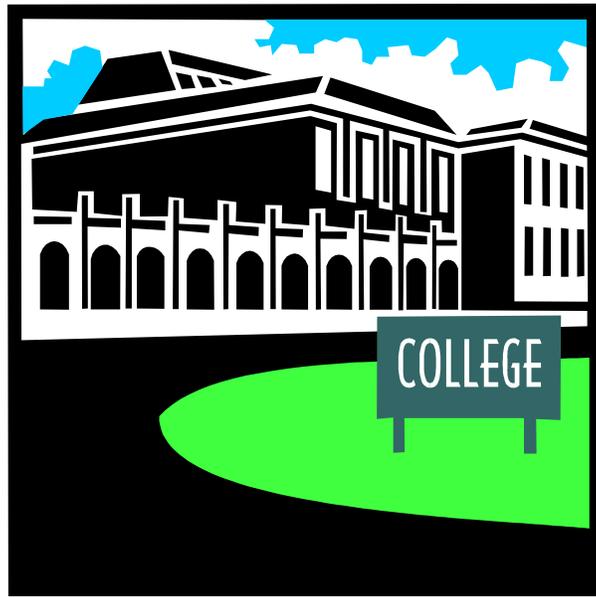


THE OFFICIAL SUFFIELD HIGH SCHOOL



COLLEGE PLANNING GUIDEBOOK

**FROM: YOUR FRIENDLY
NEIGHBORHOOD GUIDANCE
DEPARTMENT**

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Parents and the College Application Process

Coach not Quarterback. That, in a nutshell, should be the role of parents in the college search and selection process. As parents get caught up in the hype about how hard it is to get into college, many become more and more anxious about the process, and more involved than they should be. Ideally, searching for the colleges that best fit a particular student should be a growth experience for the student. For the first time, students are asked to really think about their preferences, their goals, and how they learn best. Students who devote time to truly learning about themselves are the ones who find the best college matches.



The college application process is the beginning of a student's independent academic life. As part of the process, students develop research and organizational skills, learn to meet deadlines, and analyze data. They need to read critically and compare and contrast offerings at different colleges in light of their own needs and wishes. By allowing students to take a primary role in the process, parents encourage growth and individual thinking, and help their children learn to make independent decisions.

Ideally, parents act as supporters and cheerleaders in this process. They should provide their children with the tools they need to get information or skills: the help of a college counselor, access to the internet, college guidebooks, test preparation aids. Together, parents and children, with the help of trusted advisors, should develop a college list that includes appropriate colleges that meet the student's profile and desires (and hopefully, the parents' too.) Families should plan a trip to visit as many of these schools as is feasible. Parents need to be upfront with students about their own goals for their children, and any limitations they need to impose such as location or cost.

To be fully invested in the process, students should be responsible for completing their own applications. While parents can play a role by proofreading, lifting a pencil to their paper is stepping over the line. Some students want their parents' input on essays, but often the college consultant or an English teacher can provide a more objective view.

Just as parents needed to step back and allow their toddler children to learn to walk on their own, here too, they must play a supporting role. By acting as coach rather than quarterback in the college selection process, you help your child to move on in his/her journey to independent adulthood.

Taken From: The College Advisor

TIMETABLE FOR FRESHMAN YEAR COLLEGE PLANNING

- August - Attend Freshman Orientation Program at S.H.S.
Great opportunity to prepare for the first day of school.
- August - All ninth graders meet with counselor during Math class and learn importance of high school transcript and credit bearing system, how to get involved and make most of 4 years here at SHS etc.
- September - Get off to a good start academically - ask for extra help if needed. Make academics your first priority. Final grades are forever!!
- September - Get involved in athletics, clubs, or activities offered at the high school. It's a great way to meet new people and begin building a positive resume for future plans.
- September -US Military Service Academy Day - Any ninth grader thinking about possibility of applying to one of the service academies is encouraged to attend!
- October - Parents attend S.H.S. Open House Program
Follow your son's or daughter's schedule and meet teachers.
- October - Students requiring accommodations on standardized testing should file the proper registration form with the College Board. See your counselor for details.
- January - Select tentative courses for sophomore year - review the four-year worksheet you developed with your counselor in the spring!
- February - Complete Career Interest Profiler with counselor and use results to begin thinking about possible career options and college majors and set goals for the future!
- March - Keep those grades up! Every grade in every class counts toward later class rank and grade point average! All grades appear on your S.H.S. transcript which is reviewed closely by the colleges you apply to later!
- March - National College Fair (Eastern States Exposition - West Springfield, Many colleges represented here!
- April - National College Fair @ CT Convention Center in Hartford, Another early opportunity to speak with college reps!
- April - Meet with your counselor to review your grades, discuss future plans and goals, and schedule appropriate courses for sophomore year.
- May - Check out the "Summer Opportunities" file in guidance. Talk with your counselor about possible summer enrichment or volunteer opportunities.

TIMETABLE FOR SOPHOMORE YEAR COLLEGE PLANNING

September	- NEACAC College Fair, Western New England University
September	-U.S. Military Service Academy Day. Any sophomore thinking about applying to one of the service academies is encouraged to attend!
September	-Boston Performing & Visual Arts College Fair
September	- All SOPHOMORES meet with counselor during Biology classes to review important post- secondary planning information.
Early October	- Register for PSAT in the Guidance Office on a “space available” basis. A limited number of spots are available for Sophomores to take the PSAT and we encourage all to do so.
October	-Take PSAT at Suffield High School during the school day! Great practice opportunity for later SAT Reasoning Test!
October	- COLLEGE FAIR AT SUFFIELD HIGH SCHOOL Early opportunity to meet college reps, ask questions, etc. PARENTS ENCOURAGED TO ATTEND!
October	Financial Aid Night at SHS, 7PM in Auditorium
November & December	- Visit your counselor to begin researching and exploring potential college and career options.
November	- All 10 th graders will be required to take the PLAN assessment to help them better prepare for the later ACT college admissions test!
January	- Select tentative courses for junior year! Review choices with parents and counselor.
March/April	- Meet with counselor to discuss specific goals, schedule appropriate courses for junior year, and develop a list of potential colleges to research further.
March, April, May	- Visit your counselor frequently to ask questions and begin to develop a list of colleges to explore. Read about schools, talk to people who know these schools, talk to college representatives who visit S.H.S.
March	- National College Fair (Eastern States Exposition - West Springfield,MA Many colleges represented here!
April	- National College Fair (CT Convention Center, Hartford) Great opportunity to speak with hundreds of college reps!
April Vacation	- Early College Visits! Great opportunity to visit colleges while they are in session and you are not!

- May - Registration deadline for June SAT Administration. Sophomores interested in competitive colleges, pre-med or science related majors should consider taking the SAT Subject Test in Biology. See your counselor for details.
- April, May, June - Have you reviewed your Do What You Are Personality Assessment results in the Naviance/Family Connections online College/Career program recently, or done a preliminary College Search based on those results??
- May - Check out the "Summer Opportunities" file in guidance. Talk with your counselor about possible summer job or volunteer information.
- June - SAT Administration. Some sophomores should consider taking the SAT Subject Test in Biology at this time.
- July, August - Visit colleges and have informal interviews. When vacationing, it's always a great idea to at least "drive thru" a local college campus or two. The more campuses a student sees the sooner he/she can begin to formulate ideas about what best "fits" them.

TIMETABLE FOR JUNIOR YEAR COLLEGE PLANNING

September	- NEACAC College Fair, Western New England University
September	- ALL JUNIORS meet with counselor during American Studies classes to review important post-secondary planning information.
September	-US Military Service Academy Day, 9AM –Any Junior considering a service academy is encouraged to attend!
September	- Boston Performing & Visual Arts College Fair
October	- All juniors will take PSAT/NMSQT at Suffield High School! Great practice opportunity for later college admissions tests! Also National Merit Scholarship Qualifying Test! No need for Juniors to register as they are automatically included.
October	- COLLEGE FAIR AT SUFFIELD HIGH SCHOOL Chance to meet college reps, ask questions, etc. PARENTS ENCOURAGED TO ATTEND IF POSSIBLE!
October	SHS Financial Aid Night, 7PM in the Auditorium
December	Registration deadline for the January SAT Administration.
December	- All Juniors meet with counselors in SHS computer lab to do initial college search using “Family Connections” online program. Begin researching potential colleges and meet with at least 2-3 college admissions representatives that visit SHS. Sign up in Guidance.
January	- Select tentative courses for senior year. Review choices with parents and counselor.
January	SAT Administration for Juniors who feel ready for this early date.
January & February	- Visit your counselor frequently to gather general and specific information regarding schools, military, or employment opportunities. Develop an initial draft of a personal resume. See your counselor for assistance.
February	- Registration deadline for March SAT Administration.
February	- Winter Break – Opportunity for an early college visit or two while colleges are in session and you’re not! Call College’s admission office two weeks ahead to plan your visit!
March	- Meet with counselor to discuss specific goals, schedule appropriate courses for senior year, and develop a list of schools to research further.
March	- SAT Administration – Good idea for Juniors to take at this time.
March	- Consider taking the ASVAB at SHS (Armed Services Vocational Aptitude Battery-Helps students assess occupational strengths and weaknesses).
March, April, May	- Schedule an appointment for you and your parent/guardian to come in and meet individually with your counselor (if you haven’t already) so we can

develop a plan for life after SHS. Read about schools, talk to people who know these schools, and talk to college representatives who visit SHS.

