College:** Students eat and sleep at their discretion and determine which and how much time to devote to recreational activities.

**High School:** Attendance in school is mandatory and monitored.

**College:** Colleges and professors vary on attendance requirements. While some believe that it is a student's responsibility to attend, others factor it into the student's grade.

**High School:** Schools may be required to adjust a course to meet a student's needs.

**College:** Course adjustments or reduced course loads are at the discretion of the college.

## Applying to College Student Calendar for High School Years

**It is never too early to plan for the future!**

The following information is adapted from the National Association for College Admissions Counseling website ([www.nacacnet.org](http://www.nacacnet.org)).

### **FRESHMAN YEAR**

- Talk to your guidance counselor/advisor/teachers about your plans for the next 4 years. Browse through college literature or surf the Web to get an idea of what kinds of schools may be of interest to you.
- Check out what high school courses colleges require.
- Build your academic and critical thinking skills by taking challenging courses.
- Colleges want to see your courses and grades from all four years of high school, so do your best to get good grades. See your teachers after school if needed.
- Strengthen your vocabulary by reading.
- When selecting electives, consider taking courses that will develop a variety of skills.
- Look into the various extracurricular programs available and of interest to you – volunteer options, work, clubs, sports, performing arts, etc.
- Fulfill your community service requirement, if there is one.
- Keep a list of awards and honors you receive.
- Write down all the activities that you were involved in – both paid and volunteer options and a description of what you did.
- Develop good study habits. They will pay off.
- Research career possibilities.
- Begin saving money for college

### **Summer after Freshmen Year:**

- Get a job or volunteer at an organization of your choice. Work experience is one section on most college applications.
- Keep your academic skills fresh by attending a summer program or doing “homework.”
- Read something you like, whether it is comics, magazines, or novels, to build your reading skills.

### **SOPHOMORE YEAR**

- Talk to your advisor to make sure that your classes satisfy college requirements. Consider taking a foreign language. (American Sign Language fulfills the language requirement at many colleges, and is a good option for visual learners).
- Check with your guidance counselor to see that you are signed up for the PLAN or PSAT test.
- If available at your high school, take a career interest inventory to create a better sense of what field you want to go into and to assess your current skills. Take electives that reflect your career goals.

- Look into the possible majors to take in college and develop a list of potential colleges you would like to attend.
- Fulfill your community service requirement, if there is one in your high school.
- Continue extracurricular activities and update your list from freshman year. Also write down the honors and awards you received.

### **Summer after Sophomore Year:**

- Get a job or volunteer at an organization.
- Participate in an academic enrichment program, camp, etc.
- Visit a college or two close to home. Make sure you take a tour and attend the information session, versus simply driving around the campus. Attend a sports event or fine arts performance on campus, if possible. Talk to students attending the school and see how they like it.
- Visit the student services center and learn all you can about the types of support services they offer for students with learning differences (see the college visit form in this guide).

## **JUNIOR YEAR**

- Talk to your advisor to make sure that your classes satisfy college requirements.
- Sign up for honors classes, if available and appropriate.
- In September, sign up to take the October PSAT. PSATs are excellent preparation for the SAT reasoning test in the spring. Read your score report and consult with your college counselor about ways to improve your scores for future standardized test.
- Sign up for the ACT or SAT tests, if you plan to take them in the fall or spring. You may want to take them in both to see which one you do better on. Sign up for SAT subject tests as necessary.
- Prep for the standardized tests you have signed up for. Get tutoring as needed.
- Think about the clubs, activities and work experience you have had. What do you need to add to your profile to be a stronger college candidate?
- Maintain good grades. While all grades are important, your junior year grades will give the admission department at colleges the most recent example of your skills and effort.
- Attend college fairs in the area.
- Complete career interest inventories, skills and values assessments, if available in your high school.
- Use available resources (internet, school or city library, etc) to develop college lists and to learn more about the schools on your list. Rank the features of colleges that are most important to you.
- Narrow your list of colleges of interest and determine what it takes to be accepted. Make sure you are considering colleges where you are likely to be admitted as well as reach schools.
- Write, telephone or use the internet to request admissions literature and financial aid information from the colleges on your list. There is no charge or obligation to obtain this general information.
- Research financial aid options as needed.

- Use vacation times to visit schools, meet with the support services personnel, and have interviews with college admissions personnel. Although many schools indicate interviews are optional, they demonstrate interest and enthusiasm on your part.
- If you plan to have interviews, practice first with your guidance counselor.
- Don't forget to send thank-you notes.
- Review your ACT/SAT test scores when they arrive to see areas to improve upon.
- Ask teachers for letters of recommendation.
- Add any new awards or honors to your file.
- Look into summer jobs or apply for special summer academic or enrichment programs. Colleges love to see students using their knowledge and developing their skills and interests.
- Call colleges to set up visits and schedule summer interviews.

### **Summer after Junior Year:**

- Explore summer activities related to your career goals. Other than work or volunteer options, you may also want to look into potential internships.
- Participate in an academic enrichment or leadership program, camp, summer college program, etc.
- Most colleges will require current cognitive and achievement testing for LD/ADHD accommodations; take these over the summer so you don't lose a Saturday during the school year.
- Practice writing online applications without submitting them. Focus on the essay portion and how you would like to present yourself. Ask friends and family to review for spelling, grammar, punctuation, readability, etc.
- Request application packets from schools of interest.
- Decide if you are going to apply for early decision and get started on the procedure.
- Look for local scholarships in your community.
- **Visit colleges and go on interviews.**
- Consider applying for Summer College Transition Programs
- Work on test prep for the SAT or ACT

## **SENIOR YEAR**

### **September**

- Talk to your advisor/college counselor to make sure that your classes satisfy your school's graduation and college admission requirements.
- Sign up for honors classes if available and appropriate
- Make sure you have signed up for the ACT or SAT, if you plan to apply to a college that requires it.
- As necessary, continue test prep as needed.
- Familiarize yourself with the college application process by talking to your college counselor, attending college fairs and workshops and surfing the net (see resource list at back of this pamphlet).

- Add and delete schools to your list of colleges. Make sure you meet the college's requirements.
- Check on application deadlines and financial aid deadlines for schools to which you plan to apply. They may vary and it is essential to meet all deadlines.
- Check on requirements for LD program and possible separate application. **Check Deadlines!**
- Most early decision deadlines are between October 1 and November 1; if you are going to use this option, get your application process started.
- If the colleges require recommendations, ask the appropriate people to write on your behalf – these may include counselors, teachers, employers and/or coaches. Give them at least a month to complete the recommendations. Provide them with recommendation forms, any special instructions, and a stamped, addressed business envelope. Be sure to send them a thank you note for writing on your behalf and keep them informed of your decisions.
- Plan visits and set up interviews with colleges (if you did not get them during the summer time or if you want to return to campus a second time).

### October

- Attend college fairs as needed. Star Academy offers a college fair for students with learning differences. Visit [www.staracademy.org](http://www.staracademy.org) - news and events section to learn more. Also regional college fairs are scheduled through National Association for College Admissions Counseling (NACAC). Visit the college fair section of their website ([www.nacacnet.org](http://www.nacacnet.org)).
- Submit final list of colleges to your college counselor.
- Keep a file of deadlines and required admission material.
- Continue to prepare for standardized tests.
- Give any recommendation forms to appropriate faculty and make sure that your portions of the form are completed.
- Continue to think about and/or write your college essays and get them proofread.
- Check with your guidance counselor to ensure your transcript and test scores have been/will be sent to colleges to which you are applying.
- **If you are applying early decision or early action, be sure to submit your application now.** Also prepare back up applications. Remember, if you are accepted under the early decision option, you are expected to enroll at that college and withdraw all other applications. Submit financial aid information if requested from early decision/ early action candidates.
- Register for the Dec/Jan SAT Reasoning Test and/or SAT Subject Test or the December ACT if you have not completed the required tests or you are not satisfied with your previous scores and think you can do better.

### November

- Continue working on college applications.
- All essays should be completed early in the month.

- Have WAIS test completed by the end of the month.
- When your application is complete, give it to somebody you trust for final proofreading.
- **Make copies of all applications before mailing.**
- Take the SAT Reasoning Test or SAT Subject test if appropriate. Have the scores sent to the colleges on your list.
- If you are applying for financial aid, request a FAFSA (Free Application for Federal Student Aid) from your guidance office. Check to see if colleges to which you are applying require any other financial aid form. Register for the CSS (College Scholarship Service) profile and obtain the college's own financial aid forms, if available.
- **Keep all records**, test scores, applications for admission and financial aid. Do not throw anything out until the end of at least your first year in college. Having detailed records will save you time and effort should anything be lost or should you decide to apply in the future to other colleges and scholarship programs.

### **December**

- Early decision replies usually arrive this month. If you are accepted, follow the instructions for admitted students. If the decision is deferred until spring or you are denied, submit applications now to other colleges.
- If not already done, make sure your standardized test scores are getting sent to the schools of your choice.
- Take ACT/ SAT tests; you may want to have the official scores sent directly to the schools that have made your final list.
- Submit your college applications to the schools you will be applying to (do not wait to the last minute, especially if you are submitting online, as the systems can get bogged down causing you to miss the deadline! Always submit at least one week ahead of time to be safe.
- Schedule any remaining college interviews as necessary.
- Begin scholarship search and scholarship application process.

### **January**

- Look into and apply for various financial aid options. You must complete the FAFSA paperwork before you may even know if you have been accepted to a school. See [www.fafsa.ed.gov](http://www.fafsa.ed.gov) for more information. Parents and students complete your income tax forms as soon as possible. You will need those figures to fill out the FAFSA. Complete and return the FAFSA as soon as possible after January 1.
- Ask your counselor to send your transcript of your first semester grades to the colleges to which you applied.
- You may wish to contact the admission offices of the schools to which you applied to make sure they received all of the required materials.

### **February**

- Complete your scholarship applications. Check out local opportunities in your community.
- If you applied for financial aid with FAFSA, you should receive your Student Aid Report (SAR) within four weeks of applying.

- **March/April**

- You should hear from most colleges by April 15<sup>th</sup>.
- Compare the offers that you receive, including the financial aid and scholarship opportunities.
- When you choose a school that has accepted you, you will have to send your commitment along with a check as a deposit. This should typically be done by May 1<sup>st</sup>.
- Don't take rolling admissions applications for granted (some colleges do not have application deadlines and admit on a continuous basis). These schools may reach their maximum class size quickly – the earlier you apply, the more availability there may be.

### **May**

- If you were placed on a waiting list and have decided to wait for an opening, inform the college that you are still interested. Ask the admissions counselor how you can strengthen your application.
- Notify the colleges that accepted you that you will not be attending their institution as applicable.
- Take Advanced Placement Exams, if appropriate and request your AP scores be sent to the college you will be attending.

### **June**

- Have your high school send your final transcripts to the college you will be attending. Notify the college of any private scholarships or grants you will be receiving.
- Contact your college to determine when fees are due for tuition and room and board. Find out when any student orientations begin.
- Congratulations for graduating from high school! Enjoy your graduation and look forward to college.

### **Summer After Graduation:**

- Participate in freshman orientation programs at the college you will attend.
- Make sure that you will have some sort of medical insurance while in school.
- Look for information in the mail from the college about housing, roommate(s), orientation, course selection, etc. Respond promptly.
- Gather any experience that you believe will benefit you in the future – either for school, summer jobs, or careers.
- Ease the transition into college. Accept the fact that you will be in charge of your academic and personal life. What you do, when you do it and how things get done will be up to you. You will have new responsibilities and challenges. Think about budgeting your time and establishing priorities.
- Pack for college.

Sources: Adapted from the National Association for College Admissions Counseling website, <http://www.nacacnet.org> and *College Information Bulletin*, Eagle Hill School. <http://www.ehs1.org/podium/default.aspx?t=129053>

## What are the Differences between the SAT and the ACT?

	<b>SAT</b>	<b>ACT</b>
Length of test	3 hours and 45 minutes, plus breaks	2 hours and 55 minutes, plus breaks – shorter length is better for those who fidget and have difficulty with sustained attention
Primarily measures	Reasoning and critical thinking skills – nuanced, puzzle-like and trickier	Knowledge acquired from taking rigorous classes– more straight-forward.
Sections of the test	Critical reading, mathematics and writing, including a required 25-minute essay.	English, math, reading and science, plus an <b>OPTIONAL</b> writing section (students get 30 minutes extra to complete this section)
Types of questions	Multiple choice + a math section where students need to produce results– no guessing here! And a 25 minute writing section	Multiple choice + optional written essay
Penalty for wrong answers?	Yes - slight	No
Writing section required?	Yes	No – it's optional
Focus of verbal section	Vocabulary	Punctuation, grammar, syntax
Science included?	No	Yes
Reading charts and graphs?	Less of this	More of this
Math – do I need to show my work	Yes – on part of it. But there is no trigonometry.	No - This test is better for students who are good at math but have difficulty attending to details
Better suited to Overachiever or Underachiever?	Bright underachiever – who uses reasoning skills to get through school	Better suited to the over achiever - who has worked very hard to get good grades in demanding classes and has retained the knowledge base.  Generally a better test for those who have difficulty attending to detail.
Differences in structure	Questions get harder as they go on.	Question difficulty remains fairly constant

Sources: <http://www.petersons.com>; Michelle Slatalla "ACT vs SAT," Nov. 2007  
<http://www.nytimes.com/2007/11/04/education/edlife/guidance.html>

## SAT vs. ACT

### Which Test to Take?

The SAT and ACT are both standardized college admissions tests, and most colleges and universities accept either one. They were designed for the purpose of rating a student's abilities and likelihood for success in college.

For many students, testing is not the best way to measure a student's ability. Research shows that for some students, particularly students with LDs, standardized tests are not strongly predictive of success. For this reason (and others) some schools are moving away from standardized test as an admission requirement (see [www.fairtest.org](http://www.fairtest.org) for a complete list). Nevertheless these schools are still in the minority.

For students planning to apply to colleges that require the SAT or the ACT, read on.

Each test has advantages and disadvantages, depending on an individual student's strengths and weaknesses.

The best way to determine which test to take is by taking the pre-tests. For the SAT, the pre-test is the PSAT. For the ACT, the pre-test is the PLAN. Both should be taken in the sophomore year and prior scheduling is required. For students who cannot afford the fee associated with these practice tests, free full-length practice tests are available on line at [www.princetonreview.com](http://www.princetonreview.com) and [www.ivyboard.com](http://www.ivyboard.com).

When students prepare for the test best suited to their skills, they generally score higher. Tutoring can be helpful for many students, but not everyone improves their scores through tutoring.

**Accommodations:** Prior approval for accommodations are required for the PSAT, SAT, and the ACT and are determined and granted by each testing agency. An evaluation (disability documentation) is required for approval. Check each agency's websites for documentation requirements. ACT requires that testing be completed within three years of the date of application for accommodations while SAT will allow for testing that is five years old.

