

# **HALF HOLLOW HILLS HIGH SCHOOL WEST**

## **COLLEGE INFORMATION GUIDEBOOK 2023 EDITION**



# **HALF HOLLOW HILLS HIGH SCHOOLS COLLEGE INFORMATION GUIDEBOOK**

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We are pleased to present this edition of the College Information Guidebook for your use in the college exploration process. We believe it will provide you with important details on how to begin the college search, essay writing, interviewing, financial aid, and standardized testing. Information specific to students with disabilities is also included. We hope that this publication will provide you with a strong framework and timetable to follow during your college search.

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A college and career planning conference will be scheduled by your child's school counselor during the second half of their junior year of high school. This is a very important meeting which both student and parent(s) should attend. Parents can also reach their child's counselor by calling the office at the telephone number listed above.

Maria Goldin  
Director of Guidance  
High School West

***“An Investment in Knowledge Pays the  
Best Interest.”***

***–Benjamin Franklin***

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# ***Section I***

# “TO DO” LIST FOR COLLEGE APPLICATION PROCESS

Priority	Due Date	What	Who	In Progress	Done
1	Ask April 1st	Ask teachers for Letters of Recommendation	Student		
2	ASAP	Register for ACT/SAT	Student		
3	Prior to Conference	Complete Senior Questionnaire	Student		
4	Prior to Conference	Complete Parent Questionnaire	Parent		
5	End of <u>Junior</u> Year	Complete Resume	Student		
6	End of <u>Junior</u> Year	Complete college search on Naviance	Student		
7	July	Work on college essay	Student		
8	Spring-Summer	Visit potential colleges	Family		
9	July-August	Create Common Application account. Begin working on applications even if not using Common Application	Student		
10	September	Attend Senior Orientation with Counselor	Student		
11	September	Link Naviance with Common App & invite teachers to upload recommendation letters	Student		
12	October 1	Complete FAFSA (Free Application for Federal Student Aid) & CSS Profile* (* only if required by college.)	Student/ Parent		
13	October 15	Complete and submit applications for November 1 <sup>st</sup> deadline	Student		
14	October 15	Submit ACT/SAT scores to colleges for a November 1 <sup>st</sup> deadline	Student		
15	October 15 <sup>th</sup> or at least 10 days prior to the deadline	<ol style="list-style-type: none"> <li>Complete a <b>Gold College Application Processing Form</b> and <b>print the email confirming that you submitted your application</b> for each college where you apply.</li> <li>Submit both items to the Counseling Department <b>at least 10 days</b> before the application deadline set by the college!</li> </ol>	Student		

- Memorize passwords (or store them safely) for the Common Application, Naviance, ACT, and College Board.
- Remember to always speak to teachers in person first when asking for a recommendation.
- Do not procrastinate. Be aware of application deadlines and the timetable set by the Guidance Department.

# SAT & ACT Exam Dates

Websites for Standardized Exam Registration: <a href="http://www.collegeboard.org">www.collegeboard.org</a> & <a href="http://www.actstudent.org">www.actstudent.org</a>			
SAT Exam Dates		ACT Exam Dates	
Exam Date	Tentative Deadline	Exam Date	Tentative Deadline
March 11, 2023	February 10, 2023	February 11, 2023	January 6, 2023
May 6, 2023	April 7, 2023	April 15, 2023	March 10, 2023
June 3, 2023	May 4, 2023	June 10, 2023	May 5, 2023
<a href="#">August 26, 2023</a>	<a href="#">July 28, 2023</a>	<a href="#">September 10, 2023</a>	<a href="#">August 5, 2023</a>
<a href="#">October 7, 2023</a>	<a href="#">September 8, 2023</a>	<a href="#">October 22, 2023</a>	<a href="#">September 16, 2023</a>
<a href="#">November 4, 2023</a>	<a href="#">October 6, 2023</a>	<a href="#">December 9, 2023</a>	<a href="#">November 3, 2023</a>
<a href="#">December 2, 2023</a>	<a href="#">November 3, 2023</a>		

## ***The SAT & ACT for Students with Disabilities & Test Modifications***

### **SAT Link:**

<https://collegereadiness.collegeboard.org/sat/register/special-circumstances/students-with-disabilities>

### **ACT Link:**

<https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html>

- Students who seek to take either the SAT or ACT with test modifications must be declared “**ELIGIBLE**” to take either exam by the sponsoring testing service. Students should contact their guidance counselor for specific information and instructions. The SAT and ACT exam for students with test modifications will be given either on the same day as the National Test date, or on dates approved by the College Board or ACT. Students should check with the Guidance Department as to when specific exams will be available at their school.
- Special testing registration will be conducted prior to each exam date. Applications to take the SAT or ACT with modifications should be processed through the Guidance Department to ensure proper registration.
- The College Board requires all students seeking test modifications must be declared “eligible” four (4) months prior to the requested testing date. Requests to take the ACT with modifications must be processed through the Guidance Department 6-8 weeks prior to a test date.
- ***The College Board and ACT are independent companies that determine which, if any, testing modifications will be provided for the SAT or ACT exam. The College Board and ACT do not guarantee that all test modifications indicated on a student’s I.E.P. or Section 504 Plan will be granted.***



## SAT vs. ACT Concordance Table (2018)

SAT Total (400-1600)	ACT Composite
1600	36
*1590	36
1580	36
1570	36
1560	35
1550	35
*1540	35
1530	35
1520	34
1510	34
*1500	34
1490	34
1480	33
1470	33
*1460	33
1450	33
1440	32
*1430	32
1420	32
1410	31
*1400	31
1390	31
1380	30
*1370	30
1360	30
1350	29
*1340	29
1330	29
1320	28
*1310	28
1300	28
1290	27
*1280	27
1270	27
1260	27
1250	26
*1240	26
1230	26
1220	25
*1210	25
1200	25
1190	24

SAT Total (400-1600)	ACT Composite
*1180	24
1170	24
1160	24
1150	23
*1140	23
1130	23
1120	22
*1110	22
1100	22
1090	21
*1080	21
1070	21
1060	21
1050	20
*1040	20
1030	20
1020	19
*1010	19
1000	19
990	19
980	18
*970	18
960	18
950	17
940	17
*930	17
920	17
910	16
900	16
*890	16
880	16
870	15
860	15
*850	15
840	15
830	15
820	14
810	14
*800	14
790	14
780	14
770	13

SAT Total (400-1600)	ACT Composite
*760	13
750	13
740	13
730	13
720	12
*710	12
700	12
690	12
680	11
*670	11
660	11
650	11
640	10
*630	10
620	10
610	09
600	09
*590	09

Use this score when a single score point comparison is needed.

# Comparing the ACT and the SAT

Test Format	ACT	SAT
Length	2 hours, 55 minutes without Essay; 3 hours, 40 min (with optional Essay)	3 hours
Structure	English Math Reading Science Writing - Essay (Optional)	Reading Writing and Language Math No Calculator Math Calculator
Timing Per Section/# of Questions	English: 45 minutes/75 questions Math: 60 minutes/60 questions Reading: 35 minutes/40 questions Science: 35 minutes/40 questions Writing: 40 minutes (optional)/1 essay	Reading: 65 minutes/52 questions Writing and Language: 25 minutes/44 questions Math No Calculator: 25 minutes/20 questions Math Calculator: 55 minutes/38 questions
Score	Composite of 1-36 based on average scores from the 4 test sections 4 scores of 1-36 for each test Optional Writing Test score of 1-36 (not included in the overall)	Score is 400-1600: 800 for Math sections and 800 for Evidence-Based Reading & Writing.
Wrong Answer Penalty	No penalty for wrong answers	No penalty for wrong answers
Reading	4 reading passages	5 reading passages
Math	Arithmetic Algebra, Geometry Algebra II Trigonometry and Probability & Statistics	Arithmetic, Algebra, Geometry Trigonometry Algebra II and Data Analysis
Science	1 science section testing your critical thinking skills (not your specific knowledge)	None
Essay	Optional. The essay will test how well you evaluate and analyze complex issues.	None
Calculator Policy	You can use a calculator on all math questions.	Some math questions don't allow you to use a calculator.

# ***Self-Reporting Test Scores and Academic Performance***

## ***Do I Have to Self-Report My Test Scores?***

The concept of **Self-Reporting** test scores – that is, manually inputting scores on your application – seems strange. Why do it when you are already sending official score reports to college? This information will help you understand the purpose of **Self-Reporting** – and know if you should or should not self-report your test scores on your college application!

## ***What is Self-Reporting?***

**Self-Reporting** is exactly what it sounds like: reporting your test scores to colleges within the Common Application. The “**Within the Common Application**” part is what makes self-reporting different from the official score reports that you send from the ACT, IB, or College Board. This provides you an opportunity to report your SAT, ACT, AP, and IB scores to colleges by yourself, before the official score reports are sent. ***(Reminder: Whether or not you self-report, you still have to send your official score reports to colleges!)***

## ***What is the Purpose of Self-Reporting?***

When reviewing your application, some colleges' admissions committees will look at your self-reported score briefly while judging your application. Later on, they will verify your scores with the official reports. However, it's useful for admissions committees for applicants to self-report test scores, because then all of your scores are in one place on the application (which means they do not have to sort through several score reports). It allows them to get a general sense for your testing prowess without doing too much work. More simply put, it is a quicker and more efficient way for them to understand your testing abilities while they are reading hundreds of applications.

## ***Self-Reported Academic Grades***

**Self-Reported Academic Record (SRAR) or Self-Reported Student Academic Record (SSAR)**, are methods by which undergraduate applicants submit their high school record as part of the application process, rather than having the school counselors send transcripts for each applicant.

- It is important that students report grades **exactly** as they appear on your high school transcript.
  - We strongly recommend that you have a copy of your high school transcript on hand when completing this task. Your school counselor can provide a copy of your transcript.
-

## ***Grade Equivalency / Conversion Chart***

Colleges receive this chart when applications are processed through Naviance.

HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT GRADE EQUIVALENCY / CONVERSION CHART		
LETTER	PERCENTAGE	4.0 PT. SCALE
A+	100 - 97	4.00 - 3.90
A	96 - 93	3.89 - 3.75
A-	92 - 90	3.74 - 3.50
B+	89 - 87	3.49 - 3.25
B	86 - 83	3.24 - 3.00
B-	82 - 80	2.99 - 2.75
C+	79 - 77	2.74 - 2.50
C	76 - 73	2.49 - 2.25
C-	72 - 70	2.24 - 2.00
D+	69 - 67	1.99 - 1.75
D	66 - 65	1.74 - 1.50
F	64 - 0	0

# Naviance



Naviance is a comprehensive web-based tool designed for students and parents to assist them with post-secondary planning. It is a college and career readiness platform that enables self-discovery, career exploration, academic planning, and college preparation.

## Naviance Features:

- *College Search*
  - *Location*
  - *Size*
  - *Major*
  - *Campus Type*
  - *Tuition*
- *High School West Admission Data*
- *College Comparison*
- *“Scattergrams”*
- *College Visits*
- *College List*
- *Reach/Target/Safety*



## Naviance Student Login

Access Naviance from this website: <https://student.naviance.com/hhhhsw>

USERNAME: \_\_\_\_\_

PASSWORD: \_\_\_\_\_

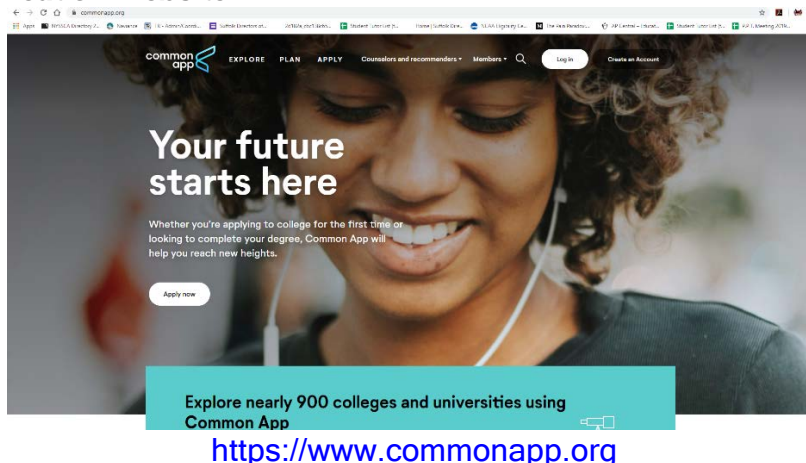
# How Can I Apply to a College or University?

Applying to college has become easier by way of utilizing the internet. Here are some of the most resources student use to submit their applications:

## Common Application & Coalition Application: What Are They?

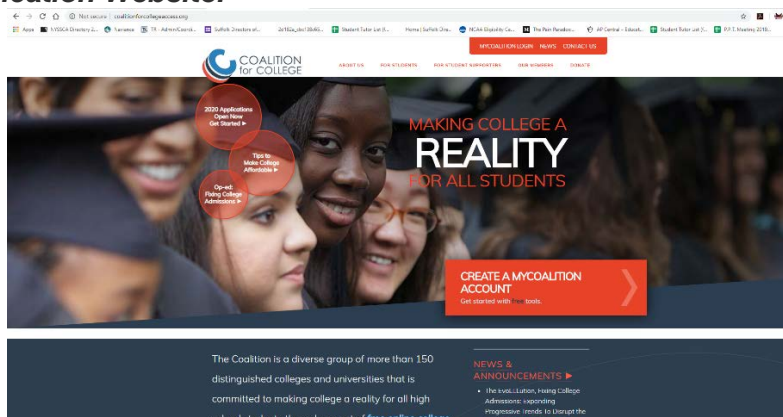
- The **Common Application** ([www.commonapp.org](http://www.commonapp.org)) and **Coalition Application** (<http://coalitionforcollegeaccess.org/>) are online platforms that **enable you to apply to multiple colleges at once**. (Nearly 900 colleges subscribe to the Common Application; over 150 subscribe to the Coalition Application.)
- Both systems streamline the college application process by allowing students to complete important personal information, list extracurricular activities, academic performance and essays one time only. The benefits of both platforms is that **students can apply to schools through a centralized college application system instead of having to submit all applications, individually**. This makes the college application process a lot easier and saves valuable time not having to apply to multiple colleges since their information is stored in one place.

### The Common Application Website:



<https://www.commonapp.org>

### The Coalition Application Website:



<https://www.coalitionforcollegeaccess.org>

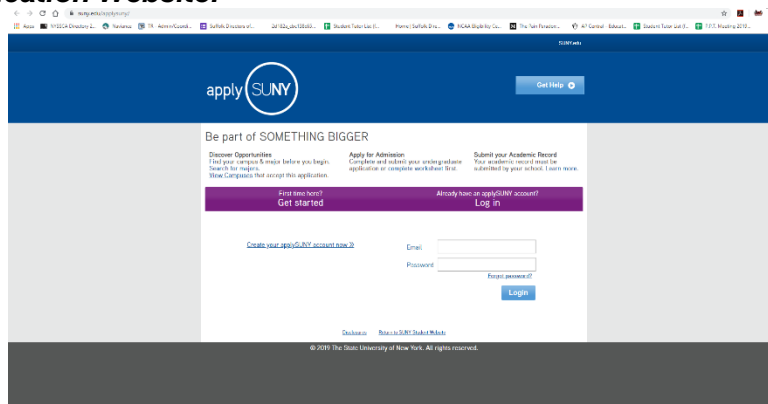
## College/University Specific Online Application

Apply directly to a school using their specific online application available through the college/university website.

Some colleges allow you to apply to multiple schools in the same college system.

For Example: The SUNY Application allows you to apply to multiple campuses within the SUNY system with one application

### ***The SUNY Application Website:***

The screenshot shows the SUNY application website. At the top, there's a blue header with the 'apply SUNY' logo and a 'Get Help' button. Below the header, the main content area has a light gray background. It features a central white box with the heading 'Be part of SOMETHING BIGGER'. Inside this box, there are three columns of text: 'Discover Opportunities', 'Apply for Admission', and 'Submit your Academic Record'. Below these columns, there are two buttons: 'Get started' and 'Log in'. There are also input fields for 'Email' and 'Password', and a 'Forgot password?' link. At the bottom of the white box, there's a link to 'Create your applySUNY account now'. The footer of the website is dark gray with copyright information.

<https://www.suny.edu/applysuny/>

## College Essay Questions

- *Start brainstorming now which essay question/s you may want to write about.*

### **2023-2024 Common Application Essay Questions:**



#### **Word Limit- 250-650 words**

*Something else we've said in the past: prompts are not topics. They are simply questions designed to spark thinking. Our Telling Your Story resource shows students just how much flexibility they have in what they write when the time comes.*

*Below is the full set of essay prompts for 2023-2024.*

- 1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.*
- 2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?*
- 3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?*

4. *Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?*
5. *Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.*
6. *Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?*
7. *Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.*

**2023-2024 Coalition Application Essay Questions:**



*Word Limit- Recommended length between 500-550 words*

1. *Tell a story from your life describing an experience that either demonstrates your character or helped to shape it.*
2. *Describe a time when you made a meaningful contribution to others in which the greater good was your focus. Discuss the challenges and rewards of making your contribution.*
3. *Has there been a time when you've had a long-cherished or accepted belief challenged? How did you respond? How did the challenge affect your beliefs?*
4. *What is the hardest part of being a teenager now? What's the best part? What advice would you give a younger sibling or friend (assuming they would listen to you)?*
5. *Submit an essay on a topic of your choice.*



# ***Under What Criteria Will I Apply to College?***

## ***Regular Decision Deadlines***

- This is the most common type of deadline that applies to college applications. **Regular Decision** deadlines are typically around the beginning of January. Historically, colleges send decision letters beginning in March. Students have until the end of April to accept (May 1st is known as College Decision Day).
- When applying under **Regular Decision**, there is no limit to the number of schools you can apply to. If more than one college accepts you, you select the one you want to attend. You are under no obligation to enroll in any one particular college.

## ***Early Decision Deadlines***

- Applying as an **Early Decision** candidate has the most risk/reward, and should only be considered when an applicant is 100% committed to attending the selected college.
- **Early Decision** deadlines allow students to apply early in the school year (usually between November 1<sup>st</sup> and 15<sup>th</sup>.) Colleges that offer **Early Decision** review these applications early and students receive decision notifications early (usually around the holidays.)
- **A word of caution! Early Decision** is a great option for applicants who have their heart set on one particular college; however, when you apply as an **Early Decision** candidate and the college accepts you, you are morally bound by the decision to attend. If a college is not first on your list or if you have any hesitation whatsoever, it is not advisable to apply under Early Decision.

## ***Early Action Deadlines***

- **Early Action** deadlines allow you to apply early but, unlike **Early Decision** deadlines, it is not binding. You may apply to multiple colleges under Early Application unless the college specifies exclusivity in their criteria. *(You are strongly advised to review the websites of colleges that offer **Early Action** in case they utilize **Restrictive Early Action (REA)** which is non-binding, but restricts students to applying to only one private school REA. Most REA colleges usually permit applicants to apply Early Action to public colleges.)*

### ***What the Similarities/Difference between Early Decision and Early Action?***

There are a couple of differences between early decision and early action.

- Under **Early Action** you are not obliged to attend any one particular college. You can apply to multiple colleges and choose any one from among those that have accepted you.
- Under **Early Action**, you do not have to pay any deposit while sending in your application. You only pay the deposit at the same time as the Regular Decision applicants.
- **Early Action** deadlines are usually set at the same time as **Early Decision** deadlines, which is generally between November 1st and 15th.

# ***Under What Criteria Will I Apply to College? (Continued)***

## ***Rolling Admission Deadlines***

- With ***Rolling Admission***, the deadline is the same as the Regular Decision deadline. The only difference is that colleges that offer Rolling Admissions do not wait till after the deadline to send out acceptance letters.
- ***Rolling Admission*** colleges start evaluating the applications as they come in and send out letters as soon as they've made a decision. When applying to a college that has a rolling admissions system, it is always a good idea to apply as early as possible.