- April - Registration deadline for May SAT to be given at SHS. All Juniors should take SAT Reasoning Test in May or June!
- March - National College Fair (Eastern States Exposition, West Springfield, MA)
- April - National College Fair (CT Convention Center, Hartford). Hundreds of colleges represented here!
- April, May, June, - Visit Colleges and have interviews. It's best to schedule visits during **April vacation**, when colleges are in session and you are not! Don't wait for summer to start visiting.
- May - Check out the "Summer Opportunities" file in guidance. Meet with your counselor for possible summer job or volunteer information
- May - Registration deadline for June SAT Administration. Some Juniors might wish to consider taking SAT Subject Tests in Chemistry or U.S. History at this time.
- May - **Registration deadline for June ACT Administration. All Juniors should strongly consider taking the ACT at this time!**
- May - Take SAT Reasoning Test at Suffield High School.
- May - Watch and pay attention to the video tutorial on the Common Application in your Advisory class so you can learn how to complete this online application required by many colleges!
- June - Take SAT Reasoning Test or SAT Subject Tests (if required by prospective colleges). Best time to take Chemistry or American History Subject Tests if needed.
- June **Take the ACT!**
- June - Ask 3-4 teachers, employers, coaches, and your counselor to write you a letter of recommendation for use in the fall! Do this now to avoid the rush in September.
- July, August - **Begin completing college application essays for submission early in the school year. Update your personal resume to accompany applications. Get started on the Common Application (commonapp.org)!**

TIMETABLE FOR SENIOR YEAR COLLEGE PLANNING

August – Start on the Common Application (commonapp.org) if you haven't already done so!

August – Registration deadline for the September ACT (any senior who hasn't taken the ACT yet is encouraged to do so at this time)

September – Attend Senior Power Point presentation in Auditorium to review the College Application Process with counselors.

September - Request letters of recommendation. (If you haven't already!) Form available on Guidance Website.

September - Finalize list of colleges to apply to with counselor. Select at least one very challenging school and always have at least one safety school.

September - Register for October SAT, SAT Subject Tests, or ACT. Early Decision candidates must check testing requirements carefully! All seniors encouraged to take the ACT if they haven't already!

September – Register with NCAA Eligibility Center – ncaaeligibilitycenter.org - if you are a prospective Division I or II college athlete and haven't already done so. Remember to submit a transcript request form to Guidance Office so that an official transcript can be sent to the NCAA on your behalf.

September – Research financial aid application procedures for your colleges of interest. What forms are required and by when? FAFSA? PROFILE? Check it out!

Late September - Register for Nov. SAT or SAT Subject Tests. Another opportunity to re-take SAT and try to improve scores.

October - Apply Early Decision/Early Action (Seniors who have a definite first choice). Remember to submit a Transcript Request Form for each college you're applying to at least 2 weeks before the college's due date!

October - College Fair at SHS – afternoon. Chance to talk with college reps. Best to attend with your parents.

October - Seniors start applying to colleges - it's not too early! YOUR responsibility – the earlier a college receives your application, generally the better it looks! Check procedure and ask for assistance if/when needed!

October - ACT Administration. Alternative to SAT. Almost all colleges will take better of the two testing results!

October – Financial Aid Night presentation in SHS Auditorium for seniors and parents.

End of October - *ALL COLLEGE APPLICATIONS SHOULD NOW BE READY TO GO!! AVOID HOLIDAY RUSH. TIME TO REQUEST THAT YOUR TRANSCRIPT BE MAILED TO ALL COLLEGES TO WHICH YOU'VE APPLIED.*

November 1st - **APPLY FOR FREE COLLEGE CREDIT through the ACC College/Career Pathways Program.**

December - SAT or SAT SUBJECT TESTS ADMINISTRATION. Seniors who missed November test or need to take SAT Subject Tests

December - ACT administration. Many colleges will accept ACT results in place of SAT Subject Tests!

December - Deadline for Jan. SAT or SAT Subject Tests. Generally regarded as “last chance” for seniors seeking fall admission to take the SAT!

January 1st FAFSA (Free Application for Federal Student Aid may be filed.) CSS PROFILE too, if required. Almost all financial aid is distributed based on these forms. Everyone should file.

January Apply for Scholarships! Many opportunities available! Check Local Scholarship Booklet and Board (in Guidance Office) weekly.

March Take ASVAB (Most appropriate for those planning military or technical careers).

April NEBHE Student vacancy survey results available. Some colleges still have openings for the fall. Never too late to pursue a college education!!

****Please note that date specific and detailed College Planning Timetables for each grade are posted on the SHS Guidance Dept. Website at the start of each school year. The timetables that appear above in this guide are designed to give parents and students a general idea of important dates and events.***

CAREER EXPLORATION

A career is defined as all of one’s life work. The Guidance Department of Suffield High School is here to help you make decisions about exploring your future career options.

The first step in deciding about a career is to take an inventory of yourself. What are your interests? What are your best subjects in high school? Which are your hardest or the one’s you like the least? Do you have any specific goals?

Your interests can be measured in a variety of ways. An interest inventory is available from your counselor to help you determine interests as they relate to career decision making. Career counseling, shadowing experiences, work experiences, and reading will all help you focus on your career interests. In addition to your interests, it is important to examine your academic strengths. We encourage you to make a series of appointments with your counselor to explore your career options and to plan for your future. The Occupational Outlook Handbook – www.bls.gov/ooh - is an excellent resource for students to use in learning more about a variety of careers that may interest them.

GAINING ADMISSION TO COLLEGE

In evaluating candidates for admission, most colleges consider the following criteria:

1. The student’s academic record - **THE MOST IMPORTANT FACTOR!**
2. Standardized Test Scores - SAT, ACT, SAT Subject Tests
3. Personal Essay
3. Letters of recommendation
4. Participation in school/community activities – Resume
6. Personal Interview

THE COLLEGE SEARCH

Selecting a college is an exercise in match making! Beginning the process with a self-evaluation offers you the opportunity to honestly and accurately assess your strengths, weaknesses, needs, desires, and dreams relative to the colleges and universities you choose to explore. It is a time to take an inventory of your personal attributes and aspirations. At what kind of school are you likely to find happiness and success? What are the elements most important to you- personally, socially, and intellectually?

One of the best ways to investigate these questions is to reflect on your own experience as a high school student. What have you liked and disliked about your experience? Which experiences- personal, social, academic, extracurricular- would you like to repeat? Which would you like to avoid? Where and what have you done well? Where have you had less success than you might have hoped for?

Finally, you may wish to review the following set of questions. You are encouraged to write some of your reactions to these questions. Much of this information will be helpful to you as you prepare responses to your college essay questions. In fact, many application essay questions are based directly on these questions.

Your Goals and Values

- What aspects of your high school years have been most meaningful to you? If you could live this period over again, would you do anything differently?
- What values are most important to you? What do you care about most? What occupies most of your energy, effort, and/or thoughts?
- What experiences have shaped your growth and way of thinking?

Your Education

- What are your academic interests? What courses have you enjoyed the most? Which courses have been most difficult for you?
- How do you learn best? What methods of teaching and style of teacher engage your interest the most?
- What do you choose to learn when you learn on your own? Consider interests pursued beyond class assignments, topics chosen for research papers, lab reports, independent projects, independent reading, school activities, job or volunteer work. What do your choices show about your interests and the way you like to learn?
- How much do you genuinely like to read, discuss issues, and exchange ideas? What has been your most stimulating intellectual experience in recent years?
- How would you describe your school? Are learning and academic success respected? Has the school's environment encouraged you to develop your interests, talents and abilities? Have you felt limited in any way? What would you preserve or change about the school if you were able to do so?
- How well has your schooling prepared you for college? In what area of skills or knowledge do you feel most confident or least confident? Have you been challenged by your courses?
- Have you worked up to your potential? Is your academic record an accurate measure of your ability and potential? Are your SAT scores? What do you consider the best measure of your potential for college work?
- Are there any outside circumstances which have interfered with your academic performance? Consider such factors as: after-school jobs, home responsibilities or difficulties, excessive school activities, illness or emotional stress, parental influences, English not spoken at home, or other factors which are unique to your background.

Your Activities and Interests

- What activities do you most enjoy outside the daily routine of classes and other responsibilities? Which activities have meant the most to you?

- Do your activities show any pattern of commitment, competence or contribution to other individuals, your family and/or school?
- How would others describe your role in school or your home community? What do you consider to be your most significant contribution?
- After a long, hard day, what do you most enjoy doing? What is fun or relaxing for you?

The World Around You

- How would you describe your family and home? How have they influenced your way of thinking? How have your interests and abilities been acknowledged or limited by them?
- What do your parents and friends expect of you? How have their expectations influenced the goals and standards you've set for yourself? To what pressures have you felt it necessary to conform?
- What is the most controversial issue you have encountered in recent years? Why does the issue concern you? What is your reaction to the controversy? What is your opinion about the issue?
- Do you have any current or historical heroes or heroines?
- What books have you read that have changed your way of thinking? Who are some of your favorite writers? Why?

Your Personality and Relationship with Others

- How would someone who knows you well describe you? Your best qualities? Your most conspicuous shortcomings? Would you agree with this assessment? How have you grown or changed during the high school years?
- Which relationships are most important to you and why? Describe the people whom you consider to be your best friends. Your best critics. Your best advocates. In what ways are they similar or different from you?

