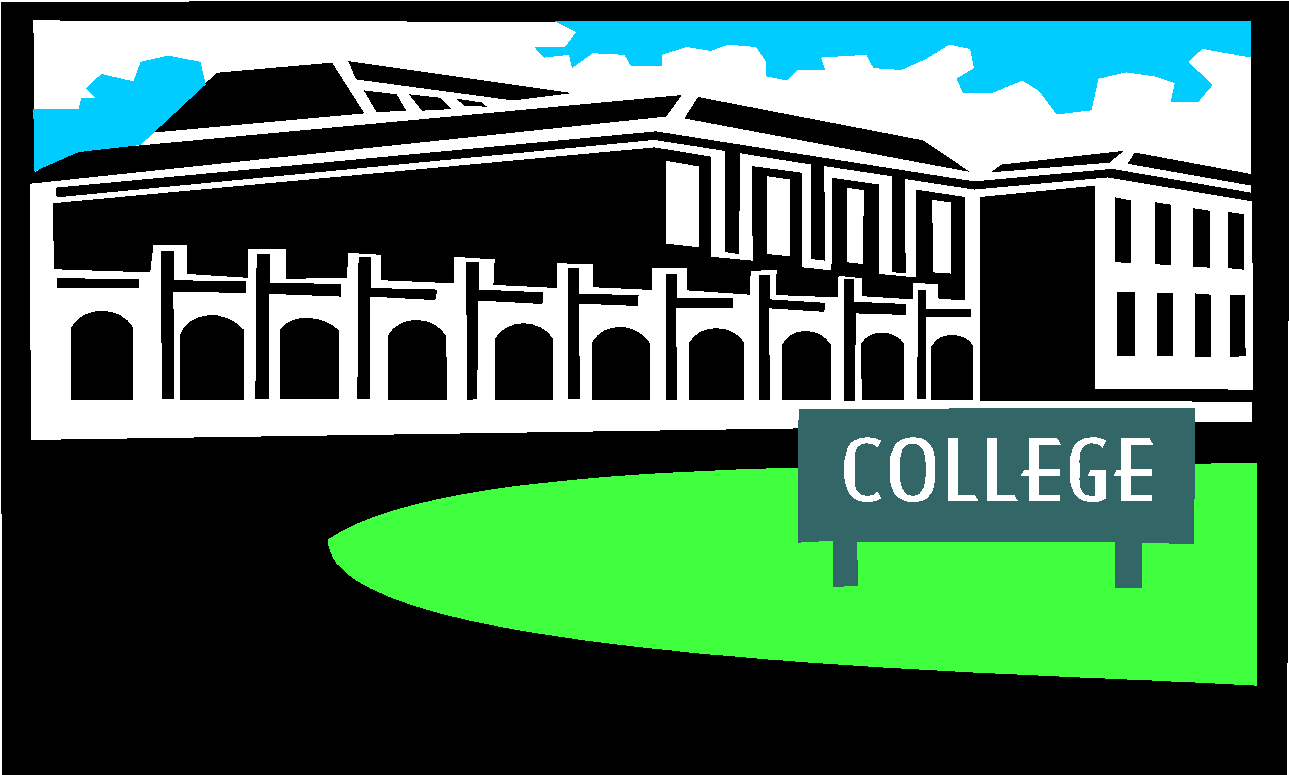
**Greenville High School’s**

**COLLEGE GUIDE**

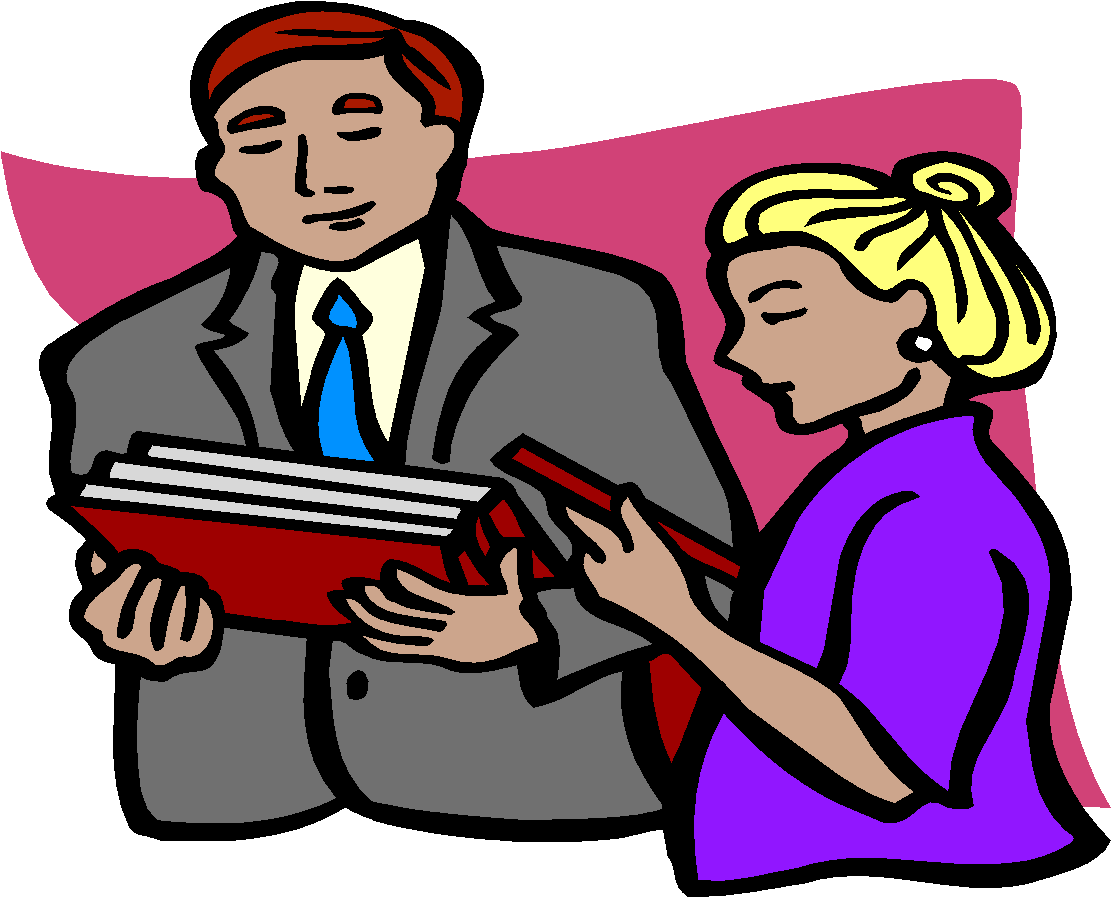
**Steps to Your Future…**



# HELP WITH COLLEGE PLANNING

## YOUR COUNSELOR

While choosing a college is not always easy, there are many resources that you can call into play to assist you in important ways. The first is your counselor. We have been through this process many times and can help you to explore your own interests and abilities, and to organize your search for the perfect school. We will be happy to assist you as you wade through the forums, the catalogs, the glossy advertisements and the clever sales pitches. College is one of the most expensive purchases a family can make, and we pledge to work with you as long as it takes to insure that you get a good value for every dollar you spend. Never hesitate to call on your counselor when you want help.



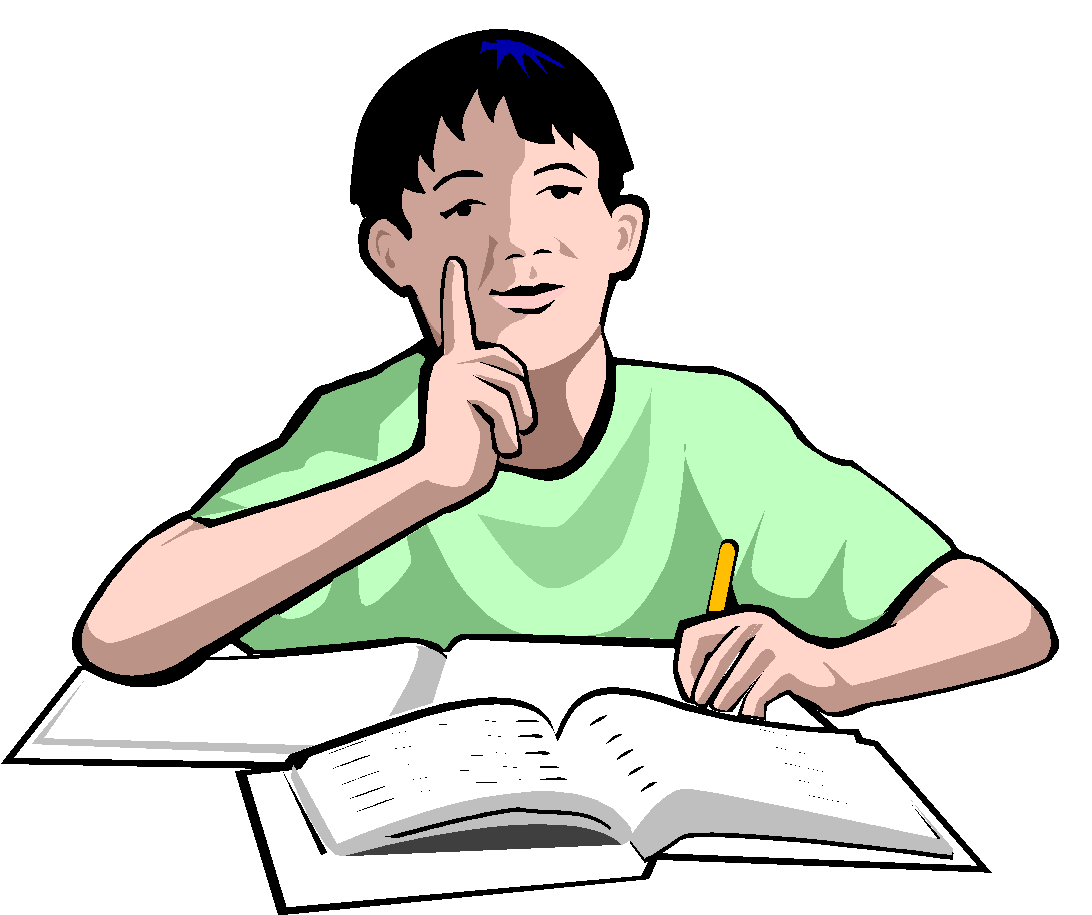
## GUIDANCE OFFICE

The guidance office at Greenville High School is one of the best references you can use to begin your search. This room is available to students at all times. It becomes especially popular for college seekers during the spring of the junior year and the fall of the senior year.