## SAT and ACT Test Preparation

There are a variety of options available to students to prepare for the SAT or ACT. Some choose to study during the summer, some in the fall prior to the fall administration, and others after experiencing their first test in order to get a better feel for test items and where to focus their efforts. There are many advantages to test preparation, especially on the SAT where following certain test taking strategies can improve scores.

Here are some options to consider:

- 1) Private test prep companies: Many exist, such as [studypoint.com](http://studypoint.com), Princeton Review ([www.princetonreview.com](http://www.princetonreview.com), Kaplan etc.). Many of these companies offer group classes as well as private one-on-one support.
- 2) Hire a private tutor for specific areas of need. Costs typically range from \$50 -100 per hour, depending on the tutor. Look for a tutor with experience helping students with learning differences.
- 3) Students work independently. Motivated students can buy one of many test prep books available through [amazon.com](http://amazon.com) and other bookstores or practice online.

### **These sites offer a full-length practice test**

[www.act.org](http://www.act.org)  
[www.collegeboard.com](http://www.collegeboard.com)  
[www.princetonreview.com](http://www.princetonreview.com)

### **The following sites allow students to work on specific sections of a test, strategies, and vocabulary**

[www.Number2.com](http://www.Number2.com)  
[www.testprepreview.com](http://www.testprepreview.com)

## Accommodations on College Board Tests (SAT and SAT Subject Test, PSAT and AP Exams)

*The following information is from the College Board website. For more detailed information about eligibility for accommodations, applying for accommodations and documentation requirements, see [www.collegeboard.org](http://www.collegeboard.org).*

### Types of accommodations

The SAT Program is committed to offering appropriate accommodations to students who need them to take their tests. Accommodations can be approved for **how testing materials are presented** (for example, large-print materials, reader), **how responses are recorded** (for example, computer, Braille recorder), **how tests are timed** (extended time, extra breaks), or **general testing environment**. Many of these accommodations require in-school testing, but some of the accommodations can be offered in the nonstandard testing rooms at test centers, including:

- 50 percent extended time
- Extended breaks
- Additional breaks
- Sign-language interpreter

Some adjustments to the test setting can be provided in the standard testing rooms, such as wheelchair accessibility, seating that allows a student to lip-read, and writing answers in the test book.

### Eligibility

In order to use accommodations on College Board tests, accommodations must be approved by the College Board's Services for Students with Disabilities (SSD). Use of accommodations without prior approval will result in the cancellation of test scores.

With limited exceptions, once approved for accommodations, students remain approved and do not have to apply again when they apply for another College Board test. This includes the SAT, AP and PSAT/NMSQT programs.

Note that the use of accommodations in school, or inclusion on an Individual Education Program (IEP) or 504 Plan, does not qualify a student for accommodations on College Board tests.

## Applying for Accommodations

Most students apply for accommodations with the assistance of their school. Parents and guardians must complete a [consent form](#) which is available online at [www.collegeboard.com](http://www.collegeboard.com). The school's SSD Coordinator will then be able to request accommodations online.

Parents can request accommodations without the assistance of their school, by using a [Student Eligibility Form](#). These can be obtained from your school, or by contacting SSD. A sample Student Eligibility Form, for informational purposes only is available on the college board website for your review. ([www.collegeboard.com](http://www.collegeboard.com))

In some cases, additional documentation of a disability is required to be submitted for the College Board's review. Documentation review is required in all cases where a student is applying for accommodations directly from the College Board, without the participation of their school.

## Important Dates

Apply for accommodations early! Review can take approximately seven weeks, from the receipt of complete documentation. See [www.collegeboard.com](http://www.collegeboard.com) for important specific deadlines.

## Documentation

Some, but not all, requests for test accommodations require students to submit supporting documentation, such as psychoeducational reports or results from an eye exam.

- Documentation is always required when a student requests accommodations directly from the College Board, without the participation of the school.
- SSD Online and the Student Eligibility Form indicate other situations where documentation is required.

The College Board has established [Documentation Guidelines](#) that list the general information fundamental in determining whether accommodations are needed. There are seven [Guidelines for Documentation](#). However, the requested documentation depends on the student's specific disability, as well as on the accommodations being requested. Documentation should show that the:

- Student has a disability;
- Disability causes a functional limitation that affects participation in College Board tests; and
- Requested accommodations are appropriate.

The documentation should be detailed. In most cases, a medical note is not sufficient to support the need for accommodations.

## After Approval

After your request for accommodations has been reviewed, you will receive a letter notifying you of the approved accommodations. Your school will also be notified of the College Board's decision. The letters will include an SSD number for you.

- If you are taking the **SAT**, be sure to include your SSD number on your registration. Bring your eligibility letter to the test with you. Some accommodations cannot be given at national test centers. Be sure to review the eligibility letter and speak to your school prior to the test, as your school may need to administer the test to you.
- If you are taking an **AP Exam** or the **PSAT/NMSQT**, be sure to inform your school that you have been approved for accommodations, so that they may make arrangements and order appropriate materials.

If you have been approved for accommodations just before a test, contact the College Board to ensure that you will be able to use the accommodations on the test.

If you **transfer to a new school**, in most cases you will still be eligible for the approved accommodations. Inform your new school that you were approved for accommodations, and give the school your SSD number.

Source: *"Test Accommodations"*

<http://professionals.collegeboard.com/testing/sat-reasoning/register/accomodations>

## SAT/ACT Conversion of Scores

<b>ACT if you scored...</b>	<b>OLD SAT or a ...</b>	<b>New SAT it's about the same as a...</b>
36	1600	2400
35	1560-1590	2340
34	1510-1550	2260
33	1460-1500	2190
32	1410-1450	2130
31	1360-1400	2040
30	1320-1350	1980
29	1280-1310	1920
28	1240-1270	1860
27	1210-1230	1820
26	1170-1200	1760
25	1130-1160	1700
24	1090-1120	1650
23	1060-1080	1590
22	1020-1050	1530
21	980-1010	1500
20	940-970	1410
19	900-930	1350
18	860-890	1290
17	810-850	1210
16	760-800	1140
15	710-750	1060
14	660-700	1000
13	590-650	900
12	520-580	780
11	500-510	750

Source: Princeton Review. [http://teachers.sduhsd.k12.ca.us/lccounseling/sat-act\\_conversion\\_chart.htm](http://teachers.sduhsd.k12.ca.us/lccounseling/sat-act_conversion_chart.htm)

## Colleges that De-Emphasize or do not use SAT/ACT Scores For Admitting Substantial Numbers of Students Into Bachelor Degree Programs

The following list, published by [www.fairtest.org](http://www.fairtest.org), includes accredited bachelor degree granting colleges and universities that deemphasize the use of standardized tests by making admissions decisions about substantial numbers of applicants who recently graduated from U.S. high schools without using the SAT or ACT.

### See footnote key:

***Be careful not to mis-read this list.*** Refer to the footnote key at the end for schools where a numbered note is included by school name. As these footnotes indicate, some schools exempt students who meet grade-point average or class rank criteria while others require SAT or ACT scores but use them only for placement purposes or to conduct research studies. Please check with the school's admissions office to learn more about specific admissions requirements, particularly for international or non-traditional students.

### CALIFORNIA LIST

Please see previous page for explanation of schools on this list. For the complete list for all US states, please visit [www.fairtest.org/university/optional](http://www.fairtest.org/university/optional)

Name	City	State
Academy of Art College	San Francisco	CA
Alliant International University	San Diego	CA
American Intercontinental University	Los Angeles	CA
Armstrong University	Berkeley	CA
Art Center College of Design	Pasadena	CA
Art Institute of California, Los Angeles <sup>7</sup>	Los Angeles	CA
Art Institute of California, Orange County <sup>7</sup>	Santa Ana	CA
Art Institute of California, San Diego <sup>7</sup>	San Diego	CA
Art Institute of California, San Francisco <sup>7</sup>	San Francisco	CA
Art Institute of S. Cal <sup>7</sup>	Laguna Beach	CA
Bethany College of the Assemblies of God <sup>1·8</sup>	Scotts Valley	CA
Bethesda Christian University <sup>8</sup>	Anaheim	CA

Brooks Institute of Photography	Santa Barbara	CA
California College for Health Sciences <sup>4</sup>	National City	CA
California College of the Arts <a href="http://www.cca.edu/">http://www.cca.edu/</a>	San Francisco	CA
California Institute of Integral Studies	San Francisco	CA
California Institute of the Arts	Valencia	CA
California Maritime Academy <sup>3</sup>	Vallejo	CA
California National University for Advanced Studies <sup>7</sup>	Northridge	CA
Charles R. Drew University: College of Allied Health	Los Angeles	CA
Cogswell Polytechnical College	Sunnyvale	CA
Coleman College	La Mesa	CA
Columbia College: Hollywood	Tarzana	CA
CSU Bakersfield <sup>3</sup>	Bakersfield	CA
CSU Chico <sup>3, 9</sup>	Chico	CA
CSU Dominguez Hills <sup>3</sup>	Dominguez Hills	CA
CSU East Bay <sup>3</sup>	Hayward	CA
CSU Fresno <sup>3</sup>	Fresno	CA
CSU Fullerton <sup>3</sup>	Fullerton	CA
CSU Long Beach <sup>3</sup>	Long Beach	CA
CSU Los Angeles <sup>3, 9</sup>	Los Angeles	CA
CSU Monterey Bay <sup>3</sup>	Seaside	CA
CSU Northridge <sup>3</sup>	Northridge	CA
CSU Sacramento <sup>3</sup>	Sacramento	CA
CSU San Bernardino <sup>3</sup>	San Bernardino	CA
CSU San Marcos <sup>3</sup>	San Marcos	CA
CSU Stanislaus <sup>3, 9</sup>	Stanislaus	CA
Design Institute of San Diego	San Diego	CA
DeVry University <sup>3, 7</sup>	West Hills	CA
DeVry University, Fremont <sup>3, 7</sup>	Fremont	CA
DeVry University, Long Beach <sup>3, 7</sup>	Long Beach	CA
DeVry University, Pomona <sup>3, 7</sup>	Pomona	CA
Golden Gate University	San Francisco	CA
Humboldt State University (CSU) <sup>3</sup>	Arcata	CA
Humphreys College <sup>6</sup>	Stockton	CA
Institute of Computer Technology	Los Angeles	CA
Interior Designers Institute	Newport Beach	CA

ITT Technical Institute, Anaheim	Anaheim	CA
ITT Technical Institute, Lathrop	Lathrop	CA
ITT Technical Institute, Los Angeles	Los Angeles	CA
ITT Technical Institute, Oxnard	Oxnard	CA
ITT Technical Institute, Rancho Cordova	Rancho Cordova	CA
ITT Technical Institute, San Bernardino	San Bernardino	CA
ITT Technical Institute, Sylmar	Sylmar	CA
ITT Technical Institute, Torrance	Torrance	CA
ITT Technical Institute, West Covina	West Covina	CA
John F. Kennedy University	Pleasant Hill	CA
Kings College, The	Van Nuys	CA
La Sierra University	Riverside	CA
Laguna College of Art and Design	Laguna	CA
Life Pacific College	San Dimas	CA
Lincoln University, Oakland	Oakland	CA
Loma Linda University	Loma Linda	CA
Masters College	Santa Clarita	CA
Mount Sierra College	Monrovia	CA
National Hispanic University	San Jose	CA
National University	La Jolla	CA
New School of Architecture	San Diego	CA
Northrop-Rice Aviation Institute of Technology	Inglewood	CA
Pacific Union College	Angwin	CA
Patten University	Oakland	CA
Pitzer College	Claremont	CA
Remington College, San Diego	San Diego	CA
San Francisco Art Institute	San Francisco	CA
San Francisco Conservatory of Music	San Francisco	CA
San Francisco State University (CSU)	San Francisco	CA
San Jose State University (CSU)	San Jose	CA
Silicon Valley College, Emeryville	Emeryville	CA
Silicon Valley College, Fremont	Fremont	CA
Silicon Valley College, San Jose	San Jose	CA
Silicon Valley College, Walnut Creek	Walnut Creek	CA
Sonoma State University (CSU)	Rohnert Park	CA
S. Cal Institute of Technology	Anaheim	CA

S. Cal International College <sup>1</sup>	Santa Ana	CA
University of West LA	Inglewood, Woodland Hills	CA
Westwood College of Technology, Anaheim	Anaheim	CA
Westwood College of Technology, Los Angeles	Los Angeles	CA
Yeshiva Ohr Elchonon Chabad/West Coast Talmudical Seminary <sup>8</sup>	Los Angeles	CA

## Footnote Key

1	SAT/ACT used only for placement and/or academic advising
2	SAT/ACT required only from out-of-state applicants
3	SAT/ACT considered only when minimum GPA and/or class rank is not met
4	SAT/ACT required for some programs
5	SAT/ACT not required if submit SAT Subject Test, Advancement Placement, Int'l Baccalaureate or other exams
6	Must submit COMPASS, CPAT, TABE, WAIS, Stanford Achievement Test, ASSET and/or college entrance exam if not submitting SAT/ACT scores
7	Distance Education School
8	Religious Affiliation
9	Admission/Eligibility Index calculated with 3.5 GPA and combined SAT Critical Reading plus Math score of 400.

### Sources:

From the website: <http://www.fairtest.org/university/optional>. Their sources include: *The College Board College Handbook 2005*, 42nd Edition; "America's Best Colleges 2007," *US News and World Report*; college and university internet sites, news reports, email and telephone interviews.

## How to Go to College Without Taking the SAT or ACT

Most students who apply to college will take the SAT or ACT and most colleges will require one or the other. However, if the SAT and ACT are not for you, don't worry. There are other options and pathways for getting into college.

- 1. Attend community college first and then transfer into a 4-year college/university as a junior.**

California Community Colleges do not require SATs or ACTs for admittance. In addition, once students have completed all transfer course requirements with a 3.0 GPA or higher, California students are guaranteed admittance into one of the California State or UC schools. Some of the California schools will be more competitive than others and their minimum GPA requirements will differ. Please consult each schools' website for detailed information about their specific transfer requirements.

There are many advantages to starting out in community college. For one, it gives students extra time to live at home, where they can develop their study skills and life skills before venturing off on their own. Second, it makes the eventual transition to college and dorm life easier, because the student is older and more mature when they go away. Third, it is a significant costs savings. Attending community college and living at home for two years before attending the last two years of a four-year college can save families thousands of dollars. Many students choose the community college route to 4-year college simply for this cost saving reason.

- 2. Apply to a 4-year college where SATs and ACTs are not required**

There are a number of colleges and universities in the US that de-emphasize or do not use standardized tests for making admission decisions into their Bachelor Degree Programs. Please see the list of these colleges published in this guide or visit [www.fairtest.org](http://www.fairtest.org) for more information.

- 3. Transfer into the college of your dreams from another school (see above) and by-pass the SAT and ACT again**

Many schools accept transfer students from other colleges and universities, and do not require the SAT or ACT as part of the application process. These schools will evaluate transfer applicants based on other factors, such as college GPA, successful completion of certain college required courses, college extra-curricular activities and others. Visit each college's website for more information about their specific transfer requirements.

