



Denver

ACADEMY

College and Transition Handbook
A College, Career & Transition Guide

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Introduction

Dear Denver Academy Students and Parents,

At Denver Academy, college and post-secondary preparation is embedded in everything we do. From elementary school through senior year, our teachers are dedicated to the idea that post-secondary preparation is not only teaching academics, but it is also helping our students become strong self-advocates with the life skills necessary to make the transition between childhood to adulthood.

This guide is meant to help you through the task of applying to college or other post-secondary options after high school. One of the important lessons that you will glean from this handbook is that post-secondary success looks different depending on one's needs for the future. Here, at Denver Academy, we realize that a transitional four-year college may not be the right choice for you, and we, therefore, help students at all levels and in all interest areas determine their next step. The DA Handbook will show you some of the most frequently taken routes to post-secondary success.

Please use this handbook as one of several resources you will use in your search. In the final section, you will find a list of resources that you may choose to use to supplement what is provided here. Remember that the most valuable resources can be your teachers, alumni, parents and advisors.

Good luck and please let us know if there is anything we can do to help!

Sincerely,

Amy Macy
Director of College and Transition Counseling



Section I: College & Transition Program

Mission Statement

Our mission is to empower each Denver Academy student to find a postsecondary path that is appropriate to his or her individual strengths and interests. Toward this end, we help our students think deeply and carefully about their talents and aspirations, support them to set reasonable and appropriate goals, and guide them to present themselves in a manner that will maximize their strengths.

Program Goals

1. To help each student understand him/herself as a person, student, and learner.
2. To help each student define his/her strengths and weaknesses in a realistic and honest manner.
3. To help each student articulate how he/she best learns.
4. To provide a smooth transition experience for students while they are at Denver Academy and after graduation.
5. To provide a successful transition experience for the graduating senior so that the student is equipped for life after high school.
6. To provide a variety of postsecondary options for students, and to make these options as legitimate as the traditional option of going to college.

Curriculum

Our College and Transition curriculum is holistic and developmental in nature. We support academic preparedness, and we believe that social and life skills must be developed. To that end, the College and Transition programs begin in the 9th grade, and highly structured curriculum is taught in 11th grade and 12th grade. Each student at Denver Academy develops an understanding of his or her own strengths and learning styles, resulting in lifelong self-advocacy skills. Through close relationships with college advisors, students are able to successfully navigate and actively choose a postsecondary path that matches their learning needs.

Interesting College and Transition Program Facts

- During the Sophomore Mock College Application Workshop, students and parents pretend to be admissions counselors to decide who is admitted into a pretend college. Admissions counselors from across the country teach how admission is determined.
- Our junior and senior students work one-on-one with a College and Transition Advisor. Seniors meet with their advisor weekly.
- Senior students are walked through the application process, and each student leads his/her own transition meetings for the College and Transition Advisor and his/her parents.
- During the third quarter of senior year, students participate in Life Skills classes. Our students learn budgeting, cooking, city navigation, healthy living, etiquette, ironing and washing clothes, time management, and much more.
- Our high school parents are invited to attend the Parenting Students for Success after High School Conference. During the evening, parents attend three of eight sessions related to preparing students for postsecondary success.
- Each spring, students take a career inventory. Results determine a student's major for Future Studies Week, an intensive five-day program allowing students to take college-like classes from our faculty. A few weeks later, students participate in Job Shadow Day.



Graduation Requirements

The following table represents DA's graduation requirements and recommendations for students who are bound for traditional, four-year colleges. As you can see, the minimum requirements are just that. Students who plan to pursue college after attending DA should follow the recommendations found below *and* should also check-in with each institution 1-3 years before applying for admission in order to determine other, more specific, admission requirements.

Subject Area	DA Graduation Requirements (Minimum Requirements)	DA's Recommendations for College-Bound Students (Based on CCHE Pre-Collegiate Recommendations)
Language Arts	4 years	4 years
Math	3 years	4 years (Must include Algebra I or higher)
Natural Science/Physical Sciences	3 years (2 Lab Sciences)	3 years (2 Lab Sciences)
Social Sciences	3 years (Must include U.S. History)	3 Years (At least one year of U.S. History or World History)
World Language	0 years	1-3 years
Physical Education	1 year	0 years
Other Academic Electives	*Please see below for details	2 years, * Please see below for details

* There is no official academic elective graduation requirement for DA students. However, students graduating from DA must have a minimum of 24 total credits from all class from 9th through 12th grade (and this often includes a number of elective courses).

Additional Information

- 1 year is equal to 1 credit hour.
- Acceptable academic electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, etc.
- Course requirements vary widely by college. Students and parents should research requirements on a case by case basis as soon as the student has interest in a school.



Freshman Check-List

Year-Round:

- Sign up for extra-curricular activities that are of interest to you. The level of your involvement and your accomplishments in each of these activities is most important, not the number of activities. Remember to not sign yourself up for too many activities, as colleges and post-secondary programs would rather see better grades than more activities.
- Keep a record of your extra-curricular involvement, volunteer work, and employment.
- Make sure to be "on top" of your academic work. If necessary, meet with your teachers for additional help.
- Collect your best work in academic courses and the arts for your academic portfolio.
- Save money for college and post-secondary plans.
- Strengthen your vocabulary by increasing the amount of books that you read.
- Meet with your homeroom teacher to discuss plans for the next four years (academic, personal, social, career, course-schedule).
- Use Naviance to learn about your career/post-secondary interests.

Fall:

- If you are hoping to start collecting information about colleges, attend the fall college fairs.
- Attend a "GPA Workshop" in homeroom. This workshop will be designed to help you learn about how to calculate your GPA, provide a forum for you to set and discuss your academic goals for high school, and guide you as you start your high school career.
- Attend College & Transition Night hosted at DA.

Spring:

- Take the EXPLORE Test offered at DA.
- Select and visit a job shadow site of your choice for DA Job Shadow Day.
- Attend the annual DA Future Studies Week.
- Attend spring college fairs offered throughout the state.
- At the spring parent conference, discuss some non-academic experiences that may interest you and help to build your resume.
- Plan now for wise use of your summer break. Consider taking a summer course or participating in a special program (e.g., for prospective engineers or journalists or for those interested in theatre or music) at a local college or community college. Consider working or volunteering.

Summer:

- Make summer plans productive.



Sophomore Check-List

Year-Round:

- Sign up for extra-curricular activities that are of interest to you. The level of your involvement and your accomplishments in each of these activities is most important, not the number of activities. Remember to not sign yourself up for too many activities, as colleges would rather see better grades than more activities.
- Keep a record of your extra-curricular involvement, volunteer work, and employment.
- Make sure to be "on top" of your academic work. If necessary, meet with your teachers for additional help.
- Collect your best work in academic courses and the arts for your academic portfolio.
- Use Naviance to learn about your career/post-secondary interests.

Fall:

- If you are hoping to start collecting information about colleges, attend the fall college fairs.
- Attend College & Transition Night hosted at DA.

Spring:

- Take the PLAN test administered at DA.
- When you receive the results of your PLAN test, consult with your homeroom teacher about what the scores mean and the ways you can improve your scores on future standardized tests.
- Attend the annual DA Future Studies Week.
- Select and visit a job shadow site of your choice for the DA Job Shadow day.
- Attend spring college fairs offered throughout the state.
- Attend the "The College Panel, Mock Application Workshop." This program will allow you to step into the role of an admissions counselor to see what colleges are looking for in their applicants. This program is mandatory for you and your parent/s.
- Plan now for wise use of your summer break. Consider taking a summer course or participating in a special program (e.g., for prospective engineers or journalists or for those interested in theatre or music) at a local college or community college. Consider working or volunteering.

Summer:

- During the summer, consider signing up for an ACT prep course, use computer software, or do the practice tests in books designed to increase familiarity.
- Make summer plans productive. Continue reading to increase vocabulary.



Junior Check-List

Year-Round:

- Sign up for extra-curricular activities that are of interest to you. The level of your involvement and your accomplishments in each of these activities is most important, not the number of activities. Remember to not sign yourself up for too many activities, as colleges would rather see better grades than more activities.
- Keep a record of your extra-curricular involvement, volunteer work, and employment.
- Collect your best work in academic courses and the arts for your academic portfolio.
- Be aware, junior year grades are extremely important in the college admission process because they are a measure of how well a student will do in advanced, upper-level courses. Grades also are used to determine scholarships and grants for which a student may be eligible. Make a plan to keep your grades up!
- Use Naviance to learn about your career/post-secondary interests.

Fall:

- *Make sure your psychoeducational testing is updated in order to receive accommodations on the ACT/SAT and in college. The testing must be three years recent for the ACT/SAT and college.*
- Beginning in September, you and your parents will receive monthly newsletters. Be sure to read the newsletter for timely advice and important information!
- Register and take the ACT or SAT at least once, if not twice, during your junior year. If you don't do well or want to do better, think about taking an ACT or SAT prep course. Remember that DA is a testing site for the ACT, and we will help you apply for accommodations on the ACT, if you are eligible.
- During the fall, you can choose to go to various colleges and post-secondary presentations given by local/national college admission counselors.
- Attend the Transition Night for Juniors. During this evening, you will meet various colleges and post-secondary program and learn how DA will guide you during your post-secondary planning process.

Spring:

- If you plan to take the ACT in the spring, make sure to register.
- In January, you and your parents will work with your College and Transition Advisor to begin discussing post-secondary plans. At this meeting, you will create a preliminary list of colleges and post-secondary opportunities and a formal College and Transition Tracking File will be started.
- Attend the annual DA Future Studies Week.
- Begin researching college and post-secondary opportunities. Use the Internet to request admission literature and financial aid information from the post-secondary programs on your list. There is no charge and no obligation to obtain general information about admission and financial aid.
- During Spring Break, begin visiting colleges and post-secondary programs! Call each school to set up an appointment.
- At your final conference, you, your homeroom teacher, and your parents will discuss the post-secondary planning process and the tasks you will want to complete during the summer in order to be prepared for the fall. Continue to evaluate your list of post-secondary programs, colleges and universities. Eliminate programs from your original list that are no longer of interest and add others as appropriate.



- In May, attend college fairs in Denver.
- Get a jump-start on summer activities-consider enrolling in an academic course at a local college, pursuing a summer school program, applying for an internship, working, or volunteering. Save money for college.
- After school ends, get on the road to visit colleges and post-secondary programs.



Senior Check-List

Fall

- *To receive accommodations in college and on the ACT/SAT, you will need updated psychoeducational testing. The testing must be three years recent.*
- Continue to refine your list of potential colleges and post-secondary programs.
- Use Naviance to learn about your career/post-secondary interests.
- In the early fall, attend the Senior Transition Night. During this event, you and your parents will learn about DA's senior transition program and the college and post-secondary application process.
- Beginning in September, you and your parents will receive a monthly College and Transition Newsletter via email. Be sure to pay close attention to these emails, as the information will be pertinent to future deadlines and plans.
- At the beginning and the end of your senior year, you will host a transition meeting for your parents and your college and transition advisor. As the hallmark of DA's college and transition program, this meeting will allow you to talk extensively about your future plans.
- Attend a weekly advisory session with your college and transition advisor. These meetings will allow you the opportunity to ask questions about the process and to receive one-on-one support on with completing your applications and mapping future plans.
- During the fall, you can choose to go to various colleges and post-secondary presentations given by local/national college admission counselors.
- Prepare for the actual application process: draft application essays; collect writing samples; and assemble portfolios or audition tapes.
- In the fall you and your parents can choose to attend the Financial Aid workshop that is offered at DA.
- Register for the October/November SAT Reasoning Test and/or SAT Subject Tests, or September/October ACT. Be sure to request that your test scores are sent to the appropriate schools. DA does not send scores to colleges, as most colleges ask for official scores to be sent directly from ACT or SAT. Be aware that scores can take 4-6 weeks to arrive at a school- *plan in advance.*
- Check on application and financial aid deadlines. They may vary, and it is essential to meet all deadlines!
- Request for your transcripts to be sent to the school or post-secondary program to which you are applying. You must make a transcript request three weeks before the application deadline.
- If the post-secondary program you are applying to require recommendations, ask the appropriate individuals who you would like to write these letters. Remind these individuals of the deadline by which the letter needs to be submitted. Provide recommendation forms, any special instructions, and a stamped, addressed business envelope. Be thoughtful! Write thank-you notes to those who write recommendations. Please note: Some colleges look for 1-3 letters of recommendation.
- Plan visits to post-secondary programs and set up interviews (if you didn't get to them during the summer or if you want to return to a campus for a second time). Fall break is an excellent time to visit schools.
- Mail applications in time to reach the deadlines. Check to make sure a transcript and test scores have been/will be sent to appropriate schools and programs. While your college and transition advisor will help remind you of deadlines, it is not his/her duty to get the paperwork in on time. Be sure to keep track of deadlines!



- Call to make sure all pieces of your application have been received. Confirm that all parts of your application are in by the deadline. Many students find out too late that their paperwork never arrived. *Call the schools or program to which you are applying to ensure that all pieces of your application are received!*
 - Possible pieces of an application: application fee, essays, ACT/SAT scores, letters of recommendation, transcript, counselor report, portfolio, etc.
- Obtain a FAFSA (Free Application for Federal Student Aid). Check to see if your colleges require any other financial aid form. Obtain the college's own financial aid forms, if available.

