

# FRANKLIN ACADEMY COLLEGE SEARCH PROCESS

## DATES, DEADLINES, AND TO-DO LISTS (Information adapted from collegeboard.com)

### JUNIORS

- **FALL** – Plan your spring testing schedule. Make sure that all necessary educational psychology testing and other pertinent testing are on file at Franklin. Make sure that necessary accommodations have been applied for ahead of time with the SAT Coordinator.
- **WINTER** – Start your college/university search. Make lists of preferences and personal qualities and learning styles. Read about majors and careers. Talk to the College Counselor about college plans.
- **SPRING** – Take the SAT or ACT test at Franklin. Consider taking an SAT Subject test if planning on applying to selective schools. Develop a list of colleges or universities that interest you. Search for colleges in guidebooks or computer-assisted search programs. Start arranging for visits to colleges over the spring break or summer. Plan summer activities. Do volunteer work; try to find an interesting job.
- **SUMMER** – Visit colleges/universities. Schedule interviews. Request applications from colleges. Check on application dates.

### SENIORS

- **FALL** – Try to narrow your list of colleges/universities. Please make sure that all transcripts from previous schools are on file at Franklin; if not, request them to send an official copy of academic work completed. Make sure that you have a wide variety of schools on your list and that the selectivity factor of the college matches up with your academic abilities and record. Make a master schedule of deadlines and due dates. Arrange for faculty recommendations; make sure that teachers have at least two to three weeks' notice. Write application essays and arrange for teachers or parents to read first drafts. If applying for financial aid, make sure that tax records are available for the previous two years or so. Take the SAT or ACT test for a recommended second time.
- **WINTER** – Most regular applications are due between January 1 and March 1. Keep copies of everything you send to colleges. Coordinate sending of applications with Franklin who will in turn be sending your transcripts and recommendations. **The**

**College Counselor will make sure that transcripts, recommendations, and school reports are all sent under separate cover, but these will not be sent until we know that the student or parent has submitted an official application. Parents and students are responsible for sending the applications and required application fees.**

- **SPRING** – Acceptance letters should arrive by mid-April. Before accepting a college’s offer, make sure that you have visited the college or university. Tell each college/university whether you accept or decline their offer. Send a deposit to the college you choose. Make sure that Franklin knows where to send a final transcript.

### **INTRODUCTORY COMMENT...**

Under the auspices of College Board Advocacy, a task force that was examining college admissions in the 21<sup>st</sup> century published a “Declaration of Values” that included a list of principles to guide college admissions professionals and school counselors. Some of the “values” described in the document included the following beliefs:

**The school-to-college transition should be seen as a learning opportunity. Admission is about a “fit” between student and institution. The profession encourages students and parents to see college admission as part of an educational learning process, one that encourages student exploration, autonomy, responsibility and maturity.**

**The college search process should focus on access to “success,” not simply access to the institution.**

Colleges, universities, and other post-secondary programs come in all shapes and sizes; some offer highly structured or pro-active programs for students who have learning disabilities, while other institutions have more services or self-directed programs. Some are two-year community colleges that have joint admissions agreements with four-year colleges or universities. There are schools “out there” that will meet the needs of Franklin students and graduates, but easy matches are not always easy to make. Franklin graduates have enrolled in highly selective colleges or universities as well as two-year community colleges. Parents must always keep in mind the needs of the individual student throughout the entire search process. Once these are determined or identified, colleges can then be asked if those specific academic or social needs can be met (e.g. single rooms in a dorm, adjusted course load, extra time on tests, or availability of an on-campus support staff).

## **INITIAL QUESTIONS TO CONSIDER FOR POST-SECONDARY EDUCATION**

The key to successful post-secondary education is that the individual student must take ultimate responsibility for being familiar with what he or she needs to succeed in school. Student must also be aware and knowledgeable about their accommodation needs. First and foremost is identifying possible support services that they may need. Other factors to consider are majors, distance from home, campus environment, housing, student population, and finances. An excellent web-site to help students and parents get through some of these initial questions is [www.iidc.indiana.edu/irca/education/questions.html](http://www.iidc.indiana.edu/irca/education/questions.html).

