

# TABLE OF CONTENTS

POST-HIGH SCHOOL PLANNING CALENDAR.....	4
INTRODUCTION.....	5
SECTION ONE - NAVIANCE.....	6
HOW TO START ABOUT COLLEGE	
SECTION TWO - SELF-EVALUATION.....	8
SELF-AWARENESS CAREER AWARENESS AND EXPLORATION MILITARY CAREER OPTIONS	
SECTION THREE - CHOOSING A SCHOOL.....	11
KINDS OF SCHOOLS COLLEGE BOUND VOCATIONAL, TECHNICAL, TRADE OR BUSINESS SCHOOL BOUND	
SECTION FOUR - ADMISSIONS EXAMS.....	14
STANDARDIZED TESTS REGISTRATION PREPARATION	
SECTION FIVE - CAMPUS VISITS & TOURS.....	16
SECTION SIX - THE COLLEGE ESSAY.....	17
SECTION SEVEN - THE INTERVIEW.....	18
SECTION EIGHT - EMAIL ETIQUETTE.....	20
SECTION NINE - SCHOOL FINANCING.....	21
SECTION TEN - NCAA ELIGIBILITY.....	23
SECTION ELEVEN - EMPLOYMENT.....	25
SECTION TWELVE - GLOSSARY.....	26
RESUME SAMPLES.....	28

# POST-HIGH SCHOOL PLANNING CALENDAR

## BEGINNING JANUARY OF JUNIOR YEAR

JR JANUARY	JR FEBRUARY	JR MARCH	JR APRIL
<ul style="list-style-type: none"> <li>◆ Register for Spring SAT Reasoning test</li> <li>◆ Develop preliminary college list using PSAT/NMSQT results</li> <li>◆ Use Naviance and on-line college sites to research colleges</li> <li>◆ Plan extra-curricular and community service opportunities</li> <li>◆ Plan senior year courses</li> </ul>	<ul style="list-style-type: none"> <li>◆ Research summer programs, opportunities at various colleges &amp; universities, and summer job possibilities</li> <li>◆ Use February vacation to visit colleges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Register for AP exams</li> <li>◆ Register for spring ACT</li> <li>◆ Discuss spring SAT subject exams with your counselor</li> </ul>	<ul style="list-style-type: none"> <li>◆ Attend National College Fair in Hartford</li> <li>◆ Use April vacation to visit colleges</li> <li>◆ File application for Military Academics &amp; ROTC</li> </ul>
JR MAY	JR JUNE-AUGUST	SR SEPTEMBER	SR OCTOBER
<ul style="list-style-type: none"> <li>◆ Ask teachers and supply materials for recommendations</li> <li>◆ File NCAA eligibility form</li> <li>◆ Take AP exams</li> <li>◆ Take SAT Reasoning and/or SAT Subject test</li> <li>◆ Register for UCONN ECE courses</li> </ul>	<ul style="list-style-type: none"> <li>◆ Take SAT Reasoning and/or SAT Subject test</li> <li>◆ Arrange college visits/interviews for summer</li> <li>◆ Draft college essay &amp; resume</li> <li>◆ Review transcript that is mailed home</li> </ul>	<ul style="list-style-type: none"> <li>◆ Attend Senior Planning Night</li> <li>◆ See your counselor early</li> <li>◆ Register for SAT Reasoning test</li> <li>◆ Narrow down college list</li> <li>◆ Review Early Decision/Early Action deadlines &amp; restrictions</li> <li>◆ Arrange final college visits &amp; interviews</li> <li>◆ Review Conrad/Hall Scholarship Booklet - plan ahead to apply</li> </ul>	<ul style="list-style-type: none"> <li>◆ Take SAT Reasoning and/or SAT Subject test</li> <li>◆ Review college essay with counselor &amp; English teacher</li> <li>◆ Attend College Fair</li> <li>◆ Fill out teacher recommendation forms and distribute</li> <li>◆ Begin to apply and review college applications</li> <li>◆ Follow Early Decision/Early Action deadlines</li> </ul>
SR NOVEMBER	SR DECEMBER	SR JANUARY	SR FEBRUARY
<ul style="list-style-type: none"> <li>◆ Take SAT Reasoning and/or SAT Subject test</li> <li>◆ Send Early Decision/Early Action applications</li> <li>◆ Submit CSS Profile</li> </ul>	<ul style="list-style-type: none"> <li>◆ Take SAT subject tests</li> <li>◆ Check application deadlines</li> <li>◆ Attend Financial Aid Night</li> </ul>	<ul style="list-style-type: none"> <li>◆ File FAFSA after January 1</li> <li>◆ If needed, file other financial aid forms (check deadlines)</li> <li>◆ Complete regular deadline college applications</li> </ul>	<ul style="list-style-type: none"> <li>◆ Have mid-year reports sent</li> <li>◆ Register for AP exams</li> </ul>
SR MARCH	SR APRIL	SR MAY	SR JUNE
<ul style="list-style-type: none"> <li>◆ Send any new material to colleges which may help</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review college responses and aid offer with parents and counselor</li> <li>◆ Make a final decision - Send deposit by May 1</li> <li>◆ Write withdrawal letters to colleges you will not attend</li> </ul>	<ul style="list-style-type: none"> <li>◆ Take AP exams</li> <li>◆ Fill out dorm forms</li> <li>◆ Check arrangements for Student/Parent loans</li> <li>◆ Register for sensible courses</li> <li>◆ Send original and signed SAR to your chosen college</li> </ul>	<ul style="list-style-type: none"> <li>◆ Graduation!</li> <li>◆ Have a great summer!!!!</li> </ul> <div style="text-align: center;">  </div>

# INTRODUCTION

The junior year is a good time to begin making plans for your future. Your school counselors will help clarify and supplement the information in this guide with small group meetings and other printed materials. They will also meet with you individually to help formulate personal plans.

To assist in your planning, consider the following:

<b>KNOW YOURSELF</b>	Interests, abilities, achievements, values, and aspirations are important factors to be considered in setting your goals. Explore these areas including computer based surveys and the internet, paper and pencil tests, and conversations with friends, family, and your school counselor.
<b>CAREER OPTIONS</b>	Exploring career options can help in setting goals and possibly in selecting courses in high school. Use print materials, computer generated information, job shadowing and use of Community School to assist you in more clearly identifying your direction.
<b>HIGH SCHOOL PROGRAM</b>	High school courses should be selected based on graduation requirements, exploration and development of personal interests, meeting college or other post-secondary school options, and preparing to enter the job market after graduation. You should consult with your counselor on a yearly basis to determine if you are meeting your goals.
<b>EXTRA CURRICULAR ACTIVITIES</b>	Use your "free time" to develop hobbies or other interests. Get involved in school, community and church activities. In particular, seek out ways that you can provide service to your community and to others in need of your skills and talents. Broaden your interests through reading, travel and contact with knowledgeable people. Above all, remember that the quality and not the quantity of these activities is most important to colleges reviewing your application.
<b>COLLEGE/ VOCATIONAL SELECTION</b>	Investigate the institutions or training programs that offer the types of programs you desire. Consult with print and computerized resource materials and with people who have attended these institutions. Learn about the projected demands in your selected vocational field. Attend information programs conducted by admissions representatives from all types of schools in addition to attending the representative visits in the Career Center.
<b>VISIT SCHOOLS</b>	Write or telephone for an appointment and a campus tour. Spend time visiting classes, dormitories, cafeterias, the library, and special facilities. Speak with students to find out what life is like both on weekends and weekdays.
<b>ADMISSION REQUIREMENTS</b>	Talk with your counselor and consult written materials to learn about the requirements of various schools and the degree of competition in gaining admission. Know the application procedures and deadlines.
<b>FINANCES</b>	Parents and students should become knowledgeable about financing further education. Consideration should be given to federal, state and local sources of financial assistance. Be sure the sources you use are current and up-to-date. Investigate your eligibility for merit and/or need-based financial aid. Attend the December Financial Aid Night to learn more about financial aid and the required application procedures.
<b>PREPARE EARLY</b>	Get references, transcripts, applications, and other materials early in the process. Applications for admission should be completed well before deadlines. Scholarship applications and related material should also be completed prior to deadlines.