## ***How to Know Which One (Decision) is Right for You?***

Not all admission choices will work for students. Here are some examples of when a college admission choice is the right option for you.

**Regular Decision:** This is a good choice if you're not 100% sure where you want to attend just yet. You also should choose this option if you want a bit more time to complete your application or if you'd like to retake your ACT or SAT a few more times.

**Early Decision:** You should only choose Early Decision if you are *absolutely* sure you want to attend a specific college. Opting to not attend can have negative consequences as it is a binding contract. If you're not sure, opt for Regular Decision or Early Action.

**Early Action:** If you're pretty sure you want to attend a particular school but not 100% positive, you can apply through Early Action. You can also apply to multiple schools through Early Action, so if you're on the fence about two in particular, this can be a strong option.

**Rolling Admissions:** This is a good option if you find another school you'd like to apply to after completing Early Action applications. You can also choose this route if you finish your application early and the college gives you the option of rolling admissions, so you can find out quickly if you were accepted.



REQUEST FOR TEACHER RECOMMENDATION

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

**Directions to the Student:** Please fill this form out completely in order for your teacher to write a more detailed letter of recommendation on your behalf. As of **APRIL 1<sup>st</sup>** you may ask two teachers for a recommendation. In September, you must electronically request the letter through Naviance so the teacher is able to upload the letter of recommendation to Naviance. Please follow up with Guidance and/or your Naviance Account as to the status of the letter of recommendation.

1. What course(s) did you have with this teacher? What was your grade?

\_\_\_\_\_

2. What is your favorite memory and/or project, unit or topic of this class? What did you learn?

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

3. What do you think you have demonstrated in this teacher's class? What did you contribute?

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

See Reverse for Additional Questions

12/12/2019  
Last saved by D. Cronin

Student Name \_\_\_\_\_

**Half Hollow Hills High School West**  
**STUDENT QUESTIONNAIRE**

I wish to attend a college that is (circle all that apply):  
Small (1,000-3,000)  
Medium (3,000-7,000)  
Large (7,000-10,000)  
Very large (10,000+)  
Does not matter

I am interested in applying to (circle all that apply):  
In-state public colleges(SUNY, CUNY, Community College  
Out-of-state public colleges  
Private colleges  
A mixture of public and private colleges  
Technical school

The cost of the college I'm planning to attend should be (circle one):  
Under \$25,000  
\$25,000-\$40,000  
\$40,000+  
Cost is not important

Do you prefer to (circle one):  
Live away from home  
Attend school locally  
Unsure

List the state(s) and/or region(s) where you would consider attending college and why this area interests you:

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

List the major or majors you are interested in studying. How serious are you about this major at this time?  
(For example: elementary education, business (with a specialty), pre-law (not a major), engineering, accelerated medical program etc.)

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

What are the most important factors influencing your college choice? Be specific.  
(For example: cost, size, location, distance from home, academic reputation, major, sports, size of classes, diversity, etc.)

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

Are you interested in declaring a special talent? If so, what? (For example: art, music, athletics, etc.)

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

(Student questionnaire- yellow)

Student Name \_\_\_\_\_

**Half Hollow Hills High School West**  
**PARENT QUESTIONNAIRE**

What do you consider to be the most outstanding accomplishments of your child during the past three or four years? These can include academic, extracurricular, or community service accomplishments.

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

Describe 1-2 events that you see as turning points in your son or daughter's development and explain why you view them as such.

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

In one sentence, summarize why a college would want your child as part of their campus community.

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

If you had to describe your son/daughter in five adjectives, what would they be & why?

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

His/her high school career has been pleasurable/painful because... (Do not hesitate to write about both aspects)

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

Please share any unusual or personal circumstances which have affected your child's educational or personal experiences? (For example: educational background, family situation, medical history, personal achievements?)

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

(Please turn over)

### Junior College Conference Student-Parent-Counselor Agreement

Guidance Department College Application Policy & Procedures	Student Initials	Parent Initials
• I understand and agree to submit my college application documents to the Guidance Department no later than 10 days prior to the application deadline. (Ex. October 15 <sup>th</sup> for a November 1 <sup>st</sup> deadline.)		
• I understand that a failure to submit my application by the 10-day deadline date is my responsibility, and recognize that this may result in a delay of my transcript, recommendations, and other supporting documents from reaching colleges on time for consideration.		
• I declare that the information provided on my College Application Resume/Activities Form will be truthful and I understand that what I submit is subject to review by Activities/Club Advisors and Coaches.		
• I understand that misrepresentation of participation in any organization, club, or activity is a violation of the Student Code of Conduct.		
• I understand it is my responsibility to notify all colleges of any change to my senior year schedule after I have applied.		
• I agree to follow the directions, instructions and procedures stated above.		

**Half Hollow Hills High School West**  
**FERPA Rights of Access to College Letters of Recommendation**

Colleges and universities prefer that teacher evaluations and recommendations be confidential. Colleges generally believe that recommendations written with this understanding are more candid and honest. Therefore those recommendations have more validity and carry significantly more weight in the admission process than recommendations which parents and students can access. In light of this, we request that all students/parents requesting letters of recommendation complete and return the waiver form below to the Guidance Office. *If you decide not to waive your right to access letters of recommendation, colleges that receive applications on the student's behalf will be informed of this decision.*

**Waiver of Right to Access School/Teacher Letter of Recommendation**

I request that school employee(s) at Half Hills High School West complete a letter of recommendation(s) and/or other evaluations associated with my college application. I authorize the release of student information in this letter and other application forms.

I do ☐ do not ☐ (check one) waive my rights to examine or obtain a copy of the letter(s), ratings sheets, and other evaluations.

Printed Name of Student \_\_\_\_\_ Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

As parents or guardians of \_\_\_\_\_, we authorize the school to release student information from our child's records in its letter(s) of recommendation and other evaluations.

We do ☐ do not ☐ (check one) waive our rights to examine or obtain a copy of the letter(s), rating sheets, and other evaluations.

Printed Name of Parent/Guardian \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name of Parent/ Guardian \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

I have described and explained the importance of adhering to the instructions above:

Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

Index Card \_\_\_\_\_ Naviance \_\_\_\_\_ EDOCS \_\_\_\_\_ Mail \_\_\_\_\_  
**HS WEST COUNSELING CENTER**  
**COLLEGE APPLICATION PROCESSING REQUEST FORM**  
This form must be completed in full for every college application submitted for processing. It is the responsibility of the student to ensure that the information is accurate.  
HS WEST CEEB CODE: 331-927

Student Name: \_\_\_\_\_ Counselor Name: \_\_\_\_\_

Name of College/University: \_\_\_\_\_ Campus City/State: \_\_\_\_\_

**Type of Application:**

☐

☐

☐ Electronic Application  
(ex. applySUNY or Direct College Website)

☐ Application Fee Waiver  
(see Counselor)

**Processing Deadlines, Practices & Procedures**

We process requests chronologically by the date received and cannot guarantee late requests will meet college deadlines. If school is closed on the processing deadline, the request is due the next school day.

Deadline for Submitting this Request Form to Counseling Center:	College Application Deadline:
October 1 <sup>st</sup>	October 15 <sup>th</sup>
October 15 <sup>th</sup>	November 1 <sup>st</sup>
November 1 <sup>st</sup>	November 15 <sup>th</sup>
November 15 <sup>th</sup>	December 1 <sup>st</sup>
December 5	December 15 <sup>th</sup>
December 10 <sup>th</sup>	January 1 <sup>st</sup>
10 school days in advance	After January 1 <sup>st</sup>
ASAP ( we begin to accept requests mid-September)	Rolling Admissions

**Deadline Date & Type of Application** **APPLICATION DEADLINE DATE:** \_\_\_\_\_

Early Decision:\*\* ☐ Priority: ☐ Early Action: ☐ Regular Decision: ☐ Rolling Admissions: ☐

\*\*You may only apply to one college under Early Decision.  
Please consult with your Counselor.

**Student Checklist**

The following must be <u>checked &amp; confirmed</u> before submitting your College Application to the Counseling Center:	✓
1. I have added this college/university to my Common Application account.	<input type="checkbox"/>
2. I have electronically signed the FERPA waiver in my Common Application account and matched my account to Naviance.	<input type="checkbox"/>
3. I have signed & submitted the hard copy Student-Parent-Counselor Agreement-FERPA Form (Co-signed by parent/guardian).	<input type="checkbox"/>
4. I have electronically invited (via Naviance) two teachers to upload their recommendations to my account and hand-delivered the hardcopy request. Teacher Names: _____	<input type="checkbox"/>
5. I have submitted my typed Activity Sheet/Resume to the Counseling Center.	<input type="checkbox"/>

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

VERY IMPORTANT

The college applicant is responsible to have all standardized test scores (SAT I, SAT II, ACT) sent directly from the testing service company to the specific college(s). See [www.collegeboard.org](http://www.collegeboard.org) or [www.actstudent.org](http://www.actstudent.org) for more details.

Counseling Center Use: Date Received: \_\_\_\_/\_\_\_\_/\_\_\_\_ Received By: \_\_\_\_\_ Date Submitted/Mailed: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date Processed: \_\_\_\_/\_\_\_\_/\_\_\_\_ Processed By: \_\_\_\_\_

# 2023-2024

## HALF HOLLOW HILLS HIGH SCHOOL WEST

### DIPLOMA FORM

**PRINT** your full legal name below as it should appear on your High School West Diploma. Use one space for each letter or character to indicate upper and lower case letters, special features (i.e.; III), hyphens, and breaks in your name, if necessary.

(For example, McNeil or Mc Neil; John Smith III; Mary S. Jones-Smith)

First:

Middle Name or initial:

Last:

COMPLETE THIS FORM AND RETURN TO MS. BARATTA IN THE GUIDANCE OFFICE IMMEDIATELY. THANK YOU.