### **TYPES OF POST-SECONDARY/COLLEGE PROGRAMS**

#### **A. Traditional 4-year Public/Private University/College**

Students will earn Bachelor's degree

For Franklin graduates, they have several options to consider based on their learning styles or academic needs:

##### **Services (Self-Directed):**

Limited services, often available to the entire campus  
Generally offered to comply with federal mandates to offer reasonable accommodations

##### **Coordinated Programs (Self-Directed):**

Students must initiate help  
Not as comprehensive as Structured Programs  
Usually require documentation

##### **Structured Programs (Pro-Active):**

Students must be admitted into these comprehensive programs  
Usually involve additional costs  
Require current documentation

#### **B. Traditional 2-year Community Colleges or branches of State Universities**

Students will earn a certificate, Associate, or possible Bachelor's degree  
Students have the option of transferring or working toward a higher degree  
Most institutions have some sort of support services available (see above)

#### **C. College-based Programs**

Students may earn a certificate or Associate degree  
Emphasis is placed on transition to college academic and social life  
Students have the option of transferring or enrolling full-time

Most programs offer very structured support services or possible work experiences

**D. Technology Institutes or Vocational Training**

Students will earn a certificate or gain practical work-related skills

Students have the option of transferring or working toward a higher degree

Traditional learning support services aren't necessarily available

**E. Independent Living Programs (short- and long-term)**

Students primarily focus on mastering basic life skills

Students may eventually transfer to a college-based program or complete some sort of vocational training

Most programs are highly structured and supervised and may offer some work training

**SOME FACTORS TO CONSIDER DURING THE POST-SECONDARY/COLLEGE SEARCH PROCESS...**

At Franklin Academy, particularly in the Level 3 Program, the expectations for seniors in the college prep level consist of some of the following attributes that we feel a student should ideally possess or try to attain before graduating from the school:

- **Self-Awareness:** Refers to the ability of the individual to understand how the learning difference affects his/her life academically and socially. The student needs to know what his/her learning needs are.
- **Pro-activity:** The student takes responsibility for both positive and negative decisions and actions. Students (and parents) need to be aware of what documentation will be needed for post-secondary options.
- **Perseverance:** The individual knows when to alter or modify decisions and choose alternate strategies. The student needs to identify possible time management issues, for example, and be able to work around them effectively.
- **Emotional Coping Strategies:** The student develops strategies to deal with stress, frustration, and adversity. The student needs to have a realistic strategy or approach to transitions that may occur during everyday life.
- **Goal Setting:** Refers to the ability to set specific and realistic goals that can be modified or adjusted to meet the demands of the situation.

- **Use of Effective Support Systems:** The student needs to seek support to provide guidance or reinforcement in order to make appropriate decisions or to meet realistic expectations. Students need to be able to initiate this aspect of the learning process increasingly on their own.
- **Risk Taking:** Refers to the ability of the student to go beyond his/her “comfort zone” or to try something different. Making a mistake is not the end of the world.

The attributes listed above are only some of the qualities that a student should strive for in order to grow as an individual. In certain respects, the college search process represents a microcosm of the approach that our students should take in trying to accomplish anything in life. By using the above strategies, we also feel that the student will become more efficient in approaching other situations that require decisions to be made. **Parents should attempt to strike a healthy balance between offering the necessary support but at the same time allowing your son or daughter to take ownership of the process and to “search” for colleges and universities on his or her own.**

### **ON-LINE RESOURCES, WEBSITES AND COMPUTER-ASSISTED OPTIONS:**

**College Board, Princeton Review, and Peterson’s** encourage students to embark upon university searches on several useful websites, including [www.collegeboard.com](http://www.collegeboard.com) or [www.princetonreview.com](http://www.princetonreview.com) or [www.petersons.com](http://www.petersons.com). Your son or daughter can search for colleges based on parameters of their choosing. For example, computer searches allow you to select possible colleges/universities based on geographical area, cost, religious preferences, size of student body, or possible majors to name but a few. It’s a wonderful way to begin a working list of some kind or to compare factors or qualities that you or your child feel is important.

**The Asperger Foundation International** <http://www.aspfi.org/college/> offers a guide to help students and families with the important decisions that lie ahead when thinking about college. You can browse through this directory of two-year colleges; four-year colleges and universities; and non-degree programs designed to give transition-age individuals experience living independently in preparation for (or in conjunction with) college or working. Click on a particular school to read the information that the Foundation has been able to obtain about its services and programs for students with Asperger Syndrome and similar conditions.