This booklet is designed to give you a reference resource you can use at home. Read it carefully and become familiar with the parts that are meaningful to you. Reflect, discuss and consult with those who can assist you. Remember that you can make changes if the choices you make now don't turn out to be the ones that are right for you at a later time. What you have learned about yourself will assist you in making those decisions and in setting newer and more exciting directions.

## A GUIDE TO NAVIANCE

Naviance is an online data-management system purchased by the WHPS to offer support for our students and parents in the college planning process. Naviance and links contained within the system will allow you to do the following:

- Keep track of the college application process - GPA, test scores, colleges applied to, etc.
  - Research colleges: conduct an individualized college search, compare colleges, mark colleges of interest to you
  - Compare your academic profile with former applicants from your high school for each college
  - Keep track of colleges visiting your high school (most schedule for the fall)
  - Receive emails from your counselor/school counseling department about important events and special opportunities - critical info will be disseminated in this manner
  - Find SAT/ACT test preparation and registration information
  - Obtain financial aid, career and scholarship information
  - Complete a resume
  - Complete a personality assessment - ***Do What You Are***
- 

### **HOW TO START:**

Open Internet Explorer; type <http://connection.naviance.com/Conard> or *Hall* in the address box. Sign in by entering your user name and password. (User name = lastnamefirstname (up to 10 characters); Password = Student ID#). This will take you to your homepage. You will have four main tabs at the top of the page: courses, colleges, careers, about me.

#### **About Me**

**Profile** – Allows you to see all your personal information; e.g. name, phone number, email. You should check your profile and make sure that everything is accurate. Please *EDIT* email. (If you do not have an email account, you may open one at [www.hotmail.com](http://www.hotmail.com) or [www.yahoo.com](http://www.yahoo.com) at no cost.)

**Resume** – Allows you to list and keep a record of your accomplishments and extracurricular activities. Your counselor will have access to your resume, which will be used to write a glowing college recommendation for you. You should start your resume as soon as possible.

**Test Scores** – Displays scores of all the tests you have taken, e.g. PSAT, SAT, ACT, AP, TOEFL. You should check the scores to make sure that they have been entered accurately.

**Personality Type** – Allows you to access the ***Do What You Are*** program, an assessment used to help you learn more about yourself and plan for your future. It provides you with possible career/ education choices based on your personality type.

## Colleges

**Colleges I'm Thinking About** - Allows you to record schools that you are considering.

**Colleges I'm Applying To** - Allows you to record schools that you are applying to.

**SuperMatch™ College Search** - A college search engine that will enable you to generate not only a list of schools that match your needs perfectly, but you'll see the ones that come close.

**Scattergrams** – Provides a visual representation of your GPA and SAT scores in relation to previous students from Conard/Hall who have applied to your schools of interest.

**College Search** – This is a college search engine that will enable you to generate a personalized list of colleges based on your own criteria.

**College Lookup** – Allows you to research various schools by name, state or country. College Lookup provides you with application deadlines, histories, profiles, fees, etc.

**College Compare** – Compares your profile with the colleges you have selected (similar to scatter-grams information.)

\*\* The more work you do now, the less work you will have to do in your senior year!!!

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COUNSELORS ASK THAT YOU CHECK, CORRECT AND  
KEEP UPDATED YOUR “**ABOUT ME**” SECTION OF NAVIANCE  
SO THIS VITAL INFORMATION IS ACCESSIBLE.

### NOTE:

- If you have signed on before but no longer remember your password, go to the Naviance website and click on the link that says “If you forgot your password, click here for help.” Then, enter your user name in the box and click on the reset password button. Naviance will e-mail you a temporary access code, which you can then change once you enter Naviance. This can be done by clicking on “My Account” under “About Me” on the left hand side of the screen.
- If you have signed on before but have changed your user name, log onto Naviance using your old user name and password. Once you are logged on, change your user name to your email address to match the one you are currently using. This can be done by clicking on “My Account” under “About Me” on the left hand side of the screen.
- If you have signed on before but no longer remember your password and no longer have access to your old user name, you need to see your counselor.

### SELF-AWARENESS

An honest and thoughtful self-evaluation can reveal what you should look for in a college or a job, and prepare you for statements you may be asked to make about yourself in essays and interviews when you apply.

Consider the following:

Your goals and values - how and what you want to accomplish in the future, what experiences have shaped your growth and way of thinking, your unique gifts and talents, etc.

Your education - your academic interests, courses have you enjoyed the most, independent projects and reading, topics chosen for research papers and lab reports, outside circumstances such as jobs, home responsibilities or difficulties that have affected your academic performance, etc.

Your activities and interests - what activities you enjoy most and are passionate about

The world around you - your family and home, your expectations of them and theirs of you, concerns about the world around you, what you would change if given the opportunity

Your personality and relationships with others - how you would be described by others, how you have grown and changed during your high school years, your most important relationships and why, how you evaluate the decisions you make.

Use the results from the ***Do What You Are*** assessment program and the Naviance program to learn more about yourself.

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### CAREER AWARENESS AND EXPLORATION

Evaluate yourself - your abilities, values and interests. Use available career resources to search out specific information about your possible career choice - necessary training, expected earnings, advancement possibilities, projected employment outlook and personal qualifications. If your career plans require college, make appropriate plans.

Arrange to spend time with people involved in your field of interest to watch them at work (called “shadowing” or “internship”) and to interview them. Plan to attend presentations by career speakers when they visit your school and utilize the resources in the Career Center.

Consider obtaining a part-time job that will help you explore a career field and give you experience and training that will be useful in obtaining full-time employment after graduation. Networking is a good way to find employment.

Make time to prepare a resume and practice filling out job applications.

Counselors and teachers may be used as references, if asked.

## MILITARY CAREER OPTIONS

There are numerous job training opportunities in the military for both men and women. If you are concerned about the information that you are receiving or contacts that are being made by your recruiter, see your guidance counselor. Recruiting officers of all branches of the Armed Services visit the high schools regularly. You can also seek additional information by visiting the recruiting offices in your area.

Students should consider learning about specific abilities that they have by taking the **Armed Services Vocational Aptitude Battery (ASVAB)**. This test consists of a group of twelve sections that measure your aptitude in five separate career fields and provides an indication of your academic ability. It is not a pass or fail test. Your scores can help identify career fields worth exploring. This test is administered by appointment during the school year by military personnel in each high school. There is no cost to either the student or school district, nor does taking the test obligate the student to enlist. All branches of the service offer educational assistance programs.