DIPLOMA

c:\users\hollowhills\documents\unitedstatesgroup\12th grade\diploma form worksheet (new).doc

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

## Student Resume Sample:

Alison Wonderland  
Email: Alison@yahoo.xyz

DOB: 01/01/2004

### Honors, Awards and Distinctions

	<u>Grades</u>
• Member of the National Honor Society	11,12
• Vice President of the Science Honor Society	12
• Secretary of the Science Honor Society	11
• Member of the Latin, Italian, History, Math and English Honor Societies	11,12
• Member of Tri-M Music Honor Society	9,10,11,12
• NYSSMA All-state level violinist	9,10,11,12
• Participant in SCMEA (Suffolk County Music Educators' Association)-Violin	9,10,11,12
• Chosen participant for LISFA (LI String Festival Association) For Violin	9, 10,11,12
• Recipient of the Achievement Award	9, 10,11,12
• Chosen participant for SUNY Old Westbury Italian Poetry Contest	11
• Recipient of Certificate of Recognition Honor in Italian	11
• Chosen participant for SUNY Stony Brook Certamen Latin Competition	10
• Gold Medal Winner for National Latin Exam	10
• Bronze Award Winner for Hofstra University Math Fair	9

### Research Experience

	<u>Grades</u>
• Intern for the radiologist, Dr. Alexandra B. Perkins, in relation to the effects of new technology in Breast Cancer Imaging.	11,12
• Intern for the ADEPT research team at Stony Brook Medicine. The ADEPT project is designed to analyze the biology, such as changes in hormones and brain activity in adolescent girls (ages 13 ½ to 15 ½).	12

### School Related Activities

	<u>Grades</u>
• Member of Girls' Varsity Tennis	9,10,11,12
• Member of Varsity Badminton Team	9, 10
• Member of the Girl's Scholar Athlete Leadership Club	9, 10,11,12
Halloween Happenings Participant	
Operation Christmas Child	
New Student Orientation Volunteer	
Toys for Tots Fundraiser	
• Member of the Chamber Orchestra	9,10,11,12
• Member of the Autism Speaks Leadership Council	12
• Organize Blue Run for Autism 5K, Family Fun Run/Walk	12

### Community Related Activities

	<u>Grades</u>
• Founder of Cartwheels for Autism- Fundraiser at local Gymnastics arena where we raised \$2500 for Autism Speaks	11
• Volunteer at Stony Brook Hospital Regional Perinatal Department four to six hours a week assisting staff and patients.	10, 11
• Volunteer for the Friendship Circle- one hour a week assisting and playing with a seven year old boy and twelve year old girl with special needs.	11, 12

### Work Experience

	<u>Grades</u>
• Private Violin Tutor	11,12
• Assistant Instructor at Flips Gymnastics Arena	10,11,12

## Student Resume Sample:

### Student Résumé of School/Community Activities and Awards

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

DOB: \_\_\_\_\_

#### GRADE LEVEL

9	10	11	12	SCHOOL RELATED EXTRACURRICULAR ACTIVITIES
	✓			Italian Club
		✓		Voices Choral Group
	✓	✓	✓	Member of Varsity Football
		✓	✓	Member of Varsity Baseball
✓				Member of Junior Varsity Football
✓				Member of Junior Varsity Baseball
				HONORS, AWARDS, DISTINCTIONS
			✓	Captain of Varsity Football
	✓	✓		Honor Roll
	✓	✓	✓	4 Varsity Letters
				COMMUNITY RELATED ACTIVITIES
		✓		Walkathon for Miracle Club
	✓			Walk for Leukemia
✓	✓			St. Joseph's Youth Club
✓	✓			Kiwanis Key Club Member
✓	✓			Church Youth Group
				EMPLOYMENT
		✓		Summer employment at a car dealership
			✓	Receptionist for Real Estate Office

I hereby declare that the information provided on this document is truthful and an honest representation of my extracurricular activities.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Student Resume Sample:

<b>Jean Pool</b> email: <a href="mailto:jeanpool@googleyahoo.xyz">jeanpool@googleyahoo.xyz</a>		<b>Date of Birth: July 4, 200</b>	
Activity	Positions/Responsibilities	Grades of Involvement	Hrs. per week/ Wks. per year
<b>In School Activities:</b>			
JV/Varsity Soccer	<b>Captain</b> (10)- Organize team meetings; schedule and coordinate practice sessions; liaison between team members and coach; All-League Honors 2014; Scholar Athlete	9,10,11,12	14 hrs./12 weeks
DECA	<b>Public Relations Officer</b> (12)-Facilitate workshops/study sessions with community leaders; participate in local and state competitions; NYS Top 10, Hospitality Services; NYS Top 10 Virtual Business Competition; 3 <sup>rd</sup> place Farmingdale Competition	10,11,12	2 hrs./20 weeks
Future Business Leaders of America (FBLA)	<b>Member</b> -Organize school-wide competitions to understand current business trends and theories; participate in group discussions and/or learning workshops; 2 <sup>nd</sup> place in school-wide product promotion competition	10,11,12	1 hr./20 weeks
JV/Varsity Track	<b>Captain</b> (12)-Participate in 200 meter race; coordinate team fundraisers; Scholar Athlete	9,10,11,12	10 hrs./10 weeks
National Honor Society	<b>Academic Tutor/Ambassador</b> - Participate in local fundraisers; ambassador for evening parent meetings and student orientation	11,12	1 hr./20 weeks
Mock Trial	<b>Participant</b> - Regional, state debates on political topics	12	2 hrs./30 weeks
Architecture Club	<b>Member</b> -Assisted in design and construction of projects for charities; aided in design and renovation of school student center; designed sets for Safe Halloween in school fundraiser	9,10	1 hr./20 weeks
<b>Out of School Activities:</b>			
Travel Soccer League, Dix Hills Wild Dawgs, Dix Hills Soccer Club	<b>Captain</b> -Organize team meetings to discuss upcoming tournaments and games; schedule and coordinate practice sessions; liaison between team members and coach	9,10,11,12	6 hrs./25 weeks
B.B.Y.O.-Maccabee Chapter	<b>Member</b> -Participate in local fundraisers; assist/organize chapter meetings/discussions; represent local chapter at state conventions	9,10,11,12	2 hrs./15 weeks
Basketball Youth League	<b>Team Member</b> -Participated in recreational games in community league	9,10,11	2 hrs./8 weeks
Temple Beth Torah	<b>Confirmation Class Participant</b> -Fundraising for local charities; participated in discussions on religious heritage/current events	10	2 hrs./12 weeks
<b>Honors and Awards:</b>			
AP Scholar with Distinction	Recognition of achievement on advanced placement exams	11	N/A
National Honor Society	Recognition for 93 GPA, character, service and leadership	11,12	N/A
Business Honor Society	Recognition for 90+ GPA business, character, service, leadership	11,12	N/A
High Honor Roll	Recognition for 90+ GPA	9,10,11	N/A
Scholar Athlete	Recognition for 90+ GPA while participating in school sport	9,10,11	N/A
<b>Community Service:</b>			
Tourette Syndrome Association of Long Island (LI)	<b>Executive Chairperson</b> (12)-Supervise LI students of <i>Buddy Program</i> ; provide supervision of recreational activities/mentorship for children diagnosed with Tourette Syndrome	11,12	3 hrs./12 weeks
Dix Hills Animal Hospital	<b>Intern</b> -Assisted veterinarian with procedures/office tasks	10	2 hrs./8 weeks
Temple Beth Torah	<b>Volunteer</b> -Helped pack Thanksgiving food into boxes and distributed cooked meals to those in need	9,10	5 hrs./2 weeks
Project Morry	<b>Fundraiser</b> -Swam laps and participated in a dance-a-thon to raise money to give underprivileged children a camp experience	9,10	10 hrs./2 weeks
Autism Speaks/Lustgarten Foundation Walks	<b>Volunteer</b> -Annual walk to raise funds and awareness	11	4 hrs./2 weeks
<b>Work Experience:</b>			
Driftwood Day Camp	<b>Counselor</b> -Responsible for the recreational supervision of twenty 6-7 year old boys; coordinate, organize, and monitor allergy program for my campers	12	40 hrs./8 weeks
Camp Chipinaw, Swan Lake, NY	<b>Asst. Head Waiter</b> -Assist in supervision of 30 waiters; maintain efficient food service; liaison b/w waiters and group leaders	10,11	40 hrs./7 weeks



# ***Financial Aid & Scholarship Websites:***

Below is a list of free and reputable websites:

- <http://www.fastweb.com/>
- <http://www.finaid.org/>
- <http://www.ncaa.org/student-athletes/future/scholarships>
- <https://bigfuture.collegeboard.org/pay-for-college/grants-scholarships>
- <https://colleges.niche.com/scholarships/>
- <https://www.cappex.com/>
- <https://www.chegg.com/scholarships>
- <https://www.hesc.ny.gov/> (New York State Only)
- <https://www.nacacnet.org/>
- <https://www.petersons.com/college-search/scholarship-search.aspx>
- <https://www.scholarships.com/>
- <https://www.studentscholarships.org/>
- <https://www.unigo.com/>



***Summary of Things to Remember from Your  
Junior College Conference***



## **When you are doing your research, be sure to look for the following:**

- Student/Faculty ratio. Male/Female ratio. In state/Out of state ratio.
- Freshman retention rate (how many students return for their sophomore year?).
- What is the percentage of students that graduate in four/five or six years?
- What is the percentage of classes that are taught by graduate students?
- What is the average class size? What are the largest and smallest class sizes?
- What are the admissions requirements? Are there different requirements for different majors?
- Does the school have several majors that interest you? How hard is it to change your major?
- Are there opportunities for undergraduates to do research/teach/intern etc.?
- What is the percentage of students who receive financial aid? What is the average package? Is merit based aid available? What G.P.A. must be maintained to have your scholarship renewed?
- Does the school have special programs for example: Honors programs, Guaranteed Medical School programs, Accelerated Bachelors/Master's program, General Studies programs and programs for students with learning disabilities etc.? What are the requirements for these programs?
- How many students applied and what percentage was accepted?
- Is there any type of core curriculum that must be followed?
- What is the percentage of students getting accepted into graduate school?

