



LANDMARK  
COLLEGE

[www.landmark.edu](http://www.landmark.edu)



# TRANSITION TO COLLEGE PROGRAM

FOR FIRST-YEAR COLLEGE STUDENTS



LANDMARK COLLEGE • PUTNEY, VERMONT

Friday, July 21 – Saturday, August 5, 2017

# TRANSITION TO COLLEGE PROGRAM

FOR FIRST-YEAR COLLEGE STUDENTS

Landmark College • Putney, VT  
Friday, July 21 – Saturday August 5, 2017

Tuition, Room & Board: \$3,630

Financial Aid is available.

**NOTE:** For admission to this program, students must provide a letter of admission to a four-year college or university.



## Landmark College's Putney Campus

Students in this program live on LC's rural Putney campus in picturesque southern Vermont. Participants join current Landmark students who are engaged in college degree work during our five-week credit session.

"The program really helped to give me a good picture of what a regular college class would be like."

Making the transition from high school to college is an exciting and rewarding process, but it does pose some challenges.

Do you know a student who struggles with time management, organization, or sustained attention? They may benefit from attending Landmark College's Transition to College Program.

Even high achieving first-year college students can face unanticipated challenges at college. These issues arise not from lack of ability, but because of the enormous jump in independence required to successfully navigate the college environment.

Landmark College's Transition to College Program helps prepare students for the challenging transition from high school to college, and from home to residence hall. Students are immersed in a living and learning experience that offers a real taste of college-level work and the challenges that they will encounter. They develop a clear understanding of their personal learning strengths and needs, and discover how various resources and self-advocacy can boost their success in college.

To support a smooth transition to their college or university, students work on a personal plan that will allow them to find success more easily during the transition to college.



# THE ACADEMIC PROGRAM

Students in this program take a core course based on the first few weeks of a typical introductory college lecture course. Students also participate in seminars on Learning Skills and College Writing that connect directly to the content of the core lecture course. Students choose from a selection of additional workshops that introduce them to strategies that will help them to navigate through some of the challenges they may face as they start their college careers.



Together, the program courses, seminars, and workshops help students to:

- Create a personalized plan of action to support their transition to college
- Discover strategies for working with the different teaching styles and course formats they will experience in college
- Become familiar with the requirements for academic writing, including researching topics, source citations, and meeting multiple deadlines
- Learn about process strategies for approaching academic writing tasks
- Review and practice the study skills essential for success in introductory college courses, including note taking, active reading, test preparation, and time management
- Discover personal learning strengths and difficulties as the basis for strategy development, self-advocacy, and the use of college resources

## Courses and Workshops

**CORE COURSE: COLLEGE LECTURE** This class, which covers the first few weeks of a typical introductory college course, presents students with some of the challenges of lecture-style teaching, handling a college-level reading load, taking a unit exam, and writing a research paper.

**LEARNING SKILLS SEMINAR** In this seminar, students learn about the study skills and strategies required in college — including organization, active reading, note taking, and test preparation — and explore the use of assistive technology.

This class includes opportunities for students to consider different ways to approach various challenges they will face, including reading load, time management, and prioritization. Students are asked to analyze their own performance in the core lecture and identify areas of strength and relative weakness, allowing them to better identify essential strategies for future college work. The instructor also serves as an academic advisor, working with students to help each develop a plan for using newly learned skills in future class work and learning environments.

**COLLEGE WRITING SEMINAR** Writing for college courses is much different than writing for high school. This seminar reviews some of those differences and helps students to move from summarizing a reading assignment to analyzing the reading assignment. Other college writing basics, such as writing in drafts, using sources while avoiding plagiarizing, and writing succinctly, are also covered.

**CO-CURRICULAR WORKSHOPS** Students participate in a series of additional workshops designed to encourage development of self-understanding and self-advocacy. Workshop sessions introduce students to assistive technology, using the library to research and write a paper, the neurological basis of learning differences, and laws related to learning disabilities, ADHD, and ASD in college settings. Students also learn about community living, lifestyle choices, medication, health, and leisure time.

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## Weekend Programs

During the program's two weekends, students have the opportunity to participate in well-planned group activities that are designed to be more than fun experiences; they also teach students how to handle themselves in a group of new peers. Students spend at least one day working as a team, helping them to further develop critical skills such as cooperation, trust, effective communication, commitment, and leadership — skills that will assist them in their journey toward becoming more effective and independent learners.