In addition to the college publications, the reference room contains current versions of the most useful college directories. A partial listing of currently available directories includes:

* Barron’s Profiles of American Colleges
* Peterson’s Four Year Colleges
* Peterson’s Two Year Colleges
* The College Handbook
* Rugg’s Recommendations on the Colleges
* The Scholarship Book
* College Scholarships and Financial Aid



COLLEGE PLANNING TIPS

**In order to give yourself the best start on your quest for college, please pay attention to the following pointers. They are intended to help you avoid some of the common but unnecessary pitfalls.**

1. Call on your counselor as often as needed for help with all of planning for college.
2. Be sure that you schedule all necessary admission exams, such as SAT, SATII and ACT.
3. Be sure that you have a social security number – and memorize it.
4. Use the resources to research your schools.
5. Attend the Annual Greenville College Fair during your junior year and the various college fairs in the area.
6. Arrange campus visits to colleges that interest you. Do not hesitate to ask for interviews with admissions or financial aid personnel. (Take advantage of April and Summer Vacations to visit the schools).
7. Do not be unduly influenced by the personality of a college admission’s officer, or the beauty of its brochures. Walk on the campus and take time to speak with students and faculty.
8. Be sure to review college’s full catalog to compare course requirements and course offerings, particularly those related to your intended major. You may be surprised at the deep differences you find.
9. As soon as possible, check out commonapp.org or suny.edu and review the applications and the essay choices.
10. If you plan to pursue a popular major in a public two-year college, investigate it as soon as possible since they may require college level course to be accepted.
11. Know your deadlines. Keep a written list of deadlines you must meet – and be early. Regular admission should plan to have their applications in the mail by November 1st, if possible.
12. **Be sure to give the guidance office and/or recommendation writers plenty of time to do their jobs. Remember, they are working on your behalf. If they are rushed, they may not be able to do as good a job as either you or they would like.**
13. Be sure that you apply to at least one college that you’re sure will admit you and that you can afford
14. Make an appointment to see your counselor in order to learn about possible sources of financial aid.
15. Plan to attend Greenville High School’s financial aid workshops, which will be held in October. Further information on this will be e-mailed to you and your family but pay attention to the announcements.

**College Application Overview**

***Learn What Schools Look for In a College Applicant***

***By Allen Grove, About.com***

College applications vary from one college to the next, and every college and university has slightly different criteria for determining which students to admit. Still, the list below should give you a good sense of the factors considered by most schools. The bulleted and bolded items below are from the "common data set" -- admissions information that a majority of schools compile.

**Academic Information**

* **Rigor of secondary school record:** Did you take challenging and accelerated classes, or did you pad your schedule with gym and easy “A”s?
* **Class rank:** How do you compare to your classmates?
* **Academic GPA:** Are your grades high enough to indicate that you will be successful in college?
* **Standardized test scores:** How did you perform on the SAT or ACT? Do your general or subject tests reveal particular strengths or weaknesses?
* **Application essay:** [Is your essay well-written?](http://collegeapps.about.com/od/essays/a/essay_tips.htm) Does it present you as a person who will make a good campus citizen?
* **Recommendation:** What do your teachers, coaches, and other mentors say about you?

**Nonacademic**

* **Interview:** If you met with a college representative, how personable and articulate were you? Does your character show promise?
* **Extracurricular activities:** Are you involved with non-academic clubs and organizations? Do you have a variety of interests that suggest you have a well-rounded personality?
* **Talent / ability:** Is there an area where you truly excel, such as music or athletics?
* **Character / personal qualities:** Do the pieces of your application paint a picture of someone who is mature, interesting, and bighearted?
* **First generation:** Did your parents attend college? This factor isn’t usually weighted heavily, but some schools do try to target first generation college students.
* **Alumni / ae relation:** Are you a legacy applicant? Having a family member who attended the same school can help a little, for it’s in the college’s interest to build a family’s loyalty.
* **Geographical residence:** Where are you from? Most schools want geographic diversity within their student body.
* **State residency:** This is usually a factor only for state universities. Sometimes in-state applicants will receive preference.
* **Religious affiliation / commitment:** Your faith is a factor only for some colleges that have a religious affiliation.
* **Racial / ethnic status:** Most colleges believe that a diverse student body leads to a better educational experience for all students.
* **Volunteer work:** Have you given generously of your time? Volunteer work speaks to the question of “character” above.
* **Work experience:** Even if your work was at a fast-food joint, it can show that you have a strong work ethic and good time management skills.
* **Level of applicant’s interest:** Most schools indicate that they don’t try to measure interest. Nevertheless, a good application always reveals strong interest.

COLLEGE PLANNING CALENDAR – JUNIOR YEAR

SEPTEMBER – JANUARY

* Begin to narrow career interests and begin to explore colleges. (Interest inventories & college resources available in Guidance office or on Naviance)
* Juniors should stop into guidance office routinely to check for scholarship opportunities.
* Attend College representative meetings listed in Naviance.
* October PSAT’s will be given to all juniors – Practice for SAT’s I and opportunity to qualify for National Merit Scholarship
* December/January - PSAT results are returned and reviewed with students and SAT Prep courses are available at Greenville or at local schools. Free resources are also available on line at collegeboard.com, khanacademy.org or number2.com.

FEBRUARY – MAY

* March, May or June SAT I or II’s Exams. (Register online at <http://www.collgeboard.com> and take practice exams)
* April – June ACT Exams, Register by mail or online at <http://www.act.org>
* Select a rigorous program for senior year. Consider courses for your intended college major, program requirements or career.
* May - Take AP Exams and IB Exams
* Review colleges using Naviance (Supermatch – under the college tab) at <http://connection.naviance.com/greenvillehs>
* Create a preliminary list of colleges approximately 10-15 colleges. Meet with your counselor for a junior year interview to discuss post high school plans.
* Attend Local Spring College Fairs and College Nights.
* Plan and take several college tours and visits, compare colleges to get a feel for them in session and out.
* Do a Financial Aid Calculator online to determine Expected Family Contribution (EFC) at <http://www.finaid.org>
* Review for SAT and ACT Exams

# JUNE

* Add colleges to “Colleges I’m thinking about” in Naviance.
* Obtain and review all admission materials and applications from the colleges that interest you. Use mail, Internet, pick it up when you visit or just call them for the latest info.
* Discuss financial aid and costs of college with family.
* Start working on drafts for your college essays and make sure to update or complete the activity sheet (last page of the guide) for Junior Year.
* Last Opportunity to take SAT or ACT’s in junior year.

# JULY - AUGUST

* Tour colleges and visit with admission and financial aid offices.
* Verify admission requirements, total cost, and financial aid opportunities, investigate academic program and talk with students and faculty.
* Record application deadlines and requirements. Familiarize yourself with essays and forms.
* Review interview questions and practice your interviews.
* Do volunteer work to earn community service hours.
* Plan itinerary for Fall college visits
* Schedule Fall interviews for private colleges.
* Plan testing dates for senior year.
* Reduce your preliminary college list to final choices.

COLLEGE PLANNING CALENDAR – SENIOR YEAR

# SEPTEMBER

* If you have not taken SAT or ACT’s register for them immediately.
* Review senior schedule, to insure they meet graduation and admission requirements.
* Check announcements, School Newsletter and Naviance for college visits and fairs.
* Create a final list of Colleges in Naviance under “Colleges I’m Applying to”.
* Apply to colleges using Naviance and the various applications (Commonapp, SUNY, Coalition)
* Complete college essay. (Check college handbook for suggestions)
* Meet with your counselor to review admission requirements and application process and deadlines.
* Check announcements and guides for scholarship opportunities.
* Finalize your extra curricular activities and community service hours and record on extra curricular form.
* Request recommendations from teachers, counselor or community members. (Be sure to provide them with ample time and notify them of deadlines)
* Work Hard-**Senior year is not to be blown off.** College admission’s office will be closely reviewing your work for the first semester.
* Utilize the spreadsheet in this guide or create a calendar to help organize yourself with meeting deadlines for applications and scholarships.

### **OCTOBER**

* Review your transcript with your counselor.
* Attend College representative meetings or instant admit opportunities. Check Naviance for upcoming dates.
* Complete your extra curricular form.
* Ask for recommendations from teachers, counselors and community members.
* Find out exactly what forms, test results and so forth, are necessary to complete your applications. Make final preparations and or corrections to applications.
* Complete your college applications. (Naviance and application sites)
* Attend the Financial Aid Night and complete the FAFSA online. (Fin Aid Power Point available on Naviance)
* All applications should be entered into Naviance and reviewed for deadlines. All applications should be completed and sent out by the end of the month. **Reminder,** all your college choices should be reviewed by guidance to ensure that transcripts are being sent. The guidance office needs applications notification at least two weeks prior to a deadline.
* If you are applying for “early decision” or “Early Action”, you must submit the application **NOW**.

