

## Post-Secondary Admission for Registered BC Homeschool Students

One of the big questions parents have when considering home schooling their children, is what happens when the students want to go on to post-secondary education. Will it be possible for them to be accepted if they don't have a British Columbia Ministry of Education Grade 12 Dogwood Graduation certificate? Fortunately, the answer is that there are many ways to access post-secondary education without the Dogwood diploma and its accompanying secondary school transcripts - and remember, too, that going to college or university is not necessarily the best path for every young person.

This document will:

1. define the different legal high school education formats for BC secondary students, and indicate what

BC Graduation Certification is available, if any, for each format

2. explain why post-secondary institutions frequently actively seek out homeschooled students
3. describe how to qualify for admission to BC post-secondary institutions without a Dogwood certificate
4. provide examples of the admission requirements for homeschoolers to a variety of specific BC post- secondary institutions, as well as links to all BC post-secondary educational institutions
5. suggest alternative post-secondary life and educational paths
6. provide a bibliography of a wide variety of articles, websites, books, and other resources with information for homeschoolers on preparing for post-secondary applications, and/or alternative post- secondary paths.

Please note that a few websites in the bibliography include some information that may be outdated, or that may reflect homeschool post-secondary "rules" from a different province, or even a different country, such as the United States. I have done my best to include in the report below only information that is current (as of 2014), and that is useful to British Columbia home schooled students. Readers are requested to do their own careful research to ensure that they are accessing up-to-date and accurate information. Also, all internet links in the bibliography and in the report were viable at the time of writing the report (May 2014).

1. What elementary and secondary schooling formats are available in British Columbia, and how do they relate to the topic of homeschoolers accessing post- secondary education?

Students in British Columbia may be "enrolled" in public schools, accredited private schools, and Distributed Learning (DL) programs of various kinds. In all these cases, the students are supervised by British Columbia teachers certified under the Ministry of Education's Teacher Regulation Branch, and these students follow the BC Ministry of Education curriculum. If these students complete the required Graduation requirements, they will receive a BC "Dogwood" Graduation Certificates.

This includes students who are homeschooled under Distributed Learning programs through either public or independent DL schools. These "enrolled homeschool" students may learn at home, but are obligated to meet prescribed learning outcomes in Provincial or Board/Authority Approved courses; they must use learning resources approved by the Ministry of Education or approved by the Board or Authority; if enrolled in an independent school, they may use religious materials as part of their educational program; they must have a teacher certified by the BC Teacher Regulation Branch leading their educational program, including assignment and assessment of activities; they are issued formal report cards by the DL school; they participate in provincial assessments (Foundation Skills Assessment - FSA - and provincial examinations).

Alternatively, students may become "registered" homeschoolers, registering at a local public school or through an independent school by completing the appropriate form, and then are educated at home by their parents, not under the supervision of a qualified teacher. Registered homeschoolers are not eligible to receive a BC Dogwood Graduation Certificate. The parents deliver instruction at home, exercise complete independence and control over their children's education, and may use any learning resource of their choice. They are not obligated to follow provincially prescribed curriculum. But registered homeschoolers are not eligible to receive a BC Dogwood Graduation Certificate. Within the "registered" umbrella, parents choose curriculum, level, scope, sequence, pace, and methodology. The program parents choose may range from very structured and "school-like" to "unschooling" in which students set the agenda with varying degrees of direction from the parents, based on the child's interests; this is also sometimes referred to as natural learning.

Students in grades 10 to 12 can be "registered" but also enrol as a student with a board operating a distributed learning school or program. The student will get credit toward graduation for successful completion of Distributed Learning courses; however, the student cannot receive a Dogwood Certificate. The board or authority receives Ministry funding for the DL courses, and the student must complete the prescribed requirements. Registered grade 10 to 12 students can also attend educational programs offered by a school board, subject to terms and conditions established by the board; this may include payment of a fee; and credit is not awarded for the course. For a specific child in any school year, the Ministry will fund only one board (or independent school authority) for homeschooling registration.

Note that grades K to 9 homeschooled students can enrol in an educational program with a board of education (such as a DL program), OR register for homeschooling, but not both.

So "registered" homeschool students theoretically cannot pursue post-secondary education that requires a BC Dogwood Graduation certificate. And that covers the majority of Post-Secondary institutions. But the good news is that ....

2. Many post-secondary institutions actively seek out such homeschoolers.

Post-secondary institutions, including many of the most highly-regarded ones, with strict admission requirements, have found that homeschoolers are often self-directed, self-motivated, and even self-taught. They are known to take risks, do not back off, have intellectual independence that makes them quite certain to flourish at the university, and earn higher than average scores on ACT and SAT standardized tests. They are also seen as eager to

learn, do not hesitate to ask questions and actively seek out answers, are focused, tend to know what they are trying to accomplish, look for the best ways to reach goals, and are in post-secondary education because they want to be there. They are also regarded as being used to making decisions for themselves, setting priorities, devising schedules, and completing projects on their own.

In other words, many homeschooled students, though they do not have the "required graduation certificate," do have what is referred to as "intellectual vitality," the spark and passion that drives the exceptional student to pursue individual research and explore difficult concepts from an early age, having often consciously chosen and pursued independent and individualized courses of study. This is because their homeschool education has often been tailored to meet their individual needs and interests, has provided time and opportunity to explore without fear of ridicule and at a pace that suits personal abilities and strengths, has included a mix of unusual experiences, and their parents can afford time to monitor their educational growth and instill a disciplined work ethic and high moral standards while providing sincere love and an individual personal touch.

[So—you are a homeschooled student without an official government graduation certificate, and yet many institutions of higher education say they want to admit you. What are they looking for instead of that certificate?](#)

3. There are many ways homeschooled students can qualify for admission to BC post-secondary institutions without a Dogwood certificate.

This section will give you examples of different approaches you may be asked to take to successfully apply to the college, university, technical school, or other post-secondary institution of your choice.

a. It is important to understand the difference between a diploma and the skills which the diploma supposedly represents, and be prepared to emphasize to your admissions counsellor how you have developed those skills without a standardized curriculum or testing:

—standards should emphasize the measurement of skills over how well a student has done in a standardized, prescribed curriculum.

—sometimes testing measures test-taking ability more than mastery of concepts and needed skills

—provincial standards can measure what a student has learned, but may not indicate what a student can do

—therefore you will want to show how your education has focused on purpose, product, and procedure

—you will also want to describe the basic skills needed at the post-secondary level which you have developed, including communication, mathematics and research skills, a good sense of discipline, and self-motivation

b. How post-secondary institutions evaluate applicants to ascertain proficiency and potential for success:

—most post-secondary institutions now have a written admission policy so parents and students know what is required for admission. The policies lay out well-defined requirements and expectations for the student, and also provide the admissions officer with a consistent, fair and meaningful approach to evaluating potential post-secondary students. It also provides for consistency among the various counselors and admissions officers in an institution.

—alternative forms of verification of accomplishments are found at different colleges and universities; some institutions provide a Home School Program Evaluation Form which allows the student to summarize what they have learned and how well they have learned it; others ask for this information to be provided in a student portfolio.

