

College Packet



Grade 11

College Checklist-Grade 11

September	<ul style="list-style-type: none"> • Meet with Miss Marianne to discuss the PSAT (Are you taking this test? What dates is the test taking place? Etc.) • If you are taking the PSAT, confirm that your PSAT/SAT Accommodations have been approved by collegeboard.com (at this point, these needs to have been completed in order to take the PSAT with accommodations). • Register for the PSAT with Miss Marianne
October	<ul style="list-style-type: none"> • Take PSAT
November	<ul style="list-style-type: none"> • Begin college searches and research (use your College Packet to help you throughout your research) • Make an account on collegeborad.org to help in your searches
December	<ul style="list-style-type: none"> • Continue college searches • Check guidance office for upcoming college fairs and University tours...Make an appointment to attend at least 2! • Look for information and complete scholarship searches on collegeboard.org
January	<ul style="list-style-type: none"> • Review PSAT with Miss Monica. Discuss which college admissions exam will be appropriate for you to prepare for (ACT or SAT) • Review for SAT/ACT • Decide which form of preparation will work best for you. EX: collegeboard.com, tutoring services, Prep courses)
February	<ul style="list-style-type: none"> • Continue SAT/ACT Preparation (meet with Miss Monica if necessary) • Register for April ACT
March	<ul style="list-style-type: none"> • Meet with Miss Monica for '11th grade Transition Meeting' • Meet with Miss Monica to discuss graduation requirements. Discuss what courses you must complete next year in order to fill NYS requirements • Register for May SAT • Fill out an application for ACCES-VR and make an appointment for an intake meeting
April	<ul style="list-style-type: none"> • Attend more college fairs and tours (Since your college search is further developed, you should be more selective about which schools and fairs you choose to visit) • Identify match schools, safety schools, and reach schools • Continue to prepare for SAT • Take ACT
May	<ul style="list-style-type: none"> • Take SAT

College Checklist-Grade 11

	<ul style="list-style-type: none">• Continue to narrow down your college choices by making appointments for summer interviews and/or visits (keep in mind you should be prepared to have a list of schools that you want to apply to by September of next year)• Discuss with Miss Monica weather you will be sending any applications Early Action in the fall
	June
	<ul style="list-style-type: none">• Prepare for and take NYS Regents exams• Discuss with Miss Monica how to further prepare for the College Application Process over the summer• If you decide to take the SAT/ACT exam again in the fall, continue to prepare over the summer• Be prepared to come back in September with a list of school that you plan to apply!

College Comparison Worksheet

COLLEGE NAME			
Location —distance from home			
Size —enrollment —physical size of campus			
Environment —type of school (2- or 4-year) —school setting (urban, rural) —location & size of nearest city —co-ed, male, female —religious affiliation			
Admission Requirements —deadline —tests required —average test scores, GPA, rank —notification			
Academics —your major offered —special requirements —accreditation —student-faculty ratio —typical class size			
College Expenses —tuition, room and board —estimated total budget —application fee, deposits			
Financial Aid —deadline —required forms —percentage receiving aid —scholarships			
Housing —residence hall requirement —food plan			
Facilities —academic —recreational —other			
Activities —clubs, organizations —Greek life —athletics, intramurals —other			
Campus Visits —when —special opportunities			

A LIST OF QUESTIONS TO USE WHEN RESEARCHING COLLEGES

1. Is there a separate admissions process for students with disabilities?

2. What documentation is required?

3. How are accommodations determined?

4. What kind of support services are available for students with disabilities?

5. What kind of assistive technology is available on your campus?

6. Is there a separate LD program?

7. Are there selective criteria for admission to the LD program?

8. Is there a separate fee for enhanced LD services?

9. How many students with disabilities do you serve?

10. What is your retention rate for freshmen and for students with disabilities?

11. What is your graduation rate for all students and students with disabilities?

12. Does your institution offer remedial and/or developmental course credit toward graduation?

13. Does your institution offer substitutions for foreign language and/or math? If so, what documentation is required? What is the process?