In this program, students share and address their biggest concerns about going to college:

"Being able to finish assignments on time and making sure they don't pile up."

"The increased responsibility of being in charge of my own schedule."

"Time management."

"Handling the increased work load."

"Losing track of assignments and projects."

"Turning things in on time."

"Organization and independence."

"Finding time to stay healthy."

"The social aspect."

## Residential Life

Students experience a true college-living situation during their 15-day stay on campus. Students live with other Transition to College Program students in single-gender, double-occupancy residence hall rooms. The residence hall is staffed by a professional Resident Director (RD) and college-aged mentors known as Resident Assistants (RAs). This team helps students to bridge the gap between their classroom experiences and the rest of their day and evening. The RD and RAs (all of whom have experience transitioning from high school to college) help students to engage in the overall learning community, ensure a safe and secure living and learning experience, and help students to overcome some of the challenges they may face outside the classroom during their first semester at college.

**About Landmark College:** Landmark College is the college of choice for students with learning disabilities (such as dyslexia), ADHD, ASD, and gifted LD. We have over 30 years of experience in developing innovative academic strategies and techniques for students who learn differently. Landmark College offers two- and four-year degrees that prepare students for careers or for further education in their fields.

## For More Information

For questions or assistance concerning Landmark College's Transition to College Program, please contact the Landmark College Admissions Office.

**Telephone: 802-387-6718**

**Email: [admissions@landmark.edu](mailto:admissions@landmark.edu)**

**Website: [landmark.edu/summer](http://landmark.edu/summer)**



**LANDMARK**  
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19 River Road South  
Putney, Vermont 05346-8517

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## Applying for Admission

### Transition to College Program for First-Year College Students

Students applying for admission to Landmark College's Transition to College program for college-bound seniors are not required to have a diagnosed learning disability.

**Landmark College • Putney, VT**

**Friday, July 21 – Saturday August 5, 2017**

Tuition, Room & Board: **\$3,630** (Need-based Financial Aid is available)

Application Deadline: Rolling



## Application Checklist

To be considered for admission to this program, you must submit the following application materials:

- Completed and signed application
- Official high school transcript of work completed to date\*
- Letter of admission to a four-year college or university\*
- Two letters of recommendation
- Parent statement
- \$25 application fee, check made payable to Landmark College
- Telephone or on-campus interview

\* These materials must be submitted prior to the start of the program if unavailable at time of application. Because space is limited, you are advised to apply as soon as possible, even if you do not yet have these documents in hand.



# TRANSITION TO COLLEGE PROGRAM

FOR FIRST-YEAR COLLEGE STUDENTS

## A Sampling of the Home Colleges and Universities Represented by Participants in the Transition to College Program

Alfred University  
Bennington College  
Bowling Green State  
University  
Canisius College  
Connecticut College  
Dartmouth College  
Drew University  
Drexel University  
Evergreen College  
Florida Agricultural &  
Mechanical University  
Fordham University  
Franklin & Marshall College

Goucher College  
Ithaca College  
Johnson & Wales University  
Loyola University (New  
Orleans)  
Manhattanville College  
McDaniel College  
McGill University  
Minneapolis College of Art &  
Design  
Muskingum University  
New York University  
Pace University  
Pennsylvania State University

Pratt Institute  
Rochester Institute of  
Technology  
Rutgers University  
St. Bonaventure University  
Skidmore College  
Smith College  
Syracuse University  
University of Massachusetts  
Amherst  
University of Oregon  
Washington University  
Worcester Polytechnic  
Institute

“Being with other incoming freshman was a great learning experience. I gained confidence in myself and my ability to succeed in college.”



19 River Road South  
Putney, Vermont 05346-8517

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## OTHER LANDMARK COLLEGE SUMMER PROGRAMS

Landmark College also offers a **High School Summer Program for Rising Juniors and Seniors**, which includes a Social Pragmatics Track for students with ASD.

The College also conducts a **Summer Session for Visiting College Students**, for currently enrolled college students who are struggling in their studies.

Details can be found at [landmark.edu/summer](http://landmark.edu/summer).





