

## **The Mission of Miraj Islamic School**

Miraj Islamic School (MIS), provides a college preparatory program emphasizing Mathematics, Science, English, Social Studies, and Islamic Studies, with the addition of a wide array of electives. All MIS curriculum is aligned with New York State Regents requirements. Students who successfully complete the course are well-prepared to take the NYS Regents Exams to earn a Regents or Advanced Regents Diploma.

At Miraj Islamic School, our goal is to provide academic excellence and cultivate it in our students. We cherish academics and are committed to nurturing the unique capabilities and talents of our students, while preparing them to be caring, responsible, compassionate leaders of the Muslim community and broader world in which we live. We are a model educational system within which our youth develop to their fullest potential and are motivated to succeed in this life and beyond.

It is our philosophy that through the acquisition of ‘Ilm (knowledge), Iman (faith) and Akhlaq (manners), our students, staff, parents, and community will benefit as we strive to achieve the sublime pleasure of Allah (SWT). At MIS, our goal is to provide academic excellence by having high expectations and high standards for all our students. The MIS curriculum is rigorous at all grade levels. We believe tomorrow’s leaders are well educated, well rounded and compassionate. We also believe that quality education is a collaborative effort between school and family. MIS believes that children learn best when their intellectual, creative, emotional, social, and physical growth is nurtured and challenged.

*The Almighty says “Allah will raise to high ranks those who have faith and knowledge among you.”*

Surat Al-Mujaadila, Verse 11

*Allah (SWT) tells us “Say ‘My Lord, increase me in knowledge!’”*

Surat TaHa, Verse 114

*"Good manners are almost two-thirds of knowledge."*

Ibn Mubarak In this regard, our role is to prepare our students for the rapid technological changes and demands of the information age, while maintaining and nurturing the noble teachings and traditions of the Prophet Muhammad (SAWS).

## Dear High School Students and Parents,

In its purest form, the college search and admissions process is one of excitement, possibility and self-discovery for a student. Through the assessment of one's own traits, needs, skills, and interests, a young person has the opportunity to identify institutions and opportunities that not only match these traits, but also assist them in attaining future goals. This College Information and Application Procedures Guide has been designed as a resource tool for our students and their families to provide information and guidance about the responsibilities to be carried by them in the months ahead. Read through this guide and keep it handy. You will refer to it often, because it provides both a general overview of the process and a number of important details and deadlines. Familiarity with this college guide and the process will bring you less stress, more control, and more success in the college admission process.

I understand that the college applications process can be a stressful and time-consuming process. It therefore requires the *absolute focus* of *both* students and parents in order for the process to be approached in a thoughtful manner. **Students who begin the application process late or without organization and planning often deny themselves the full range of opportunities they might otherwise have enjoyed; they also often miss vital deadlines, rush to complete tasks that should have had greater attention and care, sometimes make uninformed decisions, and often face greater anxiety.** This is also an expensive process with fees for standardized exams, score releases, college applications, transcripts, and profiles for institutional financial aid; good organization and planning may help families use their financial resources in the wisest possible ways.

The depth of information, the recommended actions, and the required deadlines and procedures described in this document may seem intimidating– and the college applications process *is* intimidating– but **every MIS high school student is capable of reading and following the guidelines and procedures provided in this handbook or modifying its advice to suit his or her particular situation and needs.**

I urge you to carefully read this document as a family, to note whatever questions you may have and seek answers as soon as possible, and to keep this resource handy as you begin conducting the necessary research and completing the necessary paperwork that will eventually lead the student to college. **We especially urge the students to be *actively engaged* in this process, with appropriate parental involvement and supervision, since it is *your* immediate future that will be determined by the steps and actions you take in the next few months.**

Sincerely,

Lamiaa Refaey

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## RECOMMENDED COLLEGE APPLICATIONS TIMELINE OF ACTION

### ***FRESHMAN & SOPHOMORE YEARS***

1. **Study hard.** Get good grades so you'll graduate on time and be eligible for college scholarships.
2. Take the PSAT 8/9 (Freshmen) or the PSAT 10 (Sophomores) in the spring. The test will help you and your teachers figure out what you need to work on most so that you are ready for college when you graduate from high school.
3. Take SAT Subject Tests as you complete certain courses such as biology. It is a good idea to take the exam at the end of your course of study in each subject.
4. **Become a leader.** Good leaders speak well, listen, inspire and help others. Colleges look for students who can motivate their peers.
5. Begin to talk to classmates, parents, teachers, and recent graduates who are in college to begin to get ideas about which colleges might be of interest to you. Visit the College & Career Center to begin looking at information about careers and colleges. Explore some of the internet sites available to search out career and college information.
6. Quality is more important than Quantity! It is very important to be involved in extracurricular activities that are meaningful for you.
7. Community service and/or volunteer work should be done with a non-profit organization and are unpaid experiences (Libraries, Hospitals, Schools).
8. Internships should be done with legitimate companies. Speak with your counselor if you are unsure about the company.
9. **Try** something new. Find a great after-school activity, such as chess, drama, karate, volunteering, volleyball or a college access program. Plan an engaging summer by researching and applying for summer programs and internships.

**10.** Create a personal file with such items as:

- ❖ A copy of your report cards.
- ❖ Diplomas and certificates presented to you.
- ❖ Awards and honors you receive, including the dates awarded.
- ❖ Lists of all school and community clubs and organizations in which you participate, including length of service.
- ❖ Record of your extracurricular activities and leadership positions.
- ❖ A list of jobs you hold (paid or volunteer)

This information will help you to complete your college applications easily and accurately.

**11.** Update your personal file at the end of each semester.

**12.** Bring copies of letters or certificates verifying outside service (volunteer) work to your Guidance Counselor who will keep this information in your college file for future reference.

## ***JUNIOR YEAR***

### **August**

- ❖ Begin the college selection process!
- ❖ Attend college fairs, financial aid seminars and information sessions to learn as much as you can about the college application process.
- ❖ Make sure you are meeting NCAA requirements if you want to play Division I or II sports in college.

### **September**

- ❖ Register for the October PSAT.
- ❖ Save samples of your best work for your academic portfolio all year.
- ❖ Maintain your extracurricular record all year.
- ❖ Maintain your community service forms. (Appendix E)

### **October**

- ❖ Junior-year PSAT scores may qualify a student for the National Merit Scholarship Competition and the National Achievement. So even though these scores will not be used for college admission, it is still a good idea to take the PSAT. The more times you take standardized tests, the more familiar you will become with the format and the types of questions asked. If you wish to receive free information from colleges, indicate on the PSAT answer form that you want to participate in the Student Search.

### **November**

- ❖ Junior-year grades are extremely important in the college admission process because they are a measure of how well you do in advanced, upper-level courses. Grades also are used to determine scholarships and grants for which you may be eligible. So put in the extra effort and keep those grades up!
- ❖ Building relationships with junior year teachers is crucial since you will be asking these teachers to write a recommendation for college on your behalf.
- ❖ If you will require financial aid, start researching your options for grants, scholarships and work-study programs. Make an appointment with your guidance counselor or start by visiting financial aid web sites.

## **December**

- ❖ During December, you should receive the results of your PSAT. Read your score report and consult your school counselor to determine how you might improve on future standardized tests. The PSAT is excellent preparation for the SAT, which you will take in the spring.
- ❖ Take the ACT, register now for the February exam. Many colleges accept both the ACT and the SAT. Some colleges require the ACT or both SAT and SAT II. When you begin to explore different colleges and universities, ask which standardized test they prefer to use.

## **January**

- ❖ Begin to make a preliminary list of colleges you would like to investigate further.
- ❖ Learn your Social Security number, which is required on many college applications. If you were never issued a Social Security number, contact the closest Social Security office as soon as possible to obtain a number.

## **February**

- ❖ Meet with your guidance counselor to discuss your preliminary list of colleges. Discuss whether your initial list of colleges meets your needs and interests (academic program, size, location, and cost) and determine if you are considering colleges where you are likely to be admitted. You should be both optimistic and realistic when applying to colleges.
- ❖ Register for the May or June SAT. Prepare for the SAT or ACT by signing up for a prep course, using computer software or doing the SAT/ACT practice tests available at bookstores. But don't spend so much time trying to improve your standardized test scores that your grades and extracurricular involvement suffer.

## **March**

- ❖ Write telephone or use the Internet to request admission literature and financial aid information from the colleges on your list. There is no charge and no obligation to obtain general information about admission and financial aid.
- ❖ Research and apply for summer programs. Most programs are available online.
- ❖ Discuss college options and financing your college education with your family.

## April

- ❖ Be sure to continue to challenge yourself academically.
- ❖ Register for the May/June SAT and/or the SAT II subject tests. Not all SAT II subject tests are given on every test date. Check the calendar carefully to determine when the subject tests you want are offered.
- ❖ Register for the June ACT if you want to take that test.
- ❖ Continue to evaluate your list of colleges and universities. Eliminate colleges from your original list that no longer interest you. Add others as appropriate.
- ❖ Look into summer jobs or apply for special summer academic or enrichment programs. Colleges love to see students using their knowledge and developing their skills and interests.

## May

- ❖ Attend a college fair to get more information about the schools on your list. Visit [www.nacac.com](http://www.nacac.com) for dates and locations of national and performing and visual arts college fairs. Visit [www.nextSTEPmag.com](http://www.nextSTEPmag.com) for a list of recruiting events at individual colleges.
- ❖ Get a jump start on summer activities. Consider enrolling in an academic course at a local college, pursuing a summer-school program, applying for an internship, working or volunteering.
- ❖ If you work, save part of your earnings for college.
- ❖ Begin visiting colleges. Phone to set up appointments. Interviews are always a good idea. Many colleges will tell you they are optional, but an interview will show interest, enthusiasm and initiative on your part and provide an excellent opportunity to have your questions answered.
- ❖ Do a practice interview with your counselor, teacher, employer or a senior who has had college interviews.
- ❖ Set up interviews as early as possible—interview times become booked quickly!
- ❖ Take the SAT or the SAT II.
- ❖ Ask your teachers from different subject areas if they would be willing to write a college letter of recommendation for you. Ask them what email address they prefer to receive this request.



## June

- ❖ After school ends, get on the road to visit colleges. Seeing the college firsthand, taking a tour and talking to students help you decide whether or not a school is right for you. Although it is ideal to visit colleges during the academic year, going in the summer will still be valuable. Admission offices employ their students to give tours and answer questions from prospective students and their parents.
- ❖ Take the SAT, the SAT II and the ACT.
- ❖ Confirm with the teachers who have agreed to write your college letters of recommendation that they are still able to do so.

## July

- ❖ Visit colleges, take tours, have interviews and ask questions. Make college visiting a family event.
- ❖ Involve your parents in your application process. The opinions of those who know you well can provide helpful insight into the best college for you.

## August

- ❖ Continue to refine your list of potential colleges.
- ❖ Create an account on [www.commonapp.org](http://www.commonapp.org). This is where most of your college applications will be submitted. Choose a username and password that is easy to remember; you will be logging in and out numerous times over the next few months.
- ❖ Begin preparing for the actual application process by drafting application essays; collecting writing samples; and assembling portfolios or audition tapes.
- ❖ If you are an athlete and plan on playing in college, contact the coaches at the schools to which you are applying and ask about intercollegiate and intramural sports programs and athletic scholarships.
- ❖ Complete the NCAA Initial Eligibility Clearinghouse form if you hope to play Division I or II sports. (This form cannot be mailed until you finish your sixth semester of high school.)

## Tips for Juniors' Parents

As parents, the best things you can do for your child are to:

- ❖ The most important thing you can do is to be supportive.
- ❖ Become familiar with the college admission process.
- ❖ Help your child to make his/her college list a realistic list.
- ❖ Start to prepare your tax information for the FAFSA in your child's junior year.
- ❖ Try a few Net-Price Calculators on different college websites to get a sense of financial aid packages.
- ❖ Be honest to your child about your family finances.
- ❖ Take your child to visit colleges. Encourage your child to research the school before visiting. Find out about particular programs of interest, student life, etc.
- ❖ Review your child's PSAT score report with them. Log onto [www.collegeboard.com/quickstart](http://www.collegeboard.com/quickstart) in order to access each correct answer with explanations. The score report will provide you with information about areas where your child may need improvement.
- ❖ Explain to your child that the PSAT is excellent practice for the SAT. In addition, the PSAT in junior year is a qualifying test for the National Merit Scholarship Qualifying Test.
- ❖ Consider enrolling your child in an SAT/ACT prep class.
- ❖ It is strongly recommended that students take the ACT in addition to the SAT in the spring of their junior year. The ACT is accepted at virtually all colleges and universities. Please go to [www.actstudent.org](http://www.actstudent.org) for more information and to register for the exam. Many colleges will accept the ACT in lieu of the SAT *and* SAT Subject Tests.
- ❖ Students should take SAT II's as soon as they complete the course. Additional studying and tutoring for the SAT Subject Tests is also necessary. You can also visit [www.collegeboard.com](http://www.collegeboard.com) and [www.act.org](http://www.act.org) for more information on standardized testing.
- ❖ Encourage your child to get involved in meaningful activities that demonstrate interest, commitment, and personal growth. It is advantageous to engage in activities that reflect their personal interests.
- ❖ Quality is better than quantity.
- ❖ Real-world experience can give your child a preview of careers in which he is interested.
- ❖ Speak with your son/daughter about teachers who they would like to ask for a letter of recommendation. In junior year students will ask two teachers for a commitment to write their letters of recommendation in their senior year when they apply to colleges.
- ❖ It doesn't always have to be the teacher your child did best with. It may be one with whom s/he has improved the most.

## **SENIOR YEAR**

### **September**

- ❖ Make sure you have all applications required for college admission and financial aid. Write, phone or use the Internet to request missing information.
- ❖ Check on application and financial aid deadlines for the schools to which you plan to apply. They may vary, and **it is essential to meet all deadlines!**
- ❖ Meet with your guidance counselor to be sure your list includes colleges appropriate to your academic and personal record.
- ❖ Review your transcript and extracurricular records with your school counselor to ensure their accuracy.
- ❖ Register for the fall SAT, SAT II subject test and ACT.
- ❖ If the colleges require recommendations, ask the appropriate people to write on your behalf.
- ❖ Be thoughtful! Write thank-you notes to those who write recommendations, and keep them informed of your decisions.
- ❖ Plan visits to colleges and set up interviews if you didn't get to them during the summer or if you want to return to a campus for a second time. Read bulletin boards and the college newspaper. Talk with current students and professors.

### **October**

- ❖ File the Free Application for Federal Student Aid (fafsa.ed.gov) and register for the CSS Financial Aid Profile if required by college (collegeboard.org) beginning October 1st.
- ❖ Attend a regional college fair to investigate further those colleges to which you will probably apply.
- ❖ If applying for early decision or early action, send in your application now. Also prepare applications for your back-up schools. Remember, if you are accepted under the early decision option, you are expected to enroll at that college and to withdraw all other applications.
- ❖ Register for the December/January SAT and/or SAT II or December ACT if you have not completed the required tests or if you are not happy with your previous test scores and think you can do better.
- ❖ Have official test scores sent by the testing agency to colleges on your list.

## November

- ❖ Take the SAT or SAT II if appropriate. Don't forget to have test scores sent to colleges on your list.
- ❖ You should receive your Student Aid Report (SAR) within four weeks after submitting the FAFSA. Review the SAR carefully and check for any inaccuracies. If necessary, correct any items on the SAR and return it to the FAFSA processor (if a college transmitted your data directly, notify the college of any changes).
- ❖ If more than four weeks have passed after sending in your FAFSA and you have not received an acknowledgment, contact the Federal Student Aid Information Center. They will need your name, Social Security number, address and date of birth exactly as it was written on your FAFSA.
- ❖ Be sure your first-quarter grades are good.
- ❖ Continue completing applications to colleges. **Make copies of all documents before mailing them.**
- ❖ Keep all records, test score reports and copies of applications for admission and financial aid. Do not throw anything away until at least the end of your first year in college. Having detailed records will save you time and effort should anything be lost or should you decide to apply in the future to other colleges or scholarship programs.

## December

- ❖ Have official test scores sent to colleges on your list if you have not yet done so.
- ❖ Consult your school counselor again to review your final list of colleges. Be sure you have all bases covered.
- ❖ If you applied for early decision, you should have an answer by now. If you were accepted, follow the instructions for admitted students. If the decision is deferred until spring or you are denied, submit applications now to other colleges.

## January

- ❖ Keep working hard! Your grades continue to count through senior year.
- ❖ Request that your counselor send the transcript of your first-semester grades to the colleges to which you applied.

## February

- ❖ Remember to monitor your applications to be sure that all materials are sent and received on time and that they are complete. **Stay on top of things and don't procrastinate; you can ruin your chances for admission by missing a deadline.**

- ❖ Complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.
- ❖ Enjoy your final year in high school, but don't catch senioritis!

## **March**

- ❖ Stay focus and keep studying—only a couple more months to go!

## **April**

- ❖ Some colleges do not have hard application deadlines; they admit students on a continuous basis. But do not take rolling admission for granted. These schools may reach their maximum class sizes quickly, so the earlier you apply, the more availability there may be.
- ❖ Review your college acceptances and financial aid awards.
- ❖ Be sure to compare financial aid packages in your decision-making process. If you are positive you will not enroll at one or more of the colleges that accept you, please notify those colleges that you have selected another one. Keeping colleges abreast of your plans might enable those colleges to admit someone else.
- ❖ If you know which college you will attend, send in your tuition deposit and follow all other instructions for admitted students. You must decide which offer of admission to accept by May 1.

## **May**

- ❖ Decide on the one college that you will attend. By May 1, send in your tuition deposit to that college.
- ❖ Be proud—you have completed a difficult task!
- ❖ If your first-choice college places you on a waiting list, do not lose all hope. Contact the college to let them know you are still very interested. Keep the college updated on your activities.
- ❖ Take Advanced Placement examinations, if appropriate, and request that your AP scores be sent to the college you will attend.

## **June**

- ❖ Request that your counselor send your final transcript to the college you will attend.
- ❖ Notify the college of any private scholarships or grants you will be receiving.
- ❖ Know when the payments for tuition, room, board and meal plans are due. If necessary, ask the financial aid office about a possible payment plan that will allow for you to pay in installments.

Congratulations! You've made it through high school! Enjoy your graduation and look forward to college.

### **July**

Look for information in the mail from the college about housing, roommates, orientation and course selection. Respond promptly to all requests from the college.

### **August-through-September**

Ease your transition into college. Accept the fact that you'll be in charge of your academic and personal life. What you do, when you do it and how things get done will be up to you. You'll have new responsibilities and challenges. Budget your time and establish priorities. Take charge of the changes that lie ahead and eliminate or minimize pressures. Go forth with confidence and enthusiasm, willingness to adapt and determination to succeed academically and personally.