—students can be allowed to prove academic prowess through probationary acceptance - through night classes, summer school, correspondence/virtual schools such as "open universities" (in BC, Athabasca University in Alberta and Thompson Rivers University fulfill this option), or other online-distance programming. Success in these programs demonstrates motivation, discipline, and academic proficiency; and if successful, credit can be awarded towards certification.

—some colleges in the United States have developed "Home School Preparatory Courses" accessible by internet world-wide for students who may want to take post-secondary education in the USA.

—all American colleges and universities use skill-based SATs and ACTs as standard measures for all prospective students; many Canadian post-secondary institutions also use scores for these tests, and/or other tests such as the Canadian Test of Basic Skills (CTBS) or Canadian Achievement Test (CAT) scores which also measure high school level academic proficiency if standardized testing is deemed necessary.

—for post-secondary institutions that have career-specific programming, a career investigation report (done through research, mentorship, volunteering, and interviews in the field) may be required to ascertain the applicant's knowledge of the career, and to determine if his/her

reasons to enroll in the program are suitable.

—English writing proficiency may be ascertained through an institutional English Exam, or by asking the student to write an essay which demonstrates ability to write, think, and reason clearly and effectively. A bibliography may also be required, which can help ascertain level of proficiency and indicate student interests.

—personal interviews provide evaluators with opportunity to establish academic credentials of students, and also appraise character and leadership skills. Such interviews are also an opportunity to evaluate a student's personal/career portfolio.

—a portfolio is an expanded resume in a binder that includes collections and examples of achievements plus an in-depth record or journal of personal experiences and accomplishments. This answers the institution's need for a transcript of academic achievement. A portfolio allows the reviewer to form an impression of what a prospective student is like. Creating the portfolio is also helpful to the students themselves in evaluating what direction they want to take post-secondary.

—students may be required to write an entrance exam so the university can determine if they meet their entry requirements in specific areas

—all students attending a BC university have to write the Language Proficiency Index (LPI) exam, which determines what first year English courses they can take. Students should make arrangements well ahead of time to take this and other required tests.

c. Be persistent at requesting a fair appraisal.

—listen carefully to what university officials at your institution(s) of choice tell you. Does their information line up with the school's policy on homeschooled students? Not all officials are aware of the policies, or may occasionally have personal prejudices against non-traditional high school education formats.

—if the person you have been speaking with does not seem to be following the school policy, contact other institution officials who can help you out, and who are pro-active for homeschooled students

—try to communicate directly with the person who makes the decision (such as the Registrar in charge of undergraduate admissions), not someone who simply applies the official rules. Then be prepared to show how you are the kind of "superior" student they would like to attract to their university, the kind they would normally spend money trying to attract. Show what will benefit their organization by having you as a student.

—if a school counselor, or even a college admissions representative, says something is not possible, check further into it. Speak to other people higher up the chain of command, or to people (deans, etc.) in specific faculties or departments.

d. How to prepare for and what to include in a portfolio:

note: if you have done "set" programs/courses, list the content and levels of achievement, and transcript/s of marks for the past 3 to 5 years. Share your educational history, and any Advanced Placement (AP) results, International Baccalaureate (IB) diploma results, standardized test scores, letters and/or evaluated work from tutors or outside sources

[For the purposes of this document, posted on the BCHLA site, let's assume you are a Section 12/13 learner, and look at what you might place in your application portfolio:](#)

—as much information about what has been *done* as has been learned. To this end:

—a record of **work/employment** (resume), including employer references, recommendations, samples of work, personal achievements related to this; note skills and work ethic

—**community involvement and service**: genuine and effective volunteering; note any on-going involvement or if you have actively created a community organization; consider the social significance—think about who you can help and problems you can solve

—**sports** and sports leadership/coaching (again, connected with community)

—**arts**: creative writing samples, published or otherwise; ability with instruments/music; personal passions; original piece of work—such as photography or artwork samples, videos... You might include an annotated personal reading list

—**science**: build a working model or prototype (enter national and international science fairs and other contests)

—**languages**: other than English

—**travel**: include information on any you've experienced and the learning that resulted; set a travel goal and document it in words and photos

—**web site/blog**: evidence of familiarity with technology. A link can be included in your portfolio

—general documentation of your learning. Some homelearners keep daily/monthly/yearly logs of books read, projects, activities participated in, letters of verification from private teachers such as music teachers or sports coaches, certificates received, etc. Do a summary at the end of each year. Be honest about what was covered and what wasn't. Highlight accomplishments. Consider how a certain activity can be categorized—for example, if you were especially involved in culinary activities, how could those count towards reading, chemistry and biology, mathematics, writing, etc.? Translate theme-related interests into categories and courses. Examine high school and university course descriptions and follow their formats to make your portfolio descriptions sound more "educational." If you have taken an "interest-driven approach," take a qualitative approach for the portfolio rather than basing evaluation on numerical grades or time spent learning a subject. Include resources used: textbooks and other resource books; internet resources; computer programs; films; field trips; lectures attended; topics of discussion; projects; private instructors or tutors; courses outside the home... If you have studied a topic in detail, give the study a descriptive "course" title, such as "Expository Writing" or "History of Canada in the 18th Century" or "Introduction to Atmospheric Science." Indicate if "courses" were survey or in-depth.

—keep parental documentation to a minimum, but do include if you feel it necessary (note that while many post-sec institutions welcome parents to orientations and such, many prefer for the students to be active in the procuring of their own education)

—you might include a personal essay that shares an issue that is very important to you, or something about your achievements and goals, career aspirations, and how you see post-secondary education contributing to this. This helps the evaluator know the "student," not just the marks. Universities are increasingly asking about this—from all applicants! Share interests, strengths, skills—and shortcomings, giving a clear picture of who you are, as well as what you can do. Evaluate your options and envision yourself as a real player in the industry; set out a road map for becoming one. This demonstrates your intentions to commit to a course of action, and assures universities that you have the drive and skills to go beyond your interest to research the educational and professional areas. Consider: spend time answering these questions: What did you have to learn/master to get where you are? Which skills are you currently working on, or which topics do you need to further understand to progress in your area of interest (and how can the institution help you with that)? Which skills or topics are next on your list to learn? Consider including knowledgeable networking: Know who's who in your career/industry choice, who are the respected people (keep up to date on this!); really get into the industry, and cite key authors or researchers in your area of interest, know their theories, contributions, and positions. Indicate who you have connected with or studied, the big names in your area of interest and how their work has influenced you, and how you envision

contributing to or adding to their work

—a letter of academic interest: interests in learning, what homeschooling was like, academic experiences, why you are interested in the particular post-secondary institution (indicate what this institution can distinctly offer you that other schools can't. Know specifics about the institution, and why their specific department is a good fit for you and your interests; include references to specific faculty with their research interests, facilities, and degree options. State how you see yourself contributing to the social scene (clubs, organizations, groups you can initiate yourself, annual events you see yourself being involved in). Tell how the stated mission of the university is a good fit for you (school's motto, philosophy, mandate and how they resonate with you). Mention things the university has done recently that impress you, such as stands it has taken on issues that are important to you and how you can get behind those initiatives while at the university

—third party recommendations, commenting specifically on your readiness for a university-level program of studies and workplace skills transferable to post-secondary education. (Some universities allow students to "sit in" on courses, if the professor agrees. This is a good way to sample courses in which the student is not sure of his interest or preparation. Include such courses in your portfolio.)

e. What if you are not immediately accepted into your post-secondary institution and/or program of choice? What else can you do to convince post-secondary institutions that you are qualified for their programs and/or courses?