Office Use Only		
PMT	DATE	AMT
_____	_____	_____

## Application for Transition to College Program

Please answer all questions completely. Please print clearly or type.

Today's Date \_\_\_\_\_  
Month/Day/Year

### ABOUT YOU

Legal Name \_\_\_\_\_  
First Middle Last

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone ( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_ Work Phone ( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_

Cell Phone ( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_ Primary Email Address \_\_\_\_\_

Legal Gender:  Male  Female  Self-Identity: \_\_\_\_\_

Date of Birth \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Chosen Name \_\_\_\_\_

### COLLEGE INFORMATION

I have been accepted at: \_\_\_\_\_  
Name of College

I have applications pending at: \_\_\_\_\_  
Name of College

Have you ever applied to Landmark College?  Yes  No If yes, when: \_\_\_\_\_

Have you previously attended any Landmark College programs?  Yes  No

If yes, when: \_\_\_\_\_

\_\_\_\_\_

## CITIZENSHIP

Are you a U.S. citizen?  Yes  No If no, what is your country of citizenship? \_\_\_\_\_

If other than a U.S. citizen, please give citizenship status and visa needs: \_\_\_\_\_

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## ADDITIONAL INFORMATION (optional)

*Race/Ethnicity information is optional. Information you provide will not be used in a discriminatory manner.*

Are you Hispanic or Latino?  Yes  No (If yes, country of family's origin: \_\_\_\_\_)

How would you describe your racial background? (select one or more of the following categories):

Asian (country of family's origin: \_\_\_\_\_)  Native Hawaiian or Other Pacific Islander

Black or African American  White

American Indian or Alaska Native

## ABOUT YOUR EDUCATION (attach additional sheets if necessary)

### High School Information

Please list below the high schools you have attended or are attending (most recent first):

Name(s) of High School(s)	City & State	Dates of Attendance (From/To) Mo/Yr	Expected Date of Graduation
1) _____	_____	_____	_____
2) _____	_____	_____	_____
3) _____	_____	_____	_____

Have you taken the SAT or ACT?  Yes  No If yes, when? \_\_\_\_\_  
Month/Year Month/Year

If yes, what were your scores: SAT Writing \_\_\_\_\_ SAT Math \_\_\_\_\_

SAT Critical Reading \_\_\_\_\_ ACT Composite \_\_\_\_\_

Have you been diagnosed with a learning disability, ADHD, or ASD?  Yes  No

If yes, when and what was the diagnosis? \_\_\_\_\_

What academic courses do you find most difficult? \_\_\_\_\_

What academic courses do you most enjoy? \_\_\_\_\_

What academic supports, if any, have helped you in the past? \_\_\_\_\_

What skills and strategies do you hope to develop by participating in Landmark College's Transition to College Program?

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Who or what led you to apply to Landmark College's Transition to College Program? \_\_\_\_\_

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Please list your employment history (most recent first):

<b>Job or Activity</b>	<b>Position or Duties</b>	<b>Dates Employed: From/To</b>	<b>Hours per Week</b>

What have you done in life that has made you the most proud? \_\_\_\_\_

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Have you ever been placed on probation, suspended, removed, dismissed, or expelled from any school or academic program since 9th grade?  Yes  No

If yes, please explain: \_\_\_\_\_

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Other than traffic offenses, have you ever been convicted of a misdemeanor, felony, or other crime?  Yes  No

If yes, please explain: \_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ABOUT YOUR FAMILY**

**Parent/Guardian 1**  Parent  Guardian \_\_\_\_\_

Home Address (if different than yours) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_ Cell Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

Name of Employer \_\_\_\_\_ Job Title \_\_\_\_\_

Work Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

Work Mailing Address \_\_\_\_\_

Email Address \_\_\_\_\_

**Parent/Guardian 2**  Parent  Guardian \_\_\_\_\_

Home Address (if different than yours) \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_ Cell Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

Name of Employer \_\_\_\_\_ Job Title \_\_\_\_\_

Work Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

Work Mailing Address \_\_\_\_\_

Email Address \_\_\_\_\_

With whom do you reside?  Both  Parent/Guardian #1  Parent/Guardian #2  Other (please explain) \_\_\_\_\_

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Please list names and ages of your siblings, and colleges attended, if any.