## **Steps You Should Be Taking Now!**

- Work very hard for the remainder of this year and senior year to bring up your grades. Colleges are looking for a progressively positive academic trend.
- Prepare and register for the SAT & ACT exams. Take them again if you need to.
- Utilize Naviance. Research colleges: attend college fairs, view videos, conduct online research and take virtual campus tours.
- Arrange college visits, preferably while classes are in session.
- Ask your teachers for recommendations.
- Complete a Resume of Activities and an Autobiographical Sketch for your counselor.
- Write a personal statement to submit with your college applications.
- Research the applications and essay questions required by the schools that interest you. Start completing these over the summer so you will be less overwhelmed in the fall.
- If applicable, send letters of interest and athletic profiles to coaches.
- You should be doing college research each week and forming a list of prospective colleges.
- By September, you should have narrowed down a list of options that include "safety, range and reach schools."

**Choosing a college is one of the most important decisions you will make. Start the process now. Do a little each day. Study hard. Do not rely on your parents to do the work for you. Research your options carefully and make good decisions. Make appointments to see your counselor as needed. Come prepared with questions.**



# ***Section II***

***The following pages will provide you with comprehensive and in-depth information on the College Selection Process.***

***This information will offer guidelines and timetables to follow as students complete their junior year, as well as prepare for their senior year.***

***The journey to selecting a school which a student can call a “Right –Fit” college requires time, research, and devotion.***

***The information and articles presented here will assist students in preparing for this experience.***

***“An Investment in Knowledge Pays  
The Best Interest.”***

***–Benjamin Franklin***

# The Game Plan: Part I

Strategy

Strategy

plan or method  
achieve a goal or s  
organizational acti

## Grade 11:

- Focus on strong academic performance. **Invest in yourself.**
- Utilize **Naviance**- the college/career program available through your Guidance Department.
- Create a **resume** of activities, clubs, and organizations in your **Naviance** profile.
- Remember that the **Grade Point Average (GPA)** you earn at the end of the **junior year** is what colleges will see on your high school transcript.
- Meet regularly with your Guidance Counselor to discuss college, career, and personal issues.
- Begin a personal resume of extra-curricular activities in which you have participated, both in and out of school.
- Register to take the **SAT and/or the ACT.**
- ➡ • If you are interested in a **US Service Academy (Army, Air Force, Navy, Marines, Coast Guard)** begin the application process in the early spring of 11th grade.
- Plan visits to colleges in the spring or over school vacations. **Visit when college is in session.**
- Visit colleges you have identified for yourself during the summer.
- Take an online virtual tour of colleges if you are unable to visit. (**See websites below.**)
- **Attend College Fairs and “Open House” events.**
- **Student Athletes who seriously want to consider playing a sport in college should open an account with the NCAA ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) and utilize [www.CoreCourseGPA.com](http://www.CoreCourseGPA.com)**
- Explore pros and cons of community colleges, four-year colleges, and vocational schools.
- **Request an interview early** with an admissions representative, if possible. Make appointments early (particularly at the competitive colleges, since their available appointments go quickly).
- Take advantage of various **summer experiences** available for the 11<sup>th</sup> graders conducted at colleges and other educational institutions. This information is posted on school website. (See your counselor for more information.)
- If you have a disability, present a **positive self-image** by stressing your strengths, while understanding the influence of your disability. If applicable, meet with a college faculty member to discuss the learning disability support services available.



### Websites for Juniors:

youvisit.com	<a href="http://www.youvisit.com/search/colleges">http://www.youvisit.com/search/colleges</a>
ecampustours.com	<a href="http://www.ecampustours.com/">http://www.ecampustours.com/</a>
nacacnet.org	<a href="https://www.nacacnet.org/preparing-for-college-junior-year-checklist/">https://www.nacacnet.org/preparing-for-college-junior-year-checklist/</a>
Naviance.com	<a href="https://student.naviance.com/careers/roadtripnation">https://student.naviance.com/careers/roadtripnation</a>

# The Game Plan: Part II

## Grade 12



- Meet regularly with your counselor. **Do not procrastinate.** “The early bird gets the worm.”
- Update your **resume** of activities, clubs, and organizations in your **Naviance** profile.
- Maintain a solid, quality, academic program.
- Colleges are very interested in your senior year program. **Mid-year and third quarter senior grades are often required** and reviewed to determine a candidate’s acceptance or denial.
- Remember that **college acceptances for admission are conditional**. Acceptances can become rejections with weak senior performance in the 2<sup>nd</sup> half of the year.
- Create a **Common Application online account!** [www.commonapp.org](http://www.commonapp.org). ←
- Prepare college applications and submit them to your counselor by **mid-October**.
- **Remember that the Common Application restricts you to a limit of 20 college applications!**
- Follow the application procedure outlined by the Counseling Center.
- Be aware of **early application deadlines** – especially for early decision and applications to special programs.
- Consider **Early Decision** only if you are convinced that a particular school is the **100% best match for you and realistic**. You may only **apply to one college as an Early Decision** candidate and if accepted, you must attend.
- Take ACT and/or SAT tests required by the colleges that you are interested in attending.
- **It is your responsibility to have standardized test scores sent to colleges by the testing companies (College Board & ACT). Your high school cannot send official ACT/SAT scores.**
- **Scholarship applications should be filed early** – check the **Naviance "Scholarship" Tab** regularly as well as the **“Guidance” website** of your high school.
- Pay close attention to the announcements provided by the Guidance Department.
- Attend College Fairs, “Open House” events and college visits to your high school in the fall.
- Attend **Financial Aid Night** workshop in October.
- Complete the **FAFSA** (Free Application for Federal Student Aid) [www.fafsa.gov](http://www.fafsa.gov) in October). ←
- Complete the **CSS Profile if it is required** by the specific college where you are applying.
- For students with disabilities, contact a representative in the student services department.
- **Meet college representatives who visit the school.**
- Inform your counselor when you have decided regarding what you will do after graduation (attend college, accept a job, enter the military, etc.).
- **Not interested in college? Visit** [http://www.quintcareers.com/college\\_alternatives.html](http://www.quintcareers.com/college_alternatives.html) or <http://ww1.americorps.org/> or <http://www.thesca.org/> for alternative ideas after graduation.
- Interested in the military? Visit and meet with local military recruiters.

# ***Questions to Evaluate Yourself as You Begin the College Search***

## ***What are You Looking for in a College?***

- **School Programs:** Do you want a diversified education in the liberal arts? Preparation for a particular career? Is the school known for any special programs? Are honors programs available? What is the university known for academically? What are its strengths? Are there pre-professional programs for business, education, engineering, fine arts, etc.? What degrees are offered? Are interdisciplinary courses and majors available? What options are available for Independent Study? Individual tutorials? Seminars? Research opportunities? Field work? Internships? Exchange programs? Foreign Study? Joint degree programs? Cooperative work/study plan? Pre-professional programs? Accreditation? Degree requirements? Grading systems? Grading/Distribution? Honor system?
- **Admissions:** Is the college most competitive, highly competitive, very competitive, competitive, less competitive or noncompetitive? Will applying early action or early decision increase your chances? How are the applicants evaluated? (Rigor of program, GPA, testing etc.) What are the realistic chances of getting in? What percentage of the applicant pool is offered admission? What are the average profile and SAT/ACT scores of freshmen? How difficult is it to change majors or departments? Do I need to complete a thesis or major presentation prior to graduating? Should I apply undecided for a major? Do different majors have different admissions standards?
- **Location of the School:** Is it near home? One hour away? 300 miles away or across the USA? How often do you want to be able to go home? How is the surrounding community?
- **Campus Setting:** Is it rural, suburban, or urban? Is the school in the city, like the University of Pennsylvania or in the rural New England countryside like Williams College? What kinds of surroundings are key to your well-being? Do you prefer a fast-paced environment with lots of things to do, or do you prefer things to be more serene and relaxed?
- **Size of the School:** Do you want to spend four years at a small liberal arts college of 800 undergraduates or do you prefer to blend in at a large state university of 20,000+? Do you think you would find success in large classes, or do you require more individualized attention from your teachers? Does class size matter to you?
- **State vs. Private Schools:** Is the school a large state university with most of the student population from the state where it is located? Is it one of the “public ivy’s?” Is the college public, private, or religiously affiliated?
- **Geographical Diversity:** Is the college a regional one attracting student from the same state or region? Or is it a school, regardless of its size, which attracts students from all over the USA, or the world? Would you like an opportunity to meet students from different backgrounds or are you more comfortable with people whose interests and experiences are similar to your own?

## ***Questions to Evaluate Yourself as You Begin the College Search***

- **Safety on Campus:** Are the dorms secure and locked? What is the safety system on the campus? Cost of College: What is the tuition? What are the living costs? What travel costs are there from home to campus? Are there hidden costs?
- **Financial Aid:** What monies are available for the students at the school of your choice? Does the school offer tuition installment plans? Minimum-maximum total costs per year. What should students budget for tuition and fees/room and board/books and personal expenses/travel costs? What can your family pay toward college expenses?
- **Living Conditions:** Is on-campus housing guaranteed for all four years? Are the dorms co-ed? Are there single sex dorms? Are alternatives in housing available? Are the dorms predominantly large rooms or housing clusters small houses? Are there single rooms/doubles/suits/ multiple rooms? What is the method of housing allocation/ roommate selection? Dining plans? Alternative dining programs?
- **Core curriculum-Distribution Credits:** Does the college require a specific number of credits in different academic disciplines for graduation? For example, would you have to take 6 credits in Philosophy before you graduate? Or would you design your own curriculum? Is a foreign language required? What is the proportion of study to general education/concentration/student choice? Are there specific freshman courses or curriculum/distribution requirements?
- **Sophomore Standing:** Does the school accept AP credits? Does it offer advanced standing in school? Or does the offer more in depth courses to AP students while retaining freshman status?
- **Study Abroad:** Are there opportunities to study in foreign countries such as Italy, Japan or Australia, for example, while an undergraduate? What percentage of students study abroad?
- **Internships:** Are there opportunities for “hands on experience” while in college? Which departments have formal internship opportunities?
- **Graduate School after College & Placement:** What percentage of students goes onto graduate school? What is the record of those who successfully get into the law, medical or business school of their choice? What career advising and information programs are available? Is there an office for job placement after college? Is there an alumni network that helps in job placement? What percentage of the students becomes employed following graduation?
- **Socialization vs. Academic Rigor:** What balance of academic challenge, activities and social life suit you best? How interested are you in the substance of intellectual life: books, ideas, issues and discussion? Do you want an academic program where you must work and think hard? Or one where you can earn respectable grades without knocking yourself out? How important is it for you to perform at the top of your class or would you be satisfied to be in the middle or bottom of your college class? Is it a “grind” school--all work, work, work? Is it fraternity and sorority oriented? What are the facilities for socialization? Do you like a competitive environment, or do you find success in a more relaxed learning setting? How is the presence of religious, ethnic or cultural groups on campus? How is the workload? What are the course expectations? What types of



## ***Questions to Evaluate Yourself as You Begin the College Search***

assignments are given? What is the level of academic pressure/competition? Can students design their own majors? What is the level of interest in political, social or world issues? How is the campus diversity and is there tolerance of differences? What is the importance of money/material possessions/social appearance on campus?

