

**The College Handbook
Foreign Student Supplement
1992**

Fifth Edition

**College Entrance Examination Board
New York**

THE COLLEGE HANDBOOK FOREIGN STUDENT SUPPLEMENT 1992

Fifth Edition

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This publication contains material related to Federal Title IV student aid programs. While the College Board believes that the information contained herein is accurate and factual, this publication has not been reviewed or approved by the U.S. Department of Education.

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Preface

This edition of *The College Handbook Foreign Student Supplement* continues the College Board's commitment to assist students in other countries in obtaining thorough and objective information about higher education in the United States.

These students have unique obstacles to overcome when choosing a U.S. educational institution. The investment of a considerable amount of money and time in an unknown campus environment poses a significant risk. Lack of direct contact with domestic media, lack of access to university campuses, and lack of exposure to basic information about the U.S. educational system all increase the difficulty of choosing an appropriate educational environment from outside the United States. The greatest difficulty of all, however, is gaining access to reliable and objective information about how U.S. institutions handle foreign students' special requirements.

The College Board has long been active in assisting students with the transition from secondary education to higher education. On behalf of its members, the Board produces publications, training programs, and research studies designed to help students make an informed, objective choice about which college or university is best for them. By focusing its unique data-gathering resources on the important questions faced by foreign students, the College Board hopes to increase the chances that these students' investments will produce significant benefits. We believe that, just as *The College Handbook* is the classic guide to higher education for generations of college-bound students in the United States, the *Foreign Student Supplement* has become the standard in the field of data provision for prospective foreign students. We continue, however, to look to colleagues throughout the profession to provide us with suggestions on additional information we can include and on the presentation of information in this book.

The data in this publication were provided to the College Board by the institutions themselves through the Annual Survey of Colleges, 1991-92. The questionnaires were completed by participating university officials during the winter and spring of 1991. The information was checked by College Board editors and, when necessary, was verified with the institutions.

There are more than 3,100 accredited institutions of higher education in the United States. Not all of these institutions have the facilities to handle the special requirements of foreign students. Some may have a curriculum that is focused in such a way as to be considered of little practical application to students returning to their home country to share their new knowledge. For these reasons, the College Board asked the institutions whether they wished to be included in this publication. A total of 2,260 undergraduate and graduate institutions chose to participate in the 1992 edition of the *Foreign Student Supplement*. The Board hopes that by this process of self-selection, inappropriate placement of students will be avoided.

This book was developed by the International Education Office with advice and counsel from members of its Advisory Committee on International Education. Special acknowledgment is made to the following colleagues for their review and suggestions: Dale Gough and Lori Spak, University of Maryland, and William Smart, Oregon State University. Special thanks are extended to the staff of Guidance Publishing who provided the data through the Annual Survey of Colleges: Maureen Matheson, Executive Director; Jean Marzone, Associate Director and Director of Information Services; Dorothy Siegfried, Data Supervisor, and Renée Gernand, Senior Editor. Finally, this book could not have been published without the support of thousands of college officers who provided detailed information on foreign student policies and procedures at their institutions.

The College Handbook Foreign Student Supplement is the culmination of many years of cooperation between the College Board's Office of International Education, government agencies involved with international educational exchange, overseas educational advisers, and international admissions officers at U.S. universities. All these professionals share a common belief that the proper placement of and service to foreign students at U.S. campuses is critical to the development of mutual understanding through the exchange process.

John Deupree
Associate Director
Office of International Education

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The College Board has long been committed to providing foreign students with the information they need to make informed, objective choices about which college or university is best for them. By locating its unique information resources on the important questions faced by foreign students, the College Board hopes to increase the chances that these students' investments will produce significant benefits. We believe that, just as *The College Handbook* is the classic guide to higher education for generations of college-bound students in the United States, the *Foreign Student Supplement* has become the standard in the field of data provision for prospective foreign students. We continue, however, to look to colleagues throughout the profession to provide us with suggestions on additional information we can include and on the presentation of information in this book.

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Thinking about study in the United States?

Applying to college in the United States from another country can be exciting and challenging. It can also be frustrating and disappointing—but it need not be too difficult if you get accurate information and follow the required procedures carefully.