**The National Center for Learning Disabilities** <http://www.nclld.org/> is a highly informative website for parents and educators alike. Among a wide range of topics and articles is a twelve-page document, or parent advocacy brief, that can be downloaded. It discusses the transition to college in general and offers practical suggestions as to how students with learning differences can adjust successfully.

[http://www.nclld.org/images/stories/downloads/parent\\_center/transition\\_to\\_college.pdf](http://www.nclld.org/images/stories/downloads/parent_center/transition_to_college.pdf)

**LD OnLine** <http://www.ldonline.org/> is the world's leading web site on learning disabilities and ADHD, serving more than 200,000 parents, teachers, and other professionals each month. LD OnLine seeks to help children and adults reach their full potential by providing accurate and up-to-date information and advice about learning disabilities and ADHD. The site features hundreds of helpful articles, columns by noted experts, a comprehensive resource guide, and a directory of professionals, and products.

**The National Center for Secondary Education and Transition** <http://www.ncset.org/> (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

**The Transition Coalition** <http://www.transitioncoalition.org> provides online information, support, and professional development on topics focusing on the transition from school to adult life for youth. A Parent Handbook – Transition and Your Adolescent with Learning Disabilities: Moving from High School to Postsecondary Education, Training, and Employment by Sharon Townsend – is available. The document is free to download and is supported by the Kansas Transition Systems Change Project.

[http://www.transitioncoalition.org/~tcacs/new/files/adol\\_convert.pdf](http://www.transitioncoalition.org/~tcacs/new/files/adol_convert.pdf)

**U.S. Department of Education** <http://www.ed.gov/ocr/transition.html> provides a pamphlet entitled “Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities.” The information in the pamphlet explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This publication also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

**The New York State Education Department** website offers a twenty-page handbook for juniors and seniors transitioning to college as well as links to topics that pertain to colleges, support services, common difficulties faced, major skills needed, to name a few. <http://www.vesid.nysed.gov/specialed/transition/sah1.html>

**The CollegeBound Network** <http://www.collegebound.net/> is a useful website that has a search and find link to countless colleges and universities as well as career and trade

schools. There are also links to pertinent and informative articles about the college search process and recent developments.

**Get in 2 College** <http://www.getin2college.com/> is a producer of college admission and college prep resources for parents, students, and schools. Their work is mostly computer and web-based, so they are able to supply products at a relatively low price. If you become a subscriber, they publish a quarterly newsletter for students and parents and maintain over 600 verified web links arranged by category.

**Zinch** <http://www.zinch.com/> is a web portal that allows students to interact with college admission officers via the computer. Zinch helps put students in control and gets them started on the college admissions path. The website allows student to showcase themselves to colleges across the nation and to learn more about these colleges through the profiles that the colleges create. Zinch is completely free to students.

**Virtual Campus Tours** <http://www.campustours.com> is a web-site that allows the viewer to tour campuses, view webcams and use other interactive campus maps to become familiar with the institution. Parents and students can also request viewbooks and course catalogues or access links to complete on-line applications.

## **THE GEORGE WASHINGTON UNIVERSITY**

### **National Clearinghouse on Postsecondary Education for Individuals with Disabilities**

**HEATH Resource Center** <http://www.heath.gwu.edu/>

The HEATH Resource Center is an online clearinghouse on postsecondary education for individuals with disabilities. The HEATH Resource Center Clearinghouse has information for students on educational disability support services, policies, procedures, adaptations, accessing college or university campuses, career-technical schools, and other postsecondary training entities. They have information on financial assistance, scholarships, and materials that help students with disabilities transition into college, university, career-technical schools, or other postsecondary programs.