—right from the start, it is recommended that home schooled students approach one or preferably more universities or colleges they are interested in attending to determine if the institutions accept home schooled students, and what the current criteria/policies for acceptance are. Do this well in advance to ensure you have time to gather and/or gain required admissions requirements, and so you do not waste time on applying to institutions that will clearly not accept you. Gather all documentation requested by the university. Bring sufficient documentation to convince personnel you are adequately prepared to be successful at the post-secondary level.

—know clearly what program or field of study you want to pursue, then do research on the institutions that offer your program of choice to see if they will meet your educational goals, if they are the right "fit" for you, if they have learning coaches that support your unique learning style, if they have flexible entrance requirements, and if they are "homeschool friendly" institutions. If the website doesn't provide information, contact the registrar's office to enquire.



Ask to speak with someone knowledgeable in the field of students educated at home. It is better to attend an institution that is supportive of you than one which you may simply be choosing for "status" or other such reasons.

—consider taking provincial exams in the courses that the university requires for entrance. See if you can challenge final exams and/or provincial exams for courses related to your desired program of study, even if you don't have a provincial graduation certificate.

—you can also arrange to write standardized tests the institution will accept as measures of competency in Math and English.

—do a year or two at a community college before again attempting to gain university admission. Then you'll be a "university transfer" student, and can transfer to a conventional university based on those grades rather than a high school diploma

—apply to audit courses. Speak to the instructors to see if they will allow you to attend without being formally registered. You will get the full benefit of the courses except for the official credit. Also, if you do well, there is a good chance the institution will accept you for admission.

—consider SAT exams even if the institution does not consider them as officially used for admission decisions. A high score can influence a decision. You can repeat the exam if you do not do well the first time. Your highest score will be the one which is considered.

—attend college or university as a mature student (usually age 21 for universities or age 19 for colleges, but check each institution's requirements. Some accept students part time as young as age 15 or full time as young as age 17). Criteria for admission of mature students are different (and less complex) than they would be for younger students. Meanwhile gain life experience through employment, entrepreneurship, volunteering, travel and other methods that will make the institution more impressed with your potential as a student at their institution.

—take a year of university courses received from an open university such as Thompson Rivers University Open Learning, or Athabasca University (Alberta). A high school diploma is not a prerequisite at these universities, and after a successful year of courses, the student is

—take College Board Advanced Placement exams such as in Music Theory. The College Board is the American organization that runs the United States SAT exams. They also run the Advanced Placement (AP) program that allows students to take exams for "advanced placement" in, or credit for, university courses. Some BC post-secondary institutions allow credit with a high

enough score on the exams.

—get permission to take individual courses at some universities, with permission from a professor as well as fulfilling requirements like letters of recommendations, a letter saying why you want to take the course, etc., once you have established through 2 or 3 such courses (one at a time) that you can do university-level courses, you will most likely be admitted as a regular student.

f. What if you really feel you need or want to get a high school graduation Dogwood certificate?

—consider getting your Adult Graduation Diploma, even if you have already received a School Completion Certificate (Evergreen Certificate). Adult learners, 18 and older, can enroll to take courses as credit towards the Adult Graduation Diploma. Courses can be taken at school district continuing education centers or as part of the Adult Basic Education program (ABE) at a post-secondary institution. To graduate with the Adult Graduation Diploma, students need credit for at least five courses (see the site for course requirements)

—homeschool through elementary school or through grade 9, then attend high school or home school through a school district home school program, an independent school online program, a government certified correspondence school, or other program that provides a BC Dogwood Certificate.

—remember that only your most advanced educational credentials matter. Explore the options to find the path of minimum formal schooling that will allow you to focus on your education.

—very often you do not need a high school diploma because alternative admissions are possible. For example, for a professional degree (law, medicine, teaching, etc.) you need some level of university study, but you don't need a high school diploma, generally speaking.

—college/ technical/ apprentice programs often only require a high school diploma until you are old enough (usually 19 or 21, but as young as 17 if you haven't attended school for at least a year) to apply as a mature student

—but make sure that the alternative "high school equivalency" path you choose is actually preferable to simply earning the high school diploma. Always think about which path offers the best combination of challenge and support. There are times when getting a Dogwood Certificate, or at least an Adult Graduation Certificate, may be the most efficient path. Occasionally there are courses or programs which demand high school graduation.

—separate the diploma from the education in your mind, and focus not on achieving the diploma at all costs, but rather achieving your life goals (e.g. university). Then decide whether the diploma is absolutely necessary. Some goals are actually more easily attained without said diploma—or even without institutional post-secondary education.

—apply as a mature student, or to an open university. Don't waste your time with high school credits unless you really feel you are lacking the academic knowledge/confidence and specifically want to study at the high school level.

—what about DLs (Distributed Learning schools)? If students plan to use DL's (Distributed Learning Programs: see <http://bchla.bc.ca/dl-programs.html> ) for grades 10 to 12, then at that point they have to decide to get really good grades, and realize they are now competing with all school students; the grades count and are on record.

—staying out of the system and "registering" as a homeschooler might mean you need to spend more time negotiating with registrars of post-secondary institutions, but they at least have to consider you personally. It also means you can take advantage of the Open Access admission policies. And a lot of colleges offer "upgrading" courses to help students fill in the gaps. With a semester of "upgrading," 17 year old registered homeschoolers can be starting first year "on time."

—some options: - do all the grade 10 to 12 course work (80 credits) in a regular school or DL. This usually takes 2 to 3 years. Advocate to be admitted full time to university or college at the normal age of 17 or 18. As an 18 year old (or older) do an Adult Dogwood (5 courses). If any extra prerequisites for specific programs are required, they can usually be done while at college or in a college transfer program. Remember that even "high school graduates" often find they have to take extra prerequisites after high school.

—consider UBC's Access Studies program <http://students.ubc.ca/enrolment/courses/non-degree-studies>

—as early as ages 14 or 15, advocate for your registered homeschooler to audit a college or university course; then ask the instructor to convince the registrar to let your child take another course for credit. Add a course or two each year, and by age 17 or 18 your child will have a

college transcript to apply for a full time program and no high school transcript will be required. BCIT, for example, lets students as young as 15 take their online courses.

—if you decide on a DL program, there are both web-based programs and paper-based ones. Also some DLs are more creative about how course work is completed. It is also possible to enroll in one DL and cross-enroll in another for a particular course, or cross-enroll in a brick-and-mortar school for particular classes if the local school is willing.