## California Community College System

The California Community College system is the largest higher education system in the nation. It is comprised of 72 districts, 112 colleges and enrolls more than 2.9 million students. Community colleges provide basic skills education, workforce training and courses that prepare students for transfer to four-year universities. The colleges also offer opportunities for personal enrichment and lifelong learning.

### **About the California Community Colleges**

A community college is a publicly supported and locally oriented college that provides programs to: help you transfer to a four-year college, pursue career education programs, take remedial or "catch-up" programs, and offer coursework for cultural growth, life enrichment, and skills improvement.

### **Is a California Community College Right for You?**

The California Community Colleges are one educational option among many. In California, some students apply to the University of California (UC) or the California State University (CSU) or independent universities and colleges. The California Community Colleges, though, offer many students huge advantages through a greater variety of programs.

At a community college you can take classes to prepare you for college-level math and English, receive career training to get in the workforce quickly and affordably, and complete lower division courses that are transferable to a four-year college or university. A community college is a good choice for anyone who may want to attend a four-year school later but who is not yet academically, personally, or economically ready to begin study at a university. Community college is also a good option for those who are unemployed or under-employed and want to be retrained to work in emerging and in-demand industries such as health care and green jobs.

### **How Much Does It Cost to Attend a Community College?**

An enrollment fee is charged to every student who takes courses for credit. The fee (in 2010) charged to state residents is \$26 per unit. A full time student enrolled for 12 units for 2 semesters would pay \$624 per year in enrollment fees (based on 2010 fees). (Students should note that these fees are subject to change by the California State Legislature and at the time of this writing are expected to increase substantially due to the California state budget crises).

Financial aid, such as a fee waiver, grants, scholarships, work study programs and loans, is available year-round. This money can be used to help pay for fees, books, supplies, and sometimes even living expenses. Students who enroll full-time generally receive more financial aid than part-time students. Current students and those considering enrolling in a community college can learn about the different types of financial aid available and apply for them by visiting [www.icanaffordcollege.com](http://www.icanaffordcollege.com).

### **What about Transferring from a California Community College?**

A California Community College is a great place to begin your four-year degree. Beginning the path to a four-year degree at a California Community College has two big benefits:

#### **Admission Priority:**

Upper division transfer students from the California Community Colleges have the highest admissions priority of all students applying to UC and CSU. Plus, many of the community colleges have transfer agreements to help you make a smooth transition. All California Community Colleges offer courses that meet lower-division, general education requirements of UC and CSU, and many of the major preparation courses to prepare you for your major.

**Cost Savings:** By first completing your first 60 units of transferable credit at a California Community College and then transferring and completing your upper division classes at UC, CSU or a private/independent college, you can save thousands of dollars in tuition and fees.

#### **Transfer Facts**

During the 2008-2009 school year, nearly 64,000 students transferred from a California Community College to the University of California (UC) and California State University (CSU) combined, and over 20,000 students transferred from a California Community College to California Independent Colleges.

### **Can I Complete my High School Diploma Requirements at a Community College?**

Yes. Most community colleges offer adult basic education courses to meet high school requirements. In some regions these courses are provided to adults at a local high school in the evenings. Most high schools will accept regular community college courses for credit toward the high school diploma.

### **Can I Complete my First Two Years of Undergraduate Study at a Community College?**

Yes. All California Community Colleges offer courses that meet the lower-division requirements (first two years) of a four-year college or university. Counselors in transfer centers and counseling offices can help you plan your community college program to make sure that the courses you select are transferable. However, you should check the requirements of the college or university to which you plan to transfer, especially in your desired major. Many community colleges offer written transfer guarantee programs to specific universities. Be sure to contact the transfer center or counseling office for more information.

### **What Occupational Training is Offered in Community Colleges?**

The California Community Colleges can help students get the training needed to qualify for a well-paying job with room for advancement. Community Colleges can also help those who are unemployed or under-employed get retrained quickly and back out into the workforce. Career

education vocational programs are offered in hundreds of areas that employers need. Areas of vocational (occupational) education include health occupations, electronics and computer sciences, business and finance, agriculture, police and fire science, food science, building and landscaping trades, technical and industrial trades, and many others. Community Colleges have up-to-date equipment and facilities and vocational instructors who are experts in their fields. Depending on the occupation you select, training may take from six months to two years. Associate degrees and certificate (shorter-term) programs are available for many fields.

### Can I Take Online or Correspondence Courses Through the Colleges?

There are a number of California Community Colleges offering courses or programs via distance education. A variety of courses and programs are offered through correspondence, online, mixed format, or via television. To find information about distance education courses and programs in California, you can view a Distance Education Catalog on the [California Virtual Campus website \(www.cvc.edu\)](http://www.cvc.edu).

To learn more about California Community Colleges, visit [www.cccco.edu](http://www.cccco.edu)

Source: California Community Colleges Chancellor's Office

## California Community Colleges

Campus	Area	Setting	Total Enrollment	Student to Faculty Ratio	% Living on Campus	Students Receiving Financial Aid	Faith Affiliated
<a href="#">Allan Hancock College</a>	S. Cal	Small/Med City	10,387	17:1	N/A	N/A	No
<a href="#">American River College</a>	N. Cal	Major City	N/A	N/A	N/A	N/A	No
<a href="#">Antelope Valley College</a>	S. Cal	Sml/Med City	10,315	14:1	<b>N/A</b>	N/A	No
<a href="#">Bakersfield College</a>	S. Cal	Major City	17,543	N/A	N/A	N/A	No
<a href="#">Barstow Community College</a>	S. Cal	Small Town	3,706	N/A	N/A	N/A	No
<a href="#">Berkeley City College</a>	N. Cal	Sml/Med City	5,100	30:1	N/A	N/A	No
<a href="#">Butte College</a>	N. Cal	Small Town	13,306	N/A	N/A	N/A	N/A
<a href="#">Cabrillo College</a>	N. Cal	Small Town	10,948	N/A	N/A	N/A	N/A
<a href="#">Canada College</a>	N. Cal	Large Town	5,507	N/A	N/A	N/A	N/A

<b>Cerritos College</b>	S. Cal	Sml/Med City	19,030	N/A	N/A	N/A	N/A
<b>Cerro Coso Community College</b>	S. Cal	Small Town	5,020	14:1	N/A	N/A	No
<b>Chabot College</b>	N. Cal	Sml/Med City	14,252	N/A	N/A	N/A	N/A
<b>Chaffey College</b>	S. Cal	Sml/Med City	18,543	N/A	N/A	N/A	N/A
<b>Citrus College</b>	S. Cal	Large Town	13,529	24:1	N/A	N/A	No
<b>City College of San Francisco</b>	N. Cal	Major City	100,000	N/A	N/A	N/A	No
<b>Coastline Community College</b>	S. Cal	Large Town	12,000	N/A	N/A	N/A	No
<b>College of Alameda</b>	N. Cal	Sml/Med City	5,814	N/A	N/A	N/A	N/A
<b>College of Marin</b>	N. Cal	Small Town	7,587	N/A	N/A	N/A	No
<b>College of San Mateo</b>	N. Cal	Sml/Med City	11,000	N/A	N/A	N/A	N/A
<b>College of the Canyons</b>	S. Cal	Sml/Med City	16,430	27:1	N/A	N/A	No
<b>College of the Desert</b>	S. Cal	Small Town	9,396	N/A	N/A	N/A	No
<b>College of the Redwoods</b>	N. Cal	Large Town	7,225	20:1	N/A	1,046	No
<b>College of the Sequoias</b>	C. Cal	Sml/Med City	10,780	N/A	N/A	2,533	No
<b>College of the Siskiyous</b>	N. Cal	Rural	3,000	25:1	10%	455	No
<b>Columbia College</b>	C. Cal	Rural	2,338	N/A	N/A	N/A	N/A
<b>Compton Community Education Center</b>	S. Cal	Sml/Med City	4,800	N/A	N/A	N/A	No
<b>Contra Costa College</b>	N. Cal	Large Town	7,506	N/A	N/A	N/A	N/A
<b>Copper Mountain College</b>	S. Cal	Rural	2,490	30:1	N/A	N/A	No
<b>Cosumnes River College</b>	N. Cal	Major City	11,267	N/A	N/A	1,698	No
<b>Crafton Hills College</b>	S. Cal	Large Town	5,900	31:1	N/A	N/A	No
<b>Cuesta College</b>	C. Cal	Large Town	10,871	N/A	N/A	N/A	No

<b>Cuyamaca College</b>	S. Cal	Sml/Med City	8,053	N/A	N/A	N/A	No
<b>Cypress College</b>	S. Cal	Large Town	16,670	N/A	N/A	N/A	No
<b>De Anza College</b>	N. Cal	Major City	25,364	26:1	N/A	N/A	No
<b>Diablo Valley College</b>	N. Cal	Large Town	20,000	16:1	N/A	1,070	No
<b>East Los Angeles College</b>	S. Cal	Large Town	16,494	29:1	N/A	N/A	No
<b>El Camino College</b>	S. Cal	Sml/Med City	24,895	N/A	N/A	N/A	N/A
<b>Evergreen Valley College</b>	N. Cal	Major City	9,700	N/A	N/A	N/A	No
<b>Feather River College</b>	N. Cal	Rural	1,435	N/A	N/A	N/A	No
<b>Folsom Lake College</b>	N. Cal	Large Town	N/A	N/A	N/A	N/A	N/A
<b>Foothill College</b>	N. Cal	Major City	18,000	N/A	N/A	N/A	No
<b>Fresno City College</b>	C. Cal	Major City	22,711	17:1	N/A	N/A	No
<b>Fullerton College</b>	S. Cal	Sml/Med City	18,352	N/A	N/A	N/A	N/A
<b>Gavilan College</b>	N. Cal	Large Town	8,459	N/A	N/A	N/A	No
<b>Glendale Community College</b>	S. Cal	Major City	14,786	N/A	N/A	N/A	No
<b>Golden West College</b>	S. Cal	Sml/Med City	12,784	32:1	N/A	N/A	N/A
<b>Grossmont College</b>	S. Cal	Major City	17,441	N/A	N/A	N/A	N/A
<b>Hartnell College</b>	C. Cal	Sml/Med City	8,100	N/A	N/A	N/A	N/A
<b>Imperial Valley College</b>	S. Cal	Rural	6,919	22:1	N/A	916	No
<b>Irvine Valley College</b>	S. Cal	Sml/Med City	11,000	N/A	N/A	N/A	No
<b>Lake Tahoe Community College</b>	N. Cal	Small Town	3,051	N/A	N/A	N/A	No
<b>Laney College</b>	N. Cal	Major City	11,752	35:1	N/A	N/A	N/A
<b>Las Positas College</b>	C. Cal	Large Town	5,600	N/A	N/A	N/A	N/A

<b>Lassen Community College</b>	N. Cal	Small Town	3,001	N/A	4%	N/A	N/A
<b>Long Beach City College</b>	S. Cal	Major City	27,731	30:1	N/A	N/A	No
<b>Los Angeles City College</b>	S. Cal	Major City	16,042	N/A	N/A	N/A	N/A
<b>Los Angeles Harbor College</b>	S. Cal	Major City	7,326	30:1	N/A	N/A	No
<b>Los Angeles Mission College</b>	S. Cal	N/A	6,389	N/A	N/A	N/A	N/A
<b>Los Angeles Pierce College</b>	S. Cal	Major City	16,302	N/A	N/A	2,149	No
<b>Los Angeles Southwest College</b>	S. Cal	Major City	5,781	N/A	N/A	N/A	No
<b>Los Angeles Trade-Technical College</b>	S. Cal	Major City	11,738	22:1	N/A	N/A	No
<b>Los Angeles Valley College</b>	S. Cal	Major City	17,000	N/A	N/A	N/A	No
<b>Los Medanos College</b>	N. Cal	Large Town	9,000	N/A	N/A	N/A	N/A
<b>Mendocino College</b>	N. Cal	Small Town	4,500	N/A	N/A	N/A	N/A
<b>Merced College</b>	C. Cal	Large Town	9,865	N/A	N/A	N/A	No
<b>Merritt College</b>	N. Cal	Major City	6,023	N/A	N/A	N/A	N/A
<b>MiraCosta College</b>	S. Cal	Major City	11,995	26:1	N/A	N/A	No
<b>Mission College</b>	N. Cal	Sml/Med City	10,130	N/A	N/A	N/A	No
<b>Modesto Junior College</b>	C. Cal	Sml/Med City	13,467	31:1	N/A	N/A	No
<b>Monterey Peninsula College</b>	C. Cal	Large Town	11,044	N/A	N/A	N/A	No
<b>Moorpark College</b>	S. Cal	Large Town	11,871	23:1	N/A	N/A	No
<b>Moreno Valley College</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mt. San Antonio College</b>	S. Cal	Large Town	29,079	N/A	N/A	N/A	No
<b>Mt. San Jacinto College</b>	S. Cal	Large Town	14,000	24:1	N/A	N/A	No
<b>Napa Valley College</b>	N. Cal	Large Town	7,000	N/A	N/A	N/A	No

<b>Norco College</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Ohlone College</b>	N. Cal	Sml/Med City	11,000	N/A	N/A	N/A	N/A
<b>Orange Coast College</b>	S. Cal	Sml/Med City	22,412	N/A	N/A	3,116	No
<b>Oxnard College</b>	S. Cal	Sml/Med City	5,183	N/A	N/A	N/A	N/A
<b>Palo Verde College</b>	S. Cal	Small Town	4,792	13:1	N/A	N/A	N/A
<b>Palomar College</b>	S. Cal	Major City	25,701	25:1	N/A	N/A	No
<b>Pasadena City College</b>	S. Cal	Major City	23,006	23:1	N/A	N/A	No
<b>Porterville College</b>	C. Cal	Large Town	4,369	30:1	N/A	N/A	N/A
<b>Reedley College</b>	C. Cal	Major City	10,217	N/A	N/A	N/A	No
<b>Rio Hondo College</b>	S. Cal	Sml/Med City	18,100	N/A	N/A	N/A	N/A
<b>Riverside City College</b>	S. Cal	Sml/Med City	32,228	28:1	N/A	N/A	N/A
<b>Sacramento City College</b>	N. Cal	Major City	13,724	30:1	N/A	N/A	N/A
<b>Saddleback College</b>	S. Cal	Large Town	22,998	35:1	N/A	N/A	No
<b>San Bernardino Valley College</b>	S. Cal	Sml/Med City	10,658	24:1	N/A	N/A	No
<b>San Diego City College</b>	S. Cal	Major City	15,437	21:1	N/A	N/A	N/A
<b>San Diego Mesa College</b>	S. Cal	Major City	24,000	N/A	N/A	881	N/A
<b>San Diego Miramar College</b>	S. Cal	Major City	9,717	N/A	N/A	440	No
<b>San Joaquin Delta College</b>	C. Cal	Sml/Med City	18,526	38:1	N/A	N/A	No
<b>San Jose City College</b>	N. Cal	Major City	9,851	N/A	N/A	N/A	N/A
<b>Santa Ana College</b>	S. Cal	Major City	27,097	N/A	N/A	N/A	N/A
<b>Santa Barbara City College</b>	S. Cal	Sml/Med City	16,043	16:1	N/A	N/A	No
<b>Santa Monica College</b>	S. Cal	Major City	27,459	24:1	N/A	N/A	No

