



PLEASE READ INSTRUCTIONS BEFORE COMPLETING. ALL DOCUMENTS SUBMITTED IN SUPPORT OF THIS APPLICATION BECOME THE PROPERTY OF THE UNIVERSITY AND ARE NEITHER RETURNABLE NOR TRANSFERABLE.

Note: Students must complete an application for both the Regional Center and Fairleigh Dickinson University. The Regional Center's services are offered at both FDU's Metropolitan Campus and Florham Campus. At the Metropolitan Campus, the Regional Center supports students enrolled in both the two-year and four-year programs.

HOW TO COMPLETE THE REGIONAL CENTER APPLICATION

To complete the Regional Center application, each student must submit the following:

- 1. Regional Center Application Form.**
- 2. Student Self-Assessment Form.**
- 3. Three (3) Teacher Assessment Forms.** These assessments should come from teachers in college preparatory courses. One of the forms must be from the applicant's 11th- or 12th-grade English teacher.
- 4. Official high school transcript.** Transfer students must also submit official transcripts from any colleges or universities they have attended.
- 5. Standardized achievement test.** Results for grades 9 through 12, including all state-mandated tests for graduation from high school.
- 6. Individualized psychological and learning evaluations.** These evaluations must have been completed within the last three years. A statement of a primary diagnosis of a learning disability must be included. Evaluations must include:
 - WJ Achievement Battery or WIAT
 - WAIS or Cognitive Battery of WJ
- 7. 12th-grade IEP and Eligibility Conference Summary Report documenting a learning disability.** These documents, if available, can be obtained through your Child Study Team.

Additional Information

Applications for admission are processed on a rolling basis. Students should apply to the Regional Center at the same time they apply to the University.

Admission decisions are made after careful review of all submitted documentation. Enrollment in the Regional Center is contingent upon admission to the University.

Please send Regional Center application materials (items 1–7) to:

**Regional Center for Learning Disabilities
Fairleigh Dickinson University
1000 River Road, T-RH5-02
Teaneck, New Jersey 07666
201-692-2087**

For general University admissions information, call **1-800-FDU-8803**.



**FAIRLEIGH
DICKINSON
UNIVERSITY**

Application for the Regional Center for Learning Disabilities

Please Print

I. Personal Information

Name _____
Last First Middle

Date of Birth _____
Month/Day/Year

Permanent Address _____

City _____ State _____ Zip _____

Parent/Guardian _____ Home Phone _____

Student Email _____ Student Cell Phone _____

Parent/Guardian Email _____ Parent/Guardian Cell Phone _____

Your current school _____
Name Location

Your guidance counselor _____ Phone _____
Name

School, athletic or community activities in which you have been involved during high school:

Which FDU campus do you plan to attend?

- Florham Campus** (*Madison*)
- Metropolitan Campus** (*Teaneck*)

Year/Semester _____ Intended Major _____

Have you attended a Regional Center Information Session? Yes No If yes, date attended _____

II. Related Academic Information

Please answer the following in your own handwriting:

1. Using your own words, briefly describe how your learning disability affects your academic work:

Application for the Regional Center for Learning Disabilities

(continued)

2. Briefly describe your strengths and how you plan to use them to be successful at FDU.

3. Have you ever received special services — in-class support, resource center, speech/language therapy, or a study skills period — in school? Yes No If yes, please specify below.

Type of Service	Dates (From/To)	Reason
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

4. Have you ever received services from a private tutor? Yes No If yes, please explain below.

Type of Service	Dates (From/To)	Reason
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

5. Have you ever been mainstreamed in the following subjects?

English/Grade 9	<input type="checkbox"/> Yes <input type="checkbox"/> No	History/Grade 9	<input type="checkbox"/> Yes <input type="checkbox"/> No
English/Grade 10	<input type="checkbox"/> Yes <input type="checkbox"/> No	History/Grade 10	<input type="checkbox"/> Yes <input type="checkbox"/> No
English/Grade 11	<input type="checkbox"/> Yes <input type="checkbox"/> No	History/Grade 11	<input type="checkbox"/> Yes <input type="checkbox"/> No
English/Grade 12	<input type="checkbox"/> Yes <input type="checkbox"/> No	History/Grade 12	<input type="checkbox"/> Yes <input type="checkbox"/> No

6. What accommodations do you currently receive at high school?

List:

III. Applicant Signature

I/we hereby declare that the information reported above is true, correct and complete to the best of my/our knowledge.

Signature of Applicant

Date

Signature of Parent or Guardian (Required if applicant is under 18)

Date

Complete and mail to:

Regional Center, Fairleigh Dickinson University
1000 River Road • T-RH5-02, Teaneck, New Jersey 07666
Phone: 201-692-2087



**FAIRLEIGH
DICKINSON
UNIVERSITY**



Name _____ Current Grade _____ Date _____

DIRECTIONS: Place + next to items that are easiest for you to do.
Place – next to items that are most difficult for you to do.

A. GATHERING INFORMATION

- _____ College-level textbooks
- _____ Course lectures
- _____ Group discussion
- _____ Audiovisual materials
- _____ Audio tapes
- _____ Concrete experience
(e.g., by doing something)
- _____ Observation of others
- _____ Asking questions
- _____ Role playing
- _____ Other: _____
- _____ Other: _____

B. LEARNING ENVIRONMENT

- _____ Working independently
- _____ Working with a peer tutor
- _____ Participating in a small group/classroom
- _____ Participating in a large group/classroom
- _____ Listening to audio tapes
- _____ Other: _____
- _____ Other: _____

C. ASSIGNMENTS

- _____ Worksheets
- _____ Short papers (2–3 pages)
- _____ Term papers (10–20 pages)
- _____ Demo/lab projects
- _____ Art/media projects
- _____ Oral reports
- _____ Group discussions
- _____ Word problems/math
- _____ Maps/charts/graphs
- _____ Internships/practicums
- _____ Other: _____

D. TEST FORMATS

- _____ Short answer
- _____ Essay
- _____ Multiple-choice
- _____ True-false
- _____ Matching
- _____ Computation/math
- _____ Oral examinations
- _____ Other: _____

DIRECTIONS: Check (✓) the areas that give the you the most difficulty.