## WHY COLLEGE?

Getting ready for a college education requires a lot of time, great effort, and careful planning by you and your family or guardians. But college also provides information and skills that you will use for the rest of your life to help you succeed in whatever you do. Staying in school and going to college will help you:

- ✱ Get a better job. More and more jobs require education beyond high school. With a college education, you'll have more jobs from which to choose.
- ✱ Earn more money. A person who goes to college usually earns more than a person who doesn't.
- ✱ Get a good start in life. College also trains you to express your thoughts clearly, make informed decisions, and use technology—all useful skills on and off the job and for life. College may cost a great deal initially, but it is an investment that pays off financially in the future.
- ✱ Many careers expect a minimum of a college degree: not only is a degree required for many positions where it once was not, but career expectations are that if you have earned a college degree, you have set a goal, completed the goal, and been trained to be successful in your area of interest.
- ✱ Continue your learning experience: college will provide the opportunity for you to take classes and learn about a variety of areas not offered during high school; after college you can decide whether you would like to continue your education in graduate school.
- ✱ Meet new people and build new relationships: you will be meeting students from all over the world and will be meeting professors and administrators willing to assist and mentor you for four years.

## **Show respect for yourself and your future**

The information you gather, the agenda you create, and the thoughts you have over the next months will shape and influence your future. Take pride in yourself and your work. Start a file for your college application materials and keep them sorted and all in one place.

### **Get organized**

### **Stay organized**

### **Keep to your timetable**

## **A QUESTION FREQUENTLY ASKED BY PARENTS**

One of the questions we are asked most frequently by parents is, “What should my son or daughter’s final list include?” Inherent in this question are two considerations: first, to how many schools should my child apply; and second, what range of schools should be included in regard to admissions competition?

While we try to discourage students from adopting the “shotgun approach” of applying to a multitude of schools, we also attempt to insure that students, regardless of academic ability, do not “put all of their eggs in one basket” by applying to only one institution or one level of school. As a general rule, we advise that students apply to approximately eight to ten schools which vary in terms of selectivity, but which possess the most salient features desired by the student. As long as a student does not overly limit him/herself geographically, finding such a group of schools is not that difficult a task when we consider the large number of colleges and universities found in the United States. Generally, we recommend that a student’s final list include schools from each of the following categories:

**Category I:** A student’s top choice schools. It is fine in this group to include a couple of “long shots”. These schools possess many of the features the student desires but admission is very, very, competitive.

**Category II:** Schools that possess the significant features a student desires and at which the probability of admission is even to slightly better than even. These are categorized as “realistic” schools.

**Category III:** Schools that possess the majority of features a student desires and at which the probability of admission is “highly likely” to be “certain”. We refer to schools in this category as a student’s “safety schools”.

While there is no hard and fast rule, we would prefer to see a student include two or three schools from categories one and two and at least two schools from category three. Obviously, those schools that qualify as “long shots”, “realistic” or “safety”, vary tremendously from student to student depending on his/her academic profile.

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## **FIVE BASIC STEPS TO THE APPLICATION PROCEDURE**

**(with many smaller ones in between)**

Breaking the seemingly daunting application procedure into a number of very basic steps can help to make it less overwhelming. There is logic to the process, and the more organized and structured it is, the more manageable it becomes. For this reason we have divided the operation into steps.

### **The five basic steps are:**

- 1. Think**
- 2. Make a Big List**
- 3. Make a Small List**
- 4. Apply**
- 5. Wait and Decide**

## ***THINK***

This is the most probing part of the process.

In the early stages, the college application procedure probably seems amorphous, nebulous, daunting, and scary. Information on colleges seems to flood students' lives. They hear from the colleges themselves, from parents, from friends, and from teachers. There are so many different aspects of college life which have to be considered - academics, distance from home, cost, internship opportunities, sports teams, year abroad programs, social life, size, and location - that it seems an impossible task to come up with a sensible individual college list. There are so many personal hopes, expectations, dreams, doubts, and fears associated with this next step that the transition may seem overwhelming. This is normal, for this is the initial stage of the process.

This is the time to learn as much as you can about colleges, and even more importantly, about yourself. Take time to think about your goals, interests, and values, and take time to talk to people: teachers, advisors, parents, friends, and college representatives. This will help you to formulate and clarify your own ideas. It will also provide you with new perspectives and suggestions.

Selecting a college is an exercise in match making. During your sophomore year, take time to complete a self-evaluation which assesses your strengths, weaknesses, needs, desires, and dreams in an honest, accurate manner. This exercise assists in your taking inventory of your personal attributes and aspirations, and to take an objective look at your academic credentials through your transcript. You may have felt a little self-conscious when you first considered these questions, but an honest and thoughtful self-evaluation can reveal what you should look for in a college or job, and prepare you for statements you may be asked to make about yourself in essays and interviews when you apply. A serious look at yourself will help you find the options that are right for you. Your counselor will show you a copy of your transcript. It is perfectly normal to be undecided, confused, or unsure. It is perfectly normal to change your mind. This is part of getting to know yourself.

## TYPES OF COLLEGES & POSTSECONDARY SCHOOLS

### *Types of Colleges in the State of New York*

#### **Municipal Institution: City University of New York (CUNY)**

- Sponsored by the City of New York
- Open-admission policy for some colleges and competitive for others
- Less expensive fees for New York City residents than nonresidents
- Four-year and two-year colleges featuring all areas of study

#### **State Institution: State University of New York (SUNY)**

- The state's higher education system, with 64 campuses across the state
- Competitive admission for some colleges and open for other colleges
- Less expensive for students who reside in New York
- Includes university centers, smaller four-year institutions, and two-year institutions

#### **Private Institutions**

- Usually the most expensive; however, financial aid often available
- Variable levels of competitiveness depending on the institution
- Includes two-year and four-year schools
- Some affiliated with religious groups but admit students of all faiths

#### **Categories of Institutions and Special Programs Offered**

- A university (private or public) is composed of undergraduate and graduate or professional schools that include a four-year college of liberal arts and sciences as well as additional schools such as schools of engineering, law, medicine, and education.
- A four-year college of liberal arts and sciences (private or public) provides students with a wide educational background. The first two years of study are usually exploratory, while the third- and fourth-year programs are more specialized. Study leads to a B.A. (Bachelor of Arts) or B.S. (Bachelor of Science) degree.
- A four-year teachers college (private or public) offers a B.S. in education degree. CUNY schools offer a B.A. in elementary or secondary education.
- A four-year technological and engineering institute (private or public) offers a B.S. in engineering or science as well as courses in architecture, art and design, and liberal arts.
- A two-year junior college or community college (private or public) has two education tracks:
  - A transfer program offers an A.A. (associate in arts) or A.S. (associate in science) degree. This is the same program that is available in a four-year college of liberal arts and sciences. After successful completion of the two-year program, you can

transfer to the third year of a four-year college and continue your education toward a B.A. or B.S. degree.

- A terminal (career training) program offers an A.A.S. (associate in applied science) or A.O.S. (associate in occupational studies) degree. Graduates seek work in vocational, technical, pre-professional, or semiprofessional areas.
- A technical school offers two-year and four-year degree programs for students interested in employment as technicians.
- Specialized schools and colleges offer degree-granting programs for people talented in the arts. Examples include Fashion Institute of Technology, and Pratt Institute.
- The programs at a vocational training school, or technical school, vary from several months to two years. Upon completion, students receive a certificate or diploma. The school's purpose is to train students in specialized skills. Many similar courses are available at community colleges.
- The Ivy League is a group of scholastically prestigious East Coast schools. To qualify, you should be in the upper 10–20% of your high school class, participate in a variety of extracurricular activities, and have an SAT score of 600–800 on each section. The Ivy League schools are Brown University, Columbia University, Cornell University, Dartmouth College, Harvard University, Princeton University, the University of Pennsylvania, and Yale University.
- The Seven Sisters are also scholastically prestigious schools with the same requirements as Ivy League schools and were originally for women only. They are Barnard College, Bryn Mawr College, Mount Holyoke College, Radcliffe College (Harvard), Smith College, Vassar College, and Wellesley College.
- In co-op programs, students may alternate several months of study with several months of work at a paying job. It usually takes one year longer to earn a degree.

## *Thoughts to Evaluate College Preferences*

In making your college decision, sooner or later you will need to answer six questions:

1. What kind of college do I want to attend? liberal arts, pre-professional, polytechnic
2. What size school do I want?  
Very small (under 1,500 students)  
Small (1,500 - 3000)  
Medium (3,000 - 6,000)  
Large (7,000 - 15,000)  
Extra Large (20,000 - 30,000)
3. Where do I want to be? Close to home or far away?
4. What location do I want?  
Campus in a city  
Campus in a suburb  
Campus within driving distance of city  
Rural campus  
Small college town  
I must be near: Water, Mountains, Home, Shopping, Other
5. What lifestyle do I want? E.g., conservative, liberal, fraternity/sorority schools, football schools, religiously oriented schools.
6. What special programs or services do I want? E.g. learning support, particular majors, opportunities for research.

### **Other factors:**

- 1) Why are you going to college?
- 2) What are you most looking forward to about college?
- 3) What worries you most?
- 4) What is the most important consideration in your choice of college? For example, are you interested in career preparation, technical training, general knowledge, skills of inquiry and thinking, or a new social environment?
- 5) What degree of academic challenge is best for you? Do you want an academic program where you must work and think hard or one where you can make respectable grades without excessive effort? How important is it for you to perform at the top of the class?
- 6) How would you feel about going to a college where you were rarely told what to do?
- 7) Do you prefer a fast-paced environment where something is happening most of the time or an organized environment where you can join in a wide variety of planned activities or a more serene, relaxed environment where you can go your own way?
- 8) What financial considerations will influence your choice?

## THE TOP TEN THINGS COLLEGES WANT

1. A high school curriculum that challenges the student. Students should demonstrate a willingness to challenge themselves with a rigorous program of studies. Academically successful students should include several Honors, and/or Advanced Placement classes.
2. Grades that represent strong effort and an upward trend. Grades should show an upward trend over the years. However, slightly lower grades in a rigorous program are preferred to all A's in less challenging coursework.
3. A well-written essay that provides insight into the student's unique personality, values and goals.  
The application essay should be thoughtful and highly personal. It should demonstrate careful and well-constructed writing.
4. Passionate involvement in a few activities, demonstrating leadership and initiative. Depth, not breadth, of experience is most important.
5. Solid scores on standardized tests (SAT, ACT). These should be consistent with high school performance.
6. Special talents or experiences that contribute to a well-rounded student body. Anything that makes a student unique adds to the diversity of the campus.
7. Letters of recommendation from teachers and guidance counselor that give evidence of integrity, special skills and positive character traits. Students should request recommendations from teachers who respect their work in an academic discipline.
8. Demonstrated enthusiasm, often exhibited in an interview, towards attending the college. Colleges want to know, if they offer admittance that the student will choose to go there. Commitment to attending debuted on the list this year.
9. Out-of-school experiences, including work and community service, which illustrate responsibility, dedication and development of areas of interest. Work or other meaningful use of free time can demonstrate maturity.
10. Supplemental recommendations by adults who have had significant direct contact with the student.  
Letters from coaches or supervisors in long-term work or volunteer activities are valuable; however, recommendations from casual acquaintances or family friends, even if they are well known, are rarely given much weight.

## ***COLLEGE ESSAY***

### **Common Essay Mistakes and How to Avoid Them**

- 1. Start Early and Take Your Time.** Don't wait until the last minute. Application essays almost always take longer than you anticipate. Invest the time necessary to do it right. It should be your best work. Ask others to review your drafts and offer comments and suggestions. Take comments and suggestions seriously – behind every good writer is usually at least one good editor!
- 2. Select the Best Topic and Subject.** The Common Application, as well as many individual college applications and supplements, give students a choice of essay topics. Resist the temptation to quickly make a selection. Instead make an inventory of your key experiences and achievements, adjectives that describe you, anything significant in your background, as well as what you can potentially “offer” (e.g. athletics, music) a college. Then read the options carefully and decide which topic(s) provides the best opportunity to portray yourself in a desirable manner. If the application requires more than one essay, select distinct topics and subject areas so the admissions people get a broader, and more complete, picture of you. If you are an athlete, for example, try not to write more than one essay about sports.
- 3. Answer the Question.** Read the prompt carefully and pay particular attention to two part questions. For example, if you choose to “evaluate a significant experience, achievement or risk you have taken and its impact on you”, make sure you thoughtfully and critically analyze both the situation and its impact. If you choose to “discuss an issue and its importance to you” make sure you focus on its importance to you. The admissions people are looking for a window into your character, passion and reasoning.
- 4. Research the College Before Writing the Essay.** Almost every school has its own identity and mission. Some universities even have a slogan. Others have niche areas of study that they like to promote. Pay attention to what is important to the particular school and, when appropriate, consider including it in some manner in your essay.
- 5. Be Personable and Specific.** Colleges don't learn much from a generic essay. If you are asked to describe your reasons for your interest in a particular school that you are applying to, make sure your essay addresses the particular features of that school that appeal to you and explain why. Brainstorm with others. Don't be afraid to think creatively. Don't be afraid to reject ideas! Most strong essays have more “show” than “tell”.
- 6. Make Your Essay The Right Length.** Many prompts specify a desired number of words or a range. If it's 200 to 250 words, don't insert your 500 word essay. In fact, many online applications will not even accept more than the stated limit. If there is only an upper limit, don't stress if your essay appears too short. Be concise. Omit irrelevant details and poorly developed ideas. Do not distract the reader with unnecessary words and repetition.
- 7. Watch Your Tone.** If you come across as a spoiled child, a stuck-up rich kid, lazy, sarcastic or a cynic, the admissions team might decide that you are not the right fit for their school. A bit of well-placed humor is fine, but don't try to be a comedian.



8. **Organize Your Essay.** An impressive essay generally contains a strong opening, well organized content, and a powerful closing. If your essay lacks structure and seems to ramble, chances are it won't impress the reader. Start with an outline and design your essay paragraph by paragraph. Make sure you include enough background information about whatever topic you are writing about so that the reader can put it into context. For example, one student wrote an excellent essay about a horrible first day of school, but forgot to include that he had just moved to town, from halfway around the world, and was struggling with English. Resist the temptation to run off and start writing. Experts will tell you that up-front planning of your essays is well worth the time invested. Not only will the quality of your essays be much higher, you'll probably end up saving time in the long run!
  9. **Invest in a Strong Introduction.** Admissions people read a lot of essays and may not be energetic and fresh when yours reaches the top of their pile. That's why it's essential to attract their attention up front. It is critical that the first few sentences capture their interest. A boring opening may cause the reader to not pay close attention to the remainder of the essay. Design the introduction to draw them into your essay. A well-planned essay may omit some key details in the opening forcing the reader to pay close attention to the rest of the story.
  10. **Don't Rehash the Resume.** The admissions committee relies on essays to learn additional things about you such as your initiative, curiosity about the world, personal growth, willingness to take risks, ability to be self-directed, motivation and ability to make the most of a situation. They are interested in your personal qualities such as leadership, confidence, ability to work in a team, strength of character, resilience, sense of humor, ability to get along with others and what you might add to the campus community. In short, use your essays to showcase a side of you not visible from other parts of the application.
  11. **Don't Appear Self-Interested or Materialistic.** While few applicants are genuinely altruistic, most colleges are turned off by students who appear more focused on what the school can do for them, rather than how they can benefit from the education and at the same time be a contributing member of the campus community. If you are applying to a business program, the average starting salary of recent graduates should not be your stated motivation for seeking admission!
  12. **Check Your Ego at the Door.** Even if you are impressed with yourself, most admissions officers don't respond favorably to students who brag, put down classmates, or wax eloquent about their amazing achievements. While self-doubt is generally undesirable, a bit of humility can be well received, especially in an essay about overcoming adversity.
  13. **Don't Overlook the Mundane.** Some of the best and most memorable essays are based on a simple conversation between people. The impressions and takeaways from such a conversation can be extremely engaging and provide a valuable window into the personality and values of the writer. Some essays of this type center on a moment of enlightenment or illumination when the writer views life from a new perspective and/or gains new confidence.
  14. **Skip the Volunteer Trip.** Dedicated community service over a period of time can be a strong topic for an application essay. Volunteer day at the local park, or two weeks of school building in Africa, will probably not impress the admissions committee. They see many essays of this type. Not only is it difficult to stand out from the pack, but these experiences are often more about the experience than about you, or convey that money
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buys opportunity.

- 15. Peruse the Entire Application.** Many applications, especially for some of the more competitive schools, are complex and require multiple essays and short answers. Don't look at each question in a vacuum, but rather view the application holistically when deciding how to best portray yourself through responding to the various prompts. For example, if you have five key areas you wish to cover, and there are five essays, try to strategically focus on one area in each essay.
- 16. Don't Fall in Love with the Thesaurus.** Resist the temptation to be a sesquipedalian or come across as a pedantic fop! There's no need to use a big word in every sentence. Use caution when showing off your extensive vocabulary. You risk using language improperly and may appear insecure or overly eager to impress. Admissions people aren't keen about picking up a dictionary to understand your essay. Worse yet, if your essay vocabulary is at a much higher level than what would be expected from your English grades and SAT/ACT scores, it may appear that your essay is not your own work. Most teenagers don't use myriad and plethora in their daily vernacular.
- 17. Accentuate the Positive.** Few students have a perfect resume, which is apparent in the application. Drawing attention to weakness in an essay is generally not a good idea, unless you were able to overcome a weakness, and make it a strong suit.
- 18. Proofread Carefully.** Don't let your eagerness to submit an application cause you to overlook careless mistakes. Errors can doom your otherwise excellent application. Make sure you schedule sufficient time for a thorough review. When possible, have at least one other person proofread your essay. They may catch something important that you missed. For example, you don't want to tell Ohio State that you really want to be a Wolverine! Again, read your essay out loud.
- 19. Don't Rely on Your Computer's Spell Checker.** Applicants who rely solely on their computer's spell check program may find themselves submitting applications with poor grammar and word choice. Just because everything is spelled properly doesn't mean it is correct. A good way to catch mistakes is to read your essay very slowly and out loud.

## ***APPLYING TO COLLEGE***

### **HOW TO BEGIN**

1. First, know yourself and how you measure up. What are your academic credentials and interests in comparison to students accepted by a given college? Your grade point average, difficulty of courses, class rank, and test scores are all part of your academic credentials. Your high school record is the single most important factor in applying to colleges.
  2. Try not to start out with a rigid, preconceived notion about colleges ... keep your options open. There are many colleges where you can get an excellent education as well as a very enjoyable experience for the next two or four years. A typical senior usually applies to five or six colleges.
  3. Some factors to consider when choosing a college:
    - a) **Academic match:**
      - \* If you do not know what you want to study, does the college offer a wide range of courses?
      - \* Is there a core curriculum? That is, are there courses that everyone is required to take?
      - \* How difficult is the program? How hard would you have to work?
      - \* Is there academic pressure or competition among the students?
      - \* How selective is the college? What are the admission requirements?
      - \* What is the intellectual atmosphere on the campus?
      - \* What is the background and reputation of the faculty?
      - \* What is the average class size?
      - \* Does the college offer internships or semesters abroad?
    - b) **Cost and financial aid:**
      - \* Room, board, tuition
      - \* Additional costs – books, etc.
      - \* Financial aid programs
      - \* Scholarships
      - \* Work-Study programs
    - c) **Activities:**
      - \* What intramural and intercollegiate athletics are available?
      - \* Is there a variety of campus activities and organizations?
      - \* What are the opportunities for community involvement?
      - \* What is the emphasis on fraternities and sororities?
      - \* What is the social atmosphere on the campus?
    - d) Size of the college
    - e) Class size (large lectures vs. small classes)
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- f) The setting - rural, suburban, urban
  - g) Proximity to home
  - h) Co-ed or single sex
  - i) Social life
  - j) Extracurricular activities and sports
  - k) General atmosphere
4. Make use of the large number of resources available in the College & Career Center or Library to help you with your search. You might want to start by using some of the many internet sites to find colleges which match some of the criteria listed above. You can narrow your choices by further research, using some of the many large college guides, individual catalogs, and subjective college guides.
  5. If at all possible, visit colleges and talk with students and faculty. There is no substitute for being on the scene. Take the official tours which are available, but also try to speak informally with students to get an inside view of what the atmosphere is like at the college. Visit classes, the cafeteria, and the student union to get a feel for the academic and social environments.
  6. The college search is unique for every student, so don't be afraid to ask questions. Your guidance counselor is happy to spend time with you and your parents to discuss various aspects of college admissions. There is no single best approach to choosing a college.