- **Athletic Programs & Sports Facilities:** Is the ice hockey team a varsity sport? Does the lacrosse team play Division I or III? Is basketball strong? Do they have a women's squash team? How many students participate in intramural or intercollegiate sports? Is there a swimming pool? Are there horse stables? Is there an ice hockey rink? How much does this matter to you?
- **Student Body:** Are the students politically active? Are they professional in orientation? What percentage of the students graduate in 4-6 years? What is the male/female ratio? What is the total percentage of undergraduate students? Average freshman class size? What percentage of freshman who remain at the college and graduate? What is the Commuter/Resident percentage? What is the geographic origin of the student body?
- **Faculty:** Are the classes taught by full professors? Are TA's (Teaching Assistants) the norm? What is the student to faculty ratio? Percentage with PhD's; Original faculty research/scholarship; Teaching course load; Expectations for teaching/scholarship/advising and other college service; Emphasis on undergraduate teaching and learning? How is a faculty advisor selected for a student?
- **Facilities:** What are the facilities on campus? Is the campus Wi-Fi enabled? Are there computer labs? What about the quality of the library? What are the library hours? Is it fully computerized? Is the campus library tied into a larger network? Are there new facilities being planned that will be available during your time there?
- **Special Talents:** Recognize your special talents and discover what environment will encourage them to flourish. Oftentimes, a special talent becomes a "scale tipper" in the admissions process.
- **Support Services:** Are special support services available if you require them? How long the program has been in existence? How many students are accepted to the program annually? How many students are currently in the program? What types of support services are available? What curriculum modifications are available? Does the college charge an additional fee for support services? Is the program basic or comprehensive in design where students can be given remediation, alternative methodology, and tutorial services? Multi-sensory lesson presentations? Auditory, visual, tactile, kinesthetic presentations? Is the taping of lectures and textbooks for students with reading/visual problems allowed? Is there individualized instruction? Learning plans? One-on-one tutoring? Oral and extended time exams?
- **Philosophy and School Calendar:** Is the campus traditional or progressive?; Scholarly or career oriented?; What is the academic calendar? Is it semesters, quarters, or trimesters?
- **Summarize the Final List:** Be sure that the list is a realistic one. It should include "stretches", "most probably" and "safeties." No matter which one — it must fit you.

# Selecting Colleges: Reach, Match and Safety Schools

Junior year is the right time to begin researching colleges of potential interest and compile an initial list. Given today's competitive admissions climate, **experts suggest 6 to 16 “right fit” colleges (25% - reach, 50% - match, 25% - safety)** based on your academic achievements and other factors.



- **Reach—Match--Safety** Selecting colleges and universities that appeal to you in all three categories is a sound combination strategy to manage your risk and maintain your upside. Reach schools are usually your top choice colleges, and those most difficult to get into. Match (or target) schools are those where you have a reasonable (typically better than 50-50) chance for admission. Safety schools are those where you typically are somewhat overqualified, where you will almost certainly gain admission.
- When categorizing your list of colleges, it's important to look **candidly at your admissions profile** and the selectivity of the college. If the school's admissions rate is under 30%, it's probably not a true safety school for many applicants -- even those with well above average scores and other strong factors. **A number of the most selective schools turn down more students with perfect SAT scores than they admit.**
- Some students, especially those seeking admission to the most selective colleges, should consider adding additional gradations: high reach, low reach, likely, high safety, etc. A high reach might be a school where the candidate is in the 25th SAT and GPA percentiles and doesn't have any really special activities or “hook”. If your qualifications put you in the “average pile”, maybe it's prudent to consider the college as more of a semi-reach. **In today's competitive environment, to keep your expectations realistic, some counselors suggest you don't use the term safety – since admissions is hardly ever a sure thing -- but name the category “probable” instead.**
- Insiders advise you to beware of the “super stretch” – it's important to know the difference between a legitimate reach school that is a bit of a stretch, and a school where it is just about impossible for you to get in. They also advise you to make sure you like your safety (or probable) and match schools. Select them carefully as you may end up there. A final bit of advice is to try to manage your emotions vis-à-vis the reach colleges. You may have your heart set on attending but the admissions officers may decide otherwise – make sure you have good back up options. At the same time, don't be afraid to reach for the top and don't be shy about applying to a few additional schools – just in case. ©Copyright 2017 <http://inlikeme.com/apps/>

# Essays

## **Top Ten Tips for Writing a College Essay** (Source: NACAC <http://www.nacacnet.org>)

1. **Start early.** The more time you have, the less stress you'll have. You'll have plenty of time to give the essay your best effort.
2. **Be yourself.** Take a moment to think about what interests you, what you love to talk about, what makes you sit up and take notice if it's mentioned in class or on TV. Then write about it. One of the biggest mistakes students make is "writing what they think others want to hear, rather than about an issue, event, or person that really had significance for them," says an admission and financial aid official at a New York college. An essay like that is not just boring to write, it's boring to read.
3. **Be honest.** You're running late (see #1), you can't think of what to write, and someone e-mails you a heartwarming story. With just a tweak here and there, it could be a great essay, you think. It's what you would have written if you'd just had enough time. Don't be fooled! College admission officers have read hundreds, even thousands of essays. They are masters at discovering any form of plagiarism. Adapting an e-mail story, buying an essay from some Internet site, getting someone else to write your essay, admission people have seen it all. Don't risk your college career by taking the easy way out.
4. **Take a risk.** On the other hand, some risks can pay off. Don't settle for the essay that everyone else is writing. Imagine an admission officer up late, reading the fiftieth essay of the day, yours. Do you want that person to nod off because he or she has already read ten essays on that topic? "The danger lies not in writing bad essays but in writing common essays, the one that admission officers are going to read dozens of," says an associate director at a Pennsylvania high school. "My advice? Ask your friends what they are writing, and then don't write about that!"
5. **Keep in focus.** This is your chance to tell admission officers exactly why they should admit you. Unfortunately, some students try to list every single reason, their stellar academic record, their athletic prowess, their community service, all in a page or two. When that happens, the essay looks like a grocery list. Even though the Common Application main essay has only a suggested minimum of 250 words, and no upper limit, every admissions officer has a big stack to read every day; he or she expects to spend only a couple of minutes on the essay. If you go over 700 words, you are straining their patience, which no one should want to do. Instead, read the essay question carefully and jot down a few ideas. Then choose the one that looks like the most fun to write about. Stick to that main theme throughout the essay. Use the essay in a creative way to help the admission officers get to know you as a person.
6. **Write and rewrite.** Don't try to write a masterpiece on your first try. It's not possible, and all that pressure is likely to give you writer's block. For your first draft, write anything that comes to mind about your topic. Don't worry too much about grammar or spelling. Just get it down on paper (or computer screen). Then let it "rest" for a while. When you come back to the draft, look for ways to make it more focused and better written. Some people are "fat" writers: they write long, wordy first drafts that need to be shortened later. Others are "skinny" writers: they write short and simple first drafts and then need to add details or examples to "flesh out" the skeleton. Either way, don't be afraid to make major changes at this stage. Are there details that don't really relate to the topic? Cut them. Do you need another example? Put it in.

# Essays

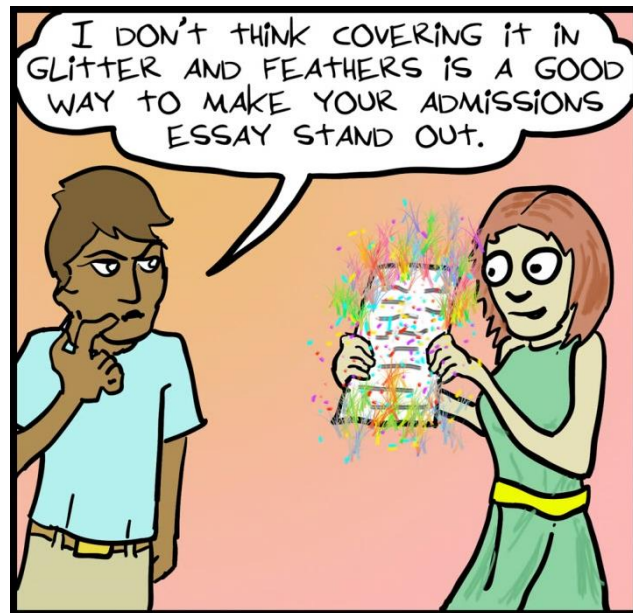
**Here are two other things to try, suggested by one college counselor.**

- Remove the introductory and concluding paragraphs, and then see if your essay seems stronger. These paragraphs are often the most likely to have unnecessary detail.
- Go through the essay and cut out every "very" and every "many." Words like these are vague, and your writing is often stronger without them.