<b>Santa Rosa Junior College</b>	N. Cal	Sml/Med City	24,881	22:1	N/A	N/A	No
<b>Santiago Canyon College</b>	S. Cal	Sml/Med City	8,524	N/A	N/A	N/A	No
<b>Shasta College</b>	N. Cal	Large Town	9,619	N/A	N/A	N/A	N/A
<b>Sierra College</b>	N. Cal	Small Town	18,897	N/A	1%	N/A	No
<b>Skyline College</b>	N. Cal	Large Town	8,488	28:1	N/A	N/A	No
<b>Solano Community College</b>	N. Cal	Sml/Med City	10,273	N/A	N/A	N/A	No
<b>Southwestern College</b>	S. Cal	Major City	18,799	22:1	N/A	N/A	No
<b>Taft College</b>	S. Cal	Small Town	2,929	18:1	7%	93	No
<b>Ventura College</b>	S. Cal	Sml/Med City	12,350	N/A	N/A	N/A	No
<b>Victor Valley College</b>	S. Cal	Sml/Med City	13,190	N/A	N/A	N/A	N/A
<b>West Hills College - Coalinga</b>	C. Cal	Small Town	6,400	20:1	20%	1,088	No
<b>West Hills College - Lemoore</b>	N/A	Small Town	N/A	N/A	N/A	N/A	N/A
<b>West Los Angeles College</b>	S. Cal	Large Town	7,727	N/A	N/A	N/A	N/A
<b>West Valley College</b>	N. Cal	Large Town	14,407	N/A	N/A	N/A	N/A
<b>Woodland Community College</b>	N/A	Large Town	3,000	20:1	N/A	N/A	No
<b>Yuba College</b>	N. Cal	Small Town	10,457	N/A	5%	N/A	No

Source: <http://www.californiacolleges.edu>

## Types of Academic Support Programs Available in College

Almost all colleges and universities provide some level of service and/or accommodations for learning disabled students, as mandated by the Americans with Disabilities ACT (ADA). However, some schools offer much more service and support for students with learning disabilities than others. There is no single commonly agreed upon system to group colleges by quantity or quality of services provided for students with disabilities. However, the terms below are one means of doing so, and you will find these or similar terms used in various college guides and websites.

**There are three main types of College Support Programs:**

- 1. Comprehensive/Structured Programs – offer the most support**
- 2. Coordinated Services**
- 3. Basic Services Programs – offer the least support**

Most schools will offer at least basic services while others will offer a comprehensive model to accommodate students needing a range of support.

What follows is an explanation of the three different types of support programs available. Some schools have unique aspects to their programs, but most fit into one of these three groups.

Note: Colleges' self-reported programming for students with disabilities should be carefully evaluated by talking directly with the faculty of each support center. Please see the "College Support Availability" form in this guide to assist you in evaluating their services.

Sources: College Information Bulletin, Eagle Hill School. *Colleges with Programs for Learning Disabled Students* [http://www.college-scholarship.com/learning\\_disability.htm](http://www.college-scholarship.com/learning_disability.htm).  
*Colleges with L.D. Programs.* <http://www.kaarme.com>.

## Comprehensive/Structured Programs

- **This program offers the most support for students with a learning disability.**
- The program may have a separate admissions process from the college.
- The program will have several learning specialists; professional tutors are available as well as peer tutors in some areas.
- Students will have an assigned advisor who the student meets with on a scheduled basis.
- Students are involved in developing their support plans and typically have to sign a contract agreeing to participate for the semester or year.
- There is a greater opportunity for 1:1 attention and support and a student typically works with the same tutor(s) consistently. **There is often a fee for this level of service, and students are usually allowed to wean themselves from this level of service to less structured, coordinated services available.**
- Assistive technology is readily available.
- There is usually a separate building/space for the program.
- There may be mandatory programs that the students have to participate in (classes, workshops on organization, self-advocacy, etc.)
- Writing labs and math labs are also typically available to all students.
- Additional accommodations may include:
  - Monitoring of grades
  - Monitoring of attendance
  - Classes taught at center
  - Feedback to parents
  - Notification to faculty
  - Priority registration

**QUESTION: Are colleges that offer comprehensive support programs less challenging than colleges without them? Are these “learning disabled” schools?**

**ANSWER: No.** The level of challenge at a school is determined by the admissions criteria and not by whether the school offers a comprehensive support program. Schools specifically designed for students with learning disabilities include Landmark College in Vermont and Beacon College in Florida whereas the University of Arizona, Northeastern University, the University of Denver and Curry College offer comprehensive support but also serve students who do not require accommodations.

## Colleges With Comprehensive Support Programs

Adelphi University	New York
Alliance University College	Calgary, Canada
American International College	Massachusetts
American University	Washington, D.C.
Augsburg College	Minnesota
Barat College	Illinois
Barry University	Florida
Beacon College	Florida
Brenau University	Georgia
Calhoun Community College (2-year)	Alabama
Centenary College	New Jersey
College Misericordia	Pennsylvania
College of Mount Saint Joseph	Ohio
Community College of Allegheny County (2-year)	Pennsylvania
Concordia College	New York
Curry College	Massachusetts
Davis and Elkins College	West Virginia
Dean College (2-year)	Massachusetts
DePaul University	Illinois
Dowling College	New York
Earlham College	Indiana
East Stroudsburg University	Pennsylvania
Eastern New Mexico University – Roswell (2-year)	New Mexico
Edinboro University of Pennsylvania	Pennsylvania
Endicott College	Massachusetts
Fairleigh Dickinson University	New Jersey
Finlandia University	Michigan
Fontbonne University	Missouri
Fresno City College (2-year)	California
East Stroudsburg University	Pennsylvania
Eastern New Mexico University – Roswell (2-year)	New Mexico
Edinboro University of Pennsylvania	Pennsylvania
Endicott College	Massachusetts
Fairleigh Dickinson University	New Jersey
Finlandia University	Michigan
Fontbonne University	Missouri
Fresno City College (2-year)	California
Gannon University	Pennsylvania
Georgian Court University	New Jersey
Graceland University	Iowa
Grambling State University	Louisiana
Green Mountain College	Vermont
Heartland Community College (2-year)	Illinois
Hofstra University	New York

Iona College	New York
Johnson State College	Vermont
Lake Erie College	Ohio
Landmark College (2-year)	Vermont
Lewis and Clark Community College (2-year)	Illinois
Limestone College	South Carolina
Long Island University – C.W. Post	New York
Loras College	Iowa
Louisiana College	Louisiana
Lynn University	Florida
Manhattanville College	New York
Marist College	New York
Marshall University	West Virginia
Marymount Manhattan College	New York
McDaniel College	Maryland
Mercyhurst College	Pennsylvania
Metropolitan College of New York	New York
Metropolitan Community College – Longview (2-year)	Missouri
Metropolitan Community College – Penn Valley(2-year)	Missouri
Miami Dade College (2-year)	Florida
Middlesex County College (2-year)	New Jersey
Mitchell College	Connecticut
Monmouth University	New Jersey
Morningside College	Iowa
Mount Ida College	Massachusetts
Muskingum College	Ohio
New England College	New Hampshire
New Jersey City University	New Jersey
New York Institute of Technology	New York
Northeastern University	Massachusetts
Northern Arizona University	Arizona
Notre Dame College	Ohio
Pine Manor College	Massachusetts
Post University	Connecticut
Pratt Institute	New York
Reinhardt College	Georgia
Rochester Institute of Technology	New York
Roosevelt University	Illinois
Sacred Heart University	Connecticut
Saint Gregory’s University	Oklahoma
Saint Thomas Aquinas College	New York
Schreiner University	Texas
Southern Illinois University	Carbondale Illinois
Southern Vermont College	Vermont
Spencerian College – Lexington	Kentucky
Stephens College	Missouri

SUNY at Alfred	New York
Truckee Meadow Community College	California
Union College	Nebraska
University of Arizona	Arizona
University of California – Irvine	California
University of Denver	Colorado
University of Hartford	Connecticut
University of Indianapolis	Indiana
University of North Carolina at Chapel Hill	North Carolina
Ursuline College	Ohio
Utica College	New York
University of Indianapolis	Indiana
University of North Carolina at Chapel Hill	North Carolina
University of the Ozarks	Arkansas
University of Wisconsin – Oshkosh	Wisconsin
Vincennes University	Indiana
West Virginia Wesleyan College	West Virginia
Westfield State College	Massachusetts
Westminster College	Missouri
University of Wisconsin – Oshkosh	Wisconsin

Source: College Information Bulletin, Eagle Hill School

## Colleges with Coordinated Service Programs

- **The majority of colleges fit into this category.**
- Schools may inform faculty of the student’s need for accommodations, but the student will need to be moderately active in regard to self-advocacy.
- They will have a “Learning Center” (or similarly named program) with additional services for LD students.
- There will be an LD specialist and professionals with some specific LD experience and/or training. The specialist may be involved in the admissions process.
- The center will usually work on a drop-in basis with part-time staff and peer tutors who may be undergraduate or graduate students. There is not necessarily a single service provider who will work with the same students routinely.
- Some programs will provide group workshops to assist students with learning strategies, advocacy training, note taking and test-taking skills.
- These services will **not** include intense 1:1 work several times per week.
- There is no additional cost for these services.
- Additional accommodations include: organizational assistance, group workshops, course substitutions, pre-enrollment preparation

Source: *College Information Bulletin*, Eagle Hill School. “Colleges with Learning Disabilities Programs”.  
[http://www.kaarme.com/Learning\\_Disabilities\\_College\\_Programs](http://www.kaarme.com/Learning_Disabilities_College_Programs)

### Colleges With Coordinated Service Programs

Abilene Christian University	Texas
Adrian College	Michigan
Albertus Magnus College	Connecticut
Anderson University	Indiana
Anna Maria College	Massachusetts
Assumption College	Massachusetts
Appalachian State University	North Carolina
Arizona State University	Arizona
Baker University	Kansas
Bakersfield College	California
Ball State University	Indiana
Bay State College	Massachusetts
Becker College	Massachusetts
Beloit College	Wisconsin
Binghamton University	New York
Black Hills State University	South Dakota
Boston College	Massachusetts
Boston University	Massachusetts
Bradley University	Illinois
Brenau University	Georgia

Brigham Young University	Utah
Brown University	Rhode Island
Bryant University	Rhode Island
Cal Polytechnic – San Luis Obispo	California
Caldwell College	New Jersey
California State Polytechnic University – Pomona	California
California State University – Chico	California
California State University – Monterey Bay	California
California State University – Northridge	California
California State University – San Bernardino	California
Calvin College	Michigan
Case Western Reserve University	Ohio
The Catholic University of America	District of Columbia
Cazenovia College*	New York
Cedar Crest College*	Pennsylvania
Central Ohio Technical College	Ohio
Champlain College	Vermont
Clarion University of Pennsylvania	Pennsylvania
Clark University	Massachusetts
Colby-Sawyer College*	New Hampshire
Colgate College	New York
College of Charleston	South Carolina
College of New Jersey South Carolina	South Carolina
The College of Saint Catherine	Minnesota
College of Siskiyous	Siskiyous
College of William and Mary	Virginia
College of Wooster	Ohio
Colorado College	Colorado
Columbia Union College	Maryland
Connecticut College	Connecticut
Coppin State University	Maryland
Cornell University	New York
Daniel Webster College	New Hampshire
Davidson College	North Carolina
Denison University	Ohio
DePaul University	Illinois
DeSales University*	Pennsylvania
Dickinson College	Pennsylvania
Drew University	New Jersey
Duke University	North Carolina
Earlham College	Indiana
East Carolina University	North Carolina
East Stroudsburg University of Pennsylvania	Pennsylvania
Eastern Kentucky University	Kentucky
Eastern Washington University	Washington
Edinboro University of Pennsylvania	Pennsylvania

Elizabethtown College	Pennsylvania
Emmanuel College	Massachusetts
Emory University	Georgia
Evangel College	Missouri
Fairfield University	Connecticut
Ferris State University	Michigan
Ferrum College	Virginia
Fitchburg State College	Massachusetts
Florida A&M University	Florida
Florida Atlantic University	Florida
Florida Gulf Coast University	Florida
Florida Southern College	Florida
Florida State University	Florida
Franklin Pierce University	New Hampshire
George Washington University	District of Columbia
Georgetown University	District of Columbia
Georgia Southern University	Georgia
Georgia State University	Georgia
Georgian Court College	New Jersey
Grand View College	Iowa
Green Mountain College*	Vermont
Harding University	Arkansas
Hobart and William Smith Colleges	New York
Hocking College	Ohio
Hood College	Maryland
Illinois State University	Illinois
Indian Hills Community College	Iowa
Indiana University – Bloomington	Indiana
Indian Hill Community College	Iowa
Ithaca College	New York
Iowa State University	Iowa
Jacksonville State University	Alabama
Johnson and Wales University	Rhode Island
Juniata College	Pennsylvania
Kansas State University	Kansas
Kean University	New Jersey
Keene State College	New Hampshire
Kent State University	Ohio
Keuka College	New York
Keystone College*	Pennsylvania
Knox College	Illinois
Kutztown University of Pennsylvania	Pennsylvania
Lasell College	Massachusetts
Lawrence Technological University	Michigan
Lee University	Tennessee
Lehigh University	Pennsylvania

Lenoir-Rhyne College	North Carolina
Liberty University	Virginia
Linfield College	Oregon
Louisiana State University – Baton Rouge	Louisiana
Lynchburg College	Virginia
Manchester College	Indiana
Manhattan College	New York
Marian College of Fond du Lac	Wisconsin
Marywood University	Pennsylvania
Maryville College	Tennessee
Massachusetts College of Liberal Arts	Massachusetts
Miami University	Ohio
Michigan State University	Michigan
Middle Tennessee State University	Tennessee
Minot State University	North Dakota
Montana Technical College	Montana
National-Louis University	Illinois
Neumann College*	Pennsylvania
New England Culinary Institute	Vermont
New York University	New York
Nichols College	Massachusetts
North Carolina State University	North Carolina
North Dakota State University	North Dakota
Northern Arizona University	Arizona
Northern Illinois University	Illinois
Northern Michigan University	Michigan
Norwich University	Vermont
Nova Southeastern University	Florida
Ohio State University – Columbus	Ohio
Old Dominion University	Virginia
Pace University NYC	New York
Pennsylvania State Univ – University Park	Pennsylvania
Pittsburgh State University	Kansas
Providence College	Rhode Island
Quinnipiac University	Connecticut
Reedley College	California
Rhode Island College	Rhode Island
Rider University	New Jersey
Rocky Mountain College	Montana
Roger Williams University	Rhode Island
Saint Ambrose University	Iowa
Saint Anselm College	New Hampshire
Saint Bonaventure University	New York
Saint Leo College	Florida
Saint Michael's College	Vermont
Saint Thomas University	Florida