### **THINGS TO REMEMBER**

- ✱ Every college on your list should be one that you would actually attend if it were the only one that accepted you.
- ✱ Beware of publications that rank or compare schools. All students must make their own personal decisions, and a guide cannot possibly include your personal needs in its rankings. Rankings cannot show you what your college experience will be.
- ✱ Visit whatever colleges you can. Firsthand experience of a campus can tell you quite clearly whether or not you want to be a student there. The College Visit and Interview sheet provides ideas about what to look for and what to ask when you visit.

## ***FIND WAYS TO PAY FOR COLLEGE***

Even if money is a problem, don't give up on college—you can find a way to make it work. There are many scholarship and financial aid programs and other ways to find the money.

### **Scholarships**

Scholarships are a great way to pay for college because you don't have to pay them back! Diligent students have a good chance of gaining a scholarship. To increase your chances of getting the money you need by the time you graduate high school, start looking for scholarships during your junior year.

Most scholarship programs require applications. The process for applying can be as simple as sending an application form, or as complicated as writing a number of essays and providing detailed transcripts. Searching online is a good way to find scholarships.

#### **❖ Merit-Based**

There are a number of merit-based scholarships available. Some pay your entire tuition; most pay a portion. If you're a hard-worker with good grades and decent test scores, you can apply for merit-based scholarships, specific university scholarships and other nonprofit scholarships intended to attract talented students.

#### **❖ Need-Based**

Need-based scholarship programs are for students in need of money for college. These are often run by colleges and are based on a combination of your income and your family's income. Some are specific to a major or location. Research the need-based scholarship programs at the colleges you wish to attend to determine if you're eligible.

#### **❖ Other**

#### **Types**

Along with traditional scholarships, you will also find state-run programs, business-run scholarships and money for students of specific religions or ethnicities. There are also special scholarships for your sports and artistic talents. Ask your school counselor for details, or visit [nextSTEPmag.com/Scholarships](http://nextSTEPmag.com/Scholarships).

### **Financial Aid Programs**

Financial aid programs are another good way to pay for college. Usually combining grants and loans, they are often run on a first-come, first-served basis, so apply early.

#### **❖ Government Financial Aid**

To determine your eligibility for financial aid, such as grants and low-interest government loans, fill out the FAFSA (Free Application for Federal Student Aid). Familiarize yourself with this application before applying for financial aid.

#### **❖ Other Programs**

Some colleges run their own aid programs aside from scholarships. These are specific to each school, so research the financial aid programs at the schools to which you intend to apply.

## FORMS USED TO APPLY FOR FINANCIAL AID

**FAFSA** - The Free Application for Federal Student Aid is required for all federally sponsored student aid programs, including federal Pell Grants, student loans, and work study. **All** students should complete the FAFSA. For many colleges, this is the only form required. You complete only one FAFSA and list all colleges on the form. Your financial information will be sent to each college listed. You can apply online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or find more information at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

**CSS PROFILE** - The PROFILE from the College Scholarship Service (CSS) is a supplemental form required by some colleges, particularly private colleges with endowment funds to award. Check with your colleges to see if any of them require the PROFILE. Do not send PROFILE information to a college unless you are required to do so. (There is also a list of participating colleges in the PROFILE registration form.) You can register for the CSS Profile online at [www.collegeboard.com](http://www.collegeboard.com).

**NYS TAP APPLICATION** - The Tuition Assistance Program provides grants to state residents who attend college in New York State. The easiest way to **apply for TAP** is through the FAFSA. Make sure you have completed your FAFSA! New York State (NYS) residents attending NYS schools can link directly to the **TAP application** from the FAFSA submission confirmation page.

### **Didn't Apply for TAP through the FAFSA? You Can Still Apply**

If you exited the FAFSA before completing the TAP application – and you filled in your New York State address and a New York State college on the FAFSA – HESC will automatically receive your information in about three days. HESC will then send you an email or postcard with directions to complete the TAP application online.

**INSTITUTIONAL APPLICATION** - Many colleges will have an institutional form (or a section of the application for admission) which must be completed if you plan to apply for financial aid. Be sure to complete this information and return it to the college by the deadline.

## BASIC FINANCIAL AID PROCESS

Find out which forms are required by your college(s) and deadlines for submitting forms. Each form is only completed once, listing the colleges to which you wish information sent. Forms are sent to centralized processors, and information will be sent to your colleges. Do NOT send two forms to any processing agency.

If the CSS PROFILE is required, you may register online at [www.collegeboard.com](http://www.collegeboard.com) as early as possible.

You can start anytime by applying for a Federal Student Aid Personal Identification Number (PIN) at [www.pin.ed.gov](http://www.pin.ed.gov). Your parents will also need to apply for a PIN if you plan to complete the FAFSA online. Your PIN will arrive in about one week. Then you can complete and submit the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You can also link to this from [www.hesc.org](http://www.hesc.org). If you are

a New York State resident applying to a college in New York State, you will be able to complete your TAP Application online located at the end of your FAFSA.

FAFSA becomes available on October 1st; check individual schools for deadlines but you can now file the FAFSA any time after October 1st using last year's tax return information.

### **Students and Families Can Get Help Completing the FAFSA**

Students and parents/guardians can register for FAFSA completion assistance by going to HESC's website dedicated to encouraging completion of the FAFSA - [StartHereGetThere.org](http://StartHereGetThere.org).

Sign up for a hands-on FAFSA workshop on the statewide calendar of FAFSA completion events.

Chat online or speak with a HESC representative weekdays between 9am-4pm at 800-808-1790.

Get information on the financial aid application process.

To complete your applications, assemble the following information:

Previous year federal and State income tax forms for you, your parents, and your spouse.

W-2 forms or end-of-year pay stubs (if estimating income).

Records of untaxed income - for example: child support and untaxed income from such agencies as Social Services, Social Security, and the Veterans' Administration.

Bank account balances; list of stocks, bonds, and other assets; and the estimated value and mortgage balance of your other real estate (not including your home).

Use exact same name, social security number, and date of birth on all forms.

Keep copies of all forms for yourself before mailing.

You will receive responses in about three to five weeks.

If you filed a FAFSA, you will receive a Student Aid Report (SAR). If there are no corrections, put the SAR in a safe place. The college you attend may need a copy of your SAR.

If you listed a New York State College on your FAFSA, you will be sent an Express TAP application or will be directed to TAP-on-the-web. Complete and return this form promptly.

If you filed a PROFILE, you will receive a CSS Acknowledgment /Data Confirmation Report.

Finally, you will receive a Financial Aid Package from each college to which you have been accepted. These offers of aid may differ, so compare them as part of your final decision about where to attend.

## FINANCIAL AID QUESTIONS TO ASK COLLEGES

Understanding the financial aid process can be hard and you may not know where to turn for answers. The financial aid officers at colleges and universities are there to help. Following are some questions the Associated Colleges of the Midwest organization suggests families ask:

What kind of financial assistance does the college offer: need-based, merit-based or both?

Can the college provide an early estimate of what our financial aid award might be?

What forms are needed in order to apply for aid?

When are financial aid applications due?

What costs for a student are taken into account by the financial aid office? Tuition, room, board, transportation? What about additional expenses such as books, fees, computers and personal expenses?

What is included in the comprehensive fee? For example, do students have to pay extra for computer time or to attend campus events (concerts, plays, films, lectures, athletic events, etc.)?

When will we be notified about the amount of assistance we can expect?

Does the institution have an appeal process to review special circumstances?

Is there a commitment for financial assistance beyond the first year?

How and when do we apply for financial assistance after the first year?

What if we do not qualify for need-based aid? Are there alternative financing options available?

What grants, loans and work-study opportunities does the college offer? Are there any for which we might be eligible?

What is the average student loan indebtedness of the college's graduates?

Is there a restriction to the length of time that financial assistance will continue?

How long does it typically take a student to graduate from this college? Four years? Longer?

What impact do scholarships from outside sources have on other financial aid?

Can we apply financial aid toward an off-campus study program, either in the United States or another country?

What happens if our family's financial situation changes substantially during the school year?

Are there payment options available, such as monthly or quarterly?



## FREQUENTLY ASKED QUESTIONS (FAQs) ABOUT THE COLLEGE APPLICATIONS PROCESS

### SELECTING COLLEGES FAQs

**Q. How do I decide to which colleges I should apply?**

**A.** There are many factors that go into this important decision. Most notable among them are...

Your cumulative average as of the completion of Junior year.

Your scores on standardized exams.

Your interests in potential majors and careers.

The geographic location of potential colleges (urban/suburban/rural and how far from NYC).

The ability of your family to pay tuition/housing/food and the willingness to finance through loans.

Faculty-Student ratio, overall size of undergraduate population and the college as a whole.

Internship placement and research opportunities available to undergraduate students.

The admissions data for each individual college in which you have an interest compared to your academic achievement as of the completion of Junior year, and to achievement on standardized exams (admissions data available in college guide books, individual college web sites, and other reputable sources like CollegeBoard.com).

**Where do I find information about different colleges?**

**A.**

Look through college handbooks and guides to get an overview of different colleges, their admission requirements, and their offerings.

Read college catalogs and descriptive materials very carefully.

Compare costs. Remember that the total cost includes both direct educational costs (tuition, fees, books, supplies) and indirect costs (room and board, personal expenses, travel).

Remember that high school students can participate in some college programs during the summer. This is an excellent way to experience campus life.

Read college newspapers. They will give you an idea of social and athletic activities.

Talk to high school guidance counselors, teachers, parents, and friends.

**Q. What are some on-line resources to assist me in selecting colleges for which I am eligible?**

**A.** Become a registered user on [www.CollegeBoard.com](http://www.CollegeBoard.com) and familiarize yourself with its many resources, including the “College Matchmaker” and “College Search” functions

**Q. To how many colleges should I apply?**

**A.** We highly recommend a maximum of eight, *plus* SUNY and CUNY schools. Much more than this number will not only increase your costs and responsibilities but may also indicate that you have not conducted sufficient research to make thoughtful and realistic choices about your portfolio of applications.



**Q. What grades will colleges *first* review when considering me for admission?**

**A.** The cumulative average as of the end of Junior year.

**Q. Do my Senior year grades matter for college admissions?**

**A.** YES! But the cumulative average you have earned as of the end of Junior year— along with your standardized exam scores— is the greatest indicator of your eligibility for particular colleges as based on their published admissions data. Most colleges will not consider an outstanding Fall term or Senior year as *the* deciding factor for admissions since this will not greatly impact on your cumulative average for the past three years. An under-performing Fall term or Senior year, on the other hand, *can* damage your ability to be considered for admission into more competitive colleges. Students have had admission revoked by colleges, lost financial aid awards, or were made to take extra tutorial classes if their academic performance suffered significantly during Senior year. **Senior grades should be consistent with or exceed past levels of performance.**

**Q. I had a weak start in high school. How can I recover from a bad semester?**

**A.** First, concentrate on improving your grades through tutoring, extra work, and special effort. Work with teachers to develop good study skills. On your college application, explain what went wrong, how you have changed, and the ways you’ve matured. Admission officers look favorably on an applicant who recognized a problem and took positive steps to improve.

**Q. Do my extracurricular activities, volunteer efforts, and special academic Programs matter for college admissions?**

**A.** Absolutely... But the first and primary factors in gaining admission to a particular college are always the academics! If you are a *few* points shy of a college’s stated average range or SAT range, or are in the 25th percentile of GPAs admitted to the college, then proven and documented commitment to *worthwhile* activities may make *some* difference. The *most* competitive colleges use long-term participation in quality extracurricular, volunteerism, and special programs as ways to distinguish among candidates of similar high academic and testing achievement who fall within their admissions criteria.

**Q. Do I need to decide my major or future career when selecting colleges to ably to?**

**A.** Not necessarily... but it would help! If you have a range of interests about which you are serious but undecided— for example, Biology, Finance, or Psychology—then the colleges to which you apply should ideally offer majors in *each* of these disciplines (or two out of three) to allow you the opportunity to investigate each major and eventually make a decision. If you legitimately have *no* clear sense of what you want to major in, then your best bet is to apply to comprehensive liberal arts colleges so you have the widest range of options open to you. You can always check “undecided” on your applications if you are truly undecided.

**Q. What is a “reach” or “dream” college?**

**A.** A “reach” college is also known as a “dream” college: A college for which you do *not* necessarily have the ideal or upper-range academic criteria for admissions but are *close enough* to probably still merit some consideration, especially if you have *significant* outside learning or

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research experience, or *strong* extracurricular service, or *strong* community service that balances out the deficit in cumulative average and in standardized test scores. A “reach” or “dream” college can *also* be a hyper-competitive institution that admits only a small percentage of all applicants. **It is highly recommended that a *maximum* of three applications be made to “reach” or “dream” colleges.**

**Q. What is a “safety” college?**

**A.** A “safety” college is a college for which you *exceed* the upper range of the admissions criteria and are therefore fairly “certain” to be admitted. Many students treat “safety” colleges dismissively and put little thought into their selection. This is a *mistake* since a “safety” college is *still* an institution that should meet your interests and for which you feel an affinity. **Students should complete a minimum of two or three applications to “safety” colleges.**

**Q. What is a “realistic” or “match” college?**

**A.** A “realistic” or “match” college is a well-researched college for which you fall comfortably within the stated range of admissions criteria and in which you have a strong interest in attending. **MOST APPLICATIONS SHOULD BE “REALISTIC” OR “MATCH” APPLICATIONS.**

**Q. What is the value of visiting colleges?**

**A.** Seeing a college— especially those that are residential— during active periods is an invaluable way of getting a sense of the facilities, student body, and educational rigor. Campus tours are important, but just sitting in the cafeteria or Student Union and observing or initiating conversations with students, offers more of an insider perspective of the colleges. Finally, sitting-in on classes (when allowed) will give you a sense of the academics and class sizes. Please note that college visits are encouraged but should take place during high school vacation periods when the colleges are in session. Most colleges offer a Summer session and so this may be the best time to schedule a visit even though the student population will be much smaller. School-based college trips *may* take place during vacation periods but should not be viewed as the only option.

**Q. What is the role of the Guidance Counselor in advising students as to selection of colleges?**

**A.** At MIS the Guidance Counselor is available to advise students regarding the array of opportunities available to you, to help identify schools and scholarships for consideration, and to help focus your energies on the important responsibilities you carry in Senior year. Any questions about the applications process should be directed to your Guidance Counselor.

**Q. How can I organize the key details regarding my potential colleges to help me keep track of information?**

**A.** You can make your own organization chart or portfolio to list and sort all the necessary information.

**Q. What are accelerated or combined programs offered by some colleges?**

**A.** Some colleges offer accelerated or combined programs that include both Bachelor and graduate degrees in assorted fields including Medicine, Law, Pharmacy, and Nursing. As is the

case for any honors program, these accelerated or combined programs are *very* competitive. You should conduct internet searches and visit individual college web-sites to identify colleges that offer such programs.

**Q. What are “honors programs” or “honors colleges” offered by some colleges?**

**A.** Many colleges have an “honors program” or “honors college” for higher achieving students. Private colleges, SUNY, and CUNY have their own honors programs. The Macaulay Honors College at CUNY has quickly become one of the most prestigious and competitive programs in the country for high achieving students. These honors programs provide a smaller “school within a school” experience with students of similar high achievement, often providing extra benefits to students such as stipends, preferred housing, smaller class sizes and dedicated seminars, laptop computers, and international travel. You should therefore investigate if the colleges to which you are applying offer such opportunities and should keep in mind that these programs are *very* competitive.

**Q. What are Educational Opportunity Programs (EOPs) or Higher Educational Opportunity Programs (HEOPs)?**

**A.** Educational Opportunity Programs (EOPs) or Higher Educational Opportunity Programs (HEOPs) at many colleges are ways in which lower-achieving and economically disadvantaged students *might* gain admission to colleges for which they are otherwise ineligible and would then receive educational support services. Such programs have economic and/or ethnic criteria for admissions and you should investigate these options at the colleges to which you anticipate applying. Students who apply HEOP should research to determine whether or not you *definitely* qualify for consideration since, if you do not, your application may be delayed for consideration for regular admission. Note: Within CUNY, HEOP and EOP are known as SEEK.

**Q. What is Search for Education, Elevation, and Knowledge Program (SEEK)?**

**A.** The SEEK program (Search for Education, Elevation, and Knowledge) is the higher education opportunity program at the senior (four year) CUNY colleges, established to provide comprehensive academic support to assist capable students who otherwise might not be able to attend college.

**Q. What is College Discovery Program (CD)?**

**A.** CD is the higher education opportunity program at the two year CUNY colleges. It was established to provide comprehensive academic support to assist capable students who otherwise might not be able to attend college.

**Q. What are Collegiate Science and Technology Entry Programs (CSTEPs)?**

**A.** Collegiate Science and Technology Entry Programs (CSTEPs) offered at a number of colleges in New York State offer historically underrepresented students the opportunity to seek degrees in Math, Science, or Technology fields. Such programs have economic or ethnic criteria for admissions and students who apply CSTEP should research to definitively determine whether or not you qualify for consideration since, if you do not, your application may be delayed for consideration for regular admission.

**Q. What is NYS Science, Technology, Engineering and Mathematics (STEM)?**

**A.** New York State offers the NYS STEM Incentive Program that awards full in-state tuition scholarships to attend SUNY or CUNY colleges or universities.

To qualify, applicants must be:

Graduating seniors that are ranked in top 10% of their high school class.

Studying at a SUNY or CUNY college or university in an undergraduate program leading to a degree in Science, Technology, Engineering or Mathematics.

**There is a service commitment in which a student must agree to work and reside in New York State for five years after completing their education and must work in an approved STEM field.** Anyone who is interested in this program may apply online at [hesc.ny.gov](http://hesc.ny.gov) beginning in January of their senior year of high school.

## **COLLEGE APPLICATIONS FAQs**

### **Q. What factors will a college consider in evaluating my application?**

**A.** Your drive, determination, tenacity, desire to succeed, and sense of responsibility.

The quality of your high school preparation, including Advanced Placement courses, honors classes, and electives.