Spring

- Ask your parents to complete their income tax forms as soon as possible. You will need those figures to fill out the FAFSA. Complete and return FAFSA as quickly as possible after January 1. Check to make sure colleges or the state does not require any other financial aid forms. You should receive a Student Aid Report (SAR) within four weeks after submitting the FAFSA. Review the SAR carefully and check for any inaccuracies. If necessary, correct any items on the SAR and return it to the FAFSA processor (if a college transmitted your data directly, notify the college of any change).
- Remember to monitor applications to be sure that all materials are sent and received on time and that they are complete.
- Complete scholarship applications. You may be eligible for more scholarships that are need and merit-based.
- Review your college acceptances and financial aid awards. Be sure to compare your financial aid packages in decision-making process. **By May 1, the national confirmation deadline**, decide on the one college that you will attend. By May 1, send in your tuition deposit. Notify the other colleges of your decision.
- Request that your final transcript be sent to the college. Notify the college of any private scholarships or grants received.
- Know when the payment for tuition, room and board, meal plans, etc., is due. If necessary, ask the financial aid office about a possible payment plan that will allow you to pay in installments.



College and Transition Advisor Roles

College and Transition Advisors will:

1. Be accessible to students and parents and provide ongoing advice to the best of his/her knowledge.
2. Help students create a list of college and post-secondary programs that are in the three categories of “reach,” “match,” and “foundation” choices.
3. Provide access to college and post-secondary program information via the computer lab, provide testing information and registration forms, offer guidance in testing form completion, and inform students of college/program representative visits to DA.
4. Organize and publicize meetings and events to inform students and parents regarding college and post-secondary panels and financial aid presentations.
5. Advise students about initial area of interest, relevant colleges and post-secondary programs related to areas of interest, and preparation of applications for submission.
6. Remind students to maintain a calendar of deadlines in an effort to help them meet those deadlines for colleges and post-secondary programs to which they are applying.
7. Model for students the ways to approach a teacher or mentor for a letter of recommendation.
8. Serve as an advocate for each student to college/program admissions offices.

DA College Advisors do not do the following:

1. Decide college placement or select programs for students.
2. Complete testing registration or pay for testing.
3. Call students on the morning of testing dates.
4. Write essays or edit extensively.
5. Complete application or data entry of personal information.
6. Take responsibility for students meeting application deadlines.
7. Excuse students from class so that they can meet deadlines or drive to the post office.



College & Transition Scope & Sequence

Denver Academy College and Transition Program Scope and Sequence

Program Component	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Naviance Training	Students, Parents, Teachers & Accounts	Students, Parents, Teachers & Accounts	Students, Parents, Teachers & Accounts	Students, Parents, Teachers & Accounts
Career Exploration	Job Shadow Day, Myers-Briggs, Multiple Intelligences, Interest Inventories, Future Studies Week	Job Shadow Day, Myers-Briggs, Multiple Intelligences, Interest Inventories, Future Studies Week	Job Shadow Day, Myers-Briggs, Multiple Intelligences, Interest Inventories, Future Studies Week, Passages & Career Connections	Job Shadow Day, Myers-Briggs, Multiple Intelligences, Interest Inventories, Future Studies Week, Senior Seminar & Colorado Career Clusters
Transition Programming	Information Center in ninth grade hall, GPA Workshop Night	Information Center in tenth grade hall, Sophomore Mock Application Night	Information Center in eleventh grade hall, Transition Night for Juniors	Information Center in twelfth grade hall, Senior Transition Night
Standardized Testing	EXPLORE Free ACT/SAT Prep Offered during SEC	PLAN Free ACT/SAT Prep Offered during SEC	ACT/SAT Free ACT/SAT Prep Offered during SEC	ACT/SAT Free ACT/SAT Prep Offered during SEC
One-on-One Counseling	As needed	As needed	Second semester: sessions before, during, after school	All year: sessions before, during, after school
Admissions Process	Portfolio	Portfolio	Portfolio, research	Portfolios, applications, essays; letters of recommendation
Post-Secondary Visits	College & Transition Fair, Experiential Education	College & Transition Fair, Experiential Education	College & Transition Fair, Experiential Education	College & Transition Fair, Experiential Education, Four visits per year required
Junior Seminar			Two Passages projects per year; one must reflect Colorado Career Clusters	
Senior Seminar				Colorado Career Clusters & Transition Days/Senior Interview



Section II: Standardized Testing

Registering for Standardized Testing:

Register for the SAT at: www.collegeboard.com. If the student does require extended time or accommodations, see the “Gaining Accommodations” section below.

Register for the ACT at www.ACTstudent.org. If the student does require extended time or accommodations, see the “Gaining Accommodations” section below.

- Denver Academy is an ACT testing site. *If you would like to take the ACT at Denver Academy, our testing center code is 210540. The DA High School Code is 060396.* Denver Academy is not an SAT testing site.
- When you register you will be asked to which schools you are planning to send your scores. Students can send their scores to four schools, generally. Be sure to send your scores to all of the schools to which you are planning to apply. DA does not send test scores to colleges.
- If you forget or decide not to send your scores at the time of the test, you can send your results to specific schools after the test. To do so, you will pay a small fee on the SAT/ACT website to have the scores sent (approximately \$9.00 per score/school).
- *A friendly reminder:* Colleges must receive the official scores by the date of the application deadline. Usually, it takes anywhere from 6-8 weeks for scores to arrive at a college after the request has been made. Plan ahead, as it is a very sad day when a student isn't able to apply because he/she didn't request the scores to be sent in time.



Gaining Accommodations

To whom do I speak to regarding ACT or SAT questions?

Ms. Leah Koliha handles all requests related to ACT and SAT testing, accommodations, and extended time requests. To ask questions or seek accommodations, please contact her at: lkoliha@denveracademy.org.

ACT/SAT Extended Time and Accommodation Request Check List:

The ACT and SAT testing institutions have placed strict guidelines for determining who qualifies to receive extended time for college entrance exams. In order for your child to receive extended time or special testing, Denver Academy must have official diagnostic information in our files that has been completed by a licensed psychologist, psychiatrist, or doctor. *ACT/SAT requires a copy of the initial diagnosis as well as a copy of re-diagnosis within the last three years. Due to the fact that students will also need updated testing to receive accommodations in college, we recommend that all students update their psychoeducational testing in 11th grade.*

- 1) Please furnish the **official psychoeducational report** stating the student's learning difference. Be sure it includes all of the following:
 - Doctor's institution or affiliation
 - Doctor's name
 - Date of diagnosis
 - DSM-IV Code
 - Statement declaring that the student is entitled to special/extended time testing
 - Recommendations of classroom accommodations
 - Relevant testing using reliable, valid, standardized and age-appropriate assessment

For more specific information, please visit:

ACT: www.act.org/aap/disab/policy.html SAT:
<http://www.collegeboard.com/ssd/prof/document.html>

- 2) Please fill out the extended time and special testing applications:

For the ACT:

- If you are requesting *extended time* (time and a half) on the ACT, please register online at www.actstudent.org. Once you have received and printed your admission ticket, send a copy of your ticket and complete the personal information section, and provide your signature on the Extended Time application and give these documents to Ms. Koliha. We CANNOT complete the application process without the required documents in the checklist below.
 - _____ Admission Ticket
 - _____ Documentation (Psycho-Educational Evaluation or IEP)
 - _____ National Extended Time Request with Student AND Parent Signatures
- If you are applying for *special testing* (anything other than time and a half), print the paper application and fill out the personal information section and provide student and parent signatures. You will not apply online for special testing because the ACT fee must accompany the paper application for special testing. Please be sure that all required documents on the checklist below are complete.
 - _____ Check for the Cost of the Test Made Out to ACT
 - _____ Documentation (Psycho-Educational Evaluation or IEP)



_____ Special Testing Request with Student AND Parent Signatures

For the SAT:

- If you are requesting special accommodations on the SAT, please read and follow the directions at:

http://www.collegeboard.com/prod_downloads/ssd/eligibility_form_instructions.pdf

- See Ms. Koliha for the Eligibility Form for accommodations.

3) ACT/SAT will notify you of any accommodations you have received.



Types of Accommodations

ACT and SAT are responsible for ensuring the appropriate accommodations are provided for a student with diagnosed disabilities. Each student's needs are individual and, therefore, must be approved on an individual basis. Unfortunately, not all students with diagnosed learning differences will be accommodated. According to College Board, "Accommodations are to 'level the playing field' so that students with disabilities have the same opportunities as students who do not have a disability to demonstrate on tests what they have learned and how they can use what they have learned" (College Board, 2009).

Generally students can receive the following accommodations if the student is granted eligibility:

Presentation:

- Large print (14 pt; 20 pt)
- Fewer items on each page
- Reader
- Colored paper
- Use of a highlighter
- Sign/orally present instructions
- Visual magnification (magnifier or magnifying machine)
- Auditory amplification
- Audiocassette
- Colored overlays
- Braille
- Braille graphs
- Braille device for written responses
- Plastic covered pages of the test booklet

Responding:

- Verbal; dictated to scribe
- Tape recorder
- Computer without spell check/grammar/cut & paste features
- Record answers in test booklet
- Large block answer sheet

Timing/Scheduling:

- Frequent breaks
- Extended time
- Multiple days (may/may not include extra time)
- Specified time of day

Setting:

- Small group setting
- Private room
- Screens to block out distractions
- Special lighting
- Special acoustics
- Adaptive/special furniture/tools
- Alternative test site (with proctor present)



Standardized Testing: Q&A

Are there preparatory tests for freshman and sophomore students?

Yes, every fall and spring DA offers the pre-ACT called the EXPLORE (for freshman) and PLAN (for sophomores). Dates for these tests are announced in the College and Transition Newsletter and in the DA Dateline.

Who should take the ACT or SAT?

All junior and senior students should plan to take the ACT or SAT. It is recommended that the seniors take the test at least once during the fall and that juniors take the test at least once, if not twice, during their junior year.

Should I take the ACT or the SAT?

Generally, students with learning differences tend to perform better on the ACT rather than the SAT, but feel free to take either test. Be sure to check with the institutions to which you are applying to find out if they require the ACT and/or SAT and any of the subject tests.

What is the difference between the ACT and SAT?

	SAT	ACT
Who takes it?	More common on East and West Coast	Popular in the Mid-West and South
What is the top score/national average?	2400 is perfect; 1500 is the national average	36 is perfect; 21 is the national average
What if you miss a question?	You lose points for incorrect answers, so don't guess blindly.	There is no penalty for a wrong answer, so don't leave any blank.
What does it test?	Reasoning and Logic	Based closer on curriculum learned in high school
What topics are tested?	Math (Up to Algebra II) / Reading / Writing / Grammar	Math (up to Trig.) / Reading / Grammar / Science
How should you prepare?	The SAT is tricky and requires you to utilize analytical thinking and logic. It is very "coachable" as you can learn to use reasoning to solve these problems.	The ACT is similar to your high school exams, but you need to know what is tested. The more you practice the questions, the better you'll score.
Where do you sign-up?	www.CollegeBoard.com	www.ACT.org



Do test scores really matter?

Depending on the institution, test scores are weighed differently. In Mrs. Macy's experience, as an admissions counselor, students with higher test scores and lower grades are less likely to be admitted to schools than students with higher grades and lower test scores. The reality is that the ACT/SAT is sometimes like vitamins; you just have to take it.

There are some institutions that don't place as much emphasis on these scores. To see a list of schools visit: <http://www.fairtest.org/university/optional>

If I take the test and don't do well, will colleges know my score?

No. Unless a student sends the scores to the school, an option when registering, the institution won't know your scores.

How do I get my test scores sent to various colleges and universities?

When you register for the test, you will be asked to list the colleges to which you want the scores to be sent. After the tests have been scored, the results will automatically be sent to those schools. Four scores are sent at no additional cost to the student. To request that more scores are sent, you must go online and pay an extra fee for the scores. *** Remember, DA does not send a student's test scores. You must do this yourself.

Can I cancel my scores?

You can cancel scores immediately after the testing session. This is done by completing a cancellation form available at the testing center or by telephone within hours of taking the test. Instructions are given in the test registration materials. Once scores are reported, they are permanent.

Which SAT I is more important, my verbal or mathematics?

Most college admissions officers feel that the verbal score is more important because almost every discipline pursued in college requires abilities in this area. On the other hand, if the student has indicated strong interest in math or science as an area for future study, then the math score assumes a role of greater importance.

If I am planning to apply for early decision or early action, how does this affect my test-taking calendar?

The student who is fairly certain of applying for early action or early decision is advised to take three SAT II Subject Tests by the end of the junior year and the second SAT I in October of the senior year. This makes it possible for scores to be received by colleges early enough for the student to be considered in the early action/early decision process.

What is "super scoring?"

Some institutions, including CU-Boulder, will take the highest of your sub-scores on each of the tests. In other words, it is helpful to send all of your scores to some schools, as it will allow you to have the highest total score.



When, if ever, should I take the writing portion or sub-tests of the SAT or ACT?

DA recommends that students take the writing portion and/or the subtests once a student knows to which college they will be applying. Not all schools require these additional tests.

Can I take the subtests without taking the whole SAT or ACT?

No, you must retake the whole test.

Now that I've taken the ACT/SAT why am I receiving so much mail from various schools?

Unfortunately or fortunately (depending on how you look at it), these testing agencies sell your scores and interest areas to schools around the country. If you don't want this information to be shared, you must check a box on the registration form saying so.

What if I don't plan on going to college? Should I still take the test?

Yes, we recommend that all students, regardless of post-secondary plans, take the test at least once in their high school career. If a student chooses to go to college later in life some institutions require testing information.

What do I bring the day of the test?

1. Your admission ticket
2. Photo ID or a letter of identification
1. Number Two pencils
2. A calculator. You should bring the calculator you normally use (preferably with an extra battery).
3. A watch. Your test room may not have a clock, or the clock may not be visible from where you're sitting.
4. A snack.

Do community colleges need standardized testing information for admissions?

Great question! Yes. Community colleges require that students take either the ACT/SAT or the ACCUPLACER exam. Please read the "Standardized Testing for Community Colleges" section.

Do the scores on the ACT and SAT test correlate with one another?

ACT and the College Board have completed a concordance study that is designed to examine the relationship between two scores on the ACT and SAT. These concordance tables do not equate scores, but rather provide a tool for finding comparable scores.