14. Do you offer course waivers? If so, under what circumstances?

15. Do you have staff members trained in the area of disability?

16. What is the counselor/student ratio?

17. How long does a student have to wait to see a counselor?

18. How do you handle emergencies?

19. How are testing accommodations handled?

20. Where would I take a test? What if the exam is when your office is closed? Will I be able to test in a reduced distraction environment if I need it?

21. What services do you offer?

22. Do you offer tutoring? If so, is it offered by an LD specialist, faculty member, graduate assistant, peer tutor, or paraprofessional?

23. Are tutors trained to work with students with disabilities?

24. Is there a fee for tutoring?

25. Do you offer career-planning services?

26. Can graduates use career services?

Applying To College

Requesting Applications & Literature: Many colleges have toll-free numbers you can call to request applications, catalogs, brochures, and financial aid guides. You may send postcards, a mass e-mail or even draft a letter requesting this information. Addresses & phone numbers can be obtained in many of the books available in the guidance office, library, or bookstore, or the Internet.

Reach, On-Target, Safe Schools: Typically, students will want to select several schools to apply to. We suggest finding at least two "safe" schools (which you can easily be accepted to), two "on-target" schools (which are looking for requirements similar to your qualifications), and two "reach" schools (which seem to be a little more competitive). Students should consider reach, on-target, and safe schools related to costs as well.

Choosing a Major: Although many colleges do not require that you to select a major until your sophomore or junior year of college, it is best to have an "idea" of what you'd like to study in college. Consider what you are good at, and what you enjoy. See your guidance counselor for specific career information.

Special Programs: Some colleges have special programs, such as "Honors Programs", "Scholars Programs", "General Studies Program", and programs for students with learning or physical disabilities. You may request that information from the school if you are interested. Some of these programs are highly competitive.

Special Talents: Many students have special talents in music, art, dance, drama, etc. If you are applying for a major in one of those areas, you will certainly need to schedule an audition or portfolio review. However, if you merely enjoy something as a hobby, you can send tapes or samples of your work to enhance your application.

College Athletics: If you are interested in playing sports in college, whether Division I, II, or III, it is very important that you let your guidance counselor and coach know. There are certain academic requirements you must fulfill. Guides to the NCAA Clearinghouse are available in the guidance office.

School Records: Transcripts & 2nd semester grades (if requested) will be sent to colleges by the guidance office.

SATs/ACT: Upon your notification to the College Board and American College Testing Service they will send your scores directly to those colleges you applied to.

Activity Resume: This resume should list all activities you have been involved in throughout High School, including school activities and sports, or outside activities like religious organizations, service groups, volunteer work, summer activities, and employment. Also list any honors or special achievements you've earned.

College Essay / Personal Statement: Many schools ask that you write a short essay on a given topic or on any topic you choose. Schools are interested in finding out more about you - something your application may not tell them. Talk about your goals, values, ambitions, heroes, experiences, etc. Be honest, edit carefully, and have a teacher revise and review with you.

Letters of Recommendation: Most colleges require two or three letters of recommendation, from a Guidance Counselor, teacher, and/or volunteer leader or employer. They should know you well enough to write a strong letter about you. Give them a copy of your resume and essay for easy reference.

College Application Deadlines & Notifications



Deadlines

- ◆ **Regular Admissions:** Standard evaluation cycle that requires an applicant to submit their application by a particular deadline (usually by early to mid-January). The admissions team then evaluates all applicants at the same time and all students will be notified of the college's decision several months later (late March to early April).
- ◆ **Rolling Admissions:** Admissions policy that allows applicants to apply by a certain deadline in the winter or spring and to be reviewed and decided upon as they arrive in the admissions office. Students are usually notified of college's decision 4 to 8 weeks after receipt of the application. This admissions policy is typically used only at large public universities.
- ◆ **Early Decision:** If you have an absolute first choice college, you may want to consider applying "early decision". Early Decision allows you to apply early in the fall (deadline is usually November 1st or 15th) and receive an admissions decision early (usually by December). However, you will be applying under a binding contract, meaning that if you are accepted under this policy, you are bound to attend that school and retract all of your other applications. A student applying Early Decision to one school cannot apply early decision to any other school.
- ◆ **Early decision II:** Two rounds of Early Decision are conducted, one with applications due by early November and another with applications due by January. This is still a binding contract in which candidates are obligated to attend the school if accepted and applicants are notified within a month or two. Very few schools offer this admissions process.
- ◆ **Early Action:** Similar to Early Decision in that it allows a student to apply early and be notified of college's decision a few months later but it differs because it is not a binding contract. This means that you do not have to commit to that school right away...you can wait to see if you're accepted to any other schools first.