There are about 400,000 students from foreign countries enrolled at 3,000 colleges, universities, and graduate institutions in the United States. Most of these institutions have many more applicants than they can accept in any year. As a result, college admissions can be very competitive, especially for applicants from outside the United States.

The key to successful admission to colleges lies in careful planning and timely completion of the required steps. This handbook will help take you through those steps. Keep in mind the following advice during your college planning:

1. Plan ahead early.
2. Read and use this book and *The College Handbook*.
3. Go to college fairs and ask colleges themselves.
4. Consult an advisor at your home school.
5. Talk with students from your country who have studied in the United States.
6. Determine how much you will pay for your education.
7. Prepare to answer questions about your ideas and background and process an application.
8. Do not wait until the last minute to get the steps to get information.
9. Do not rely on information from one source that may be outdated, incomplete, or inaccurate.

Part I. Applying to college in the United States

Thinking about college is a big step. You may have heard about the excitement for going to college in the United States, but you may also be thinking about the reasons that help you think about your future.

Are you sure you are ready for applying to colleges in the United States, making your own decisions about your future, or the best of your life?

Discuss your reasons with your parents, teachers, and others who can help you think about your educational and life goals.

What are you like?

The picture you have of yourself—your strengths and interests, attitudes, and personality—is very helpful in choosing colleges and in completing the application forms that you will submit. Colleges will ask you about yourself because they are interested in you and believe that personal factors play an important role in academic success. Consider your strengths and weaknesses, your likes and dislikes.

Part I.
Applying to
College in the
United States

Thinking about study in the United States?

Applying to college in the United States from another country can be exciting and challenging. It can also, at times, be frustrating or disappointing—but it need not be *too* difficult if you get accurate information and follow the required procedures carefully.

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The key to successful admission to college lies in careful planning and timely completion of the required steps. This handbook will help take you through these steps. Keep in mind the following advice during your college planning:

- Begin planning early.
- Read and use this book and *The College Handbook*.
- Get current catalogs from the colleges themselves.
- Consult an educational advising center.
- Talk with students in your country who have studied in the United States.
- Be realistic about how you will pay for your education.
- Complete all steps in the admissions and financial aid process as early as possible.
- Do *not* wait until the year you want to go to college to get information.
- Do *not* rely on information you hear that may be outdated, incomplete, or inaccurate.

- Do *not* depend on applying for financial aid after you arrive in the United States.
- Do *not* leave out any steps in the admissions process.

Why study in the United States?

Many students come to the United States because of the diversity of educational opportunities available. There are over 500 major fields of study offered at more than 3,000 colleges and universities. These colleges and universities are located in some of the world's largest cities and in rural communities, in a variety of climates, and in areas of diverse cultural opportunities and ethnic heritage.

Making a wise college choice begins with thinking about your reasons for going to college in general and for going to college in the United States in particular. Writing down your reasons can help you think clearly about your goals.

Make a list of your reasons for applying to college in the United States, putting your most important reason at the top of your list.

1. _____
2. _____
3. _____
4. _____
5. _____

Discuss your reasons with your parents, teachers, and others who can help you think about your educational and life goals.

What are you like?

The picture you have of yourself—your academic ability, interests, attitudes, and personality—is very helpful in choosing colleges and in completing the application forms that you will submit. Colleges will ask you about yourself because they are interested in you and believe that personal factors play an important role in academic success. Consider your strengths and weaknesses, your likes and dislikes.

Write a statement about yourself in each of the following areas, using the questions to help you begin. Do your family, friends, and teachers agree with your self-description? How does it relate to your wish to

study in the United States? Are your reasons for wanting to study at a college or university in the United States realistic, based on what you know about yourself?

Academic. Are you a good student? Does your school record reflect your abilities and achievement? What are your strongest subjects? Your weakest subjects? Do you learn best in a competitive or relaxed academic situation? Do you like school and study?

Extracurricular. Do you participate in school, community, or other activities? To what clubs, sports, or other groups do you belong? Are you a leader of any activity or group? What are your interests and hobbies? What do you enjoy most?