Salve Regina University	Rhode island
San Diego State University	California
San Francisco State University	California
San Jose State University California	California
Santa Clara University California	California
Santa Rosa Junior College California	California
Seton Hall University*	New Jersey
Sierra College	California
Sonoma State University California	California
Southeastern University	Florida
Southern Connecticut State University	Connecticut
Southern Illinois University – Edwardsville	Illinois
Southern Maine Technical College	Maine
Southern Methodist University	Texas
Southern New Hampshire University	New Hampshire
Southern Wesleyan University	South Carolina
Southwest Missouri State University	Missouri
Southwest Texas State University	Texas
Springfield College	Massachusetts
Standard University California	California
Stonehill College	Massachusetts
Suffolk University	Massachusetts
SUNY at Albany	New York
SUNY at New Paltz New York	New York
SUNY at Stony Brook New York	New York
SUNY College of Technology at Farmingdale New York	New York
SUNY College of Technology at Delhi New York	New York
Syracuse University New York	New York
Tarleton State University	Texas
Temple University	Pennsylvania
Towson University	Maryland
Unity College	Maine
University of Alabama	Alabama
University of California – Berkeley	California
University of California – Los Angeles	California
University of California – San Diego	California
University of California – Santa Barbara	California
University of Colorado – Boulder Colorado	Colorado
University of Colorado – Colorado Springs	Colorado
University of Connecticut	Connecticut
University of Delaware	Delaware
University of Florida	Delaware
University of Georgia	Georgia
University of Houston Texas	Texas
University of Illinois – Urbana-Champaign	Illinois
University of Iowa	Iowa

University of Louisiana – Monroe	Louisiana
University of Maryland – College Park	Maryland
University of Maryland – Eastern Shore Maryland	Maryland
University of Massachusetts—Amherst	Massachusetts
University of Massachusetts—Dartmouth	Massachusetts
University of Massachusetts at Lowell	Massachusetts
University of Memphis	Tennessee
University of Michigan – Ann Arbor	Michigan
University of Minnesota – Duluth	Minnesota
University of Missouri – Columbia	Missouri
University of Nevada – Reno	Nevada
University of New England	New Hampshire
University of New Haven	Connecticut
University of North Carolina – Chapel Hill	North Carolina
University of North Carolina – Greensboro	North Carolina
University of North Carolina – Wilmington	North Carolina
University of North Florida	Florida
University of North Texas	Texas
University of Pittsburgh	Pennsylvania
University of Puget Sound	Washington
University of Redlands	California
University of Rhode Island	Rhode Island
University of Rochester	New York
University of Saint Francis	Indiana
University of San Francisco	California
University of South Carolina—Columbia	South Carolina
University of South Dakota	South Dakota
University of S. Cal California	California
University of Tampa	Florida
University of Tennessee at Chattanooga	Tennessee
University of Tennessee at Martin	Tennessee
University of the Pacific California	California
University of Tulsa	Oklahoma
University of Vermont	Vermont
University of Wisconsin – Eau Claire	Wisconsin
University of Wisconsin – LaCrosse	Wisconsin
University of Wisconsin – Madison	Wisconsin
University of Wisconsin – Milwaukee	Wisconsin
University of Wisconsin – Stevens Point	Wisconsin
University of Wisconsin – Whitewater	Wisconsin
Ursuline College	Ohio
Utah State University	Utah
Vassar College	New York
Vermont Technical College	Vermont
Virginia Intermont College	Virginia
Wake Forest University	North Carolina

Waldorf College	Iowa
Washington University in Saint Louis	Missouri
Wells College	New York
Wentworth Institute of Technology	Massachusetts
Wesleyan University Connecticut	Connecticut
Western Carolina University	North Carolina
Western Connecticut University	Illinois
Western Maryland College	Maryland
Western State College of Colorado	Colorado
Wheelock College Massachusetts	Massachusetts
Whitman College	Washington
Widener University	Pennsylvania
Wingate University	North Carolina
Wright State University	Ohio
Xavier University	Ohio

\* Professional tutors may be available.

Source: *College Information Bulletin*, Eagle Hill School. "Colleges with Learning Disabilities Programs".  
[http://www.kaarme.com/Learning\\_Disabilities\\_College\\_Programs](http://www.kaarme.com/Learning_Disabilities_College_Programs)

## Colleges with Basic Services

- Schools offer the accommodations required by the Americans with Disabilities Act in order to receive federal funding.
- Schools create their own parameters on what they determine to be “reasonable accommodations” and require documentation for a student to receive them.
- Students need to be strong advocates to obtain the services they deserve.
- At times, a school with a small enrollment can offer the personal attention that students need without having a comprehensive program.
- These programs will have a limited staff; oftentimes there is only a single staff member who has little specific LD expertise as they serve all students with disabilities.
- There is no admissions application process for these services, but documentation must be presented and approved to receive accommodations. This should be done after enrolling at the school but before classes begin.
- Students requiring modest accommodations but who feel more comfortable knowing that greater support is available will do better with either coordinated services or comprehensive services.
- Typical accommodations include: taped texts, readers, note takers, extended time, books on tape, separate testing areas.
- Typically a writing lab and possibly a math lab are available and open to every student. These programs are typically staffed by undergraduates.
- There is no additional cost for these services.

For a student to consider a college with basic services, he/she should be able to explain his/her strengths and weaknesses, recognize the helpful learning strategies necessary for success, and advocate for accommodations/support/help. As there is not much assistance with organization, he/she should also be able to plan his/her time accordingly, be able to take effective notes from lecture, and be able to study independently for approximately 20 hours per week.

## Guidelines for Documentation of a Learning Disability

Evaluation must be a formal, comprehensive assessment that documents the existence of a learning disability. Testing must be administered by a professional diagnostician trained in the assessment of learning disorders. The written assessment must include their name, title, and professional credentials, including any licensing or certification information. Testing should be recent (within three years).

### The Psycho-Educational Evaluation Must Include:

**I. Diagnostic Interview:** Academic history, history of learning processes; presenting problem; development, medical and psychosocial history; family history, including statement of English proficiency; and discussion of dual diagnoses where relevant.

### II. Assessments of:

**1. Aptitude:** A formal intellectual assessment with all subtest and standard scores reported. Examples of acceptable measures are the Wechsler Adult Intelligence Scale (WAIS IV) and Stanford Binet. The abbreviated version of the Wechsler Adult Intelligence Scale, called the WASI, is not accepted by most institutions.

**2. Academic Achievement:** An assessment indicating current levels in reading comprehension and decoding ability, written language, and mathematics (calculation and problem solving). Scores need to be reported as percentiles and standard scores. Grade level scores are acceptable only if accompanied by percentiles and standard scores. (Woodcock-Johnson tests of achievement is recommended.)

**3. Information Processing:** Assessments of short and long term memory, auditory and visual perception, processing speed, executive function and motor ability. This information may be addressed in the discussion of results on the WAIS, or through such measures as the Woodcock Johnson Tests of Cognitive Ability.

**III. Clear Statement of Diagnosis:** Note that such terms or phrases as “learning difference,” “learning style,” “academic problems,” or “test anxiety” do not themselves constitute a learning disability.

### IV. Clinical Summary:

1. Description of how the patterns in testing reflect the presence of a learning disability.
2. Must rule out alternate explanations of academic problems such as poor education, emotional problems, motivational issues, etc.
3. Indication of a substantial limitation to learning, or other major life activity, and the degree to which it impacts the individual *in the context for which accommodations are requested*.
4. Record of prior accommodations and statement as to why current specific accommodations are requested.

**V. Recommendation for Accommodations:** Must be directly tied to the diagnosis, be clearly supported by the data in the tests administered, and relevant to the context for which the accommodations are requested.

Source: *College Information Bulletin*, Eagle Hill School, based on recommendations of the Association on Higher Education And Disability (AHEAD)

## College Support Availability Questionnaire

The academic support accessible at colleges varies tremendously. Not many schools will offer all of the following options and not all of the following options will be necessary for you. Hopefully, this form will help you assess the level/ type of support available.

School: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Support Contact \_\_\_\_\_

**Admissions Stats:** What is used to evaluate students for admission?

SAT/ ACT \_\_\_ Letter of Recommendation \_\_\_ Application Essay \_\_\_ Interview \_\_\_

Psycho-educational Report \_\_\_ Special Application \_\_\_

**Learning Support:** What type of support does the school offer? Basic \_\_\_ Coordinated \_\_\_

Comprehensive \_\_\_

Years of program at school? \_\_\_\_\_

Number of students in program? \_\_\_\_\_

**Is there a separate admission process for support services?** Yes \_\_\_ No \_\_\_

If yes, what does it entail and how is student evaluated? \_\_\_\_\_

**Fee for Service?** Yes \_\_\_ No \_\_\_ **If yes, how much?** \_\_\_\_\_

**Are LD Specialists available?** Yes \_\_\_ No \_\_\_ **Number?** \_\_\_\_\_ **Staff: Student ratio?** \_\_\_\_\_

Level of training? \_\_\_\_\_

**Foreign Language Required?** \_\_\_ Yes \_\_\_ No

**What accommodations are available?**

\_\_\_ Extended time \_\_\_ Separate testing area

\_\_\_ Note takers \_\_\_ Readers

\_\_\_ Oral examinations \_\_\_ Scribes

\_\_\_ Priority registration

**What type of assistive technology is available?**

\_\_\_ Recorded textbooks \_\_\_ Kurzweil Readers

\_\_\_ Tape recorders/ CD's \_\_\_ Voice activated dictation software

\_\_\_ Portable Keyboards \_\_\_ Calculators

\_\_\_ Reading pens \_\_\_ Outlining software

**What other types of support are available?**

\_\_\_ Class Attendance Monitored \_\_\_ Tutoring Attendance Monitored

\_\_\_ Course Substitutions available \_\_\_ Feedback to Parents available \_\_\_ Priority

Registration \_\_\_ Organizational Assistance \_\_\_ Academic Advising \_\_\_ Academic Monitoring \_\_\_  
Mentoring \_\_\_ Specific academic courses taught at center \_\_\_  
Skills courses (reading comprehension, time management, advocacy development, academic strengths discovery, metacognition, etc.)

**Academic credit received for special/required classes?** Yes \_\_\_ No \_\_\_ N/A \_\_\_

**Who notifies faculty of classroom accommodations?** Student \_\_\_ Support Program \_\_\_

**Is subject area tutoring available?** Yes \_\_\_ No **From?** Peers \_\_\_ Professionals \_\_\_

Individual \_\_\_ or Group \_\_\_ Tutoring?

How many hours per week? \_\_\_ Maximum number of hours? \_\_\_

Is drop-in tutoring available? Yes \_\_\_ No \_\_\_

How are peer tutors selected and trained? \_\_\_\_\_

**Are counseling services available?**

\_\_\_ Individual \_\_\_ ADD/ ADHD counseling \_\_\_ LD Support \_\_\_ Substance Abuse Concerns \_\_\_  
OCD Concerns \_\_\_ Career \_\_\_

**Is there a summer preparation program?** Yes \_\_\_ No \_\_\_

If yes, is it Required of all students \_\_\_ or Specific to Support Program \_\_\_

Length of program? \_\_\_\_\_

**School has a:** writing lab \_\_\_ math lab \_\_\_

**If you meet with disability services for an interview, here are questions to be prepared for:**

- What is your disability?
- What are your strengths and weaknesses in and outside the classroom?
- What accommodations/ support have you received in high school?
- What accommodations/ support are you seeking in college?

**Here are some additional questions to ask:**

- Who does the tutoring and will I see the same person every week?
- Do you speak to parents to give them feedback on my progress?
- How often are reports sent out and do parents get a copy?
- Do you allow students to take a reduced course load and how does one qualify?
- How are accommodations granted and what are my responsibilities for obtaining them?
- How does the support program work and what is my responsibility?
- What social/ emotional resources are available to students?
- What assistive technologies are available?
- How do I access ebooks?

Source: *College Information Bulletin*, Eagle Hill School.

## College Admissions What Are Colleges Looking For?

Colleges seek students who will be successful in their school and will contribute positively to the overall school environment. Students who are most desirable for admission convey a genuine interest in further education, have demonstrated a strong work ethic and solid achievement in high school, have interests in extracurricular activities and/or community service and are a good match with the school and its programs. Colleges also seek students who offer something unique, although this is not a requirement.

Criteria for admission vary from college to college. Most colleges look primarily at an applicant's course selection and grades. Other factors include ACT or SAT scores, honors or AP courses (if offered, as a measure of motivation and the desire to be challenged, as well as interest in a subject), extracurricular activities, the personal essay, and recommendations from teachers, advisor or counselor. The weight given to each of these factors varies widely by school. Most admission officers are willing to have frank discussions with students and guidance officers about the relative importance of admission criteria at their colleges.

Source: Adapted by Star Academy from the *College information Bulletin*, Eagle Hill School.

## College Admissions Selectivity

### Most Competitive

ACT Score of 29 and above. Usually fewer than one third of those who apply are accepted

Brandeis University, MA	Middlebury College, VT
Brown University, RI	Northwestern University, IL
Colgate University, NY	Stanford University, CA
John Hopkins University, MD	Wesleyan University, CT

### Highly Competitive

ACT Score between 27 and 28. Usually between one-third and one-half of applicants accepted.

American University, DC	Northeastern University, MA
Hampshire College, MA	Providence College, RI
Mount Holyoke College, MA	Rose-Hulman Inst. of Technology, IN
Muhlenburg College, PA	Wheaton College, MA

### Very Competitive

ACT Score between 24 and 26. Accept one-half to three quarters of their applicants.

Clark University, MA	Hofstra University, NY
Eckerd College, FL	Ithaca College, NY
Goucher College, MD	Knox College, IL
Hampden-Sydney College, VA	Worcester Polytechnic Institute, MA

### Competitive

ACT Score between 21 and 23. Accept 75%-85% of applicants.

Cazenovia College, NY	Marshall University, WV
Cedar Crest College, PA	Menlo College, CA
Daniel Webster College, NH	Sacred Heart University, CT
Lesley University, MA	

### Less Competitive

Below 21 on ACT. Admit 85% or more of applicants.

American International College, MA	Dowling College, NY
Becker College, MA	Johnson and Wales University, RI
Curry College, MA	Mount Ida College, MA
	Mitchell College, CT

Source: *College Information Bulletin*, Eagle Hill School

## How Does Taking “Modified” Courses in High School Impact College Eligibility?

**“Modified” Course:** the competency level expectation for a student (i.e. the student’s demonstrated level of understanding of the core content) has been lowered below the standard requirement for the class.

Please note this is DIFFERENT than receiving “academic accommodations” (see description of academic accommodation below). Modified classes are reflected as such on the high school transcript. Some high schools will give credit for these courses toward the high school diploma, others will not. (Check with your school district). Most 4-year colleges will NOT accept modified classes as having met the course requirements for admission to their college. However, this does not preclude the student from ever attending college. Students with modified courses on their transcript may still enter community college, and then work within the community college system to gain the courses required to transfer to a 4-year college, if appropriate.