Notifications

- ◆ **Acceptance / Rejection:** Colleges will typically notify you of their decision by mail. You will have to decipher from the letters where you will ultimately choose to go and respond properly.
- ◆ **Wait-List:** If you've been wait-listed by a school, don't despair! Many schools will take students off their wait-list throughout the summer. Write to the admissions committee to let them know you're still interested...send an updated list of your accomplishments...send your most recent grades...ask a teacher to write a letter on your behalf – all of these tips can help.
- ◆ **Reply Date:** Students are required to give a response (will attend / will not attend) to colleges by a particular date. The majority of colleges will have a reply date after May 1st to give applicants time to hear from all the colleges they have applied to in order to make a final decision.

Interviews: Some colleges require interviewing students (usually by invitation only) to help make their decision. However, if you feel you are a strong candidate for a good interview, you can request one. See your counselor for great interview tips.

Community College: Myth vs. Reality

Myths abound when it comes to community college, but you can't know if it's right for you unless you have the facts. Do these misconceptions sound familiar?

I shouldn't go to community college unless I want a vo-tech career.

You can start out at a community college and end up in any career if, like many community college students, you transfer to a four-year college after graduation. In fact, one of the reasons community colleges were set up was to offer students an affordable way to earn a degree from a four-year college or university.

Nobody who is anybody goes to community college.

Plenty of famous people and high-achievers started out at community college. Here's a short list of stellar alum:

- Gwendolyn Brooks, Pulitzer prize-winning poet
- Eileen Collins, National Aeronautics and Space Administration (NASA) astronaut
- Joyce Luther Kennard, California Supreme Court justice
- Jeanne Kirkpatrick, former United Nations (UN) ambassador
- Jim Lehrer, news anchor
- Robert Moses, choreographer and dance company founder
- Sam Shepard, Pulitzer prize-winning playwright
- James Sinegal, CEO of Costco
- Maxwell Taylor, former chairman of the Joint Chiefs of Staff

Community college is just high school with ashtrays.

Don't let the open-admissions policies of community colleges fool you. Community college is college. You'll be expected to perform at a high level, just as you would at any other college. The fact that anyone can attend doesn't mean that you won't find your studies challenging and enriching.

Community college is for older students and students who work full time.

Students 18 to 24 make up one of the largest groups on community college campuses. Sure, community colleges are flexible, making them attractive to older and working students, but this flexibility benefits younger students as well. You'll be able to take classes at night or during the day, and you can attend part time or full.

I can't get financial aid if I go to community college.

Even though tuition at community colleges is low, financial aid is available. The Federal Pell Grant, for example, is open to students attending any accredited post-secondary school. You can even qualify—for a smaller amount—if you go to school part time.

8 Tips for a Successful College Visit

By Allen Grove

College visits are important. Before you commit years of your life and thousands of dollars to a school, be sure you're choosing a place that is a good match for your personality and interests. You can't get the "feel" of a school from any guidebook, so be sure to visit the campus. Below are a few tips for getting the most out of your college visit . . .

1. Explore on Your Own

Of course you should take the official campus tour, but be sure to allow time to poke around on your own. The trained tour guides will show you a school's selling points. But the oldest and prettiest buildings don't give you the entire picture of a college, nor does the one dorm room that was manicured for visitors. Try to walk the extra mile and get the complete picture of the campus.

2. Read the Bulletin Boards

When you visit the student center, academic buildings and residence halls, take a few minutes to read the bulletin boards. They provide a quick and easy way to see what's happening on campus. The ads for lectures, clubs, recitals and plays can give you a good sense of the types of activities going on outside of the classrooms.

