

College Planning Guide

Prince George High School

School Counseling Department

I. INTRODUCTION

This booklet is a guide to college planning, decision-making, and placement. Used as a guide, it is especially helpful in providing ideas about the collection and analysis of admissions information. If you follow the procedures as suggested, the college entrance process will be less frustrating and frightening.

You are encouraged to take an active part in making decisions for your future. You will be much happier if you accept responsibility for your selections. Many individuals, however, within Prince George County Schools will be more than willing to help you clarify your options and recommend alternatives. Your counselor is ready to assist you every step of the way. Parents are also welcome and invited to utilize the PGHS Counseling services when needed.

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II. COLLEGE ADMISSION TESTS

Students planning to further their education may be required to take college entrance examinations. These tests are used along with the high school record to predict a student's chance of success in college. Generally, the first test taken is the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Some colleges will require the SAT I: Reasoning Test of the College Board. Other colleges may require the American College Test (ACT). In addition, some colleges request Subject Tests (SAT II) which are used for admission and/or class placement.

Determining which tests are appropriate is each student's responsibility. It is most important that juniors review the college catalog or website for each college they are considering. Particular attention should be paid to the section on "Admissions Requirements." Specific information regarding test registration and admission deadlines will be announced by the high school counselors.

Registration materials are distributed through the guidance office. Students may also register online at www.collegeboard.org for the SATs or www.actstudent.org for the ACTs.

TEST	USE	REGISTRATION FORMS	WHEN
PSAT/NMSQT	National Merit Scholarships Estimate Performance on SAT	Counselor's Office	Junior Year
CEEB 471790 SAT I: Reasoning Test	College Admissions	Counselor's Office https://sat.collegeboard.org/register/	Junior/Senior Year
CEEB 471790 SAT II: Subject Tests	College Admissions	Counselor's Office https://sat.collegeboard.org/register/	Junior/Senior Year

PRELIMINARY SCHOLASTIC APTITUDE TEST/ NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)

Purpose

The PSAT/NMSQT score is used to estimate performance on the Scholastic Assessment Test (SAT I). It is a shortened version of the SAT I. In addition to estimating performance, the PSAT/NMSQT is the route of entry to the National Merit Scholarship Program and the National Achievement Scholarship program for Outstanding African American Students.

The PSAT/NMSQT provides information that can assist in planning future education. It gives students and parents an idea of the student's ability to handle college work. The student's performance on the test can be compared with a national group of students planning to enter college.

Another feature of the PSAT/NMSQT is the Student Search of the College Board. Students who participate in the service will receive information from colleges or other post-secondary institutions about education and financial aid opportunities.

Description

The PSAT/NMSQT is a mostly multiple-choice test that measures developed verbal and mathematical reasoning abilities which are important for academic performance in college. The PSAT/NMSQT consists of two 25 minute critical reading sections, two 25 minute math sections and one 30 minute writing skills section. The test takes a total of two hours and ten minutes. An additional 20 minutes is needed for the completion of student information. Students may use a calculator for the math section.

The PSAT/NMSQT tests an individual's ability to reason with verbal and mathematical facts and concepts rather than to recall and recite them.

Dates and Test Centers: Wednesday, October 19, 2016 Prince George High School (ID 471-790)

Cost: Approximately \$20.00

Registration: Counseling Office

Students are advised to obtain a booklet entitled Student Bulletin which contains a sample test and information on scoring.

**EDUCATIONAL TESTING SERVICES
ETS (www.collegeboard.org)**

SAT I - Reasoning Test

The SAT I consists of three categories: Critical Reading, Mathematics and Writing. Each section is scored 200-800 points.

- The test time is 3.5 hours with three (3) sections in math, three (3) sections in critical reading, one (1) experimental/unscored section and two (2) sections in writing skills.
- Critical reading will include passage-based reading and sentence completion.
- Math test questions will include multiple choice and student produced responses.
- Math content encompasses Algebra I and II, basic geometry, numbers and operations, statistics, probability and data analysis.
- The writing section includes both multiple choice questions and a direct writing measure in the form of an essay.