Concordance between ACT Composite Score and Sum of SAT Critical Reading and Mathematics Scores		
SAT CR+M (Score Range)	ACT Composite Score	SAT CR+M (Single Score)
1600	36	1600
1540–1590	35	1560
1490–1530	34	1510
1440–1480	33	1460
1400–1430	32	1420
1360–1390	31	1380
1330–1350	30	1340
1290–1320	29	1300
1250–1280	28	1260
1210–1240	27	1220
1170–1200	26	1190
1130–1160	25	1150
1090–1120	24	1110
1050–1080	23	1070
1020–1040	22	1030
980–1010	21	990
940–970	20	950
900–930	19	910
860–890	18	870
820–850	17	830
770–810	16	790
720–760	15	740
670–710	14	690
620–660	13	640
560–610	12	590
510–550	11	530



Standardized Testing: Test Preparation

Test Preparation Classes in Denver:

Kaplan Test Prep and Admissions: www.kaptest.com
Ste 140A, 720 South Colorado Boulevard, Denver, CO
1(800) 527-8378

Gorilla Test Prep: www.gorillatestprep.com
44 Cook St, Suite 100. *Denver*, CO
(720) 434-3616.

Prep Associates: www.prepassociates.com/home.htm
2201 Kipling Street
Lakewood, CO 80215
(303) 424-8072

Parliament Tutors: www.parliamenttutors.com
7800 East Tufts Avenue, Denver, CO
(303) 957-5556

College Direction: www.collegedirection.org
1720 South Bellaire Street, Denver, CO
(303) 692-1918

Online Test Preparation Resources:

- www.number2.com: Offers free SAT and ACT prep tutorials.
- www.testprepreview.com/sat_practice.htm : Offers free SAT test prep and a free test.
- www.4tests.com : Offers free practice exams and advice.
- www.collegeboard.com: Provides practice questions and tests.
- www.act.org: Provides practice questions and tests
- www.princetonreview.com/college/testprep: Offers free tests and tips.



Standardized Testing for Community Colleges: The ACCUPLACER

(Information courtesy of: www.collegeboard.com)

Community colleges require students to either take the ACT/SAT or the ACCUPLACER for placement purposes. While these results do not impact admissions, as all students with a GED or high school diploma are admissible, the scores indicate placement in classes. If the scores on the ACT or SAT are below the “cut-off score” the student must still take the ACCUPLACER exam.

If a student places below the baseline level, determined by the ACCUPLACER, a student will take remedial classes until reaching that level. In doing so, a student will not start earning college credit until having reached the baseline level.

Example ACT/SAT Cut-Off Scores: (Please check with each individual school)

Students with an ACT Reading (17) or SAT VERBAL (430) are exempt from the reading assessment.
Students with an ACT English (18) or SAT VERBAL (440) are exempt from English assessment.
Students who have a score of ACT – Math (19) or SAT – Math (460) are exempt from math assessment.

Computer Adaptive Testing

ACCUPLACER is an adaptive test. This means that the questions are chosen for you on the basis of your answers to previous questions. This technique selects just the right questions for your ability level. Because the test works this way, you must answer every question when it is first given. Each test is untimed so that you can give each question as much thought as you wish. You can change your answer to a particular question before moving on to the next question, but you cannot leave a question out or come back to it later to change your answer.

Testing Time

The multiple choice tests are untimed. The essay test may be timed or untimed.

What to Take with You to the Tests

On the day of the test, you should be sure to take photo identification and any other special materials your college may ask you to bring.

Testing Regulations

Check with your school to see about specific site regulations regarding calculators, textbooks, protractors, notebooks, dictionaries or other papers of any kind. Additionally, anyone who gives or receives help during the test, or uses notes, books, or calculators of any kind may not be



allowed to continue the test. Your college will disregard a test score if there is reason to question its validity.

At the End of the Test

Once you have completed a test, a score report will be created. Your college will provide you the report.

Making an Appointment for Testing

To schedule your ACCUPLACER appointment, call the local community college.

Students with Disabilities

If you require test accommodations due to a documented disability, please contact the testing center at the local community college for information concerning your needs.

ACCUPLACER Tests

The placement tests may consist of:

- Answering questions covering reading, mathematics, writing and language use skills
- Writing an essay on a familiar topic
- All questions are multiple choice, except the essay

To learn more about the ACCUPLACER go to:

<http://www.collegeboard.com/student/testing/accuplacer/index.html>



Independent College and Transition Services

Psychoeducational Testing
Lifelong Adult Educational Services, Inc.

1175 Osage Street, Suite 201
Denver, CO 80204
303-573-0839

Matt Brink, Psy.D.

138 West 5th Ave.
Denver, CO 80204
303-393-0085 X 88

Linda Lister, Ph.D.

777 S. Wadsworth Blvd. Bldg #1, Suite 208
Lakewood, CO 80226
303-914-8002

Lawrence S. Allen, Ed. D.

1777 S. Harrison Street, Ste. 800
Denver, CO 80222
303-300-6564

Educational Counseling Services

Jana Waters, Ph. D.
Betsy Kutrumbos, Ph.D.
Gerri Masson, M.A.
469 S. Cherry Street, #201
Denver, CO 80246
303-691-2020/Fax 303-639-5318

Marge Riddle

Counseling & Educational Services Clinic
Denver University, Ammi Hyde Bldg.
2450 S. Vine Street
Denver, CO 80208
303-871-4403

Independent Career and College
Advisors

Anne Gottlieb Angerman, MS

Career Consultant for Teens
720-489-9409
anne@anneangerman.com
www.icareermatters.com

Wendi Gorelik

College and Educational Consultant
303-263-3544
wendi.gorelik@gmail.com

Jason Anderson

ACT/SAT Tutor
105 W 3RD Ave
Denver, CO 80223
720.838.5148
jason_anderson@uwalumni.com

Rob Rosenthal, PsyD

ACT/SAT Tutor/Psychoeducational Reports
720-319-7272
drrobrosenthal.com



Section III: The Search for Post-Secondary Education and Opportunities

Explanation of Post-Secondary Education Options

Technical School:

- A one or two-year institution that offers terminal occupational programs – secretarial, data processing, pilot's training, for example.
- Generally, credits from these schools are not transferable to other institutions or for college credit.
- What do you earn? A certificate

Community College:

- A two-year institution that offers vocational and academic programs.
- Most vocational programs are completed after two years and generally, these credits do not transfer to other institutions.
- Most academic programs are completed after two years. Academic program credits are transferable to four-year institutions.
- What do you earn? Vocational programs- Certificate, Academic programs- Associate Degree

College/University:

- An institution that offers education instruction beyond high school level.
- What do you earn? A Bachelors Degree or Masters Degree



Online Search Engines

www.collegeincolorado.org

This website offers extensive information about vocational education, community colleges, 4-year universities, financial aid, interest inventories, to-do lists, and career facts. Parents and students can go to collegeincolorado.org for information about future planning. Denver Academy highly recommends this site!

www.collegeboard.com

This search engine that allows a student to enter specific college criteria to find a school that matches his/her needs. This site is used extensively in the senior year to find best-fit colleges.

www.collegesthatchangelives.com

Colleges That Change Lives, Inc. (CTCL) is a non-profit organization dedicated to the advancement and support of a student-centered college search process. The site offers information for bright students interested in the small, well-rounded educational settings. A must see!

www.college-scholarships.com/learning_disabilities.htm

This website features colleges with programs for students with learning differences. A great resource!

www.trade-schools.net

This website provides information on state vocational and trade schools.

www.youniversitytv.com

This website provided hundreds of videos for students to learn about college from the student perspective. The videos on this website are not produced by the college, but rather, by students at the college to show real life.



Steps in the Post-Secondary Search

Below are some steps you may find to be useful when starting the post-secondary search.

Step 1: Conduct a self-assessment

In order to complete a thorough and accurate search, you must first know yourself. Students should use their Naviance account to take self-assessment surveys. The website offers a number of skill and attribute-based surveys to measure a student's aptitudes and potential interest areas. Use this information to help you understand your strengths, weaknesses and potential career opportunities.

Step 2: Determine with your parents if you are ready to go away to college/vocational school

Complete the "Readiness for Success Rubric" given to you at College & Transition Night. Though a student may think he/she is ready, there are a variety of factors that may impact success. Readiness includes skills related to academic, social life, advocacy and life-skills. If a student or his/her parents does not feel that the student is ready to start college/vocational school, consider taking a gap year, a "post-grad" year, a 5th year of high school, or a part-time year at a community college.

Step 3: Determine the accommodations and level of support you will need after high school

Refer to Section IV, "Support Services for Students with Learning Differences," for a comprehensive explanation of the types of support that are offered after high school at post-secondary institutions.

Step 4: Determine factors that are personally important

What is important to you? Think about location, finances, your learning style, activities, sports available, size, etc.

Step 5: Identify appropriate schools

Using the information developed in the first two steps, make realistic selections of a broad group of colleges/vocational schools/post-secondary programs (fifteen to twenty) to compose a tentative list during the junior year. A variety of sources should be consulted to learn about post-secondary programs: college and post-secondary directories, catalogues, computerized research programs, visits with representatives, visits with college students, and conversations with parents, faculty, alumni, and others. By senior year, a student should narrow his/her list down to 3-7 schools.

Plan your schools using these categories:

1. "Foundation" Schools: Students should select at least two schools in this category. There should be little doubt about the possibility of an acceptance into one of these schools.
2. "Match" Schools: Students should select two to four schools in this category. These schools match the student's GPA, ACT and general interest. These are schools in which the student should be accepted.



3. “Reach” Schools: Student should select one to two schools in this category. These schools are highly competitive for an applicant and the student may not fully meet the criteria in which to be admitted.

Step 6: Seek further information from colleges, vocational schools and post-secondary programs

You should write or call each program of interest to request a catalogue and other information relating to specific interest areas. You may also visit websites, take virtual tours, view the course catalogue, or seek departmental information. You should create an orderly filing system for information received that may be reviewed easily.

Step 7: Compare and investigate the post-secondary program

There are many factors to consider when you examine post-secondary possibilities. Seniors will use an excel spreadsheet to categorize the data.

Step 8: Visitations

During the summer between the junior and senior year, you should visit college campuses and post-secondary programs to gain a better understanding of them and to discover any special considerations not earlier contemplated.

Step 9: Meet with college representatives

Take advantage of the presence of college admissions personnel on the DA campus in the fall. Freshman and sophomores should visit 2-3 sessions, juniors 3-5 sessions, and seniors 5-6 sessions. These sessions with college representatives can be important, as you will be able to speak with the individual responsible for making the admission decision from that school. You may even make an impression on the representatives that could affect chances for admission.

Step 10: Complete the application

Follow the stated deadlines and make certain that all of the applications materials are complete. Provide teachers with recommendation forms and your college advisor the secondary school report forms.



2-Year & 4-Year Options for College in CO

Colorado's Two-Year Colleges

- Aims Community College
- Arapahoe Community College
- Colorado Mountain College
- Colorado Northwestern Community College
- Community College of Aurora
- Community College of Denver
- Front Range Community College
- Lamar Community College
- Morgan Community College
- Northeastern Junior College*
- Otero Junior College*
- Pikes Peak Community College
- Pueblo Community College
- Red Rocks Community College
- Trinidad State Junior College*

*Remember that Junior Colleges offer dorms for students.

Each community college offers “transfer agreements” or “articulation agreements” with their four-year counterparts, outlining what courses and requirements a student must complete to successfully transfer to a four-year school. To see more information about transfer agreements, go to: www.cccs.edu/edservices/TransferPolicy.html. For more information about Colorado's Community College System, please go to: www.coloradocommunitycolleges.com/index.html

Colorado's Four-Year College and Universities

Our four-year colleges and universities in Colorado include:

- Adams State College
- Colorado Christian College
- Colorado College
- Colorado School of Mines
- Colorado State University-Pueblo
- Fort Lewis College
- Mesa State College
- Metropolitan State College of Denver
- Naropa University



- Regis University
- Rocky Mountain College of Art and Design
- United State Air Force Academy
- University of Colorado, Boulder
- University of Colorado, Colorado Springs
- University of Colorado, Denver
- University of Colorado, Health Sciences Center
- University of Denver
- University of Northern Colorado
- Western State College

The public colleges and universities adhere to the Admission Eligibility Index, please refer to the index for this important admission tool.



Western Undergraduate Exchange

(Information courtesy of: www.wue.wiche.edu)

The Western Undergraduate Exchange is a program of the Western Interstate Commission for Higher Education (WICHE). Students who are residents of WICHE states are eligible to request a reduced tuition rate of 150% of resident tuition at participating two- and four-year college programs outside of their home state. The WUE reduced tuition rate is not automatically awarded to all eligible candidates. Many institutions limit the number of new WUE awards each academic year, so apply early! WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming.