3. Eat in the Dining Hall

You can get a good feel for student life by eating in the dining hall. Try to sit with students if you can, but even if you're with your parents, you can observe the bustling activity around you. Do the students seem happy? stressed? sullen? Also, is the food good? Are there adequate healthy options? Many admissions offices will give prospective students coupons for free meals in the dining halls.

4. Visit a Class in Your Major

If you know what you want to study, a class visit makes a lot of sense. You'll get to observe other students in your field and see how engaged they are in classroom discussion. Try to stay after class for a few minutes and chat with the students to get their impressions of their professors and major. Be sure to call in advance to schedule a classroom visit -- most colleges don't allow visitors to drop in on class unannounced.

5. Schedule a Conference With a Professor

If you've decided on a possible major, arrange a conference with a professor in that field. This will give you an opportunity to see if the faculty's interests match your own. You can also ask about your major's graduation requirements, undergraduate research opportunities, and class sizes.

6. Talk to Lots of Students

Your campus tour guide has been trained to market the school. Try to hunt down students who aren't getting paid to woo you. These impromptu conversations can often provide you with information about college life that isn't part of the admissions script. Few university officials will tell you if their students spend all weekend drinking or studying, but a group of random students might.

7. Sleep Over

If it's at all possible, spend a night at the college. Most schools encourage overnight visits, and nothing will give you a better sense of student life than a night in a residence hall. Your student host can provide a wealth of information, and you're likely to chat with many other students on the hallway. You'll also get a good sense of the school's personality. What exactly are most of the students doing at 1:30 a.m.?

8. Take Pictures and Notes

If you're comparing several schools, be sure to document your visits. The details may seem distinct at the time of the visit, but by the third or fourth tour, schools will start to blur together in your mind. ~~Don't write down just facts and figures. Try to record your feelings during the visit -- you want to end up at a school that feels like home.~~

Activities Resume

Name
Address
City, State Zip Code
Home Phone, Cell Phone
Email address

Current Status

- Senior, Madison Park Technical Vocational High School
List your number of years here
- Other high schools you have attended in reverse order
Working from the present backwards

Leadership

- List any leadership positions and dates held; list most current first

Awards

- List any honors and recognitions you have received and dates received; most recent first

Extracurricular and Volunteer Activities

- List all activities in and out of school in which you are involved; give dates with most current first

Workshops Participated In

- GEAR UP, College Café, Emagine, etc.

Sports

All sports in and out of school; include dates putting most current first

Work Experience

Any jobs you have had for pay; give dates starting with most current

Guide compiled from:

http://www.quintcareers.com/college_activities.html

<http://www.fcps.k12.va.us/westspringfieldhs/forms/jrpacket.pdf>

Jibril Salaam

Accommodation Differences Between High School and College

In High School	In College
The school identifies students with disabilities.	The school protects a student's right to privacy and confidentiality.
The school district is responsible for evaluating and documenting the student's learning disability.	The student is responsible for providing current documentation of the disability to the college.
The school automatically incorporates accommodations into the student's daily schedule once a disability is documented.	The student must request accommodations each time they are needed.
The school modifies the educational programs.	The college makes reasonable adjustments in instructional programs which do not alter the essential content or requirements of a course or program.
Parents are advocates for their children	Students are their own advocates.
Special classes and placement must be available for students.	Colleges are not required to provide special classes or programs for students with disabilities.
Parents are notified and must give permission for any decisions regarding their son or daughter.	Parents are not notified of services their son or daughter requests unless the student grants permission for that information to be released.
An IEP meeting is held to determine placement and appropriate services.	Students work with college professionals and instructors to determine if and what services are appropriate.
The school provides assessment of disabilities.	The school provides access to testing services which are accessible to persons without disabilities.