### SERVICE ACADEMIES AND ROTC SCHOLARSHIP PROGRAMS

While all juniors should begin exploring possible educational programs following graduation, those interested in the Service Academies and the R.O.T.C. scholarship programs must begin as soon as possible to insure that they receive full consideration. The first step in securing an appointment to one of the academies is to write and ask for a Pre-Candidate Questionnaire. Addresses follow:

Admissions Office US Air Force Academy USAF Academy, CO 80840 www.usafa.af.mil	Admissions Office US Military Academy West Point, NY 10996 www.admissions.usma.edu	Admissions Office Naval Academy Annapolis, MD 21402 www.usna.edu	Admissions Office Merchant Marine Academy Kings Point, NY 10024 www.usmma.edu
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The second step is to write to each of your senators and your congressperson and ask that they consider you as one of their nominees. In this letter you should indicate your first, second, third and fourth choices for academies as well as your name, address and telephone number, date of birth, social security number, high school name and year of graduation and names of your parents/guardians.

The Coast Guard Academy has an admissions procedure similar to other highly competitive colleges. There is no nomination process involved. Write directly for an application to: Admission Office, U. S. Coast Guard Academy, New London, CT 06320, www.cga.edu.

R.O.T.C. scholarship programs involve a competitive application process as well. In addition to the written application, candidates must undergo a physical examination, formal interview, and a physical abilities test. The first step in the process is to write for an application:

Air Force ROTC Maxwell Air Force Base Alabama 36112-6663 www.afrotc.com	Army ROTC Box 9000 Clifton, NJ 07015 www.goarmy.com	Navy ROTC Box 3060 Hyattsville, MD 20784 www.NROTC.navy.mil
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See below for the names and addresses of Senators and Congressperson and the following page for a sample letter.

#### U. S. Senators

The Hon. Joseph Lieberman  
One Commercial Plaza, 21st Floor  
Hartford, CT 06103  
ATTN: Tom Reynolds  
Phone: 240-3566

The Office of Richard Blumenthal  
United States Senator  
Attn: Academy Nomination Coordinator  
30 Lewis Street, Ste. 101  
Hartford, CT 06103

#### Congressperson

Congressman John Larson  
221 Main Street  
Hartford, CT 06106  
Phone: 860-278-8888

FORMAT FOR CONGRESSIONAL NOMINATION REQUEST TO A MILITARY ACADEMY

This format is intended as a guide.  
A separate letter must be sent to each Senator and Representative to whom you apply.

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REQUEST FOR CONGRESSIONAL NOMINATION TO A MILITARY ACADEMY

Date \_\_\_\_\_

The Honorable \_\_\_\_\_  
United States Senate  
Washington, DC 20510

OR

The Honorable \_\_\_\_\_  
House of Representatives  
Washington, DC 20510

I desire to attend the (Name of the Academy) and to be commissioned in the class entering in July, 20\_\_\_\_.

The following data are furnished for your information:

Name: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

\_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

High School: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Names of Parents: \_\_\_\_\_

I have/have not requested that a pre-candidate file be initiated for me at the Admissions Office.

Sincerely,

You go to school to get an education. The type of academic atmosphere and variety of courses studied should be considered when making the choice where to go. There are likely to be many institutions at which you would succeed and be happy. Introspection and decision-making are a part of the process of deciding which schools should be considered. Keep in mind, the only poor choices are uninformed choices. Knowing what kind of school you hope to attend is a logical starting point.

### KINDS OF SCHOOLS

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**COLLEGE** An institution that offers educational instruction beyond the high school level in a two-year or four-year program.

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**TWO-YEAR COLLEGE** A two-year institution of higher learning that provides career and vocational training and academic curricula (terminal and transfer). Community colleges are two-year colleges.

- Terminal Program: This is an academic program that is complete unto itself. A student who completes it may not be admitted to a four-year college for further study without completing additional course requirements.
- Transfer Program: An academic program that is designed to lead into a four-year program at another college or university. The two-year graduate transfers as a junior to the four-year institution.

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**LIBERAL ARTS COLLEGE** A four-year institution that emphasizes a program of broad undergraduate education. Pre-professional or professional training may be available but is not stressed.

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**UNIVERSITY** An academic institution which grants undergraduate and graduate degrees in a variety of fields and which supports at least two degree-granting professional schools that are not exclusively technological (such as medicine or journalism). It is composed of a number of "schools" or "colleges", each of which encompasses a general field of study.

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**BUSINESS SCHOOL** Business schools fall into two categories. At some colleges it is possible to specialize in business administration or in a two-year secretarial course in conjunction with supplementary liberal arts courses. Other institutions offer business or secretarial courses primarily and may or may not be regionally accredited.

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**TECHNICAL SCHOOL** A two-year institution that offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering and the physical sciences. These schools may also offer one-year certificate programs in certain crafts and clerical skills.

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**TRADE SCHOOL** Trade schools offer specialized training in specific work fields such as cosmetology, computer technology, medical or dental technology, culinary arts or drafting.

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An excellent source of information is your high school guidance office. Your counselor will have available a variety of handbooks and computer software with descriptions of schools and the programs they offer. If you're not sure what you want to do, your counselor can help you clarify what your interests and talents are.

## COLLEGE BOUND

There is no absolute when it comes to applying to a range of colleges. The goal of course, is to be admitted to one college of your choice. Most students will apply to one or two schools in the “reach” category, two or three in the “realistic” category, and at least two in the “safe” category. The definitions of each category vary based on the individual student. What may be a “safe” school for you may well be someone’s “reach” school. It is important to respect the choices and options available to all students.

### **DEFINITION OF SELECTION CATEGORIES**

#### REACH

The “reach” college can be defined as the college where the individual student would have considerable difficulty in gaining admission. Sometimes, it is due to the student’s record of achievement being lower than the records of the typically admitted student. Other times, colleges are considered “reach” schools because they admit a very small percentage of the applicants. Some colleges are considered “reach” schools for all applicants because of the small number of students they admit and the variety of characteristics they take into consideration.

#### REALISTIC

Schools that are “realistic” choices are those where the student’s record of achievement and the college’s typically admitted students’ records are closely aligned. While there are no certainties in this group, students will usually find one or more admission offers from this group.

#### SAFE

“Safe” schools are those defined as places where the applicant’s record exceeds the records of the typically admitted students. Admission to these colleges is highly likely. Colleges in this group should be as carefully selected as those in the other two groups since it is possible that you will attend this school.

Some key factors to consider when choosing a college include:

**Academics** - Colleges can be ranked according to the selectivity of their admissions. For example, some colleges only take students with a 3.2+ grade point average and very high (1200+) SAT scores. These institutions are considered very selective in their admissions. Other colleges simply require graduation from high school, or lower SAT/ACT scores. These colleges have lower selectivity and some have open admissions.

**Size** - Colleges range in size from 150 to 80,000 students. There is a great difference between attending a small institution (1,000-2,000), usually referred to as a college, and a large one (30,000 - 50,000), usually referred to as a university. Small colleges offer you more personal involvement, a community atmosphere and small classes (5 to 50 students). Large universities tend to be more impersonal, allow you to be more anonymous and offer large class sizes (20 to 350 students).

**Atmosphere** - Colleges, just like any group of people working and living together, create their own atmosphere. Each college has a particular atmosphere or environment that affects the performance and satisfaction of each student there. Some factors that go into creating a college’s atmosphere are: personal or impersonal handling of student questions, concerns and scheduling; an academic or less serious mood among the students and their approach to responsibilities; an aware, involved, active student body or students focused on individual pursuits. The type of atmosphere a college offers can best be discovered by visiting the campus and talking to as many people as you can.