—registered Homeschoolers are allowed to take DL grade 10-12 courses without losing Registered status. The grades go directly to a transcript held by the Ministry. Registered students can use the grades from a few DL courses on their portfolio application to institutions that don't have open admission policies.

—if you are taking high school courses "just in case" and are not really motivated, you may get low marks that can count against you when applying to college or university. It is better to present a good portfolio, than have to present poor grades. *If you have taken high school courses, you have to present the transcript.*

g. Can you submit a “homeschool diploma” instead of a school graduation diploma?

—the simple answer is, “no.” Families do not have the power to confer on a child an award that others outside the family are forced to acknowledge.

—a homeschooled applicant is one who by definition does not possess a government diploma. Institutions usually expect homeschoolers to present portfolios and standardized tests results because they are homeschoolers.

—universities only recognize diplomas from accredited secondary schools and equivalent accredited programs; a “family-created diploma” is not acceptable. Even private curriculum company diplomas are often not acceptable unless they have been government-accredited. And most of those are American, so may very well not be acceptable to Canadian universities.

h. Other useful tips:

—be sure to apply for Canada Student Loans and campus residences early. Don't wait until acceptance. It may be too late.

—you may get credit for work experience or post-secondary training completed in the past by completing a Prior Learning Assessment.

—in addition to internet information, most libraries and bookstores carry an assortment of books, directories, and guides that help older potential post-secondary students (and all homeschooled students) get information and prepare to apply for college.

—university admissions are generally governed by policy, not law. Rules can and will be broken if the university sees you as a desirable addition to their school. Instead of stressing to conform to traditional admission requirements, spend that time and energy making yourself stand out and showcase what you have to offer the university

—always consult with each individual university for the most recent official word on their policies and requirements.

—there are very few “rules” than can't be broken for the right student. Universities want exceptional applicants. Effort is better spent cultivating the real and natural talents of your child, instead of constraining them to fit in some arbitrary box to be packaged up for university admissions.

—encourage your children to develop a real passion for something. Every child can be really good at something; help your child to prepare to stand out as a homeschooled applicant. Being well-developed in one area will translate to better achievement in traditional academic achievements, as the child has developed self-discipline, self-awareness, curiosity, focus, drive and motivation from even non-academic activities. Success, in any activity, also breeds confidence.

—do high school studies with specific and practical goals in mind, such as writing the SAT, and not just because, for example, “math is important.” Seen in this goal-oriented way, standardized tests can be a blessing for “average” homeschoolers trying to get into university. Make those tests about learning instead of about getting caught up in the last minute cram frenzy.

—online courses allow students to create their own schedules to fit around their busy lifestyles, and that may be all that is needed for an entrepreneur, or someone who has decided to “work their way up” through the industry. Taking a few online courses can also get you prepared to succeed in college studies if you want to take the post-secondary route.

—consider taking a year off between high school and post-secondary to get a feel for yourself and what you want in life. Get involved in the real world, particularly in your area of interest. Experience in a "real job" often provides useful "education" that a university education does not. The experience will also set you up to succeed more easily at the university. Trips to other nations, serving on cruise ships, taking some correspondence courses, trying out volunteering, and being employed at different businesses and organizations in your field(s) of interest will provide valuable experience and insights. Become more independent while continuing with the sense of adventure you have been developing at home through your home schooling years. Move out on your own and continue to pursue your passions in various ways until you are sure what you want to do education-wise.

—if your child has a very strong athletic or other talent, consider registering him or her with an American homeschool program in order to provide a transcript so he/she can get a scholarship in their sport or other specialty at an American college. (Note that they include looking at grade 9 as well as 10-12. Consult the websites of the NCAA and NAIA — the athletic associations that govern post-secondary athletic scholarships. They have homeschool divisions. Phone and talk with someone!)

—kids will find what they like, most often in unlikely places. They will meander around and figure out their own lives. So while parents can offer to help prepare their children for post-secondary education, they should be careful to listen to their children's interests, and allow their children the freedom to try out paths the parent might not have expected or thought of at all.

—attend college/university information and recruiting sessions, and campus tours and introductory events for prospective students. Also talk to a number of people who've attended the university of choice, especially in the field of choice.

—you don't have to take, say, English 11, before you take English 12. Required high school courses in BC often don't have prerequisites of that kind. So when taking an Adult Dogwood, or just signing up to take a high school course or two you feel you really need, there's a good chance you may not need to take lower-level courses as prerequisites.

—there is no such thing as a "best" or "safest" path. No matter what path you choose, you are making a choice with pros and cons. There is no "one size fits all" best answer. So consider carefully all the possible pros and cons you can discover, and then make the best choice that works for you as an individual student.

—Art Institute of Vancouver offers an annual S.W.E.A.T. program <http://www.aivswheat.com/> that provides students with valuable work experience in a simulated and creative work

environment. Students use industry-related technology in a facility that bridges the gap between education and industry. It also helps students find and pursue creative arts education and goals; learn real-world communication skills; learn critical thinking skills and a professional demeanor; learn adaptability and responsibility; work in teams to plan and make decisions; and plan, design and carry out a project from start to finish with well-designed objectives and outcomes.

—Some distributed learning schools, like Regent Christian Online Academy (RCOA) and Traditional Learning Academy (TLA) will, on request, create transcripts for Section 12 learners registered at their schools.

—use community and local colleges to augment studies, especially in areas the parent does not feel able to teach. Such courses also provide college credit, and open admissions doors.

—check into whether community colleges have transfer possibilities to out-of-province institutions (such as Ryerson in Toronto), if you are interested in taking post-secondary beyond BC.

—be sure to teach your children to think analytically, to reason why and how. Encourage reading of lots of stories from history, good literature, science, and life in general, and they should then be able to pass a major college entrance exam.

—if planning to take standardized tests (SAT, ACT, etc), pick up a copy of the latest test manual (or check it out online) and practice on the tests till you know them backward, forward, and upside down. Do this for a year or two before college time, and don't be afraid to ask educational professionals for test-taking tips.

—find out if the tests have any penalty for guessing (the SAT does, for instance, so you can't be "guessing" the answer), and arrange your strategy accordingly. Do all the easy questions first, then come back and do those which require more thought. If there is more than one way to answer, take the simplest way out. Become test-wise. But don't try to cheat; it doesn't pay.

—when applying, put your best foot forward. Be neat, businesslike, and to the point, and let them know of your specific and broad interests. Be as professional as possible. Practice/role play ahead of time if needed. You are dealing with professional people in dress, manner, language, thoroughness, promptness, and common sense courtesies. Appearance, cleanliness, poise, plus deeper factors including your scholarly and creative record, are very important.

—choose references which are likely to have the most impact: doctors, lawyers, business people, teachers—and for religious schools, a pastor/member of the clergy.

—selfless service in home and community, and genuine creativity, including manual skills, are seen as factors that make potential students stand out.

—be positive.

—be sure your application or proposal is essentially your own initiative and effort, not that of family members. Get permission before offering anyone's name as a reference, and ask your references to be candid in their evaluation. Admissions people like integrity and can read well between the lines. Plan this long before you college entrance year, if possible.