Differences between High School and College Accommodations for Students with Disabilities

Applicable Laws

HIGH SCHOOL	COLLEGE
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
I.E.P. (Individualized Education Plan and/or 504 Plan)	High School I.E.P. and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

Self-Advocacy

HIGH SCHOOL	COLLEGE
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Office of Disability Services
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records and can participate in the accommodation process	Parent does not have access to student records without student's written consent
Parent advocates for student	Student advocates for self

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter pace of assignments	Professors are not required to modify curriculum design or alter assignment deadlines
You are expected to read short assignments that are then discussed, and often re-taught, in class	You are assigned substantial amounts of reading and writing which may not be directly addressed in class
You seldom need to read anything more than once, and sometimes listening in class is enough	You need to review class notes and text material regularly

Grades and Tests

HIGH SCHOOL	COLLEGE
I.E.P. or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students.
Your time and assignments are structured by others	You manage your own time and complete assignments independently
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	You need to study at least 2 to 3 hours outside of class for each hour in class

Figure 5.1 Accommodation Request Review

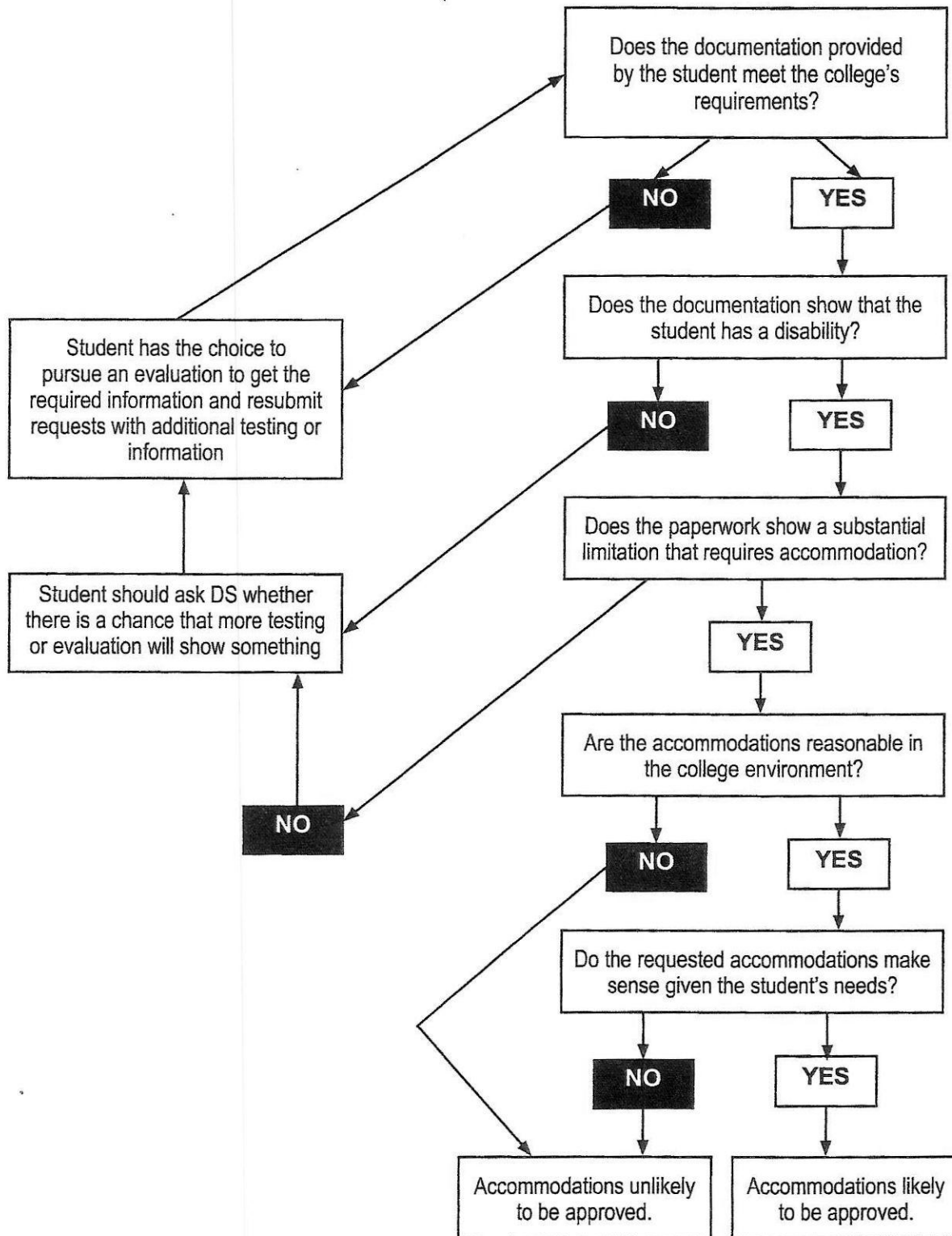


Table 5-1. Commonly Requested Accommodations (4 of 4)