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How did you first learn about Landmark College's Summer Programs? (Check all that apply)

- Brochure
- Educational Professional
- Email
- Family Member or Parent
- Friend or Colleague
- Health Professional
- Landmark Graduate or Current Student
- Social Media
- Internet Search
- Digital Ad
- Other \_\_\_\_\_

Please specify

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**Applicant Statement**

By applying to Landmark College's Transition to College Program and signing this application for admission, I indicate my understanding that the Transition to College Program is a 15-day residential program that includes academic coursework and co-curricular workshops, as well as recreational activities. I understand that I must be prepared to attend class meetings and do nightly coursework. I recognize that students who are motivated to meet the program's standards and expectations generally realize the steps required to achieve success in a collegiate setting. I also understand that students not prepared to work within the structure and expectations of the program, or who may have issues secondary to academic performance that require their focus, may have difficulty achieving the learning outcomes of the program.

**My signature below indicates that the information in my application is correct, inclusive, and honestly presented.**

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

Landmark College admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of color, gender, national and ethnic origin, or sexual orientation in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs.

**Mail completed form to:**

Transition to College Program, Office of Admissions, Landmark College, 19 River Road South, Putney, VT 05346



## Parent or Guardian Statement

### Transition to College Program

Today's Date \_\_\_\_\_  
Month/Day/Year

Student's Name \_\_\_\_\_  
First Middle Last

Parent's Name \_\_\_\_\_

As a parent/guardian, you have spent more time with your child than anyone else. Therefore, you are being asked to share your insights on this form. Please rate how much of a challenge each of the following is with regard to your student's overall achievement:

	<b>Not A Challenge</b>	<b>Slight Challenge</b>	<b>Moderate Challenge</b>	<b>Challenge</b>	<b>Major Challenge</b>	<b>No Basis for Judgment</b>
Building and maintaining friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustained attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In what areas have you witnessed the most development and growth in your child? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## Recommendation #1

### Transition to College Program

Today's Date \_\_\_\_\_  
Month/Day/Year

#### 1. INSTRUCTIONS FOR THE STUDENT

This recommendation form should be completed by a teacher, counselor, or professional who knows you well. Please do not ask a relative or personal friend for a recommendation. Once you have decided who will write your recommendation, please complete lines A and B below. Then give this form to the person whom you have selected. He or she should return the completed form directly to Landmark College.

a. Name of Student \_\_\_\_\_  
First Middle Last

b. Person Writing Recommendation \_\_\_\_\_

#### 2. INSTRUCTIONS FOR THE RECOMMENDATION WRITER

The above-named student has applied to the Landmark College Transition to College Program. One of the goals of this program is to expose students to strategies and skills that would allow them to be more effective and independent learners in a collegiate atmosphere.

Please complete in full the reverse side of this form. We ask you to candidly share your thoughts about this student's specific challenges, motivation, academic performance, honesty, ability to set realistic goals, interpersonal skills, sense of humor, and any other observations relevant to this student's performance. Because of the specialized nature of our program, any information that would help us to respond successfully to the student's needs in terms of the transition from high school to college is especially helpful. On a separate sheet, please include any additional comments you think might assist us in evaluating this student's application.

#### Confidentiality Policy

Your effort to realistically assess the potential of this candidate is greatly appreciated. This form and any additional comments/recommendation you provide will be used for admission and advisement purposes by Landmark College for its Transition to College Program.

Recommender's Signature \_\_\_\_\_ Date \_\_\_\_\_

Recommender's Title \_\_\_\_\_

Relationship to Student \_\_\_\_\_ Years Acquainted with Student \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone ( \_\_\_\_\_ ) \_\_\_\_\_ – \_\_\_\_\_ Email Address \_\_\_\_\_

**STUDENT RECOMMENDATION**

**Please rate how much of a challenge each of the following is with regard to this student's overall achievement:**

	Not A Challenge	Slight Challenge	Moderate Challenge	Challenge	Major Challenge	No Basis for Judgment
Building and maintaining friendships	<input type="checkbox"/>					
Dealing with conflict	<input type="checkbox"/>					
Group activities	<input type="checkbox"/>					
Homework completion	<input type="checkbox"/>					
Making conversation	<input type="checkbox"/>					
Note taking	<input type="checkbox"/>					
Organization	<input type="checkbox"/>					
Reading comprehension	<input type="checkbox"/>					
Self-advocacy	<input type="checkbox"/>					
Self-discipline	<input type="checkbox"/>					
Self-understanding	<input type="checkbox"/>					
Social interactions	<input type="checkbox"/>					
Study habits	<input type="checkbox"/>					
Sustained attention	<input type="checkbox"/>					
Time management	<input type="checkbox"/>					
Working independently	<input type="checkbox"/>					
Writing	<input type="checkbox"/>					