SAT II – Subject Test

Some colleges may require subject area tests for admission or placement purposes. These are one-hour, multiple-choice tests in specific subjects. Subject tests measure knowledge of a particular subject and ability to apply that knowledge. Therefore, one should try to take a test as soon as the last course in that subject is completed. The twenty (20) subject tests offered are:

Literature	Mathematics, Level 1	Modern Hebrew
US History	Mathematics, Level 2	Italian
World History	Chinese with Listening	Japanese with Listening
Biology E/M	French	Korean with Listening
Chemistry	French with Listening	Latin
Physics	German	Spanish
	German with Listening	Spanish with Listening

*Code in Prince George High School (471790)

NOTE: SAT I Reasoning Test and the SAT II Subject Test cannot be taken on the same test date.

To register online, visit SAT's website at: www.collegeboard.org

Registration

Applications are available online at: www.collegeboard.org. The booklet "Taking the SAT" which contains a sample test, information on scoring and other pertinent facts is available in the Counseling Office. It is the student's responsibility to know what tests are required and the registration dates involved.

Optional Testing

The *Advanced Placement Program* is a cooperative educational effort designed to provide students an opportunity to complete college-level studies while they are in high school. The Advanced Placement examinations are offered annually and give high school students an opportunity to demonstrate college-level achievement. The exams are administered in May and are approximately three hours in length. Although it is to a student's advantage to have taken an Advanced Placement course, it is not a prerequisite for participation in the testing program.

Advanced Placement courses and examinations are offered in the following subjects:

The first two weeks in May.

Art History	Japanese Language and Culture
Biology	Latin - Vergil
Calculus AB	Macroeconomics
Calculus BC	Microeconomics
Chemistry	Music Theory
Chinese Language & Culture	Physics B
Computer Science A	Physics C: Electricity and Magnetism
English Language and Composition	Physics C: Mechanics
English Literature and Composition	Psychology
Environmental Science	Spanish Language
European History	Spanish Literature
French Language and Culture	Statistics
German Language and Culture	Studio Art: 2-D Design
Government & Politics – Comparative	Studio Art: 3-D Design
Government & Politics - US	Studio Art: Drawing
Human Geography	US History
Italian Language and Culture	World History

Registration deadlines, test dates, and testing fees are announced in the spring

AMERICAN COLLEGE TESTING PROGRAM ACT

Some colleges require the ACT instead of the SAT I for college admissions and/or placement. The ACT includes tests in English usage, mathematics, reading, and science reasoning.

TEST CENTERS:	Code in Prince George High School (471790)
To register online, visit ACT's website at: www.actstudent.org	

III. YOUR COLLEGE SELECTION PROCESS

Higher education is expensive and requires a large investment in both time and money. As you decide what you want from college, examine both the way you picture yourself now and the way you would like to see yourself in the future. It is important you give thoughtful and careful consideration to your career goals and the best way to reach them. Your personality, interests, experiences, ambitions, and dreams should be a part of the choices you make.

Compiling a List through Self-Evaluation

Begin by determining your strengths, weaknesses, expectations, and goals. After completing your self-evaluation, consider the characteristics you require in a college and determine their importance to you.

Next, you should research reference materials in the Counseling Office and online. Keep in mind the factors you consider most important in selecting a college. Useful references in determining many of these factors are titled *Barron's Guide*, *Chronicle's Data Book*, *The College Handbook*, *The Index of Majors* and *The College Cost Book*. There are also free computer programs and online sites designed to assist you in your college search. Web sites include: www.EducationPlanner.org and www.CollegeBoard.org. You should develop a list of schools you would like to research more closely. After establishing your initial list, additional references giving more detailed information on your choices should be used. If you eliminate those institutions which do not meet the criteria you established, you will reduce your list to a size that will be realistic in terms of writing for information, visiting campuses, arranging interviews, and making applications.

Appendix A will help you determine and evaluate your priorities and expectations. In addition, the chart will permit you to compare colleges you are considering.