Your high school average in the 9th, 10th, and 11th grades plus a mid-senior-year grade report, a review of final grades, and rank in class or percentile in the class.

Recommendations that indicate your academic ability, maturity, character, and motivation.

Honors and awards you have received as well as leadership positions you've held both in school and outside school.

Ability revealed by such standardized tests as SAT I, the ACT, and, in some cases, SATIIs (subject tests).

Personal essays (required by some colleges).

Special talents, achievements, abilities, and interests.

Extracurricular activities such as teams, clubs, and community activities.

Accuracy, completeness, and neatness of your college application.

Work experience and summer activities.

A personal interview (required by some colleges), which may help if you are a borderline student.

### **Q. What is the Common Application? What is it for?**

**A.** The Common Application is a single application that can be completed once and submitted to many– but not all– colleges and universities by mail or electronically. The Common Application helps to standardize and organize the applications process and ease the stress of that process.

### **Q. What colleges accept the Common Application, which require a supplement, what material is requested in a supplement and how should it be submitted, and from where can I download the Common Application and supplements?**

**A.** Go to [www.CommonApp.org](http://www.CommonApp.org) for all these answers, and much more information.

### **Q. Do the competitive colleges that accept the Common Application really consider it as strongly as their own individual applications?**

**A.** The colleges claim that there is no stigma or negative in you submitting a Common

Application along with whatever supplements are required. That said, if there are one or two colleges you most prefer to attend, it may be wise to use the individual college applications for those particular schools.

**Q. Where do I get applications for colleges that do *not* accept the Common Application?**

**A.** The easiest and most direct way is to go to each college's web site and submit an on-line application; alternatively, download the application from each colleges' site and print it out. You can also call or e-mail a request that a paper copy be mailed to you. The Guidance Counselor will not have any applications with the exception of SUNY and perhaps CUNY!

**Q. When the applications or letters of recommendation ask me if I “waive my rights” to review my application, how should I respond?**

**A.** Always say YES. Waive your rights to review your application. When application or letters of recommendation are confidential, the colleges may consider such material as more honest and critical and of greater value in considering you for admissions.

**Q. What is the benefit of submitting applications on-line?**

**A.** The greatest benefit of an on-line application is that you will be able to work beyond the Guidance Counselor deadlines to perfect your applications and submit them. A few colleges also waive or reduce application fees for on-line submissions.

**Q. What are “rolling admissions” or “rolling deadlines” and how do they affect me?**

**A.** “Rolling admissions” or “rolling deadlines” indicate that a college has *no set deadline* for submission of applications. **It is still in your best interests to complete and submit applications for schools with rolling deadlines as *soon* as possible during Senior year, because once these schools have met their enrollment goals there will be no spots left!** Please note that honors programs within CUNY and SUNY *do* have specific deadlines, often in early-December. Regular programs at SUNY and CUNY schools require only a single application for whatever colleges to which you wish to apply, but supplements are necessary for many SUNY schools.

**Q. How can I determine my eligibility for and receive a fee waiver for college applications?**

**A.** College application fee waivers are for those students with documented financial need who meet stated income guidelines. You will need copies of your parents' *most recent* tax returns or related documents to determine eligibility for fee waivers; school files will be cross-referenced to verify this has been done. Fee waivers must be mailed to colleges with applications.

**SUNY FEE WAIVERS** for up to four SUNY colleges are available for students that meet paperwork and stated financial need guidelines. Go to [www.SUNY.edu](http://www.SUNY.edu) in the Fall and search for “fee waiver” in the search field on that web page. Download and complete the form and bring it to guidance counselor verification: without the signature of your guidance, the form is unusable.



**NACAC FEE WAIVERS:** The National Association for College Admission Counseling has fee waivers on its web site that are accepted by all its *member* colleges for students who meet the stated financial need guidelines *and* who file the necessary paperwork. Go to <http://www.nacacnet.org/MemberPortal/> and find the QuickLinks box on the web page; click on Frequently Requested Items/Forms and scroll down for the fee waiver form. As with the SUNY fee waiver, download and complete the form and bring it to guidance counselor for verification: without the signature of your guidance counselor, the form is unusable.

**COLLEGE BOARD FEE WAIVERS** for private and out-of-state college applications are *limited to four waivers per student* for those who file the necessary paperwork and meet financial need guidelines.

Every college does NOT accept NACAC or College Board fee waivers and so it is the *students' responsibility* to determine whether or not a specific school does; fee waivers used for non-participating schools will result in a bill sent home for the application fee and a delay in reviewing the application until the bill is paid.

All fee waivers generated from a web site must be brought to your guidance counselor long before an application is submitted *along with* a copy of the parents' most recent tax returns; the student must know the names of the schools to which he or she will apply. Specific dates will be announced in the Fall for the submission of all fee waiver related paperwork.

Application fees are a great expense. Families are urged to budget for necessary college application expenses *and* to help the student make well-informed choices regarding the number and type of schools to which applications are made so that the use of family resources can be *maximized* for schools to which the student has the best opportunity of admission.

## **Q. What are Early Action/ Early Decision?**

**A.** Both Early Action and Early Decision plans allow you to apply to college early (deadlines usually are in November) and get an early decision from the college. Early Decision plans are binding: If you apply as an Early Decision candidate, you agree to attend the college if it accepts you and offers an adequate financial aid package. Most Early Action plans are not binding: You typically do not have to commit to a college when you apply Early Action.

## **Q. What is the difference between Early Action and Early Decision applications and who should apply via these methods?**

**A.** Early Action applications differ from Early Decision in that you may apply to *more* than one college and nothing is binding!

With both Early Decision and Early Action applications students will know whether or not they have been accepted into a school by mid-December.

Students should apply Early Action or Early Decision *only* to those colleges for which you are a "comfortable fit" in terms of admissions criteria, in which you have a strong interest, and should not simply apply to colleges thinking that an early application gives you a better chance at being accepted. **Students not among the stronger candidates for a particular college are advised to apply through regular admissions and to investigate other schools that more closely match your academic achievement.**

**Q. Does an Early Action/Early Decision application increase my chances of admission?**

**A.** Often YES, but *only* for those students who are already *stronger* candidates for that college! Students on the lower-end of the admissions criteria or who do not meet the colleges' stated criteria at all will face *greater* competition during Early Decision/Early Action and could be deferred or possibly rejected outright.

**Q. Should I submit my application for all regular decision colleges *before* I have the results of my Early Decision and Early Action applications?**

**A.** NO, but you should have all the applications *completed and ready to submit* the day *after* you receive your responses.

**Q. If I *choose* to submit all my other application while waiting for an Early Decision / Early Action notification, can I withdraw those applications once a positive Early Decision / Early Action response has been received?**

**A.** You can and you must, but you will *lose* all the application fees by having submitted your material in the first place.

**Q. Can I apply to college if I am not a legal citizen or legal resident of the United States?**

**A.** SUNY and CUNY are two public university systems that usually consider undocumented students for admission. Individual private colleges have different policies and so each private school in which you are interested *must be contacted* during the Summer *prior* to Senior year to determine how the school wants an application to be filed. Be direct and specific about your situation but do not feel obligated to provide your name; keep notes regarding the day and time of your call and the name and title of the person who provided you with information.

Some colleges will require that an International application be filed and may then require that you apply for a student visa in order to enroll (which may cause further difficulties), and then provide proof of your ability to pay the tuition and housing. Some colleges will allow an undocumented student living in the United States to file the same application as everyone else. Others may suggest that you do not apply at all because of this status. Again, contact each school in which you are interested for specific details.

**Q. What should I enter into the Social Security number section of my applications if I am not a legal citizen or resident?**

**A.** In most cases you will leave this section blank and each college will then assign you an identification code unique to it, but contact the Admissions Office at each college for more information.

**Q. In addition to academic performance and personal profile, what else do colleges want to know about a student?**

**A.** Colleges want as much relevant information as possible about a student so they can get a clear picture of the student's abilities. They want to know whether there are family, educational, social, emotional, health, financial, language, or other situations that have put the student at a disadvantage and what progress the student has made to overcome those obstacles.



**Q. Should I submit extra information to the college?**

**A.** Submit additional material on your behalf only if it is creative and says something positive and different about you that is not already included in your application. If your learning style is different and documented by a psychologist or physician, you must self-disclose such information to the admission staff so they will have a clear picture of your abilities.

**Q. I would like to visit colleges to get a firsthand picture of the campuses, but I am financially unable to. Any suggestions?**

**A.** Most colleges have videos available to high schools. Many colleges offer train, or bus tickets to students at no charge if they've been accepted, while others sponsor bus trips for New York students.

## **STANDARDIZED TESTING FAQs**

**Q. Why should I first take the SAT Reasoning Test in March (or earlier) of Junior year? Don't most students take it in May or June?**

**A.** By taking the test in March of Junior year (or earlier), analyzing the results to identify areas of weakness, and then using an SAT Preparation book or enrolling in a prep course, you will be *better prepared* to take the test a *second* time in Junior or Senior year. **You should never wait until Senior year to take the SAT for the first time, and Senior year SATs should be the second or third time you take this test!**

**Q. Do SAT Test Preparation courses help?**

**A.** If a student is a "poor test taker," reputable test prep programs can provide key skills and "tips" on how to improve the score using proven methods and real-life testing conditions. These same skills are often described in test prep books which are a less expensive option but require more self-motivation.

**Q. How many times should I take the SAT Reasoning Test?**

**A.** Generally speaking, few students need to take the SAT Reasoning Test more than three times (perhaps twice in Junior year and once in Senior year *if necessary*). Most colleges will consider the ***highest score from each individual test*** section regardless of when the test was taken; some colleges will average all the test scores if the test is taken more than three times. For information regarding the requirements of specific colleges, contact those colleges or see their web sites.

**Q. How can I determine my eligibility for fee waivers for SAT or ACT tests?**

**A.** Standardized testing fee waivers are for those students with documented financial need who meet stated income guidelines. You must submit your parents' *most recent* tax returns or related documents to determine eligibility for fee waivers. A limited number of fee waivers for standardized tests are available on a first-come, first-served basis for those who have met economic and paperwork guidelines. There is a maximum of two waivers per student per academic year, pending availability.

**Q. When should I take SAT Subject Area Tests?**

**A.** It is highly recommended that SAT Subject Area Tests be taken at the end of the year in which the highest level of the related course is completed, for example:

Living Environment:	Freshmen (9 <sup>th</sup> Grade)
World History :	Freshmen (9 <sup>th</sup> Grade)
Chemistry:	Sophomore (10 <sup>th</sup> Grade)
Mathematics Level 1:	Junior (11 <sup>th</sup> Grade)
U.S. History:	Sophomore (10 <sup>th</sup> Grade)
English Literature:	Junior or Senior (11 <sup>th</sup> or 12 <sup>th</sup> Grade)
Mathematics Level 2:	Senior (12 <sup>th</sup> Grade)
Physics:	Junior (11 <sup>th</sup> Grade)

**It is in your best interests to not wait until Senior year to take any SAT Subject Area tests.**

**Q. When are the SAT Reasoning Tests and SAT Subject Area Tests administered, where can I learn more about these tests, what are the registration deadlines and fees, and how do I register?**

**A.** Go to <http://www.CollegeBoard.com/student/testing/sat/reg.html> for this information and more.

**Q. Which SAT Subject Area Tests (SAT IIs) should I take?**

**A.** Most competitive colleges require or highly recommend that two or three SAT Subject Area Tests be taken. Some colleges expect one Science, one Math, and one Humanities/Liberal Arts Subject Area Test and then allow for other Subject Area Tests of the student's selection. You are advised to have some variety in your Subject Area Tests to indicate that you are academically well-rounded. **When a college offers no specific guidelines or allows choice, you should take Subject Area Tests in subjects in which you have demonstrated strength and/or which relate to potential majors in college.** Subject Area Tests include Biology E/M, Chemistry, Literature, Mathematics Level 1 and 2, US History, and World History. For specific information regarding the requirements of specific colleges, contact those colleges or see their web sites. **Subject Area Tests are usually more difficult than Regents Exams and so all students are advised to purchase and use review books as well as your textbooks to best prepare for these exams.**

**Q. Can SAT Reasoning Tests and SAT Subject Area Tests be taken on the same day?**

**A.** No.

**Q. Will colleges to which I release my scores see *only* the results from that specific test?**

**A.** For both the SAT and SAT Subject Area Tests *and* the ACT you can now select whether or not the results from each individual test administration are released to colleges. The SAT program calls this “Score Choice” and you should go to the relevant sections of the College Board web site to get a full understanding of this process; be advised, however, that some colleges will still want to see ALL your results. It is *your responsibility* to inform yourself regarding the policy of each individual college to which you are considering applying. It is also *your responsibility* to go to [www.CollegeBoard.com](http://www.CollegeBoard.com) or [www.ACT.org](http://www.ACT.org) to make sure score release happens in a timely fashion so that the review of your applications is not delayed.

**Q. When should I release my standardized testing results to colleges, and how do I do it?**

**A.** After the last administration of exams you take in Senior year you must *formally* release your scores to *every* school to which you applied or to which you anticipate applying. Though you can copy and include Score Reports in your application, this is *not* formal notification of your testing results and colleges will usually only consider *official* Score Reports provided directly to them by the testing services. Go to [www.CollegeBoard.com](http://www.CollegeBoard.com) or [www.ACT.org](http://www.ACT.org) to pay for formal release of score to all your colleges.

**Q. Should I pay to “rush process” the release of my Senior year score reports to colleges?**

**A.** If you complete all your standardized exams by no later than November of Senior year, as we recommend, then there is no reason to rush your scores to those colleges to which you are applying unless, perhaps, you are applying Early Action/Early Decision.

**Q. What is the ACT exam and how does it differ from the SAT?**

**A.** The ACT is an exam many colleges will consider as an alternate or supplemental exam to the SAT Reasoning Test (some colleges *require* the ACT, like Sophie Davis Medical School). Students have reported that the ACT allows more time for both the Reading Comprehension and Math sections. The ACT also includes a Science section, however, and has an Essay component that is administered *after* all the other sections. Check individual college web sites for particular testing requirements and visit <http://www.actstudent.org/index.html> to find out more about the ACT and to register for the exam. **If you need to or choose to take the ACT, it is in your best interests to do so by the end of Junior year.**

## **LETTERS OF RECOMMENDATION FAQs**

**Q. Colleges require teacher recommendations for admission. Which teachers do I ask?**

**A.** Recommendations are important. Choose teachers who know you and can describe your classroom performance in terms not represented only by grades. Colleges prefer recommendations from academic subject teachers you have had in 11th or 12th grade. If outside people can provide the admission committee with different information about you, include their comments, but only if that is the case. Distribute recommendation forms early—ideally at least four weeks in advance—so teachers have time to prepare thoughtful responses. Prepare a cover letter that gives the deadline date for each recommendation.

**Q. From what academic subject areas should my letters of recommendation come?**

**A.** Many colleges expect one Humanities/Liberal Arts recommendation letter (English or Social Studies) and one Science *or* Math recommendation letter... check specific college web sites for their requirements. If you know what major you intend to pursue in college, one of your letters should be from a subject related to that major. These are *in addition to* the Guidance Counselor letter of recommendation that will include information regarding your overall academics, extracurricular, special programs, and community service.

**Q. When should I ask Junior year teachers for letters of recommendation, and how much time should I allow for the letters to be written?**

**A.** Teachers should be approached before the end of Junior year or as *early* in the Fall term of Senior year as possible. Respect their professional obligations as teachers by allowing them as much time as possible to complete the task of writing you (and many others) individual letters of recommendation. Late requests may be met by an understandable negative response and teachers may limit the number of letters they agree to write.

**Q. What information should I provide to teachers from whom I seek letters of recommendation?**

**A.** While different teachers may request different pieces of information, generally speaking...

A Brag Sheet or resume indicating the activities in which you have engaged throughout high school.

A copy of two assignments you prepared for the teachers' classes to remind them of specific work you completed, and a copy of your transcript.

Note: It is in your best interest to give your recommenders *all* material for *every* college at the same time!

**Q. What makes a quality letter of recommendation?**

**A.** Many elements contribute to a quality letter of recommendation. Those letters that *specifically* discuss your individual efforts and achievement in the subject class are *more valuable* than those letters that generally discuss the nature or scope of the subject class alone. Ideally, the teacher will include comments about individual assignments you completed or class

activities in which you were engaged, your character, and other specific anecdotes... this will make the letter more effective and more personalized. Specific and detailed letters help to distinguish you from other college applicants.

**Q. What is the Secondary School Report (SSR)?**

**A.** This is a standardized form that reports your academic performance and personal qualities to colleges and is prepared by your Guidance Counselor.

## **RESUME FAQs**

**Q. Do I need a resume?**

**A.** As a high school student, you may think that you don't need a resume until you are about to graduate from college and begin your search for a full-time job. However, high school students need resumes just as much as college students do. From getting into college to obtaining a part-time job, a resume is essential because college recruiters and employers alike want to see a brief summary of your abilities, education, and experiences.

**Q. What should I include in my resume?**

**A.** Here is what you should include in your high school resume:

**Heading**

Your name, address, telephone number, and e-mail address should all go at the top of your resume. Be sure to use a permanent address and telephone number. Also, remember to use an e-mail address that sounds professional. FirstnameLastname@ is the standard format for an e-mail address when using it on a resume. Do not use an e-mail address such as hotbody@soandso.com. It just doesn't sound professional.

**Objective**

An objective lets college recruiters or potential employers know your main goal. If your target is a college recruiter, tailor your objective to that specific school. For example, your objective may be, "To earn a degree in Psychology at Boston College." If you want to get a part-time job, you will need to modify your objective to that particular job, such as "To obtain a part-time sales position with Hollister."

**Education/Academics**

In the education section, list the schools you have attended. Be sure to include your GPA. You can also mention any academic honors, awards, and/or recognitions that you have received. These can include honor-roll recognitions, essay-writing awards, science competitions, etc.

**Experience**

The experience section should briefly give an overview of work experience that has taught you valuable skills. In this section, include: title of position, name of organization, location of work (town and state), dates of employment, and description of work responsibilities. Be sure to use action words to describe your job duties, such as sold, created, processed, etc. Since many high school students do not have a lot of work experience, you can also describe class projects in which you have learned important skills or even leave this section out all together and concentrate on the education/academics and additional information/extracurricular sections.

### **Additional Information/Extracurricular Activities**

The additional information or extracurricular section should be used to place key elements of your background that don't fit in any other section. You may want to include: special skills, leadership roles, volunteer experiences, participation in sports, yearbook, etc. This section is where you can demonstrate your uniqueness.

### **References**

Be sure to ask people if they would serve as your reference before you give their names out. You do not need to include your reference information on your resume. A statement at the bottom of your resume that says, "References available upon request," is sufficient.

Having a resume in high school is just good sense. You never know when a recruiter at a college fair or a potential employer might request one.

## **COLLEGE ESSAYS FAQs**

### **Q. What is the purpose of college application essays?**

**A.** The essays help to provide the college admissions officers with insight into your personality, experiences, opinions, and interests. The essays are another way in which you try to “sell yourself” to the college and stand out from the thousands of other applicants.