**Cost** - Formally, a major factor to be considered is the cost of attending a college. The total cost for a year, as computed by the college financial aid office, includes tuition, fees, room and board, books, supplies, transportation and personal expenses. Total costs do vary widely. While cost is undoubtedly very important, don’t limit your choice of colleges to only those you can afford without financial assistance. Many of the more expensive schools have solid financial aid programs, which may cover anywhere from 20% to the full cost, depending on your demonstrated financial need. A good plan would be to choose several colleges, including one you can afford and several for which you need aid. We encourage students to apply to any of the state colleges in Connecticut. Although financial aid may seem uncertain at times, limiting prospective colleges on a cost basis alone may exclude some excellent colleges from your list.

**Location** - There are many reasons why the location of the college may be important to you. You should always consider the expense of travel, the need for independence versus the desire to stay near your family, and the effects of living in a particular climate. When considering the location of a college, think about the campus setting. The physical environment of the college you go to may be very important to you. Some people prefer the social, cultural and economic activities of a large city or metropolitan environment. Others would be unhappy if they could not be near the ocean, mountains or countryside. A major metropolitan area can offer many benefits, but a student must adjust to the life-style of a big city. A college or university that is located in the heart of a city is often comprised of multi-storied classroom buildings and high-rise dormitories. There are also many colleges and universities that are in rural settings with widespread campuses located many miles from the nearest metropolitan areas. In addition, many institutions are located close to, but not in, large cities. The decision of a location and campus setting for your college should ultimately include those institutions where you will be most comfortable living for the next two to four years of your life.

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## **VOCATIONAL, TECHNICAL, TRADE OR BUSINESS SCHOOL BOUND**

Many students will find that a specialized school fulfills their needs much better than a two-year or four-year college. Investigation of job opportunities will reveal that many occupations require training that may be obtained through forms of learning such as career training. Specialized schools generally do not require an examination like the SAT or the ACT. Many will recommend that a test be taken at the school for placement purposes only. All career-focused schools require a transcript of the student's record, and often want teacher and counselor recommendations.

**NOTE:** Be sure to check whether the program you want is offered at a state-supported college. Before you pay for a private program, compare it to the state or local institution.

Some key factors to consider when choosing a specialized school include:

**Location** - Where the school is located and how will you get there. If the school is not within commuting distance, what the living arrangements are.

**Expenses** - What the total expenses are to complete the program, including the costs of supplies, materials and travel.

**Entrance/Placement Exams** - If exams are required and what you can do to prepare for them.

**Course Requirements** - If any special course requirements are needed in addition to a high school diploma (i.e. two years of college preparatory mathematics, etc.).

**Costs and Financial Aid** - What the costs are and what kind of financial aid is available. Only government approved schools are eligible for government aid.

**Accreditation** - This means that when you complete the program, you are eligible to take a licensing examination if one is required or receive a certificate granting you the right to practice your chosen career. ***THIS IS VERY IMPORTANT.***

**Job Placement** - Does the school have a good Placement Office? Check this out with recent graduates. A good placement officer will have established relationships with local businesses that rely on the school to provide candidates for entry-level jobs.

**Future Employment** - Talk to prospective employers about the school's reputation within the company and their past experience with hiring graduates from the school.

**STANDARDIZED TESTS**

Standardized tests are only one of the many factors which colleges use in making admissions decisions. Such testing provides a reasonably accurate comparison of student performance on a nationwide basis. (Other types of schools will require specific entrance/placement exams.)

**STANDARDIZED TESTS DEFINED**

PSAT/NMSQT  
www.collegeboard.com

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is an October practice test for juniors (and also sophomores) designed to give you an idea of the procedures, questions, and scope of the SAT. Detailed results are reported in a way that helps you to see your strengths and weaknesses. Approximately 156,000 of the 1.2 million students who take the PSAT/NMSQT will be designated as National Merit Scholarships Semifinalists.

SAT  
REASONING  
TEST  
www.collegeboard.com

The SAT Reasoning Test, which is sponsored by the College Board, is a three-hour test that measures developed verbal and mathematical reasoning abilities. The College Entrance Examination Board (CEEB) is responsible for the SAT Reasoning Test, which is given at specified test centers throughout the year. The SAT Reasoning Test is required or recommended by many colleges as part of the admissions process, sometimes in combination, with one or more of the SAT Subject Tests.

SAT  
SUBJECT  
TEST  
www.collegeboard.com

SAT Subject Tests are diagnostic measures of actual knowledge acquired in specific areas. They are given in 15 different subjects. These tests are each one hour in length, and the scores range from 200-800. In general, you should not take an SAT Subject Test until you have nearly completed a subject. If you want to take a math SAT Subject Test, we advise you to consult with your math teacher before deciding on taking either the Math Level I or II test. You have to inform CEEB in advance as to which you will be taking, but you may change your mind the day of the test. All tests are part of one large booklet, which you are given at the test center. It is your decision as to how many tests you take (up to three) and in what order.

ACT  
www.act.org

The ACT tests English, mathematics, social sciences and natural sciences. A composite score of the four areas is also given. Registration forms are available in the guidance office, but test centers are limited in this geographic area. Hall and Conard are test centers for several of the test administration dates. Check in the Career Center for details. *Note: The ACT may also count as subject test(s) at select schools.*

**NOTE:** Fee waivers for the SATs, ACT and PSAT are available from your guidance counselor if you meet certain economic guidelines.

## REGISTRATION

The simplest, quickest and **preferred** way to register for either the SAT or ACT is online (See website addresses on preceding page). At each site you will receive a personalized account accompanied by a security PIN number. Once you are registered, you will be able to get immediate confirmation, as well as printing your admission ticket to take on the day of the test. Also by registering online you'll have the option of viewing your scores as soon as they are available and other helpful information.

If you are requesting to take either the SAT or ACT with accommodations, please review the registration bulletin (available in the Career Centers) for specific instructions.

If you pay by check or money order, are under 13 years old, do not have internet access or requesting Sunday testing due to religious observance, you are requested to register by mail using the paper form. Paper forms can be obtained in the Career Centers.

***\*\*Important: Make note of registration deadlines in order to avoid late fees.***

<b>CONARD CEEB CODE</b> <b>070-887</b>	<b>HALL CEEB CODE</b> <b>070-900</b>
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## PREPARATION

Even though SAT scores are seldom the most important factor in admissions decision, they do carry weight, in varying degrees, with many colleges. For that reason, you should be as well prepared as possible to show your skills when you take the SAT. You have been preparing for the SAT during your entire school career. For many students, taking the SAT is one of the first steps in the college admission process.

You can prepare over the long term with a challenging selection of solid academic courses, extensive reading and consistent hard work in your studies. In the short term, knowing the test format is advantageous, ie. how it is organized, the kind of questions it asks, the terms and concepts it uses, how it is timed and how it is scored. You should also know some basic rules of test-taking strategy, including when and why to guess, how to pace yourself and so on. If you do not have this information, you may be at a disadvantage in taking the test.

Practice booklets offered by both SAT and ACT provide this information. Students who have read them carefully and taken the full practice test that they contain have reported greater confidence, less anxiety, and more familiarity with the tests than students who did not use this free booklet.