Personal attitudes and values. Do you prefer routine and the familiar or change and the new? Do you want to be near family and friends or do you want to be independent and away from them for awhile? How important is it for you to be among people with backgrounds and values similar to yours? How would you describe yourself?

How good is your English?

English-language proficiency is extremely important to your success in applying to and enrolling in a U.S. college. You will be expected to read, write, understand, and speak English to carry out your studies. Conversa-

tional English only will not be sufficient. Colleges and universities require English-language proficiency at the time of application and measure your skills by asking you to take a standardized test of English. Although you may have excellent academic and personal qualifications, you may be denied admission if your English-lan-

guage proficiency is too low. Be honest with yourself and evaluate your English-language skills so that you can prepare further before starting the admissions process. Answer the following questions to help you evaluate your English.

If you answered "Yes" to A or B in all or most of these statements, there is a good chance that you may

meet English proficiency requirements.

Do your teachers and others qualified to evaluate your English-language proficiency agree with your evaluation? Have they made any recommendations on how you can improve your English? Are you following up on these recommendations? What are you doing to improve your English?

	Check one	
	Yes	No
1. I can read textbooks written in English...		
A. easily with the help of a dictionary to check new or difficult words.	_____	_____
B. with difficulty and the frequent use of a dictionary.	_____	_____
C. with extreme difficulty and the constant use of a dictionary and help from teachers and friends.	_____	_____
D. I have never tried reading a textbook in English.	_____	_____
2. I can write an essay in English...		
A. easily with the help of a dictionary to check the spelling and meaning of some words.	_____	_____
B. with difficulty and the frequent use of a dictionary and grammar book.	_____	_____
C. with extreme difficulty and by translating what I have written in my native language into English with the constant use of a dictionary and help from others.	_____	_____
D. I have never tried writing an essay in English.	_____	_____
3. I can understand spoken English about a current news topic...		
A. easily except for special words.	_____	_____
B. with some difficulty and if it is repeated at least once.	_____	_____
C. with difficulty and the use of a dictionary.	_____	_____
D. I have not had the opportunity to listen to someone speak in English about a current news topic.	_____	_____
4. I can speak in English...		
A. about any topic, idea, or feeling with the occasional use of a dictionary to check new or difficult words.	_____	_____
B. about certain topics about which I am most familiar.	_____	_____
C. if I am asked simple questions.	_____	_____
D. I have not had the opportunity to speak in English.	_____	_____

Planning to pay for your education

Just as the types of educational institutions in the United States vary widely, so do the costs of education. At present, average costs for United States residents at four-year undergraduate colleges vary from about \$7,000 to \$15,300 per nine-month academic year. These costs include tuition and fees, room and board, books and supplies, and other living expenses. Costs for foreign students will be higher. You must consider living expenses during the summer and round-trip transportation to your home country. Actual tuition

and fees and estimated living expenses for foreign students at individual institutions are listed in Part II. Although there are government-sponsored and institutional financial aid programs, the cost of education in the United States is primarily the responsibility of the student and the student's family. A few colleges have financial aid for students from outside the United States, but this aid is not enough to meet the need of all students. You are responsible for planning how you will pay for your educational, living, and transportation expenses. Answer the following questions to begin your financial plan.

1. The cost of attending college and living in the United States will be paid by	Amount (in U.S. dollars)
<input type="checkbox"/> Me	\$ _____
<input type="checkbox"/> My parents	_____
<input type="checkbox"/> Other relatives	_____
<input type="checkbox"/> My employer	_____
<input type="checkbox"/> My government	_____
<input type="checkbox"/> Scholarship organization in my country	_____
<input type="checkbox"/> Other _____	_____
2. During the first year, I will have a total of	\$ _____
In the second year,	_____
In the third year,	_____
In the fourth year,	_____
3. I am applying to the following organizations for financial assistance and hope to obtain money from	
Organization _____	\$ _____
_____	_____
_____	_____
_____	_____

Have you consulted your family and others about your plans for financing your stay in the United States? Have they agreed to support you? If you are applying for a scholarship or fellowship, have you submitted all of the required documents? When will you be notified of the results?