When selecting colleges, you may wish to divide your choices into three categories: Reaching, Average for Me, Secure. This will help assure your acceptance while also allowing you to apply at a possibly more competitive school. In dividing the colleges into categories, compare your admission qualities with those expected by the individual schools.

Reaching: This college's entrance standards may seem a cut above your qualifications. The college mean rank will be in the fifth above yours and the mean SAT scores will be 40 to 100 points higher than yours. Factors other than academic record that may affect chances for admission could include an unusually strong letter of recommendation, your essay or statement of purpose, the high school reputation, a parent who is an alumnus, or extracurricular activities.

Average for Me: This should be a realistic choice of a college, one which has admissions criteria corresponding closely to your credentials. The mean rank and yours should be in the same fifth and your SAT scores should be within 40 points of those given as the mean by the college.

Secure or "Safety" This is a college with an admissions policy clearly making you acceptable with a margin to spare. This college may seem below your potential. Choose the college with care as you might go there; this may include a community and/or junior college.

A student's college choice must be made sincerely and realistically. Examine the advantages and disadvantages of each college. Although you will probably not find a "perfect college", you can determine which colleges have the most characteristics you desire. Weigh the strengths and weaknesses to find the one most likely to meet your needs.

Once you have narrowed the number of colleges, you will be ready to begin the process of applying for admission and financial aid.

ASVAB Career Exploration Program

The *ASVAB Career Exploration Program* is an assessment tool to help students make career decisions. The focus of the program is to:

- Identify students' interests, skills and work-related values
- Match student interests and skills with occupations
- Learn where and how to get information on different careers
- Develop career decision-making skills

The key features of the *ASVAB Career Exploration Program* are:

- *ASVAB Career Exploration Guide* – includes a self-scored interest inventory and information about work values and occupations in line with student interests and skills. The guide has a series of activities that enable students to match their interests and skills with over 400 civilian and military occupations.
- *Armed Services Vocational Aptitude Battery (ASVAB)* – an aptitude test
- *Military Careers, Occupational Outlook Handbook and O*NET Occupational Information System* – ways to use these career information resources

The *ASVAB* can help students confirm current college plans and identify other college options that may not have been considered. Having a good sense of career interests may help students when making decisions regarding a college major.

There is no relationship between taking the *ASVAB* and Selective Service registration. *ASVAB* information is not made available to the Selective Service system.

Registration for the *ASVAB* begins in October and continues through early November. The *ASVAB* is typically administered in mid-November.

IV. APPLICATION AND ADMISSIONS

Types of Applications

In general, there are two types of application requirements. One is the application cutoff and stated reply date. You have until a certain date to apply. All applications are reviewed at the same time and most students who meet the college's requirements are admitted. All students are then notified of the decision at the same time. The other is the rolling admissions system. In rolling admissions, there is usually a deadline for the application but the applications are processed as they are submitted and the supporting documentation is received. Under this plan, it is advantageous for the student to apply early in the senior year; therefore, at a rolling admissions institution, an application will be processed when the application, the transcript, the SAT or ACT scores, and the recommendations are received. As soon as the application is processed, the students will be notified of the admission decision.

Early decision programs are those in which the student does not want to attend college until after he or she has finished the twelfth grade but wants a decision on acceptance before January of the senior year. Most early decision programs require a student to complete his or her application procedure by early November. Some require a commitment to attend that school and the student must withdraw all other applications. The student is usually notified by late December.

Completing the Application

Most students should apply for admission during the fall of their senior year although it is very important to verify all deadlines with the colleges admissions office.

Application Procedures:

As you prepare to apply to post-secondary schools, you will need some general and detailed information. Please follow the instructions listed below for submitting college or scholarship applications.