### **Q. What are the essay topics about which my colleges will ask me to write?**

**A.** Each college will have its own particular topics for essays and/or personal statements. Students submitting the Common Application must determine if any supplemental essays or statements are required for each individual college.

### **Q. How many words are expected of a college essay, and can I exceed the word limit?**

**A.** See individual applications for specific guidelines, but 350 to 650 words is the usual range. Students who submit applications on-line will find that the word counts are usually strictly enforced. Students who submit paper applications are advised to *not* exceed the stated word limit at all; if it is “absolutely necessary” to do so, exceed the limit by *no more than* twenty-five extra words. The colleges want to see effective, descriptive, and *controlled* writing.

### **Q. Can an essay written for one application be “recycled” for use in a different application?**

**A.** Absolutely... *if* the topics are identical or very similar and *if* any specific references to a school are changed to reflect other schools.

### **Q. Is there any assistance I can receive in school with revising my college essays?**

**A.** Senior year teachers dedicate *some* time during the first marking period to compose and revise one college essay; Junior year teachers with whom you built a strong relationship can also be used as resources for revision, as can trusted and competent peers. Be mindful that all your teachers are busy teaching their current students and may not be able to easily take on additional responsibilities.

### **Q. What are some key issues regarding college essays I should AVOID?**

**A.** There is rarely a “one size fits all” approach, but generally speaking...

**DON'T** discuss politics and religion, the same two topics you should avoid discussing with people you don't know well, unless such topics are specifically requested by a college or are a *long-term* aspect of your character and personality that can be *positively* explored and demonstrated in concrete ways.

**DON'T** write anything that might embarrass the reader, make him or her feel uncomfortable, or which might possibly be offensive.

**DON'T** write about romantic relationships.

**DON'T** discuss any subjects that can leave a negative perception about your personality or habits.



- DON'T** make yourself appear overly egotistical or arrogant.
- DON'T** recycle an academic report you wrote for school; this is inappropriate because you are writing a personal essay drawing on your experiences and observations for its subject matter.
- DON'T** repeat things that have already been discussed elsewhere in your application.
- DON'T** try to “explain” some flaw or weakness in your character or academic record.
- DON'T** select subjects that could have been written by anyone else.

**Q. What are the trademarks of an effective essay?**

**A.** Again, there is no “one size fits all” approach, but generally speaking...

- DO** select a topic or theme to which you can relate or about which you strongly feel.
- DO** grab your readers’ attention with a dramatic opening sentence and paragraph that will make the greatest impact and will focus them on the rest of the essay.
- DO** address the topic of the essay in a direct manner and do not lose focus.
- DO** avoid cliché subjects like parents or grandparents having a great impact on you unless their stories are *extraordinary*.
- DO** use natural language and avoid use of a thesaurus in a misguided attempt to sound sophisticated.
- DO** use concrete examples based on your first-hand experiences and observations, not generalizations.
- DO** proofread your work in print form, not on a computer monitor, and never rely only on spell-check or grammar check in a word processing program to catch your errors.

**Q. How do I select which one of my many experiences to write about in a college essay?**

**A.** There is no single way to brainstorm or choose, but one method is to simply...

Compose one paragraph for each *significant* experience that has changed and/or challenged you in life.

Compose one paragraph for *each* person who has significantly impacted on your life.

Compose one paragraph to describe your personal philosophy or outlook on life and explain what is especially important to you as a human being.

Compose one paragraph to describe *each* of your potential career goals and how you have worked to achieve them; connect these goals to the majors/resources available at the colleges to which you may apply.

Compose one or two paragraphs to describe what makes you special and distinct from other young adults, including any uncommon interests or talents that you hold.

Compose one paragraph for each work of fiction, poetry, art, or film that has impacted on you and explain how these have impacted on you.

By the time you are done with all these sample paragraphs, you will have brainstormed and developed a large amount of notes to use as a basis for many– if not all– of your college essays and will be in a more informed position to select those experiences that may have the greatest impact on a reader.



**Q. What are some of the essay topics about which I might write?**

**A.** Individual applications and supplements will mandate a specific topic. Among the Common Application topics are:

Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.

Discuss some issue of personal, local, national, or international concern and its importance to you.

Indicate a person who has had a significant influence on you, and describe that influence.

Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.

A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.

## **COLLEGE INTERVIEW FAQs**

**Q. How important is an interview when being considered for admission by competitive colleges?**

**A.** An interview is rarely the “make-or-break” factor in you winning admissions to a competitive college, but it *is* one more way in which you can distinguish yourself from the thousands of other students who apply to the same schools. The interview is therefore an additional opportunity for you to make a positive impression on an admissions committee.

**Q. Should I sit for an interview and who are the interviewers?**

**A.** Yes. If you are asked to sit for an interview, accept; if you would like to schedule an interview when a college has not yet made the offer to you, contact the Admissions Office of the particular college and request one. The interviewers are often recent alumni of the college but can include faculty members and school administrators.

**Q. What are some tips for good “interview etiquette?”**

**A.** Many different factors will help your interview be successful, including:

Dress “business casual” or semi-formally; avoid denim, sneakers, t-shirts, and excessive jewelry.

Arrive early to your interview location.

Greet your interviewer with a full introduction and a firm handshake; know his or her name.

Maintain eye contact with your interviewer.

Speak clearly and maintain good posture without seeming too rigid.

Prepare some *specific* questions of your own about the school’s academics and your intended major, the campus and environment, individual professors, research opportunities, student organizations, study abroad opportunities, athletics, and other items of interest to you. This will indicate to your interviewer that you have a strong interest in the school and have already begun to inform yourself about specific details but want to know more from someone who attended the school.

**Q. How should I respond to the questions?**

**A.** Directly and sincerely, with answers that indicates thoughtfulness but will leave a *positive* perception of you in the mind of your interviewer. When you are unsure of something, take a few seconds to consider the question and, if necessary, adapt it to your life experiences and opinions. When you legitimately don’t know something and cannot find a reasonable way to “fake” it, just say something like “I’m sorry, I don’t know that.”

**Q. What kind of questions will be asked of me?**

**A.** The interviewer will ask many different questions, including ones like:

Why do you want to attend [school name]? What do you have to offer [school name]?

What is your greatest strength? What is your weakest flaw?

What has been your greatest experience in high school?

Tell me about your interests.

What do you think about (a current event of the past week or month)?

What is your favorite book? Who is your favorite author? Why?

Which of your accomplishments are you the most proud of?

If you could meet any person from the past or present, who would it be? What would you discuss?

What would you do with infinite wealth and resources?

## **FINANCIAL AID & SCHOLARSHIPS FAQs**

### **Q. I want to attend college but can't afford it. Can I receive aid?**

**A.** There are millions of college students who qualify for financial aid that will cover the difference between what a college costs and what they can afford to pay. Don't rule out any college because of cost until you find out whether you are eligible for financial aid. Remember: you must apply for financial aid by completing the FAFSA application and filing it in January. Don't limit your choices to CUNY and SUNY; private colleges often

offer excellent financial aid packages to qualified students. Financial aid packages are created from four sources: grants, loans, work-study, and scholarships.

### **Q. What are some types of financial aid that are available?**

**A.** Need-based aid is offered by Federal and State-governments to students who qualify based on documented household income; many colleges also provide grants to financially eligible students so that they may attend that particular institution. Work Study is a form of financial aid in which students are employed within different offices of the college in exchange for a tuition rebate or reduction. Student Loans often allow for a family to take out low-interest loans to finance an education and housing with no repayment or interest until the student graduates or leaves school. Merit or Presidential Scholarships and other grants are awarded to high-achieving students by the colleges to underwrite the cost of attending. Some very competitive colleges offer "need-blind admissions" which may offer admitted students with documented financial hardship a full tuition scholarship.

### **Q. What is the Free Application for Federal Student Aid (FAFSA), when should it be completed, and how do I submit it?**

**A.** Beginning October 1 of Senior year, the Free Application for Federal Student Aid (FAFSA) is accepted on-line. Completion of this document is mandatory to be considered for any *Federal- or State-based* financial aid. Go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov) to apply; once a student has filed a FAFSA he or she will then be able to file for the New York State Tuition Assistance Program through the NYS Higher Education Services Corporation web site (only if a student enrolls in a college within New York State): surf to [http://www.hesc.com/content.nsf/SFC/Students\\_Families\\_and\\_Counselors](http://www.hesc.com/content.nsf/SFC/Students_Families_and_Counselors) for more information.

### **Q. What is the CSS/Financial Aid Profile, when should it be completed, and how do I submit it?**

**A.** CSS/Financial Aid PROFILE (College Scholarship Service) is the financial aid application service of the College Board. Almost 600 colleges, universities, graduate and professional schools, and scholarship programs use the information collected on the PROFILE to determine eligibility for nonfederal student aid funds. The PROFILE is a fully Web-based application system that provides students a secure and efficient method for reporting their financial data to schools. Beginning around October 1 of Senior year, the CSS/Financial Aid Profile is accepted on-line. Completion of this document is mandatory to be considered for *any college-based financial aid at many private colleges*. Go to <https://profileonline.CollegeBoard.com/index.jsp> to review which colleges require this document and to click on the link for the academic year in which you will be a college Freshmen to begin the form. The deadline for submitting the CSS/Financial Aid Profile depends on the college or scholarship program, but the earlier the

better so you don't miss out. The CSS/Financial Aid Profile is free to complete but a cost is incurred to release its information to specific schools; you should therefore pay to release the document to those schools that require it and to which you are applying.

**Q. Why should I submit the CSS/Financial Aid Profile and FAFSA on-line?**

**A.** The FAFSA could be completed via paper application and postal mail, but we *highly recommend* that it be completed via the internet to avoid delays or complications. The CSS/Financial Aid profile is only available on-line. *These are secure sites.*

**Q. How should the CSS/Financial Aid Profile, Free Application for Federal Student Aid (FAFSA), and college financial aid forms be completed if my parents are separated/divorced?**

**A.** Students and parents should carefully review all documents and then contact the Financial Aid Office at each of the colleges to which you applied with any specific questions or concerns. As a *general* rule of thumb, many colleges consider the income of *any adult* who shares responsibility for your care—biological parents and step-parents, whether living in the household with you or not. For absentee parents it may become necessary to provide legal statements to prove the absentee status and lack of financial or emotional involvement in your life; for divorced parents it may become necessary to provide a copy of divorce decrees and support stipulations.

**Q. Is a photocopy of the FAFSA form acceptable?**

**A.** No. Only the original FAFSA form produced by the U.S. Department of Education is acceptable.

**Q. Am I eligible for Federal- or State-based financial aid if I am *not* a legal citizen or resident?**

**A.** No. Your parents should seek to legalize your status *as soon as possible* to allow for the possibility of Federal- and State-based financial aid. NOTE: CUNY Honors is a key exception to this rule as admitted students receive a free education regardless of their status, but the competition to win admission is *very high*.

**Q. Am I eligible for college-based financial aid if I am not a legal citizen or resident?**

**A.** Sometimes, this varies from school to school. Check with the individual colleges.

**Q. How can I improve my chances at receiving a significant financial aid package?**

**A.** *After* you have submitted your applications and your CSS/Financial Aid Profile and FAFSA and all related documents, your parents/guardians may wish to write a personalized letter to the Director of Financial Aid at each college. This letter should discuss any *unique* circumstances regarding household income and/or expenses that are somehow not reflected in your CSS Profile or FAFSA. These circumstances should be *extraordinary*— more than a large mortgage or the cost of living in NYC, for example— in order for them to make a possible difference to your financial aid package. If you are dissatisfied with your financial aid package

after it is issued by a college, you may be able to initiate further dialogue by telephone with the individual to whom you wrote the letter.

**Q. I really want to attend X University; however, I received a much better financial aid package from Y College. Is there anything I can do to obtain additional money from my first-choice school?**

**A.** Bargaining with the college financial aid office at selective schools has become de rigueur. Call and declare that you really want to attend that school but the aid offer at Y College is more attractive. Provide valid reasons why you need a better aid package. If you are successful, send the school a certified letter confirming what was agreed.

**Q. How do I identify scholarships to which I might apply?**

**A.** Select a scholarship guidebook or two for purchase and carefully review the information in that guidebook for potential scholarships based on your level of academic achievement, cultural/religious background, possible career path or college major, established talent or service, your parents' union affiliations (if any), and other criteria. You should also review the web-sites for individual colleges to which you are applying. Avoid paying for any "scholarship locator" service on-line since this is public information that is readily available with minimal investment in a reputable scholarship guidebook, on-line research.

**Q. If I need an official stamp or signature for a scholarship application, to whom do I take it?**

**A.** All scholarship applications that require an official stamp or signature from the "Principal" or "Other School Official" should be hand-delivered to the Guidance Counselor as the last step in the application process. The application should be in a stamped, addressed envelope ready to be mailed. The school will mail the completed application and all related documents.

**Q. Do I need to notify anyone if I am awarded a scholarship or win a contest? What paperwork am I responsible for submitting to the Guidance Counselor after all my scholarship awards have been received?**

**A.** You need to notify the Guidance Counselor of any scholarship awards.

## **GUIDANCE COUNSELOR PROCEDURES & DEADLINES FAQs**

**Q. Why does the Guidance Counselor have deadlines so much earlier than those stated by the colleges?**

**A.** The Guidance process individual applications for all Seniors. This takes time and care to properly complete and cannot be done if material is submitted later than the Guidance deadlines. To meet the colleges' postmark deadlines we must have material *early* to guarantee timely delivery.

**Q. What happens if I submit an application to the Guidance Counselor *after* the Guidance Counselor deadlines?**

**A.** Your application materials may *not* be processed and mailed until *after* January 1 and will therefore miss the colleges' deadlines and void your eligibility for consideration. **All students must meet all Guidance Counselor deadlines to avoid this possibility and the Guidance Counselor is not responsible for any applications received late by colleges when a student submits material late to the Guidance Counselor.**

**Q. Don't I get "cheated" of time to prepare the strongest application by having to meet these earlier Guidance Counselor deadlines?**

**A.** No. First, you do have until the colleges' stated deadlines to complete your portion of any on-line applications; second, if you choose to do paper applications then you have a great deal of advance notice of the Guidance Counselor deadlines.

Finally, if the student and parents have not followed the recommended timelines of action, then you may indeed face difficulties in meeting *all* obligations in Senior year (academic, personal, work, and college-related). The overall pressures and challenges of Senior year can be reduced or avoided through ongoing research and preparation, strong parental supervision, time management, organizational skills, and high motivation. The choices the students and parents make, and the actions you take beginning *now* through August, will determine how challenging the applications process will be for you. **Guidance Counselor deadlines are not flexible.**

**Q. Why can't the Guidance Counselor simply mail out the transcript, school profile, and Guidance Counselor letter of recommendation and let me handle everything else?**

**A.** If you choose to do a paper application you *can* independently mail *your portion* of the application to your colleges, but the Guidance Counselor must *still* have envelopes by *our deadlines* for all the school-based documents that are mailed. We feel, however, that a more complete package mailed under a single cover (application, essays, transcript, guidance letter, school profile, perhaps even teacher recommendations) is less likely to have something lost as compared to multiple mailings. **We *recommend* that paper applications be submitted through us, which requires that they meet our deadlines.**

**Q. What do I do if a college indicates it is missing some document(s) related to my application?**

**A.** Regularly review the progress of your individual applications via the web sites of individual colleges; if any application material is listed as “missing,” contact the individual schools to verify this and then– if necessary– visit the Guidance Counselor or individual teachers to send duplicate material.



## **APPENDIX A**

### **LIST OF POTENTIAL COLLEGE RESOURCE BOOKS FOR PARENTS AND STUDENTS**

#### **COLLEGE GUIDE BOOKS (CAPITALIZED book titles represent books with a specialized focus)**

- BOOK OF MAJORS by The College Board
- CHOOSING THE RIGHT COLLEGE: THE TRUTH ABOUT AMERICA'S TOP SCHOOLS by John Zmirak
- COLLEGE HANDBOOK by The College Board
- COLLEGES THAT CHANGE LIVES by Loren Pope (a guide to smaller institutions of high quality throughout the country, some of which do not require "straight A" students but provide outstanding opportunities)
- DAYSTAR GUIDE TO COLLEGES FOR AFRICAN-AMERICAN STUDENTS by Thomas LaVeist
- 440 COLLEGES FOR TOP STUDENTS by Peterson's
- FROM HIGH SCHOOL TO MED SCHOOL by Jason Yanofski and Ashish Raju
- THE HIDDEN IVIES by Greene Guides (private colleges, usually smaller ones, of similar rigor to the Ivy League)
- The Insider's Guide to the Colleges by Yale Daily News
- MEDICAL SCHOOL FROM HIGH SCHOOL by A.M. Ilyas
- THE MULTICULTURAL STUDENT'S GUIDE TO COLLEGES: WHAT EVERY AFRICAN-AMERICAN, ASIAN-AMERICAN, HISPANIC, AND NATIVE-AMERICAN APPLICANT NEEDS TO KNOW by Robert Mitchell
- PETERSON'S HONORS PROGRAMS AND COLLEGES (a guide to those colleges with honors programs or "schools within schools" for higher achieving students)
- PRINCETON REVIEW BEST 371 COLLEGES
- THE PUBLIC IVIES by Greene Guides (public colleges that approach the rigor of an Ivy League college)
- THE TRUTH ABOUT GETTING IN by Katherine Cohen
- Ultimate College Guide by U.S. News and World Report
- America's Best Colleges: U.S. News & World Report, 2004 edition
- Barron's Guide to the Best, Most Popular and Most Exciting Colleges: Barron's Educational Series, Inc., Woodbury, New York
- The College Handbook  
Index of Majors: College Entrance Examination Board, New York, New York
- The Fiske Guide to Colleges: Edward B. Fiske, Times Books, New York, New York
- The Insider's Guide to Colleges: Yale Daily News *Staff*, St. Martin's Press, New York, New York

- Peterson's Annual Guide to Undergraduate Study Guide to Four Year Colleges/Guide to Two Year Colleges: Andrea E. Lehman, Peterson's Guides, Princeton, New Jersey
- The Right College: Arco Publishing, New York, New York
- Rugg's Recommendations on the Colleges: Fredrick E. Rugg, Sarasota, Florida

## **COLLEGE FINANCE BOOKS (CAPITALIZED titles represent books with a specialized focus)**

- Scholarship Handbook by The College Board
- COLLEGE COST AND FINANCIAL AID HANDBOOK by The College Board
- College Money Handbook by Peterson's
- Kaplan Scholarships
- The Scholarship Book 12th Edition: The Complete Guide to Private-Sector Scholarships, Fellowships, Grants, and Loans for the Undergraduate
- Scholarships, Grants, and Prizes by Peterson's
- SCHOLARSHIPS FOR AFRICAN-AMERICAN STUDENTS by Peterson's
- SCHOLARSHIPS FOR ASIAN-AMERICAN STUDENTS by Peterson's
- SCHOLARSHIPS FOR HISPANIC STUDENTS by Peterson's
- SPORTS SCHOLARSHIPS & COLLEGE ATHLETIC PROGRAMS by Peterson's
- College Financial Aid for Dummies: Dr. Herm Davis and Joyce Lain Kennedy, IDG Books Woddwide, Inc. Foster City, CA
- The Complete Idiot's Guide to Financial Aid for College: Alpha Books, Indianapolis, Indiana

## **COLLEGE ESSAY BOOKS**

- College Admission Essays for Dummies by Geraldine Woods College Essays that Made a Difference, 2nd Edition, by Princeton Review
- Essays That Worked: 50 Essays from Successful Applications to the Nation's Top Colleges by Boykin Curry
- Fiske: Real College Essays That Work by Edward Fiske
- McGraw-Hill's Writing an Outstanding College Application Essay by Estelle Rankin and Barbara Murphy
- Peterson's Best College Admission Essays
- The College Application Essay by Sarah McGinty (a College Board book)

## **APPENDIX B**

### **SAMPLE COLLEGE APPLICATION/ESSAY QUESTIONS**

- ❖ Describe a significant experience or achievement that has special meaning to you.
- ❖ Address an issue about which you have a personal concern.
- ❖ Please write a statement describing your plans for college. In what ways do you want college to be a continuation of high school? In what ways do you want it to be different? How will an honor code affect your experience?
- ❖ Discuss some issue of personal, local or national concern and its importance to you.
- ❖ If you could travel through time and interview any historical figure, whom would you choose, what would you ask, and why?
- ❖ If you were sent to live on a desert island for a year and could bring only three things, what would you bring, and why?
- ❖ A number of factors have shaped your individual personality. Please describe one specific factor (i.e. an experience, characteristic or achievement) which will help the admissions committee know you better. How has this affected you?
- ❖ You are a journalist with the rare opportunity to interview any person living, deceased or fictional.
- ❖ Whom would you choose? What questions would you ask, and why?
- ❖ Discuss a school or community activity in which you have been involved that has been in one way or another most valuable to you. We are interested in hearing about your involvement and how, if at all, you see it as a foundation for future pursuits.
- ❖ If you have developed talent in one or more areas, such as athletics, studio art, drama, etc. please indicate the level of accomplishment. It is especially important to provide times, distances, rank or quantitative where appropriate.
- ❖ What academic areas do you find most intriguing? What experiences have fostered your interests in these areas? How will the university help you pursue your interests?