Reading the section of this book on college costs will

help you find out whether your financial plan is realistic. You can also use the listing of undergraduate and graduate colleges in Part II to see current expenses for foreign students. But first, you should choose which colleges to find out about. To do this, you should know some facts about the structure of education in the United States and the various types of colleges.

U.S. higher education

There are a few facts about the structure of U.S. education that may be helpful in your early planning. This section will give you some general information on

- the organization of U.S. education
- the degrees offered
- the types of institutions
- accreditation
- grading and evaluation

Organization

How educational systems are organized varies from country to country. Higher education in the United States may be very different from education in your country.

Students in the United States generally begin higher education after completing 12 years of elementary and secondary school. (Some children attend one or more years of preschool or kindergarten before entering elementary school.) The typical student receives a high school (secondary school) diploma at age 17 or 18.

The first level of higher (postsecondary) education is undergraduate study, which includes two-year and four-year programs. Two-year programs generally lead to the associate degree. There are two types of associate degree programs: occupational/vocational (sometimes called "terminal") programs, which prepare the student for a trade or technical job, and transfer programs, which provide the first two years of general education for transfer to a four-year program.

Four-year colleges and universities offer programs that lead to the bachelor's degree. The first two years usually are spent in general education. This may include courses in English composition, history, science, mathematics, languages, and social sciences. The courses in the first two years may depend on your chosen field of study. The second two years are devoted to your major field. Five years of undergraduate study may be required for some fields, such as pharmacy or

architecture. A few institutions offer only the last two years of undergraduate study; these are called upper-division institutions.

Graduate study follows the completion of undergraduate education at the bachelor's-degree level. Graduate study leads to the master's and doctoral (or doctor's) degrees. A master's degree generally requires one or two years of full-time study. Doctoral degrees require at least three years of full-time study.

First professional degrees in fields such as medicine, law, dentistry, and theology usually are earned after completing the bachelor's degree. A few programs may be entered after two or three years of undergraduate study. First professional degree programs generally require at least three years of study after the bachelor's degree. Admission to some programs at all degree levels can be very competitive, but some first professional degree programs in particular may limit admission to applicants from U.S. colleges only.

Types of educational institutions

Degree programs are offered at many different types of institutions in the United States. Some of these institutions are public and some are private. Although nearly all institutions receive some financial support from federal and state governments, public institutions rely heavily on these public funds, while private institutions depend more on tuition, fees, and contributions from foundations and private citizens.

There are also some postsecondary schools called "proprietary" schools, which are organized on a profit-making basis by their owners. Some of these schools are accredited by specialized agencies. (See the accreditation information later in this section.)

Undergraduate degree programs generally are offered at these types of colleges:

Associate degree

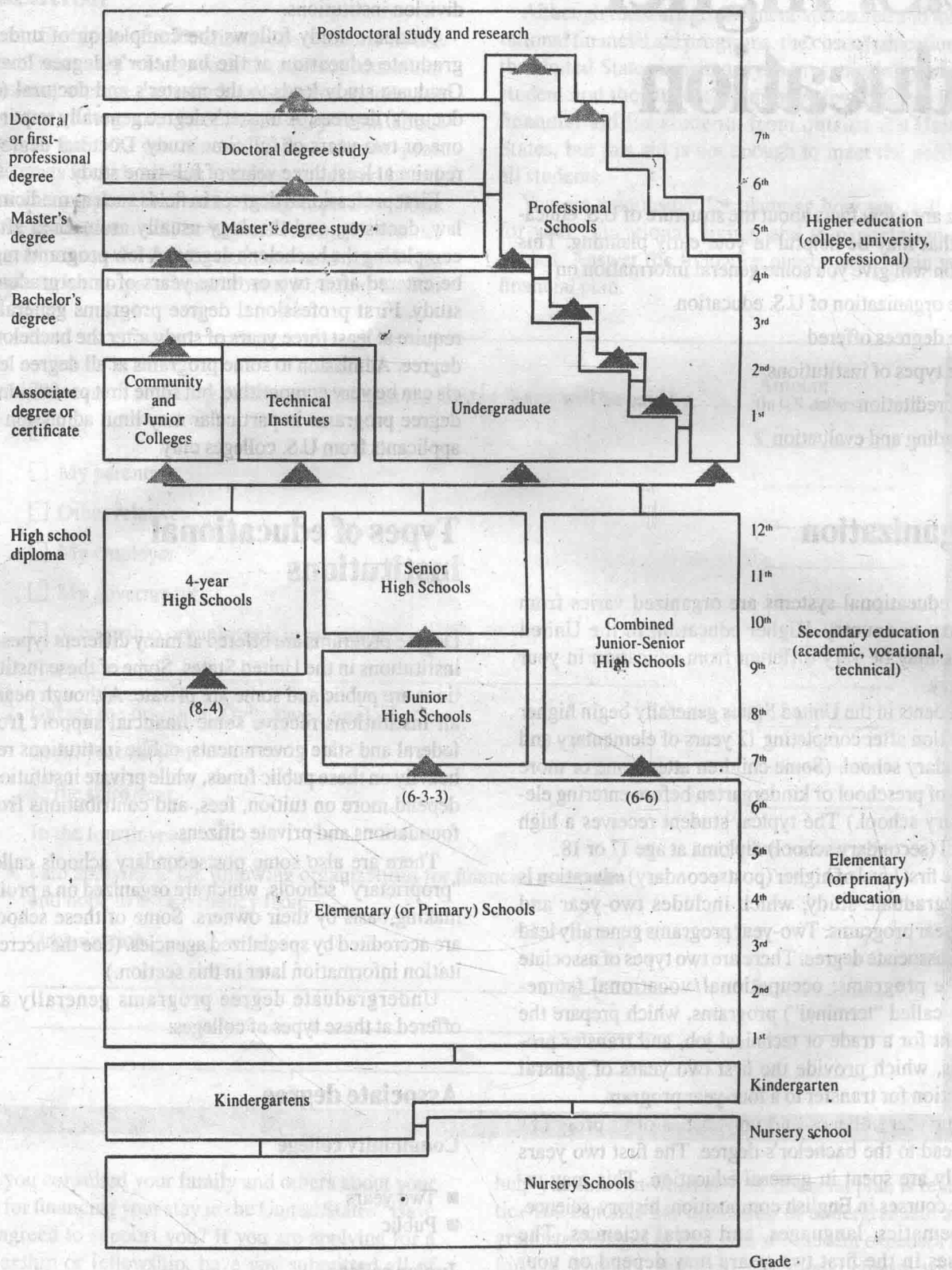
Community college

- Two years
- Public

Junior college

- Two years
- Private

Education in the United States



Other colleges

- Two-year program at a four-year college
- Public or private

Bachelor's degree

Liberal arts college

- Four years
- Arts and sciences

University

- Four years (five for some programs)
- Liberal arts and preprofessional programs
- Also have graduate programs

Other colleges

- Four years (five for some programs)
- Preprofessional programs; some also offer liberal arts

Upper-division institution

- Two years (follows two years of study at another college)
- Preprofessional programs

Two-year public colleges are usually called community colleges, but some junior colleges are public. Preprofessional programs include degree programs in fields such as architecture, education, engineering, and business. Universities are institutions that include undergraduate colleges and at least one graduate division; some also have first professional degree programs in fields such as medicine and law.

Graduate degrees

Graduate degree programs also are offered at several types of higher education institutions. Master's degrees can be earned at some four-year colleges as well as at universities and institutions that offer graduate study only. These programs usually take one or two years of full-time study to complete. Doctoral and first professional degree programs are offered at universities and graduate-only institutions. Doctoral degrees usually require a minimum of three years beyond the bachelor's degree. First professional degrees require a total of at least six years, including at least two years of undergraduate study.

Accreditation

Accreditation in the United States is a process by which colleges and universities are reviewed by committees of educators and other private citizens. There are six regional accrediting associations in the United States. Some institutions are accredited by other agencies established to review special types of institutions, such as trade and technical schools or religious schools. Accreditation by a regional association or other recognized agency is important for several reasons.