SELECTING A COLLEGE

In choosing a college, you will want to consider the following factors:

1. The program of studies offered - accounting, political science, nursing, etc.
2. The location of the college - northeast, south, urban, rural, etc.
3. The type of school - university, college, technical, etc.
4. The size of school - small, medium, large
5. The student body - coeducational, all men, all women
6. The cost - tuition, room/board, fees
7. Accreditation
8. Social life, athletic/club activities

At this point, we recommend that each student and his/her parents complete the Self Assessment form enclosed in this booklet. It is important that the student and his/her parents communicate honestly and consistently throughout this process.

Please bring the completed Self Assessment form in to your counselor as a basis for initiating discussion. Counselors are always happy to meet with both students and parents throughout the post high school planning process.

READING A COLLEGE WEBSITE

There are several ways of finding out about colleges, but the most accessible source is the college's website.

While reading, look for:

- ❖ The philosophy of the college. What are the objectives of the college?

- ❖ The entrance requirements. What are the minimum requirements?
- ❖ The total expense. How much is the tuition? Are there dormitory and boarding facilities? Are there additional fees? Is there financial aid available to entering students?
- ❖ The rules and regulations governing student behavior. How is the college providing a safe campus? What are the policies on hours, week-end trips, using a car, dormitory visitors, etc.?
- ❖ The courses offered in your area of interest? What courses will you be required to take?
- ❖ The educational background of the faculty.

It may be helpful to complete the College Comparison Worksheet in Appendix B for those colleges you decide you are definitely interested in as you read or re-read their catalogs.

KINDS OF COLLEGES

College: An institution that offers educational instruction beyond high school level in a two-year or four-year program.

University: An academic organization 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, journalism, or agriculture). It is composed of a number of "Schools" or "Colleges," each of which encompasses a general field of study.

Liberal Arts College: Four-year institution which emphasizes program of broad undergraduate education. Pre-professional or professional training may be available but is not stressed.

Teachers' College: Almost all public teachers' colleges have become liberal arts "State Colleges" offering majors in the field of education.

Junior College: Two-year institutions of higher learning which provide vocational training and academic curricula (terminal and transfer).

Terminal Course - An academic program that is complete in itself. A student who completes it may not apply to a four-year college for further study without completing additional course requirements.

Transfer Course - An academic program that is designed to lead into a four-year course at another college or university.

Engineering or Technological College: Independent professional schools which provide four-year training programs in the fields of engineering and the physical sciences. They are often know as Institutes of Technology or Polytechnic Institutes.

Technical School: A two-year institution which offers terminal occupational programs intended to prepare 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.

Nursing School: There are three kinds of nursing education programs. At schools affiliated with hospitals, students receive R.N. degrees upon completion of their training. At schools affiliated with four-year colleges, students receive both a B.S. degree and a R.N. and have the possibilities of entering the field of nursing administration. At schools associated with two-year colleges, students receive both an associates degree and an R.N.

Military School: Federal military academies prepare officers for the Army, Navy, and Air Force. These institutions (West Point, Annapolis, and Air Force Academy) require recommendation and appointment by members of Congress. Private and state-supported military schools, however, operate on a college application basis. They all offer degree programs in engineering and technology with concentrations in various aspects of military science.

COLLEGE ADMISSIONS EXAMINATIONS

1. WHY TAKE COLLEGE ADMISSIONS EXAMINATIONS?

College Admissions Examinations are required for admission at most colleges. Students should check carefully the admissions requirements at prospective colleges to determine whether SAT tests are required, or if the ACT would be an acceptable alternative. Almost all colleges will accept the SAT or ACT equally.

2. WHAT IS THE SAT REASONING TEST?

The SAT Reasoning Test is a three-hour and 45 minute examination which measures the student's critical reading, mathematical reasoning, and writing abilities.

3. WHAT ARE SAT SUBJECT TESTS?

SAT Subject Tests are one-hour examinations which measure the student's level of achievement in certain subject areas. Some colleges require or recommend three Subject Tests for admission and/or placement purposes.

4. HOW DO I KNOW WHICH SUBJECT TESTS TO TAKE?

A college requiring them will usually specify which subject tests they wish students to take. In general, you should take Subject Tests in those subject area sequences which you are completing this year and in any one-year subject which you will want to offer in your college admissions credentials. For instance, if you are finishing your study of a foreign language, you would take that Subject Test this year rather than delay it until your senior year when you will no longer be studying the subject. Also, if you are currently taking chemistry or a similar one-year course and wish to offer this test for college admission, you should take that Subject Test in May or June.

5. WHICH MATHEMATICS SUBJECT TEST SHOULD I TAKE?

Most candidates take the Mathematics Level I Subject Test regardless of the number of years they have studied mathematics. The Level I test covers topics such as algebra, geometry, basic trigonometry, algebraic functions and elementary statistics. The Level II test is narrower in scope and concentrates on more advanced work. It calls for a greater depth of understanding and sophistication. Both tests require the use of a calculator.

6. SHOULD I TAKE BOTH THE MAY AND JUNE EXAMINATIONS?

Ordinarily there is no need for a student to take the SAT Reasoning Test or SAT Subject Tests more than once before senior year unless he/she must do so to meet the requirements of a specific college (early decision), or if his/her scores seem low and inconsistent with his/her academic record. Then he/she may wish to repeat the test.

7. SHOULD I TAKE AN SAT PREPARATION COURSE?

Preparation courses allow students the chance to practice and refine their test taking skills and strategies which can lead to better scores. There are also other things a student can do to prepare for the SAT: a good night's sleep, a positive mental attitude, self study preparation, etc. Students need to be prepared to put in significant effort to make significant gains. Perhaps the best way to

prepare for college admissions tests is to READ A LOT including a variety of fiction and non-fiction and to enroll in the most challenging courses available at Suffield High School.

8. SHOULD I TAKE THE ACT?

Since almost all colleges will accept either the SAT or the ACT, it is advisable for students to take both tests. In some instances, colleges requiring both the SAT Reasoning and SAT Subject Tests will accept the ACT in place of both SAT exams! We strongly encourage students to take the ACT **with** the optional Writing test!

9. WHAT IS THE ACT?

The ACT is a four-part, two-hour and forty-minute test of the abilities which students will need to succeed in college work. An optional Writing sub-test is also part of the test and we encourage students to include it when they register! It deals more with the use of skills than with specific subject matter. In addition, the student is asked to complete a twenty-five minute Student Profile Section to indicate his/her grades, background, goals, personal needs, and non-classroom achievements.

10. WHAT AREAS OF STUDY ARE TESTED?

English Usage - measures ability to understand and manipulate language

Mathematics Usage - measure the ability to reason with mathematical abstractions

Social Studies Reading - measures reading comprehension, special study skills, and problem-solving reasoning

Natural Science Reading - measures evaluative and critical reasoning and problem-solving skills

There is also an optional writing portion of the test that some colleges may require, so we recommend that all students take the ACT with Writing!

11. WHEN AND WHERE DO I TAKE ACT EXAMS?

It is advisable in most cases to take the ACT late in the junior year or as early as possible in the senior year. The location of the nearest ACT test center varies with each exam date.

12. MAY I REPEAT THE ACT EXAMINATION?

Re-testing is only recommended if the student was physically ill, emotionally upset, misunderstood directions, or attempted in any way to falsify his/her record during the initial examination. As scoring is weighted to compensate for different testing dates, a later testing would not be likely to improve scores.

WHEN AND HOW TO APPLY

In **MOST** instances, all college applications should be submitted by the student during the fall months (September, October, November) of the senior year.

If you are an Early Decision/Early Action Candidate, your application must be filed before a specified date in your senior year (i.e., November 1st).

If you are applying to **multiple colleges**, you should have a variation according to difficulty of admission rather than relying on several applications that have like or identical selection standards. Again, applications should be filed in the fall unless a special situation exists.

In MOST cases, the STUDENT applies electronically using the Common App or the college's electronic application found on their website.

CATEGORIES OF COLLEGE DECISIONS

Early Decision

A very limited number of students are so sure of their first choice college early in the senior year that they apply for what is known as Early Decision. Students electing this plan usually agree to withdraw any other application they may have submitted if the first choice college informs them that they have been accepted for Early Decision. Typically the application deadline under this plan is in early to mid-November and the student will receive an answer from the college by mid to late December. Students accepted for admission are then committed to attend the college!

Early Action

A growing number of colleges offer a plan known as Early Action. Students applying under Early Action must apply by an early deadline and will get an earlier answer from the college, but are not committed to attend the college if accepted. This process differs from Early Decision because students are not committed to enrollment. They have until the customary candidates' reply date to indicate their intention (i.e., May 1).

Rolling Admissions

Many colleges indicate admissions decisions on an ongoing basis whenever they believe students' credentials are complete. The sooner a student applies and submits all of the necessary credentials, the sooner they receive a response. These decisions are made at anytime during the year, usually by February. In most cases they do not require a response until May 1, and no commitment to attend is expected until that date.

Open Admissions

The policy of a college to admit high school graduates and other adults generally without regard to conventional academic qualifications, such as high school subjects, high school marks, and admissions test scores. Thus, virtually everyone who applies is accepted. Community colleges typically operate on an open admissions basis.