7. **Get a second opinion.** Even best-selling novelists ask other people to read their manuscripts before they're sent to the publisher. When you've rewritten the essay to your satisfaction, find someone who can give you advice on how to make it even better. Choose a person you respect and who knows something about writing, a favorite English teacher, a parent, or a friend who writes for the school paper. Ask them to tell you what they like best about your essay, and what you can do to improve it. Criticism of your writing can be tough to hear but try to listen with an open mind. You don't have to make every change suggested, after all, it's your essay and no one else's, but you should seriously consider each suggestion.
8. **Proofread.** Finally, you're ready to send your essay. Not so fast! Read it over one more time, looking for those little errors that can creep in as you write or edit. If you're using a computer, also run a spell check. Sometimes, it can be difficult to catch minor typos—you've read the essay so many times that you see what should be there rather than what is there. To make sure you catch everything, try reading your essay out loud or having someone else read it out loud to you. Another strategy is to read the essay backward, from the last sentence to the first. That makes it just unfamiliar enough for errors to stand out.
9. **Be accurate.** Applying online is just as serious as applying "the old-fashioned way." It may feel like you're sending e-mail, but you're not. "One thing I've often seen is that students who apply online submit sub-par essays," says an Oregon director of admission. He has found that essays submitted online tend to be much shorter than those submitted on paper. In addition, students often use e-mail language, no capitalization, or abbreviations such as BTW or "thanx," which are not appropriate to a formal document. Make sure that you put as much effort into an online essay as you would if you were sending it snail mail.
10. **Don't expect too much from an essay.** The application essay is important, but it's not the only thing that is considered. "Can [the essay] make a difference in getting the 'thin versus thick' envelope? Absolutely," says the New York director. "But that is the exception rather than the rule." That's because admission officers look at the whole package, your academics, extracurricular activities, standardized tests, and other factors. A great essay rarely makes up for a weak academic record. On the other hand, a mediocre essay won't necessarily consign your application to the "deny" list. So make your essay as well-written as you can, but don't put so much pressure on yourself that the rest of the application fades in importance.

## Seeking the Advice of Others in Reviewing Your Essays

- Get an objective opinion of your essay by asking others to read it. Here's a checklist for them to keep in mind as they read:
- Have I answered my question?
- Does my introduction engage the reader? Does my conclusion provide closure?
- Do my introduction and conclusion avoid summary?
- Do I use concrete experiences as supporting details?
- Have I used active-voice verbs wherever possible?
- Is my sentence structure varied, or do I use all long or all short sentences?
- Are there any clichés? (i.e. "cutting edge" or "learned my lesson")
- Do I use transition appropriately?
- What about the essay is memorable?
- What's the worst part of the essay?
- What parts of the essay do not support my main argument?
- Is every single sentence crucial to the essay? This must be the case.
- What does the essay reveal about my personality?



## Effective Adjectives for College Essays:

Academic	Competitive	Hardworking	Motivated	Self-reliant
Adaptable	Confident	Idealistic	Original	Spontaneous
Adventurous	Curious	Individualistic	Organized	Stable
Ambitious	Conservative	Intellectual	Persevering	Strong
Analytical	Creative	Introspective	Persuasive	Structured
Articulate	Deliberate	Intuitive	Quiet	Supportive
Assertive	Eager	Liberal	Relaxed	Tactful
Attentive	Empathetic	Logical	Reliable	Team-oriented
Authentic	Flexible	Mature	Resourceful	Trustworthy
Careful	Forceful	Modest	Secure	Versatile

# ***Top Admission Essay Tips (from Carleton College)***

The college essay is often the most difficult part of preparing your application. To help you get off to a good start, we've put together the following tips and hints. These are comments from our admissions staff who actually read your essays and evaluate them in the admission process. We can't guarantee results, but this advice might help you get started.

## **Essay Tips from the Readers:**

- **Treat it as an opportunity, not a burden.** The essay is one of the few things that you've got complete control over in the application process, especially by the time you're in your senior year. Use it to tell us a part of your story.
- **Take the time to go beyond the obvious.** Especially if you're recounting an event, take it beyond the chronological storytelling. Include some opinion or reflection.
- **Don't try to take on too much.** Focus on one event, one activity, or one "most influential person." Tackling too much tends to make your essay too watered down or disjointed.
- **Brainstorm the things that matter to you.** Don't be afraid to reveal yourself in your writing. We want to know who you are and how you think.
- **Write thoughtfully and with authenticity.** It'll be clear who believes in what they are saying versus those who are simply saying what they think we want to hear.
- **Be comfortable showing your vulnerability.** We don't expect you to be perfect. Feel free to tell us about a time you stumbled, and what happened next.
- **Essays should have a thesis that is clear to you and to the reader.** Your thesis should indicate where you're going and what you're trying to communicate from the outset.
- **Don't do a history report.** Some background knowledge is okay, but do not re-hash what other authors have already said or written.
- **Answer the prompt.** We're most interested in the story you're telling, but it's important to follow directions, too.
- **Be yourself.** If you are funny, write a funny essay; if you are serious, write a serious essay. Don't start reinventing yourself with the essay.
- **Ignore the urge for perfection.** There's no such thing as the perfect college essay. Just be yourself and write the best way you know how.
- **Tell us something different from what we'll read on your list of extracurricular activities or transcript.**
- **Proofread, proofread, and proofread.** There's a difference between "tutoring children" and "torturing children" and your spell-checker won't catch that.
- **Keep it short.**
- **Limit the number of people who review your essay.** Too much input usually means your voice is lost in the writing style.
- **Appearances count.** Formatting and presentation cannot replace substance, but they can certainly enhance the value of an already well-written essay.

# ***Suggestions for a Personal Interview***

In an interview, you naturally want to do all that you can to make a good impression on the interviewer. She/he can only know what you tell him/her about yourself, by the way you look, act and answer questions. Here is a brief summary of important reminders:

- **Dress neatly** and try to choose clothing that suits the situation.
- **Be on time.** If you are late for an interview, the interviewer may decide that you are not really interested.
- **Know the college.** This will enable you to show interest and ask relevant questions.
- **Greet the receptionist** or person who will introduce you to the interviewer. Be pleasant. Say your name clearly, and tell this person the name of the interviewer, if you know it.
- **Wait patiently** if the interviewer is not ready for you.
- **Shake hands** if it seems appropriate when you meet the interviewer. Use a firm handshake but not an overpowering one. You should wait for the interviewer to ask you to sit down.
- **Maintain eye contact** with the interviewer during your time together. This is considered to be a sign of honesty and self-confidence. It is better not to wear sunglasses during an interview.
- **Control any nervous behavior.** Tapping your foot or clicking a ballpoint pen, for example, may annoy and distract the interviewer. Smoking or chewing gum are things you should not do during the interview.
- **Choose your words carefully** and avoid slang or other special expressions that the interviewer may dislike or misunderstand.
- **Sit up in your chair.** If your posture is good, the interviewer will see that you are alert and interested in what is happening.
- **Talk about what you do well.** Often you will find that you can answer a question by mentioning certain talents, interests or skills. Mention test scores only if you are asked to do so. If you have done poorly on a test, avoid making excuses for your performance. Deal with it in an honest, straightforward fashion.
- **Be calm.** Try not to show disappointment or anger if you are not accepted, or if the interviewer does not make a decision immediately. He may have to see some other applicants before deciding.
- **Say “thank you”.** It is a good idea to **drop a note** to the interviewer thanking him/her for the opportunity to discuss your candidacy.

# ***The Admission Interview***

## **Questions You May Be Asked:**

- Why are you considering this college? (Research the college ahead of time.)
- What do you expect to be doing 10 years from now?
- If you were the principal of your school, what would you change? (Or any variation, such as president.)
- What do you have to bring to our school?
- What books not required in your courses have you read recently? (If it's trashy books, you might want to prepare something else – if it's science fiction or mysteries, admit it.)
- If you could speak with any person, past or present, whom would it be and why?
- What television shows do you watch? (Don't fake it – be yourself)
- What is the most important thing you've learned in high school?
- What events have changed your life?
- How would your best friend describe you?
- What extra-curricular activities have you found the most satisfying?
- How do you spend the time after school?
- What do you expect to get from your college experience?
- You may or may not be asked some of these things but it's a good idea to prepare. Role-play with a friend or parent acting as the interviewer, then reverse roles.

## **Questions To Ask:**

- How many students in last year's freshman class returned for their sophomore year?
- What procedures are used for class placement?
- What kind of additional academic services does your college offer at no additional cost to the student (e.g. tutoring, counseling, study skills workshops, improving reading speed, etc.)?
- What percent of the student body lives on campus?
- What are some of the activities planned for students on campus during weekends?
- How are roommates selected if no preference is listed?
- What are some of the rules and regulations that govern dorms? Are there co-ed halls?
- What percent of your students received financial aid? What percent received scholarships based on academics? What percent of a typical financial aid package is in the form of a loan?
- What is the typical size of a Freshman English class?





# ***What Not to Do on a College Interview*** (Author-Allen Greene)

## **DO NOT...**

- 1. Be Late-** Your interviewers are busy people. Alumni interviewers are probably taking time out of their full-time jobs to meet with you, and campus admissions folks often have back-to-back appointments scheduled. Lateness disrupts schedules and shows irresponsibility on your part.
- 2. Underdress** -Business casual is your safest bet, but the main thing is to look neat and put-together. You'll look like you don't care if you show up wearing ripped jeans or saran wrap. These clothing tips for men and women can help.
- 3. Talk Too Little** -Your interviewer wants to get to know you. If you answer every question with a "yes," "no," or a grunt, you're not impressing anyone, and you're not demonstrating that you can contribute to the intellectual life of the campus.
- 4. Make a Prepared Speech** -You want to sound like yourself during your interview. If you have prepared answers to questions, you might come off sounding artificial and insincere.
- 5. Chew Gum** -It's distracting and annoying.
- 6. Bring Your Parents** -Your interviewer wants to get to know you, not your parents. Also, it's hard to look like you're mature enough for college if Dad is asking all the questions for you.
- 7. Show Disinterest** -This should be a no-brainer, but you'd be surprised what some students will say. A comment like "you're my back-up school" or "I'm here because my parents told me to apply" is an easy way to lose points during the interview.
- 8. Fail to Research the College** -If you ask questions that could easily be answered by the college's website, you'll send the message that you don't care enough about the school. Ask questions that show you know the place: "I'm interested in your Honors Program; could you tell me more about it?"
- 9. Lie** -This should be obvious, but some students do get themselves in trouble by fabricating half-truths or exaggerating during the interview.
- 10. Be Rude** -Good manners go a long way. Shake hands. Address your interviewer by name. Say "thank you." Introduce your parents if they are in the waiting area. Say "thank you" again. Send a thank you note.