- Credits are more easily transferred from one accredited institution to another.
- Most scholarship, fellowship, and grant programs are available only for study in accredited institutions.
- Degrees and diplomas are more generally recognized among accredited institutions within the United States as well as by governments and universities in other countries.

Accreditation alone is not a guarantee of high standards, but the lack of accreditation may be a warning that the degree or credit earned may not be acceptable to other institutions or the student's government. All the colleges and universities listed in Part II of this book are accredited by either regional associations or national agencies recognized by the U.S. Department of Education and the Council on Postsecondary Accreditation.

Specific programs of study within an institution may be accredited by specialized commissions. Information on accreditation can be found in the current edition of *Accredited Institutions of Postsecondary Education*. (See the following list of accrediting associations and information.) This book may be available in a library or advising center in your country.

When you are planning to apply to college in the United States, you should find out about the accreditation of the colleges that interest you. If a college is not accredited by a regional accrediting association or other nationally recognized agency, you should consult an adviser to find out more about the college before you send any application forms or money.

Accrediting associations and information

Regional accreditation

Middle States Association of Colleges and Schools

3624 Market Street
Philadelphia, Pennsylvania 19104 U.S.A.

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virgin Islands

New England Association of Schools and Colleges

The Sanborn House
15 High Street
Winchester, Massachusetts 08190 U.S.A.

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

North Central Association of Colleges and Schools

159 North Dearborn Street
Chicago, Illinois 60601 U.S.A.

Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming

Northwest Association of Schools and Colleges

3700-B University Way, N.E.
Seattle, Washington 98105 U.S.A.

Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington

Southern Association of Colleges and Schools

1866 Southern Lane
Decatur, Georgia 30033-4097 U.S.A.

Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia

Western Association of Schools and Colleges

Accrediting Commission for Senior Colleges and Universities
c/o Mills College, Box 9990
Oakland, California 94613 U.S.A.

Accrediting Commission for Community and Junior Colleges
P.O. Box 70

9053 Soquel Drive
Aptos, California 95003 U.S.A.

American Samoa, California, Guam, Hawaii, Trust Territory of the Pacific

Other institutional accreditation

American Association of Bible Colleges (AABC)

P.O. Box 1523
130-F North College Avenue
Fayetteville, Arkansas 72701 U.S.A.

Association of Advanced Rabbinical and Talmudic Schools (AARTS)

175 Fifth Avenue, Room 711
New York, New York 10010 U.S.A.

Association of Independent Colleges and Schools (AICS)

One Dupont Circle, Suite 350
Washington, D.C. 20036 U.S.A.

Association of Theological Schools in the United States and Canada

42 East National Road
P.O. Box 130
Vadalia, Ohio 45377-0130 U.S.A.

National Association of Trade and Technical Schools (NATTS)

2251 Wisconsin Avenue, N.W.
Washington, D.C. 20007 U.S.A.

New York Board of Regents

State Education Department
Washington Avenue
Albany, New York 12234 U.S.A.

Information on institutional and program accreditation

Accredited Institutions of Postsecondary Education
Washington, D.C.: American Council on Education,
1990. 591 pages.

This book lists approximately 5,000 institutions and gives information on the accreditation status of each. Program accreditation and a list of organizations recognized by the Council on Postsecondary Education are included. A copy of the current edition can be ordered from:

Macmillan Publishing Co., Inc.
Front and Brown Streets
Riverside, New Jersey 08075 U.S.A.

Grading and evaluation

Classroom examinations are given frequently throughout the years of undergraduate education in the United States. Weekly written tests are common, or testing may be limited to two or three written examinations each semester. Testing gives the instructor or professor a basis for awarding grades and gives students an indicator of academic progress compared with other students in the class. At the graduate level, grades are more likely to be based on research papers in combination with some written or oral examinations.

Most colleges in the United States use some version of the following grading system.

Grade	Represents
A or 4	Consistently high performance
B 3	Above average
C 2	Average
D 1	Minimally passing
E, F 0	Failure

Grades are placed on a student's permanent record at the end of each semester or quarter and are accumulated to determine a grade-point average at the end of each academic year and each level of education.