The HEATH Resource Center has archived fact sheets as well as other publications available to download. An example of the type of information that they provide is a "pdf" file entitled "Getting Ready for College: Advising High School Students with Learning Disabilities." [http://www.heath.gwu.edu/files/active/0/getting\\_ready\\_for\\_college.pdf](http://www.heath.gwu.edu/files/active/0/getting_ready_for_college.pdf). An excerpt from the article appears below and discusses the "list" that parents often ask the College Counseling Office at Franklin Academy to produce or publish. There are some lists out there that can be copied and distributed, but it is important to keep the following recommendations in mind:

## Creating a Short List

The staff of the HEATH Resource Center are often asked for a list of colleges or universities that are best for students with learning disabilities. Our answer is always the same. HEATH does not compile such a list because different schools are better for different students for different reasons. HEATH staff do go on to suggest the following:

First, the student, parents, and anyone else that is important to the college-search process should make a short list of six to ten schools that the student is interested in. The key at this point is to temporarily set aside any disability-related concerns. Create the short-list according to all other factors that are important, just as any student going through the college-search process might. These factors may include: components of various academic programs offered, admissions-related requirements, cost, opportunities for financial aid, location, community resources, athletics, social activities, as well as others. The reason for putting disability-related concerns aside at this point is that, under Section 504 and the ADA, all schools are required to provide accommodative services to qualified students with disabilities, including students with learning disabilities.

After the first version of the short list is created, bring disability-related concerns back into the picture. Now work to refine the short list by becoming familiar with the services that are provided to students with learning disabilities at each of the colleges or universities on the list. Most colleges and universities today have a Disability Support Services Office (which may also be called Special Student Services, or Disability Resource Center, or a similar name) or a person designated by the college to coordinate services for students with disabilities. Some schools have comprehensive learning disabilities programs.

Personally visit, preferably while classes are in session, so that you can get an impression of campus daily life, or talk by telephone with the staff of the Disability Support Services Office or the learning disabilities program. Campus staff may be able to give only general answers to questions of students who have not yet been admitted and for whom they have not reviewed any documentation. Nevertheless, a student can get a good idea about the nature of the college by asking questions such as:

- 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 types of academic accommodations are typically provided to students with learning disabilities on your campus?
- Will this college provide the specific accommodations that I need?
- Does the college or university have someone available who is trained and understands the needs of adults with learning disabilities?
- What academic and personal characteristics have been found important for students with learning disabilities to succeed at this college?

While you will certainly be interested in the answers to the questions, the impressions that you get during the conversations will be equally important and may serve as a way to make final refinements to the short list.

### **COMPREHENSIVE GUIDES**

These are large "facts & figures" compilations that are available in most major bookstores and include a summary of the application procedures and brief descriptions of nearly all of the institutions. Usually updated annually, these guides are compiled from questionnaires distributed to the colleges, then edited by various publishers. Excellent guides that we use at Franklin include the following: The Princeton Review's *Complete Book of Colleges*, or *K & W Guide to Colleges for Students with Learning Disabilities* and Peterson's *Colleges for Students with Learning Disabilities*.

### **SPECIALTY GUIDES**

These are similar to comprehensive guides but designed for a target audience. New ones appear regularly, sometimes published by the big "college guide" publishers (like Peterson's and the College Board), but also sometimes by professional organizations. An interesting and popular book is Loren Pope's *Colleges that Change Lives: 40 Schools You Should Know About Even If You're Not a Straight-A Student*. It introduces to the reader that there are other schools "out there" for the more "advanced" student other than Ivy League colleges or universities.

### **VIEWBOOKS/CATALOGUES**

These booklets are the literature of the colleges and universities. Some institutions include both general information and course listings together in the same catalogue; many colleges have separated these functions into the "viewbook" and "curriculum guide or course offerings." Many of these guides are sent to Franklin each year and upon request to interested students. This information is increasingly available online or on CD ROM.

### **"OPINIONATED" GUIDES TO COLLEGES**

These guides contain facts and figures along with narrative description or commentary that reflect the editors' viewpoint, frequently with no mention of how they came to their conclusions. Some of these guides are compiled from limited distribution of questionnaires to or interviews with college/university students. The material is then "screened" by the editors. These books can add to the overall impression acquired from reading the large comprehensive guides and the literature of the specific institutions. Examples of these guides are *The Fiske Guide to Colleges* and *The Yale Insider's Guide to Colleges*.

## **COLLEGE/UNIVERSITY REPRESENTATIVES**

Representatives from colleges and universities occasionally visit Franklin Academy during the year. The representatives hold general information sessions for students, distribute literature, or conduct personal interviews. Visits are usually held in the library, the Great Room, or in a classroom, depending on the numbers involved.