Important Points:

1. Applications take approximately 1-2 weeks for your counselor to process.
2. Applications are processed in the order they are received.
3. Transcript Release Forms are required for all applications and are available on the guidance webpage and in the counseling office.
4. The student is responsible for knowing all deadlines.
5. The CEEB code for PGHS is 471-790.
6. Scholarship information is available on the Counseling web page.
7. Allow teachers, coaches, employers, etc., **two weeks** to write letters of recommendation. Include a resume and transcript. Follow up with a thank you note.
8. If a personal essay is required, please consult a teacher for proofing and editing.
9. Testing scores (SAT, ACT, Subject Tests, AP) **will not** appear on the transcript.

It is up to the student to send these scores to the colleges from their College Board account.

Paper Applications

1. Complete the application neatly.
2. Attach any supporting documents such as essays, letters of recommendation, resume, Transcript Release Form, etc.
3. Attach the application fee (checks are made payable to the college and amounts can vary)
4. Bring the completed application packet and all the supporting documents to your high school counselor.

On-line Applications

1. Complete the application on-line at the college web-site and submit. Application fees can also be submitted on-line. Fees can range from \$35-\$75.
2. Complete the Transcript Release Form found in the Counseling office or on the PGHS COounseling webpage and submit it by the necessary deadlines
3. Inform your high school counselor if additional attachments (resume, letters of recommendation, etc) need sent with the transcript.

It is helpful to develop a file for each college to keep your catalogs, applications, letters and records organized and accessible. Also, it is recommended that you put together a log of necessary application steps. Appendix B provides a log sheet to help with your organization.

V. VISITATION AND INTERVIEW

College Visits

The best way to learn more about a college is to visit the campus before applying. Most visits can now be scheduled on-line at the college web-site. If possible, plan to visit a college during the academic year, when students are in residence and classes are in session. Many colleges schedule regular campus tours conducted by student representatives. Some colleges will also arrange for you to spend the night in student housing if you write or phone in advance. If you plan to combine your campus visit with an admissions interview, be sure to call or email the admission's office and set up an appointment before you arrive.

During the visit, walk around campus until you have a feeling for its size and atmosphere. Find out about the things that are important to you. You might be interested in how old or new the buildings and facilities are, how crowded the classrooms are, how large is the dormitory space, and what recreational facilities exist.

Plan to visit the student center, the cafeteria, and the library. Talk to students wherever you go. Ask about the social life on campus, student life-styles, and anything else that

might help you decide if you would be comfortable at the college. Check bulletin boards to find out about student activities and cultural events. Try to attend some classes and meet with students and faculty in the area that interests you. Ask about specific course requirements, program flexibility, average study time, and academic pressures.

College Visitations. At least one (1) day prior to a college visit, students should submit a parent note to the attendance secretary with designated date, time, and college name. This verification of attendance of college visit signed by college personnel should be presented to the attendance secretary upon return to be designated an excused absence.

The Interview

Some colleges require or recommend an interview or audition. Whether required or not, it is to your benefit to set up an interview. This interview is your chance to express your background, your interests, and goals, and why you are interested in that specific college. An interview can be very important at private or more competitive institutions. The interview is also your opportunity to assess the college. For this reason, an on-campus interview is best, but most colleges will arrange for you to be interviewed near your home if you live far from the college. Be prepared with your own questions. You can use this opportunity to get the information you need about a college to make your decision.

Preparation

A college interview is a two-way street. It is an opportunity for the college to get to know the student and for the student to get additional information about the college. Students must be knowledgeable about the school before going to an interview. Some chances for admission have been lost because a student did not familiarize himself with basic information about the school size, cost, majors, admission requirements, etc. A thorough review of the catalog should provide this basic information. A few hints in preparation for a visit are:

1. Call for an appointment well in advance of the date you want to go.
2. When you make the appointment for an interview, indicate if you want a tour of the campus and/or a meeting with the financial aid officer. Indicate if your parents will accompany you. Some colleges also like to interview parents.
3. Dress conservatively and neatly.
4. Maintain eye contact with the interviewer and show sincere interest.
5. Be honest about yourself, your interests, background, information, etc. Admit if you do not know something.

6. Before arriving for the interview, compose some relevant and pertinent questions about the college.
7. Be prepared for both a structured and unstructured type interview.
8. Smile, relax, show a sense of humor, and be yourself. Try not to be nervous.