At Star Academy, we do not modify classes for students on the high school diploma track. However, we do modify classes as needed for students on the certificate of completion track.

**“Academic accommodations”** simply mean allowing for alternative methods of attaining information, presenting information or completing work by students. Examples of accommodations may include note takers, extended time on tests, texts on tape, extensions on assignments, the use of various computer software programs, and/or other accommodations based on a student’s documented learning disabilities.

## Online Resources (www.)

### **General**

ACT.org

ApplyingToSchool.com

careersandcolleges.com

collegeboard.com

collegeview.com

connection.naviance.com -- your school needs to be a member

petersons.com

princetonreview.com

### **Testing**

ACT.org

collegeboard.com

fairtest.org (lists colleges that do not require the SAT or ACT)

### **Financial Aid/Scholarships**

careersandcolleges.com

fastweb.com

fafsa.ed.gov

## What is an Educational Consultant?

Educational consultants provide individualized college admission and related counseling and support services to students and parents. Educational consultants charge a fee for their services.

An educational consultant may be very helpful in finding a school or program that is tailored to your needs. Some educational consultants will work closely with the student's high school to provide the best possible assistance to students and their families.

The ideal educational consultant will have a minimum of five years experience working in a high school as a college counselor or for a college or university as an admission officer. It is VERY IMPORTANT that you select a consultant who understands learning differences (LDs) and AD/HD and is well versed in the programs and services offered at various colleges to support students with LDs or AD/HD. This includes knowing about the support programs/services available, understanding the application process for these programs/services, and being able to counsel students on how to gain access to these services once enrolled.

Ask for recommendations from people you trust. Star Academy can also provide a list of qualified Educational Consultants in the area.

You can also call or write:

Independent Educational Consultants Association  
3251 Old Lee Highway, Suite 510  
Fairfax, Virginia 22030  
Phone: 703-591-4850 fax: 703-591-4860  
e-mail: [info@IECAonline.com](mailto:info@IECAonline.com)  
[www.educationalconsulting.org](http://www.educationalconsulting.org)

Sources: National Association for College Admission Counseling  
[www.nacacnet.org/studentinfo/CollegePrep/ECCC/Pages/AboutEducationalConsultants.aspx](http://www.nacacnet.org/studentinfo/CollegePrep/ECCC/Pages/AboutEducationalConsultants.aspx)

## Making the Choice of Where to Apply?

### **How many schools?**

For most students, applying to between 5 and 8 schools is a reasonable rule of thumb. These should include schools from each of the categories described below: reach schools, match schools, and safety schools.

### **What are reach schools?**

Reach schools are a student's top choices and the most competitive schools to which he or she is applying. Admission to this group of schools is considered possible but not likely.

### **What are match schools?**

Match schools are those schools that provide a good fit for students in a variety of categories, including: necessary support services, the proper academic environment, the desired locale and campus character, and other considerations. Schools in this group should be schools to which admission is anticipated but not "guaranteed."

### **What are safety schools?**

Safety schools are those schools that provide most or all of the characteristics important to a student and to which a student is very likely to be admitted.

## College Research Form

Student Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Web Address: \_\_\_\_\_

### SCHOOL FACTS

Is there an on-line application? Yes \_\_\_ No \_\_\_ or Rolling Admissions \_\_\_  
Application deadline: \_\_\_/\_\_\_/\_\_\_ Application Fee: \$\_\_\_\_\_

Are you applying Early Decision or Early Action? ED \_\_\_ / EA \_\_\_

Does the school accept the common application? Yes \_\_\_ No \_\_\_

If so, will you be completing it for this school? Yes \_\_\_ No \_\_\_

If so, is there a supplement to complete? Yes \_\_\_ No \_\_\_

Is an interview required? Yes \_\_\_ No \_\_\_

Have you taken the ACT or SAT? Yes \_\_\_ No \_\_\_

Is your current diagnostic testing on file with your high school? Yes \_\_\_ No \_\_\_

### LD SUPPORT

Have you had updated testing and is it on file with your high school? Yes \_\_\_ No \_\_\_

What type of support for LD is offered: Basic \_\_\_ Coordinated \_\_\_ Comprehensive \_\_\_

Is there a separate LD application? Yes \_\_\_ No \_\_\_

Separate office to be sent to? Yes \_\_\_ No \_\_\_

Separate essay? Yes \_\_\_ No \_\_\_

Deadline for supporting materials? \_\_\_/\_\_\_/\_\_\_

### REFERENCES

Which faculty are writing your references? \_\_\_\_\_

### ESSAY

Essay topic? \_\_\_\_\_

Source: *College Information Bulletin*, Eagle Hill School

## College Visit Form

Name \_\_\_\_\_

School \_\_\_\_\_ Date of Visit \_\_\_\_\_

Location \_\_\_\_\_

Head of Admissions \_\_\_\_\_ Regional Rep. \_\_\_\_\_

Support Center Contact \_\_\_\_\_

**Atmosphere:** (Circle)

Urban \_\_\_\_ Suburban \_\_\_\_ Small Town \_\_\_\_ Rural \_\_\_\_

4 – year \_\_\_\_ 2 – year \_\_\_\_ Transitional Program \_\_\_\_

Coed \_\_\_\_ (Male: Female ratio:\_\_\_\_) All female \_\_\_\_ All male \_\_\_\_

**Religious Affiliation:**

Yes \_\_\_\_ No \_\_\_\_ Yes, but not major aspect of the school/ curriculum \_\_\_\_

**Admissions Stats:**

SAT/ACT: \_\_\_\_\_ Avg. GPA: \_\_\_\_\_

SAT/ ACT required? Yes \_\_\_\_ No \_\_\_\_

SAT subject test required? Yes \_\_\_\_ \_\_\_\_ If yes, which? \_\_\_\_\_

Enrollment = \_\_\_\_\_ Student: Teacher Ratio = \_\_\_\_\_

Required Classes Avg. Size: \_\_\_\_\_ Class Size w/ in major: \_\_\_\_\_

What is their retention rate? (What percentage of freshmen stay for sophomore year?)

Do they accept the common application? Yes \_\_\_\_ No \_\_\_\_

Is foreign. language required in High School? Yes \_\_\_\_ No \_\_\_\_

Strong/Popular Majors and Unique Programs:

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Cross Applications (what other schools do they typically compete with):

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Learning Support Program vs. Support Services:

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Foreign Language Required? If not, is it waived vs. substituted?

Is an extensive orientation program offered?

Faculty Supervision: Nurturing/Supportive faculty versus independent self-advocates:

Do graduate students teach any classes?

Recent Growth/ Development:

Housing: Guaranteed for: 1 2 3 or 4 years

**Student Life:**

Percentage of students living on campus? \_\_\_\_\_ Required for: 1 2 3 or 4 years

Quality of dorms:

Meal Plans/ Dining Options:

Athletics:

Activities/ Clubs:

Social Life/ Weekends:

Commuter campus?

Percentage of students on campus on weekends?

Safety/ Security:

Social atmosphere of campus:

**Financial Aid:**

Like \_\_\_\_\_ Dislike: \_\_\_\_\_

Source: Adapted from *College Information Bulletin*, Eagle Hill School

## Specific Applications

### **The Common Application**

The Common Application is one college application that is accepted by over 300 colleges and universities. Completing this form can save students significant time and energy as it can be submitted to several colleges with the click of a mouse.

There are several key components to realize about the common application:

- 1) It is not available to seniors until August 1st. Previous applications are removed and cannot be saved online. Be sure to write down your username and password.
- 2) After you have added the colleges that you will apply to, be sure to investigate their requirements – is there a supplement and if so what does it entail? Do they want one or two teacher recommendations along with the counselor/advisor letter on the secondary school report? Also check each school's web page to check for any other requirements.
- 3) Complete the student section of the Teacher Recommendation and Secondary School Report forms and submit them to the appropriate faculty as early as possible.

### **Individual College Applications**

Most colleges will have a checklist of requirements for their application. This form is extremely important as it will inform you of all the necessary details. Be sure to give the teacher reference forms and guidance counselor recommendation forms to the necessary faculty members as early in the year as possible.

## College Application Checklist

- Test scores sent to college
- References requested from faculty
- References received by student and  references sent or
- References sent by Faculty member directly to college
- Transcript requested
- Transcript sent
- Application Acquired
- Application Completed
- Application Proofread
- Required Essay(s) Written
- Required Essay(s) Proofread
- Supplement completed
- Supplement proofread
- LD application completed
- LD application proofread
- LD application Sent
- Application Fee Sent
- FINAL COMPLETE Application Submitted to College**

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### FOR FACUTLY USE ONLY

- Recommendation/References sent
- Diagnostic report sent
- Transcript sent

## Strengthening the Application

- Be able to enter at least one item in each section of the application, which typically includes work experience and extracurricular activities (including community service).
- Take challenging courses including honors level classes or a college course during the summer.
- Demonstrate strong interest in an area by participating in clubs consistently throughout high school.
- Prepare for the SAT and ACT by taking challenging courses. Test preparation can also be helpful.
- Take on leadership positions and opportunities in extracurricular activities
- Polish the application. Don't rush through the essay at the last minute and don't get too personal.
- Interview if that suits your strengths and is available.
- Demonstrate interest without being a nuisance; contact the school to gather more information, but first check to make sure it is not already available online. Colleges keep records of your phone calls and emails, but don't badger them. It is best if parents allow their children to make contact as this demonstrates greater responsibility on their part.

## Disclosure of a Disability

Some students question whether they should disclose a disability in the college admissions process and there are varying opinions on the right answer. Some students may feel uncomfortable announcing a learning disability label if they feel it inadequately characterizes them as a student. Some may worry it will hurt their chances of being admitted. The answer depends on the student, where they are applying and how they announce it. Announcing a learning disability before you have been admitted (for example in your essay or in an interview) can be a positive thing when it is used not as an excuse but as a frame for one's life experiences, for example:

1. Students who learn differently have been shaped by their experiences, which have often led to the development of significant determination, diligence, and advocacy skills--all important character traits for college success and life.
2. Disclosing a disability may help to put in perspective a student's performance on standardized test such as the ACT or SAT.

NOTE: Whether a student chooses to disclose during the admissions process or not, it is very important to disclose once the student is admitted, so that they become eligible for and receive the support services they may need on campus.

**QUESTION: Does attending a high school for students with learning differences negatively affect acceptances to competitive colleges?**

**No.** The most important factor for admission to the most competitive colleges is a solid academic record. For many students, attendance at a school for learning differences is the best way to achieve this result. Most college admission officers take the time to understand a student's academic history and are open to advocacy from a student's teachers and counselors. If a student has shown four years of hard work resulting in a record of solid growth and achievement, teachers and counselors are in a strong position to advocate for the student. This is the best way to prepare for admission to very selective colleges.

Source: adapted by Star Academy from *College Information Bulletin*, Eagle Hill School.

## **Advice from College Admissions Counselors Do's and Don'ts**

The following tips come from college admissions counselors and are based on examples of the negative experiences they have had with students in the application process.

### **Email Etiquette, Social Networking and Other Electronics**

- Use an appropriate email address
- Use full words and sentences, not text message abbreviations
- Have an appropriate message on cell phone and home voice mails
- Double-check any facebook or myspace accounts for appropriateness

### **College Visits/ Interviews**

- Turn off your cell phone
- Appearances matter. Wear clothing appropriate for a visit, as you will be potentially judged based of your clothing. Do not wear clothing representing another college, especially a competitor
- Stand out for a class visit for the right reasons (stay awake, ask reasonable questions)
- Favorite movies and books should be well considered
- Solid and accurate reasoning for choosing a college should be stated to this standard question
- Be attentive – don't tap, yawn, look out window. Nervousness is expected, and mentioning this feeling can put both the interviewer and interviewee at ease.
- Don't chew gum

### **Applications**

- Make sure that the major or college division you enter on the application actually exists at the college you are sending the application to
- Double check envelopes and essays – do not send information for College B to College A
- Proofread, Proofread, Proofread and ask teachers and advisors to look everything over
- Select colleges based on your research, not exclusively on your friends' opinions or knowledge of who attended in previous years
- Be honest
- Don't list "hanging out with friends" or "going to the mall" as an extracurricular activity
- Read the instructions and adhere to the word count
- Type if at all possible

### **Parents**

- Students going to college are expected to be independent and should take the initiative in the process. This includes contacting the schools, writing the essay, scheduling the visits, etc.
- Parents can help behind the scenes, certainly, but all contact with the school should be made by the student.

### **Question: Who proofreads the application?**

The primary proofreader should be the applicant, but it is okay to have a teacher or parent proofread the application before submitting it. Parents can view online applications by obtaining their child's username and password. Be mindful that college admissions counselors are quite adept at noticing inconsistencies in styles of writing within an application.

Source: *College Information Bulletin*, Eagle Hill School

## College Application Tips and Pertinent Information

- Use the same name on everything
- Put your name and/or your address/social security number on everything that you send in
- Keep a copy of every application that you send in (including financial aid forms and information) and hold onto it for a full year, at least until the end of freshman year. This will save time in case materials are lost by the college or the student chooses to apply for scholarships or to a different school down the road.
- Write legibly. Type if possible.
- Answer all questions
- If you or your parents have even the most remote chance that you will be applying for financial aid, make sure that you check the box
- Optional information is just that, but if you are going to answer one question, it is recommended to complete the entire section
- Only list the ACT scores that will be released
- Fill out the family section completely and thoroughly-do not leave a space blank because you do not know the answer-go find the answer
- List all awards or distinctions that you have received since 9th grade.
- Do not sell yourself short with your activities, but also do not go overboard. You can add an extra activities sheet to provide more detail if you would like to
- List activities according to importance to you and years involved in it
- Do not abbreviate your activities. Use your extra activities sheet to explain things and under no circumstances list Foosball, video gaming, facebooking, listening to your iPOD, shopping or other activities of this nature as extracurricular activities
- At Star Academy, there are 40 weeks (199 days) in the school year after vacation days. There are 168 hours in a week. Make sure the math is accurate in the extracurricular section.
- Do not write your essay about the same thing that you write your extracurricular paragraph about. Doing this wastes the little space you have to tell as much about yourself as possible
- Always fill in the top part of School Report Form and Teacher's Recommendation Form - make sure to list all classes for both semesters and to waive your rights to access the letters.

Source: Adapted by Star Academy from *College Information Bulletin*, Eagle Hill School

## Writing Your College Essay

Essays should not be considered an “assignment” when applying to college, but rather an opportunity to share with an admission counselor a part of your personality that does not come through in a standard application.