STATE	INSTITUTION	TYPE
Alaska	Prince William Sound Community College	Two-Year Public
Alaska	University of Alaska Anchorage	Four-Year Public
Alaska	University of Alaska Fairbanks	Four-Year Public
Alaska	University of Alaska Southeast, Juneau Campus	Four-Year Public
Arizona	Arizona State University / Downtown	Four-Year Public
Arizona	Arizona State University / Polytechnic Campus	Four-Year Public
Arizona	Arizona State University / West Campus	Four-Year Public
Arizona	Arizona Western College	Two-Year Public
Arizona	Central Arizona College	Two-Year Public
Arizona	Chandler-Gilbert Community College	Two-Year Public
Arizona	Cochise College	Two-Year Public
Arizona	Coconino Community College	Two-Year Public
Arizona	Eastern Arizona College	Two-Year Public
Arizona	Estrella Mountain Community College	Two-Year Public
Arizona	Gateway Community College	Two-Year Public
Arizona	Glendale Community College	Two-Year Public
Arizona	Mesa Community College	Two-Year Public
Arizona	Mohave Community College	Two-Year Public
Arizona	Northern Arizona University	Four-Year



Arizona	Northern Arizona University, Yuma Campus	Public Four-Year
Arizona	Paradise Valley Community College	Public Two-Year
Arizona	Phoenix College	Public Two-Year
Arizona	Pima Community College	Public Two-Year
Arizona	Rio Salado Community College	Public Two-Year
Arizona	Scottsdale Community College	Public Two-Year
Arizona	South Mountain Community College	Public Two-Year
Arizona	University of Arizona	Public Four-Year
Arizona	University of Arizona South	Public Four-Year
Arizona	Yavapai College	Public Two-Year
California	California Maritime Academy	Public Four-Year
California	California State University, Bakersfield	Public Four-Year
California	California State University, Chico	Public Four-Year
California	California State University, Dominguez Hills	Public Four-Year
California	California State University, East Bay	Public Four-Year
California	California State University, Sacramento	Public Four-Year
California	California State University, San Bernardino	Public Four-Year
California	California State University, Stanislaus	Public Four-Year
California	Humboldt State University	Public Four-Year
Colorado	Adams State College of Colorado	Public Four-Year
Colorado	Aims Community College	Public Two-Year
Colorado	Arapahoe Community College	Public Two-Year
Colorado	Colorado State University	Public Four-Year
Colorado	Colorado State University, Pueblo	Public Four-Year
Colorado	Community College of Aurora	Public Two-Year
Colorado	Community College of Denver	Public Two-Year
Colorado	Front Range Community College	Public Two-Year
Colorado	Lamar Community College	Public Two-Year



Colorado	Mesa State College	Public Four-Year
Colorado	Metropolitan State College of Denver	Public Four-Year
Colorado	Morgan Community College	Public Two-Year
Colorado	Northeastern Junior College	Public Two-Year
Colorado	Otero Junior College	Public Two-Year
Colorado	Pikes Peak Community College	Public Two-Year
Colorado	Pueblo Community College	Public Two-Year
Colorado	Red Rocks Community College	Public Two-Year
Colorado	Trinidad State Junior College	Public Two-Year
Colorado	University of Colorado at Colorado Springs	Public Four-Year
Colorado	University of Colorado Denver	Public Four-Year
Colorado	University of Northern Colorado	Public Four-Year
Colorado	Western State College of Colorado	Public Four-Year
Hawaii	University of Hawaii at Hilo	Public Four-Year
Hawaii	University of Hawaii at Manoa	Public Four-Year
Idaho	Boise State University	Public Four-Year
Idaho	College of Southern Idaho	Public Two-Year
Idaho	Idaho State University	Public Four-Year
Idaho	Lewis-Clark State College	Public Four-Year
Idaho	North Idaho College	Public Two-Year
Idaho	University of Idaho	Public Four-Year
Montana	Dawson Community College	Public Two-Year
Montana	Flathead Valley Community College	Public Two-Year
Montana	Miles Community College	Public Two-Year
Montana	Montana State University, Billings	Public Four-Year
Montana	Montana State University, Bozeman	Public Four-Year
Montana	Montana State University, Northern	Public Four-Year
Montana	Montana Tech of the University of Montana	Public Four-Year



Montana	Montana Tech of the University of Montana College of Technology	Public Two-Year
Montana	University of Montana, Helena College of Technology	Public Two-Year
Montana	University of Montana, Missoula	Public Four-Year
Montana	University of Montana, Missoula College of Technology	Public Two-Year
Montana	University of Montana, Western	Public Four-Year
Nevada	College of Southern Nevada	Public Two-Year
Nevada	Great Basin College	Public Two-Year
Nevada	Nevada State College	Public Four-Year
Nevada	Truckee Meadows Community College	Public Two-Year
Nevada	University of Nevada, Las Vegas	Public Four-Year
Nevada	University of Nevada, Reno	Public Four-Year
Nevada	Western Nevada Community College	Public Two-Year
New Mexico	Eastern New Mexico University - Portales	Public Four-Year
New Mexico	Eastern New Mexico University - Roswell	Public Two-Year
New Mexico	New Mexico Highlands University	Public Four-Year
New Mexico	New Mexico Institute of Mining and Technology	Public Four-Year
New Mexico	New Mexico Junior College	Public Two-Year
New Mexico	New Mexico State University	Public Four-Year
New Mexico	Northern New Mexico College	Public Two-Year
New Mexico	Santa Fe Community College	Public Two-Year
New Mexico	University of New Mexico	Public Four-Year
New Mexico	University of New Mexico Gallup Campus	Public Two-Year
New Mexico	Western New Mexico University	Public Four-Year
North Dakota	Bismarck State College	Public Two-Year
North Dakota	Dakota College at Bottineau	Public Two-Year
North Dakota	Dickinson State University	Public Four-Year
North Dakota	Lake Region State College	Public Two-Year
North	Mayville State University	Public Four-Year



Dakota		Public
North	Minot State University	Four-Year
Dakota		Public
North	North Dakota State College of Science	Two-Year
Dakota		Public
North	North Dakota State University	Four-Year
Dakota		Public
North	University of North Dakota	Four-Year
Dakota		Public
North	Valley City State University	Four-Year
Dakota		Public
North	Williston State College	Two-Year
Dakota		Public
Oregon	Oregon Institute of Technology	Four-Year
		Public
Oregon	Portland State University	Four-Year
		Public
Oregon	Southern Oregon University	Four-Year
		Public
Oregon	University of Oregon	Four-Year
		Public
Oregon	Western Oregon University	Four-Year
		Public
South	Black Hills State University	Four-Year
Dakota		Public
South	Dakota State University	Four-Year
Dakota		Public
South	Northern State University	Four-Year
Dakota		Public
South	South Dakota School of Mines and Technology	Four-Year
Dakota		Public
South	South Dakota State University	Four-Year
Dakota		Public
South	University of South Dakota	Four-Year
Dakota		Public
Utah	College of Eastern Utah	Two-Year
		Public
Utah	Dixie State College of Utah	Four-Year
		Public
Utah	Salt Lake Community College	Two-Year
		Public
Utah	Snow College	Two-Year
		Public
Utah	Southern Utah University	Four-Year
		Public
Utah	University of Utah	Four-Year
		Public
Utah	Utah State University	Four-Year
		Public
Utah	Utah Valley University	Four-Year
		Public
Utah	Weber State University	Four-Year
		Public
Washington	Central Washington University	Four-Year
		Public
Washington	Eastern Washington University	Four-Year



Washington	Washington State University	Public Four-Year
Washington	Western Washington University	Public Four-Year
Wyoming	Casper College	Public Two-Year
Wyoming	Central Wyoming College	Public Two-Year
Wyoming	Eastern Wyoming College	Public Two-Year
Wyoming	Laramie County Community College	Public Two-Year
Wyoming	Northwest College	Public Two-Year
Wyoming	Sheridan College	Public Two-Year
Wyoming	University of Wyoming	Public Four-Year
Wyoming	Western Wyoming Community College	Public Two-Year



The Post-Secondary Visit & What to Ask

(Article courtesy of www.campuscompare.com)

The college and post-secondary visit is a key part of the admission process, but it can be a total waste if you don't know what questions to ask. Notice that the questions below are ones that can't always be answered by the website. Admissions officers generally like if you do basic research ahead of time!

Questions for the admission office

1. What services are offered by the campus health center?
2. Does the student health center refer students to the local hospital? Is it nearby? How large is it?
3. How safe is the campus?
4. Is there any kind of shuttle service between classroom areas, the library, the student union, and the dorms? How late does it run?
5. How large is the campus security police force? Does it patrol the campus regularly?
6. Are the dorms spread through the campus or clustered in one area?
7. Is there any security system to bar outsiders from entering dorms?

Questions for students

1. How many of your courses are taught by the real professor and how many by a teaching assistant?
2. Is the teaching innovative, discussion- and project-oriented, or is it mostly lecture-oriented?
3. How many students are in freshman classes?
4. What are the strong majors and what are the weak majors?
5. How hard do you have to work to get good grades?
6. What reputation does the department of _____ have?
7. How adequate is the campus computer network?
8. Do fraternities and sororities dominate the social life?
9. What do students do on weekends? Do they all go home or hang around on campus?
10. How much help outside of the classroom do you get from professors?
11. Do people participate in the activities, groups, and clubs on campus? Or are they dominated by a few groups?
12. Do the rooms have access to internet?
13. What kind of sports equipment does the campus have? Is it well-kept?
14. How is the quality of food in the cafeteria or dining hall? How are the sizes of the portions? Is it healthy or fast food? Are there meal plans?

Questions to ask yourself

1. How did the staff members interact with students? Were they friendly or authoritarian?
 2. Do most of the students seem like you, or are they completely different?
 3. How would you feel about being in a classroom with these students? Sharing a dorm with them?
 4. Do the students try to make you feel at home? Were they helpful in answering your questions? How did they interact with one another?
 5. Does the campus seem like a good size for you?
 6. Are the dorms single-sex or co-ed? How do you feel about that?
-



7. Are the dorms too quiet? Too noisy? Too crowded? Not enough action?
 8. How large are the rooms? Is there space to study? Have time to yourself?
 9. Does it look like there is much to do outside of campus?
 10. How easy is to get to places off campus? Are there places within walking distance?
 11. Do you feel comfortable and safe?
 12. Are there places to get extra furniture, like bookcases, for your dorm room?
 13. Is there a supermarket nearby to stock up on snacks and soda?
 14. If you move out of a dorm after freshman year, what are the options in apartment complexes or buildings?
-



Career-Tech Education in Colorado

The following is a list of non-proprietary (not-for-profit) Career-Technical Schools. These are often times cheaper than proprietary schools.

- All Colorado community colleges offer career-technical certificates.
- Pickens Technical School, Aurora, CO: <http://www.pickenstech.org/>
- Warren Technical School, Jeffco Public Schools: http://www.jeffcopublicschools.org/schools/profiles/?school_id=158
- Emily Griffith Technical School, Denver CO: <http://www.egos-school.com/site/public/StartPage>

The following is a list of proprietary (for profit) Career-Technical Schools

LINCOLN COLLEGE OF TECHNOLOGY

Denver, Colorado

Automotive; Diesel

Psychology - Criminal Justice
Psychology - Organizational Psychology
Psychology - Substance Abuse

THE ART INSTITUTE OF COLORADO

Denver, Colorado

Baking & Pastry; Culinary Arts
Culinary Management
Design & Technical Graphics
Design Management
Digital Filmmaking & Video Production
Fashion Design
Fashion & Retail Management
Food & Beverage Management
Graphic Design
Industrial Design
Interior Design
Kitchen & Bath Design
Media Arts & Animation
Photography
The Art of Cooking
Video Production
Visual Effects & Motion Graphics
Web Design & Interactive Media

EVEREST COLLEGE

Colorado Springs, Colorado

Denver North (Thornton), Colorado

Denver South (Aurora), Colorado

Accounting
Business
Computer Information Science
Criminal Justice
Dental Assisting
Medical Administrative Assistant
Medical Assisting
Medical Insurance Billing/Coding
Network Administration/Information Technology
Paralegal
Pharmacy Technician
Surgical Technologist

ARGOSY UNIVERSITY

Denver, Colorado

Business Administration
Business Administration - Accounting
Business Administration - Finance
Business Administration - Healthcare Management
Business Administration - Human Resource Management
Business Administration - International Business
Business Administration - Marketing
Business Administration - Organizational Management
Criminal Justice
Liberal Arts
Psychology

REDSTONE COLLEGE

Denver, Colorado

Advanced Electronics Technology (Avionics)
Airframe and Powerplant
Construction Management
HVAC/R

REMINGTON COLLEGE

Colorado Springs, Colorado

Criminal Justice
Medical Assisting
Medical Insurance and Coding
Pharmacy Technician

WESTWOOD COLLEGE

Denver North, Colorado



Denver South, Colorado

Business Administration - Accounting and Financial Management
Business Administration - Fashion Merchandising
Business Administration - Management
Business Administration - Marketing Management
Business Administration - Retail Management
CAD - Architectural Drafting
Construction Management
Criminal Justice
Game Art
Game Software Development
Information Technology
Information Technology: Major in Cisco Network Systems
Information Technology: Major in Computer Forensics
Information Technology: Major in Systems Security
Interior Design
Medical Assisting

CONCORDE CAREER COLLEGES

Aurora, Colorado

Dental Assistant
Insurance Coding & Billing Specialist
Medical Assistant
Nursing
Practical Nursing
Radiologic Technology
Respiratory Therapy
Surgical Technologist

KAPLAN COLLEGE

Denver, Colorado

Computer Support Technician
Criminal Justice
General Practice Paralegal
Health Information Technology
Medical Assisting
Medical Billing and Coding
Medical Office Specialist
Paralegal Studies

ANTHEM COLLEGE

Aurora, Colorado

Accounting Technology
Business Management
Massage Therapy
Medical Assistant
Medical Billing & Coding
Paralegal
Surgical Technologist

INTELLITEC COLLEGES

Colorado Springs, Colorado

Grand Junction, Colorado

Pueblo, Colorado

Administrative Professional
Architectural Drafting/CAD

Automotive Technician
Computer and Network Systems Technician
Dental Assistant
HVAC-Refrigeration
Massage Therapist
Mechanical Drafting/CAD
Medical Assistant
Medical Coding and Transcription