—know your provincial education act. Know your rights and decide how you will plan to document your learning and achievements. Talk to other home-schoolers about their experiences with record-keeping and dealing with authorities.

—many companies, and a number of prep schools, provide tutoring for SAT, ACT, and other standardized tests for a fee.

—many American universities and colleges actively seek homeschooled students. The costs are generally higher than most Canadian institutions, but the American colleges often offer excellent scholarships and other financial aid, resulting in a fairly reasonable cost for campus-resident students. American colleges have become competitive in seeking out Canadian students, and in seeking top homeschooled students who offer unique potential. SATs and ACTs scores are important if you are thinking of applying to American colleges.

—also remember that many homeschooled students have not had experience with test writing, especially the sort of tests which "final course exams" and "provincial exams" prepare students to take at the university or college level. This is another reason why it is a good idea to try the SAT or ACT or other standardized tests; and even to challenge high school course final exams (there may be a fee to do so). Students may also consider taking at least a couple high school courses in their chosen field as much for the testing experience, laboratory experience, essay writing, and other aspects for which homeschooling may not have prepared the student, as for the course content.

—By now, if you have followed the advice above, you should have little or no trouble getting admitted to a post-secondary educational institution. So now it is time to carefully examine the



requirements of various institutions. Here, then, are some examples:

4. Admission requirements for a variety of specific BC post-secondary institutions:

a. British Columbia Institute of Technology (BCIT):

—entrance requirements are program specific.

—all programs require English 12, but the grade level varies. There are alternative ways to get this credit: An English 12 course or equivalent, along with two years of full-time education in English in an English-speaking country; OR demonstrated proficiency in reading, writing, speaking and listening through completed courses or assessments including ISEP (BCIT International Student Entry Program), PELD (BCIT Professional English Language Development courses), TOEFL (Test of English as a Foreign Language); PTE Academic (Pearson Test of English), IELTS (International English Language Testing System).

—you can upgrade your skills by taking a course at BCIT to upgrade your skill level; taking a post-secondary course at a recognized institute; or taking a test to verify your competency

—find out if your high school grades or post-secondary courses satisfy BCIT's entrance requirements by checking the BCIT website and searching the online program catalogue for your program's specific requirements.

—Applicants who haven't graduated high school will be considered for admission if they meet or exceed program entrance requirements (some programs such as Civil Engineering may manditorily require high-school graduation).

—BCIT assessment tests are available to find out if your present knowledge and skills meet BCIT's entrance requirements. Tests are scheduled at various times of year; register early as seats fill quickly. Contact Program Advising for more information

—If you are missing courses required for entrance into a program, or if your percentage grade in a course is not high enough, there are several upgrading options available - Part-time studies courses (upgrading in math, physics, biology, English, computer applications), some offered tuition free; Technology Entry (TE) a fulltime program for those who need to upgrade several courses; Professional English Language Development (PELD) for applicants who need to upgrade their English; Trades Learning Centre for trades access courses to prepare you to write the BCIT Trades Pre-Entry Test; equivalent high-school courses available in day-school, night-school, or distance and online learning formats through school boards; or equivalent high-school courses through local colleges (check with your program advisor to ensure the course is

equivalent to the BCIT requirement).

—you can also write a test to prove your skills, if you believe you already have the knowledge you need.

—when submitting transcripts and supporting documents, ensure you meet the requirements; collect all transcripts and documentation required; convert your documentation to PDF files. Some programs require additional information, such as a criminal record check, driver's license, letters of reference, or proof of status in Canada.

—if not sure what program you should take, consider the BCIT Trades Discovery Program: <http://www.bcit.ca/path/trades/access.shtml> There is a full time, 16 week Trades Discovery General program designed to prepare students to enter and complete trades/technical training or seek apprenticeship, which enables them to gain hands-on experiences in about 20 different trades. There is also a Trades Discovery for Women program.

#### b. University of British Columbia (UBC) Access Studies:

—Non-Degree Studies provides study options for unclassified, visiting and access studies students studying outside a UBC degree program. Home schooled students may be interested in the Access Studies program for those who have not completed a degree and are interested in taking courses for general interest (not towards a UBC degree). You must meet the English language requirement, and must be approved by a faculty. Distance education students can be enrolled in this category as well. Students can take up to 6 credits per academic term, to a maximum of 24 credits total. Students are not normally required to submit transcripts or other academic documentation of prior study, but will need to meet course prerequisites through previous study, relevant experiences, or instructor permission. Continuation in the program requires maintaining passing grades. Admission to this program does not guarantee future admission as a regular student. But you may be able to transfer your courses to a future UBC degree program, at the discretion of the faculty you apply to.

—Auditors: participation is limited to that deemed appropriate by the instructor, but generally the student is required to maintain the same schedule of readings as regular students, but not expected to write examinations. Application for admission as an auditor must parallel procedures for application of regular students, and must be accompanied by a written explanation of the reason that status as an auditor is sought. If an applicant has not met formal requirements for university admission, or for the course involved, a full statement of previous relevant activities must be submitted with the application so that consideration can be given for special consideration in the "mature" category. The decision on acceptance is made by the dean of the faculty or the dean's designate. The fee is the same as for regular undergraduate students, and there will be a statement of "audit" on the permanent academic record. It is

possible to take a combination of audit and regular courses, but there is a limit on maximum work load.

—Mature student: an individual whose formal education was interrupted and who did not meet normal admission requirements but demonstrates intellectual maturity suitable for acceptance to the university. Mature students can take degree or diploma studies on the same basis as regular students.

c. Douglas College:

—if a student does not have BC secondary school graduation (or equivalent in another school system), they must either: be 19 years old by the end of the first month of the first semester of attendance OR be 17 years old on the first day of the first semester of attendance and have not been in school for at least one year.

—all applicants must demonstrate proficiency in English by providing proof of: high school grades in accepted courses (ie English 12, English Literature 12, etc. - see list); testing options such as the Douglas College English Assessment, LPI, TOEFL iBT, IELTS, EIKEN Practical English, etc. (see list); Douglas College courses such as ENGU 0350 and 0360, etc. (see list); GED Language Arts Writing and Reading; ABE English course equivalent to ENGU 0355, etc. There are minimum score requirements on the tests and courses.

—students who do not meet these requirements can apply for admission as a "special student." They must discuss their situation with the Registrar and/or a College counselor.

—some courses and programs require assessment testing or verification that course prerequisites have been met. Refer to [www.douglascollege.ca/assessment](http://www.douglascollege.ca/assessment) for details or contact the Registrar's Office well in advance of registration. For some courses, departmental contact is required. Many courses in Sciences, Commerce, and Business Administration have high school course prerequisites.

—Douglas College is committed to adult students, both full time and part time.

—The College tries to provide courses suited to students' backgrounds and goals. Depending on education and experience, students may be advised to take preparatory courses offered by the local School District or by Douglas College itself. Accepted students may consult with an Academic Advisor for assistance with course selection.

—an extensive Continuing Education program is also offered. Students can attend courses, seminars and workshops, attend conferences and events, or complete part-time certificate

programs covering many subjects.