Questions, Questions, Questions

College interviewers are professionals who interview hundreds of applicants like you. Be prepared to give crisp, well-thought-out answers during the interview. A list of typical questions you may be asked would include:

1. Why did you apply to this particular school?
2. How did you hear about this school?
3. What other schools are you applying to?
4. Why did you select your particular major?
5. What were your major activities, interests, etc., in high school?
6. What contributions can you make to this school?
7. What do you see as your strengths and weaknesses?
8. What books have you read in the past year?

You should also be prepared to ask questions about the school which may need further clarification. This would indicate your interest in gaining the information necessary to make a decision about your future. A list of typical questions you may want to ask would include:

1. What are the academic requirements and your chances for admission?
2. What programs are available for financial aid?
3. When does a student declare a major?
4. What programs are available besides the traditional set of majors offered?
5. What guarantee of housing is given to students after the first year?
6. What percentage of students goes on to graduate and attend professional schools?
7. What programs are available for career planning and job placement?
8. Do students have access to computer terminals twenty-four hours a day?

After the interview, evaluate what you have learned by comparing and contrasting all facets of the college with similar colleges. Write a brief personal thank you note to the person who interviewed you. This will leave the interviewer with a positive impression of you and it could make a difference in your selection as one of the freshmen to be enrolled.

Meeting With College Representatives at PGHS

Each fall, many representatives of colleges visit the high schools. The visits are announced via the public address system/website/PGHS Twitter/ PGHS Facebook. Students must sign up in the Counseling Office and obtain a pass. These are very informal group sessions, lasting approximately 30 minutes. You may have many questions or you may choose to simply listen to what the representative has to say about the college. We find these meetings allow you to learn a great deal about many different kinds of colleges and we encourage students to attend. Students are responsible for any classroom work missed while attending these sessions.

VI. FINANCIAL AID

Currently, higher education can cost anywhere from \$5,000 to over \$40,000+ per year. Because of spiraling costs, most colleges have over 50% of their students on some kind of aid. Much of the financial assistance awarded to those seeking higher education is being granted on the basis of financial need. Competitive scholarships for which you compete with others on the basis of merit, however, continue to be available and counselors can assist students in finding information on such scholarships. Because the two kinds of awards are so different, they are separated for discussion below.

Financial Aid and Verification of Need

Financial need scholarships are awarded on the basis of the ability of the family to pay for a student's post-secondary education. Most of the agencies granting such aid request information about the financial needs of each applicant's family.

You should complete the appropriate financial aid forms required by the colleges considered. These applications are available on-line at www.fafsa.ed.gov. Most forms cannot be completed prior to October 1st of the senior year, but should be completed as soon as possible after that date.

Competitive Scholarships

Competitive scholarships include those awarded for special skills in such areas as athletics, music and art, as well as those awarded for academic accomplishments and ability. Several steps that will help in locating and/or qualifying for such scholarships follow:

1. As a junior, take the PSAT/NMSQT to compete for the National Merit Scholarships.
2. Email the financial aid office of each college in which you are interested and ask for information on competitive scholarships.
3. Review the scholarship list posted in the Counseling Office and on the Counseling Webpage for applications throughout the senior year.
4. There are a variety of free internet scholarship search sites for example:

www.fastweb.com

5. Contact the personnel office of parents' employers and ask if scholarships are available.
6. Contact your pastor for information concerning church-sponsored scholarships.

A lack of money should not stop you from attending the school of your choice. Financial assistance is available from many sources. Your counselor has information to explain the financial aid process. Also, remember the colleges have financial aid officers whose job is to help those who want to attend their schools. These officers can furnish information about costs, assistance available, application procedures and deadlines, as well as other related matters.

FINANCIAL AID NIGHT

for

Prince George High School High School

October 11, 2016

7:00 p.m.