### **NOVEMBER - JANUARY**

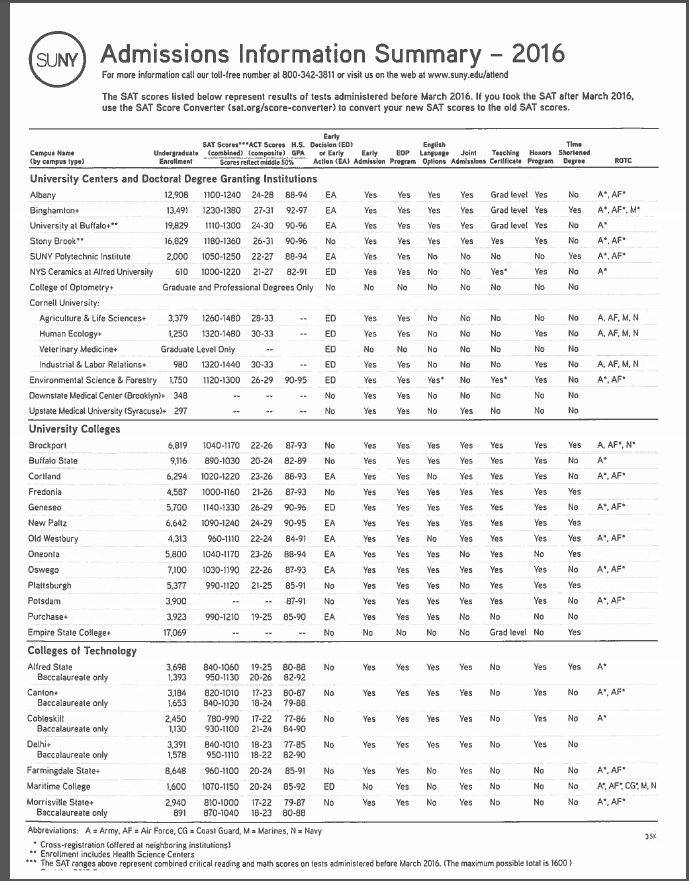
* Attend campus open houses.
* Make sure all recommendations have been turned in or sent out.
* Check all application deadlines and complete all applications for admission, if you have not already.
* November SAT and ACT dates.(Last chance before it could affect your admission process)
* Try to meet with former students home from college.
* Check guidance office for scholarship opportunities and/or Naviance.
* End of December stop by the guidance office to pick up FAFSA form (do not mail until after Jan 1st) FAFSA can be completed online for free at <http://www.fafsa.ed.gov>
* Deadlines for most college applications.
* Check for or complete scholarship applications.
* Attend financial aid workshops.
* Complete financial aid application. FAFSA, Profile, etc…

### **FEBRUARY**

* Have mid-year reports been sent?
* Check for or complete scholarship applications.
* Last applications deadline.

### **APRIL - JUNE**

* Review your acceptances and financial aid offers with your decision.
* Visit your college of choice.
* Explore the colleges that have offered admission as thoroughly as possible.
* Notify the colleges of your choice. Send Deposit.
* Keep your counselor informed of your decisions and scholarships you have received.
* Finalize plans for housing, financial aid and scholarships
* Send thank you notes.



There is an argument that the current college admissions environment is actually not as keenly competitive as the statistics make it seem - students are applying to nearly 20 schools now, as opposed to 5-6 a decade ago. That high volume accounts for record-breaking applications, but the true statistics will be in acceptance and actual attendance rates for the Class of 2016, which won't be known until this summer. That said, however, there's no denying that admissions to top colleges and universities are highly competitive, and likely to remain so for years to come. The number of freshman seats open each fall at most of the selective colleges and universities has remained relatively stable.

**Why College Has Gotten Harder to Get Into**

There are several reasons behind the intense competition for college admission. One is demographics. There are simply an awful lot of college aged Americans, with more on the way. The baby boom "echo" peaked at 4.1 million births in 1990, and families immigrating to the US also include children. Consequently, the number of 17- and 18-year-olds continues to grow, and is not expected to begin declining any time soon.

At the same time, the country's most selective schools are not increasing the size of their entering classes. They can admit the same number of students for fall 2016 that they did a decade or even a generation ago. That means a growing population of high school seniors is competing for a static number of seats at top tier schools.

Not only are there more college-aged Americans, but a prosperous economy means more incentive to attend college (given more sophisticated job requirements) and more money to do it with. Every year since 1970, an increasing proportion of high school graduates have pursued post-secondary education.

Yet another factor is that more students are submitting applications to multiple schools. The NACAC reported that 32% of students applied to **seven** or more colleges the year before last. This compares to only 9% who applied to ***six*** or more schools a decade earlier. (We apologize for not having directly comparable data, but we believe this still makes a very strong point.)

To recap, the four factors listed below have acted together to create an increasingly competitive college admissions environment:

The population of graduating high school seniors has increased.

The percentage of high school graduates choosing to attend college or university has increased.

The average number of colleges each senior applies to has increased.

The number of freshman seats open each fall at most of the selective colleges and universities has remained relatively stable.

**COLLEGE ADMISSIONS TESTS**

In the area of college admissions, there exist two separate testing agencies that provide standardized examinations used by colleges and universities for admission and placement purposes. The first, and probably most widely used, is the College Board Educational Testing Services of Princeton, New Jersey. The College Board produces the Scholastic Aptitude Test I and II (the SAT), formally the Achievement tests (ACH), along with a variety of other examinations, i.e., PSAT/NMSQT, medical and law boards and Advanced Placement Exams. The second testing agency is the American college Testing program (ACT) that is based in Iowa City, Iowa.

A brief explanation of college admission tests follows:

**1**. **PSAT/NMSQT**: Preliminary Scholastic Aptitude Test and the National Merit Scholarship Qualifying Test: The PSAT was designed to provide a practice test for juniors in the fall (October) of grade 11 as a warm-up or prep for the SAT. The scores from the PSAT/NMSQT are used in the annual selection of National Merit Scholarship winners. A student’s NMSQT Selection Index Score, determined by taking the verbal score *twice plus the math score (2V +M=SI)* is what is used in the competition. The PSAT scores are reported in the range of 20 (low) to 80 (high).

**2**. **SAT I:** Scholastic Aptitude Test I (alias the “College Boards”) is a three-hour test of verbal and mathematical reasoning. The exam provides a standard measure of ability for college admission officers in comparing students from different high schools from across the country. The scores on this multiple-choice examination range from a low of 200 to a high of 800 for each of the two sections, evidence based reading /writing and math. There is also a 30-minute test of written English (TSWE) that measures your ability to recognize and use Standard English. Your TSWE score can help the college you attend place you in an appropriate English course. This exam is not an intelligence test. Before you take the SAT, you should read and study the guidebook, “Student Guide”, available in the Guidance Office.

**3**. **SAT II**: These tests are one hour exams given in specific areas: Biology, Mathematics Level I or Level IIC, Chemistry, American History, World History, French, German, German listening, Spanish, Spanish listening and writing. Scores on these exams range from 200-800 (similar to the SAT I). A student may take one, two or three tests (maximum of three tests per exam date). *NOTE*: Not all students applying to college need take the College Board Achievement Tests. However, many selective colleges (i.e., RPI, MIT, Boston University, Cornell University, Dartmouth, etc.) do require certain achievement tests. Be sure to check with the individual college’s admissions office to be certain if achievement exams are required and, if so, which ones.

**4**. **ACT:** The American College Testing program is a three hour achievement battery designed to measure performance in four broadly based subject areas: English Test, Mathematics Test, Reading Test, Science Reasoning Test and a writing optional component. Score results are reported for each of the four areas tested ranging from 1-36, plus a composite score for the overall performance.

**5**. **AP**: The Advanced Placement program provides an opportunity for high school students to take college level courses and exams. Each individual college determines the level of achievement it will accept for course credit. Scores on the exams range from a low of 1 to a high of 5.

**6. IB:**

|  |  |
| --- | --- |
| **SAT**  Test Dates and Registration Deadlines | |
| 2016-2017 Test Dates | Regular Registration Deadline (postmark/submit by) |
| **Oct 1, 2016** | Sept 1 |
| **Oct 19, 2016 \*PSAT** | TBD |
| **Nov 5, 2016** | Oct 7th |
| **Dec 3, 2016** | Nov 3rd |
| **Jan 21, 2017** | Dec 21st |
| **May 6, 2017** | Apr 7th |
| **June 3, 2017** | May 9th |
| **ACT**  Test Dates and Registration Deadlines | |
| 2016-17 Test Dates | Regular Registration Deadline (postmark/submit by) |
| **Sept 10,2016** | Aug 7,2016 |
| **Oct 22, 2016** | Sept 16, 2016 |
| **Dec 10, 2016** | Nov 4, 2016 |
| **February 11, 2017** | Jan 13, 2017 |
| **April 8, 2017** | Mar 3, 2017 |
| **June 10, 2017** | May 5, 2017 |

**Getting Ready for the SAT and ACT**

**You're pretty much stuck with them, so you might as well do your best to ace them**

*By* [*Lucia Graves*](http://www.usnews.com/Topics/tag/Author/l/lucia_graves/index.html) *p*osted August 21, 2008 in the US News World Report