Just how much practice you may need to feel comfortable is a decision you must make. For those who want to practice with more than one sample, practice resource books are available in the Career Centers, community library or in bookstores. Remember, though, that practice alone is not likely to improve your scores dramatically. If you are nervous about taking tests, it can help you relax, but simply drilling on hundreds of questions cannot do much to help you develop the skills in verbal and mathematical reasoning that the tests measure.

### CAMPUS VISITS

Use the campus visit as an opportunity to get the “feel” of a school and to get a sense of the type of student(s) who attends. Visit schools starting as early as April of your junior year. Visiting during the summer does not give you the opportunity to experience the atmosphere as well as when students are on campus. Try to return in the fall to those schools you are most interested in for a day of visiting classes, talking with students, staying overnight, interviews, portfolio reviews, auditions, etc.

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### CAMPUS TOURS

The campus tour is usually conducted by a student who is generally a paid member of the admissions office staff. These students are trained to show you the important parts of the campus, to answer your questions and to give you information about the school. The tour usually lasts one hour and will include visits to the library, the student center, the athletic facility, a dorm, a classroom and, if appropriate to that school, a laboratory. This is a good time to ask a student questions that would give you a student’s perspective. Don’t be hesitant about asking questions that will assist you in the decision-making process.

#### POSSIBLE QUESTIONS TO ASK ON THE TOUR

1. Where do students study?
2. Are there quiet floors?
3. Are there single sex dorms?
4. Are there substance free dorms?
5. Do any of the co-ed dorms have co-ed bathrooms?
6. What percentage of students remains on campus during the weekends?
7. Are there enough computers on campus, or should you bring your own?
8. What are the library hours?
9. Is there a fitness center on campus?
10. Are there fraternities and sororities on campus? What is the percentage of students that participate? What is social life like for students not in the fraternity/sorority system?
11. What inter-collegiate or intramural sports are available?
12. What services are available to students? (i.e. general counseling, career counseling, free health care, tutoring if needed, help finding off-campus employment during the school year and during the summer, junior year abroad or at another U. S. institution)

Visiting schools is important. It allows you to acquire a basis for comparison to help refine your idea of what to look for in a school. Not every student gets into their first choice. By visiting other schools you open up other possibilities and options, some that you may never have even considered.

The purpose of the essay is to convince the admission officers that you would be a good match for their colleges. The essay is an opportunity for you to convey a side of you not shown by statistics like grades and test scores. It is a given that the essay must be well-written showcasing your ability to convey organized thoughts in well-written prose. Evidence of depth of thought, creativity, and the ability to do this in one page is evaluated by admissions readers. It is wise to write the essay in a limited length so that it is actually read in its entirety.

Creativity in your essay is wonderful but be careful about going too far afield or trying far-out humor in your work. Choose a topic that appeals to **you** most. The topic is less important than the delivery. Remember, there is no right or wrong answer, just be sure to answer the topic question. Good taste is never out of fashion for a college essay.

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Following are some tips for your use:

- Be sure you understand the college's topics, directions and deadlines.
- Brainstorm - scribble down everything you can think of about your chosen topic then pick out the good stuff and work it into a brief outline.
- Write a rough draft. Set the draft aside for a while, then reread it.

Ask yourself:

- Have I focused on the topic?
- Have I answered the question?
- Is it specific and detailed?
- Have I written in my own voice?

- Rewrite your essay based on this evaluation and repeat the previous tip as often as necessary to sharpen your essay.
- Ask a teacher or counselor to read your essay and give you a candid impression. Ask for specifics but do not let this person rewrite your essay.
- Polish the essay by checking again for spelling and grammatical errors, awkward phrasing, inaccurate usage, unnecessary words or anything else that does not sound right to you. Read your essay out loud to locate the rough spots.
- Mail or email your essay on time and relax. If you have done all the above, you can be relatively sure your efforts will be noted with appreciation.

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### **SPECIAL NOTES:**

- Always proofread! Check for spelling errors. Spellcheck doesn't catch everything!
- Make sure the college name is correct if you're using it in the essay. Dartmouth doesn't want to know you've always wanted to go to Harvard!

..and most importantly:

**DON'T PLAGERIZE** - Admission officers have read all the books and seen all the websites.

Many schools require or recommend an interview of all or some of their applicants. Whether required or not, an interview is a great opportunity to make a case for yourself and your particular strengths. An interview is also a good opportunity to find out about a school. Some interviews can be very helpful in the decision-making process for you.

Most interviews are designed to collect information about you, your interests, your activities, your family and your insights into the things you do. A good interviewer will allow you to do the talking, only asking questions to help the process.

Come prepared with a list of questions about the college and be ready for the interviewer's questions on topics such as: subjects you're interested in, extracurricular activities, books that are important to you and why, the importance of a college education, your reasons for wanting to go to that particular college, your career plans, your major strengths and weaknesses, etc. Probably the best piece of advice about interview, though, is to relax and be yourself.

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### **TO HELP YOU PREPARE**

- Schedule the appointment well in advance by letter or phone. Many colleges will require several months advance notice during the most sought after times, usually September to December of the senior year.
- Read the catalog and brochure to gain information on courses of study, local atmosphere and entrance requirements.
- Take a copy of your latest transcript and SAT Reasoning Test/SAT Subject Tests or ACT scores (if required for admission) and high school profile sheet for referral, if warranted.
- Develop a resume of your school activities, community involvement, work experience and hobbies. Be prepared to answer questions concerning the above and try to correlate them with the college you are visiting.
- Conference with your counselor prior to your visit to campus for a discussion on that school.
- Dress properly. Being neat, clean and conservatively dressed will never hurt you.
- Be prompt: Allow sufficient time to arrive at the school before your scheduled interview. Walk around if possible. Call if you will be late for your appointment.

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### **QUESTIONS A STUDENT MIGHT ASK THE INTERVIEWER**

1. Are you familiar with my high school? Is there anything I can tell you about it?
2. How many of your graduates go on to graduate school?
3. What do students do on weekends?
4. Could you comment on the placement record of graduates with the major companies?
5. What athletic teams and clubs are the most popular here?
6. Do you place more emphasis on class rank or standardized test scores in your admission decisions?
7. Do you have a cooperative plan? Independent study? Study abroad?
8. What percent of the entering freshman class graduate in four years?
9. How large are your freshman introductory classes?
10. How do I compare academically with students already attending this school?
11. Is there a computer network from the school library that can be accessed by all dorm rooms?
12. If majoring in an area requiring certification, licensing, etc., ask whether the program will qualify you for entrance into the profession and prepare you for state or national certifying examinations.

## **SAMPLE QUESTIONS ASKED BY INTERVIEWERS**

1. Tell me about yourself.
2. What got you interested in our college?
3. What will be your major in college? Why?
4. Where do you see yourself after college?
5. In what activities did you participate in high school? Did you hold any part-time jobs?
6. What is the most significant contribution you have made to your school?
7. What are your strengths? What are your weaknesses?
8. How do you spend your leisure time?
9. What teacher impressed you the most in the past year?
10. What three books have impressed you the most in the past year?
11. What were the three most important events in your lifetime? What decisions have you most regretted and why?
12. Can you give me an example of how well you get along with your classmates.
13. Do you prefer working alone or with a group?
14. What problems do you see as the most critical for the United States in the next five years?
15. Who has been the greatest influence in your life?
16. Are there any questions that you want to ask?