THE OHIO & ILLINOIS CENTERS FOR BROADCASTING

Denver, Colorado

Radio and Television Broadcasting

NATIONAL AMERICAN UNIVERSITY

Colorado Springs, Colorado

Denver, Colorado

Accounting
Applied Information Technology
Applied Management
Business Administration
Business Administration Emphasis in Accounting
Business Administration Emphasis in Financial Management
Business Administration Emphasis in Human Resource Management
Business Administration Emphasis in Information Systems
Business Administration Emphasis in International Business
Business Administration Emphasis in Management
Business Administration Emphasis in Marketing
Criminal Justice
Health and Beauty Management
Health Care Management
Health Information Technology
Healthcare Coding
Information Technology
Information Technology Emphasis in Management Information Systems
Information Technology Emphasis in Network Administration/Microcomputers
Information Technology Emphasis in Network Management/Microcomputers
Master of Management
Master of Management Emphasis in Health Care Administration
Master of Management Emphasis in Human Resources Management
MBA
MBA - Health Care Administration
MBA - Human Resources Management
MBA - International Business
MBA - Management
Medical Administrative Assistant
Medical Assisting
Medical Staff Services Management
Nursing
Nursing RN-to-BSN
Organizational Leadership
Pharmacy Technician

DEVRY UNIVERSITY

Denver South, Colorado

Westminster, Colorado

Biomedical Engineering Technology



Business Administration
Computer Engineering Technology
Computer Information Systems
Electronics and Computer Technology
Electronics Engineering Technology
Game and Simulation Programming
Multimedia Design and Development
Network and Communications Management
Network Systems Administration
Technical Management

DENVER SCHOOL OF MASSAGE THERAPY

Aurora, Colorado

Westminster, Colorado

Massage Therapy

EMPIRE BEAUTY SCHOOLS

Arvada, Colorado

Aurora, Colorado

Lakewood, Colorado

Littleton, Colorado

Thornton, Colorado

Cosmetology

Esthetics

Nail Technology

INSTITUTE OF BUSINESS & MEDICAL CAREERS (IBMC)

Fort Collins, Colorado

Administrative Assistant

Business Administration & Accounting

Medical Assistant

Medical Billing & Coding

Paralegal Degree

Pharmacy Technician

Therapeutic Massage

ALLIED REAL ESTATE SCHOOLS

Correspondence & Online

US & Military

Real Estate Appraisal License - Colorado



Post-Secondary Options Beyond the Four-Year College

Community College: A Viable Option

(Gross, 2002)

What do an Academy Award nominated actor, the first female space shuttle commander, the governor of Hawaii, and the president of the NAACP have in common? All four got their start at a community college.

More and more students are enrolling in community colleges across the nation, even as media attention focuses mostly on selective four-year colleges. Why are students choosing community colleges, and should you consider a community college as a part of your college search?

The Economic Option

One reason for the growing popularity of community colleges is their relatively low tuition. Overall, the average cost of public community colleges is less than half the cost of public four-year colleges and about one-tenth the cost of private four-year colleges.

"Community college is a way for students to afford college without accumulating huge debts," says Linda Shapiro, an independent counselor (MA) and president of the New England Association for College Admission Counseling. "Two years at a community college are fairly inexpensive, so the total cost for a full four years is relatively low."

As a result, students who spend two years at a community college and then transfer to a four-year college spend less money for the same bachelor's degree as their classmates.

The Associate's Degree Option

Of course, the two-year associate's degree is a goal in itself for many community college students. Community colleges offer a wide variety of programs that train students to work in specialized fields, such as dental hygiene, computer technology, nursing, and culinary arts.

"The push for everyone to go to a four-year college ignores the fact that not everyone is suited by talent or interest to spending four years studying many of the same subjects they hated in high school," says Shapiro. "In two years, students can get training for a fulfilling and well-paying career."

The Transfer Option

For students who want the four-year degree, community colleges work with four-year colleges to make sure that students can make a smooth transfer. (You might even be able to complete your bachelor's degree through another college but at the community college.) Most community colleges maintain transfer or "articulation" agreements with a number of four-year colleges. These agreements map out exactly which community college courses will transfer to a specific four-year college. They may even guarantee admission as a junior to students who fulfill certain course work and grade requirements. For more information on whether the community college you're considering has articulation agreements with the four-year colleges that interest you, talk to an academic advisor at the community college.



Some students use their two years at community college to improve their chances of getting into a more selective four-year college.

"Almost no colleges will look at your SATs or high school grades after you complete community college," notes Scott White, a counselor at Montclair High School (NJ). Instead, you will be measured by your performance at the community college. This is good news for students with less-than-stellar high school records.

"Community college offers an opportunity to prepare for a bachelor's degree program at a college you might have been unable to be accepted to out of high school," says John Yaegel, counselor at Tenafly High School (NJ).

The Flexible Option

Most community colleges cater to students of all ages and backgrounds. As a result, you'll often find more options in class scheduling, including evening and weekend classes. Distance learning is also one of the strengths of community colleges, with a variety of courses offered online, by correspondence or by other alternative methods (such as "telecourses").

An Option for You?

Community colleges can have some drawbacks for students who want the residential college experience. The majority of community colleges do not offer dorms (although you can find some that do), and many community college students have full-time work or family obligations. As a result, you may not find the same breadth or depth of social options and extracurricular activities that you would at a traditional four-year residential college. On the other hand, community college often provides a more supportive learning environment, with smaller class sizes and an emphasis on academic and career counseling, than do larger universities.

As with all college decisions, make sure to research the specific community colleges that interest you. Like their four-year counterparts, each community college is unique, and you must decide for yourself which colleges may be right for you.

But don't automatically cross community colleges off your list. After all, they were right for actor Dustin Hoffman (Santa Monica College); the first female space shuttle commander, Eileen Collins (Corning Community College); Hawaii Governor Benjamin Cayetano (Los Angeles Harbor College); and President of the NAACP, Kweisi Mfume (Baltimore City Community College).



Career and Technical Colleges: Careers in Focus

(Gross, 2003)

If you have a clear-cut career goal and would like to get into the job market quickly, you may want to consider a technical or other specialty program. Technical colleges vary widely in majors, length of programs, cost, and other characteristics, but they have one thing in common: an emphasis on training for a specific career.

"Unlike liberal arts colleges, [technical colleges] generally place students directly in the major, and they take major-related courses in their first term," says Clayton Smith, director of admissions and marketing for SUNY (State University of New York) Cobleskill.

What careers can technical colleges prepare you for? Common fields of study include health care (practical nursing, home health aide), computers, other technology (electronics, auto mechanics, plumbing, heating and air conditioning), culinary arts, business, and more. The specific degree or certificate may vary depending on your field, but two-year associate's degrees are common. Some technical colleges do offer four-year degrees or help students who wish to transfer to a four-year college after earning their associate's. If this interests you, make sure you ask about which credits might transfer to a four-year college.

Technical colleges stress a hands-on approach to learning. At SUNY Cobleskill, for example, culinary arts students run a restaurant, and landscape development students maintain much of the college's grounds.

You should take the same care in choosing a technical college as you would in choosing a liberal arts college. Visit the campus, talk to professors and students, and check out the courses and facilities for your intended major. If you're interested in a field that changes quickly (like electronics, machine technology, or computers), make sure the equipment and facilities are up-to-date.

Attending a technical college can have some disadvantages. Because of the specialized nature of the majors, changing majors can be difficult or impossible without starting over. So do as much research as possible before you start classes: read about the career fields that interest you, "shadow" someone who works in your chosen field, and ask plenty of questions about what a typical day on the job looks like.

Financial aid is sometimes limited at technical colleges. If you choose a public or nonprofit college, you can apply for federally-funded financial aid. Students at for-profit schools cannot receive federal aid, but the schools themselves may have some financial aid available.

Keep in mind that not all technical colleges are created equal. In the past, some students have had bad experiences with a few for-profit (also called "proprietary") schools that were substandard or went out of business before classes were completed. There are many excellent proprietary schools, but it's worth the effort to research the reputation and financial stability of any technical college you're considering. Try calling a few companies in your chosen field and asking which schools are considered the best. Look for colleges that are accredited by the Council on Occupational Education (COE) or by a regional accrediting organization.

Despite these considerations, career and technical colleges can be a very good fit for students with specific career goals who are looking for hands-on training, job placement, and a quick start to a great career.



Taking Time Off: The Gap Year

(Gross, 2006)

Maybe you're tired of the academic grind. Maybe you're not sure why you're going to college or what you'll do when you get there. Maybe you yearn to explore far-away places or a career that interests you. If this sounds like you, perhaps now is the time to consider taking a year off between high school and college.

"While there is significant peer pressure, parental pressure, and school pressure to go right on to college, the adventurous few who take time off are richly rewarded," says David Rynick, executive director of Dynamy Internship Year (MA). "Taking time off before college gives you the gift of time to learn about two essential things: yourself and the world around you."

Of course, if your time off consists of nothing but watching soap operas and eating potato chips, all you'll have at the end is a wasted year. But with research and planning, you can design a semester or year that is both a great learning experience and a lot of fun.

Where Do I Start?

The essential component of successful time off is planning. There are plenty of resources for students, including books, Web sites, and your high school counselor (see below). At your school or public library, look through a guidebook or two on travel, internship, volunteer and other opportunities for high school students. What types of programs appeal to you?

Once you have an idea of what opportunities are available, think about goals you should have for your time off. Do you want to travel abroad? Learn a new language or improve your foreign language skills? Help others, either at home or abroad? Explore career interests? Challenge yourself in the outdoors?

"Have something meaningful that you want to pursue," says Shaun McElroy, director of college counseling, Escuela Campo Alegre, The American School in Caracas Venezuela, who took a year off between high school and college.

What Are My Options?

There are thousands of options for time off, as well as infinite combinations of activities. Some students participate in year-long programs. Others may combine two or more short-term programs, or plan a trip on their own or with friends. Here are some common ways to spend your time off:

Travel: Many organizations offer programs with an emphasis on traveling or living abroad. Or, you may wish to plan your own adventure.

Internships: Spend some time working in a career field that interests you. If you enjoy it, you'll have even more incentive to succeed in your chosen college major. If it's not the field for you, you'll still have plenty of time to explore other career opportunities.

Volunteer work: You can find volunteer programs both in the U.S. and all over the world. You could build houses, work with children, work on environmental projects, or a host of other activities.



Academics: Students who are not pleased with their high school records might consider a postgraduate (PG) year. The goal for a PG year is to strengthen your academic record in the hope of gaining entry to a better college.

Work: Whether you find a job at home or away, a year of work can give you extra funds to pay for college, plus valuable, real-life experience.

What About College?

Once you've decided to take time off, it's tempting to chuck the whole college search until next year. But that's not a good idea, for a number of reasons.

First, the college search and application process is much easier while you're still in high school. You have easy access to your school's college resources, your guidance counselor and teachers, and several modes of communication. You don't want to be filling out applications and trying to get counselor recommendations while you're working in the rainforests of South America.

Second, having your college plans in place can go a long way toward convincing your parents that you will go back to school after your time off. "My parents were scared that I would never go to college, but by applying I demonstrated my seriousness," remembers McElroy.

So go ahead and complete the college admission process. Then contact the college you plan to attend and ask that your admission be deferred for a semester or a year. Most colleges are very receptive to students who want to defer their admission. "Admission people across the country encourage the idea of time out before matriculation," says Bob Gilpin, owner of Time Out Associations (MA).

All of this can make you even busier than your classmates senior year.

"Taking a year off is actually more work because you should apply and get accepted to college as well as figure out what you are doing for the next year," says McElroy.

What Factors Should I Consider?

Rynick lists these questions for students to consider when planning their time off:

- What do I want to learn?
- How much structure do I want or need?
- Where in the world do I want to be?
- What kinds of things do I want to do?
- What will I do when things get very difficult? What is my emergency plan?

Another big factor is your budget. Talk to your family about your plans and about what you can afford. Some programs cost very little; others can be very expensive. Don't forget to plan for living and travel expenses as well as program fees. Students on a limited budget could consider working full-time for a summer or semester to pay for a semester-long program later in the year.

As you research and plan, don't limit yourself too much. "Take a risk," says McElroy. "Living outside of your comfort zone is an important factor in growth."



"A year off is an adventure," says Rynick. " Don't expect it to be easy. Welcome the new challenges you encounter as you enter into the ongoing process of creating the life you want to lead. The real question of life is beyond college credit."

Resources for Planning Your Time Off

Books

- *The Gap-Year Advantage: Helping Your Child Benefit from Time Off Before or During College* by Karl Haigler and Rae Nelson
- *Taking Time Off* by Gail Reardon
- *Taking a Gap Year* by Susan Griffith
- *But What If I Don't Want to Go to College? A Guide to Success Through Alternative Education* by Harlow G. Unger.
- *The Back Door Guide to Short-Term Job Adventures: Internships, Extraordinary Experiences, Seasonal Jobs, Volunteering, Work Abroad* by Michael Landes (not specifically for high-school students)
- *Alternatives to the Peace Corps: A Directory of Third World and U.S. Volunteer Opportunities* (9th Ed.) by Joan Powell (Editor)

Web Sites

- www.usagapyearfairs.org A comprehensive list of Gap Year Programs.
- A school counseling site, with a long list of program Web sites:
www.andover.edu/summerops/ilist.htm
- www.whereyouheaded.com: A consulting firm for students planning time off.
- www.gapyear.com: A large site about time-off options, including students' diaries about their year off. This is from the perspective of the United Kingdom, where gap years are very popular. Americans may need to "translate" a few things, such as references to money in British pounds.



Section VI: Support Services for Students with Learning Differences

Q & A: Rights and Responsibilities for Individuals with Disabilities

By, Deborah Leuchovius, PACER ADA Specialist

Many parents of students with disabilities have learned the basics of the Individuals with Disabilities Education Act (IDEA). However, as students and their families prepare for the transition from secondary school to postsecondary options they often find they are less familiar with the protections provided by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

It is crucial that students and their advocates become knowledgeable about their rights and responsibilities in postsecondary education because, although protections exist, the student has considerably more responsibility to request and design their own accommodations. And this responsibility is ongoing. For many students with disabilities, good self-advocacy skills will be key to success, and knowing your rights is one essential element of effective self-advocacy.