Waiting List

Students who are qualified for admission but whose credentials are less strong than others in the applicant pool may be placed on the Waiting List. This means that they might be offered a place after the May 1 Candidates Reply Date. The college knows then how many students plan to enroll. Some years, colleges never resort to their Waiting List because the original number of accepted and attending students meets their quota for the fall.

HINTS FOR COLLEGE VISITING

Colleges are very much like people. They are special and unique. Thus, it is not always easy to match an individual person with a particular college. There are things students should include in the process:

1. A careful reading of college profiles or catalogs. Does the college offer the program or major desired?
2. A visit with the high school counselor to clarify purpose of the college visit, identify questions, request an unofficial transcript; obtain the names of high school alumni that attend the college. Many are willing to have you stay with them overnight.
3. The arrangement of an appointment at colleges of interest at least two or three weeks in advance. This may be done by letter or phone call. Seniors should specify the desire to stay overnight, visit with students or attend classes.

It is true that a campus visit makes the final selections somewhat simpler and wiser. Some of the things students should look for on those occasions:

1. Do the college students seem to be happy? How do they treat visitors? What is their attitude about study? Does the student body provide a healthy cross-section of society?
2. Is the campus appealing?
3. Is the college located in an area where one's particular needs for theatre, museums, shopping, cultural events and out-of-doors recreation can be met?
4. Are the buildings in good shape; the grounds well kept?
5. Are faculty and staff members approachable and available?
6. Is the overall spirit friendly, but purposeful?
7. Is the library well-used, well-staffed, well-equipped, often open for student use?
8. Are the signs and notices posted on campus an indication of an alive, open and responsive community? What is going on; what is being done; who is coming there to speak or to perform?

We urge you to complete a College Visit Report (see Appendix B) within 24 hours of your visit. The visits and reports should be very helpful to you later when reflecting and deciding which colleges you will apply to.

THE INTERVIEW

We consider the interview a very helpful aspect of the application process, and urge all students to seek interviews, especially when the college requires them.

How important is the interview? This varies from college to college. A college that requires or strongly urges an interview feels it is significant for both applicant and admissions officer. One that merely recommends them or gives only group sessions may consider the visit necessary for the student, but of less importance in its own decision-making.

Why is it important? It allows the students to present themselves, their interests and talents, rather than the mere statistical evidence offered on paper. They have the chance to talk about their desire to attend, and to dialogue. In addition, the interview permits the applicants to exercise some control themselves, rather than always being on the receiving end.

How should students prepare? They should consider what they wish to communicate - what information is not covered in the application but is important for the college to know; i.e., particular strength, aims, goals, reasons for having chosen that particular college. In all these considerations, it is important to be honest and forthright. An experienced interviewer will easily discount the insincere or expedient question or comment.

If the interviewer asks something students can't answer or have trouble remembering such as books read in a recent course, the season record of an athletic team, they shouldn't worry or panic. They should say that

they need a little time to consider, and have a question about courses or athletics to throw in. No one will blame seniors if they lack total recall. What may hurt them is obvious bluffing.

Seniors ask what happens if the interviewer is inept or uninterested or does all the talking. It is an unfortunate fact that many students are disappointed or discouraged by the person who interviews them. This is unfortunate for two reasons: the interview will never be the one factor which determines acceptance to a college, and if students are accepted they will, in all probability, never see the admissions interviewer again. They should not judge the institution by one representative, whether or not he/she is the interviewer or tour guide.

Above all, students are urged to be prompt and relaxed.

If an interview is arranged primarily for the benefit of an interested student, it gives those persons an opportunity to ask the questions not already answered by the catalog, freshman brochure, discussions at the high school.

Seniors might wonder about:

1. the typical class size;
2. an arrangement for cross-registration at neighboring colleges or universities;
3. the various countries, states, towns that are represented in the student body;
4. the type of available housing, the manner of matching roommates;
5. the percentages of resident and commuter students;
6. the available ancillary services; e.g., health counseling;
7. the on-campus intramural and varsity sports, leisure time activities and facilities;
8. the annual cost of textbooks, lab fees;
9. the existence of financial aids and deferred payment programs;
10. the quality and extent of student government.

The interview also gives the admissions counselor a chance to ask questions. Prospective students might be asked to discuss:

1. the unofficial transcript and overall academic performance;
2. potential career interests;
3. co-curricular activities;
4. work experience and hobbies;
5. reasons for considering this particular college or a particular major.

After the college visiting, seniors should then:

1. list observations and reactions to the college;
2. sit down with the high school counselor and review impressions. This will help to confirm the decision to apply or to eliminate a particular college;
3. write a "Thank You" note and send to the interviewer.

OTHER QUESTIONS STUDENTS MIGHT ASK AT THE INTERVIEW

Choosing a college in which students and parents are investing a significant amount of money, as well as four years of their lives, is a major decision that should be based upon facts. As a consumer, you are entitled to certain answers. Yet parents and prospective students often admit to admissions personnel that they do not know the appropriate questions to ask. A set of reasonable questions that might be used in exploring the offerings of any college is offered:

1. What is the student-faculty ratio?
2. Are courses taught by professors or teaching assistants? Are instructors fluent in English? Are instructors available to students outside of class; e.g., office hours?
3. What percentage of your first-year students return to your school for sophomore year?
4. What is the size of the freshman class that you plan to accept for next year?
5. What is the size of the resident population that you can accommodate without overcrowding? your facilities?
6. Does the college anticipate an increase in prices it will be charging next year?
7. Are my chances for admission affected by the major I choose to apply for?
8. What are the new majors/minors that have been added to the curriculum to meet the job market? needs in the last three years?
9. Are the courses I've selected for senior year compatible with the college's admissions requirements and preferences?
10. How has it expanded its physical plant within the last five years?
11. What academic majors include work experience opportunities?
12. How many students does a freshman academic advisor have as his/her official advisement? responsibility?
13. What percentage of students attending the college received financial aid last year?
14. Does the college award any scholarships on the basis of academic merit or a talent?
15. How many transfer students were accepted into the college last year?
16. How successful have graduates, in my intended major, been in getting jobs in their own or related academic areas?
17. What is the placement rate in professional and graduate schools?
18. What are the chances of my being admitted based upon my high school record?

TWO-YEAR COLLEGES ASSOCIATE DEGREE PROGRAMS

Why a two year college after high school?

1. Education and training for the student who wishes to complete his/her formal schooling in two years.
2. General education to prepare youth for effective personal and community living.
3. Orientation and guidance to help the student discover his/her talents, find a direction in life, and prepare successfully for a vocation.
4. Courses equivalent to freshman and sophomore work in senior colleges leading to satisfactory accomplishment in further studies in liberal arts, education, science and engineering.
5. Opportunity to remove matriculation deficiencies. If a student's high school record does not meet the admissions standard of a particular four-year college, the student may prove himself/herself in a two-year program after which the four-year school may be willing to accept him/her.

TWO TYPES OF PROGRAMS

- A. **Terminal** - designed for students who will enter an occupation or assume home civic responsibilities immediately after graduation.
 1. **General Education** - Social Studies, English, the arts, languages, and literature but not working toward a bachelor's degree.
 2. **Vocational/Certificate** - designed to prepare for immediate entry into one of the semi-professional or technical fields.
- B. **Transfer** - to prepare for advanced study in a four-year or professional school. After two years, a student may enter the junior year of a four-year college.

Admissions Requirements:

As with four-year colleges, admissions requirements to a two-year college vary widely from one school to another.

The entire school record, test results, and references are evaluated. Be sure to check the admissions requirements of any schools you are particularly interested in.

Generally speaking, entrance requirements for programs in the health or technical fields (dental hygiene, nursing, engineering technology, etc.) are more strict than for admission into other programs.

MAKING APPLICATION FOR COLLEGE ADMISSION

How do you go about actually making the formal application for admission? The following information should answer most of your questions in general terms, although it is important that you read your college information carefully for specific dates, fees, and other information.

When to Apply: There are two general periods for making application: early decision/early action dates and regular application dates.

1. **Early Decision:** This is a plan accepted by a number of colleges throughout the country. It is designed for students who have one college definitely in mind and have superior academic records and excellent standardized test scores. Under this plan, students, after completing eleventh grade,

submit their transcript and junior standardized test scores to a college. If the college finds them to be so well qualified that they are certain to be accepted, they are so informed. They finish their senior year in high school, with their college admission guaranteed if they keep their grades up. In return for the guarantee of admission, they promise to attend that college and put down an advance deposit specified by the college. Deadline dates for applying for early decision vary widely among colleges. Consult your counselor in April or May of your junior year. Generally, these dates range from October 1 to December 1. Early Action is a similar procedure, except the student is not typically committed to attend the college if accepted.

- 2. Regular Applications:** In general, October or November of your senior year is sufficient time to make application for almost all colleges, and it is to your advantage to apply early. The later an application is received by a college the less favorably it tends to be viewed.

How to Apply: It is important that you complete the application carefully, being sure to answer all questions completely. The application questions will vary slightly in number and wording, but in general you can expect queries about your family, your health, your work experience, your school record, and your vocational plans.

In addition, many of them will ask, “What other colleges have you applied to?” It is important that you answer this question fully and honestly. Misinformation on your application, if detected, will almost automatically rule you out. Be very sure also that any essay answers on your application are entirely your own work, although parents or teachers can legitimately check spelling and punctuation for you.