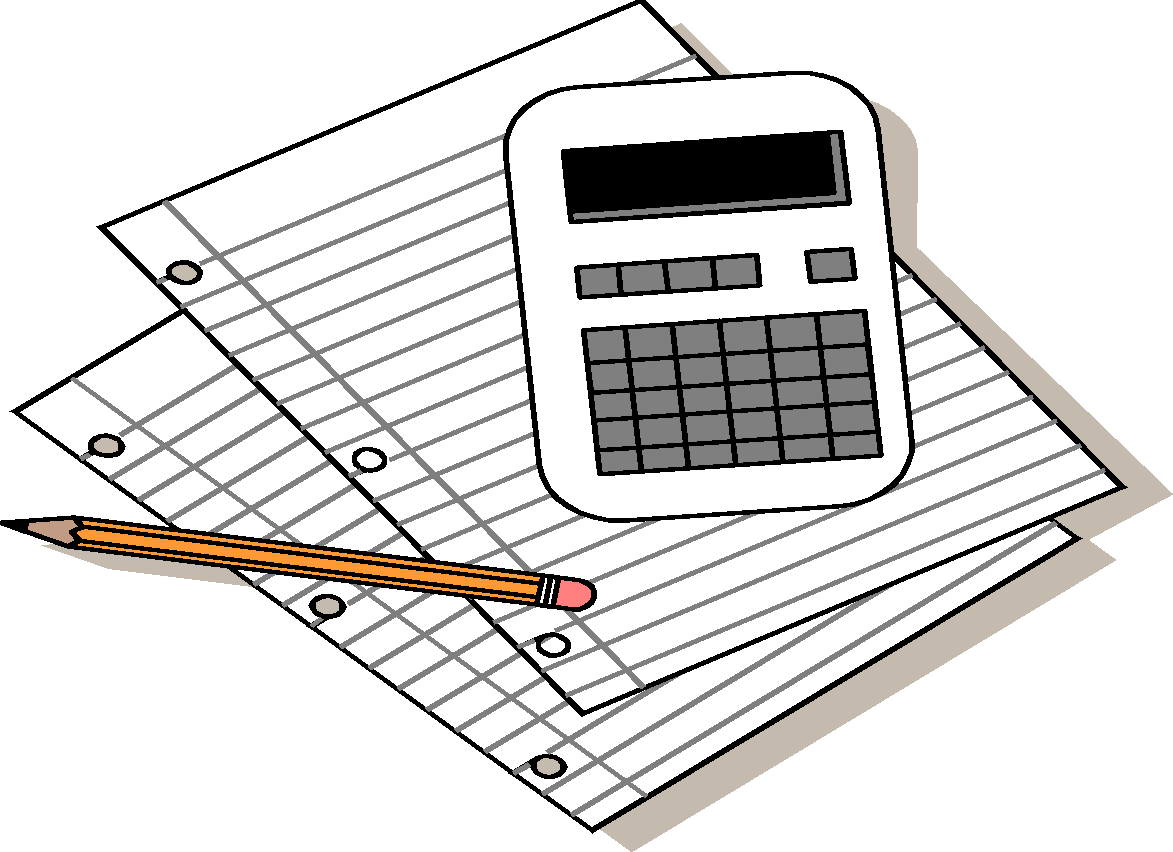
Afraid of the big, bad tests? There are ways to declaw them. And don't worry about a poor result the first time around—soon you'll be able to hide any score you don't want colleges to see. More and more schools are making tests optional, but chances are you'll want to prepare anyway. So let's get started.

**SAT or ACT?** While more high schoolers still take the SAT than the ACT (1.5 million versus 1.3 million), virtually every college will accept either. The SAT is a logic and reasoning test; the ACT hews more closely to the high school curriculum. The ACT, considered the more straightforward test, has four sections, including science, and an optional writing component. But the ACT has its challenges: The math goes up to trigonometry and Pre-calculus (SAT math stops at Algebra II), and some find it a struggle to finish on time. Ned Johnson of PrepMatters Inc., a test-preparatory and educational counseling firm in Bethesda, Md., recommends you figure out which test you score better on and then focus on that. "Take the ACT early on, and then compare it to the PSAT," he suggests. "If you're dividing your energy between tests, it's likely to leave you divided and conquered."

**Are prep classes worth it?** Max Bochman, a senior at Taunton High School in Taunton, Mass., says classes helped him "feel more confident, like I had a good understanding of what was going to be on the test." Can't afford them? Many schools offer free or low-cost programs after class, so talk to your counselor. Check out [Number2.com](http://number2.com) or Khan Academy, free test-prep sites that adapts to your ability level. Or go the old-fashioned route and buy a book (for a humorous read, try the latest edition of *Up Your Score: The Underground Guide to the SAT*). Most important: Take a simulated test repeatedly, challenging yourself to do better each time. "Prep classes are only as good as the effort a student is willing to put into them," says Judith Koch-Jones, college and career center coordinator at University High School in Irvine, Calif.

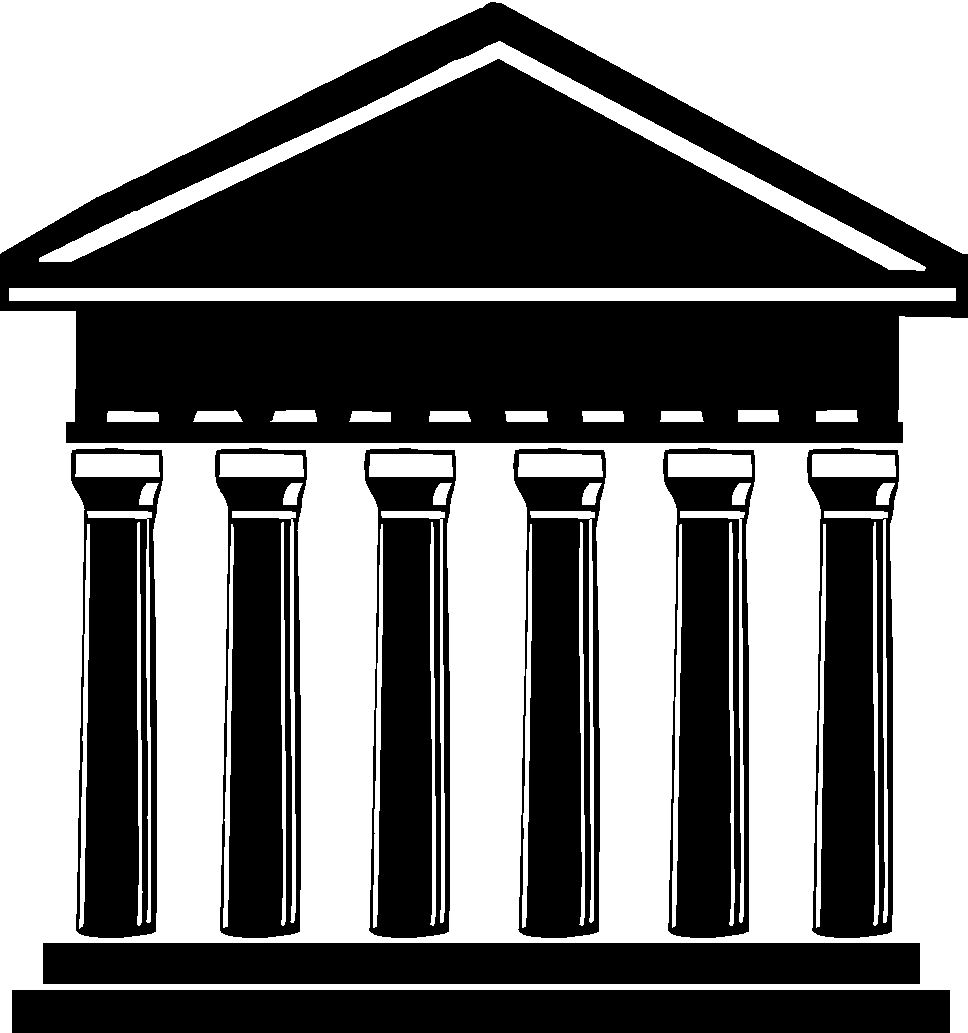
**What works best?** Prep starts on the first day of high school, says Richard Bavaria, a senior vice president with Sylvan Learning. "Go to class every day, take notes, work with a study buddy, and get help early when you need it—don't wait!" he says. Want to make it entertaining? Lauren Pinheiro, a junior at Presentation High School in San Jose, Calif., crafted silly pickup lines using unusual words and shared them in a [Facebook](http://www.facebook.com) group. Examples: "Please don't reject me; I'm not that *resilient*"; "Girl, being that hot just ain't *equitable.*" Cramming is less effective. It puts your grades in peril, throws your schedule out of whack, and makes you bad company.

**Should I retake it?** The ACT has long let students choose which scores to send to colleges and which to hide. Starting in March, students taking the SAT will be able to do the same thing—so there's much to gain and little to lose from retaking the test. For those taking the SAT, students gain an average of 40 points on the first retest (it goes down after that). The ACT says more than 55 percent increase their composite score upon retesting. Of course, there's a point where you should call it quits.



**TIPS FOR TAKING STANDARIZED TESTS**

1. Plan your time carefully. Spending too much time on a question can be as detrimental as a wrong answer.
2. Answer the questions you know first. Then, if you have time left, return to the unanswered questions.
3. There is only one right answer. If you identify it, do not waste time working through the other possibilities. Go on the next question.
4. In reading comprehension passages, underline important information as you read through the test. There is no penalty for marking the worksheets, and it will help you recall important information. Likewise, in mathematical sections use the white space as a worksheet.
5. Pay particular attention to words like “but”, “not”, “however” and “therefore”. They are key words that often signal major thoughts of passage.
6. Use mathematical shortcuts: cancellation of fractions, estimation, removal of decimal points and so forth, whenever possible.
7. Memorize math formulas. Formulas such as A = 1 x w for the area of a rectangle are often given at the beginning of the test section, but it is quicker to have them in your head.
8. Don’t think any more than you have to. Don’t be sidetracked by secondary answers that are true but not directly related to the central question. Get a good night’s sleep and bring candy and a sweater to the test. The examination is tiring and such means can help you conserve energy.

 **TYPES OF POST HIGH SCHOOL OPPORTUNITIES FOR STUDENTS**

1. **Four Year Colleges**: These institutions offer a wide variety of subjects in the liberal arts and sciences. Students do not have to choose a major until the second half of their sophomore year or the early part of their junior year. Most students earn bachelor degrees from these schools. Many of these schools have masters programs and a great many students will move on to graduate schools. Examples: Queens College, SUNY College of Oneonta, and Middlebury College.

2. **Universities:** Some institutions have undergraduate colleges of arts and science, professional schools and graduate schools that offer masters and doctorate programs. They usually have more extensive research and library facilities. Examples: Yale University, Columbia University, City University of New York, SUNY at Albany, University of Michigan.

3. **Technical Institutes of Universities:** These schools usually have basic engineering programs and programs in other science areas. Some of these schools offer five-year programs in an area. Examples: Massachusetts Institute of Technology, Columbia School of Engineering, New York Institute of Technology, California Polytechnic Institute.