I recommend this student for studies at the Landmark College Transition to College Program

Enthusiastically    With reservation    Do not recommend

Please provide additional comments that might assist us in evaluating this student's attitude, motivation, and potential to succeed in Landmark College's Transition to College Program \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommender's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please mail completed form to:**

Transition to College Program, Office of Admissions, Landmark College, 19 River Road South, Putney, VT 05346



## Recommendation #2

### Transition to College Program

Today's Date \_\_\_\_\_  
Month/Day/Year

#### 1. INSTRUCTIONS FOR THE STUDENT

This recommendation form should be completed by a teacher, counselor, or professional who knows you well. Please do not ask a relative or personal friend for a recommendation. Once you have decided who will write your recommendation, please complete lines A and B below. Then give this form to the person whom you have selected. He or she should return the completed form directly to Landmark College.

a. Name of Student \_\_\_\_\_  
First Middle Last

b. Person Writing Recommendation \_\_\_\_\_

#### 2. INSTRUCTIONS FOR THE RECOMMENDATION WRITER

The above-named student has applied to the Landmark College Transition to College Program. One of the goals of this program is to expose students to strategies and skills that would allow them to be more effective and independent learners in a collegiate atmosphere.

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Recommender's Signature \_\_\_\_\_ Date \_\_\_\_\_

Recommender's Title \_\_\_\_\_

Relationship to Student \_\_\_\_\_ Years Acquainted with Student \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone ( \_\_\_\_\_ ) \_\_\_\_\_ – \_\_\_\_\_ Email Address \_\_\_\_\_

**STUDENT RECOMMENDATION**

**Please rate how much of a challenge each of the following is with regard to this student's overall achievement:**

	Not A Challenge	Slight Challenge	Moderate Challenge	Challenge	Major Challenge	No Basis for Judgment
Building and maintaining friendships	<input type="checkbox"/>					
Dealing with conflict	<input type="checkbox"/>					
Group activities	<input type="checkbox"/>					
Homework completion	<input type="checkbox"/>					
Making conversation	<input type="checkbox"/>					
Note taking	<input type="checkbox"/>					
Organization	<input type="checkbox"/>					
Reading comprehension	<input type="checkbox"/>					
Self-advocacy	<input type="checkbox"/>					
Self-discipline	<input type="checkbox"/>					
Self-understanding	<input type="checkbox"/>					
Social interactions	<input type="checkbox"/>					
Study habits	<input type="checkbox"/>					
Sustained attention	<input type="checkbox"/>					
Time management	<input type="checkbox"/>					
Working independently	<input type="checkbox"/>					
Writing	<input type="checkbox"/>					

I recommend this student for studies at the Landmark College Transition to College Program  
 Enthusiastically    With reservation    Do not recommend

Please provide additional comments that might assist us in evaluating this student's attitude, motivation, and potential to succeed in Landmark College's Transition to College Program \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Recommender's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please mail completed form to:**  
 Transition to College Program, Office of Admissions, Landmark College, 19 River Road South, Putney, VT 05346

# TRANSITION TO COLLEGE PROGRAM

FOR FIRST-YEAR COLLEGE STUDENTS



Students from all over the country choose Landmark College's summer programs to develop a greater understanding of their personal learning styles, discover new learning strategies, and prepare for success throughout their academic journey.

"Simply put, Landmark College knows how to serve students who learn differently better than any other place on earth."

*Princeton Review's K&W Guide*



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# TRANSITION TO COLLEGE PROGRAM

FOR FIRST-YEAR COLLEGE STUDENTS

## For More Information

For questions or assistance, contact Landmark College's Office of Admissions.

**Telephone: 802-387-6718**

**Email: [admissions@landmark.edu](mailto:admissions@landmark.edu)**

**Website: [landmark.edu/summer](http://landmark.edu/summer)**



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and Twitter.