How Many: Applying to more than six colleges is generally a waste of time for all concerned. It requires additional time and money for you; it requires your school to send out unnecessary additional transcripts; it complicates the admissions and selection process for those colleges involved; and it really doesn’t help your chances. It makes much more sense to apply to five or six very carefully selected colleges, as we indicate below.

Which Ones To Apply To: The five or six colleges to which you apply should represent a range of quality and admissions standards. We encourage you to apply to at least one “reach” college whose admission standards may be slightly above your qualifications - one where your rank and scores would place you in the 25-40% of the freshman class. At the other extreme, you should be sure to have one or two “safety” choices - a college with a much less selective admissions policy where your rank and scores would place you in the 60-90%. And there should be one or two colleges in between - where your chances for admission are good and your rank and scores would place you in the middle of the freshman class.

Getting Recommendations: As part of the application process, you are usually asked to secure letters of recommendation from adults who know you well. Sometimes the college provides a special form that is to be used; more often the student merely supplies the college with copies of a general recommendation letter written by a teacher, coach, or counselor. A standard form to be completed by the student prior to requesting letters of recommendation is available in the Guidance Office. **Students should always request letters of recommendation well in advance, at least 3-4 weeks before the application deadline!**

A final word is necessary about the responsibility of the persons writing references, and about their need to be completely candid and honest about your qualifications. Don’t expect them to conceal your known deficiencies or to exaggerate your abilities. They, first of all, have an ethical responsibility to the college to help the admissions committee make a wise choice. Second, they know that “sneaking you in” under false pretences only harms you in the long run, since you probably will not succeed in that college. Third, if they are not completely honest about you and you do not succeed in the college to which you have gained admittance, then the college loses its confidence in that teacher or counselor who recommended you and you may well damage the admission chances of others from your school.

The Common Application

The Common Application was established in 1975 by 15 private colleges that wished to provide a common, standardized first-year application form for use at any member institution. Today, more than 500 colleges and universities use The Common Application as their own online admissions application. Students access The Common Application online at www.commonapp.org and create their own account through which they complete the Common App in its' entirety, including any additional supplements required by individual colleges. Once completed, the application can be submitted to multiple colleges who require it. The Common Application is multi-layered and requires students to follow directions meticulously, especially when it comes to inviting teachers to upload letters of recommendation and then monitoring and assigning those letters for use with specific colleges. **Once the application is submitted to a college online, it cannot be changed for that college; the student must contact the college directly if they wish to correct an error or provide more information. Students should not submit the application until they have confirmation that the teachers have submitted their teacher recommendations through the website.** We recommend that students begin completing the Common Application during the summer before their senior year and that they view the Common App video tutorials found on the SHS Guidance website (under the College Application link) before they begin. Counselors are always willing to assist seniors when they have questions about their common application, but following directions very carefully is the key factor in completing it successfully.

COLLEGE APPLICATION PROCEDURES AT SHS

THE STUDENT SHOULD DO THE FOLLOWING:

1. Make an appointment with your counselor long before the end of October to discuss the colleges in which you are interested. Bring your college folder with you each time. It contains needed information about you.
2. Use a variety of resources to study individual college profiles and websites. Use your Naviance account, available from the SHS website – www.suffield.org. Most colleges make their application available to download easily right from their website.
3. Select about six colleges. Be certain, after discussion with your counselor, that you have a reasonable spread in admissions requirements.

For example:

Choice 1: A “top” college or two, even if it is a “reach”.

Choice 2: A realistic choice or two.

Choice 3: At least one solid choice which offers an excellent chance for admission.

4. Complete the applications for the schools to which you are applying. See your counselor for assistance if needed. It's always recommended that you ask a parent or your counselor to proof-read your application carefully before submission.
5. Submit your applications directly to the colleges as directed in the application along with the following:
 - ❖ The application fee.
 - ❖ The application essay (if required).
 - ❖ Your resume of awards and activities.

- ❖ Official SAT or ACT scores through the testing service.

You should always submit your application well before the deadline date. The earlier an application is received by the college the more favorably it is viewed. **IT IS STRONGLY RECOMMENDED THAT STUDENTS SEND ALL OF THEIR COLLEGE APPLICATIONS BY MID-NOVEMBER TO AVOID THE HOLIDAY RUSH!**

6. Submit a “Request for Transcript” form to the SHS Guidance Office for each college to which you have applied **at least 2 weeks before the college’s application deadline!** You should attach copies of your letters of recommendation to accompany your transcript. It is the student’s responsibility to maintain copies of their own letters of recommendation. Keep in mind that the guidance office will be closed during the holiday vacation and transcripts will not be available during this time period.

THE GUIDANCE DEPARTMENT WILL DO THE FOLLOWING

1. **Upon receiving a Request for Transcript form, the guidance office will send the following to the college.**

- ❖ Official Academic Transcript
- ❖ Secondary School Report (if provided)
- ❖ Suffield High School Profile
- ❖ Most recent Senior Report Card
- ❖ Response Card (to verify college has received your credentials)
- ❖ Counselor and Teacher recommendations (only if student attaches them to the request form)

2. **Counselors will make every effort to confer with every student for discussion regarding:**

- ❖ College Search and Selection
- ❖ Personal Information
- ❖ Career/Vocational Planning

ARTISTS, ATHLETES, SPECIAL CIRCUMSTANCES

Artists



This category is for students interested in all the arts including visual and performing arts. Students who have an interest in these fields as a possible major in college need to be aware that your interests may have other specific activities that you must address. First, as you begin to think about a major in the visual or performing arts, be aware that there is a dedicated College Fair that includes many colleges that offer majors in the arts. The nearest to Suffield is the fair in Boston. The date of the fair and a listing of participating schools can be found on the NACAC website (go to www.nacac.com and click on College Fairs). NACAC is the National Association for College Admission Counseling. The NACAC website also has an article written especially for students interested in the arts called [Tips for Visual and Performing Arts Students.](#)

Athletes



Students who are interested in participating in college athletics need to consult the National Collegiate Athletic Association website – www.ncaaeligibilitycenter.org - College athletics are grouped by Divisions (I, II, & III) and each Division is governed by a specific set of student eligibility rules. Any student interested in participating in intercollegiate sports should discuss eligibility issues and procedures with their coach and school counselor and review the information provided on the NCAA website.

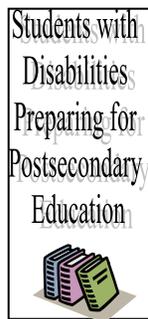
Generally, if you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA.

It is the student's responsibility to register with the NCAA and make sure it receives the proper documentation it needs to certify you.

Students register with the NCAA online and then **must follow-up by requesting that an official transcript be sent to the NCAA on their behalf using the proper form in the guidance office.**

Prospective college athletes should plan to start the certification process during the month of September of their senior year in high school. To be certified by the Clearinghouse students must graduate from high school and meet very specific core course, grade point average, and college admissions test score requirements. Again, students should refer to the NCAA website for a detailed description of these academic eligibility requirements. Ultimately, it is the student's responsibility to make sure they are taking the proper steps to meet these requirements. (See NCAA Quick Reference Sheet on Page 36).

Students with Disabilities



For students with an IEP or Section 504 plan, it is important to understand that you continue to have rights that protect you in the college planning and preparation process, and provide for some services in college. The federal government has published a brochure that might be a valuable resource for you. You should look at the following website for more information, <http://www.ed.gov/about/offices/list/ocr/index>.

Services while you are in high school related to your disability include extended time on college admission tests. Each test company has its own procedures for accessing modification to the usual testing procedure. You, your counselor, case manager, and your parent(s) should discuss the implications of this information early on in your college planning activities.

As a college student who will need services while in college you should contact each college to determine how those services are offered and to be sure that what you need to succeed is available at your college of choice. Some suggestions for disabled students bound for post-secondary experiences are listed below:

- Understand your learning disability. Become familiar with your diagnostic reports and your strengths and weaknesses.
- Attend PPT and 504 Plan Meetings and participate in the decisions that are made at those meetings. Understand what is in your IEP or 504 Plan.
- Learn about your learning style by asking your Resource Teacher or guidance counselor to help you figure it out. Explain your learning style and your learning disability to all of your teachers in order to arrange for appropriate academic support in each class. Your Resource Teacher and parents can help you practice this.
- Use a planner and make your own appointments in and outside of school.
- Understand the medicine you take, if any, and how you react to it. Know how the medicine interacts with other medications, over the counter drugs and alcohol.
- Build your own support system in high school (tutors, coaches, friends, study groups).
- Consider attending a pre-college summer program for LD students.
- Become proficient on a computer with word processing-you will need this in college.
- Try out books on tape, tape recorders in class lectures, notetakers and using extended time on tests. It is better to determine whether these are good accommodations for you in high school rather than trying them out for the first time in college.
- Make sure that documentation is up to date. Psychological and psycho-educational assessments are required by all colleges to determine eligibility for services.
- Apply to take the SAT and ACT early and request the accommodations that you will need (such as extended time). Practice taking the tests with accommodations before the actual test dates.
- When requesting information from colleges, request information about LD services at the same time.

Often, high school students believe that they should try out the college experience without using any accommodation. Unfortunately, this logic sometimes leads to failing grades and disappointment. Starting a post-secondary experience using all of the help available greatly enhances a student's chance of success in that setting. In order to analyze what a student will need in college it is helpful to encourage the student to consider what information from past experience can be applied to future experience.