4**.** **Community Colleges/Junior Colleges:** The community college is a significant and vital institution in American life. It offers one-year vocational certificates as well as two-year associate degree programs. Some programs are transfer programs that parallel the first two years of a four-year college. Students then enter the third year of the college to which they transfer. Community colleges also offer a variety of specific curricula, which enable students to enter the field of business and technology at the end of the program.

For some students, community colleges are the second opportunity for them to find themselves; to pick up basic skills and knowledge they did not obtain in high school. Necessary remedial work is set on a more individual or small group basis and completed more rapidly so that students can quickly move on to college level work. Many students will take certain college level courses while they are doing remedial work. Many community college students have raised their averages, been admitted into very good four-year colleges and moved on to graduate programs that meet their career and professional interests. Examples: Queensborough Community College, Nassau Community College, and Dean Junior College.

5. **Business and Trade Schools:** There are private, business, technical, and other specialty schools that offer post-secondary education. Some offer certificates and associate degrees in Applied Sciences for Secretarial Studies, business subjects, fashion merchandising, refrigeration and heating, auto repair, electronics, baking, photography, truck driving and paralegals education. These trade schools take from six months to two years to complete programs. They are usually much more expensive than community colleges. It is also advisable to check with the Better Business Bureau and the Attorney General of New York (or other states) to see if serious complaints of fraud have been registered. Frequently, they guarantee placement for their students.

6. **Armed Forces:** The United States Armed Forces offer an alternative area for career and educational futures for some of our youngsters. There are the military academies, which require recommendations from your U.S. Senator or from a Congressmen (U.S. Air Force Academy, U.S. Military Academy, U.S. Naval Academy, Kings Point). There are plans in which enlistees are offered career training and benefits to attend college. Students who attend the service academies are preparing to become officers in that service and will receive intense military as well as academic and scientific education.

7.  **Professional Art, Music, and Nursing Schools:** These schools specialize in training students for a particular career utilizing special interests and/or talents. A professional music and art school gives a Bachelor of Fine Arts degree and usually most of the courses are in this specialty.

8. **Other Post-High School Experiences:** Cooperative Education Programs: Some colleges give students on-the-job experience in the major they entered to pursue. Some may be in two-year programs as in LaGuardia Community College, or in senior colleges (York College of the City University of New York). Some colleges require five years to complete the bachelor’s degree because of the time for cooperative learning.

Apprentice training - some employers and unions offer specialized training by master tradesmen and pay wages for this training. Such programs may be under the supervision of the U.S. Department of Labor and regulated by the labor unions in an industry (if a union exits).

There are state and private colleges and universities. There are also a variety of state colleges and universities that range from highly competitive (e.g. University of California, Berkeley) to less competitive universities usually demanding a higher average, higher SAT or ACT scores from out of state students and usually charge considerably more in tuition.



APPLYING FOR ADMISSION

The procedure for applying for admission varies from one college to another, but usually the first step is to get an application form and instructions from the college. Most college applications are available in the guidance office including New York State’s Universities applications (General SUNY application). In most cases, you do not have to submit application before the fall of your senior year. You should write directly to the college’s office of admissions for the application and catalogs. Most colleges request that applications be received before January 1. However, you should apply to service academies in the spring of your junior year or in the summer prior to your senior year. ROTC programs generally have strict, early fall decisions. It is wise to check each individual college deadline.

The following are types of admissions plans available to applicants:

**Early Action -**  (Used by Harvard, Yale, Brown & MIT) this plan is similar to the early decision plan; however, students notified of admissions need not accept the college’s offer of admissions but may file other applications. Several features to remember are:

\*Early Action candidates can be rejected

\*No financial awards are made until April

\*Candidates must have superior records

\*As the process is highly selective

**Early Decision** - Early decision is a plan under which you may submit your credentials early to a college, usually by November of your senior year. You are notified of your status by Mid-December. As part of an early decision plan, you are required to sign a statement agreeing to accept an offer of admission from that school if it is made.

**Regular Admission** - The regular admissions process is the plan under which you submit your credentials during December or January. Your application is evaluated during February and March, and you are notified of your status by April 15. Most students apply to college under this plan.

**Rolling Admission** - Rolling Admission is the plan which candidates submit credentials at their convenience up to a certain date, usually January 1. They received an offer of acceptance or rejection within four weeks. Most of our local community colleges have a rolling admission policy.

**WHAT COLLEGES WANT TO KNOW**

1. Student’s academic record: Grades, rank in class, types of courses and programs taken and in progress, degree of difficulty (regular, honor, accelerated, Advanced placement). How does this student’s program compare with others in the class? Does the student challenge himself/herself sufficiently? Does the student continue to take challenging programs in the senior year?
2. Does the student take special courses, summer college institutes or programs, or participate in exchange programs?
3. In what special projects have students been engaged or are planning to be engaged in (Westinghouse, Science Talent Search, cooperative programs and/or internships, special conferences, fairs, competitions)?
4. What are the students’ standardized test scores (SAT’s, SAT II, American College tests, and Advanced Placement exams taken before the senior year)?
5. Are there any family, educational, social, emotional, health, financial, language or other handicaps that have put the student at a disadvantage? Has the student made significant progress to overcome personal problems? Does this student have any learning disabilities that would require special facilities or adjustments in programs?
6. Has the student any particular talent or talents (athletic, music, art, literary, business, leadership, humanitarian)? Does the student have any extraordinary interests or hobbies that reveal unique qualities?
7. What are the student’s character, relationships, and social maturity? (This can be obtained from a counselor and/or teacher; and/or community leader, and/or employer, and/or peer recommendation and interview).
8. How effectively can the student express himself/herself (as revealed on recommendations, essays and personal statements)?
9. What significant prizes, awards, and contests has the student won or competed for?
10. In school, what extracurricular programs does the student participate? In what ways does the student show leadership, initiative, resourcefulness and utilize his or her talents in these programs?
11. In the same manner as paragraph 10, in what community activities does the student participate? Included are charity organizations and functions, volunteer activities, youth groups, church groups, etc.
12. What are the student’s work experiences? Is there any special responsibility, leadership, or special initiative illustrated by these experiences?
13. What are the student’s goals and objectives concerning future aspirations (asked frequently in personal statements, application forms, and essays)? If no specific plan, what does the student hope to gain from a college education?
14. What have students gained from travel experiences (if significant)?
15. How strong a program does the student’s school have? What is the “track record” of students from the school who have attended the particular college (especially the more selective schools)?
16. From some select colleges is your parent and alumnus/alumna or a contributing alumnus/alumna?
17. From what geographic area does this student come? This is important for colleges looking for a good geographic distribution of students.



**WHAT TO LOOK FOR IN A COLLEGE**

1. School Size:

*E.g.* under 1,000, 1,000-5,000, 5,000-10,000, over 10,000

2. Type of School:

a) Public or private

b) Church affiliated or non-sectarian

c) Two-year or four-year

d) Liberal Arts or technical, business or professional, specialty

e) Co-ed versus all male or all female

f) College versus university

3. Location:

a) Home or away, resident or commuter

b) Urban, suburban, rural

c) Concrete versus grass covered campus

d) On campus facilities, libraries, laboratories, unique academic facilities, student union, recreation rooms, sports center, dining facilities, computer facilities

4. Admissions:

a) Degree of selectivity

b) Ratio of applications to acceptances

c) Requirements for admission: high school grades, nature of courses, standardized tests requested, use of interviews, teacher and counselor recommendations, school and community activities, average standardized test scores of freshman, freshman profile (percentile standing of high school admittance).

5. Curricula:

a) Majors offered

b) Requirements: required courses or sequence of courses for degrees

c) Core curriculum

d) Interdisciplinary majors or independent study

e) Honors program

f) Specialty programs (6 and 7 year medical, 6 year law, 7 year dental).

g) Cooperative

h) Field experience, internships, student exchanges with other colleges.

i) Pre-professional programs

j) Study abroad

6. Standards:

a) Grading system, GPA, pass/fail

b) Degrees offered

c) Emphasis on papers, frequency of tests

d) Percentage that complete college or university

e) Percentage continuing to graduate or professional schools

f) Work loads, types of assignments, course expectations, academic pressures

g) Accreditation: state, professional associations, regional accrediting groups

7. Other Academic Factors:

a) Term: semester, trimester; quarterly, intercession

b) Faculty: faculty/student ratio, class size, accessibility of faculty to students; students taught by professors or by graduate students

c) Academic advisement

d) Career preparation: pre-professional and/or technical programs, career counseling, job placement, preparation for graduate programs.

e) Structured versus relatively free choice in selecting subjects

8. Campus and Student Life:

a) Living arrangements: dormitories, off campus housing

b) Dining facilities: centralized, decentralized or both

c) Types of meal plans

d) Campus activities: social life, parties, fraternities, sororities, clubs and organizations

e) Athletics: varsity, intramural, co-ed

f) Religious, ethnic, and cultural events, facilities, and programs available

g) Intellectual and artistic programs, lectures and workshops available

h) Community: availability of transportation, shopping, medical facilities and insurance, unique places of interest for students

i) Counseling help available: RA’s, psychological counseling, peer counseling, crisis intervention

j) Transportation: use of cars for freshmen on campus, parking facilities, school regulations concerning automobiles

k) Security: dorms, campus, escort service, special measures

9. Costs and Financial Aid:

a) Student budget for: tuition and fees, room and board, books and supplies, transportation, personal expenses

b) Financial aid packages available, grants, scholarship loans, work/study

c) Availability of non-financial aid jobs

d) Special, ROTC and other programs

e) Whether or not financial need affects admission to that school



**THE COLLEGE VISIT**

Visiting colleges can give you a better idea about their educational programs, faculty, facilities, student body, school spirit and general atmosphere. If a college is a clear first choice, get to that campus. But you do not need to visit every college to which you are planning to apply. Some colleges require an interview as part of the admission process, most do not. In the spring of your junior year, schedule campus visits for summer and fall.