In the

Auditorium

VII. STANDARDS FOR ADMISSION

Colleges and universities vary widely in their criteria for admission; however, most have minimum high school requirements and tests which must be taken prior to acceptance. As mentioned previously, to be certain that you meet all the requirements, you must consult an updated catalog for the college you are researching.

Factors mentioned most frequently by colleges as playing an important role in their admissions decisions include the following: academic performance in high school (as indicated by school grade average and class rank); college board test scores; pattern of high school subjects completed; recommendations, and personal qualifications such as motivation, special skills or abilities, leadership capabilities, community or church involvement; and good moral character. Compare your own achievements in these areas with the college's stated requirements. Note that the more competitive the

college, the more likely it is to consider personal qualifications in admissions decisions. The contact you have with an admissions officer through your interview, essay, and recommendations can increase your chances of being admitted to an institution.

Acceptance

Waiting to hear from the college or colleges of your choice is sometimes the hardest part of the college selection process. Even after you have heard from the colleges, you still may face some difficult decisions. Some of the most common problems students encounter at this stage are:

If You Are Accepted By More Than One College:

If you applied and are accepted to several colleges, you have to decide which to attend. You may already know your order of preference, but if you are still unsure, you may have to go through the decision-making process again; clarifying your objectives, getting additional information, and talking to your parents and counselors. Don't be surprised if all your efforts at deciding leave you with two or more colleges that seem to offer equal prospects.

If You Hear From Your Second-Choice College First:

Your final decision can be complicated if you have to respond to your second or third choice college before you have heard from your first-choice college. Often that response includes a substantial first payment of a tuition fee or dormitory charge. If this happens to you, ask your counselor for help in deciding on a course of action. Some students are able to get a reply date extension. In this way, it is possible for a student to hear from all of the colleges before making a decision. Others solve the problems by making the required first payment to the second-choice college as a kind of insurance premium to cover the possibility of rejection by the first-choice college.

Final Comments

As you move into the spring of your senior year, you will have to make a final college choice. Keep in mind that your careful study and preparation to this point have focused your attention on one or more colleges that offer the best mix of opportunities, given your preference and needs. Your information may point clearly to one school or may require that you choose among several schools, all of which offer a high possibility of meeting your major needs. You may have to weigh the opportunities offered by a higher cost school against the greater financial burden you would have to carry there. Keep rethinking your goals and plans, and evaluate your options at each college. Talk them over with your counselors and your parents.

If you have done your homework to this point, you will have maximized your chances for selecting a college which meets your needs and preferences. Notify in writing all the

colleges, to which you have applied, of your final decision. Turn your attention to the task of preparing yourself for the college you have chosen. Learning as much as you can beforehand about life at the college will help you get off to a good start when you reach the campus. Determine what you will have to do to take advantage of the many opportunities that college offers you.

Now that you are nearing the end of the college planning process, you can look forward to a new phase in your life. In many ways, you may be on your own for the first time. New freedoms will bring new responsibilities - among them the responsibility of ensuring the quality of your own education.

A good education will not just be given to you. You must work at it. Although college offers a rich assortment of educational resources, you will have to prepare yourself in order to take advantage of them. If you are aware of the unique educational opportunities your college offers, you can begin to benefit from them as soon as you arrive on campus. The pursuit of knowledge is an active process. It is up to you to determine the kind and quality of education you receive. Your own curiosity, hard work, and perseverance will make the difference.

VIII. CALENDAR OF EVENTS

Grade 10

1. Investigate career information.
2. Analyze the courses you should take in high school that will prepare you for the career(s) you are considering. If you are not certain about a career, a general college-prep curriculum will be suitable for most college majors.
3. Review College websites.
4. Visit one or more colleges during the summer before the junior year.
5. Schedule an appointment with your high school counselor to discuss your post high school plans.
6. Visit your high school counselor and ask questions.