FINANCIAL AID PROCEDURES

The financial aid application process may differ from college to college. Different colleges require different forms and have different deadlines. You must find out what the specific requirements and deadlines are for each college to which you will be applying. The time to learn about the financial aid process is the same time you are investigating the admissions process.

HOW FINANCIAL AID WORKS

The more you know about how financial aid works, the better prepared you will be to pay for college. To determine if you are eligible for financial aid, you must complete the application process accurately and on time. If you are not eligible for financial aid, you should investigate any other options that are available to you, such as local scholarships.

The financial aid system works on one basic principle: parents and students contribute to the cost of college to the extent they are able. If they are unable to contribute the entire cost, financial aid is available.

The formula to determine financial aid eligibility is pretty simple:

$$\begin{array}{r} \text{What It Costs to Attend Each College} \\ - \text{What Your Family Can Contribute (Expected Family Contribution – EFC)} \\ = \text{Financial Aid Eligibility} \end{array}$$

But, like most formulas, quite a bit of information goes into it.

HOW TO APPLY FOR FINANCIAL AID

Because the financial aid process may differ from college to college, it is extremely important to find out what the specific requirements and deadlines are for each college to which you will be applying. The earlier in high school you start researching financial aid options the better.

In order to apply for federal financial aid, your family must complete the Free Application for Federal Student Aid (FAFSA). This form can be found at www.fafsa.ed.gov. Some colleges and private scholarship programs also require applicants to submit the CSS/Financial Aid PROFILE form to the College Scholarship Service. This form is found at www.collegeboard.com. Still other colleges may require their own institutional form as well. It is always a good idea to contact a college directly if you have questions.

Free Application For Federal Student Aid (FAFSA)

The FAFSA is used to apply for aid from federal student financial aid programs. The federal student assistance programs can help you pay for most kinds of education after high school. The aid is available if you are attending a college, professional school, or a vocational or technical school. The FAFSA is used for the following federal student aid programs:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Subsidized and Unsubsidized Stafford Loans
- Federal Perkins Loans
- Federal Work-Study
- Title VII and Public Health Act Programs

To be eligible you must:

- ❖ be a U.S. citizen or eligible non-citizen
- ❖ be registered with Selective Service (if required)
- ❖ attend a participating college
- ❖ be working toward a degree or certificate
- ❖ be making satisfactory academic progress
- ❖ not owe a refund on a federal grant or be in default on a federal educational loan, **and**
- ❖ have financial need (except for Unsubsidized Stafford Loans)

The FAFSA should be submitted electronically as early as possible, but not before January 1 of the student's senior year in high school. Submitting the application is only the first step in applying for federal student aid. While applications will be accepted by the federal government up until May 1, colleges have their own deadlines, most much earlier than May 1, by which they want you to have submitted your FAFSA. As a general rule, your FAFSA should be submitted during the month of January. For many, this means using estimated data when completing the FAFSA rather than delaying the process by waiting for federal tax returns to be completed. Most financial aid directors recommend that you file as early as possible after January 1.

College Scholarship Service (CSS) Profile

The Financial Aid PROFILE Service (PROFILE for short) is offered by the College Scholarship Service (CSS). CSS is the financial aid division of the College Board, a national, not-for-profit association of colleges, universities, high schools, state agencies, and educational associations. The PROFILE Service is used by some colleges, universities, and scholarship programs to award their own private funds.

The CSS PROFILE provides, in one comprehensive packet, the forms and questions that must be completed to apply for private aid at each of the schools that uses the PROFILE Service. Each PROFILE application packet contains a personalized cover letter and a PROFILE Application and instruction booklet. Depending on the information required by the schools to which you are applying, the packet may also contain additional questions and forms.

There are three steps in the PROFILE process:

- Step 1:** You register for the service by completing the PROFILE Registration Procedures online. CSS will produce a customized PROFILE application packet, based on your Registration information.
- Step 2:** You complete your PROFILE Application and submit it to CSS for processing and reporting to the schools listed on your Registration.
- Step 3:** CSS sends you an Acknowledgement after it has completed processing your PROFILE Application.

The earlier you register for PROFILE, the better. As soon as you are sure about the schools to which you are applying, you should check to see if they require you to submit a PROFILE. A code list of schools and colleges that require PROFILE is available in the Guidance Office. At the very latest you should file your PROFILE four to six weeks before the earliest school or scholarship program application deadline. (By application deadline, we mean the date the school or scholarship program tells you the PROFILE Application must be received by CSS. Check with the schools to which you are applying to find out when you should file your PROFILE application.) You will receive your customized PROFILE application from CSS within two weeks after registering.

For example, if the earliest PROFILE deadline at your schools is February 15, you should:

- ❖ Register for PROFILE no later than January 15.
- ❖ Expect to receive your customized PROFILE application packet from CSS by approximately February 5.
- ❖ File your completed PROFILE Application with CSS no later than February 10.

SPECIAL NOTE: Seniors who are Early Decision candidates and who plan to apply for financial assistance may find a variance in procedures from college to college. Some schools have stated that they will require Early Decision applicants to file a CSS PROFILE form, while others require their own institutional form. When in doubt, we recommend you call the financial aid office at the college.

Local Scholarships

Suffield High School seniors are eligible for scholarships from many local organizations and groups. Interested students may obtain application forms in the Guidance Office during their senior year for many of these local scholarships. Some scholarships are publicized individually by the groups granting them. Seniors should check the Local Scholarship Bulletin Board in the Guidance Office on a weekly basis.

ROTC Scholarships

The U.S. Army, Navy, Air Force, and Marine Corps all subsidize Reserve Officers Training Corps (ROTC) scholarships for college students.

ROTC scholarships pay college tuition, textbooks, laboratory fees, and other purely educational expenses. Scholarship cadets also receive a tax-free subsistence allowance each month.

Scholarship students have a six-year military obligation - four years active duty and two years in the Reserve - following graduation from college.

Students interested in applying for ROTC scholarships should begin the application process during the spring of their junior year.

Military Academies

Students interested in applying to any of the military academies should meet with their counselor to discuss the procedure for application at the earliest possible date. Letters of request for nomination to an academy need to be sent to one's congressperson or senator.

MILITARY ENLISTMENT

Students planning to join a branch of the Armed Services upon graduation from high school are encouraged to take the Armed Services Vocational Aptitude Battery (ASVAB). This battery is administered in March at the high school at no cost and with absolutely no student obligation to the military.

When individuals who took the ASVAB as high school seniors seek to enlist in one of the military services within two years of having taken the test, their test results from the school testing program will be used to determine their enlistment eligibility. The school scores will also be used to determine job guarantees for the enlistee unless the job he/she is seeking is one of the few which require additional qualifications.

Military enlistees should also be aware of the fact that they are eligible for benefits under the Montgomery GI Bill, a voluntary program funded by the Veterans' Administration.

Students who wish to meet with recruiters are encouraged to make an appointment to do so in their own home with parents present.

WHAT IF COLLEGE IS NOT FOR YOU?

While it is true that close to 90% of the senior class here at SHS typically go on to college after graduation each year, a traditional college education is certainly not the best match for everyone! Some students prefer, and are best suited for, an alternative form of continued education after high school. With so much emphasis placed on the entire college search and selection process, it is easy to see why those “non-college bound” students can start to feel a little “left out” by the time senior year rolls around. The entire staff at SHS wants all students to feel that their future plans and goals are valued and important, whether they involve college or not! For students who feel that college may not be for them, it is important that they realize that a number of options are available to them as they make the transition to “life after Suffield High School.” A sampling of just some of these alternatives to college is listed below.

Connecticut’s Regional Vocational-Technical Schools

A wide variety of postgraduate technical programs from Auto Body Repair to Welding are offered at the 20 different regional vocational-technical schools across the state. A.I. Prince Technical in Hartford and Howell Cheney Technical in Manchester are the two most local campuses for Suffield students and both offer a decent variety of programs for postgraduate study. Tuition for Connecticut residents is extremely affordable and detailed information on the programs offered at each of the 20 schools is available in the SHS Guidance Office. This is a unique educational program, which has successfully prepared tens of thousands of young people and adults for exciting and profitable careers. The Connecticut Regional Vocational -Technical School System can be reached at 1-800-822-6832.

Asnuntuck Community College Machine Technology Center

The Machine Technology Center at Asnuntuck Community College offers programs in Precision Machining, Welding, and Electronics, both for current high school juniors and seniors and for SHS graduates. Through their College Connections Program, 11th and 12th graders can attend ACC in the afternoons and earn both high school and college credits. For graduates, the machine technology program provides both a one year certificate with 30 college credits and a two year associate degree option. Students have wonderful choices and opportunities to complete the one year program, transition to a career in manufacturing and attend classes part-time with the goal of completing the associate degree or continue as a full-time student and work part-time in the manufacturing sector.

In addition, ACC has established a pathway to the College of Technology at Central Connecticut State University. Essentially, an associate degree graduate of the Machine Technology Center can matriculate to CCSU as a full-fledged junior.

From the labor market perspective, there are significant career options and growth potential. Cost effectiveness is often a critical factor relative to course and college selection. Students interested in learning more about the program should see their counselor or contact Mr. Frank Gulluni at Asnuntuck (253-3189).