**Tips for the Campus Visit:**

* Read the materials sent by each college. The college catalog is a description of the academics and atmosphere at the institution. It includes the size of the student body, male/female ratio, admissions requirements, a history of the school, social organizations and athletic programs. It is often less than fascinating reading, but it can give you some valuable information.
* Select five or six colleges to visit. It is best to include a large institution, a smaller one, one in a city and one in a campus setting. This will help you to confirm or change your ideas about what you want. Know the questions you want to ask each college.
* Look at college and family calendars. Choose dates and times that everyone can work with. Never schedule visits to more than two schools in one day. Allow at least two hours for each college, as well as time for travel between them. Have alternate dates ready in case your first choice is unavailable.
* Call in advance to set up your tour and/or group interview appointment.
* If possible, try to tour before your interview. It will give you a feel for the college or university before you meet with a member of the admissions staff. you might also want to arrange meeting with coaches, department heads, professors or friends attending the school.
* Visit while the institution is in session. It is difficult to get a sense of atmosphere when students aren’t around. But if your fall schedule is hectic, use the summer for your initial visits and interviews and revisit the campuses after you have been accepted.

**Once You Are on Campus:**

* Visit the library. Take note of its accessibility and size.
* Visit the dorms, athletic fields, classrooms and student center.
* Stop and talk to students all over campus.
* Do some snooping around to places not included on the regular tour.
* Read the bulletin boards to get a sense of what is happening on campus.
* Have a snack in the cafeteria or the student union and listen to the conversations around you.
* Sit in on a class.
* Pick up a student newspaper.

Once you have visited a college, take a few minutes to jot down your reactions to the school. If you meet any people whom you would like to contact for more information be sure to write down their names.

**THE COLLEGE INTERVIEW**

There are two excellent reasons for scheduling a college interview. First, it is an opportunity for you to become a real person to the admissions officer instead of a combination of grades, scores and activities on an application. Second, it lets you learn more about the college.

The importance of the interview in the admissions process varies enormously. Some colleges don’t even hold interviews and others don’t put interview notes in students’ files. However, at some schools the interview can make a difference in your being admitted or not being admitted. You can’t change your grades or scores but a good interview can make you a more attractive admissions prospect to a school. This is especially true if you are applying to a selective school and are not at the top of the list for admission.

**Tips for a Successful Interview:**

College admissions officers agree that there are certain basic rules that must be followed in order to have a successful interview:

* Be prepared
* Take your interview confirmation with you
* Arrive early for your interview
* Dress conservatively
* Participate actively in the interview
* leave your parents in the waiting room
* Be yourself
* Send a thank you note.
* **How to Prepare for the Interview**

Unless you have read the school brochures and memorized the webpage you simply won’t have the basic information about a school that you need for an interview. Interviewers are not impressed with students when an entire interview is spent discussing information about the college that the student should have known from doing reading about the school. It also helps to have toured the campus before the interview.

Prepare to answer basic questions. No matter where you interview the interviewer is quite likely to ask you about the type of person you are, your values and goals and your reasons for wanting to attend that college. If you haven’t given some thought to these areas you may have difficulty answering them. Here are some sample questions you can practice with:

* Why do you want to attend the college?
* What are you thinking of as a possible major? Why?
* What do you see yourself doing in the future? Five years from now? Ten years from now?
* What are your most important contributions to your high school?
* How would you describe yourself to a stranger?
* Where else are you applying to college?
* What do you feel you have to offer this college?
* What do you expect to get out of a college education?
* What extracurricular activities do you plan to pursue in college?
* Which subjects have you liked best or least in high school?
* How demanding is your high school?
* What would you like to change about your high school?
* What is your favorite teacher like?
* How would your teachers or friends describe you?
* What are your greatest strengths or weaknesses?
* Who are your heroes? Why?
* What books have you read this year?

Have some questions of your own. Sometimes during the interview the interviewer will ask you if you have any questions. You want to ask questions that reveal how seriously you are interested in the school rather than ones that could be answered by reading the college brochure. Here is a list of sample questions you may want to ask:

* When must I declare a major?
* Do senior faculty members teach freshmen?
* Which departments are considered the strongest on this campus?
* Are off campus programs available for credit? Co-op programs? Internships? Study abroad?
* How diverse is the student body? Does one group dominate
* What happens on weekends? Do many students leave campus?
* What percentage of students belong to fraternities and/or sororities? What is the effect choosing to belong or not on an individual’s social life?
* What activities take place on campus?
* What facilities are available for organized athletic programs? For individual exercise? Do you have intramural sports?
* What publications, drama, chorus or music groups are available on campus?
* What kinds of counseling and placement services are available?
* What religious affiliations and organizations are involved on campus?
* Are there any hidden qualities about the school that I should know?
* What kinds of housing are available? Are all freshmen housed on campus? What percentage of students live off campus?
* What are the current social issues that students are discussing?
* How would you describe the sense of community and school spirit at the college?
* Regardless of academic major, what other courses are required?
* Are there internships available?
* Is there public or school provided transportation on and off campus?
* What meal plans are offered?
* Does the school give credit for Advanced Placement courses?
* Is the school on a semester or trimester schedule?
* Use the space below to write a few questions of your own.

If you had a personal interview be sure to write a thank you note to your interviewer as soon as you return home. It does not have to be long but it should thank the interviewer for his or her time and mention a specific thought, idea, remark or fact that came up during your exchange of information.

**THE COLLEGE ESSAY**

Most selective colleges require an essay. An essay helps to determine a lot about a student. They are evaluated for creativity, writing skills and assist the admissions committee to learn more about you as a person. Use this to your advantage! We have many essay writing guides in the guidance office. Also, there are wonderful teacher resources available to you all the time. Here are some writing guidelines which may help you:

**Write it yourself:** Ask an English teacher, friends or parents to make suggestions, but don’t let them rewrite your paper because then it will not sound like you.

**Give yourself time.** Start early enough so you have sufficient time to write, rewrite and proofread

all of your essays.

**Stick to the topic:** Colleges want to see how all their applicants discuss a stated topic or answer the

same question.

**Be organized:** Follow the same steps that you do in writing essays for your classes. Have an

introduction, body and conclusion to your essay.

**Use your own language:** Admissions officers are not impressed by fancy words taken from a thesaurus.

**Add dimension to your application:** Don’t repeat what you have already said in the information sections of your application.

**Keep your essays brief**: Stay within the space limit. Extra pages do not impress admissions officers.

**Be careful with humor:** Humor can add life to your essay. Make sure it also reveals you as a clever, not a shallow person.

**Be original:** Don’t quote well-known phrases that thousands of applicants have used before you.

**Be specific**: Every year applicants write about such generalities as wanting world peace, obtaining a liberal arts education and expanding their horizons. Narrow your focus to specifics like the feelings of a Vietnamese refugee, learning to appreciate poetry, and studying in Spain.

**Proofread**: Check once, twice, three times that what you have written is correct. Have others proofread your essays too.

**Adapt essays for reuse**: One essay cannot possibly be used on all applications because few questions and essay topics are identical.

**Always write optional essays**: This is just one more chance to let admissions officers learn more about you and set you apart from other candidates.

**RECOMMENDATIONS**

The earlier in your senior year you ask teachers to write recommendations for you the fewer number of forms they will be busy completing for other students. Make sure you share with the teacher what your plans are and let them know your activity sheet is available in your student portfolio available to them on the faculty shared drive. This will help them write a thorough recommendation.

Before you ask a teacher to write a recommendation for you, it is important that you evaluate your choice since what they say about you is a crucial part of your application. The following questions will help you to decide which teachers to ask.

* Is the teacher a good write?
* Have you had a class from this teacher recently?
* Does this teacher really know you?
* Has this teacher worked as a sponsor or coach of one of your extracurricular activities?
* Does this teacher like you?
* Will the teacher write a strong recommendation for you
* Will this teacher complete the recommendation on time?
* Did this teacher attend the college that you want to attend? (*It helps if the teacher knows the school?)*

Select two to three teachers who you feel will write you a strong recommendation. Ask the teachers to give the final draft of their recommendation to your school counselor. This is a good time to ask your school counselor to write you a recommendation also. The Guidance Office will forward your recommendations to the schools to which you are applying via Naviance at the same time the secondary school report and transcript are sent.

**TEACHER EVALUATION FORMS**

Many colleges require a teacher evaluation form to be completed in addition to the letter of

recommendation. These forms need to be completed or their recommendation will not be sent

through Naviance. If you are applying to college through Common Application you should inform the

teacher that they need to complete the teacher evaluation form as well as the written

recommendation.

It is necessary for you to communicate with your counselor which teachers you have asked to

complete letters of recommendations and student evaluation forms. Also, we need to know which

recommendations and evaluations you want sent to each school. This information needs to be

updated through Naviance and told to the teacher prior to them submitting their information.

It is your responsibility to update this form and check Naviance periodically to be sure that

the forms have been submitted prior to application deadlines.

Recommendations from teachers will remain confidential. It is up to the teacher if they wish to share

their recommendation with you.

***Letters of Recommendation: The Basics***

By Allen Grove, About.com

Nearly all college applications require letters of recommendation. These guidelines will help you know who and how to ask for letters.

**1. Ask the Right People to Recommend You**

Many students make the mistake of getting letters from distant acquaintances who have powerful or influential positions. The strategy often backfires. Your aunt’s neighbor’s stepfather may know Bill Gates, but Bill Gates doesn’t know you well enough to write a meaningful letter. This type of celebrity letter will make your application seem superficial. The best recommenders are those teachers, coaches, and mentors you have worked with closely. Choose someone who can speak in concrete terms about the passion and energy that you bring to your work.

**2. Ask Politely**

Remember, you are asking for a favor. Your recommender has a right to refuse your request. Don’t assume that it is anyone’s duty to write a letter for you, and realize that these letters take a lot of time out of your recommender’s already busy schedule. Most teachers, of course, will write you a letter, but you should always frame your request with the appropriate “thank yous” and gratitude.