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## **SOME INTERVIEW DOS AND DON'TS**

### **DO:**

1. Come prepared
2. Dress properly and be on time
3. Ask good questions
4. Answer questions honestly and to the point
5. Be familiar with the college you are visiting
6. Be polite
7. Be enthusiastic
8. Write a thank you note to your interviewer after your visit
9. Evaluate your performance the next day
10. Correct any mistakes before the next interview

### **DON'T:**

1. Talk too much or too little
2. Be too cocky or conceited
3. Show up late unless you have called ahead
4. Try to influence the interviewer by whom you know
5. Make derogatory remarks about your high school or its teachers
6. Fail to get help after you arrive home if you feel the interview was a disaster

Acknowledgment:

"Make The College Interview Work For You" Alan Glous Associates, Inc., Needham, MA 1983

**CORRESPONDING WITH A SCHOOL VIA E-MAIL  
A GUIDE TO PROPER ETIQUETTE**

The nature of e-mail is informal compared to standard business mail, but it is important not to be too informal.

The following are a few thoughts/suggestions:

Some “DOs”...

- Remember that your e-mail messages may be added to your admissions file.
- Choose an appropriate e-mail address. You may want to rethink addresses like wildthing@hotmail.com or hatetostudy@yahoo.com.
- Give your full name, SS#, address, phone number and high school in each message.
- Spellcheck your e-mail and use proper punctuation.
- Use salutations, i.e. Dear Admissions Officer.
- Be as polite and respectful in an e-mail as you would in a face-to-face meeting or telephone conversation.
- Use the “reply with history” function to help schools remember the questions you asked in previous e-mails.
- Check the e-mail address of the recipient before hitting the “send” button.
- Check the school’s Web site if you have a lot of questions before sending an e-mail. If you still have specific questions, it is better to call the school and have a conversation.

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Some “DON’Ts”...

- Don’t use all lower or upper case letters; all lower case is difficult to read and upper case can give the impression of SHOUTING!
- Don’t use “IMPORTANT INFORMATION!!!” OR “Please read” as subjects for your e-mail. These are commonly used for junk e-mails or viruses.
- Don’t use attachments. Schools are wary of attachments since they may carry computer viruses.
- Don’t send anything confidential in an e-mail. E-mails are more like a postcard than a letter in a sealed envelope.
- Don’t send blanket e-mails to a lot of schools at once. Do some research and then ask questions indicating genuine interest!

A post-high school education can encompass a wide range of dollar amounts, ranging from the roughly \$2,000 it costs yearly to gain an education from a local community college, or the \$12,000-\$14,000 for a one year technical school, to the \$40,000+ for the comprehensive cost of a residential private college or university. While assistance is available from several sources, schools begin from the position that an education is, first and foremost, the responsibility of the student and the student's parent(s) or guardian(s).

There are a number of ways to gain financial assistance for an education, but the single largest source of funding comes from the school, college or university itself. Following that would be governmental agencies and finally, a variety of organizations that grant scholarships and loans to students for a variety of reasons.

Funding is provided in two major ways:

**Merit Aid** - Aid which is based on some specific criteria. Most commonly recognized and understood, is that merit aid which is granted to athletes at what are known as Division I and Division II schools. Other types of merit aid recognize academic achievement; talent in some specific area such as art or music; contributions to school or community life; and scholarships earned from a competition in some area such as a science project or an essay contest. These forms of scholarship can range from a few hundred dollars to full tuition or more. A number of publications, computer software programs and internet searches list these and the criteria used for gaining such aid. These are available in the Career Centers at both Conard and Hall, the local public library, and from publications which can be purchased at local bookstores.

Some colleges and universities have merit-based aid in order to attract well-qualified students who might not otherwise attend that particular institution. Sometimes called Presidential Scholarships or Trustee Scholarships (other names are also used), these scholarships are awarded to students whose academic record, test scores and contributions to their high school, are typically in the highest range of student applicants. Students may request consideration for these awards, but sometimes colleges will identify applicants for such awards without action by students.

**Need Based Aid** - The largest source of financial assistance for well over thirty years is need based aid. Taking the initial premise, that families have the first responsibility for financing a college education, schools will then attempt to assist students and families based on a predetermined family contribution.

Schools determine the Anticipated Cost of Attendance, which is a figure that includes tuition, fees, room and board, books, lab fees, transportation to and from campus and a small amount of money for personal items. For students living at home, a sum for additional transportation costs replaces the room and board fee. This recognizes that students still have costs for an education even when living at home. The Expected Family Contribution, or the EFC, is the figure that schools use to estimate a family's ability to pay for college. This is based on student and parent(s) income and assets. Both parents and students must answer a series of questions on a questionnaire called the Free Application for Student Financial Aid (FAFSA). This form is completed online (FAFSA worksheets can be downloaded from the website for your convenience) to a national organization that uses a standardized formula to determine a family's expected contribution for school.

It would be a rare circumstance to have families agree with the dollar amount expected, which is usually considered by most to be excessive. But, keep in mind, that colleges maintain that families have the first responsibility for funding this education. The FAFSA is used to generate several forms of aid including government-based grants such as the Pell Grant and loans such as the Perkins Loan and the Stafford Loan. Some colleges (usually private) will also ask families to complete another form called the College Scholarship Service (CSS) Profile, which would generate additional aid from colleges and universities using their own funds and endowments. It is absolutely critical that students (and parents), carefully research and read the school catalogs to determine if only the FAFSA is needed or if the CSS Profile is also necessary. Not completing the required forms by deadline dates eliminates consideration for need-based assistance. Finally, some colleges require an additional form of their own -- be certain to ask the financial aid office of each college to determine if they have their own form as well.

Both the FAFSA and CSS Profile use a formula to determine the Expected Family Contribution (EFC) This EFC is then subtracted from the Anticipated Cost of Attendance which then produces the Need factor. A simple equation would be:

$$\text{ANTICIPATED COST OF ATTENDANCE MINUS ESTIMATED FAMILY CONTRIBUTION} = \text{NEED}$$

It is this Need that schools will attempt to fill using government grants (such as the Pell Grant if you are eligible), loans (such as the Perkins or Stafford if you are eligible) and Work Study (a job on campus). Finally, schools may also use their own funds in the form of grants/ scholarships to assist students. Since grants/scholarships are in limited supply at most schools, a Package is prepared consisting of all of the above: loans, grants/scholarships, and work/study. At this time, it is important to note, that assistance is available for families in negotiating their way through what, by now, must seem to be a monstrous task. The School Counseling Departments at both schools jointly sponsor a Financial Aid Night each year to explain all of this again, as well as to provide new information and answers to your questions. The Financial Aid Offices at each of the schools in which you are interested will also assist you with general questions as well as with questions of a specific nature to their institution alone.

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## **BEWARE**

Much has been made of those in private practices who purport to assist you with these tasks with the assurance that they will secure funds; the promise being that you will get something not otherwise available. College financial aid directors, the National Association of College Admissions Counselors, the College Board, as well as publications such as the New York Times, have all described these agencies and individuals as unable to meet the expectations they create. Their assurances of several sources of aid for a fee usually are those that you can access for free in the Career Centers, the public libraries, or through the colleges themselves. Be aware of these claims for huge amounts of money that rarely, if ever, materialize.