The following questions reflect those most commonly asked of staff regarding the ADA and postsecondary institutions.

Q. How does the ADA affect postsecondary schools?

A. Title II of the ADA covers state funded schools such as universities, community colleges and vocational schools. Title III of the ADA covers private colleges and vocational schools. If a school receives federal dollars regardless of whether it is private or public it is also covered by the regulations of Section 504 of the Rehabilitation Act requiring schools to make their programs accessible to qualified students with disabilities.

Q. What are the differences between the ADA and Section 504?

A. For most postsecondary schools, there are not many practical differences. Although Section 504 only applies to schools that receive federal financial assistance, the reality is that most postsecondary schools do receive federal dollars. In addition, the ADA Title II requirements affecting state funded schools were modeled on Section 504. Only private postsecondary institutions that do not receive government funds are not covered by the broader 504 or ADA Title II requirements. Under Title III of the ADA these schools have a lower standard of burden in other words, assuming their resources are less, they wouldn't have to do as much as government-funded schools. But they are still required to accommodate students with disabilities in similar ways.

Q. How does the ADA and Section 504 affect admissions requirements?

A. The postsecondary program cannot have eligibility requirements that screen out people with physical or mental disabilities. Application forms cannot ask applicants if they have a history of mental illness or any other disability. Institutions may impose criteria that relate to safety risks but these criteria must be based on actual risk and not on stereotypes or assumptions. It is also illegal for an institution to serve students with disabilities differently because it believes its insurance costs will be increased. (It is illegal for insurance companies to refuse to insure,



continue to insure, or limit the amount of insurance solely because individuals with disabilities are to be included in a program unless the practice is based on sound actuarial principles or actual experience.)

Q. What do postsecondary programs generally have to do for students with disabilities?

A. A school may not discriminate on the basis of disability. It must insure that the programs it offers, including extracurricular activities, are accessible to students with disabilities. Postsecondary schools can do this in a number of ways: by providing architectural access, providing aids and services necessary for effective communication, and by modifying policies, practices and procedures.

Q. What are the architectural accessibility requirements that affect postsecondary educational programs?

A. Buildings constructed or altered after June 3, 1977, must comply with the relevant accessibility code required by Section 504 and, after Jan. 26, 1992, the ADA. Buildings constructed before the 1977 date need not be made accessible if the college or school can ensure that its students with disabilities enjoy the full range of its programs through other means such as relocating classes to an accessible building. All programs and services, however, must be provided in an integrated setting. In some instances, architectural access may be the only way to make a program accessible.

Q. Does the college that accepted me into its program have to provide me with an accessible dorm room?

A. Yes, if that is what they provide to students without disabilities. A school that provides housing to its students must provide comparable accessible housing to students with disabilities at the same cost as to others. This housing should be available in sufficient quantity and variety so that the housing options available to students with disabilities are equivalent to those without disabilities.

Q. What kinds of aids and services must postsecondary institutions provide to insure effective communication?

A. Qualified interpreters, assistive listening systems, captioning, TTYs, qualified readers, audio recordings, taped texts, Braille materials, large print materials, materials on computer disk, and adapted computer terminals are examples of auxiliary aids and services that provide effective communication. Such services must be provided unless doing so would result in a fundamental alteration of the program or would result in undue financial or administrative burdens. [Note: According to a 1992 publication on the ADA and postsecondary education by the Association on Higher Education and Disability (AHEAD), the Department of Education has never accepted an argument for undue financial burden under Section 504.] Public entities must give primary consideration to the individual with a disability's preferred form of communication unless it can be demonstrated that another equally effective means of communication exists.

Q. How would postsecondary programs modify their policies, practices or procedures to make programs accessible?

A. The most challenging aspect of modifying classroom policies or practices for students with disabilities is that it requires thought and some prior preparation. The difficulty lies in the need to anticipate needs and be prepared in advance. The actual modifications themselves are rarely substantive or expensive. Some examples are rescheduling classes to an accessible location; early enrollment options for students with disabilities to allow time to arrange accommodations; substitution of specific courses required for completion of degree requirements; allowing service



animals in the classroom; providing students with disabilities with a syllabus prior to the beginning of class; clearly communicating course requirements, assignments, due dates, grading criteria both orally and in written form; providing written outlines or summaries of class lectures, or integrating this information into comments at the beginning and end of class; and allowing students to use notetakers or tape record lectures. Modifications will always vary based on the individual student's needs. Modifications of policies and practices are not required when it would fundamentally alter the nature of the service, program, or activity.

Q. I am planning to attend a college that provides transportation to classes on the campuses of other colleges in a local consortium. Do they have to provide me with wheelchair accessible transportation?

A. Yes, under the ADA, the college is obligated to provide equivalent transportation for its students with disabilities.

Q. Can a school charge me for the cost of providing an accommodation?

A. No.

Q. Do I have to provide documentation of my disability to request accommodations?

A. Schools may request current documentation of a disability. If a person obviously uses a wheelchair or is blind or deaf, no further documentation may be necessary. For those with hidden disabilities, however, such as learning disabilities, psychiatric disabilities or a chronic health impairment, it is reasonable and appropriate for a school to request documentation to establish the validity of the request for accommodations, and to help identify what accommodations are required.

Q. What kind of documentation might be necessary?

A. Documentation should be completed and signed by a professional familiar with the applicant and the applicant's disability such as a physician, psychologist or rehabilitation counselor. It should verify the disability and suggest appropriate accommodations. If previous documentation exists, it will likely be sufficient unless it is not current (usually no more than three years old). If no current documentation is available, it is the responsibility of the student to have new documentation prepared. This can mean paying to have an appropriate professional conduct a new evaluation. It would be prudent to get an evaluation the year before you leave high school. This information is confidential and not a part of the student's permanent record.

Q. Are students with disabilities required to disclose their disability?

A. If you do not require any accommodations, you can choose to keep this information private. If you do need accommodations because of your disability, however, you must disclose in order to receive them. A school cannot provide any service, modification or accommodation when it does not know one is required. It is a student's responsibility to make their needs known in advance. This process is often facilitated by an Office for Students with Disabilities. It is then the school's responsibility to work with the student to make reasonable modifications or provide appropriate services in a timely way.

Q. Are schools required to make testing accommodations for students with disabilities?

A. Yes. Schools must establish a process for making their tests accessible to people with disabilities. Schools can do this by providing appropriate accommodations to students with disabilities. Remember, each student's needs are individual, but examples of accommodations include allowing a student extended time to complete a test or providing a distraction-free



space, sign language interpreters, readers, or alternative test formats. [Note: Testing accommodations are also required of agencies which administer college entrance exams, the agencies or businesses that administer licensure and certification tests that establish one's professional credentials such as bar exams, etc., and the businesses that offer classes to help individuals prepare to take these exams.]

Q. What is the purpose of testing accommodations?

A. The purpose of providing testing accommodations is to enable individuals with disabilities to demonstrate their mastery of the subject matter being tested not to provide lesser academic or professional standards for people with disabilities. Accommodations may affect how a test is taken, but not what it measures.

Q. What should I do if my instructor refuses or neglects to make the accommodations I requested?

A. Sometimes individual instructors are not familiar with the requirements of ADA or Section 504, or the purpose of accommodating students with disabilities. It is not unusual to encounter instructors who feel classroom or testing accommodations give students with disabilities an unfair advantage over other students. It is a school's responsibility, however, to educate their faculty about the purpose of accommodations and their legal obligations, and to assist them with the logistics of providing accommodations. Many postsecondary schools have an Office of Services for Students with Disabilities that serves as a liaison between students and faculty, and can advocate for reasonable accommodations. If your school does not have such an office, government-funded programs are required by law to have an ADA/504 Coordinator. You can contact this person at your school to get help to resolve the situation or file an internal complaint if necessary.

Q. What if informal attempts to resolve the problem are unsuccessful?

A. If your situation cannot be resolved informally, you can follow an institution's internal grievance procedure. All government-funded educational institutions are required to have an internal grievance procedure. You also have the right to file an ADA or 504 complaint with the Office of Civil Rights (OCR) of the U.S. Department of Education. You have only 180 days after the date of a discriminatory action to file a complaint. Such complaints can take considerable time for the OCR to investigate. You may opt to file a private lawsuit in federal court. If you are successful in your suit, the ADA provides for "injunctive relief" (this means providing the access that was denied or not provided) and attorney's fees. Damages are generally not available unless it can be established that the discrimination was intentional.

Q. How do the ADA and Section 504 affect my options for postsecondary education?

A. Because these laws require both private and government-funded postsecondary programs to make their programs accessible, they should widen the number of options that are available to students with disabilities. If you are interested in a specialized field of study that is not widely offered, it is empowering to know that as long as you meet a program's requirements, you cannot be discriminated against on the basis of disability. You cannot be excluded from a program because an institution does not have experience in accommodating students with disabilities.

On the other hand, from a practical perspective, students with disabilities would be well advised to consider this very factor. All postsecondary programs may be affected by the ADA, but not all have integrated its provisions or adopted a welcoming attitude. Students should not need to spend excessive time practicing their self-advocacy skills at the expense of acquiring an academic education. Consider what accommodations you require, your comfort level as a self-



advocate, and the services and supports currently in place at the academic or vocational institution you are considering in addition to the reputation of the program and the convenience of the school's geographic location.

Does the school have an office serving students with disabilities? Have they appointed an ADA/504 Coordinator? Do they have a grievance policy established? Have they published a notice of nondiscrimination? Have faculty received any disability awareness training? How does one request accommodations? Can you enroll in classes early to allow you a chance to locate your classroom, identify barriers and discuss accommodations with your instructors?

Q. Does the ADA provide funding for students with disabilities?

A. No. The ADA is a civil rights law and does not provide any direct services or funding to students with disabilities. Students with disabilities are eligible for the same scholarships and loans as other students. However, some students with disabilities who do not qualify for specific financial aid programs because their disability prevents them from taking the full course-load required, can be accommodated by adapting the full-time or part-time course-load requirements to a level appropriate to the individual's capacity. Students with disabilities may also be eligible for funding from other special programs.

If you qualify for vocational rehabilitation services through your state vocational rehabilitation program, you may be eligible to receive tuition support as part of your plan of services. To find out more, contact Project PRIDE at PACER (952-838-9000), Minnesota State Services for the Blind (612-642-0500), or the Division of Rehabilitation Services (612-296-5616).

Q. Where can I get more information on this subject?

A. Other organizations which publish helpful information on postsecondary education for students with disabilities are:

HEATH Resource Center
The George Washington University
2121 K Street, NW Suite 220
Washington, DC 20037
Voice/TTY: 202-973-0904 or Toll Free 1-800-544-3284
Fax: 202-973-0908
Web: <http://www.heath.gwu.edu>
E-mail: askheath@heath.gwu.edu

AHEAD
P.O. Box 540666
Waltham, MA 02454 USA
Voice/TTY: 781-788-0003
Fax: 781-788-0033
Web: <http://www.ahead.org>
E-mail: AHEAD@ahead.org



Spectrum of Disability Services in Post-Secondary Education

Basic Services:

Disability Services Center meets the basic requirements under 504 and ADA

Center may or may not have a contact person to call with questions and concerns

Center may have limited policies at the institution about students with learning differences

Coordinated Services:

Disability Services Center goes above the basic requirements under 504 and ADA

Center most likely has a member of the staff who is directly responsible for running the program

Center has policies at the institution that supports students with learning differences

Center offers support services: tutoring, peer-tutoring, counseling, etc.

Fee-Based Services:

Disability Services Center offers services that are specific to the needs of the students. Tutorial services are offered, which exceeds ADA mandates. Center goes far above the basic requirements of 504 and ADA.

Center employs a Director and full-time trained staff to run the program

Individual and small group tutorials

Tutorials are designed for individual students according to their needs

Academic advising

Access to computers & software specific to learning

Supplemental Services:

Services offered to enhance a student's education, skills, and knowledge base.

Programs offered around the countries that are often offered outside of an institution.

Often, services cost money in addition to college tuition.



Post-Secondary Programs for Students with Learning Differences

Basic Services	Coordinated Services	Structured Support	Supplemental Services
Colorado State University Colorado State University-Pueblo Fort Lewis College Mesa State College University of Northern-Colorado Western State College Johnson and Wales	Colorado College Metro State College Regis University University of Colorado-Boulder University of Colorado-Denver University of Colorado-Colorado Springs	University of Denver Outside of CO: Curry College, MA Mitchell College, CT Dean College, MA University of Arizona, AZ Beacon College, FL Landmark College, VT Lynn College, FL	Collegiate/Work Supplemental Services: College Achievement Program at DA College Internship Program College Living Experience Thames Academy Alternative Supplemental Services: Dynamy Internship Year School to Work Alliance Program Lifelong Adult Services Independent Living Experience

***To see a longer list of Structured Support Programs, read the *K & W Guide for Students with Learning Disabilities, 2010*.