—for students hoping to transfer Douglas College credits to other institutions, be aware there are many variables, and it is the student's responsibility to consult an academic advisor or the catalogue and transfer guide of the receiving institution for program planning.

—students who are enrolled in a program of study at Douglas College have the opportunity for assessment of learning acquired through prior formal and informal learning experiences, toward formal credit by the College. Individual departments or programs are responsible for determining courses open for PLAR (Prior Learning Assessment & Recognition credit). PLAR is identified as: Challenge Examination (written, oral, or performance test); Workplace-based Assessment in a simulated or real setting; and/or Portfolio Assisted Assessment of a file or folder that systematically documents and provides evidence of an individual's learning experiences and accomplishments in relation to outcomes for a course or program.

d. Kwantlen Polytechnic University:

—mature student: anyone not a secondary school graduate but who will be 19 years of age or older on the first day of classes for the term is eligible to apply to attend as a mature student

—underage: anyone not a secondary school graduate but is 17 years of age or older, and has not been in regular attendance at a secondary school for a minimum of one year, is eligible to apply to attend as an underage applicant. Applicants in this category will normally only be accepted into the Adult Basic Education (ABE) or English Language Studies (ELST) program. Admission to other programs will be considered on an individual basis-

—special admission: students who are not qualified as regular, mature, or underage students may appeal to be admitted as a Special Admission student and complete up to 12 credits before they must meet the general university admission requirements. Testing and attendance at an interview may be required, and the applicant must provide supporting documentation as requested. Students under 19 who have not written the BC Provincial English examination will be required to write the KPU English Placement Test (or equivalent) in order to be considered.

—once an applicant has met the English Proficiency requirement and has qualified under one of the above admission categories, they may be considered for admission to a specific program. Each program has different requirements; be sure to check them out.

e. Thompson Rivers University - Open Learning (TRU-OL):

—is a distance and online education institution, (but also has a campus).

—offers continuous enrolment, flexible scheduling, and minimal admission requirements.

—you can take one course or a complete degree program, and study at your own pace

—all persons are eligible for general admission to Open Learning and can apply for course registration as well as admission into credential programs. Students do not require a specific grade point average (GPA) and are not required to submit transcripts from secondary school to be admitted to Thompson Rivers Open Learning and to register in courses.

—applicants to specific programs must fulfill program admission requirements. Applicants must read the course requisites and determine if their level of education or experience is suitable to meet those prerequisites, and be prepared to support this declaration, if required. By registering, students acknowledge personal responsibility for their educational proficiency and performance in courses they enroll in. Open Learning students wishing to take courses on campus may have to prove they meet certain prerequisites.

—applicants must have proficiency in English at a level suitable for the course or program of study for which they are applying. University-level courses require English proficiency equivalent to Grade 12 English or higher. English as a Second Language students may be asked to provide information concerning their proficiency in English.

—students are not required to be enrolled in a particular program category to take courses with TRU-OL. These non-credential track students are categorized as being in an "undeclared" program. If they then want to complete a program, they must apply for program admission.

—many professional organizations, businesses, industries, community colleges, provincial institutes, and universities recognize credentials earned through TRU-L.

—over 55 programs and 590 courses are offered, in a variety of formats including print-based, web-based, online, and in-person. Courses and programs are fully accredited and recognized by other post-secondary institutions.

—you can study wherever you live, and begin your course or program whenever you like. TRU-OL has few barriers to entry, so your ability to enroll won't be affected by your past academic

records, and you don't require secondary school transcripts to register.

—students also have the opportunity to receive credits toward a program through PLAT (Prior Learning Assessment and Recognition). This recognizes the experience and skills you have gathered from previous education, or from life and work experience.

—students registered at other post-secondary institutions can take TRU-OL distance courses and transfer the credits to their own institution, including SFU, UVIC and UBC. Be sure to check out <http://bctransferguide.ca/>

—as a distance learning student, you do have full support of your course Open Learning Faculty Member, and in online courses, you may also collaborate with other students in your course.

—students may also access the TRU library and Writing Center

f. Quest University:

[http://www.questu.ca/admission/applying\\_to\\_quest/index.php](http://www.questu.ca/admission/applying_to_quest/index.php)

—Quest is a private institution and offers an educational package that includes emphases and activities that differ from many public institutions. The cost is about \$30,000 per year.

—home schooled students are welcomed.

—when applying, academic performance is an important criterion, but the university wants to know more about you, including such things as your travels, volunteering, creative writing, sports or music, your passions, and what you want to do in the world.

—fill in the free online form to start the process. In addition to a completed application form, you must also submit and/or complete: high school transcript, essay (on one of five given topics), original piece of work of your choice (portfolio, photography samples, artwork, video, research project, piece of writing, music CD, etc.), and an interview with your admission counselor (may be in person, by phone, or Skype). Other application items that are optional but may give Quest a better understanding of your accomplishments and interests: letters of recommendation, Advanced Placement (AP) results, International Baccalaureate (IB) diploma results, Standardized test scores (SAT, ACT), and an additional body of creative work or

scholarly research.

—home schooled students often have an easy transition to academic life at Quest due to class sizes of 20 or less, and working closely with professors they know on a first name basis. Working with faculty advisors, students propose and shape their own major, and are encouraged to participate in hands-on experiences such as internships, study abroad opportunities, and field work.

—Quest also strongly encourages applications from Self-Designed, Unschooled, Democratic-Schooled, Sudbury-Schooled or Free-Schooled students.

—contact your admission counselor who can answer any questions related to your specific case.

—in the absence of a high school transcript, send in evaluations, GED, recommendation letters, your resume, your reading list, published works, and/or a portfolio. SAT or ACT scores may also be helpful.

g. University of Victoria (UVic):

—applicants with a BC Adult Graduation Diploma (the adult "Dogwood") may apply if the following minimum requirements are met: - at least 19 years of age - successful completion of English, Mathematics (academic), a laboratory Science, and Social Studies 11 or equivalent at the advanced or grade 11 level - successful completion of English plus 3 approved academic subjects at the grade 12 level, with provincial exams written if mandatory.

—all applicants must have the appropriate prerequisites for the program to which they have applied.

—home schooled applicants: must be able to present proof of completion of a program that has met graduation requirements from a recognized educational jurisdiction and also faculty-specific minimum subject and academic average requirements. They must take provincial exams, or equivalent, for all mandatory examination courses. If students do not meet these requirements, they must submit an appeal letter documenting their reasons, and provide SAT scores and/or other relevant documentation for consideration by the Senate Committee on Admission, Reregistration and Transfer.

h. Trinity Western University (TWU):

—homeschooled students may complete the regular application for admission, and fulfill the following requirements:

—complete and submit Home Schooled Education Background chart (available from your admissions counsellor).

—complete and submit official SAT or ACT scores (a minimum SAT combined score of 1590 or ACT score of 22 is required).

i. Emily Carr University:

—for home schooled applicants, Emily Carr requires grade 12 graduation with a minimum GPA of 2.5 (C+) calculated on five grade 12 courses equivalent to the applicants from British Columbia requirements, including senior level English with a minimum grade of C.