All high school athletes wishing to compete in college at a Division I or Division II institution must register with the NCAA Eligibility Center. It is important to know the rules.

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CORE COURSES

•**Starting August 1, 2013**, 16 core courses will be required for **NCAA Division II also**. This rule applies to any student first entering any Division I or II college or university on or after August 1, 2013.  
•**See core-course requirements below.**

**DIVISION I**  
**16 Core-Course Rule**

**16 Core Courses:**

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

**DIVISION II**  
**16 Core-Course Rule**  
(2013 and after)

**16 Core Courses:**

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

*PLEASE NOTE: All core courses must be on the list of NCAA approved course work. Updated information and a list of approved courses can be found at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).*

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TEST SCORES

•**Division I** has a sliding scale to match test scores and core grade-point averages. The sliding scale for those requirements is shown on the next page.

•**Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.

•The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

•The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, math, reading and science.

•**When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

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GRADE POINT AVERAGE

Only core courses are used in the calculation of the grade-point average.

Be sure to look at your high school's list of NCAA-approved core courses on the \*clearinghouse website to make certain that the courses being taken have been approved as core courses.

Division I grade-point average requirements are listed on the next page.

Division II grade-point average requirement is a minimum 2.000.

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NCAA clearinghouse website: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

***If you have questions or for more information regarding the rules:***

- >Go to [www.ncaa.org](http://www.ncaa.org).
- >Click on “Academics and Athletes”
- >Click on “Eligibility and Recruiting”

Or visit the clearinghouse website at: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

Or call toll-free 877-622-2321

**NCAA DIVISION I SLIDING SCALE  
CORE GRADE-POINT AVERAGE/TEST SCORE  
New Core GPA / Test Score Index**

Core GPA	SAT Verbal & Math only	ACT	Core GPA	SAT Verbal & Math only	ACT	Core GPA	SAT Verbal & Math only	ACT
3.550+	400	37	3.025	610	51	2.500	820	68
3.525	410	38	3.000	620	52	2.475	830	69
3.500	420	39	2.975	630	52	2.450	840-850	70
3.475	430	40	2.950	640	53	2.425	860	70
3.450	440	41	2.925	650	53	2.400	860	71
3.425	450	41	2.900	660	54	2.375	870	72
3.400	460	42	2.875	670	55	2.350	880	73
3.375	470	42	2.850	680	56	2.325	890	74
3.350	480	43	2.825	690	56	2.300	900	75
3.325	490	44	2.800	700	57	2.275	910	76
3.300	500	44	2.775	710	58	2.250	920	77
3.275	510	45	2.750	720	59	2.225	930	78
3.250	520	46	2.725	730	59	2.200	940	79
3.225	530	46	2.700	730	60	2.175	950	80
3.200	540	47	2.675	740-750	61	2.150	960	80
3.175	550	47	2.650	760	62	2.125	960	81
3.150	560	48	2.625	770	63	2.100	970	82
3.125	570	49	2.600	780	64	2.075	980	83
3.100	580	49	2.575	790	65	2.050	990	84
3.025	590	50	2.550	800	66	2.025	1000	85
3.050	600	50	2.525	810	67	2.000	1010	86

**GETTING A JOB****How to Look for a Job**

- Apply directly to Employers
- Ask Friends/Relatives
- Answer Newspaper Ads: Local and Non-Local
- Private Employment Agencies
- State Employment Services
- School Placement Offices
- Internet Websites

**Prepare For Each Interview**

- Find out all you can about the company, policies and product.
- Prepare questions about company and position to ask interviewer.
- Bring your resume or send one ahead if requested.
- Be prepared; answer questions simply and quickly; itemize your work experiences.
- Dress appropriately; use common sense and good taste.
- Arrive early for the interview. You may be asked to wait, but it will make an excellent first impression.
- If your interview is out of town, check mode of transportation to be used, and weather conditions for the day.

**At the Interview**

- When you are introduced, remember the interviewer's name.
- If requested to fill out additional papers or forms, be brief and simple. Use your resume or notes for reference.
- Be sure-footed, ask questions, talk about your goals, sell your skills and training.
- Relax, be yourself, honest, tactful; present yourself in a way that the employers think they need you.
- Be alive, indicate you know the company, business, etc., their product, their people, process and potential growth.
- Don't evade questions; answer them honestly and simply, look at your interviewer while talking.
- Your posture is important; don't slouch, chew gum or smoke.
- When questions are asked to which you do not know the answer, don't fake it; simply answer the questions as honestly as you can.
- The interviewer wants to talk to you. Do not bring anyone with you to a job interview.
- By all means, talk about your past work experiences; try not to brag or exaggerate. Try not to conceal previous work records (even though they may have been poor experiences) or complain about past employers or supervisors. If you were serious about your education while in high school, you should do very well. BE POSITIVE!!!
- Conclude the interview with an arrangement for finding out the prospective employer's decision on hiring. As a follow-up, write a note thanking the person who interviewed you for his/her time and consideration.
- Do not become discouraged if, during your first interview, you become nervous or fail to present yourself favorably. You will improve with time. Your counselor in your high school is there to help you. See him/her early in your senior year so he/she can work with you.

**Interview follow-up**

- Make notes on the interview as soon as possible after the appointment.
  - (1) Likes
  - (2) Dislikes
  - (3) Important points to remember
  - (4) Name and title of the interviewer
- Write a letter of appreciation.
  - (1) This shows thoughtfulness, courtesy, and maturity.
  - (2) It reinforces the interviewer's memory of you as an individual

**Accreditation** - Recognized as maintaining standards that qualify the graduates for admission to higher or more specialized institutions.

**AP- Advanced Placement** - The Advanced Placement Program gives students the opportunity to pursue college level studies while in secondary school and to receive advanced placement and/or credit, upon entering college.

**Alumni/ae Interviews** - Admissions interviews conducted by graduates of colleges to which you have applied. Often done locally when a student is unable to travel to a distant college for an interview.

**ACT** - American College Testing Program - See Page 14.

**Associate's Degree** - A degree granted by most two-year colleges and some four-year colleges at the end of two years of study.

**Bachelor's Degree** - A degree granted by four-year institutions after completing four years (or in some cases, five years) of study.

**CEEB (College Entrance Examination Board)** - The CEEB is the organization that sponsors the most widely accepted battery of tests for college admissions. It is also commonly referred to as the College Board.

**College Fair** - A gathering of college representatives at a central location.

**CLEP - College Level Examination Program** - Credit by examination is one way for students to receive college credit without taking a course. CLEP offers general examinations in five broad liberal arts areas; and it offers over 30 examinations in specific subjects, such as freshman English.

**CSS - College Scholarship Service** - The financial aid division of the College Board (CEEB). It provides a needs analysis service for financial aid applicants.

**CSS Profile** - A customized financial aid application required by some private schools.

**College Work-Study Program** - A government-supported financial aid program coordinated through financial aid offices whereby an eligible student (based on need) may work part-time while attending class at least half-time, generally in college-related jobs.

**Consortium** - Several colleges and universities in an area often join together in a consortium, or cooperative association, which gives students the opportunity to use the libraries or take courses at all member institutions.

**Cooperative Education** - A program in which the student alternates between full-time college study and full-time paid employment related to the area of study. Under this plan, the bachelor's degree often requires five years to complete.

**Core Curriculum** - A group of courses, in varied areas of the arts and sciences, designated by a college as one of the requirements for a degree.