**3. Allow Enough Time**

Don’t request a letter on Thursday if it is due on Friday. Respect your recommender and give him or her a couple weeks minimum to write your letters. Your request already imposes on your recommender’s time, and a last-minute request is an even greater imposition.

**4. Provide Detailed Instructions**

Make sure your recommenders know exactly when the letters are due and where they should be sent. Also, be sure to tell your recommenders what your goals are for college so that they can focus the letters on relevant issues.

**5. Provide Stamps and Envelopes**

You want to make the letter-writing process as easy as possible for your recommenders. Be sure to provide them with the appropriate pre-addressed stamped envelopes. This step also helps ensure that your letters of recommendation will get sent to the write location.

**6. Don't Be Afraid to Remind Your Recommenders**

Some people procrastinate and others are forgetful. You don’t want to nag anyone, but an occasional reminder is always a good idea if you don't think your letters have been written yet. You can accomplish this in a polite way. Avoid a pushy statement like, “Mr. Smith, have you written my letter yet?” Instead, try a polite comment such as, “Mr. Smith, I just want to thank you again for writing my letters of recommendation.” If Mr. Smith hasn’t actually written the letters yet, you’ve now reminded him of his responsibility.

**7. Send Thank You Cards**

After the letters have been written and mailed, follow up with thank you notes to your recommenders. A simple card shows that you value their efforts. It’s a win-win situation: you end up looking mature and responsible, and your recommenders feel appreciated.

**FINANCIAL AID TIMETABLE**

* **ANYTIME:** Review family affiliations (church, occupational organizations, civic or fraternal organizations, ethnic organizations, etc.) to see if any of these offer scholarship or other aid for higher education. The various booklets that are available in the Guidance Office may help with this search.
* **OCTOBER:** Review the Free Application for Federal Student Aid (FAFSA) as soon as it is distributed to become familiar with the reporting requirements. Colleges require this form to determine eligibility for all sources of federal aid as well as their own sources of aid. Some colleges also require the PROFILE. The PROFILE has replaced the Financial Aid Form (FAF). Registration forms for the PROFILE are available from your counselor. Counselors will visit senior classes to hand out these forms as soon as they arrive and will assist you with any questions about these important applications.
* Attend the Financial Aid Workshop sponsored by Columbia Greene Community College here at the high school. A college financial aid officer will make a presentation and answer your questions. It is very useful if you review your situation in advance and bring specific questions to you.
* Any time after October 1st you can file your Free Application for Federal Student Aid(FAFSA)**.** You should file this form as soon as you have sufficient income information to complete it with reasonable accuracy. Be sure that you do not miss the earliest filing deadline required by the colleges you are applying to.
* **MARCH-MAY**: Pay careful attention to the announcements of local scholarshipson the “Naviance Scholarship List”. All of the senior year scholarships are announced on this site and e-mailed to parents and students throughout the year. Generally, they require an application. Forms and information sheets listing requirements for the scholarships are on display in the Guidance Webpage or on Naviance. Stop in during a free moment to review these if you are having trouble finding them.

**You are strongly advised to make copies of all financial aid forms and of your income tax returns (both student’s and parents’). You may need to refer to your responses on the financial aid forms to clear up future confusion. You will almost certainly be asked to verify your income statement by submitting copies of your tax return directly to your college.**

**HOW TO APPLY FOR FINANCIAL AID**

**Step 1**

Check with each college’s financial aid office to determine which forms you need to file. Don’t wait to be accepted to a college before filling an application for financial aid. File early to ensure that you’re considered for all available funding. The most important forms are:

* **FAFSA (Free Application for Federal Student Aid)** - Everyone applying for federal and most other financial aid must complete this free form. File online at www.fafsa.ed.gov.
* **NYS Express TAP Grant or Scholarship Application (ETA)** - NYS residents attending a college in NYS use this free form with the FAFSA to apply for a NYS TAP grant and to request payment for NYS scholarship awards. If you list a NYS college on your FAFSA, you will receive a TAP ETA (by mail if you use the paper FAFSA, or you will be prompted to complete the TAP ETA online if you complete the online FAFSA).
* **PROFILE** - Some colleges may ask you to file this form to be considered for college-funded aid (the college’s own grants and scholarships). There is a free for filing this form.
* **College-specific financial aid application** - Some colleges may ask you to complete the college’s own financial aid application to be considered for their college-funded grants, scholarships and loans.

**STEP 2**

Complete and mail the FAFSA as soon as possible after January 1. If your family hasn’t yet completed its income tax returns, estimate your family’s income as accurately as possible. You’ll have the opportunity to make corrections later in the process. If you’re a NYS resident applying to colleges in the state, make sure you include a NY college on your FAFSA to begin application for a NYS TAP grant. Complete any other financial aid forms required by the colleges. Meet all deadlines. Keep a copy of all forms you file.

*By filing the FAFSA, you will be considered for:*

* Grants and Scholarships from private colleges and universities (some colleges may require an additional form)
* Federal Pell Grant
* Federal Supplemental Educational Opportunity Grant (FSEOG)
* Federal Work-Study (FWS)
* Job Programs from Private colleges and universities
* Federal Perkins Loan
* Federal Stafford Loan or Federal Direct Loan
* Loan programs from private colleges & universities

**STEP 3**

You will receive your federal student aid report (SAR) approximately 30 days after submitting your FAFSA by mail. If you file the FAFSA on the web and provide a valid e-mail, the SAR will be sent via e-mail. A paper SAR acknowledgment will be sent if a valid e-mail address is not provided. Review your SAR’s information carefully. Follow the directions to correct any errors.

**STEP 4**

Usually two or three months after submitting the FAFSA you’ll receive financial aid “awards” or “packages” from the college that have offered you admission, each with a different combination of grants, scholarships, work-study and loans to help you meet college expenses.

Determine your “net cost” by subtracting from tuition and fees and room and board (if you’re living on campus) all grants and scholarships plus total amounts of your loans.

**STEP 5**

Review your financial aid award letters and compare your net costs. Follow the colleges’ instruction to accept or reject the admission offers and financial aid packages, usually by May 1. Then, review your financial aid with your chosen college. In particular:

* Follow up on your loans. Check with your college financial aid office for their student and parent loan application procedures. Know what you are borrowing and the repayment terms.
* NYS students attending college in the state: Follow up on your NYS Tuition Assistance Program (TAP) grant. Review, and if necessary, correct the data on your Express TAP application (ETA) sent to you by NYSHESC. For more info about TAP, visit www.hesc.org

**STEP 6**

You must apply to renew your financial aid each year - on time - or risk losing it! Check your college’s deadlines.

*A guide to finding and paying for the college of your choice 2006 edition. CLCU (Commission on independent Colleges and Universities)*



**Beware of Scholarship Scams**

Scholarships are an attractive way to help manage college costs. Your child won't have to repay them (like loans) or work to maintain them (like work-study). Since students and parents are so eager to find these funds, it's no wonder that they become easy targets for financial aid con artists.

Many scholarship finders promote the old adage that "millions of dollars in private scholarship money goes unused every year." The fact is, nearly all available financial aid comes from the federal government or from individual colleges.

Often private scholarships are slated for very specific applicants, such as students with a particular career interest, or members of a certain church or organization. These institutions have created funds for students, so they are eager to give them to qualified individuals. They are not interested in keeping the money a secret.

You and your child can easily find out about these opportunities by checking with your employer and other appropriate institutions. Have your child make the contact with clubs or other organizations to find out what they seek in an applicant. Your child's high school counselor can also provide information on scholarships.

**Tell-Tale Signs It's a Scam**

According to the Federal Trade Commission's HYPERLINK "http://www.ftc.gov/bcp/conline/edcams/scholarship/" Scholarship Scams, if you or your child hears these lines from a scholarship service, you may be getting duped:

**"The scholarship is guaranteed or your money back."**No one can guarantee that they'll get your child a grant or a scholarship. Refund guarantees often have conditions or strings attached. Get refund policies in writing—before you or your child pays.

**"You can't get this information anywhere else."**There are many free lists of scholarships available. You and your child should start researching scholarships at the high school or library before you decide to pay someone to do the work for you.

**"I just need your credit card or bank account number to hold this scholarship."**You or your child shouldn't give out credit card or bank account number on the phone without getting information in writing first. It may be the set-up for an unauthorized withdrawal from your account.

**"We'll do all the work."**Don't be fooled. There's no way around it. Your child must apply for scholarships or grants himself.

**"The scholarship will cost money."**Don't pay anyone who claims to be "holding" a scholarship or grant for your child. Free money shouldn't cost a thing.

**"You've been selected by a national foundation" to receive a scholarship or "You're a finalist" in a contest you never entered.**Before you or your child sends money to apply for a scholarship, check it out. Make sure the foundation or program is legitimate.

As a parent, you want your student to succeed in college, but how can you help? Part of the college experience is learning to be independent and self-reliant, but you can still help your student as they grow toward total independence. Here are some of the areas your student may need help in, and what you can do to assist them.

**Financial Stresses**

Financial stresses can prove to be quite the distraction for a college student, and attending college today can be quite costly. Besides paying tuition, room and board, and books, college students often face a multitude of smaller expenses that add up quick. Helping your student financially can help them to focus on their studies rather than stressing about finances and where their next meal will come from!

**Financial Aid Facts**

Be advised and educated on what type of financial aid is available for your student. Not only is it important to know what type of aid is available, but you should also educate yourself and your student on the repayment that will be required. Also, be sure to file the FAFSA as early as possible to ensure you are able to get the maximum funding. Financial aid offices distribute much of their aid on a first-come, first-served basis, so keeping one step ahead of the game is crucial. The longer you wait to get started, the more you're going to pay in the end.