Example Pricing for Structured Support Programs for Students with LDs:

University of Denver, Denver, CO, Learning Effectiveness Program: \$3,300/year

- One-on-one student driven weekly support sessions with LEP Academic Counselors
- Individual, subject-specific tutoring through our LEP Tutoring Center
- Extensive writing development
- Student groups and activities
- Time management and organization skill development

Curry College, Milton, MA, PAL Program: \$6,500

- Students receive 2.5 hours of one-on-one weekly support
- Students receive 3 credit hours/semester by enrolling in PAL
- Student receive ongoing academic counseling
- Resource center gathers all special testing materials for students
- All freshman enrolling in PAL must do the highest level of support at 2.5 hours per week divided over a few days per week. After first year, can opt for 1 hour per week. Cost: \$6,500 (Highest Support), \$3250 (1 hour per week)

Mitchell College, New London, CT, LRC Program: \$6,800

- **Comprehensive Support (Level I)** is an individualized academic support service for students with documented Learning Disabilities and/or ADHD. At this level of support, students will attend up to 4 weekly sessions of academic support on an individual and small group basis. **\$6,800 per year**



- **Enhanced Support (Level II)** continues to offer individualized academic support service for students with documented Learning Disabilities and/or ADHD, but with less intensive and less directed support. At this level, students will attend up to TWO weekly sessions of academic support on an individual and small group basis. **\$3,400 per year**

Dean College, Franklin, MA, Arch Learning Community: \$7,000/year

Includes:

- Three (3) Arch designated courses. These courses are smaller in size and are taught by faculty committed to the Arch Learning Community mission.
- Pre-semester Arch Orientation Program
- Student Success Seminar.
- Three (3) hours of Personalized Learning Services (academic coaching) each week.
- Arch-specific academic advising through the Dean College Learning Center.

University of Arizona, Tucson, AZ, SALT Program: \$4,900

Based upon the student's request there are options to utilize one-on-one appointments for the review of course content, group review sessions prior to upcoming exams, and walk-in services through the Math/Science and Writer's Labs.

- One-on-one tutoring designed to meet students' individual needs.
- Small group tutoring by specific subject area conducted by a tutor for two or more students in a common course.
- Large group reviews conducted by two or more tutors for a group of students before exams
- Writer's Lab: Assistance for any writing assignment across the curriculum. Walk-in and appointments available.
- Math and Science Lab: Assistance for lower division university math and science classes, Pima College math classes and the math readiness exam. Walk-in and appointments available.

Collegiate/Work Supplemental Services for Students with LDs:



College Achievement Program at Denver Academy, Cost: Tier 1- \$5,500, Tier 2- \$8,000, Tier 3- \$10,500

www.denveracademy.org/cap

The College Achievement Program (CAP) is a differentiated, holistic support program focusing on academic success and independence for students after high school. CAP students work with specialists—individually and with their student cohorts—on academic and/or social and independent living skills. Students receive support through text, email, and phone reminders; one-on-one meetings; and coordinated communication among students, instructors, and parents. CAP has varied levels of support available to meet the specific needs of students.



The **Academic Support Seminar** focuses on the academic skills necessary for success in higher education. Students are co-enrolled in the Academic Support Program and in a community college, four-year university or vocational program. Examples of seminar topics include writing/reading for college, note taking, test taking, study strategies, career prep and self-advocacy.

The **Life Skills Seminar** focuses on the skills necessary to be independent after high school. Meant to provide support for students who intend to enroll in higher education at some point, the curriculum works to hone day-to-day skills necessary for independence, including money management, cooking, transportation, career preparation, goal setting and self-advocacy.

College Internship Program, CA, MA, NY, FL, IN, Cost: \$42,900 to 75,500 + room/board

www.cipworldwide.org

CIP's full-year postsecondary programs provide young adults with Asperger's, High-Functioning Autism, ADHD, Nonverbal and other Learning Differences with the social, academic, career and life skills necessary for success.

- Students attend college or take part in career development classes along with comprehensive social, academic, career and life skills curriculum.
- Year-round programs located in Massachusetts, Florida, Indiana, California and New York
- Two-week teen summer programs on college and university campuses in the US.
- Residential apartment living support includes organization, recreation, planning and time management, food shopping, menu planning, cooking and cleaning instruction.
- Advisors work individually with students on banking and budgeting, weekly goal setting, self-assessments, personal advising and communication with parents.

College Living Experience, Denver, CO, Cost: \$39,000 + room/board

With the help of College Living Experience (CLE), young adults with learning disabilities are experiencing independence as college students. College Living Experience helps special needs students attend universities, community colleges and technical and vocational schools near one of the five CLE locations across the country.

CLE is a comprehensive program that provides young adults with the opportunity to pursue higher education and transition into their next life stage – independent adulthood. Our staff works closely with students to provide structured tutoring to develop academic skills, group outings to facilitate the development of social skills and instruction in independent living, such as grocery shopping, cooking and paying bills. Students live in apartments near the CLE offices and receive intensive support to achieve their goals.

Thames Academy, New London, CT, Cost: \$42,000

<http://community.mitchell.edu/page.aspx?pid=500>

Thames Academy is a post-grad (PG) or pre-college transitional experience. It is a year of academic preparation that students take between the end of their secondary school/high school education and the start of their college studies. Unlike traditional post-grad programs at independent or prep schools, Thames Academy at Mitchell College provides college level courses for credit. Located on Mitchell College campus, the Academy provides a highly structured residential program within a collegiate environment and co-curricular interaction with two-year and four-year students. Students who embark upon this distinctive transitional year will have already obtained their high school diploma and are college age.



Alternative Supplemental Services:

Dynamy Internship Year, Worcester, MA, Cost: \$27,000/year or \$13,500 for 1 semester

www.dynamy.org

The gap year for students like you who want to learn differently through customized, hands-on experiences, and live in a college city with like-minded peers.

- Explore your interests in Internships
- Learn through Adventure Challenges
- Live with peers in an Apartment
- Serve others through Community Service
- Develop meaningful skills in Workshops
- Choose to take College Seminars
- *Create your life* with the help of your Advisors

School to Work Alliance Program, Denver, CO, Cost: Free

http://www.cdhs.state.co.us/dvr/par_SWAP.htm

The School to Work Alliance Program (SWAP) was developed through collaborative agreements among the Colorado Department of Education, the Division of Vocational Rehabilitation, and community based organizations to provide counseling and guidance, job development, job placement, on-the-job training and job-site support to assist young people with disabilities to become employed and self sufficient. Locally based teams, including educators, Vocational Rehabilitation Counselors, SWAP providers, and partnering community agencies assist in structuring the program around the economic and employment needs of the local community. Programs are typically housed outside of the school setting and in centrally located facilities. Swaps are staffed and managed by community-based coordinators and specialists with extensive experience in business, education, social work and public health. The Division's School to Work Alliance Program operates in 149 of the State's 176 school districts.

Lifelong, Denver, CO, Cost: Varies by Service

<http://www.lifelongaes.com>

303-573-0830

Lifelong is a psychological and educational practice that has served individuals with disabilities since 1993. Lifelong provides specialized instruction, group counseling and consultation to people with AD/HD, learning disabilities, and/or development disabilities.

Independent Living Experience, Denver, CO, Austin, TX:

www.independentlivingexperience.com

844-664-9333

While some clients require minimal supports for maintenance purposes, other clients require more intensive supports such as when searching for a career or volunteer opportunity, or when living on their own for the first time. Whether a person has developmental or physical disabilities, they work with the individual and their family to determine the potential possibilities.

Specialized Programs for Asperger's Syndrome

University of Connecticut, Storrs, CT



Marshall University, Marshall, W. Virginia
University of Alabama (Autism Spectrum)
Rutgers University, New Brunswick, NJ
Fairleigh Dickinson, Hackensack, NJ (COMPASS Program)
Pace University, NY
University of W. Kentucky
Taft College, CA
Beacon College, FL



College Achievement Program Menu of Services:

The College Achievement Program (CAP) is a differentiated, holistic support program focusing on academic success and independence for students after high school. CAP students work with specialists, individually and with their student cohorts, on academic, social and independent living skills.

Tier 1 – Basic Support

- 2 Hours of 1-on-1 support per week
- Life Skills Seminar each month
- Academic Seminar each month
- Can be tailored for distance learning at a discounted rate

Tuition: \$5,500 for the academic year

Tier 2 – Coordinated Support

- 4 Hours of 1-on-1 support per week
- Life Skills Seminar each month
- Academic Seminar each month

Tuition: \$8,000 for the academic year

Tier 3 – Structured Support

- 6 Hours of 1-on-1 support per week
- Life Skills Seminar each month
- Academic Seminar each month

Tuition: \$10,500 for the academic year

Summer Program

- One-one-one Support available
- Post-secondary Skills Seminar available
- Post-secondary Search & ACT/SAT preparation Seminar available
- Select from options to fit your specific needs



Tuition: Prices are based on number of hours and seminars selected.
Contact us for more details.

Topics include: goal setting, self-advocacy, healthy living, understanding your learning profile, money management, utilizing public transportation, reading and writing for life, career skills, social skills, decision making and problem solving, time management, reading and writing for college, effective note taking, and test preparation.

For more information or to enroll, please contact Gayle Bell at: cap@denveracademy.org, 303-777-5870 ext. 334



Other LD Friendly Colleges

This information was compiled by Charles Brown, *The Director of College Counseling* at The Gow School. It is not an exhaustive list. Many good schools and programs have not been reviewed, and standards vary over time. While this chart is a starting point, it is NOT meant to replace careful research and exploration.

College	City	State	Support	Admissions	
Auburn University	Montgomery	AL	3	3	
University of Alabama	Birmingham	AL	3	3	\$
University of the Ozarks	Clarksville	AR	2	4	\$
Arizona State University	Tempe	AZ	2	2	
University of Arizona	Tucson	AZ	1	2	\$
California State	Long Beach	CA	3	3	
California State	North Ridge	CA	2	3	
California State	San Bernardino	CA	2	3	
University of California	Irvine	CA	3	3	
Cal State University	Fullerton	CA	3	4	
Pepperdine University	Malibu	CA	3	2	
UCLA	Los Angeles	CA	3	2	
Humboldt State University	Arcata	CA	3	3	
Regis University	Denver	CO	2	3	\$
University of Colorado	Boulder	CO	3	2	
University of Colorado	Colorado Springs	CO	3	3	
University of Denver	Denver	CO	2	2	\$
Western State University	Gunnison	CO	3	4	
Allen Institute		CT	1	Special	
Mitchell College		CT	2	4	
University of Connecticut	Storrs	CT	2	2	
University of Southern CT		CT	2	3	
University of Hartford	Hartford	CT	3	3	
American University	Washington	DC	3	2	
Barry University	Miami Shores	FL	2	3	\$
Florida A&M	Tallahassee	FL	2	3	
Lynn University	Boca Raton	FL	2	4	\$
Beacon College	Leesburg	FL	1	Special	
College Living Experience	Davie	FL	1	Special	
Brenau University	Gainesville	GA	3	3	
Reinhardt College	Waleska	GA	2	3	\$
University of Georgia	Athens	GA	2	2	
Georgia Southern University	Stateboro	GA	2	3	
Valdosta State University	Valdosta	GA	2	3	
Loras College	Dubuque	IA	3	3	\$



Graceland College	Lamoni	IA	3	3	\$
Barat College	Lake Forest	IL	2	3	\$
DePaul University	Chicago	IL	2	2	\$
Roosevelt University	Chicago	IL	2	3	\$
Southern Illinois University at	Carbondale	IL	1	3	\$
Anderson University		IN	2	3	
University of Indianapolis	Indianapolis	IN	2	3	\$
Indiana University East	Richmond	IN	3	3	
Vincennes University	Vincennes	IN	3	4	\$
Pittsburgh State University	Pittsburgh	KS	3	4	
Centre College		KY	3	3	
Eastern Kentucky University	Richmond	KY	2	4	
Murray State University		KY	2	3	\$
Louisiana College	Pineville	LA	2	4	\$
Nicholls State University	Thibodaux	LA	3	3	
Loyola University	New Orleans	LA	2	3	
American International College	Springfield	MA	1	3	\$
Boston University	Boston	MA	3	2	\$
Bradford College	Boston	MA	2	3	\$
Curry College	Boston	MA	1	4	\$
Fitchburg State College	Fitchburg	MA	3	3	
Mount Ida College	Boston	MA	2	4	\$
North Adams State College	North Adams	MA	3	3	
UMass Amherst	Amherst	MA	3	2	
Northeastern University	Boston	MA	2	3	\$
Western Maryland College	Westminster	MD	3	3	\$
Towson State University		MD	3	3	
Unity College		ME	3	4	
University of New England	Biddeford	ME	3	4	
Suomi College	Hancock	MI	3	4	
Western Michigan University	Kalamazoo	MI	3	3	
Augsburg College	Minneapolis	MN	2	3	
University of Minnesota	Duluth	MN	3	3	
University of St. Thomas	St. Paul	MN	3	3	
Westminster College	Fulton	MO	2	2	\$
University of Mississippi	University	MS	3	3	
Wingate University	Wingate	NC	2	4	
Union College	Lincoln	NE	2	4	\$
New England College	Henniker	NH	3	4	
Centenary College	Hackettstown	NJ	2	4	\$
Fairleigh Dickinson	Hackensack	NJ	1	3	
New Jersey City University	Jersey City	NY	2	3	
University of Nevada	Reno	NV	1	3	
Adelphi University	Garden City	NY	2	3	\$
Concordia College	Bronxville	NY	2	3	\$
Dowling College	Oakdale	NY	1	4	\$
Hofstra University	Hempstead	NY	2	3	\$
Iona College	New Rochelle	NY	3	3	\$
Long Island U, CW Post	Brookville	NY	2	3	\$
Manhattan College	New York City	NY	2	3	
Manhattanville College	Purchase	NY	1	3	\$