Request	Comments
Using a laptop for exams	<ul style="list-style-type: none"> • It may be difficult to prove that this is necessary to provide access, especially in classes where students take essay exams; colleges may require students to have a significant disability or a number of relevant disabilities. • Even when a laptop has been approved, students will likely have to use one supplied by DS (rather than their own), and it will be disconnected from the Internet. • Students who have specially adapted laptops because of their physical disabilities generally will be allowed to use their own laptops because it eliminates the need for accommodations such as a human scribe. • Students may instead be accommodated with a small keyboard that has an LCD screen that allows them to view a few words at a time as they type (e.g., Alphasmart). • Students who just need a spelling or grammar checker for exams should ask for this (and extended time to use it) instead of a laptop, as the less complicated request is more likely to be approved. • Students approved for this may have to take their exams in a separate location from their class, which means access to professors to ask questions may be sacrificed; they should ask about this on a case-by-case basis if they are concerned.
Using a calculator for exams	<ul style="list-style-type: none"> • Not likely to be approved on tests or in classes evaluating calculation skill as it would represent a fundamental alteration. • May be allowed for all students—with or without disabilities—in certain math and science fields because the emphasis is on choosing and utilizing the correct formula, not calculation skill.
Reduced-distraction environment for exams	<ul style="list-style-type: none"> • A commonly approved accommodation. • Students should avoid asking for a distraction-free testing site, as this is impossible to create. • It is likely that another student may also be in the testing room, as well as a proctor (unless the testing room has cameras to check for cheating). • Students approved for this may have to take their exams in a separate location from their class, which means access to professors to ask questions may be sacrificed; they should ask about this on a case-by-case basis if they are concerned.
Scribes/speech-to-text technology	<ul style="list-style-type: none"> • Most likely to be approved for students with physical impairments that limit use of their hands. • Speech-to-text technology may be appropriate substitution for a human scribe (except for students whose voices cannot be understood by such technology, as may happen with students with a severe stutter). • Students should ask for training on DS's speech-to-text software before their exams in order to be ready for their tests. • Proctors or scribes only record students' responses; they do not rephrase or change students' answers in any way. • Students who want to demonstrate their knowledge of the college environment can ask for "a scribe for exams" or, if available, use of text-to-speech technology for exams. • Students approved for this may have to take their exams in a separate location from their class, which means access to professors to ask questions may be sacrificed; they should ask about this on a case-by-case basis if they are concerned.

Table 5-1. Commonly Requested Accommodations (3 of 4)

Request	Comments
Assistance with assignments	<ul style="list-style-type: none"> • Help with editing, proofreading, and organizing is considered a personal service, which colleges don't have to offer. • Such help is typically offered through college tutoring centers—open to all students—but colleges don't have to go beyond this for students with disabilities. • Some schools may provide this sort of support outside of the usual tutorial supports—for a fee.
Alternative testing methods	<ul style="list-style-type: none"> • Requests for multiple choice test instead of an essay or an essay instead of multiple choice test, open-book tests, word banks, oral instead of paper exams, and completing a project instead of an exam are likely to be viewed as fundamental alterations (<i>Wynne v. Tufts University</i>, 1991, 1992). • Colleges may reject because of concerns over fairness (e.g., student granted an essay exam instead of a multiple-choice exam later complains that his exam was harder than the one his classmates took).
Extended time on exams	<ul style="list-style-type: none"> • Time and a half for exams is a commonly approved accommodation (although there's no science behind this timeframe). • Students should be specific in how much time they are requesting. (i.e., time and a half or double time); they should keep in mind what their requests will mean: for example, a 3-hour exam now becomes a 6-hour exam. Do they need/want this much time? • Students should not request "untimed" exams, as this is not reasonable (e.g., a student could demand a week for each exam). • If students need short breaks during testing instead of extended time actually working on exams, they should specify this in their request. • Students approved for this may have to take their exams in a separate location from their class, which means access to professors to ask questions may be sacrificed; they should ask about this on a case-by-case basis if they are concerned.
Reader for exams	<ul style="list-style-type: none"> • Many colleges are moving toward using technology rather than human readers to accommodate students with print-related disabilities; students may be accommodated by taking exams on a computer that reads tests aloud to them. Using technology for exams promotes students' independence, cuts down on DS's personnel costs, and eliminates the worries associated with proctoring (i.e., answering more questions than the professor wants). • Students should ask for training on DS's scanners and text-to-speech software before their exams in order to be ready for their tests. • Students approved for this may have to take their exams in a separate location from their class, which means access to professors to ask questions may be sacrificed; they should ask about this on a case-by-case basis if they are concerned. • Students who want to demonstrate their knowledge of the college environment can ask for "a reader for exams or, if available, use of speech-to-text technology for exams."