## **APPENDIX C**

### **SCORING HIGH ON THE SAT/ACT**

#### **Read Before As Much As Possible**

Many often forget that studying for the SAT/ACT begins long before you ever take a look at a diagnostic exam. The preparation for the verbal section starts with the first serious articles and pages of literature that you read. It is crucial in your success as a test-taker of this material to be reading newspapers, editorials, and classics (among other literature) as early as possible to create a foundation of literacy..

#### **Take a Diagnostic Test**

Before you crack a book and begin learning the techniques of taking this exam, take a diagnostic practice test from a test prep book to see where you stand. This is an easy, even if slightly brutal, way of pinpointing both your strengths and weaknesses.

#### **Take an SAT/ACT Prep Class**

The materials and arrangement of the techniques taught in an SAT/ACT prep course often serve as an accurate and effective guiding light as you begin your preparation for this exam. Well-established providers of test preparation material and classes include Princeton Review and Kaplan. The publishers of the tests also produce prep materials: College Board / ACT.

#### **Learn Your Vocabulary**

This is often both the most difficult and easiest part of studying for the SAT. It involves only memorization, but also demands your tenacity and discipline. You should learn and review your vocabulary words every day. Falling behind is very easy and learning your vocabulary can become a struggle as you increase the number of words to your collection. Stay dedicated to the task.

#### **Learn To Read Actively And Effectively**

Reading actively means picking up your pencil and making the page your own, marking the important parts of the passage and training yourself to skim over the rest. The main idea is to understand the passage enough to answer the questions correctly, not memorize the details.

#### **Read Editorials And Create Your Own Questions**

One exercise that has proved helpful is to take an article from a newspaper or magazine, and treat it as if it were a critical reading passage. Make up questions for the passage, and proceed to determine how they would be answered. It helps to see the exam from both the test-taker's and the test-maker's point of view.

#### **Review the Basic Rules Of Grammar**

It is useful to find a grammar book on your own and review the basic rules of grammar.

### **Research and Plan For The Essay Beforehand**

Find out details about the essay portion of the exam, and varying techniques for how to most effectively make use of the limited time that you are given. Prepare in depth beforehand so that you go into the essay with a vague idea of what and how you will write, even before you receive the prompt.

### **Review the Basic Mathematical Rules**

Much of the material covered on the math sections of the SAT are concepts that many students learn long before they actually take the exam. It is important that you go back and refresh your memory of these concepts vaguely remembered—this way, you will not make a careless error on an easy problem due to a lack of review.

### **Separate into categories of easy to difficult**

This way, you can focus and pinpoint the time that you spend on different levels of problems—if you were to simply tackle the test without a methodical plan, there is simply too much material to cover effectively and efficiently.

### **Continue taking diagnostics**

As you learn more vocabulary and have more techniques under your belt, you must keep honing your tools and keep them from rusting by testing yourself on a regular basis. This is also a great way to keep the entire test in mind, instead of being bogged down by any one section.

### **Find additional practice problem sets and books**

There is a vast quantity of practice sets that are available—make use of these and consistently challenge yourself with new material. Utilize free online resources:

Number2.com

Test Prep Review

College PowerPrep

FreeSAT!Prep.com

Yahoo! Education

### **Practice, practice, practice!**

After all is said and done, in the end there is no way around the tedious and time-proven method of practice, practice, and even more practice.

## ***APPENDIX D***

### **SAT And ACT Scores Of Freshman At The Most Popular Colleges and Universities**

<b>College</b>	<b>New EBRW 25th-75th Percentile</b>	<b>New Math 25th-75th Percentile</b>	<b>SAT Total 25th-75th Percentile</b>	<b>ACT Comp 25th-75th Percentile</b>
<b>Abilene Christian University</b>	510-640	510-610	1020-1250	22-27
<b>Adelphi University</b>	560-660	540-640	1100-1300	19-25
<b>Agnes Scott College</b>	610-720	540-660	1150-1380	24-29
<b>Albion College</b>	540-640	460-590	1000-1230	22-27
<b>Allegheny College</b>	580-690	550-680	1130-1320	22-29
<b>American University</b>	640-720	580-670	1220-1390	26-30
<b>Amherst College</b>	720-780	710-790	1430-1570	31-34
<b>Appalachian State University</b>	570-660	560-640	1130-1300	23-28
<b>Arizona State University—Tempe</b>	560-680	550-660	1110-1340	23-28
<b>Auburn University</b>	580-690	570-670	1150-1360	24-30
<b>Augustana College</b>	580-690	540-720	1120-1410	23-28
<b>Austin College</b>	580-690	570-660	1150-1350	22-28
<b>Babson College</b>	640-730	640-750	1280-1480	27-30
<b>Baldwin Wallace University</b>	520-650	510-620	1030-1270	20-27
<b>Bard College</b>	640-740	590-710	1230-1450	N/A
<b>Barnard College</b>	690-760	640-750	1330-1510	29-32
<b>Bates College</b>	650-740	620-730	1270-1470	28-32
<b>Baylor University</b>	600-690	600-700	1200-1390	25-30
<b>Beloit College</b>	580-740	570-670	1150-1410	24-30
<b>Bennington College</b>	640-740	570-700	1210-1440	26-31
<b>Bentley University</b>	600-690	620-720	1220-1410	26-30

College	New EBRW 25th-75th Percentile	New Math 25th-75th Percentile	SAT Total 25th-75th Percentile	ACT Comp 25th-75th Percentile
Berea College	580-670	550-640	1130-1310	22-26
Berry College	580-670	550-630	1130-1300	24-29
Binghamton University—SUNY	650-710	650-730	1300-1440	27-31
Biola University	550-670	520-640	1070-1310	21-28
Birmingham-Southern College	520-640	510-640	1030-1280	21-25
Boston College	680-750	660-770	1340-1520	30-33
Boston University	650-720	640-760	1290-1480	27-31
Bowdoin College	730-780	720-780	1450-1560	31-34
Bradley University	540-670	550-670	1090-1340	23-28
Brandeis University	670-740	670-780	1340-1520	29-32
Brigham Young University—Provo	620-710	600-710	1220-1420	27-31
Brown University	720-790	720-790	1440-1580	31-34
Bryn Mawr College	680-750	640-760	1320-1510	28-32
Bucknell University	650-720	640-740	1290-1460	28-32
Butler University	570-670	560-650	1130-1320	25-30
California Institute of Technology	750-800	780-800	1530-1600	34-35
California Lutheran University	560-650	530-620	1080-1270	22-27
California Polytechnic State University—San Luis Obispo	600-700	600-720	1200-1420	26-31
California State Polytechnic University--Pomona	500-620	510-630	1010-1250	20-27
California State University--Fresno	440-550	440-540	880-1090	16-21
California State University--Fullerton	500-600	510-590	1010-1190	19-24
California State University--Long Beach	500-620	510-620	1010-1240	20-26
California State University--Los Angeles	440-540	430-530	870-1070	15-20

<b>College</b>	<b>New EBRW 25th-75th Percentile</b>	<b>New Math 25th-75th Percentile</b>	<b>SAT Total 25th-75th Percentile</b>	<b>ACT Comp 25th-75th Percentile</b>
<b>California State University--Monterey Bay</b>	480-600	460-570	940-1170	17-23
<b>California State University--Northridge</b>	440-560	440-550	880-1110	16-22
<b>Carleton College</b>	700-770	690-780	1390-1550	29-33
<b>Carnegie Mellon University</b>	700-770	740-800	1440-1570	31-34
<b>Carroll College</b>	530-650	520-620	1050-1270	22-27
<b>Case Western Reserve University</b>	670-750	710-780	1380-1530	30-33
<b>Centre College</b>	580-700	590-760	1170-1460	26-31
<b>Chapman University</b>	610-700	570-670	1180-1370	25-30
<b>Christopher Newport University</b>	580-680	560-640	1140-1320	23-27
<b>Claremont McKenna College</b>	720-770	700-790	1420-1560	29-33
<b>Clark University</b>	650-710	610-700	1260-1410	27-31
<b>Clarkson University</b>	570-660	590-700	1160-1360	24-29
<b>Clemson University</b>	620-700	610-720	1230-1420	27-31
<b>Coe College</b>	570-670	530-660	1110-1330	22-27
<b>Colby College</b>	680-750	660-760	1340-1510	29-32
<b>Colgate University</b>	660-760	650-760	1310-1520	30-33
<b>College of Charleston</b>	560-660	540-630	1100-1290	23-27
<b>College of New Jersey</b>	610-700	590-700	1200-1400	24-29
<b>College of St. Benedict</b>	540-630	490-590	1030-1220	22-27
<b>College of the Holy Cross</b>	660-730	640-720	1300-1450	28-31
<b>College of William and Mary</b>	680-750	650-760	1330-1510	28-32
<b>College of Wooster</b>	600-700	580-710	1180-1410	25-30
<b>Colorado College</b>	680-740	640-740	1320-1480	28-32



<b>College</b>	<b>New EBRW 25th-75th Percentile</b>	<b>New Math 25th-75th Percentile</b>	<b>SAT Total 25th-75th Percentile</b>	<b>ACT Comp 25th-75th Percentile</b>
<b>Colorado School of Mines</b>	640-710	670-760	1310-1470	28-32
<b>Colorado State University</b>	560-660	550-650	1110-1310	22-28
<b>Columbia University</b>	730-800	730-800	1460-1600	32-35
<b>Concordia College—Moorhead</b>	N/A	N/A	N/A	22-28
<b>Connecticut College</b>	660-730	630-730	1290-1460	28-31
<b>Cooper Union</b>	660-750	650-800	1310-1550	30-34
<b>Cornell College</b>	560-690	530-660	1090-1350	23-29
<b>Cornell University</b>	700-780	710-790	1410-1570	30-34
<b>Creighton University</b>	570-680	570-670	1140-1350	24-29
<b>CUNY—Baruch College</b>	580-680	600-720	1160-1400	N/A
<b>Dartmouth College</b>	710-790	700-790	1410-1580	30-34
<b>Davidson College</b>	670-750	650-750	1320-1500	29-32
<b>Denison University</b>	620-720	600-710	1220-1430	26-31
<b>DePaul University</b>	560-660	520-630	1080-1290	22-28
<b>DePauw University</b>	570-670	570-700	1140-1370	25-29
<b>Dickinson College</b>	650-720	620-730	1270-1450	27-30
<b>Drake University</b>	580-680	560-700	1140-1380	25-30
<b>Drew University</b>	550-670	520-640	1070-1310	22-29
<b>Drexel University</b>	580-680	590-710	1170-1390	25-30
<b>Drury University</b>	560-700	550-630	1110-1330	20-31
<b>Duke University</b>	720-780	720-800	1440-1580	31-34
<b>Duquesne University</b>	570-650	550-630	1120-1280	23-28
<b>Earlham College</b>	600-730	580-720	1180-1450	25-31

<b>College</b>	<b>New EBRW 25th-75th Percentile</b>	<b>New Math 25th-75th Percentile</b>	<b>SAT Total 25th-75th Percentile</b>	<b>ACT Comp 25th-75th Percentile</b>
<b>Elmhurst College</b>	530-650	520-620	1050-1270	21-26
<b>Elon University</b>	620-700	590-690	1210-1390	25-29
<b>Embry-Riddle Aeronautical University</b>	540-650	550-660	1090-1310	22-28
<b>Emerson College</b>	620-710	570-660	1190-1370	25-29
<b>Emory University</b>	680-750	670-780	1350-1530	29-33
<b>Fairfield University</b>	610-680	570-660	1180-1340	24-28
<b>Florida Institute of Technology</b>	560-660	580-700	1140-1360	24-29
<b>Florida State University</b>	620-690	580-660	1200-1350	26-29
<b>Fordham University</b>	640-710	610-710	1250-1420	27-31
<b>Franklin and Marshall College</b>	620-720	650-760	1270-1480	28-31
<b>Furman University</b>	620-710	590-700	1210-1410	25-30
<b>Gallaudet University</b>	420-520	450-520	870-1040	15-20
<b>George Mason University</b>	560-660	560-650	1120-1310	23-28
<b>George Washington University</b>	650-730	620-730	1270-1460	27-31
<b>Georgetown University</b>	700-780	690-770	1390-1550	30-34
<b>Georgia Institute of Technology</b>	680-750	710-780	1390-1530	30-33
<b>Gettysburg College</b>	640-720	630-710	1270-1430	27-29
<b>Gonzaga University</b>	580-680	570-670	1150-1350	25-29
<b>Goshen College</b>	510-670	530-650	1040-1320	21-28
<b>Goucher College</b>	560-670	510-610	1070-1280	23-28
<b>Grinnell College</b>	680-760	690-780	1370-1540	30-33
<b>Gustavus Adolphus College</b>	600-720	570-710	1170-1430	24-30
<b>Hamilton College</b>	700-760	670-760	1370-1520	31-33

<b>College</b>	<b>New EBRW 25th-75th Percentile</b>	<b>New Math 25th-75th Percentile</b>	<b>SAT Total 25th-75th Percentile</b>	<b>ACT Comp 25th-75th Percentile</b>
<b>Hampden-Sydney College</b>	540-650	530-630	1070-1280	21-27
<b>Hampton University</b>	520-580	510-570	1030-1150	19-24
<b>Hanover College</b>	530-650	510-620	1040-1270	22-27
<b>Harvard University</b>	740-800	740-800	1470-1600	32-35
<b>Harvey Mudd College</b>	710-770	760-800	1470-1570	33-35
<b>Haverford College</b>	710-780	690-780	1400-1560	31-34
<b>Hendrix College</b>	580-720	600-690	1180-1410	25-32
<b>High Point University</b>	550-650	540-620	1090-1270	22-27
<b>Hillsdale College</b>	670-760	600-690	1270-1450	27-31
<b>Hobart and William Smith Colleges</b>	600-700	600-690	1200-1390	26-30
<b>Hofstra University</b>	560-660	560-640	1120-1300	23-28
<b>Hollins University</b>	560-680	510-600	1070-1280	21-30
<b>Hope College</b>	580-700	570-700	1150-1400	24-29
<b>Howard University</b>	550-660	520-630	1080-1290	21-27
<b>Humboldt State University</b>	490-610	470-570	960-1180	18-24
<b>Illinois Institute of Technology</b>	580-690	650-760	1230-1450	25-30
<b>Illinois Wesleyan University</b>	540-660	690-780	1230-1440	25-30
<b>Indiana University—Bloomington</b>	570-680	570-690	1140-1370	24-30
<b>Iowa State University</b>	500-660	530-660	1030-1320	21-29
<b>Ithaca College</b>	600-690	570-670	1170-1360	N/A
<b>James Madison University</b>	560-660	560-640	1120-1300	25-27
<b>John Brown University</b>	560-700	540-650	1100-1350	24-30
<b>Johns Hopkins University</b>	730-780	740-800	1470-1580	32-34

<b>College</b>	<b>New EBRW 25th-75th Percentile</b>	<b>New Math 25th-75th Percentile</b>	<b>SAT Total 25th-75th Percentile</b>	<b>ACT Comp 25th-75th Percentile</b>
<b>Kalamazoo College</b>	580-700	570-720	1150-1420	26-30
<b>Kenyon College</b>	680-750	630-720	1310-1470	28-32
<b>Knox College</b>	640-680	610-690	1250-1370	23-29
<b>Lafayette College</b>	640-720	640-740	1280-1460	27-31
<b>Lake Forest College</b>	N/A	N/A	N/A	23-28
<b>Lawrence University</b>	630-720	580-750	1210-1470	25-31
<b>Lehigh University</b>	640-720	660-760	1300-1480	29-32
<b>Lewis &amp; Clark College</b>	650-710	610-700	1260-1410	27-31
<b>Lipscomb University</b>	560-680	550-640	1110-1320	23-29
<b>Louisiana State University—Baton Rouge</b>	560-660	540-660	1100-1320	23-28
<b>Loyola Marymount University</b>	610-690	580-690	1190-1380	25-30
<b>Loyola University Chicago</b>	580-680	550-650	1130-1330	24-29
<b>Loyola University Maryland</b>	600-700	580-660	1180-1360	25-29
<b>Loyola University New Orleans</b>	560-660	510-630	1070-1290	22-28
<b>Luther College</b>	540-670	510-660	1050-1330	23-29
<b>Macalester College</b>	680-750	640-760	1320-1510	29-32
<b>Marist College</b>	580-680	560-650	1140-1330	23-28
<b>Marquette University</b>	580-690	570-690	1150-1380	24-30
<b>Massachusetts Institute of Technology</b>	720-790	770-800	1490-1590	33-35
<b>Mercer University</b>	580-680	570-670	1150-1350	25-29
<b>Miami University—Oxford</b>	600-700	610-720	1210-1420	26-30
<b>Michigan State University</b>	510-640	560-710	1070-1350	23-28
<b>Michigan Technological University</b>	580-690	580-720	1160-1410	24-29