- | | |
|--|---|
| <input type="checkbox"/> Arriving at class on time | <input type="checkbox"/> Reading comprehension |
| <input type="checkbox"/> Arriving at class prepared (e.g., taking pens, paper, etc.) | <input type="checkbox"/> Reading rate |
| <input type="checkbox"/> Becoming motivated to start work | <input type="checkbox"/> Sounding out unfamiliar words |
| <input type="checkbox"/> Budgeting time | <input type="checkbox"/> Mathematical reasoning and word problems |
| <input type="checkbox"/> Sticking with an assignment until completion | <input type="checkbox"/> Mathematical computation |
| <input type="checkbox"/> Following oral directions | <input type="checkbox"/> Remembering specific course vocabulary |
| <input type="checkbox"/> Organizing ideas and information | <input type="checkbox"/> Test-taking anxiety |
| <input type="checkbox"/> Drawing conclusions, making inferences | <input type="checkbox"/> Lack of self-confidence |
| <input type="checkbox"/> Understanding abstract concepts | <input type="checkbox"/> Making new friends |
| <input type="checkbox"/> Finding the "right word" to describe something orally | <input type="checkbox"/> Understanding humor and sarcasm |
| <input type="checkbox"/> Expressing ideas precisely in writing | <input type="checkbox"/> Making "small talk" |
| <input type="checkbox"/> Writing legibly | |



Teacher's Name _____ Student's Name _____

Subject/Year Taken _____

School _____
Signature of Teacher _____

Your responses will be most helpful to our staff in planning to meet the needs of our students. Please include any additional pertinent information on a separate sheet and return with the completed form to FDU's Regional Center for Learning Disabilities. Thank you.

DIRECTIONS: Please rate the student in the following areas using a scale of 1 to 5 (5 representing the greatest strength).

A. GATHERING INFORMATION

- _____ College-level textbooks
- _____ Course lectures
- _____ Group discussion
- _____ Audiovisual materials
- _____ Audio tapes
- _____ Concrete experience (e.g., by doing something)
- _____ Observation of others
- _____ Asking questions
- _____ Role playing
- _____ Other: _____
- _____ Other: _____

B. LEARNING ENVIRONMENT

- _____ Working independently
- _____ Working with a peer tutor
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- _____ Other: _____
- _____ Other: _____

C. ASSIGNMENTS

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- _____ Word problems/math
- _____ Maps/charts/graphs
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D. TEST FORMATS

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- _____ True-false
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DIRECTIONS: Check (✓) the areas that give the student the most difficulty.

- | | |
|--|---|
| <input type="checkbox"/> Arriving at class on time | <input type="checkbox"/> Reading comprehension |
| <input type="checkbox"/> Arriving at class prepared (e.g., taking pens, paper, etc.) | <input type="checkbox"/> Reading rate |
| <input type="checkbox"/> Becoming motivated to start work | <input type="checkbox"/> Sounding out unfamiliar words |
| <input type="checkbox"/> Budgeting time | <input type="checkbox"/> Mathematical reasoning and word problems |
| <input type="checkbox"/> Sticking with an assignment until completion | <input type="checkbox"/> Mathematical computation |
| <input type="checkbox"/> Following oral directions | <input type="checkbox"/> Remembering specific course vocabulary |
| <input type="checkbox"/> Organizing ideas and information | <input type="checkbox"/> Test-taking anxiety |
| <input type="checkbox"/> Drawing conclusions, making inferences | <input type="checkbox"/> Lack of self-confidence |
| <input type="checkbox"/> Understanding abstract concepts | <input type="checkbox"/> Making new friends |
| <input type="checkbox"/> Finding the "right word" to describe something orally | <input type="checkbox"/> Understanding humor and sarcasm |
| <input type="checkbox"/> Expressing ideas precisely in writing | <input type="checkbox"/> Making "small talk" |
| <input type="checkbox"/> Writing legibly | |

(Please Turn Over)

FAIRLEIGH DICKINSON UNIVERSITY REGIONAL CENTER FOR LEARNING DISABILITIES
Teacher Assessment of Student Skills*

(continued)

DIRECTIONS: Check (✓) the areas in which you feel this student should have additional tutorial support.

- General information on learning disabilities
- An assessment of basic skills
- Counseling services
- Tutorial instruction
 - a) Note taking in lectures
 - b) Outlining a textbook
 - c) Writing a term paper
 - d) Spelling
 - e) Basic grammar skills (e.g., punctuation, sentence construction, etc.)
 - f) Basic math skills
 - g) Basic reading skills
 - h) Test-taking skills
 - i) Locating information in the library
 - j) Special tutorial help in _____

 - k) Other _____

DIRECTIONS: Describe the student's motivation.

DIRECTIONS: Describe the student's academic strengths.

Please return completed form as soon as possible to the Regional Center for Learning Disabilities,
Fairleigh Dickinson University, 1000 River Road • T-RH5-02, Teaneck, NJ 07666

* Based on McBurney Resource Center Inventory