Table 5-1. Commonly Requested Accommodations (2 of 4)

Request	Comments
Flexibility in attendance	<ul style="list-style-type: none"> • Can be appropriate for students who experience severe, acute episodes as a result of their psychological or medical disability. • If approved, students may have to follow some sort of protocol as a way of letting DS—and, by extension, their professors—know that they are experiencing a severe episode and are unable to attend classes. • Attendance policy is generally dictated by the professor and/or the department; even when students have very legitimate reasons for missing classes, the requirements for class attendance may be flexible only to a point. • Students unable to attend the required number of classes may have to withdraw or take an incomplete grade and retake the course in a subsequent semester.
Study guides	<ul style="list-style-type: none"> • Not likely to be approved. • Students are expected to know how to go through their notes and readings, think about what their professors discussed in class, and figure out what they should study. • Although tutoring center staff might help students organize their notes, they are not responsible for putting together study guides. • Students may find it helpful to organize or join a study group to find out what other students think is likely to be on the exam, and they may get some information about topics to be covered on their exams by attending professors' office hours and asking questions.
Extended deadlines on assignments, projects, or papers	<ul style="list-style-type: none"> • Unlikely to be approved. • Reduced course load may be offered as an alternative accommodation (students should consider asking for this instead of extensions). • Colleges will offer extensions to any student in a crisis (e.g., death of a parent), but many will refuse this as a blanket accommodation for disability. • Students with difficulty meeting deadlines should utilize technology, tutoring, and other relevant services to keep on top of deadlines. • Reason often cited for refusing this accommodation is that students then end up behind in their classes, and when new papers are assigned before the old ones are done students get overwhelmed and anxious. • DS may suggest that students seek help from the campus tutoring center to learn to manage time and deadlines.
Alternative assignments, reduced assignment length, reduced reading load	<ul style="list-style-type: none"> • Unlikely to be approved. • Likely to be viewed as fundamentally altering college programs. • Students with difficulty completing assignments should utilize technology, tutoring and other relevant services to keep themselves performing at the level expected of them at college.

Table 5-1. Commonly Requested Accommodations (1 of 4)