Grade 11

1. Continue to examine career possibilities and the education requirements for the career which interests you.
2. Take the Preliminary Scholastic Aptitude Test (PSAT) in the fall. This is a preview of the SAT I. The PSAT is used to determine winners of National Merit Scholarships.
3. Find out about college admission procedures by thoroughly examining college web-sites and/or the College Handbook.
4. Take the American College Test (ACT) or SAT I: Reasoning Test in the winter or spring.
5. Consider taking the SAT II - Subject Tests after researching all options.
6. Talk with your teachers and counselor about taking the Advanced Placement examination. Registration is through Guidance.
7. If you want to attend one of the Military Service Academies or apply for an ROTC scholarship, begin the application process in the spring.
8. List the colleges which interest you and try to visit one or more colleges during the spring and summer.
9. Learn more about specific colleges by meeting with college representatives who

visit your high school.

10. Plan your senior schedule carefully. Select a full academic program. Check the college entrance requirements again to be sure you are meeting them all.
11. Complete and submit the NCAA Athletic Eligibility Form at the conclusion of the junior year. Register online at: www.eligibilitycenter.org
12. See your high school counselor anytime you need assistance.

Grade 12

1. Visit your high school counselor in the fall and keep your counselor informed of your plans. Ask questions because the counselor can aid you in exploring possibilities about admission to college, scholarships, financial aid, as well as your career choice.
2. Complete each college application and the financial aid forms before deadline dates. **This is your responsibility.**
3. If you need to submit recommendations from your teachers along with your college application, decide which teachers to ask. Give these teachers the forms that come with the application, along with a properly addressed, stamped envelope. Let the teachers know the deadline date and be sure to allow the teachers at least two weeks.
4. Visit any additional colleges you may have decided to consider.
5. In October or November, re-take any SAT I, ACT, or SAT Subject Tests. If you are seeking admission to a college which requires other tests, see your counselor.
6. During the winter/ spring, revisit colleges which have accepted you if you are not certain which college you want to attend.
7. After deciding which college you are going to attend, respond to each offer of admission.
8. Let your counselor know about your decision.
9. Take any Advanced Placement Examinations for which you are prepared.

June - Graduation

We trust that your high school experiences have been pleasant and valuable. Our sincere best wishes for a happy and successful future.

IX. COLLEGE ADMISSIONS GLOSSARY

Many books contain glossaries of commonly used terms. These terms vary from college to college. Specific college catalogs are your best source of information. Following are some commonly used terms:

ACCREDITATION: Recognition by an accrediting organization or agency that a college meets certain acceptable standards in its educational programs, services, and facilities. Regional accreditation applies to a college as a whole and not to any particular programs or courses of study.

ADVANCED PLACEMENT: Admission or assignment of a freshman to an advanced course in a certain subject on the basis of evidence that the student has already completed the equivalent of the college's freshman course in that subject.

ASSOCIATE DEGREE: A degree granted by a college or university usually after the satisfactory completion of a two-year, full-time program of study, or its part-time equivalent.

BACCALAUREATE or BACHELOR'S DEGREE: A degree received after the satisfactory completion of a four-year, full-time program of study (or its part-time equivalent) at a college or university.

AMERICAN COLLEGE TESTING PROGRAM ASSESSMENT (ACT): Test battery of the American College Testing Program, given at test centers in the United States and other countries on specified dates throughout the year. It includes tests in English, mathematics, reading, and natural sciences reasoning. The composite score referred to in some colleges' descriptions is the average of a student's scores on these four tests.

CANDIDATES REPLY DATE AGREEMENT (CRDA): A college subscribing to this agreement will not require any applicants offered admission as freshmen to notify the college of their decision to attend (or to accept an offer of financial aid) before May 1 of the year the applicant applies. The purpose of the agreement is to give applicants time to hear from all the colleges to which they have applied before having to make a commitment to any one of them.

COLLEGE SCHOLARSHIP SERVICE (CSS): A service of the College Board that assists post-secondary institutions, the federal government, state scholarship programs, and other organizations in the equitable distribution of student financial aid funds. By measuring a family's financial strength and analyzing its ability to contribute to college costs, CSS need analysis services offer a standardized method of determining a

student's need.