<b>College</b>	<b>New EBRW 25th-75th Percentile</b>	<b>New Math 25th-75th Percentile</b>	<b>SAT Total 25th-75th Percentile</b>	<b>ACT Comp 25th-75th Percentile</b>
<b>Middlebury College</b>	690-770	660-760	1350-1540	29-33
<b>Mills College</b>	590-700	530-640	1120-1340	24-30
<b>Millsaps College</b>	560-680	560-650	1120-1330	23-28
<b>Milwaukee School of Engineering</b>	620-720	630-760	1250-1480	25-30
<b>Mississippi State University</b>	520-660	510-660	1030-1320	20-27
<b>Missouri University of Science &amp; Technology</b>	560-700	580-660	1140-1360	25-31
<b>Morehouse College</b>	480-590	470-570	950-1160	18-23
<b>Mount Holyoke College</b>	680-750	630-760	1310-1510	29-32
<b>Muhlenberg College</b>	620-710	580-700	1200-1410	25-31
<b>New College of Florida</b>	660-730	580-690	1230-1420	27-31
<b>New Jersey Institute of Technology</b>	570-680	610-710	1180-1390	23-29
<b>New School</b>	560-670	530-650	1090-1320	22-27
<b>New York University</b>	670-740	650-760	1320-1500	28-32
<b>North Carolina State University—Raleigh</b>	610-690	620-710	1230-1400	26-31
<b>Northeastern University</b>	700-760	710-780	1410-1540	31-34
<b>Northwestern University</b>	740-780	740-800	1480-1580	31-34
<b>Oberlin College</b>	690-750	640-750	1330-1500	28-32
<b>Occidental College</b>	660-730	620-720	1280-1450	28-31
<b>Ohio State University—Columbus</b>	620-710	630-750	1250-1460	27-31
<b>Ohio University</b>	540-650	530-630	1070-1280	22-26
<b>Ohio Wesleyan University</b>	550-670	540-640	1090-1310	22-28
<b>Oklahoma State University</b>	520-640	540-640	1060-1280	22-28
<b>Oregon State University</b>	530-650	530-640	1060-1290	21-28

<b>College</b>	<b>New EBRW 25th-75th Percentile</b>	<b>New Math 25th-75th Percentile</b>	<b>SAT Total 25th-75th Percentile</b>	<b>ACT Comp 25th-75th Percentile</b>
<b>Pacific Lutheran University</b>	530-660	530-630	1060-1290	22-28
<b>Pennsylvania State University—University Park</b>	590-680	580-700	1170-1380	25-29
<b>Pepperdine University</b>	610-700	570-700	1180-1400	25-30
<b>Pitzer College</b>	660-760	650-750	1310-1510	29-32
<b>Point Loma Nazarene University</b>	570-650	530-640	1100-1290	23-28
<b>Pomona College</b>	710-780	720-780	1430-1560	30-34
<b>Pratt Institute</b>	590-680	560-690	1150-1370	24-28
<b>Presbyterian College (SC)</b>	520-640	520-620	1040-1260	20-27
<b>Princeton University</b>	730-800	730-800	1460-1600	32-35
<b>Providence College</b>	580-680	560-650	1140-1330	23-28
<b>Purdue University—West Lafayette</b>	580-680	580-730	1160-1410	25-30
<b>Queens University of Charlotte</b>	510-640	500-590	1010-1230	20-26
<b>Quinnipiac University</b>	550-640	530-620	1080-1260	22-27
<b>Randolph-Macon College</b>	550-650	530-600	1080-1250	22-27
<b>Reed College</b>	700-760	640-750	1340-1510	29-33
<b>Rensselaer Polytechnic Institute</b>	660-760	710-780	1370-1540	28-32
<b>Rhode Island School of Design</b>	630-720	600-750	1230-1470	25-32
<b>Rhodes College</b>	640-740	620-720	1260-1460	27-31
<b>Rice University</b>	720-780	740-800	1460-1580	32-35
<b>Ripon College</b>	500-680	530-640	1030-1320	21-27
<b>Rochester Institute of Technology</b>	590-690	600-720	1190-1410	26-31
<b>Rollins College</b>	610-700	580-690	1190-1390	24-29
<b>Rutgers, The State University of New Jersey— New Brunswick</b>	610-710	570-690	1180-1400	N/A

College	New EBRW 25th-75th Percentile	New Math 25th-75th Percentile	SAT Total 25th-75th Percentile	ACT Comp 25th-75th Percentile
Rutgers, The State University of New Jersey— Newark	510-610	510-600	1020-1210	N/A
Saint Louis University	580-720	580-710	1160-1430	25-31
Samford University	560-660	520-630	1080-1290	23-29
San Diego State University	550-650	540-650	1090-1300	22-28
San Francisco State University	480-580	470-570	950-1150	18-24
San Jose State University	500-620	510-630	1010-1250	20-26
Santa Clara University	640-740	640-740	1280-1480	27-32
Sarah Lawrence College	660-740	570-710	1230-1450	27-31
Scripps College	700-750	650-750	1350-1500	29-32
Seattle University	590-680	560-660	1150-1340	24-29
Seton Hall University	570-660	570-640	1140-1300	23-27
Sewanee—University of the South	630-710	580-670	1210-1380	26-30
Siena College	550-650	550-640	1100-1290	23-27
Simmons College	590-680	550-630	1140-1310	24-29
Skidmore College	610-710	580-700	1190-1410	26-30
Smith College	680-750	640-750	1320-1500	28-32
Soka University of America	580-690	600-760	1180-1450	24-30
Southern Methodist University	650-730	640-750	1290-1480	28-32
Southwestern University	560-680	550-650	1110-1330	23-29
Spelman College	510-610	480-570	990-1180	19-24
St. John Fisher College	540-620	540-620	1080-1240	21-26
St. John's College Annapolis	670-750	620-730	1290-1480	26-31
St. John's University (NY)	520-620	510-620	1030-1240	22-27

<b>College</b>	<b>New EBRW 25th-75th Percentile</b>	<b>New Math 25th-75th Percentile</b>	<b>SAT Total 25th-75th Percentile</b>	<b>ACT Comp 25th-75th Percentile</b>
<b>St. Lawrence University</b>	600-690	570-690	1170-1380	26-30
<b>St. Mary's College (IN)</b>	560-670	510-610	1070-1280	22-28
<b>St. Mary's College of California</b>	560-660	560-650	1120-1310	22-27
<b>St. Mary's College of Maryland</b>	580-680	530-640	1110-1320	22-28
<b>St. Michael's College</b>	590-680	560-650	1150-1330	24-28
<b>St. Olaf College</b>	600-740	600-730	1200-1470	26-31
<b>Stanford University</b>	730-790	730-800	1460-1590	31-35
<b>Stetson University</b>	590-680	560-640	1150-1320	24-28
<b>Stevens Institute of Technology</b>	640-720	670-760	1310-1480	29-32
<b>Stonehill College</b>	560-660	540-640	1100-1300	23-28
<b>Stony Brook University—SUNY</b>	600-700	620-750	1220-1450	26-31
<b>SUNY College of Environmental Science and Forestry</b>	600-680	580-690	1180-1370	25-29



## **APPENDIX E**

### **RESUME SAMPLE**

#### **POLLY PIONEER**

**123 College Street, NY, NY 10003**

**212-555-555**

**pollypioneer@yahoo.com**

#### **School**

Editor-in-Chief of the School Newspaper, 12

#### **Activities:**

Class Treasurer, 10

Vice President, Student Council, 11

Field Hockey, 9,10,11,12

Peer Helper, 11, 12

#### **Community**

Junior Volunteer, Paoli Hospital, 10, 11

#### **Activities:**

Devon Horse Show Volunteer, 9, 10, 11

Coached Field Hockey-Elementary Students, 9, 10

President, Church Youth Group, 10

Troop Leader, Girl Scouts of America, 9, 10

#### **Service**

Taught Reading to Underprivileged Children, 10, 11

#### **To Others:**

Adopt-a-Grandparent Program, 10, 11

Special Olympics Volunteer, 10, 11, 12

#### **Summer**

Free Enterprise Week, Lycoming College, 2004

#### **Experience:**

Editors Seminar, Pennsylvania State University, 2003

Toured Europe with Family, 2003

Field Hockey Camp, Cape Henlopen, Delaware, 2004

#### **Employment:**

Correspondent, The Sentinel Ledger, Ocean City, NJ, 10, 11

Waitress, Maggiano's, 11

Bus Person, The Washington Inn, Cape May, NJ, 10

Newspaper Delivery, The Inquirer., 11, 12

#### **Honors**

National Merit Commended Student, 12

#### **& Awards**

Mount Holyoke Book Award, 11

National Honor Society, 11, 12

Service & Leadership Recognition Award, 10

## Fatima Mohamed

Home Phone: (718)-447-5165 | Mobile Phone: (347) - 447-7588 | Email: fatimamohamed@yahoo.com  
Address: 159 Victory Blvd, Staten Island, NY 10301

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### PROFESSIONAL OBJECTIVE

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Conscientious, reliable and dedicated high school senior seeking to actively take part in exploring and understanding the effects of pharmaceuticals on human beings as well as feverishly undertake research on the development, manufacture, testing, analysis and marketing of pharmaceutical and medical products.

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### EDUCATION

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#### LEON M. GOLDSTEIN HIGH SCHOOL FOR THE SCIENCES

Brooklyn, NY  
September 2012-Present

Scheduled to graduate with Regents Diploma with Advanced Designation with Honors  
National Honors Society  
Science Olympiad

June 2016  
2014- 2016  
2014- 2015

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### WORK EXPERIENCE

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#### PALACE PHARMACY

*Pharmaceutical Assistant Technician*

Manhattan, NY  
2013 - Present

- Covered the shift for point of sales counter in the pharmacy department
- Helped the pharmacists maintain the required records of dispensing
- Helped with and learned the systems that charge or credit for medication
- Maintained and followed the procedures of storage, quality assurance, and security
- Assisted with pricing and stocking over-the-counter orders.
- Able to display sensitivity and inter-cultural awareness when dealing with patients and customers from diverse back-grounds.
- Well-developed interpersonal and team work skills to operate effectively as a member of multi-disciplinary teams and contribute to high quality patient oriented service
- Confident and goal oriented communication skills
- Assisted Staff pharmacist in filling prescriptions ensuring accuracy and efficiently

#### EZOSA COMPUTER SCIENCE AND 3D TOUCH, INC.

*Intern*

Fremont, CA  
Summer 2015

- Assigned and completed various tasks and projects administered by the company
- Responsible for full management of projects that are an "extracurricular" nature for the company

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### SKILLS

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- Tri-Lingual
  - Fluent in English- Writing and Reading
  - Fluent in Arabic- Writing and Reading
  - Fluent in Spanish- Writing and Reading
- From an authentic multi-cultural back-round, as well as having a highly developed social and cultural awareness among a range of diverse cultures.

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### VOLUNTEER EXPERIENCE

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#### ALBANIAN CULTURAL CENTER

*Volunteer and elected Youth Leader*

Staten Island, NY  
2012- Present

- Presenting anti-bullying campaigns to underclassmen
- MC interfaith outreach events
- Selected as the leader for the youth body within the community
- Participated on behalf on the AICC at Project Hospitality's Poor People's Dinner, Interfaith Thanksgiving Dinner Congregation, blood drives, etc.

#### MIRAJ PRIVATE SCHOOL

*Volunteer*

Staten Island, NY  
2012- Present

- Filed teacher and office paper work
- Decorated school bulletin boards
- Assisting in grading of assignments/examinations
- Teacher Assistant for a Pre- K classroom
- Administered and helped in school charity dinners and events

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### SOCIAL ORGANIZATIONS

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People To People Club Chapter  
Red Cross  
Muslim Club  
Key Club Chapter  
Yearbook Committee

2012-Present  
2012-Present  
2012-Present  
2012- 2014  
2013- 2014

BETHANY S. PETERS  
3898 Flower Avenue  
Binghamton, NY 13902  
(607) 794-5432

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## EDUCATION

Union Endicott High School, Endicott, NY  
Regents Diploma expected June 2002  
GPA- 94.12%

## LEADERSHIP

### Union Endicott High School

Foreign Student Coordinator

- Initiated social functions to help acclimate foreign students to American Culture  
Friend to Friend Program
- Started successful membership program between high school students and fifth graders

### NCSY (National Conference of Synagogue Youth)

National Vice President of Education

- Planned and followed through with educational programs for 10,000 participants  
Regional Vice-President and Junior NYSY
- Arranged events and weekend conventions for 125 members.

## EMPLOYMENT

### Press & Sun-Bulletin, Columnist, Reporter, Binghamton, NY (Summer 2000)

- Wrote column in Binghamton, NY newspaper addressing concerns of teens.
- Researched topics and wrote articles on teen interests including how to deal with grief.

## COMMUNITY SERVICE

### Binghamton General Hospital, Binghamton, NY

- Contributed 500 + hours in pediatrics, orthopedics, respiratory, radiology, surgical, ER
- Hypothesized on future market situations.
- Gained overview of investment diversification by managing simulated portfolio.

### Clayton venue Elementary School, Teachers Aid, Vestal, NY

- Assisted teacher by providing instruction to groups and one-on-one.

Worked in community agencies: Volunteers of America and Salvation Army soup kitchen

## SKILLS

- Proficient in Hebrew and French
- Working knowledge of Russian and Spanish
- Computer Literate

REFERENCES AVAILABLE UPON REQUEST

RONALD NATHAN, JR.  
77 Ash Drive – Boston, Massachusetts 01095

413-555-1212

[support@resumeedge.com](mailto:support@resumeedge.com)

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## QUALIFICATIONS

Academically-gifted Student who excels at math and physics. Recently received 1600 on the SAT, with additional honors as the Class of 2002 Valedictorian. Consistently displays leadership abilities as President of the National Honor Society and Student Council President. Believes any obstacle can be overcome to achieve all dreams.

## ACADEMICS

WILBRAHAM MONSON ACADEMY, Wilbraham, Massachusetts  
*High School Diploma, expected June 2002*

- *Student Council President, 2001-2002*
- *Valedictorian, 2002*
- *President, National Honor Society, 1998-2002*
- *Captain, Tennis Team, 2001*
- *Member, Spanish Honor Society, 2000*
- *Member, Peer Leadership Club, 1999*
- *SAT: 1600*
- *SATII Writing – 760, Physics – 800, Math IIC – 780*
- *Advanced Placement Scores: Calculus- 5, US History- 5, Physics- 5*

GOVERNOR'S SCHOOL IN THE SCIENCES, Madison, New Jersey  
*Coursework, Summer 1995*

- *Studied Molecular Orbital Theory and Cognitive Psychology*
- *Conducted research to calculate the cosmological constant by tracking Pluto's orbit.*

JOHNS HOPKINS UNIVERSITY, Baltimore, Maryland  
*Coursework, Summer 1994*

- *Studied Number Theory through the Center of Talented Youth Program.*

## PROFESSIONAL EXPERIENCE

CREST HILLS COUNTRY CLUB, Boston, Massachusetts  
*Assistant Tennis Pro (Summers)*

2000 and 2001

- *Gave individual and group tennis lessons to country club patrons.*
- *Assisted in selling tennis products from the pro shop, including sun visors, rackets, and shoes.*
- *Maintained equipment.*

## **COMMUNITY SERVICE FORM**

### **COMMUNITY SERVICE AGREEMENT**

<b>Student's Name</b> _____		<b>Date Service Begins</b> _____
<b>Student's Grade</b> _____	<b>APPROVED BY,</b>  <b><u>Lamiaa Refaey</u></b>	<b>Signature of Supervisor</b> _____

Miraj Islamic School is committed to caring for the wider community. Community service gives students the opportunity to work together as a team and to see that their actions can change lives and perceptions. Through community service students of all ages learn that one of the most valuable gifts is to volunteer ones time in service for others.

Seniors are required to fulfill a service internship. Internships have included among others service at local hospitals, the Greenbelt Conservancy, Staten Island Zoo, Staten Island Botanical Gardens, offices of elected officials, and many not-for-profit community organizations.

Student volunteers serve within the school community as volunteer assistants, tutors, homework helpers, and special helpers at school events. Students may even assist with table cleanup at lunch.

**To the agency supervisor:** Please fill out the information below. By signing this agreement, you agree to have this student work at your agency for her/his Miraj Islamic School Service commitment. The student will also ask that you sign a log sheet every time the volunteers at your agency. Before the end of her/his volunteer work, she/he may also ask for a letter to place in his/her permanent academic file, stating that he/she volunteered at your site. We appreciate all your work with our students. If you should need anything, please don't hesitate to contact the Principal at Miraj Islamic School at 718-816-6161.

Agency Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ E-Mail \_\_\_\_\_

Duration of Service \_\_\_\_\_

Description of Service

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_ GRADE \_\_\_\_\_

STUDENT'S SIGNATURE \_\_\_\_\_

SUPERVISOR'S NAME \_\_\_\_\_

SUPERVISOR'S SIGNATURE \_\_\_\_\_

.....

**TO BE COMPLETED BY SCHOOL PERSONNEL**  
*Community Service For High School Students*

**School: Miraj Islamic School**

**Address: 307 victory Blvd. Staten Island, New York, 10301**

**Phone: 718-816-6161 Fax: 718-816-5829**

STUDENTS NAME \_\_\_\_\_ HOMEROOM \_\_\_\_\_

This is to certify that the above-named student has successfully completed the 30 hour  
Community Service requirement.

Name of Advisor \_\_\_\_\_ Title: \_\_\_\_\_

Signature of Advisor \_\_\_\_\_ Date \_\_\_\_\_

# COMMUNITY SERVICE LOG SHEET STUDENT FORM

USE A SEPARATE SHEET FOR EACH DIFFERENT AGENCY

STUDENT NAME \_\_\_\_\_ GRADE \_\_\_\_\_

AGENCY \_\_\_\_\_

ADDRESS \_\_\_\_\_

SUPERVISOR'S NAME \_\_\_\_\_ PHONE \_\_\_\_\_

Date	Time in	Time out	Volunteer Hours	Comments (All that apply)	Supervisor's Signature

**\*\*\* Comments :**

1. Finished Task Assigned
2. Strong Initiate
3. Highly Organized
4. Professional Attitude
5. Follows Direction.



## TO BE COMPLETED BY THE STUDENT

List and describe FOUR duties you performed at the agency.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

List new skills you learned while volunteering.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Additional Comments relevant to your volunteer work:

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### **To the student:**

**High school students are required to complete 30 hours  
of Community Service per year.**

**Please list hours on the attached log sheet.**

## **BRAG SHEET**

Use this worksheet to organize the information for your applications, essay, resume, and interviews.  
This will enable the letter writers to craft a more meaningful letter.

***Email your brag sheet to your Guidance Counselor and teachers by SEPTEMBER 1<sup>st</sup>***

Student's Name

Email Address

Cell Phone

Home Phone

Overall GPA: \_\_\_\_\_

SAT Scores:

Date Taken

Critical Reading

Math

Writing

Total

Highest Scores:				

SAT Subject Exams:

Date Taken

Subject Exam

Score


ACT Exams:

Composite

English

Math

Reading

Science

English/ Writing

Testing Date

Score

Sub-score

Sub-score

Sub-score

Sub-score

Sub-score


Senior Year Courses (Fall Semester):

English:		Honors	AP	College Credit
Social Studies:		Honors	AP	College Credit
Math:		Honors	AP	College Credit
Science:		Honors	AP	College Credit
Physical Education:		Honors	AP	College Credit
Elective:		Honors	AP	College Credit
Elective:		Honors	AP	College Credit
Elective:		Honors	AP	College Credit
Elective:		Honors	AP	College Credit
Elective:		Honors	AP	College Credit
Elective:		Honors	AP	College Credit

**ACADEMIC & CAREER INFORMATION**

<b>List your intended career goal(s)</b> (in order of preference)	<b>List your intended college major(s)</b> (in order of preference)
1.	1.
2.	2.
3.	3.