Marist College	Poughkeepsie	NY	3	2	\$
Marymount Manhattan College	New York City	NY	2	3	\$
Molloy College	Rockville Center	NY	3	3	\$
New York University		NY	3	1	
Rochester Institute of Technology	Rochester	NY	2	2	\$
St. Thomas Aquinas College	Sparkill	NY	1	3	\$
Mercy College	Dobbs Ferry	NY	1	4	\$
Medaille College	Buffalo	NY	3	4	
Syracuse University	Syracuse	NY	2	2	
Keuka College	Keuka Park	NY	2	3	
New York Institute Technology	Old Westbury	NY	1	3	\$
Paul Smiths College	Paul Simths	NY	3	3	
Ithaca College	Ithaca	NY	3	2	
College of Mount St. Joseph	Cincinnati	OH	1	3	\$
Muskingum College		OH	1	3	\$
University of Toledo	Toledo	OH	3	4	
Ursuline College		OH	3	4	
Wright State University	Dayton	OH	3	4	
University of Cincinnati	Cincinnati	OH	3	3	
California U of Pennsylvania	California	PA	2	4	\$
College Misericordia	Dallas	PA	2	3	
Drexel University	Philadelphia	PA	3	1	
Edinboro U of Pennsylvania	Edinboro	PA	2	3	\$
Gannon University	Erie	PA	2	2	\$
Harcum College	Bryn Mawr	PA	2	3	\$
King's College	Wyoming	PA	3	2	
Mercyhurst College	Erie	PA	2	2	\$
University of Pittsburgh	Pittsburgh	PA	3	1	
Johnson and Wales University	Providence	RI	2	4	
Limestone College	Gaffney	SC	1	3	\$
College of Charleston	Charleston	SC	3	1	
Northern State University	Aberdeen	SD	3	4	
University of Memphis		TN	3	3	
University of Tennessee	Chattanooga	TN	3	3	\$
University Tennessee	Martin	TN	3	3	
Schreiner College	Kerrville	TX	2	3	\$
Southwest Texas University	San Marcos	TX	3	3	
University of Utah	Salt Lake	UT	3	3	
Utah State University		UT	3	3	
Landmark College	Putney	VT	1	4	
University of Vermont	Burlington	VT	2	2	
Green Mountain College	Poultney	VT	3	3	
Southern Vermont College	Bennington	VT	3	3	
Johnson State College	Johnson	VT	2	3	
Lyndon State College	Lyndon	VT	3	4	
University of Wisconsin	Oshkosh	WI	3	3	
University of Wisconsin	Whitewater	WI	3	3	
Ripon College	Ripon	WI	2	3	
Saint Norbert's College		WI	3	3	
Davis and Elkins College	Elkins	WV	1	4	\$
Marshall University		WV	1	4	\$



West Virginia Wesleyan College	Buckhannon	WV	2	3	\$
Bethany College	Bethany	WV	2	3	

CANADA

University of Alberta		AL	3	2	
Mount Allison University		NB	1	3	
Carleton University	Ottawa	ON	2	2	
Brock University		ON	2	4	
Queen's University	Kingston	ON	3	1	
Windsor University	Windsor	ON	3	3	
York University		ON	3	2	
Trent University	Trent	ON	2	3	
University of Guelph	Guelph	ON	2	3	
University of Ottawa	Ottawa	ON	2	3	
Wilfrid Laurier University	Waterloo	ON	2	3	

Sources:

1. *Peterson's Colleges for Students with Learning Disabilities or ADD* (7th Ed.), Petersons/Thomson Learning, Lawrenceville, NJ, 2003: ISBN 0-7689-1268-7
2. Midge Lipkin, PhD., *Schoolsearch Guide to Colleges with programs or services for students with Learning Disabilities* (3rd Ed.), Schoolsearch, Belmont, MA, 1999: ISBN 0-9620326-7-0
3. Kravets, M, and Wax, I; *K&W Guide to Colleges for Students with Learning Disabilities or ADD* (7th Ed.), The Princeton Review, ©2003): ISBN 0-375-76357-0
4. Seldenthuis, D and LaPlante, C; *The Directory of Canadian Universities* (33rd Ed.), Association of Universities and Colleges of Canada, Ottawa, 1999: ISBN 0-88876-192-9
5. Hobson's CollegeView



Questions to Ask When Inquiring About Learning Differences Programs in College

- Does this college require standardized college admissions test scores? If so, what is the range of scores for those admitted?
- For how many students with learning disabilities does the campus currently provide services?
- What are their major fields of study?
- What types of academic accommodations are typically provided to students with learning disabilities on your campus?
- Will this college provide the specific accommodations I need?
- What records or documentation of a learning disability is necessary to arrange academic-accommodations for admitted students?
- How is the confidentiality of applicants' record, as well as those of enrolled students protected? Where does the college publish Family Education Rights and Privacy Act guidelines which I can review?
- How is information related to the documentation of a learning disability used and by whom?
- Does the college or university have someone available who is trained and understands the needs of students with learning disabilities?
- What academic and personal characteristics have been found important for students with learning disabilities to succeed at this college?
- How many students with learning disabilities have graduated in the past 5 years?
- What is the tuition? Are there additional fees for learning disability-related services? If so what services beyond those required by Section 504 and the ADA do you get for those fees?
- What type of support is available for students with learning disabilities?
- Is the program monitored by a full-time professional staff member?
- Has the program been evaluated, and if so by whom?
- Are there any concerns for the future of the program?
- Who counsels students with learning disabilities during registration, orientation and course selection?



- How does the school propose to help with the specific disability?
- Which courses provide tutoring?
- What kind of tutoring is available, and how does it—peers or staff?
- Is tutoring automatic, or must the student request assistance?
- How well do faculty members accept students with learning disabilities?
- May students with learning disabilities take a lighter load?
- Are courses in study skills or writing skills offered?
- Have counselors who work with students with learning disabilities received special training?
- How do students on campus spend their free time?
- May students with learning disabilities take more time to graduate?



Recommended Books for the Search

The Colorado Collegiate Handbook

Published annually this comprehensive handbook serves as a resource for counselors, teachers and administrators, but especially for students and their parents. Specifically, the handbook includes:

- A glossary of collegiate terms
- College day and college night programs held locally throughout Colorado in the fall
- College admissions and placement testing
- Information for transfer students
- Transfer requirements for four-year schools
- Financial aid/scholarship information
- Athletics
- Costs
- Detailed descriptions of colleges/universities in Colorado
- Index of courses, majors, and fields of study offered in Colorado
- Addresses, websites and phone numbers

Costs: **\$5.00** per copy

<http://www.coloradocouncil.org/resources/pdf/handbook-order-form.pdf>

K and W Guide for Students with Learning Disabilities

Hundreds of thousands of students with learning disabilities head to college every year. The challenges seem endless. Aside from coping with difficulties in learning, students and their families face the daunting process of seeking out the right school for their specific needs.

This indispensable resource includes:

- Advice from specialists in the field of learning disabilities
- Learning-disabled programs' admission requirements and graduation policies
- Services available to learning disabled students at each college: tutors, note-takers, oral exams, extended test time, and more
- Policies and procedures regarding course waivers or substitutions
- Names, phone numbers, and email addresses of program administrators at each school
- Strategies for finding the right program for each student's needs

ISBN-13: 978-0375763571

Colleges that Change Lives

Prospective college students and their parents have been relying on Loren Pope's expertise since 1995, when he published the first edition of this indispensable guide. This new edition profiles 41 colleges—all of which outdo the Ivies and research universities in producing performers, not only among A students but also among those who get Bs and Cs. Contents include:



- Evaluations of each school's program and "personality"
- Candid assessments by students, professors, and deans
- Information on the progress of graduates

This new edition not only revisits schools listed in previous volumes to give readers a comprehensive assessment, it also addresses such issues as homeschooling, learning disabilities, and single-sex education.

ISBN-13: 978-0143037361

College Success for Students with Learning Disabilities

Planning for college can be one of the biggest moments in a teen's life, but for those students with learning and other disabilities, the college experience can be fraught with frustration, uncertainty, and lowered self-confidence. *College Success for Students with Learning Disabilities* offers teens the confidence, strategies, and guidance they need to effectively choose a college, get prepared for university life, and make the most of their collegiate experience.

The book covers pertinent topics such as understanding the rights and responsibilities of students with special needs, talking to professors and peers, getting involved, asking for and receiving accommodations, and utilizing one's strengths to meet and exceed academic standards. This unique reference book also includes advice from current college students with disabilities to empower future students and provide them with hope for success.

ISBN-13: 978-1593633592



Section VII: Resources

Below are links to resources that you may find helpful in your college search. You also can find these links at the DA webpage on the “College and Transition Program” site.

Online Search Resources:

Princeton Review: <http://www.princetonreview.com/>

A great resource to use when looking for information about schools and ACT/SAT Prep.

The Common Application: <https://www.commonapp.org/>

Apply to hundreds of schools with the same Common Application.

College in Colorado: <http://www.collegeincolorado.org/home.aspx>

A comprehensive resource for Colorado students. Use this website when starting the college search and learning about financing college.

The Early Experience Program:

<http://admission.du.edu/admissions/apply/earlyexperience.asp>

This program at the University of Denver provides college experience for high school students.

Colorado Department of Higher Education: <http://highered.colorado.gov/dhedefault.html>

This website has specific information about Colorado colleges, admissions and requirements.

CCHE Admissions Requirements:

<http://highered.colorado.gov/Academics/Admissions/coursecompletion.html>

The CCHE index is used as a measure for admissions into many of Colorado’s colleges. Use the CCHE table to calculate your index based on your GPA and test scores.

Colleges That Change Lives: <http://www.ctcl.org/>

Colleges That Change Lives, Inc. is a non-profit organization dedicated to the advancement and support of a student-centered college search process.

College Prowler: <http://collegeprowler.com/>

This Web site is written by students, for students. The inside scoop on colleges.

College Confidential: <http://www.collegeconfidential.com/>

An excellent website for college search.

Fair Test: <http://www.fairtest.org/university/optional>

This list includes 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.

College Searches for Students with Learning Differences:

College for Students with ADD: <http://www.addvance.com>



AHEAD Website: <http://ahead.org/>
Web page for AHEAD, Association on Higher Education and Disability.

University Learning Center: <http://www.studentaffairs.arizona.edu>
From the University of Arizona: time management, organization, stress management.
Interactive site.

LD Resources: <http://www.ldresources.com/>
Contains a wide variety of resources for parents and students.

LD Online: <http://www.ldonline.org>
Hosts a series of articles on college readiness.

Kid's Source Online: <http://www.kidsource.com>
Provides a section on "College Planning for Students with Learning Differences."

The Advocacy Institute: <http://www.advocacyinstitute.org/>
Gives information on searching for an LD support program in college.

Standardized College Testing Information:

ACT Information and Registration: <http://www.act.org/>

SAT Information and Registration - College Board : <http://www.collegeboard.com>

Financial Aid Links

Student Financial Assistance: <http://studentaid.ed.gov>

Free Application for Federal Student Aid : <http://www.fafsa.ed.gov/>

Fast Aid: <http://www.fastaid.com/>
Provides the largest private sector scholarship database.

FastWeb: <http://www.fastweb.com/>
Provides a fast search with periodic updates of the most comprehensive financial aid information available. Students input data about their personal and college interests and college choices and fifteen minutes later a list of suitable scholarships and/or loan programs will be produced.

FinAid: <http://www.finaid.org/>
Offers a free service by which a family can calculate its estimated "Expected Family Contribution" number. This is a good place to begin to determine if a family will qualify for need based financial aid.



The Roommate Survey

(Article courtesy of: www.collegeconfidential.com)

Cleaning Up

How important is a clean room? (Scale of 1 to 5)
Which jobs are you planning to do?
How often do you plan to clean the bedroom/common areas/bathroom?
Which cleaning supplies do you plan to bring?

Alcohol/Tobacco/Illicit Drugs

Do you use any of these items (if so which)?
How would you feel if I use (or do not use) them?
How would you feel if these items were in the apartment/suite?

Noise

When can music/TV be played at a higher level?
Are there hours when the apartment/suite should be extra quiet for studying?

Personal Activities

Should we plan on doing things together?
What do you do for fun?
What do you do to relax?
Is alone-time important to you?

Sharing Things

Do you mind lending personal articles, such as clothes, money, notes, books, food, toothpaste, and other items?
What items are for both (all) of our use?
What items are "off limits"?
How do you handle phone use?

Sleeping

When do you like to go to sleep?
When do you get up in the morning?
Can you sleep with the lights or music on?
Do you snore?
Do you like to sleep in a cold or warm room?

Study Habits

Do you study in the room?
How often and how long do you study?



Do you study with/without music on?

Do you study with the door open?

Procrastination? (E.G. Up late some nights cramming in late study hours)

Visitors

When do you have friends come over and visit?

How do you feel about overnight guests (of same and/or opposite sex)?

How well do you deal with guest problems?

About You

Music preference (genre or specific bands):

Religious Affiliation:

Morals / Ethic Topics:

Hobbies:

Extra Curricular:

Academic Interests:

Major:

Likes:

Dislikes:



Am I ready to go away to college?



Check each “can do” statement that you personally feel good about...

Academic “can do” list:

- know my personal learning style
- know what accommodations work
- willing to use support people
- willing to use assistive technology
- have taken college preparatory classes
- can do the work without excessive modifications of curriculum
- have strong computer skills, including keyboarding
- know the differences between high school and college expectations
- really want to go to college
- use active study strategies, IE: time management and organization
- set realistic short term and long term goals

Self Advocacy “can do” list:

- good understanding of my disability
- can explain the disability
- willing to explain disability to my teachers
- know how it impacts my learning
- know which accommodations help me
- know my academic strengths
- know my academic weaknesses
- willing to self-advocate in order to arrange what I need

Social Skills “can do” list:

- can make new friends
- can be cooperative and flexible
- can be assertive when necessary, rather than aggressive or passive
- can say no to unreasonable requests or distractions
- know where to go or who to talk to if I’m feeling overwhelmed
- can advocate tactfully and appropriately
- have the judgment to choose wholesome people and activities most of the time

Day to day Living Skills “can do” list:

- can write checks and balance my checkbook
- can use ATM machine
- can budget money and understands credit card dangers
- make doctor appointments and renew my prescriptions
- will get up when the alarm rings without adult intervention
- can do my laundry
- know my medical history/allergies/immunizations
- know when I need to see a doctor or go for help
- know how to manage stress appropriately
- can balance academic studies with social activities
- will do my assignments without prodding or adult supervision

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