**Banks and Credit Unions**

Your student's campus will usually have a bank or credit union located on it. Banks and credit unions on campus are quite convenient as they can provide information regarding student loans, personal loans, and checking and saving accounts, as well as convenient cash withdrawals and money transfers.

**Health Care Services**

Make sure your student knows where the nearest health center is located when they arrive on campus—it's important to know this before they get sick or need help. Knowing the location is just the first step: Encourage them to learn about the service fees the heath center charges, as well as the services offered.

**Vehicle Restrictions**

Can your student take their car to campus? Some colleges do not have the space to allow every student to have a car, or they may restrict parking access to certain levels of students (juniors and seniors, for example). Be sure to check with the school's parking office for vehicle restrictions and guidelines.

**Cell Phone Coverage**

Check beforehand to make sure that your student's wireless phone will work on their campus. If their phone won't work (or if they don't have a phone), look for student discounts provided through the school or local companies. Special student rate plans can definitely help your student's budget.

**Roommate Basics**

Know that conflicts are likely when your student moves away from home to share a small living space with one or more new people. Conflict is natural, so your student and their roommate should be prepared with ways of resolving problems. Encourage your student to talk through their problems with their roommate to find a resolution. Resident assistants and other staff members can also assist with conflicts as needed. If conflicts cannot be resolved, you student can seek a room change, though that request will depend on available space.

**Alcohol Policy**

All colleges and universities comply fully with federal and state laws governing alcohol—students under the age of 21 may not legally possess or consume alcohol. Every school has their own disciplinary action for students who violate the alcohol policy. Some include meeting with staff members to discuss the situation at hand, while others include participating in classes. As a parent, it is important that you speak with your student about your expectations regarding alcohol use since they will be in a new environment with new freedoms and responsibilities.

**The Dorm Room**

Check with the school to find what items are included in your student's dorm room. All dorm rooms will have at least a bed and a desk for each student, plus a closet and sometimes a dresser/chest of drawers. Students are responsible for cleaning and decorating their rooms. If your student is able to talk with their roommate before the school year starts, they can coordinate what items each of them will bring to furnish the room.

**Family Weekend**

Check your student's campus event calendar to see when family weekend occurs. Parents and siblings can visit campus during these special events to learn about the school, and special events such as sports, fine arts, movies, and games are often planned.

**What every parent of a first year college student should know.**

**Best Careers 2016**

Careers with the brightest Futures -*The careers listed below offer strong outlooks and high job satisfaction. Each career is profiled in two parts at USNEWS.COM if you want more information.*

**Orthodontist**

**Dentist**

**Computer System Analyst**

**Nurse Anesthetist**

**Physician Assistant**

**Nurse Practitioner**

**Psychiatrist**

**Pediatrician**

**Anesthesiologist**

**Oral & Maxillofacial Surgeon**

**Obstetrician & Gynecologist**

**Optometrist**

**Software Developer**

**Physical Therapist**

**Podiatrist**

**Surgeon**

**Statistician**

**Operation Research Analyst**

**Physician**

**Web Developer**

**Cartographer**

**Registered Nurse**

**Occupational Therapist**

**Accountant**

**Occupational Therapist Assistant**

**HELPFUL WEB SITES FOR FINANCIAL AID**

[**www.fafsa.ed.gov**](http://www.fafsa.ed.gov) **:** For filing free application for Federal Student Aid online. Students who apply online will receive their results in 7 to 14 days faster than they mail a paper FAFSA. Students must remember that they must submit a signature page or file for a pin (personal identification number).

[**www.ed.gov/studentaid**](http://www.ed.gov/studentaid) : which contains Funding Your Education, The Student Guide in English, Spanish and links to other resources.

[**www.pin.ed.gov**](http://www.pin.ed.gove) : where students and parents can request a Personal Identification Number (PIN). The PIN may be used as an electronic signature for FAFSA on the web, renewal FAFSA and corrections on the web and to access the National Student Loan Data System.

[**www.students.gov**](http://www.students.gov) : SFA’s award-winning Web site, which connects students with US government services and information, including information on careers, planning an education and paying for college.

[**www.HESC.org**](http://www.hesc.org) : NYS Higher Education Services: provides information about individual college, college-marching assistance, planning a career and financial aid information.

[**www.NYMENTOR.com**](http://www.nymentor.com) : a site devoted to NYS Colleges – provides matching assistance, planning for college, campus tours, individual information and financial aid opportunities.

[**www.Finaid.org**](http://www.finaid.org) : provides information about loans, scholarships, military aid, and various other types of aid.

[**www.Fastweb.com**](http://www.fastweb.com) : provides information on scholarship search, college search, financial aid info, expert advice, and how to’s of financial aid.

[**www.petersons.com**](http://www.petersons.com) **&** [**www.princetonreview.com**](http://www.princetonreview.com) **–** These sites provide parents and students a number of college planning information, test prep and a detailed college search engine. They also offer information for paying for college.

**EXPLORING FINANCIAL AID OPTIONS**

To learn more about financial aid, talk with the college admission and financial aid counselors. Checking your guidance or college office for scholarship announcements. And, use the internet to check out the sites below. Ask lots of questions and start early!

* [www.nycolleges.org](http://www.nycolleges.org)
* [www.mapping-your-future.org](http://www.mapping-your-future.org)
* [www.collegeispossible.org](http://www.collegeispossible.org)
* [www.finaid.org](http://www.finaid.org)
* [www.hesc.org](http://www.hesc.org)
* [www.nasfaa.org](http://www.nasfaa.org)
* [www.ed.gov/students](http://www.ed.gov/students)

**Military Contacts**

U.S. Army 458-8554

U.S. Navy 489-5584

U.S. Air Force 438-3502

U.S. Marines 489-6543

U.S. Coast Guard 768-4601

**Terms to Know**

ASVAB Armed Services Vocational Aptitude Battery

SAT I SAT Reasoning Test

SAT II SAT Subject Tests

ACT American College Test

FAFSA Free Application for Federal Student Aid

TAP Tuition Assistance Program (New York State)

GPA Grade Point Average

PELL Federally subsidized Tuition Assistance Program

GSL Guaranteed Student Loan through a bank (Stafford Loan)

SUNY State University of New York

A.S. Associate in Science (2 year)

A.A. Associate in Arts (2 year)

A.A.S. Associate in Applied Science (2 year)

A.O.S. Associate in Occupational Studies (2 year)

B.A. Bachelor of Arts (4 year)

B.S. Bachelor of Science (4 year)

B.F.A. Bachelor of Fine Arts (4 year)

ROTC Reserve Officers’ Training Corps

NROTC Naval Reserve Officers’ Training Corps

AFROTC Air Force Reserve Officers’ Training Corps

EOP Educational Opportunity Program

AP Advanced Placement

**COLLEGE APPLICATION CHECKLIST**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COLLEGES** | **NAME** | **NAME** | **NAME** | **NAME** |  | |
|  |  |  |  |  |  | |
| Application Deadline |  |  |  |  |  | |
|  |  |  |  |  |  | |
| Application Sent |  |  |  |  |  | |
|  |  |  |  |  |  | |
| Transcript/Recommendation | |  |  |  |  | |
|  |  |  |  |  |  | |
| Required Admission Tests |  |  |  |  |  | |
|  |  |  |  |  |  | |
| SAT/ACT Scores Sent |  |  |  |  |  | |
|  |  |  |  |  |  | |
| Date Requested |  |  |  |  |  | |
|  |  |  |  |  |  | |
| SAT II Required? |  |  |  |  |  | |
|  |  |  |  |  |  | |
|  | **FINANCIAL AID FORMS REQUIRED** | | |  |  | |
|  | **Name** | **Name** | **Name** | **Name** | |  |
| Financial Aid Deadline |  |  |  |  |  | |
| FAFSA |  |  |  |  |  | |
| Financial Aid Form |  |  |  |  |  | |
| College's Own Form |  |  |  |  |  | |

**Greenville High School Route 81,Greenville, NY 12083**

**Tel. (518) 966-5070 Fax (518) 966-4054**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E-Mail Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**College Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Career Choice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please list at least three qualities that you feel best describe yourself.

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

**Activities and Clubs:**

Grade Organization Position Duties

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

**Organized Athletics**:

Grade Sport Junior Varsity Varsity Event or Position

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

**Out of School Activities:** (Please specify musical instruments, art media, publications, hobbies, etc.)

Grade Activity

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Community Organizations and Service:**

Grade Activity Where

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

**Academic Awards, Honors and Special Interests:**

Grade Program or Organization Granting the Award

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

**Work Experience:**

Grade Hours Job or Type of Work

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

**In addition, please comment on any interests, talents, hobbies and/or experiences that may not have been mentioned elsewhere on this sheet.**

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

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

Each college has its own financial aid policies—how outside scholarships are treated, whether or not aid awards can be appealed—information that may or may not appear in materials they send your child. Make the most of your next campus visit and schedule an interview with a member of the financial aid staff. Your child will be able to answer specific questions about costs, the financial aid process, and options for financing your child's education.

**Here are 10 questions to get you started:**

What's the average total cost—including tuition and fees, books and supplies, room and board, travel, and other personal expenses—for the first year?

By how much will total costs increase each year? How much have tuition and fees and room and board increased over the last three to five years?

Does financial need have an impact on admission decisions? How is financial aid affected if my child applies early decision?

Does the school offer need-based and merit-based financial aid? Are there other scholarships available that aren't based on financial need? Does my child need to create a separate application for merit-based scholarships?

What is the priority deadline to apply for financial aid?

When will we be notified about financial aid award decisions?

If the financial aid package isn't enough, under what conditions, if any, will the aid office reconsider the offer?

How will the aid package change from year to year? What will happen if my family's financial situation changes? What will happen if my child's enrollment status (or that of a family member) changes?

What are the terms and conditions of the aid programs included in the aid package? What are the academic requirements or other conditions for the renewal of financial aid, including scholarships?

When can we expect to receive bills from the college? Is there an option to spread the yearly payment over equal monthly installments?