**Credit by Examination** - A program through which some colleges grant course credit based on results of the Advanced Placement test scores, the ACT Proficiency Examination Program (PEP), the CEEB College-Level Examination Program (CLEP), the New York College Proficiency Examination Program, or another examination developed by the college.

**Decile** - The class ranking of all students in a grade is divided into ten equal sections.

**Deferred Admission** - A college admissions plan whereby a student applies to a college and is notified of acceptance during the senior year of high school. The student then may take off a year for travel, work or other projects before attending college.

**Early Action** - This college admission plan allows highly qualified candidates who apply early to receive offers of admissions by mid-December. Unlike the Early Decision Plan, the Early Action Plan does not allow an institution to request an applicant to make a prior commitment to matriculate, indicate college preferences, or make any response to an offer of admission until the traditional May 1st candidate's reply date.

**Early Admissions** - This plan allows students to begin college work after their junior year of high school, usually without a diploma. This program is usually limited to exceptional students.

**Early Decision** - Some colleges offer to notify applicants of acceptance or rejection during the first semester of their senior year. There are two types of early decision plans: the single-choice plan and the first-choice plan. In the single-choice plan, a student cannot apply to other colleges until (s)he has been notified by the early decision college. In the first-choice plan, a student may apply to other colleges but name the early decision college as the first choice and agree to enroll at that college and withdraw all other applications if accepted.

**ETS - Educational Testing Service** - The operational phase of many College Board programs, including the development and administration of the Board's major testing programs, are carried out under contract by the Educational Testing Service. ETS is a separate and independently governed non-profit organization.

**FAFSA - Free Application for Federal Student Aid** - A need analysis form developed by the College Scholarship Service (CSS) and completed by parents and students to provide colleges and agencies with an estimate of the parents' and the student's ability to contribute toward the costs of post-secondary education.

**GED (General Educational Development Examination)** - A series of tests that adults take to qualify for a high school equivalency certificate or diploma. Many colleges will accept satisfactory GED test results in place of a high school diploma.

**Grade Point Average (GPA)** - An indicator of the student's overall scholastic performance. The GPA is computed by totaling the number of grade points earned in each course (generally, A=4, B=3, C=2, D=1, F=0) and dividing the sum by the total number of courses carried.

**Language Proficiency Examination** - An examination in a foreign language to determine whether a student has satisfied a college's foreign language requirement and, if not, which level of a foreign language course he or she should be placed in.

**Official Transcript** - Most colleges will only accept a transcript that bears the high school seal and is mailed directly from the high school to the college. (See Transcript)

**Open Admissions** - The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications such as high school grades and admissions tests scores.

**PSAT/NMSQT - Preliminary Scholastic Aptitude Test** (See pg. 14)

**Private College** - Owned privately but often receives grants from public sources.

**Public College** - Owned by a public entity (such as a state) and funded by a combination of public funds and tuition fees.

**Qualified Acceptance** - Occasionally an institution postpones action on an application and will suggest that the applicant pursue a particular course in its summer session or take a reduced course load in his/her freshman year. Upon satisfactory completion of this course, the college agrees to accept the student for its regular degree programs at the beginning of the first or second semester.

**ROTC - Reserve Officers' Training Corps** - Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy. This combines military education with baccalaureate degree study, often with financial support for those students who commit themselves to future service in the Armed Forces.

**Rolling Admissions** - Students are notified of acceptances or rejection to that college usually within ten days after the receipt of a completed application. Students are accepted until their freshman class is filled.

**SAR - Student Aid Report** - Detailed analysis from the Pell Grant Program of the applicant's financial aid status based upon his or her filing of certain core data from the FAF.

**SAT - Scholastic Assessment Tests** - SAT Reasoning Tests; SAT Subjects Tests (See pg. 14)

**State Certification** - State certification in a particular trade or profession specifies that you meet minimum competency requirements.

**SDQ - Student Descriptive Questionnaire** - A questionnaire that can be completed by students when they register for the Scholastic Assessment Test (SAT I or SAT II). It gives the student an opportunity to provide information about educational objectives, extracurricular activities, academic record and areas in which counseling or assistance may be needed.

**TOEFL - Test of English as a Foreign Language** - The TOEFL is designed for students for whom English is not a native language and whose scores on the SAT I would obviously be affected by the language difference.

**Transcript** - A chronological listing of all subjects taken and grades received. Also may include standardized testing and other objective information. (See Official Transcript)

**View Book** - Short colorful booklet published by a college to highlight its programs, services and activities.

**Waiting List** - In addition to accepting and rejecting applicants, many colleges place students on a waiting list for admission. As accepted applicants decide to attend other colleges, the school will offer their places to students from the waiting list.

# SAMPLE RESUME

Your Name Here  
Name of High School  
West Hartford, CT 00000  
Your School's CEEB Code (for college only)

## STUDENT ADDRESS

Your Street  
West Hartford, CT 00000  
Telephone: (860) 000-0000

## DATE OF BIRTH

April 29, 19\_\_  
Social Security Number  
(Optional)

## STUDENT ACTIVITIES

Student Council  
Reporter for school newspaper  
Assisted at Blood Bank  
Class Secretary  
Editor of yearbook  
Assistant Editor of school newspaper

## GRADE

9-12  
11  
11  
12  
12  
12

## ATHLETICS

Varsity Track  
Varsity Field Hockey  
Varsity Basketball

9-11  
9-12  
9-12

## EMPLOYMENT

Childcare for two summers  
Clean houses  
Cashier - Food Mart  
Catering for parties  
Office Assistant - Food Mart

9-10  
9-10  
11  
11-12  
12

## AWARDS

All Conference Basketball  
Scholastic Art award  
Honor Roll  
Homecoming Attendant  
National Honor Society

11  
9  
9-12  
11  
11-12

## COMMUNITY SERVICE

Babysit for two brothers  
Tutor Spanish in Hartford

9-12  
10

## PERSONAL

Play guitar  
Hobbies: skiing, biking, walking, reading, films

7-12

# SAMPLE RESUME

Jasmine J. Jacobs

133 Pine Road  
 West Hartford, CT 06119  
 860-232-1234  
 DOB: 06/29/\_\_\_\_  
 SS# 123-45-6789 (Optional)

Class of 200\_\_  
 \_\_\_\_\_ High School  
 Street Address  
 West Hartford, CT 061\_\_\_\_  
 CEEB #: 070900

<b>Extracurricular Activities</b>	<b>Grades</b>	<b>Hours per Week Weeks per Year</b>	<b>Position/Duties</b>
Environmental Club	9-12	1-3 hrs./week 20 wks./year	President (12), Increase student awareness, plan events
Golf	10-12	15 hrs./week 12 wks./year	Varsity (11-12) Captain (12)
Student Association	11-12	2 hrs./week 40 wks./year	Cabinet member, Community service Committee member
Dance Team	12	14 hrs./week 20 wks./year	Member
<b>Community Service</b>			
St. Mary's Home	9-12	2 hrs./week 52 wks./year	Visit with elderly, Work in ice cream shop
Service Project in Costa Rica	11	6 week home stay	Social and environmental service project
<b>Work Experience</b>			
Staples, Inc.	11-12	10 hrs. /week 42 wks. /year	Cashier and Stocker
<b>Honors and Awards</b>			
National Honor Society	Inducted Spring 2002		Tutor students
Maximum Honor Roll	12		
General Honor Roll	9-11		