—an alternative is the Non-Matriculated Adult Applicants program, for an adult that does not meet the normal high school diploma requirements for admission. The University reserves the right to determine whether or not an applicant can apply under this category. This status is restricted to ages 21 or older. Applicants will be required to present a satisfactory grade of "C" or higher in a senior level English literature course. It is strongly recommended that applicants without a high school diploma enroll in Adult Basic Education (ABE) courses and complete the BC Adult Graduation Diploma (BCAGD).

—Aboriginal Admissions Policy: the university is dedicated to providing access for underrepresented populations. It will consider aboriginal applicants who are 19 years of age or older and who do not meet the current academic standing required for admission. Applicants will be considered on the basis on educational background, cultural knowledge, work experience, academic goals, personal achievements, and current artistic portfolio

Did you not find a post-secondary institution of interest in the list above? Fear not! A full list of public and private post-secondary institutions in British Columbia can be found at <http://bccat.ca/system/psec/> . The site provides links to: public colleges, public universities, institutes with specialized programs and a provincial mandate, private institutions in the BC Transfer System, hundreds of other private institutions (including ones that are degree-granting, career training, theological, academic non-degree granting, and language schools; note that not all of them are part of the BC Transfer system), Indigenous Adult and Higher Learning Association (IAHLA) Institutes, and out- of-province institutions in the BC Transfer System.



And of course you can also look into post-secondary institutions in other provinces and even in other nations. Acceptance of homeschooled students is becoming more and more widespread. But what if you've decided maybe traditional post-secondary education isn't for you, either at the current time, or even in the long run?

5. As college and university is not necessarily the best route for every young person, it's best to have a clear idea of what you expect to gain before deciding to attend! Here are some alternative educational paths to consider for career and future working-life (keeping in mind that one can always attend college later if they decide to! Most institutions value older students, who have valuable life experience, enthusiasm, and focus on learning.

—for many teens who already know what they want to do in life, apprenticeship and other on-the-job training can be a faster and more satisfying entry into adult life.

—many homeschoolers become entrepreneurs.

—a multitude of options exist which may get you into a profession immediately by working your way up, and may give you a better work-life balance in the long run.

—consider self-directed education that involves reading, reflection, collaboration, teaching, counseling, and writing.

—"uncertifieds" do exist and succeed, even in traditional and traditionally-certified fields.

—learning is more important than schooling. Intellectual peers and mentors can easily be found through online communities (both social and academic) and can enrich a self-directed program of study.

—sometimes skill development is more important than a college education, and those skills might be developed more quickly and effectively without interference of courses that do not directly advance your life.

—one-on-one instruction/mentoring and learning to study and write papers can be done outside the college framework; and often these are the most important skills learned at college anyway.

—there is benefit in pursuing education at one's own pace, through mentorship/personal instruction, or independently, with the goal of individualized shaping of your unique potential.

—compare four college years to four years of actually working in a field. Which will bring about the greatest results? How far ahead would you be (or not) by entering the workforce or starting your own business instead of going to college?

—in rapidly changing fields (such as computer technologies), often by the time a college course is completed, the information is already becoming obsolete. Working in the industry might be more effective in learning and keeping up with changes.

—in some fields, working one's way up the employment ladder results in much more practical understanding of the job and field. This is common in hands-on, labor type jobs, but also in other fields as well.

—in this economy, having a degree isn't a guarantee of landing a job. You don't get a job; you make a job, by finding a need in the market and meeting it before or better than/ more creatively than the next guy.

—another thing to consider is that financial vortex of college tuition, and paying off student loans for years to come.

—four to eight years of saving money, living at home, and being entrepreneurially productive can in some cases advance a person far beyond those who choose the college route. (Also, apprenticeship programs, sometimes with short periods of "courses" mixed in, allow the "student" to be earning right from the start, and often companies will refund the student for successfully completed courses if they stay with the company for an agreed-upon period of time).

—consider creative ways to get into certain professions, such as CLEP tests [http://en.wikipedia.org/wiki/College\\_Level\\_Examination\\_Program](http://en.wikipedia.org/wiki/College_Level_Examination_Program) in the United States, to get degrees in less time and for less money than attending college.

—some students have financial support from parents, but many do not. And student loans are not always available for every form of post-secondary education

Some options:

—get a paid (or even unpaid) internship. Working with an established organization is a great way to get exposure to a new field, meet friends, and find mentors.

—crowd fund your education - if you have a supportive group of individuals, have put together a learning plan for yourself, and know you'll be able to produce tangible results afterwards, check out crowd-sourcing, finding people who will agree to financially support you and invest in you.

—be willing to take a service or other similar job that pays the bills, and then in your spare time learn and do what you actually love. It may even provide good structure for your creative endeavors, and by working in that job "just to pay the bills" you will encounter people from all walks of life, it will help you value learning time much more, and may even direct you into a field which you had not considered before but now find yourself passionate about.

—create your own curriculum: - build self-knowledge - give yourself assignments - be a self-directed learner, reflecting on what you want to work on and why - create and share value - find support.

—Options for study at home: correspondence courses, credit by examination, independent study contracts, life experience credit.

Whew! This has been a lot of information! But if you feel you still need more information, or you'd like to go more in-depth on some of the information presented here...

6. Here is a bibliography of a wide variety of articles, websites, books, and other resources with information for homeschoolers on preparing for post-secondary applications, and alternative post-secondary paths.

(Notes: No, this bibliography is not set up in standard citation form. If you're planning to go on to university, maybe you'd like to practice doing citations, and send in a properly cited format! Any volunteers? By the way, we'd love to continue to update this document. Please feel free to send in links, ideas, your own stories, etc., to [nlhills@shaw.ca](mailto:nlhills@shaw.ca) . Not only will they be added to this report, but they might even end up in an upcoming issue of the BCHLA newsletter, and you'll be famous!)

a. Articles and presentations from a variety of internet sites, magazines, etc.:

—“Home Education and Post Secondary Admissions” -- presented at the 2002 conference of The Association of Registrars of Universities and Colleges of Canada in Edmonton, Alberta, by Leo Gaumont, Education Unlimited

—“Home schoolers get creative en route to higher education” – October 23, 2007, Times Colonist (Victoria) page A2 – by Janice Tibbetts, with files from Jeff Bell – CanWest News Service

—“Homeschool to Higher Ed – Start Thinking Now!” by Steve Murphy

—“Learning at Home: Homeschooling, Rhodes Scholarships and the love of learning” by Daphne Gray-Grant, 2003 Winter edition of UBC’s Trek Magazine - reprinted <http://bchla.bc.ca/ubc-trek-magazine-article.html>

—“From Homeschool to U.B.C.” – by John Klippenstein, c2000, originally published in H.E.N. #110

—The Ontario Federation of Teaching Parents: <http://ontariohomeschool.org/university.html> (note: some of the information on this site was gathered in the past. It may or may not be up to date; however, I have checked out the information I have included in this document, and believe that information is current)