Some Do’s and Don’ts when writing your essay:

### Do’s:

- Answer the question asked
- Write about something with which you are familiar
- Expose yourself when answering the question and use specific examples and stories
- Try to mention the college for some reason - a visit you have made, something you read about, knowing someone who attended, etc.
- Check your grammar and usage
- Consider your audience – most admissions counselors are from 25-65 years old with a variety of ethnicities and backgrounds
- Ask someone else to read it and then ask them questions to make sure that it was clear
- Ask a writing teacher at school to proofread it (at least once)

### Don’ts

- Try to write what you believe others want to read about
- Exaggerate, but also don’t be too modest; your goal is to give a fair and accurate picture of yourself.
- Include email abbreviations (i.e. “BTW”, “GTG” etc.)
- Count on spellchecker to catch all errors

Sources:

“Writing Your College Essay” Randolph-Macon College  
*Colleges that Change Lives E-news Bulletin, October 2004*  
*College Information Bulletin, Eagle Hill School*

## Letters of Recommendation – Getting the Best One

### How Many?

Most colleges require two or three letters of recommendation from people who can speak to your abilities within the classroom.

### Whom Should I Ask?

- Ask for recommendations from those who know you well, like you, and are impressed with your work. For example, a teacher from a class where you clearly worked hard, participated fully and performed well would be a good choice, particularly if that class was an academic subject (English, math, history, science).
- Some colleges will request letters from teachers of specific subjects. Check your applications early.
- If you can select a teacher who also knows you from experiences outside the classroom, that will also be helpful.

### When Should I Ask?

- Ask as early as possible. The more time you give a faculty member, the more time and thought can be put into the letter. As soon as your college list is complete, your requests should be made (if not sooner).
- Asking in the spring of your junior year is a good option, especially if your senior year teachers may not know you well by the time you submit your applications.
- Inform letter writers of your earliest deadline.

### How Do I Get The Best Letters?

- Work hard and ask questions in class. Teachers love to write about motivated, interested students.
- Talk with the letter writer and tell them important things about yourself including extracurricular activities, your resume, and goals. Ask them if they can write you a favorable letter.

### Tips

- On the application form, waive your right to view recommendation letters as this will add credibility to them.
- After you are accepted to college, write a thank you letter to the people who wrote letters and tell them where you are attending.

Sources: <http://www.collegeboard.com>, 4/2007. *College Information Bulletin*, Eagle Hill School.

## After Applying

A couple weeks after submitting your application, it is recommended that student's call to ensure the receipt of the application and inquire about any missing materials. Even with online applications and electronic submissions, things can get misplaced. Some colleges will give students a username and access code to check their application status online. Many colleges will contact students when they are missing materials, but not all, so it is imperative that inquiries are made, preferably by the student and not by the parents. Admissions officers sometimes refer disparagingly to such parents as "helicopter parents."

Keep working hard in your classes. Most colleges will want to see your mid-year grades and all will want to see your final grades. Acceptances have been revoked in the past due to cases of "senioritis."

Consider completing scholarship applications and applying for financial aid.

## Deciding Where to Go After Acceptance

### So how do I choose?

Once you have been admitted to a variety of schools on your list, we suggest that you review the material that you used to make your original selection of schools. It is also advantageous to plan additional school visits and to talk to current students and the academic support staff at the college. Teachers, advisors, and parents can be helpful as you consider this choice, as can fellow parents and parents of alumni.

### Some Things to Consider:

#### Campus

Many colleges host open houses and accepted students' days to help students and families get a better feel for campus. Some schools also offer overnight experiences, which allow students to obtain true first hand experience of college life and students. Be sure to check out the clubs and extracurricular activities on campus to find out what there is to do outside of class.

#### Adjusting to Student Life

Ask colleges how they help students adjust to life on campus. Some schools require a weekly class called First Year Experience (or something similar) and may also offer a short (1-3 day) or long (3 week) summer orientation program. Check with the academic support center for suggestions that they may have/offer.

#### Computers

Is the campus partially or completely wireless? Will the computer you own work well on campus? Does the college require any special hardware or software?

#### Campus Safety

Take another look at campus safety. How accessible are the dormitories and how many entrances are there to campus? Does the school have emergency "call boxes," a shuttle service, or a safety escort service? Most schools quietly publish their crime statistics – request a copy, but don't be surprised by a few small infractions.

#### Career Placement

Does the college offer a career development center that helps students write a resume, search for jobs,

Source: *College Information Bulletin*, Eagle Hill School

## Transition Programs

Most transition programs combine instruction in independent living skills with either education or work. The educational component of these programs varies considerably. Some of these programs lead to specific certification or an Associate degree while others focus on practical living skills.

<b>Name</b>	<b>City, State</b>	<b>Phone</b>	<b>Website</b>
<b>Academic Success</b>	Gainesville, FL	(800) 956-8966	www.academic-success.net
<b>Allen Institute</b>	Hebron, CT	(866) 666-6919	
<b>Anchor to Windward</b>	Marblehead, MA	(978) 740-0013	www.anchorwindward.org
<b>Chapel Haven</b>	New Haven, CT	(203) 397-1714	www.chapelhaven.org
<b>Cloister Creek</b>	Conyers, GA	(770) 483-0748	www.cloistercreek.org
<b>College Excel</b>	Bend, OR	(541) 388-3043	www.collegeexcel.com
<b>College Internship Program</b>	Berkeley, CA (other locations as well)	(510) 704-4476	www.collegeinternshipprogram.com
<b>The College Living Experience</b>	Monterey, CA (plus other locations)	(831) 641-9615	www.cleinc.net
<b>The Foundation for Independent Living</b>	Coconut Creek, FL	(954) 968-5045	www.filinc.org
<b>Independence Center</b>	Los Angeles, CA	(310) 202-7102	www.independencecenter.com
<b>Life Development Institute</b>	Phoenix, AZ	(632) 773-2774	www.lifedevelopmentinstitute.org
<b>Maplebrook School</b>	Amenia, NY	(845) 373-9511	www.maplebrookschool.org
<b>Minnesota Life College</b>	Richfield, MN	(612) 869-4008	www.minnesotalifecollege.com
<b>Moving Forward Towards Independence</b>	Napa, CA	(707) 259-1125	www.moving-forward.org
<b>New York Institute of Technology - Vocational Independence Program</b>	Central Islip, NY	(516) 348-3354	www.nyit.edu/VIP
<b>Scenic View Academy</b>	Provo, UT	(866) 723-6420	www.svacademy.org
<b>Taft College Transition to Independent Living Program (TIL)</b>	Taft, CA	(661) 763-7773	www.taft.cc.ca.us/til/index.html
<b>Thames Academy at Mitchell College</b>	New London, CT	(800) 443-2811	<a href="http://community.mitchell.edu/page.aspx?pid=347">http://community.mitchell.edu/page.aspx?pid=347</a>
<b>The Center for Adaptive Learning</b>	Concord, CA	(925) 827-3863	www.centerforadaptivelearning.org
<b>Threshold Program at Lesley University</b>	Cambridge, MA	(617) 349-8181	www.lesley.edu/threshold/threshold_home.htm
<b>University of Alabama: UAB Horizons</b>	Birmingham, AL	(205) 975-6770	
<b>Vista Vocational &amp; Life Skills Center</b>	Westbrook and Madison, CT	(860) 399-8080/ (203) 318-5240	www.vistavocational.org

## Gap Year Programs

There are a variety of options when considering gap year options. Here are a few programs with varying goals/experiences. Use the following key to help sort and understand the programs.

E = Employment      I = Internships      O = Outdoors

T = Travel Learning/Adventure Learning      V = Volunteer Work/Service Learning

### [AFS Intercultural Programs](#) (V, T)

For those 18 years of age or older the AFS Community Service Program offers placements with various service organizations lasting from four months to a year in more than 20 countries.

### [American Friends Service Committee](#) (V, I, E, T)

AFSC is a Quaker organization which includes people of various faiths who are committed to social justice, peace, and humanitarian service. Through the Quaker Information Center AFSC maintains extensive web-based listings of short, medium, and long term volunteer, internship, and job opportunities domestically and internationally. In addition, there are also listings of books and periodicals useful for locating volunteer, internship, and job opportunities.

### [Americorps](#) (E)

Americorps members address community needs in four areas: education, public safety, human services, and the environment. Americorps members earn a stipend, receive health insurance, and at the end of their service a financial award currently set at up to \$4,725 to be used for further education. Americorps applicants can choose from nearly 1,000 local and national groups with whom they would like to complete their service.

### [Amigos de las Americas](#) (T, V)

Amigos places high school and college age youth in community health projects throughout Latin America. The projects take place during the summer. Participants must have had two years or the equivalent of high school Spanish or Portuguese and have participated in the Amigos training program usually done through local Amigos Chapters.

### [Association of Voluntary Service Organizations](#) (T, V)

AVSO is headquartered in Brussels, Belgium. It emphasizes voluntary service in Europe and, to a lesser extent, other parts of the world.

### [CCUSA](#) (T, E)

CCUSA places Americans in jobs in Australia, New Zealand, etc. Many of these jobs are in summer camps as counselors.

### [City Year](#) (E)

City Year operates in locations around the country such as Boston, Providence, South Carolina, California, Texas, etc. As an Americorps member it offers the benefits mentioned above to its participants.

### [Council on International Educational Exchange](#) (E, I, T)

CIEE helps you to find internships, jobs, home stays, educational opportunities, language programs, etc. around the world.

### [Council on Standards for International Educational Travel](#) (T)

CSIET was founded in 1984 by the National Association of Secondary School Principals and the National Federation of State High School Associations. The purpose of CSIET has been to establish and maintain standards for international educational travel. Most organizations emphasize programs for current high school students or recent graduates. 80+ organizations have sought and received recognition from CSIET. Check out their Advisory List for the email and/or website of organizations and programs that have received CSIET approval.

### [Earthwatch](#) (O, T, V)

Earthwatch offers many short term expeditions to various parts of the world. All Earthwatch expeditions promote sustainable conservation of natural resources and cultural heritages by creating partnerships between scientists, educators, and the public.

### [Global Quest](#) (T)

Global Quest offers programs in Thailand and Ecuador.

### [Global Routes](#) (T, I)

Global Routes places high school and college age students in community service internships in Belize, China, Costa Rica, the Dominican Republic, Ecuador, Ghana, Kenya, India, Mexico, Nepal, Peru, and Thailand.

### [Global Volunteers](#) (T, V)

Global Volunteers offers one, two, or three week service learning opportunities around the world. GV goes back to the same places year after year and multiple times in the same year. So if you want to stay longer in a place it may be possible to go over with one group and return home with another.

[Habitat for Humanity International](#) (E, V)

Habitat for Humanity has built thousands of homes around the world since its founding in 1976. With an estimated 1.5 billion people lacking decent shelter there's a lot left to do.

[Idealist](#) (V, I, E, T)

Idealist is the most comprehensive directory of nonprofit and volunteer resources on the web. Over 71,000 organizations in 140 countries are in their database. You can search by organization name, location, or mission. You can find paid and unpaid positions on a state by state basis by doing a general search or you can specify the kind of work you are interested in such as: the arts, children and youth, community service, the environment, health, housing and homelessness, media, poverty and hunger, and many other areas.

[Massachusetts Service Alliance](#) (V, E)

MSA provides an online citizens guide covering volunteer opportunities around the state. In addition, it specifies the organization with which Americorps members work for pay throughout Massachusetts.

[National Outdoor Leadership School](#) (O)

NOLS teaches outdoor skills and leadership in courses lasting 10 days to a full semester in wilderness areas all over the world.

[Outward Bound](#) (O)

OB offers adventure/outdoor education programs throughout the U.S. as well as in Canada, Mexico, and the Caribbean in ocean, desert, and mountain locations.

[School for Field Studies](#) (O, T)

SFS offers summer and semester programs in Australia, British Columbia, Baja Mexico, the Caribbean, Africa, and Costa Rica. These programs focus on environmental issues with a direct connection between learning and doing. High school students, graduates, and college students are accepted into the summer programs. Semester programs usually require a college level science class and a semester of college as a prerequisite.

[SCI-International Voluntary Service](#) (V, T)

Founded after World War I in Europe as an alternative to military service SCI-IVS believes when groups of people from different countries are living and working together on a grassroots community service project barriers between them will decrease and international understanding increase. Short term work camps, medium length volunteer positions (3 months), and longer term opportunities are available primarily in North America and Europe.

[Sea Education Association](#) (O, T)

The Sea Education Association in Woods Hole, MA offers an 8 week Summer Session and welcomes applications from high school students and recent graduates.

[Student Conservation Association](#) (O, E, V)

SCA offers volunteer, internship, and job opportunities. The work is in the outdoors, with natural conservation issues. Program opportunities can last from a month up to a year.

[Student Partnership Worldwide](#) (V, T)

SPW annually recruits 500 young people between the ages of 18 and 28 from the developed world to work in Africa and Asia in environmental and education programs.

[Study Abroad](#) (T, I)

Study Abroad encompasses internships, cultural, linguistic, and educational programs.

[Volunteers for Peace](#) (V, T)

VFP is a member of the Coordinating Committee for Intentional Voluntary Service at UNESCO. Through VFP's searchable database you can identify 1800 short term intercultural service adventures in 70 countries.

[Where There Be Dragons](#) (V, T)

Old maps drew dragons in the areas beyond the known world. For most westerners, Asia is unknown. WTBD offers programs in many Asian countries.

[World Learning](#) (T)

World Learning operates several programs around the world covering education, training, study abroad, international exchange, and international development.

[Young Judaea](#) (T)

Young Judaea's year course in Israel places recent high school graduates in Jerusalem, on a kibbutz, in a development town, in an environmental field school, on an army base, etc. with academic studies, hikes, through the countryside, leadership training seminars, etc.

Source: Needham,High School web page: <http://nhs.needham.k12.ma.us/college/default.htm>

## **Suggestions for Academic Success for Students with a Learning Difference/Disability**

Colleges call learning differences “disabilities.” You will need to understand your learning difference/disability well enough so that you can explain your learning style to the personnel in the support/ resource center, as you will most likely have to advocate for yourself. You very well may be required to request “reasonable accommodations” in your course work.

At the beginning of the semester, write on a calendar all relevant dates, assignments, and appointments for the entire semester.

Sitting in the front of the classroom will help reduce distractions and demonstrate to the instructor that you are motivated to learn

If you plan to attend tutoring, plan your sessions shortly after the class so that the information is still fresh in your head. If you do not attend tutoring, review your notes after class.

To help manage your time, you should estimate that you will need to spend four hours outside of class for every hour in class. Include breaks in your studying as this will maximize your efforts.

Start a study group if you learn well through listening.

If you have trouble reading and do better with spoken language, look into getting texts or books on tape and/ or computer programs that will do this.

Write down any questions you have as you study so that a tutor or the instructor can address them for you before the next class or test.

If you feel that you are beginning to struggle, seek out assistance from the instructor, support staff, or disability resource center. Also, do not be afraid to contact someone at Star Academy and/or others who have supported you in the past. The hardest part in college for many students is managing time and seeking help when necessary.