Request	Comments
Reduced course load	<ul style="list-style-type: none"> • Can be a very appropriate accommodation, especially in students' first semester; it can help in the overall adjustment to the academic demands and new living environment. • Might be offered as a "more appropriate" accommodation to students who request extended deadlines for assignments. • If students with disabilities can't maintain their student insurance plan on a part-time schedule, Michelle's Law (2008) allows them to stay on their family's health insurance policy (a big concern for most families). • Students concerned about graduating on time can take classes during winter or summer breaks to maintain progress.
Notetaking	<ul style="list-style-type: none"> • Colleges may be particular about who gets this if they believe that the ability to decide what information in a lecture is the most salient and get it down on paper or in electronic form is a lifelong skill that students need to acquire. • Might only be offered to students with a significant disability or more than one disability that interferes with notetaking. • Many notetakers are student volunteers, not professionals or teachers, so note quality may vary. • Possible substitutions: digitally recording classes/lectures, notetaking workshops for students with disabilities. • If colleges are providing transcription for a student with a hearing impairment in the same class, they might also provide the transcript to other students with disabilities.
Private dorm room	<ul style="list-style-type: none"> • Burden of proof that a single room is necessary to provide access is often a heavy one; many colleges hold that sharing a room during freshman year is an integral part of the college educational experience. • A number of schools consistently experience housing shortages, which can affect the availability of single rooms. • Students with serious physical disabilities might be accommodated with a double room for which they are not charged the single room premium if they need noisy, bulky medical equipment or frequent visits from an aide. • Students who ask for a single room so they can study in peace will likely instead be directed to the library or dorm quiet room. • Colleges might refuse single rooms for students with social difficulties because they want to prevent them from being at risk for further isolation.
Priority registration	<ul style="list-style-type: none"> • Appropriate for students with medications that have peak effectiveness at certain points during the day or whose meds may interfere with sleep if they take them late in the day in order to focus in night classes. • Also appropriate for students who need some time between classes because their disability or medications cause fatigue.
Copies of professors' notes	<ul style="list-style-type: none"> • DS cannot demand that professors turn over copies of their notes, which are considered intellectual property. • Some professors post their notes on the Internet. When they do, students are welcome to download them, but DS will not do it for them (though DS will show them how to do this the first time if they do not know how).

FROM THE EDITORS OF
MONEY MAGAZINE



HOW TO GET THE MOST FINANCIAL AID FOR COLLEGE

Don't panic about those crazy high costs of attendance you see posted on college websites. Less than half of students actually pay those prices, because grants and scholarships cut their real costs by thousands of dollars. To make sure your family gets its fair share of financial aid, follow these nine key steps.

FALL OF SENIOR YEAR

SKIP EARLY DECISION

You can apply to just one college for early decision (ED), and you have to go there if you get in. ED improves your odds of acceptance but limits your ability to bargain for more aid. If you know you can afford your dream college, applying ED might be worth it. Otherwise, use non-binding early action (EA) or the regular process.

FIND A FINANCIAL "SAFETY SCHOOL"

Look for one or two good public colleges where you'll qualify for low, in-state tuition. Also pick two or more private colleges where you'd be in the top 25% of applicants and, therefore, a likely candidate for merit aid.

SET UP A BIDDING WAR

Apply to at least one college that competes directly with your dream school. If you get into both and the competitor offers you a more generous aid package, you'll have some bargaining power.

WINTER OF SENIOR YEAR

COMPLETE THE FAFSA

Even if you don't expect federal aid, fill out the Free Application for Federal Student Aid (FAFSA), which is generally required for other scholarships from colleges or foundations.

KNOW WHAT TO LEAVE OUT

When you fill in your FAFSA, don't include your retirement savings, such as any money in a 401(k) plan, which aren't counted in aid formulas. Include your other savings and investments, but only as of that date. Spend down those accounts by paying off as many debts and prepaying as many bills as you can before you file.

TACKLE THE CSS TOO

The CSS/Financial Aid Profile is a supplementary aid application used by about 400 colleges and non-federal scholarship programs. It costs \$25 for your first school or program and \$16 for each additional one, so first check whether the institutions require it.

SPRING OF SENIOR YEAR

PRICE YOUR DEGREE

A degree from a \$30,000-a-year college you'll graduate from in four years will be cheaper than one from a \$27,000-a-year college that takes five years to finish. Ask each school what percentage of students in your expected major finish in four years.

LOOK BEYOND YEAR ONE

Many schools will renew your merit aid past freshman year only if you meet certain academic or other requirements. Know the rules going in. Given the difficulty that many freshmen have adjusting to college, even a minimum 2.75 GPA could prove to be a high bar.

APPEAL IF YOU NEED MORE

File a request for more need-based aid, officially called a "professional judgment review." Describe any major financial issues that weren't reflected in your FAFSA, such as recent medical expenses or a parent's job loss.



Where should my kid go to college?

Get the answers with the *MONEY College Planner*™.

Visit money.com/colleges to learn more.

Powered by
UNIGO
Go. Find. You.