Franklin alumni also return to campus periodically to speak with juniors and seniors about their colleges and/or the post-secondary transitions they have made. Alumni play an integral part in helping students to know what changes and expectations await them after graduating from Franklin.

## **VISITING COLLEGES**

Students should try to put visits to colleges high on their list of things to do in the college/university search process. Visits to colleges/universities accomplish a number of goals, the most important of which is to give the student a "gut feeling" about the institutions. It is important to try to see different types of colleges and settings in order to establish preferences. Thus, try to see big/small, city/rural, liberal arts colleges or state universities. The college/university may appear to be the perfect place after the student has read literature and talked with people, yet may not "feel right" when the student visits the campus. The visit to the campus also provides the opportunity to meet with admissions people and faculty who may influence the student's impression of the institution.

To arrange visits, students should write/fax/e-mail/call the admissions office and to find what types of activities they have for prospective students at the time of your intended visit. Your timing may not coincide with ideal circumstances (you may be there when students are away or when personal interviews are not yet given), but it's very important to visit anyway to confirm your own inclinations.

Visits to the colleges run the spectrum of the informal to the formal; asking questions beforehand via telephone/fax when arranging for an appointment and reading the visiting information will give you an idea of what to expect.

The Independent Educational Consultants Association offers an informative pdf file that offers ten ways to "Test Drive" a college. You can download a copy at the following address: [http://www.educationalconsulting.org/PDF/IECA\\_TestDriveColleges.pdf](http://www.educationalconsulting.org/PDF/IECA_TestDriveColleges.pdf)

## **ADDITIONAL NOTES ON VISITS TO COLLEGES...**

Summer is a good time to visit colleges/universities; the careful student can learn a great deal about what life is like on campus with good questions and a sense of perspective.

Remember that summer sessions at colleges/universities do represent a different population from the regular undergraduate group, yet visiting families can still develop a reaction to the campus, the environment, and programs of an institution and take care of admissions objectives (interviews, visits with faculty, etc.) Another asset to summer visiting is that personal interviews may be more relaxed for both student and admissions officer. Admissions offices do employ regular college students as tour guides during the summer months, so some student input will be obtained.

**STUDENTS SHOULD VISIT AS MANY COLLEGES OR UNIVERSITIES AS POSSIBLE BEFORE THE START OF THE SENIOR YEAR!**

### **THE PERSONAL INTERVIEW**

The personal interview is usually an information sharing session in which the candidate and admissions staff member trade information and details. Some interviewers discuss an applicant's interests or credentials in great detail; others spend most of the time talking about what the institution has to offer. The style and content of the personal interview varies greatly, depending upon who the interviewer is (the Director, current student, or recent graduate).

While the personal interview experience will vary among institutions, the student should always be prepared to discuss the following: explain/describe Franklin Academy, course selection, extracurricular and/or community activities, possible areas of study in college/university, why you are looking at this university. Students should have a basic knowledge about the institution prior to the interview and have several questions ready to ask the interviewer. These questions should **not** be about information that is readily available in the literature on the college/university. For example, do not ask, "How many students are enrolled at this college/university?"

Students should **write personal thank-you notes to their interviewers** and be sure to keep the name of that person in their notes in case further contact is needed.

### **THE CAMPUS TOUR**

The campus tour may be a one-on-one situation with a current college student or may be a large group of students and families led by one student guide. Summer tours can be more crowded. Students and parents should feel free to ask any questions which they may have.

### **THE CAMPUS OPEN HOUSE PROGRAM**

More and more colleges/universities are offering a one-day "open house" format as a way to take a closer look during the application and matriculation decision-making stages. These programs generally involve an all-out effort on the part of the college/university administration: talks by the president and college deans, and meetings with faculty and

students. These programs also give students a chance to see other high school students who are considering that college/university.

### **FINANCIAL AID INFORMATION AND SOURCEBOOKS**

The **U.S. Department of Education** provides a free publication for parents and students who wish to apply for federal student aid or who need assistance in completing the Free Application for Federal Student Aid or FAFSA form. Further information about available sources of nonfederal aid is also on the web-site. Parents and students can also use the “MyFSA” link to create a personalized folder to record interests, career and college searches and any relevant personal information. Users will also be able to track their progress in the college planning and application process:

<http://www.FederalStudentAid.ed.gov>

There are a number of books about financing higher education. The books generally fall into two categories: 1) instructions on how to file for financial aid and the official sources of that money, and 2) specialized scholarship search books which list scholarships by type and institution for students to try to match themselves to opportunities.