Connecticut Department of Labor – Apprenticeship Training

Apprenticeship, in simple terms, is a program of “learning while earning” unlike most vocational training, which is held in a school setting. Apprenticeship is based solidly on an employer-employee relationship. The Apprentice employee has voluntarily entered into a mutual agreement with an employer regarding training. Apprenticeable areas are in occupations requiring a wide and diverse range of skills and knowledge as well as a high level of maturity, reliability and judgement. Additionally, they are clearly identified and commonly recognized as separate and distinct trades requiring broad skills applicable throughout the industry. To paraphrase an old cliché, we are talking about the “Butcher, the Baker and Tool and Diemaker.” Apprenticeable trades include careers like Aircraft Mechanic, Carpentry, Diesel

Mechanics, Refrigeration Mechanic, Roofer, and Locksmith to name just a few. To qualify for Apprenticeship in many of the skilled trades, a person should have mechanical aptitude and ability. To be successful, the person must have perseverance, ambition, and initiative. Like a college education, the successful completion of an Apprenticeship term does not come easily, but the result of hard work by the Apprentice and a commitment from the employer to expend time and effort to conduct a satisfactory program. In practically every skilled trade more than fundamental knowledge of arithmetic is essential. The ability to read, write and speak well is beneficial in any walk of life, but in some Apprenticeship occupations, it is more important than in others. In some trades, the person seeking Apprenticeship will have a definite advantage by having taken shop courses with knowledge of mechanical drawings, physics, blueprint reading, drafting, higher mathematics, chemistry, electricity or welding. Physical fitness, a good sense of balance, eye-hand coordination, color sense, agility, strength, ability to work at heights and mechanical aptitude are desirable qualifications in many trades.

Apprentices must be at least 16 years of age. Applicants with a technical school or high school education or its equivalent are preferred. For more information on apprenticeship opportunities in Connecticut, students should talk with their counselor or call the CT Department of Labor in Hartford at 263-6085.

United States Military Service

While military service is not for everyone, it does offer tremendous opportunities to learn valuable vocational skills and trades while serving your country. From active full-time enlistment to part-time service through the National Guard or Reserve, many opportunities exist for the interested student.

It is the strong recommendation of the SHS Guidance Department that interested students and parents meet together with a recruiter in their home to discuss the options offered and the commitment involved with any of these various programs. A listing of contact information for many of the different branches of the U.S. Military is included here for those who might wish to further explore this option.

U.S. Army Recruiting Station
77 Hazard Ave., Enfield
741-8496

Army National Guard
623-4551

U.S. Navy Recruiting Station
77 Hazard Ave., Enfield
745-5922

U.S. Marine Corps Recruiting Station
77 Hazard Ave., Enfield
741-0027

U.S. Air Force Recruiting Office
1550 Main Street, Springfield
(413) 736-2783

U.S. Coast Guard Recruiting Office
135 High Street, Hartford
240-4260

Air National Guard
(860) 292-2501

Private Technical Schools

A wide range of privately owned and managed technical schools can be found in the Greater Hartford/Springfield area offering career preparation and training programs in a variety of fields. The following institutions had representatives attend the College Fair held at SHS in October.

Lincoln Technical Institute - offers hands-on career training programs for a variety of fields including Automotive, Health Sciences, Business and Information Technology, Skilled Trades, Spa and Cosmetology and Culinary. www.Lincolntech-usa.com

Connecticut School of Broadcasting – The nation’s oldest and largest broadcasting school, the CT School of Broadcasting has placed thousands of graduates in all aspects of the communications industry. The school offers training for positions ranging from TV and Radio Personalities, audio and video editors, camera and master control operators, to web designers and Internet broadcasters. Located in Farmington, the school can be reached at 1-800-887-2346.

Porter & Chester Institute – A private business and technical school with locations in Enfield, Wethersfield, and Chicopee, MA. Porter & Chester Institute offers training in Computer Technology and Electronics, Computer Assisted Drawing and Design, Automotive Technology, Heating, Ventilation, Air Conditioning, Refrigeration, and Medical and Dental Office Support and Technology. www.Porterchester.com

TERMS

When you plan for college you need to understand certain terms that are commonly used by colleges to describe their programs, admissions procedures, and financial aid policies. The definitions given here are necessarily general, and it is suggested that students consult the college catalogs of specific institutions in order to get more accurate, detailed and up-to-date descriptions of the procedures, programs, and practices discussed.

Admission Tests: See SAT and ACT.

Advanced Placement (AP): Admission or assignment of a freshman to an advanced course in a certain subject on the basis of evidence that he/she has already completed the equivalent of the college's freshmen course in that subject. In some cases, the college may also grant academic credit for the college-level work that has been completed.

American College Test (ACT) Assessment: Test battery of the American College Testing Program, given at test centers in the United States and other countries on specified dates throughout the year. It includes tests in English usage, mathematics usage, social studies reading and natural sciences reading. The composite score referred to in some colleges' descriptions and tables is the average of a student's score on these four sub-tests.

Associates Degree (AA or AS): The degree given for completing certain college programs of at least two, but less than four, years of study, usually in a two-year institution such as a junior college or community college.

Bachelor's Degree (BA or BS): The degree given for completing certain undergraduate college programs that normally take four years. Also called the baccalaureate degree.

Calendar: The system by which an institution divides its year into shorter periods for instruction and awarding credit. The most common calendars are those based on semesters, trimesters, and quarters.

Candidates Reply Date Agreement (CRDA): A college subscribing to this agreement will not require any applicant offered admission as a freshmen to notify it of his/her decision to attend (or not to accept an offer of financial aid) before May 1. The purpose of the agreement is to give applicants time to hear from all of the colleges they have applied to before they have to make a commitment to any one of them.

Class Rank (CR): A student's approximate position in his graduating class, figured according to his grade average. It may be stated as a particular position, such as 75th (from the top) in a class of 350 students, or as some fraction of the class that he ranks in, such as the top one-third or the second one-fifth of the class.

College Scholarship Service (CSS): CSS is the financial aid division of the College Board, a national, not-for-profit association of colleges, universities, high schools, state agencies, and educational associations.

Cooperative Education: A college program in which a student alternates between semesters (or other periods) of full-time study and full-time employment in related work. The student is paid for his work at the prevailing rate. Typically, five years are required to complete a bachelor's degree program under the cooperative plan, but the graduate has the advantage of having completed about a year's practical experience, in addition to his studies.

CSS/Financial Aid PROFILE: The Financial Aid PROFILE Service (PROFILE for short) is offered by the College Scholarship Service (CSS). The PROFILE Service is used by some colleges, universities, and scholarship programs to award their own private funds.

Federal Pell Grants: Monetary gifts to qualified undergraduate students. Eligibility based on financial need.

Federal PLUS (Parent Loan for Undergraduate Students): Annually adjusted variable rate interest loan available to parents. Eligibility determined by school, but not based on need. Borrower must have good credit history.

Federal Stafford Loans (Subsidized and Unsubsidized): Annually adjusted variable rate interest loan. Eligibility for the subsidized Stafford is based on financial need and features deferment of principal and interest charges while enrolled at least half time. As an additional alternative, the unsubsidized Stafford is for independent students, and dependent students who do not qualify for maximum subsidized version. Eligibility for the unsubsidized Stafford is not based on financial need.

Federal Work-Study (FWS): Allows students to work part-time to earn money for college expenses. The school coordinates the job. Eligibility is based on financial need.

Free Application for Federal Student Aid (FAFSA): The FAFSA is used to apply for aid from federal student financial aid programs. The aid is available if you are attending a college, professional school, or a vocational or technical school, and is based on a family's ability to pay.

Grade Point Average: A system used by many colleges for evaluating the overall scholastic performance of students. It is found by first determining the number of grade points a student has earned in each course completed and then by dividing the sum of all grade points by the number of points or hours of work carried. The grade points for a course are found by multiplying the number of points or hours given for the course by the grade in the course. The most common system of numerical values for grades is: A = 4, B = 3, C = 2, D = 1, and E or F = 0.

Honors Program: Any special program for very able students, usually offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent Study: Any arrangement by which a student is allowed to complete some of his/her college program by studying independently instead of attending scheduled classes and completing group assignments. Typically the student plans his program of study, often on topics of his own choice, in consultation with a faculty advisor or committee to whom he may report periodically and submit his final report for evaluation.

Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT): A practice version of the College Board's SAT measuring critical reading, mathematical and writing skills that are important in succeeding in college. The PSAT/NMSQT is administered to juniors and some sophomores by schools each year in October.

Quality Point Average (QPA): The quality point average is a weighted average. Quality points are given for each final grade according to the level of difficulty of the course; e.g., an "A" in an AP course is given 7 quality points; an "A" in an honors course is given 6 quality points; and an "A" in an academic course is given 5 quality points. Each grade for each course is averaged at the end of the sophomore year, junior year, and finally at mid-year of the senior year. This weighted average is the QPA and the QPA determines the student's class rank at Suffield High School.

Quarter: A period of about 10 weeks, four of which comprise an academic year. In colleges following the quarter calendar, a student makes normal progress by attending three quarters each year. In some colleges, a student can accelerate his program by attending all four quarters in one or more years.

Reserve Officers' Training Corps (ROTC): Reserve Officers' Training Corps program conducted by certain colleges in cooperation with the United States Air Force, Army and Navy. Local recruiting offices

of the services themselves can supply detailed information about these programs, as can participating colleges.

SAT Reasoning Test: The College Board's test of critical reading, mathematical reasoning, and writing abilities, given on specified dates throughout the year at test centers in the United States and other countries. Required of all applicants by many colleges and sponsors of financial aid programs.