**List the colleges to which you intend to apply (in order of preference):**

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

**EXTRA-CURRICULAR, VOLUNTEER, & EMPLOYMENT INFORMATION***(In most recent to least recent order)*

<b>Activity:</b>		
<b>Institution:</b>	<b>Location:</b>	<b>Dates:</b>
<b>Position:</b>		
<b>Details of Position:</b>		
<b>What Did You Learn/Experience/Acquire:</b> _____		
_____		
_____		
_____		
_____		

<b>Activity:</b>		
<b>Institution:</b>	<b>Location:</b>	<b>Dates:</b>
<b>Position:</b>		
<b>Details of Position:</b>		
<b>What Did You Learn/Experience/Acquire:</b> _____		
_____		
_____		
_____		
_____		

<b>Activity:</b>		
<b>Institution:</b>	<b>Location:</b>	<b>Dates:</b>
<b>Position:</b>		
<b>Details of Position:</b>		
<b>What Did You Learn/Experience/Acquire:</b> _____		
_____		
_____		
_____		

## **PERSONAL INFORMATION**

**Bold or highlight all the words that describe you:**

Accountable	Determined	Humorous	Open-minded	Responsible
Adaptable	Diligent	Idealistic	Organized	Scholarly
Adventurous	Dynamic	Imaginative	Outdoorsy	Self-disciplined
Articulate	Easy going	Intelligent	Outgoing	Self-starter
Artistic	Energetic	Intellectual	Overachiever	Skillful
Assertive	Enterprising	Introspective	Passionate	Spirited
Athletic	Enthusiastic	Listener	Patient	Spontaneous
Attentive	Faithful	Leader	Persistent	Supportive
Collaborative	Family-oriented	Liberal	Pessimistic	Team-player
Committed	Flexible	Logical	Positive	Trustworthy
Confident	Friendly	Loving	Problem-Solver	Understanding
Conscientious	Fun	Loyal	Productive	Unique
Conservative	Happy	Mature	Professional	Warm
Consistent	Hard-working	Methodical	Reflective	Well-rounded
Creative	Helpful	Motivated	Reliable	Willing
Curious	Honest	Optimistic	Respectful	Wise

**Name your three best qualities or characteristics. Briefly describe each:**

<b>Quality/Characteristic</b>	<b>Description</b>

**Briefly describe your strongest personality trait:** \_\_\_\_\_

**Briefly describe your weakest personality trait:** \_\_\_\_\_

**How would your family and friends describe you?** \_\_\_\_\_

**How would your teachers describe you and the type of student you are in and outside of class?**

\_\_\_\_\_

**PERSONAL INFLUENCES**

**WHICH of your academic, extra-curricular, volunteer, work experiences, accomplishments and/or other motivators have been the most meaningful to you and why?**

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**HOW has your academic, extra-curricular, volunteer, work experiences, accomplishments and/or other motivators influenced your college choices and/or major selection?**

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**WHAT are your proudest accomplishments? WHY are you proud of these achievements?**

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**In what ways might you distinguish your academic performance from that of other college-bound students? How would you characterize your level of intellectual curiosity and approach to learning?**

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**What are you looking forward to do in college? Describe any academic activities and personal goals that you would like to accomplish in college.** You may describe any activities that you wish to participate in college including, internships, pre-professional organizations, research, job opportunities, study abroad programs, etc.

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**Describe the most interesting events, occurrences, or circumstances (both positive and negative) that you have experienced. Why would you say they were interesting or influential? How have you grown by these experiences?**

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**Describe your family and any special family circumstances that have affected you personally and academically. (For example, death of a family member, illness, unemployment, need for you to care for other family members, etc.)**

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**Describe any individuals that have had a profound influence on you and why:**

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**Is there anything that you would want a college to know about you that was not described in any of your responses? If yes, please explain:**

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## **INTERVIEW INTRODUCTION (Elevator Speech)**

The first question of most interviews is “Please tell me a little about yourself.”

Write one paragraph that will introduce you to the interviewer.

For example:

*“Thank you. My name is XXXX XXXXX. I am a senior at Miraj Islamic School, which is a private school located at Staten Island New York. My favorite courses are in mathematics, science and I have taken advanced courses in these subjects. Working on group projects in these classes has motivated me to study physics in college to pursue a career in the Aeronautics Industry. I am also a writer for my high school newspaper”.*

## **PERSONAL NARRATIVE**

Incorporating all the information from this Brag Sheet, write a biographical narrative (3 to 5 paragraphs) to enable college representatives learn more about you as an applicant, current high school and future college student and person. This activity will help you better articulate “who you are” to college representatives.

**Use may this outline for each topic:**

### **Academic, college and career interests, ambitions, goals:**

- Discuss your academic and/or college major/career interests and passions
- Describe in detail “why” and/or “how” you became interested in your potential academic college major(s) and/or career(s)
- What academic, extracurricular, volunteer, and/or employment activities or experiences helped develop your interests?
- Did anyone help foster you to become passionate about your interests?

### **Extra-curricular, volunteer, internship, employment activities**

- Why and/or how did you become interested in your favorite activities?
- Did these interests further your academic, college, and career interests? If yes, how?
- How have these activities developed you as a person, leader, helped foster a positive change in you, and/or helped your realize something about yourself
- How have these activities made a positive difference in the lives or experiences of others?
- Would you continue these activities in college? If so, how would you like these activities to enhance your college experience?

### **Describe your personal life**

- What aspects about your personal and family life made you the person whom you have become (traits, characteristics, experiences, and abilities)?
- What makes you an interesting applicant and a great fit for the colleges to which you are applying?

## **APPENDIX H**

### **Glossary of Terms**

**ACT (American College Test):** ACT is a college entrance exam. It assesses your general educational development and your ability to complete college-level work. Students usually take the ACT in 11th grade; many take it again in 12th grade. Most colleges require either the ACT or the SAT as part of the application.

**College Discovery:** This program offer support for high-potential, low-income students who are not academically well prepared for college. College Discovery is available to students at two-year CUNY colleges.

**CSS/PROFILE (College Scholarship Service):** The financial aid application service of the College Board. Some colleges require this form and use it to determine whether you are eligible for nonfederal financial student aid.

**FAFSA (The Free Application for Federal Student Aid):** This application is a critical element of applying for financial aid and can be submitted online or by mail. To complete the FAFSA, parents/guardians must have copies of their federal and state tax forms ready by the end of January of the student's senior year.

**HEOP/EOP:** Higher Education Opportunity Program (for private institutions) and Education Opportunity Program (for public institutions). Both offer financial aid and academic support to students who meet economic eligibility guidelines. To apply, check the HEOP/EOP box on your college applications or contact the colleges' HEOP/EOP offices.

**HESC:** New York State Higher Education Services Corporation. This state agency administers the Tuition Assistance Program and guarantees student loans.

**NACAC:** National Association for College Admission Counseling. This organization of college advisors hosts college fairs throughout the year.

**NMSC:** National Merit Scholarship Corporation. Each year, this organization recognizes the achievements of about 55,000 high school students. More than 10,000 of these students receive scholarships for college.

**PSAT/NMSQT:** Preliminary SAT/National Merit Scholarship Qualifying Test. This standardized test provides practice for the SAT. It also gives you a chance to enter NMSC scholarship programs.

**SAR:** Student Aid Report. A report that confirms that your FAFSA has been processed. You will receive your SAR from FAFSA either electronically within three days or by mail within three weeks, depending on how you submitted your FAFSA. Review your SAR carefully and send any changes by mail.

**SAT (SAT Reasoning Test):** Scholastic Assessment Test/ formerly Scholastic Aptitude Test. The SAT is a college entrance exam. It assesses your critical thinking and problem-solving skills. Students usually take the SAT in 11th grade; many take it again in 12th grade. Most colleges require either the SAT or /and the ACT as part of the application.

**SAT Subject Tests (formerly called SATII):** These standardized tests measure your knowledge and skills in particular subject areas, such as English, history, mathematics, science and language. Many colleges use the Subject Tests for admission, for course placement and to advise students about course selection. Students should take SAT Subject Tests only in subjects for which they are well prepared.

**SEEK (Search for Education, Elevation, and Knowledge):** This program offer support for high-potential, low-income students who are not academically well prepared for college. SEEK is available to students at four-year CUNY colleges.

**TAP (Tuition Assistance Program):** TAP offers additional financial assistance to students attending colleges and universities in New York state. You can link to the TAP site once you complete your FAFSA online or contact HESC to apply by mail. An express TAP application is called ETA.

## *APPENDIX I*

### **VERY IMPORTANT WEB SITES**

#### **EXPLORING COLLEGE**

ACT	<a href="http://www.act.org">www.act.org</a>
College Advice	<a href="http://www.pureadvice.com">www.pureadvice.com</a>
College Board	<a href="http://www.collegeboard.com">www.collegeboard.com</a>
College Comparisons	<a href="http://www.memex-press.com/cc/slist.html">www.memex-press.com/cc/slist.html</a>
College Edge	<a href="http://www.collegeedge.com">www.collegeedge.com</a>
College Guides	<a href="http://www.collegeguides.com">www.collegeguides.com</a>
College Net	<a href="http://www.collegenet.com">www.collegenet.com</a>
College Plan	<a href="http://www.collegeplan.com">www.collegeplan.com</a>
College Rankings	<a href="http://www.library.uiuc.edu/edx/rankings.htm">www.library.uiuc.edu/edx/rankings.htm</a>
College View	<a href="http://www.collegeview.com">www.collegeview.com</a>
Dept. Of Ed. Home	<a href="http://www.ed.gov/index.html">www.ed.gov/index.html</a>
Degree Search	<a href="http://www.degreesearch.com">www.degreesearch.com</a>
Education Info	<a href="http://www.educationinfo.com">www.educationinfo.com</a>
Education planning	<a href="http://www.niep.com">www.niep.com</a>
Embark	<a href="http://www.embark.com">www.embark.com</a>
Go College	<a href="http://www.gocollege.com">www.gocollege.com</a>
Indep.Higher Ed. Network	<a href="http://www.fihe.org">www.fihe.org</a>
International Colleges	<a href="http://www.ies-ed.com">www.ies-ed.com</a>
IPEDS College Opportunities	<a href="http://www.nces.ed.gov/ipeds/cool">www.nces.ed.gov/ipeds/cool</a>
My College Options	<a href="http://www.mycollegeoptions.com">www.mycollegeoptions.com</a>
NACAC	<a href="http://www.nacac.com">www.nacac.com</a>
Petersons	<a href="http://www.petersons.com">www.petersons.com</a>

Princeton Review	<a href="http://www.review.com/college">www.review.com/college</a>
U.S. News & World Report	<a href="http://www.usnews.com">www.usnews.com</a>
Virtual Campus Tours	<a href="http://www.campustours.com">www.campustours.com</a>
Yahoo Education Site	<a href="http://www.yahoo.com/education">www.yahoo.com/education</a>

## **ON-LINE APPLICATIONS**

Apply	<a href="http://www.weapply.com">www.weapply.com</a>
College Link	<a href="http://www.collegelink.com">www.collegelink.com</a>
College Edge Web Apps	<a href="http://www.collegeedge.com">www.collegeedge.com</a>
Common Application	<a href="http://www.commonapp.org">www.commonapp.org</a>
Embark	<a href="http://www.embark.com">www.embark.com</a>
Electronic Application	<a href="http://www.eapp.com/first">www.eapp.com/first</a>
Higher Ed. Info Center	<a href="http://www.heic.org">www.heic.org</a>
Petersons	<a href="http://www.petersons.com">www.petersons.com</a>
Web Applications	<a href="http://www.heic.org/guide/cic/cicapply">www.heic.org/guide/cic/cicapply</a>

## **FINANCIAL AID**

CSS Profile	<a href="http://www.collegeboard.com/finaid">www.collegeboard.com/finaid</a>
FAFSA	<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>
Fastweb	<a href="http://www.fastweb.com">www.fastweb.com</a>
Petersons FA Page	<a href="http://www.petersons.com">www.petersons.com</a>
Project EASI	<a href="http://www.ed.gov">www.ed.gov</a>
Sallie Mae FA Info	<a href="http://www.salliemae.com">www.salliemae.com</a>
Student Guide Dept.of Ed.	<a href="http://www.ed.gov/prog-info/SFA/studentguide/1998-9">www.ed.gov/prog-info/SFA/studentguide/1998-9</a>
Tuition Impossible	<a href="http://www.kaplan.com">www.kaplan.com</a>
Yahoo FA Info	<a href="http://www.yahoo.com/education">www.yahoo.com/education</a>

## **SCHOLARSHIPS**

College Aid	<a href="http://www.collegeaid.net">www.collegeaid.net</a>
College Express	<a href="http://www.collegeexpress.com">www.collegeexpress.com</a>
College Net	<a href="http://www.collegenet.com">www.collegenet.com</a>
College Scholarships	<a href="http://www.collegescholarships.com">www.collegescholarships.com</a>
Fast Web	<a href="http://www.fastweb.com">www.fastweb.com</a>
Fast Aid	<a href="http://www.fastaid.com">www.fastaid.com</a>
Free Search	<a href="http://www.freschinfo.com">www.freschinfo.com</a>
Scholarships	<a href="http://www.scholarships.com">www.scholarships.com</a>
Wired Scholar	<a href="http://www.wiredscholar.com">www.wiredscholar.com</a>
	<a href="http://www.brokescholar.com">www.brokescholar.com</a>
	<a href="http://www.collegescholarships.com">www.collegescholarships.com</a>
	<a href="http://www.gocollege.com">www.gocollege.com</a>
Peterson's	<a href="http://www.petersons.com">www.petersons.com</a>
	<a href="http://www.studentawards.com">www.studentawards.com</a>
	<a href="http://www.supercollege.com">www.supercollege.com</a>

## **LOAN INFORMATION**

Amer.Student Asst.	<a href="http://www.amsa.com">www.amsa.com</a>
eStudent loan	<a href="http://www.estudentloan.com">www.estudentloan.com</a>
Kaploan	<a href="http://www.kaploan.com">www.kaploan.com</a>
Nellie Mae	<a href="http://www.nelliemae.com">www.nelliemae.com</a>
Sallie Mae	<a href="http://www.salliemae.com">www.salliemae.com</a>
Student Loans	<a href="http://www.studentloanfunding.com">www.studentloanfunding.com</a>
Student Loans	<a href="http://www.SimpleTuition.com">www.SimpleTuition.com</a>

## **ATHLETICS**

College Athletics	<a href="http://www.atlantadirectory.com/collegesports">www.atlantadirectory.com/collegesports</a>
NAIA	<a href="http://www.naia.cstv.com">www.naia.cstv.com</a>
NCAA	<a href="http://www.ncaa.org">www.ncaa.org</a>
NCAA SPORTS	<a href="http://www.ncaaclearinghouse.net">www.ncaaclearinghouse.net</a>
Natl. Recruiting Network	<a href="http://www.nationalrecruits.com">www.nationalrecruits.com</a>
Univ. Sports Programs	<a href="http://www.universitysports.com">www.universitysports.com</a>

## **TEST PREP**

Coll. Adm. Testing	<a href="http://www.collegeapps.com">www.collegeapps.com</a>
College Board On-line	<a href="http://www.collegeboard.com">www.collegeboard.com</a>
ETS	<a href="http://www.ets.org">www.ets.org</a>
Get Tested;College4u	<a href="http://www.college4u.info">www.college4u.info</a>
Kaplan Page	<a href="http://www.kaplan.com">www.kaplan.com</a>
Princeton Review	<a href="http://www.review.com">www.review.com</a>
Test Prep	<a href="http://www.testprep.com">www.testprep.com</a>

## **CAREERS**

America's Job Bank	<a href="http://www.ajb.dni.us/">www.ajb.dni.us/</a>
Best Jobs USA	<a href="http://www.bestjobsusa.com">www.bestjobsusa.com</a>
Bureau of Labor Statistics	<a href="http://www.stats.bls.gov">www.stats.bls.gov</a>
Career Choices	<a href="http://www.umanitoba.ca/counselling/careers.html">www.umanitoba.ca/counselling/careers.html</a>
Career Key	<a href="http://www.ncsu.edu/careerkey/">www.ncsu.edu/careerkey/</a>
Career Magazine	<a href="http://www.careermag.com">www.careermag.com</a>
Career Mosaic	<a href="http://www.careermosaic.com">www.careermosaic.com</a>
Career Page: College View	<a href="http://www.collegeview.com/careers">www.collegeview.com/careers</a>
Career Paths On-Line	<a href="http://www.careerpathsonline.com/start">www.careerpathsonline.com/start</a>

Career Pathways	<a href="http://www.state.vt.us/educ/stw/epexp">www.state.vt.us/educ/stw/epexp</a>
Career Questionnaire	<a href="http://www.tms.com.au/questionnaire.html">www.tms.com.au/questionnaire.html</a>
Career Resource Center	<a href="http://www.careermosaic.com">www.careermosaic.com</a>
Career Web	<a href="http://www.cweb.com">www.cweb.com</a>
Explore Career Info.	<a href="http://www.bls.gov/k12/">www.bls.gov/k12/</a>
IPL Teen career Pathways	<a href="http://www.ipl.org/teen/pathways">www.ipl.org/teen/pathways</a>
Occupational Handbook	<a href="http://www.bls.gov">www.bls.gov</a>
Planning A Career	<a href="http://www.adventureineducation.org/planning">www.adventureineducation.org/planning</a>
Self-Asses.Career Survey	<a href="http://www.mois.org/moistest.html">www.mois.org/moistest.html</a>
Trade & Vocational Schools	<a href="http://www.overview.com/colleges">www.overview.com/colleges</a>
What to Do With Majors	<a href="http://www.uncwil.edu/stuaff/career/majors">www.uncwil.edu/stuaff/career/majors</a>

## **STUDY SKILLS**

Homework Helper	<a href="http://www.refdesk.com/homework.html">www.refdesk.com/homework.html</a>
Research Paper	<a href="http://www.researchpaper.com">www.researchpaper.com</a>
Study Skills	<a href="http://www.columbia.edu/cu/augustine/study">www.columbia.edu/cu/augustine/study</a>
Study Strategies	<a href="http://www.how-to-study.com">www.how-to-study.com</a>
Study Web	<a href="http://www.howtostudy.org">www.howtostudy.org</a>
The Virtual Reference Desk	<a href="http://www.lib.purdue.edu">www.lib.purdue.edu</a>
Writing Research Papers	<a href="http://owl.english.purdue.edu/handouts/research/index.html">http://owl.english.purdue.edu/handouts/research/index.html</a>