The National Institute of Certified College Planners (NICCP) is an organization that provides support and assistance to parents who are interested in learning about college financial planning and the various funding strategies that can be used. Franklin can introduce you to a Certified College Planning Specialist in the local area, or parents can consult the NICCP web site in order to contact a specialist in your home state

[www.niccp.com](http://www.niccp.com)).

### **DOCUMENTATION**

Section 504 of the Rehabilitation Act, as well as the Americans with Disabilities Act, allows colleges and universities to require documentation to verify the need for accommodations. What constitutes acceptable documentation is often an area of uncertainty for those preparing students for higher education, but the major components of quality documentation are the following:

1. Documentation should be recent in order to assess the current impact on academic functioning. In most cases documentation should be less than 3 years old and consist of adult-normed evaluations.
2. Documentation should be a comprehensive neuropsychological examination, contain a diagnostic statement identifying the disability, and establish clear evidence of a significant impact on academic functioning.

3. Documentation should be relevant to requested accommodations and be accompanied by a list of previous academic adjustments.
4. Documentation should be from a medical or other licensed and credentialed professional.
5. Documentation should include scores of tests or subtests that measure aptitude, achievement, and information processing.

### STANDARDIZED TESTS

There are a number of standardized tests required of college-bound students. Franklin Academy recommends that students take the SAT or ACT test in the **spring of their junior year** as well as in the **fall of the senior year**. In order to receive proper accommodations for the SAT or ACT, materials need to be submitted and approved well before the test date. Students need to read the admissions instructions of each institution that they are seriously considering to find out which tests are necessary. As application choices get narrowed in the fall of the senior year, there is still time to take or retake all of the standardized tests possible.

There are some colleges and universities that “deemphasize” the use of standardized tests by making admissions decisions based on other criteria. Some schools still require an SAT or ACT scores but use them only for placement purposes or to conduct research studies. A list of these schools can be found at the website for The National Center for Fair & Open Testing <http://www.fairtest.org/university/optional>.

#### **ACT vs. SAT**

Franklin usually offers the ACT twice and the SAT three times during the academic year. For those of you who have not heard of the ACT, it is an exam like the SAT but it covers different content. The focus is more on factual information, and the questions are closely tied to what students generally learn in their high school English, mathematics, and science courses. In addition, this exam also has a separate writing component called the PLUS. As a result, you may register for the ACT only or the ACT & PLUS. Many students with learning disabilities and NLD report that they achieve higher scores on the ACT than they do on the SAT. Many of our students should consider this exam either in conjunction with the SAT or as an alternative to the SAT. However, you should consult the specific college as to whether it accepts the ACT. If the college does accept the ACT, then determine whether that school requires the PLUS.

Similar to the SAT, students will usually first take this exam in the late winter or early spring of the junior year. If the student does not achieve the desired score, then the student

may take the exam at other times, including during the senior year.

### **INFORMATION/REGISTRATION FOR THE SAT/ACT TESTS**

In order to register for the SAT on-line, go to [www.collegeboard.com](http://www.collegeboard.com). If you have approved accommodations, make sure that you have an SSD (Students with Disabilities) code number before going on-line to register. Furthermore, parents and students will also have to coordinate with each other how to enter the necessary credit card numbers and the three-digit approval code number found on the back of the credit card. Finally, parents or students will also need to know the high school code and test center code for Franklin Academy.

**Franklin Academy's High School Code: 070166**

**Franklin Academy's SAT Test Center Code: 07186**

In order to register for the ACT on-line, go to [www.actstudent.org](http://www.actstudent.org). You can only register on-line if you do NOT require accommodations. If you require accommodations, you need to have them approved ahead of time, and you can only submit a paper registration form. Similar to the above, parents and students will also have to coordinate with each other how to enter the necessary credit card numbers and the three-digit approval code number found on the back of the credit card. Finally, parents or students will also need to know the high school code and test center code for Franklin Academy.