SAT Subject Tests: College Entrance Examination Board tests in specific secondary school subjects, given at test centers in the United States and other countries on specified dates throughout the year. Colleges that require these tests may specify the subjects and dates. Used by colleges not only in deciding about admissions but also in course placement of enrolled freshmen.

Semester: A period of about 17 or 18 weeks making up half of the usual academic year in colleges that follow this kind of calendar. See also Calendar, Trimester, and Quarter.

Study Abroad: Any arrangement by which a student is enabled to complete part of his/her college program - typically the junior year but sometimes only a semester or a summer through study in another country. His/her own college may operate the campus abroad or it may have a cooperative agreement with some other American college or an institution of the other country.

Terminal Program: An educational program to prepare students for immediate employment after completing it. The term usually refers to a program that takes less than four years beyond high school to complete, such as many of the programs in junior colleges, community colleges, and vocational-technical institutes.

3-2 Liberal Arts and Engineering Combination: Program in which a student completes three years of study in liberal arts college followed by two years in an engineering college, at the end of which he/she is awarded bachelor of arts and bachelor of science degrees, respectively, from the two institutions.

Transcript: A record of a student's courses, their level of difficulty, and grades which is mailed for review by college admissions offices.

Transfer Program: An educational program in a two-year college that is offered primarily for students who plan to continue their studies in a four-year college or university. See also University-Parallel Programs.

Transfer Student: A student who enrolls in a college after having previously attended one or more other colleges.

Trimester: A period of about 15 weeks, three of which, with breaks in between, fill a calendar year. A student makes normal progress by attending for two of the trimesters each year, and in some colleges he/she can accelerate his/her program by attending all three trimesters in one or more years.

University-Parallel Program: An educational program in a two-year college that is equivalent to the first two years of a similar program in a four-year college or university. The university-parallel is designed to qualify a student for entrance to the third year of the four-year program with full credit for the two years already completed.

Upper-Division College: An institution offering bachelor's degree programs that begin with the junior year. Entering students must have completed the freshman and sophomore years at other institutions.

STUDENT SELF-ASSESSMENT FORM

There are more than 3,000 schools and colleges to choose from when searching for the “right” colleges to fit your needs. This form is designed to help you decide which criteria are most important to you in narrowing down your choices. After giving your own wants, needs, and priorities some careful thought, indicate on this form what your most important preferences are. Once you’ve finished, we encourage you to come into the College/Career Center and input your results into our college search computer program. The computer will customize a list of schools for you to begin researching. It’s the best way to begin your college search!

General Characteristics

Student Body Gender

Coeducational _____
 Men’s College _____
 Women’s College _____

College Setting

Large City _____
 Small City _____
 Large Town _____
 Small Town _____
 Rural _____

Undergraduate Enrollment

(less than 2000) _____
 (2,000 - 5,000) _____
 (5,000 - 10,000) _____
 (10,000 - 15,000) _____
 more than 20,000 _____

School Type

2 year _____
 4 Year _____
 Technical _____

Location

New England States _____
 Mid-Atlantic States _____
 Southwestern States _____
 Western States _____
 Mid-Western States _____
 Southern States _____

(Keep in mind that you can pick and choose individual states within each region as well.)

Majors You are Considering

1st Choice _____

2nd Choice _____

(It is always good to consider schools that offer more than one potential major of interest.)

Student Life Criteria

Special Housing Preferences? _____

Student Activity that’s essential to you: _____

Support Services available? _____

Special Programs

ROTC _____
 Fraternity/Sorority _____
 Concert Band/Orchestra/Marching Band _____
 Theatre/Drama _____
 Religious Affiliation _____
 TV/Radio Station _____

Athletics

Sport(s) _____

Intramural or Intercollegiate? _____

Division I, II, III? _____

Admissions Selectivity

Most Selective _____
Very Selective _____
Moderately Selective _____
Minimally Selective _____

COLLEGE VISIT REPORT

College: _____ Date of Visit: _____

Name of Interviewer: _____ Name of Tour Guide: _____

Town:

Impressions:

Surroundings

Shops

Transportation

Physical Facilities:

Library:

Hours Open

Variety of spaces - individual study carrels, etc.

Current magazines and newspapers

Location on campus

Accessibility of Professors:

Office hours

Reside on or near campus

Dorms:

Choice - variety

Laundry facilities

Bathrooms

Cooking facilities

Dining Hall:

Size and choice

Fraternity and Sorority Houses

Athletic Facilities:

Program

Student Union:

Snack Bar

COLLEGE COMPARISON WORKSHEET

	College A	College B	College C	College D	College E	College F
Name of College: Location:						
App. Deadline:						
Date Application Sent:						
Average SAT Scores	M- V-	M- V-	M- V-	M- V-	M- V-	M- V-
Personal Choice - 1st, 2nd, etc.						
<u>COSTS:</u> Tuition						
Room & Board						
Financial Aid Deadline						
Request H.S. Transcript be sent to college	<u>Date</u>	<u>Date</u>	<u>Date</u>	<u>Date</u>	<u>Date</u>	<u>Date</u>
Intended Major,						

Special Programs (theatre, band, athletics, etc.)						
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SAMPLE RESUME

**Any SHS Student
1060 Sheldon Street
West Suffield, CT 06093
(860) 668-3813**

EDUCATION

High School: Suffield High School, West Suffield, CT 06093

Class Rank: 10/225

Awards: Colby Book Award (11)
 Excellence in Spanish IV (11)
 Varsity Soccer NCCC (11-12), MVP (12)
 Scholar Athlete Award (10, 11, 12)
 Stanley Straka Award in P.E. (10)
 Perfect Attendance (9)
 Excellence in Core Courses (9, 10)
 Excellence in Spanish III (10)

EXTRACURRICULAR

Clubs/Government:
 National Honor Society (11, 12), President (12)
 Student Senate, Representative (11)
 Public Relations Representative (12)
 Giraffe Club (Community Service) (9, 10, 11)
 Class Council; President (9)
 Class Representative (10)

Athletics:
 Varsity Soccer (9-12), Captain (11, 12)
 World Class Soccer – Premier Team (9-12)
 Indoor Track (10, 11)
 Varsity Tennis (9, 10)
 Varsity Basketball (9, 10)
 Suffield Country Club Swimming and Tennis (10)

EMPLOYMENT

Counselor World Class Soccer Camps (9, 10, 11)
 Suffield Country Club Tennis (12)
 Maintenance Control
 Volunteer - Special Olympics World Class Games (12)
 Geometry Tutor (11)

Request For Transcript

SHS CEEB Code 070760

Phone (860) 668-3813

FAX (860) 668-3793

Please complete this form and attach 3 postage stamps and any additional required forms/letters, etc. Submit at least 2 weeks before the college's application deadline to the Guidance Secretary for each college application you've already submitted to the college.

Do not submit this form until you have already submitted your application to the college!

Student Name: _____ Date of Request: _____

Student Signature: _____

(By signing this form, you give SHS permission to release your academic records to the college.)

Counselor Name: _____

College Name: _____

City/State _____ Deadline Date: _____

***You MUST attach 3 postage stamps to this request form to cover the cost of mailing!**

Is This: Regular Decision? Early Decision? Early Action?

If you have a secondary school report form (COMMON APP), attach it to this request and check here.

***Please remember that you must send "official" SAT/ACT scores directly to colleges from the testing service (College Board or ACT).**

Please see your counselor if you need assistance in doing so.*

Counselor/Teacher Recommendations

The Guidance Department will include your letters of recommendation in our mailing of your credentials only if you submit them along with this request form. Mailing teacher recommendations after you've submitted this request is the responsibility of the student.

Teacher's Name	Copy Attached (Please ✓)

(Over)

**The Guidance Office sends out the following information
with your request:**

- | | |
|--|-----------------------------------|
| 1. Official Academic Transcript | 5. Counselor/Teacher |
| 2. Secondary School Report (if attached) | Recommendations (if attached) |
| 3. SHS School Profile | 6. Most Recent Senior Report Card |
| 4. Response Card | |

The Guidance Office will automatically send out mid-year grades in February to all schools for which you have previously requested a transcript, and a final transcript in early July to the one school you tell us you will be attending!

In order for us to get your credentials to the college by their application deadline, you must submit this request at least 2 weeks before that deadline date.

The Student is responsible for submitting the following:

1. The College Application and Application Fee
2. The Application Essay
3. Official SAT/ACT Scores directly from the testing service.
4. The Student Resume
5. Counselor/Teacher Recommendations (unless attached to this request form)
6. Students are also responsible for providing 3 postage stamps with each transcript request form to cover mailing costs.

Please note that seniors who elect a change in schedule after making application to colleges are obligated to notify those colleges of the change in their program of study.

Remember that you must submit a separate Q1 Report Card Request Form if the transcript request is submitted prior to the issuance of Q1 grades.



QUICK REFERENCE SHEET NCAA FRESHMAN-ELIGIBILITY STANDARDS

KNOW THE RULES:

Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement 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 the sum of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

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 Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- **The Division II** grade-point-average requirements is a minimum of 2.000.

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 is 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

14 Core-Course Rule

14 Core Courses:

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

above, foreign language or non-doctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75

OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.ncaaclearinghouse.net.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: (877)262-1492.

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
2.275	910	76
2.250	920	77
2.225	930	78
2.220	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86