Source: Adapted by Star Academy from Brandeis University:  
[http://www.brandeis.edu/disability/brochures/info\\_services\\_students.html#suggestions\\_success](http://www.brandeis.edu/disability/brochures/info_services_students.html#suggestions_success)

## Financial Aid Terms to Know



College Scholarship Service Profile (CSS/Profile)	Some colleges require the submission of this form, possibly in addition to the FAFSA, especially for students applying early action/ decision as the FAFSA is completed after tax returns are complete. With this form, colleges estimate a student's financial need and EFC. There is a fee to complete this form.
Cost of Attendance (COA):	The total cost of attending college determined by the college following federal guidelines. Fees included in the COA everything from tuition, fees, and room and board to books, student loan fees, school supplies, and transportation to/from school.
Expected Family Contribution (EFC)	The EFC is calculated for federal aid programs and is the amount that a student's family is expected to give towards college expenses.
Financial Aid:	The various options a student/ family has in order to pay for college.
Financial Aid Package	The various funds needed to make up the difference between the cost of college and the amount deemed a family can afford. Options include grants, work-study packages, and low-interest loans.
Free Application for Federal Student Aid (FAFSA)	The form that is submitted by a student or his/her family that includes information regarding the family's income and other financial information. From this form, the EFC is calculated and printed on the SAR.
Fees	Includes costs for student use areas, facility costs, student activity fees, parking, etc.
Grants	Money given to a student typically for a special talent or financial need which does not need to be repaid.
Loans	Money given to a student that must be repaid.
Pell Grants	Money given to students from colleges based on strict rules from the federal government which reimburses the college.
Scholarships	Money given to a student typically for a special talent or academic ability which does not need to be repaid.
Student Aid Report (SAR)	The report which informs families of their EFC which is based upon information submitted on the FAFSA.
Tuition	The costs of classes in college and does not include the other fees a students pays in college (books, room, board, fees, etc.)
Verification	The process in which a college validates the information submitted on the FAFSA by requesting signed income tax paperwork.
Work-Study Program	A federal aid program that allows students to earn money through working on the college campus.

Sources:  
Colleges that Change Lives E-news Bulletin, October 2004

## Important Considerations Regarding Financial Aid

Do not take a college off of your list of options due to the cost of attendance. Financial aid may be available.

Saving money by choosing a less expensive college may result in an imperfect fit for the student. This may result in a transfer to another college.

Most colleges want to make it possible for a student to attend and do not want finances to interfere. Also, federal aid may be available.

Families with high incomes may also qualify for aid by receiving low interest loans.

Many colleges say that you should apply for aid regardless of your income.

However, by not applying for aid, you may increase the likelihood of receiving an acceptance letter to the college.

Look closely at the offers received to determine the amount in loans versus free money.

Use [www.finaid.org/calculators](http://www.finaid.org/calculators) to compare awards.

To request more, don't call to "negotiate," but rather to ask questions on how a decision was made (without whining). Then explain how the Estimated Family Contribution (EFC) doesn't match up with what you can afford by noting anything not covered in the paperwork.

If you receive a better offer elsewhere, share this with the college and inform them of your desire to attend.

Ask the college if they offer any merit scholarships that may be available.

Sources: "Affording Your First Choice College," Randolph-Macon College.  
*College Information Bulletin*, Eagle Hill School.

## Financing College

Financial aid can help many families manage the costs of college. It is important that you research avenues for financing college as part of the college application process.

Guidelines for eligibility, especially for federal programs, change frequently, so it is important for you to be working with current information.

### Types of Financial Aid:

- Grants and scholarships (e.g., Pell Grant) provide funds that do not need to be repaid. Grants are typically awarded solely on the basis of need. Scholarships are awarded based upon specific criteria outlined by each scholarship program.
- Loans provide funds that must be repaid after graduation. Federal loan programs provide loans at a lower interest rate than most commercial loans.
- Work-study positions allow a student to earn money through a part-time job on campus. Work-study positions are typically arranged through the Financial Aid Office on campus.

### Sources of Financial Aid

#### Federal Programs:

- Pell Grant
- Federal Direct Student Loan Program
- Federal Supplemental Educational Grant
- Federal Work Study
- Stafford Loans
- PLUS Program
- U.S. Department of Veterans Affairs
- U.S. Public Health Service State Aid
- Most states have programs that award aid on the basis of need and/or merit.

#### Institutional Aid:

- Colleges offer a variety of programs to accepted students. In most cases, you should begin to investigate scholarship and grant programs offered by a college by contacting the college's Financial Aid Office.
- Private Grants/Scholarship
- Many, many organizations offer scholarships and grants to qualified students. You should begin by researching those organizations with which you or your parents are affiliated (businesses, professional organizations, community service organizations, places of worship, etc.).

Source: *College Information Bulletin*, Eagle Hill School.

## Merit-Based Scholarships Questions to Ask Colleges

- Is the scholarship renewable for all four years?
- What criteria need to be met in order to maintain the scholarship?
- Will my scholarship be affected if I receive any additional scholarships from the college or other organization?
- If I lose my scholarship for poor performance in a course, can it be reinstated?
- If my families financial situation changes while I am I college, will my scholarship change?
- If I don't earn merit aid in my first year, can I be eligible in future years?
- Do I need to apply for financial aid every year in order to be considered for merit aid?
- If I defer admission for a year, will I lose the scholarship?
- Can I continue to receive the scholarship if I do a study-abroad program?

## Book Resources

Barron's Profiles of American Colleges. Hauppauge, NY: Barron's Educational Series, Inc. Published annually.

The College Handbook. New York: The College Board. Published annually.

Pope, Lauren. Colleges that Change Lives: 40 Schools that will Change the Way You Think About Colleges.

Custard, Edward, ed. The Complete Book of Colleges. New York: Princeton Review Publishing. Published annually.

Kravets, Marybeth and Imy F. Wax. The K & W Guide to Colleges for Students with Learning Disabilities, 10<sup>th</sup> Edition (College Admissions Guide). New York: Princeton Review Publishing.

Lipkin, Midge. Colleges with Programs or Services for Students with Learning Disabilities. Belmont, MA: Schoolsearch, 1999.

Mooney, Jonathan and Cole, David. Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD give you the Tools.

Magrum, Charles T. and Strichart, Stephen S. Peterson's Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders. Princeton, NJ. Published periodically.

## Website Resources

The Internet is a fast, easy way to locate up-to-date information about higher education. Each college will also have their own website. You should spend time online researching colleges before you visit them. Below are websites which provide valuable information for the college search and preparation process

### Online Resources

#### College Search Engines

- [act.org](http://act.org)
- [applyingtoschool.com](http://applyingtoschool.com)
- [careersandcolleges.com](http://careersandcolleges.com)
- [collegeboard.com](http://collegeboard.com)
- [collegeview.com](http://collegeview.com)
- [connection.naviance.com](http://connection.naviance.com) – your school needs to be a member
- [petersons.com](http://petersons.com)
- [princetonreview.com](http://princetonreview.com)

#### TESTING

- [act.org](http://act.org)
- [collegeboard.com](http://collegeboard.com)
- [fairtest.org](http://fairtest.org) (lists colleges that do not require the SAT or ACT)

#### Financial Aid/Scholarships

- [careersandcolleges.com](http://careersandcolleges.com)
- [cnnmoney.com](http://cnnmoney.com)
- [fastweb.com](http://fastweb.com)
- [fafsa.ed.gov](http://fafsa.ed.gov)

## Terms to Understand

<b>Academic Accommodations</b>	Alternative methods of attaining information, presenting information and/or completing work by students, which meet the requirements of the course. Accommodations are granted based upon disability documentation and may include extended test time, note takers, texts on tape, extensions on assignments, use of various computer software programs or other.
<b>ACT</b>	American College Testing—a college admission test similar in its use to the SAT. The ACT is scored from 0 to 36 in each of four areas: reading, English, math and science. A composite score is also provided. The ACT also offers an optional writing section, which is recommended, as some colleges require it. A score conversion chart for the SAT/ACT is provided in this manual.
<b>Admission Counselor</b>	The college representative who is responsible for presenting information about the college, representing the school to prospective students and families, and reading student applications.
<b>Candidate Reply Date (National Reply Date)</b>	The date by which colleges require accepted applicants to notify the school that they plan to attend. If a student does not respond by the deadline, the school may offer the spot to another student. Typically, the date is May 1st.
<b>Candidate Notification Date</b>	The date a school informs students of their admissions decision. For most schools, the date is April 15 <sup>th</sup> .
<b>Class Rank</b>	Star Academy does not calculate class rank and prefers to consider each student as an individual. Teachers and advisors completing college recommendations will estimate class rank if requested on the form.
<b>Certificate Programs</b>	Specific short-term training typically available at community and technical colleges.
<b>College Board Code</b>	The College Board Code (CEEB) is a number that identifies your high school to testing services and colleges. Star Academy students should contact Annie Crowder for Star Academy’s CEEB number.
<b>Common Application</b>	One application that is accepted by over 300 colleges to reduce the number of applications that students may have to complete. Some colleges require supplemental information in addition to the common application.
<b>Course Load</b>	Each college has a requirement for the number of credits a student must enroll in each semester to be considered a full-time student. As an accommodation, students with a learning disability may qualify for a reduced course load.

<b>Deferred Admission for a Gap Year</b>	After being accepted and admitted, students may choose to delay their enrollment for a year in order to pursue other interests (travel, work), gain maturity, assist family, or manage other needs. However, students may not enroll at another institution and they must pay a commitment deposit.
<b>Demonstrated Interest</b>	Methods by which students show attraction to a college, such as requesting information, visiting the campus, requesting an optional interview, attending a class or event on campus, talking with students or faculty at the college about the program, sending thank you notes and other forms of contact.
<b>Disability Documentation</b>	The psycho-educational assessment which is required to obtain academic accommodations at a college. Each college has its own policies regarding requirements and timeliness of the evaluation (most are within three years) so inquiries are recommended.
<b>Disability Support Services (DSS)</b>	A service which goes by various names at colleges that determines academic accommodations for students. Students must present the office with disability documentation. DSS may be a separate office from a support center, which may offer tutoring or other assistance.
<b>Early Action</b>	This admission plan is similar to Early Decision except students <i>are not required to attend the college if they are accepted</i> . This option allows students to accept or decline offers of admission by a certain date, typically May 1 <sup>st</sup> . Please check decision dates with the college.
<b>Early Decision</b>	This admission plan allows students to apply to their first-choice college early in the fall of their senior year and hear early about whether they have been admitted. <i>Students may only apply to one college for early decision</i> . Under this plan, <i>the student agrees by contract to attend the college if they are offered admission by early decision</i> . If accepted under early decision, students must withdraw all other applications submitted. If a student is not accepted under the early decision plan, their application usually joins the regular applicant pool, they are considered on the regular decision timetable and they are no longer obligated to attend the college if accepted.
<b>ETS</b>	Educational Testing Service—the testing agency of the College Board.
<b>GED</b>	The <a href="#">General Educational Development</a> test (GED) is a high school equivalency exam administered to people who did not graduate from high school but want a certificate indicating that they possess comparable knowledge. 98% of colleges and universities and 96% of

	employers will accept a GED certificate, in lieu of a high school diploma (according to the College Board). The GED exam includes five sections: writing, reading, math, science and social studies. Each section lasts one to two hours.
<b>GPA</b>	Grade point average. Cumulative Grade Point Average is not routinely reported at Star Academy because we prefer not to use a system that measures students against one another. As a school dedicated to working with individuals, we hope that the colleges to which they apply will also give them consideration for the achievement and effort that they have demonstrated.
<b>Modification</b>	A change in a college program or course to allow for equal access or opportunity for completion. Some modifications may include an exemption from a foreign language requirement, a reduced course load, or time extension for graduation.
<b>Modified Class (in high school)</b>	The competency level expectation for a student (i.e. the student's demonstrated level of understanding of the core content) is lowered below the standard requirement for the class. (This is different from an accommodation). Modified classes are reflected as such on the high school transcript. Some high schools will give credit for these courses toward the high school diploma, others will not. (Check with your school district). Most 4-year colleges will NOT accept modified classes as having met the course requirements for admission to their college. At Star Academy, we do not modify classes for students on the high school diploma track. We do modify classes as needed for students on the certificate of completion track.
<b>Open Admissions</b>	An admissions policy, which varies by college, but often times refers to admitting any student with a high school diploma or GED.
<b>PLAN</b>	A "Pre-ACT" test—the PLAN is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.
<b>Priority Registration</b>	An accommodation in which a student may be allowed to select courses prior to the majority of students in the school.

<b>PSAT/NMSQT</b>	Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test—the PSAT is a preliminary SAT typically taken by students in their sophomore or junior year of high school. The test is an indicator of success on the SAT and results are used for selection of top scholars for merit scholarships. Star Academy students typically participate in PLAN testing during their sophomore year (see above) in lieu of the PSAT.
<b>Regular Admission</b>	Most college application deadlines are between December 15 <sup>th</sup> and March 1 <sup>st</sup> and return decisions to applicants by April 15 <sup>th</sup> . Admitted students should reply to the college in which they decide to enroll by May 1 <sup>st</sup> (Dates vary. Always double check dates/deadlines with the specific college(s) to which you are applying/replying).
<b>Retention Rate</b>	The percentage of students who return for their sophomore year at the college.
<b>Rolling Admission</b>	Colleges using a rolling admission policy review applications as they are received and render decisions for each applicant as his or her file is reviewed.
<b>ROTC</b>	Reserve Officers Training Corps – a scholarship program wherein the military pays for most college expenses plus a stipend. Selected students train during the summers while enrolled in college and meet the military service obligation after graduation.
<b>SAT</b>	Scholastic Aptitude Test—a college admission test divided in three sections: critical reading, math, and writing. The SAT is scored from 200 to 800 for each section, with a combined score of up to 2400.
<b>SAT Subject Test</b>	SAT Subject Tests are subject tests given in a range of subjects. Many schools do not require SAT Subject Tests for admission, though very selective schools may. SAT Subject Tests scores are also used for placement in freshman courses. Many schools now accept the ACT in lieu of SAT subject tests, but if you are applying to highly competitive colleges, you should check requirements for these tests.
<b>School Profile</b>	The high school profile is a description of the school that includes information about academic programs, courses, and other policies.
<b>Selective Admission</b>	A college's selectivity rating is determined by the number of applications they receive and the number of openings that they have available.
<b>Substitution/ Waiver</b>	The replacement or cancellation of a class as long as the waived class does not alter a student's requirements for graduation.

<b>Supporting Materials</b>	Most applications require: a school report (including a transcript, school profile and often other information supplied by the guidance department); a counselor recommendation (usually completed by a student's academic advisor); and teacher recommendations in one or more subjects.
<b>TOEFL</b>	Test of English as a Foreign Language—an English language test designed to measure the English proficiency of a non-native speaker. If your first language is English, you will not need to take this test.
<b>Waiting List</b>	Students who are not initially admitted may be placed on a waiting list and may receive acceptance if spaces become available.

Source: Adapted by Star Academy from *College Information Bulletin*, Eagle Hill School

**Make it Happen.**

**Don't let your dreams stay dreams.**

**Take it one step at a time...**

**... and stick with it.**

**Life does not wait for you.**

**It happens anyway.**

**So,**

**Make it Interesting.**

**Make it worthwhile.**

**Make it HAPPEN.**

**We believe in YOU!**

**Believe in Yourself.**