—<http://www.universityadmissions.ca/> A Sarah Rainsberger site (new as of Spring 2011) which provides information on university admissions with or without a high school diploma

—<http://www.campusconnection.net/> “Online Classes Can Fit In To Even Tight Schedules” March 25, 2103

—“Uncollege:” <http://networkedblogs.com/qgokd>

—<http://archive.constantcontact.com/fs085/1101455464133/archive/1108143136685.html> “The Back Door to University Admissions” by Kelly Green

— <http://archive.constantcontact.com/fs085/1101455464133/archive/1106303944426.html> “High School & Beyond... Transcripts”

—"University without high school" October 2009 Maclean's Magazine Article <http://www.macleans.ca/culture/university-without-high-school/>

—"CBC: Can homeschoolers get into university?" by Beatrice Ekwa Ekoko <http://radiofreeschool.blogspot.ca/2011/04/can-home-schoolers-get-into-university.html>

—"College without Highschool" <http://collegewithouthighschool.com/>

—"Not Back to School Camp" <http://nbtsc.org/>

—<http://www.educationunlimited.ca/post-secondary> "Post-Secondary Concerns"

—suggestions for BC homeschooled students preparing for Post-secondary education: <http://archive.constantcontact.com/fs085/1101455464133/archive/1101693528046.html> (2007 information)

—Summer 2006 BCHLA newsletter article on Stanford accepting homeschoolers (available on BCHLA site "publications") (reprinted from Stanford University Magazine)

—Tree House Family magazine, Sept 1996, p 21, "Home Schooling" by Martin Ackerman

—<http://www.vancouverobserver.com/city/education/2011/04/17/why-im-leaving-canada-attend-university-us>

b. Information from government Ministry of Education sites:

—BC Adult Graduation Diploma: [http://www2.gov.bc.ca/gov/topic.page?id=9A33DD439E184672865E4DDF677F4002&title=Adult %20Graduation%20Diploma %20Program](http://www2.gov.bc.ca/gov/topic.page?id=9A33DD439E184672865E4DDF677F4002&title=Adult%20Graduation%20Diploma%20Program)

—<http://www2.gov.bc.ca/gov/topic.page?id=D906A58F999E497088EB4562ED1C81DB>

—"Distributed Learning – Policy for homeschoolers" Revised July 24, 2012

—<http://bccat.ca/system/psec/> Lists and links to all post-secondary institutions in BC, both public and private

c. Information on particular colleges and universities referenced in this report:

—BC Institute of Technology (BCIT) <http://www.bcit.ca/admission/requirements/>

—UBC Access Studies: <http://www.students.ubc.ca/nondegree/options.cfm?page=access>

—Douglas College: <http://www.douglascollege.ca/programs-courses/general-information/admissions>

—Kwantlen Polytechnic University: <http://www.kpu.ca/calendar/2013-14/ar/admissionreqs.html>

—Thompson Rivers University Open Learning <http://www.tru.ca/distance/register.html>

—<http://www.aivsweat.com/> The Art Institute of Vancouver: Structured Work Experience and Training – S.W.E.A.T.

—Quest University [http://www.questu.ca/admission/applying\\_to\\_quest/index.php](http://www.questu.ca/admission/applying_to_quest/index.php)

—University of Victoria <http://www.uvic.ca/>

—Trinity Western University <https://twu.ca/undergraduate/admissions/homeschool-students/>

—Emily Carr University: <http://www.ecuad.ca/admissions/undergrad/foundation>

d. Below are names of BC homeschooling parents and/or students who have contributed articles, letters, and other presentations for the perusal and use of BCHLA members. These items can be found on the BCHLA website <http://www.bchla.bc.ca/> in the publications section; some are scattered throughout other portions of the site. With “Thanks!!” to these folks:

—Chris Corrigan, an unschooling parent in BC “How to get into university without a high school diploma”

—A homeschool parent, Melissa Craig Hodges

—How Montana Hunter, son of Savannah Walling and Terry Hunter, created a portfolio which helped him get accepted to UBC

—Terry Stafford, homeschool parent

—Diana Sandberg, homeschooling parent

— Sandy Keane, homeschool parent

—Susan, homeschooling parent

—Donna Hanson, homeschool parent

—Another homeschool parent, Lori Holtorf

—Barbara Frank, homeschool parent, freelance writer/editor, and the author of “Life Prep for Homeschooled Teenagers” and the new eBook, “The Imperfect Homeschoolers.” Quoted in Spring 2006 BCHLA newsletter

—Fall 2003 BCHLA newsletter "Another Homeschooler Heads Off To College This Fall" - by Diana Sandberg

e. Books on homeschooling and post-secondary education:

—Better Than College - Tells Peak Press, June 2012 <http://www.blakeboles.com/my-books/>

—College Without High School - New Society Publishers, September 2009  
<http://www.blakeboles.com/my-books/>

—The Unschool Adventurers Guide to Online Travel Fundraising - Tells Peak Press, December 2012 <http://www.unschooladventures.com/news/the-u-a-guide-to-online-travel-fundraising/>

—Grace Llewellyn books:

- The Teenage Liberation Handbook <http://www.amazon.ca/The-Teenage-Liberation-Handbook-Education/dp/0962959170>
- Real Lives of Eleven Teenagers [http://www.amazon.ca/Real-Lives-Eleven-Teenagers-Stories/dp/096295912X/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1401474870&sr=1-1&keywords=Real+Lives+by+Grace+Llewellyn](http://www.amazon.ca/Real-Lives-Eleven-Teenagers-Stories/dp/096295912X/ref=sr_1_1?s=books&ie=UTF8&qid=1401474870&sr=1-1&keywords=Real+Lives+by+Grace+Llewellyn)

—The Homeschooling Handbook – Mary Griffith Pages 215-216

—Bears' Guide to Earning Degrees by Distance Learning [http://www.amazon.com/Bears-Earning-Degrees-Distance-Learning/dp/1580084311/ref=dp\\_ob\\_title\\_bk](http://www.amazon.com/Bears-Earning-Degrees-Distance-Learning/dp/1580084311/ref=dp_ob_title_bk)

- Also [http://www.amazon.com/Bears-Earning-College-Degrees-Nontraditionally/dp/0962931233/ref=pd\\_sim\\_b\\_3?ie=UTF8&refRID=141MJAE4EB6FGHAEENT7](http://www.amazon.com/Bears-Earning-College-Degrees-Nontraditionally/dp/0962931233/ref=pd_sim_b_3?ie=UTF8&refRID=141MJAE4EB6FGHAEENT7) (note that some of the information in the “Bears” books may be a bit outdated but they give a great many alternatives worth exploring in more detail)

—The Successful Homeschool Family Handbook by Dr. Raymond and Dorothy Moore 1994

(The information in this document was compiled by Norma J Hill, May 2014)

(Alison Acheson, April 2015, added pieces about sports scholarships, re-organized some sections, and deleted info about the GED, which is now defunct)



\* if you see info that is out of date, please let us know, and we'll update. We see this as a sort of "wiki" which can be updated through the BCHLA board members...so do send us any bits you'd like to add or change!)