**Franklin Academy's High School Code: 070166**

**Franklin Academy's ACT Test Center Code: 224120**

### **FRANKLIN ACADEMY COLLEGE ACCEPTANCES (2004-2009)**

\*Abraham Baldwin Agricultural College (GA) 2007

\*Adelphi University (NY) 2006

American International College (MA) 2007

\*American University (DC) 2006

\*Arizona State University (AZ) 2004

Austin College (TX) 2007

Barry University (FL) 2004

Berkshire Center, College Internship Program (MA) 2008

Boston University (MA) 2006

\*Brandeis University (MA) 2007

\*Broward Community College, College Living Experience (FL) 2008

Butler University (IN) 2007

Clark University (MA) 2007, 2008

\*Colby-Sawyer College (NH) 2007, 2009

College of the Atlantic (ME) 2004

\*College of Mount St. Joseph (OH) 2008

\*College of Saint Elizabeth (NJ) 2007

Community College of Rhode Island 2006

Concordia College (NY) 2007

\*Dean College (MA) 2005, 2009

Drew University (NJ) 2006

\*Earlham College (IN) 2006, 2008

Eastern Connecticut State University 2009

\*Eckerd College (FL) 2004

Elms College (MA) 2009

Emerson College (MA) 2004

\*Emory and Henry College (VA) 2004, 2007

Evergreen State College (WA) 2007, 2009

Fairfield University (CT) 2006

Fairleigh Dickinson University (NJ) 2006, 2007, 2009

Fitchburg State College (MA) 2006

Flashpoint Academy (IL) 2009

Florida Atlantic University (FL) 2008

Florida Institute of Technology (FL) 2008

Florida State University (FL) 2008

\*Fort Lewis College (CO) 2008

Franklin Pierce College (NH) 2009

\*George Washington University (DC) 2005, 2006

\*Guilford College (NC) 2007, 2008

Hartwick College (NY) 2009

Hawaii Pacific University (HI) 2007

\*High Point University (NC) 2006, 2007, 2008

Hofstra University (NY) 2007, 2008

Humboldt State University (CA) 2007

Iona College (NY) 2006

Kutztown University (PA) 2007

Lakeland College (WI) 2006

Landmark College (VT) 2004, 2006, 2008

Lasell College (MA) 2008

\*Lesley University (MA) 2006, 2008

Lynn University (FL) 2004, 2007

\*Marian College (WI) 2006

\*Marshall University (WV) 2008

\*Mercyhurst College (PA) 2007

\*Middle Tennessee State University (TN) 2006

\*Middlesex Community College (CT) 2007

\*Midway College (KY) 2008

\*Mitchell College (CT) 2004, 2006, 2007, 2009

Mount Ida College (MA) 2008

\*Muhlenberg College (PA) 2006

Newbury College (MA) 2006, 2009

New England College (NH) 2009

New York Institute of Technology 2006, 2008

\*Ocean County Community College (NJ) 2004

\*Oregon State University 2007

Pacific University (OR) 2007

\*Penn State University-Altoona (PA) 2006

\*Rensselaer Polytechnic Institute (NY) 2008

Richmond University (London, UK) 2007

Roanoke College (VA) 2004

Rochester Institute of Technology (NY) 2008

Rockland Community College (NY) 2008

\*Roger Williams University (RI) 2006, 2008

Rutgers, the State University of New Jersey 2007

Schreiner University (TX) 2007

Seton Hall University (NJ) 2006

Southern Connecticut State University 2009

\*Southern Vermont College 2004, 2006

Suffolk University (MA) 2006

Syracuse University (NY) 2007, 2008

SUNY at Binghamton (NY) 2005

SUNY at Potsdam (NY) 2008

Thomas More College (KY) 2006, 2007

Union College (NY) 2004

\*University of Arizona 2007

University of Connecticut 2008

University of Dayton (OH) 2007

University of Hartford (CT) 2006

University of Massachusetts – Amherst (MA) 2007

University of Memphis (TN) 2006

University of North Carolina – Asheville (NC) 2007

\*University of the Ozarks (AR) 2007

University of Rhode Island 2006

University of Richmond (VA) 2006

University of Tampa (FL) 2008

University of Vermont 2006

University of West Florida 2007

\*Warren Wilson College (NC) 2007

Western New England College (MA) 2008

Wingate University (NC) 2007

Worcester State College (MA) 2006

Wright State University (OH) 2007

Updated March 3, 2009

\*Where Franklin Academy graduates matriculated