Choosing colleges

College characteristics

There are many more U.S. colleges than you can or want to apply to. To find colleges that offer what you need, decide what college characteristics are important to you. The worksheet on the next page lists some characteristics that students in the United States generally consider important. *Check only those that are important to you.* To the right of each characteristic, write your specific preference.

Finding out more about colleges

The more information you can get on colleges, the better your chance of making a good decision on where to apply. There are various sources of information and advising that may be available in your country. The United States government, foreign governments, and nonprofit organizations support these activities. There is usually no cost to you, although a minimal charge may be requested to cover the expense of printing booklets or the postage if you request information by mail. One or more of these sources may be available in your country:

- United States embassies, consulates, American centers and libraries
- Fulbright commissions and foundations
- Binational centers
- Nonprofit exchange organizations such as the Institute of International Education or AMIDEAST
- University information centers and libraries
- Public libraries

If you are not certain what sources are available, telephone or write the U.S. embassy or the ministry of education in your country stating that (1) you are seeking information and advice about academic study in the United States and (2) you would like to know where to visit or write.

A list of advising centers is provided in this book. Advice from knowledgeable and experienced advisers can help you make realistic plans and complete the admissions process successfully.

Another source of information in your country is students who have studied in the United States. Talk to these people if you have the opportunity. Remember that their experiences will be influenced by the location and type of institution they attended, which may be very different from your plans. However, they should be able to give you some ideas about adjusting to college life in the United States. An advising center may be able to set up discussions or workshops with these students.

The following sources can provide important facts about U.S. colleges.

College guidebooks. College guidebooks give important facts about colleges and universities. You can use these books to begin looking for colleges that have the characteristics you want. Those institutions that wish to provide information specifically to international students are included in this supplement to *The College Handbook*. These colleges provided current information on foreign student enrollment, tests required, application deadlines, application fees, tuition and fees, room and board, financial aid, and the availability of foreign student advisers, orientation, and intensive English-language programs. *The College Handbook* provides up-to-date information on the size, location, degrees offered, majors, admissions, costs, student profile, activities, athletics, and special programs and services at the more than 3,000 accredited colleges and universities in the United States. The *Index of Majors* provides lists of major fields of study at the undergraduate and graduate degree levels and the colleges that offer each major.

The directory at the end of this supplement provides the mailing addresses, fax numbers (if available), and the offices and telephone numbers for getting more information on admission of foreign students from the institutions listed in this book.

Foreign Student Information Clearinghouse. This service helps students interested in undergraduate or graduate study in the United States by identifying institutions that meet their needs and interests. Sponsored by the National Liaison Committee on Foreign Student Admissions and operated by the College Board, the Clearinghouse sorts by computer through the characteristics of more than 2,200 colleges to get a list of institutions that matches the characteristics cho-

College characteristics worksheet

Characteristic	Specific preference
<input type="checkbox"/> Degree level	
<input type="checkbox"/> Type (2-year community college, 4-year university; public, private, etc.)	
<input type="checkbox"/> Major field of study	
<input type="checkbox"/> Enrollment by sex (men, women, coed)	
<input type="checkbox"/> Religious affiliation, if any	
<input type="checkbox"/> Enrollment size	
<input type="checkbox"/> Campus environment	
<input type="checkbox"/> On-campus housing	
<input type="checkbox"/> Costs	
<input type="checkbox"/> Foreign student adviser	
<input type="checkbox"/> Orientation program	
<input type="checkbox"/> Intensive English-language program	
<input type="checkbox"/> Academic background of students	
<input type="checkbox"/> Financial aid	
<input type="checkbox"/>	

sen by each student. The Clearinghouse is available through advising centers.

College catalogs. Colleges produce catalogs and bulletins that give up-to-date information on their admissions requirements, major fields of study, faculty, college costs, and other important factors. When you have a list of colleges you are considering seriously, you

should obtain the current catalog from each of these colleges.

College representatives. Some colleges send representatives to other countries to talk about their colleges and to meet students who may be interested in applying. Contact the U.S. Embassy, an advising center, or the ministry of education to find out whether representatives from colleges will be visiting your country.