CSS/FINANCIAL AID PROFILE: PROFILE is a program of the College Scholarship Service. Many colleges and scholarship programs use the information collected on PROFILE to help them award non-federal student aid funds. Applications are available on-line at www.profileonline.collegeboard.com

DEFERRED ADMISSION: The practice of permitting students to postpone enrollment for one year after acceptance to the college.

EARLY ADMISSION: The practice of some colleges of admitting certain students who have not completed high school - usually students of exceptional ability who have completed their junior year. These students are enrolled full-time in college.

EARLY DECISION: Early decision plans are offered to applicants who are sure of the college they want to attend and are likely to be accepted by that college. An early decision application is initiated by the student, who is then notified of the college's decision earlier than usual - generally by December 15 of the senior year.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA): A financial information collection document of the College Scholarship Service used by parents of dependent students or independent students to supply information about their income, assets, expenses, and liabilities. The CSS uses this information in estimating how much money a family is able to contribute to a student's college expenses. This can be used to apply for a Pell Grant.

GUARANTEED STUDENT LOAN PROGRAM (GSL): A federal program that lets a student borrow money for educational expenses directly from the banks and other lending institutions (sometimes the colleges themselves).

NCAA INITIAL-ELIGIBILITY: Standards were developed in response to a disturbing number of college athletes who were not succeeding academically in college. Established by the President's Academic Reform Movement of 1982, the overall goal of Initial Eligibility was to expand the focus beyond athletes to student-athletes. The NCAA recognized that the freshman year is especially challenging. In addition to new studies and a new environment, student-athletes spend time and energy in competition.

Starting in 1986, before a student could participate in athletics his or her freshman year at an NCAA Division I or II institution, minimum academic requirements would have to be met. It should be noted that these Initial-Eligibility Standards relate to athletics only. They have no bearing on admission to college. Extensive research showed that the best predictor for academic preparedness - and success - was a combination of test scores and grade-point average in core courses. It was determined that these core courses would be academic in nature and prepare the student for collegiate academic challenges. (See Appendix C)

NEED ANALYSIS FORM: A financial information collection document used by parents of dependent students to supply information about their income, assets, expenses, and liabilities. Independent students file these forms for themselves. The information is then used to estimate how much money a family or student is able to contribute to a student's college expenses. In many cases a single analysis form is the only document that students need to submit to be considered for all types of institutional, state, and federal financial aid.

OPEN ADMISSION: The college admissions policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school subjects, high school grades, and admissions test scores. Virtually all applicants with high school diplomas or their equivalent are accepted.

PELL (BASIC) GRANT PROGRAM: A federally sponsored and administered program that provides grants based on need to undergraduate students. Congress annually sets the dollar range. A Pell Grant cannot exceed \$1,800 per year, but Congress can set a lower ceiling. Students apply directly to the federal government; the FAFSA can be used to apply for a Pell Grant, formerly the Basic Educational Opportunity Grant Program (BEOG). Pending legislation could affect this program.

PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT): A shorter version of the College Board's Scholastic Aptitude Test administered by high schools each year in October. The PSAT/NMSQT aids high schools in the early guidance of students planning for college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation.

RESERVE OFFICERS' TRAINING CORPS (ROTC): Programs conducted by certain colleges in cooperation with the United States Air Force, Army, and Navy. Local recruiting offices of the services themselves can supply detailed information about these programs, as can participating colleges.

ROLLING ADMISSIONS: An admissions procedure by which the college considers each student's application as soon as all the required credentials, such as school record and test scores, have been received. The college usually notifies applicants of its decision without delay.

SAT I: REASONING TEST: The College Board's test of Critical Reading, Writing and Mathematical reasoning abilities, given on specified dates throughout the year at test centers in the United States and other countries. Required of substantially all applicants by many colleges and sponsors of financial aid programs.

SAT II: SUBJECT TESTS: College Board tests in specific secondary school subjects, given at test centers in the United States and other countries on specified dates throughout the year. Used by colleges not only in helping with decisions about admissions but also in course placement and exemption of enrolled freshmen.