# How Do Colleges Choose Among Applicants?

Percentage of Colleges Attributing Different Levels of Importance to Factors In Admission Decisions: First-Time Freshmen (Updated Fall, 2019)				
Factor	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Grades in All Courses	74.5	15.0	5.5	5.0
Grades in College Prep Courses	73.2	16.8	5.9	4.1
Strength of Curriculum	62.1	21.9	8.7	7.3
Admission Test Scores	45.7	37.1	12.2	5.0
Essay or Writing Sample	23.2	33.2	24.1	19.5
Student's Demonstrated Interest	16.1	23.9	28.0	32.1
Counselor Recommendation	15.1	40.4	26.6	17.9
Teacher Recommendation	14.2	40.2	26.5	19.2
Class Rank	9.1	29.1	34.1	27.7
Extracurricular Activities	6.4	42.9	32.0	18.7
Portfolio	6.4	11.9	26.9	54.8
Subject Test Scores (AP, IB)	5.5	18.3	35.2	41.1
Interview	5.5	16.4	28.3	49.8
Work	4.1	28.6	36.9	30.4
State Graduation Exam Scores	2.3	8.7	18.8	70.2
Source: NACAC				
<a href="https://www.nacacnet.org/news--publications/publications/state-of-college-admission/">https://www.nacacnet.org/news--publications/publications/state-of-college-admission/</a>				

## Additional Factors in Admissions:

While colleges, on average, pay attention to the same types of factors, some colleges pay more attention to some factors than others.

College Size	<b>Small colleges</b> —Have a more “holistic” application review process, meaning they pay more attention to all of the facets of your application.
	<b>Large colleges</b> —Have a more “mechanical” application review process, meaning numbers (GPA, test scores) play a significant role in determining your initial qualification. In the case of open-admission or near-open admission colleges, that may be the extent of the process. At more selective large colleges, the initial qualification may be followed by a more holistic review of qualified applicants.
	<b>Selective colleges</b> —Both large and small selective colleges (meaning that the colleges accept fewer than half of students who apply) have a more “holistic” application review process.
Grades & GPAs	About two-thirds of high schools weight their GPAs for students who take college preparatory courses. To account for different grading scales among high schools, more than half of colleges <i>recalculate</i> applicants' GPAs to standardize them.
Class Rank	Nearly one-third of high schools do not report class rank information to colleges. Accordingly, colleges have de-emphasized class rank as a factor in the admission decision over the past decade.

## ***Additional Factors in Admissions:***

### **Essays**

Do colleges take extra steps to catch cheating or plagiarism on essays? Many colleges that require essays will scrutinize essays that they believe have been forged, borrowed, or heavily edited or influenced by someone other than the applicant. In fact, some colleges have instituted their own verification processes, while others have contracted with businesses that double check essays for plagiarism. Given that many colleges view the essay as an indicator of a student's interest in attending, it does not pay to have someone else write your essay.

### **Other Factors that Colleges May Consider**

In order to shape their classes, colleges may consider other factors for admission, including a student's geographic location (especially for public universities), whether a student is the first in their family to go to college (for access purposes), a student's race or ethnicity (for diversity purposes), a student's relation to alumni (for the purposes of development and community-sustenance), and gender (for purposes of reflecting the population).

## ***What is the SAT?*** <https://collegereadiness.collegeboard.org/sat>

Many colleges require scores from the SAT or ACT tests as a part of the admissions process. Your SAT score is a key component of your college applications. The SAT is an entrance exam used by most colleges and universities to make admissions decisions. It is a multiple-choice, pencil-and-paper test administered by the College Board. The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. College admissions officers will review standardized test scores alongside your high school GPA, the classes you took in high school, letters of recommendation from teachers or mentors, extracurricular activities, admissions interviews, and personal essays. How important SAT scores are in the college application process varies from school to school.

### **When should I take the SAT?**

Most high school students take the SAT, the ACT, or both during the spring of their junior year or fall of their senior year. It's important to leave time to re-take the test if you need to raise your score before you apply to college. The SAT exam is offered nationally every year in August, October, November, December, March, May, and June.

### **What is on the SAT?**

There are two SAT sections: Math and Evidence-Based Reading and Writing



**(ACT) The American College Testing Program-** The ACT Assessment instrument consists of a battery of **four academic tests** taken under timed conditions.

#### **THE TEST:**

The academic tests cover four subject matter areas: **English, Mathematics, Reading and Science reasoning**. These tests are designed to assess each student's general educational development and ability to complete college level work. The test items require that the student demonstrate knowledge and both problem-solving and reasoning ability.

**SCORING:** A score is reported for each of the four tests along with a **composite score**. The raw score is the number of correct responses in a particular test section; these are converted to scale scores. The scale scores range from 1 (low) to 36 (high) for each of the four tests and the composite. **The composite is simply the average of the four test scores.** The standard scale scores are converted to national percentiles in order to facilitate student comparison.

**THE ACT ASSESSMENT WRITING:** ACT added a 30-minute Writing Test as an **optional** component in 2005. The ACT Writing Test complements the English Test. The combined information from both tests tells postsecondary institutions about students' understanding of the conventions of standard written English and their ability to produce a direct sample of writing. Because postsecondary institutions have varying needs, the ACT Writing Test is an option. Postsecondary institutions are making their own decisions about whether to require the results from the ACT Writing Test for admissions and/or course placement purposes. Students will decide whether to take the Writing Test based on the requirements of the institutions they are considering. Students are not required to take optional tests, as unnecessary expenses could incur. Certain institutions may require specific tests, however, so check the school's admissions requirements.

#### **TEST OPTIONAL RESOURCES:**

<http://fairtest.org/university/optional>

<https://www.nacacnet.org/news--publications/newsroom/test-optional-means-test-optional/>



## NCAA

The National Collegiate Athletic Association (**NCAA**) is an organization that regulates college student athletes programs in the United States. ***Students need to be certified by the NCAA Eligibility Center to compete at an NCAA Division I or II college.*** Student-Athletes should create a certification account at: <https://web3.ncaa.org/ecwr3/>

Additionally, [www.CoreCourseGPA.com](http://www.CoreCourseGPA.com) is an online service available to all Half Hollow Hills Student-Athletes and their parents/guardians, free of charge. If your child has aspirations of competing athletically as a freshman at an **NCAA Division I or Division II college/university**, they must meet NCAA Initial-Eligibility minimum standards, including minimum “core course” GPA and SAT/ACT test score requirements. CoreCourseGPA.com allows students to track progress towards meeting these requirements.

***To activate your CoreCourseGPA.com membership, follow these simple steps:***

1. Visit [www.CoreCourseGPA.com](http://www.CoreCourseGPA.com)
2. Select **“Free New Member Account”** in the blue box (top left)  
Enter the following School ID: **331627** & School Code: **7322289911** in the **“New Member Account Creation”** box
3. Press **“Continue.”**
4. Fill in the appropriate fields in the **Create New Student Account** form.
5. Press **“Submit.”** Congratulations!

# Financial Aid: Part I

**October 1: Open an account here: [Create FAFSA account](#)**

**What is Federal Student Aid?** It is money from the federal government that helps you pay for college, career school, or graduate school expenses. Aid is available through grants, work-study, and loans. Every student who meets certain eligibility requirements can get some type of federal student aid regardless of age or family income. Before you apply, get an estimate of how much aid you could get at <https://studentaid.gov/aid-estimator/>

**How do I apply for aid?** You need to complete the Free Application for Federal Student Aid (FAFSA) form at [www.fafsa.gov](http://www.fafsa.gov). Students and parents will need an **FSA ID** to sign the form online. You'll also use your FSA ID to access information about your financial aid on U.S. Department of Education websites. You can create an FSA ID in advance or while you fill out the FAFSA form. To find out more about the FSA ID, visit <https://studentaid.gov/fsa-id/sign-in/landing>. The FAFSA is the "baseline" in determining what, if any, type of financial assistance you might be eligible for from the Federal Government, New York State (TAP), Work Study, etc.

## **When should I apply?**

Each **October**, the FAFSA form is available for the next school year. You will need to re-apply for aid every year you are in school.

## **Who gets federal student aid?**

Some of the most basic eligibility requirements for students are that you must

- demonstrate financial need (for most programs);
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number;
- be registered with Selective Service if you're a male between the ages of 18 and 25;
- be enrolled or accepted for enrollment in an eligible degree or certificate program;
- be enrolled at least half-time (for most programs); and maintain satisfactory academic progress in college, career school, or graduate school; show you're qualified to obtain a college or career school education by having a high school diploma or a state recognized equivalent (example: General Educational Development [GED] certificate); or completing a high school education in a home-school setting approved under state law; or enrolling in an eligible career pathways program.

HERE'S HOW IT WORKS: "Financial Need" is defined as the difference between the cost of attending college and your EFC*. The EFC is the Expected Family Contribution, not just your parents' contribution. You and your parents share the responsibility for paying for college.				
Cost of Attendance (COA)	-	Expected Family Contribution* (EFC)	=	Financial Need
Direct Educational Costs	[MINUS]	(Student & Your Parents)	[EQUALS]	Financial Aid Package

## **Where can you find your EFC?**

Once your **FAFSA (Free Application for Federal Student Aid)** is processed, you will receive a **Student Aid Report (SAR)** with your official EFC figure.

## **How is the Expected Family Contribution (EFC) used?**

The FAFSA information is sent to you and the colleges you list on the FAFSA. The financial aid office will use your EFC to determine your financial need. Based on this information, the college financial aid office will prepare a financial aid package and craft a financial award letter.



# Financial Aid: Part II

## Your EFC can differ from school to school

Your EFC may vary from one institution to another and is generally calculated using one or both of these nationally accepted **Federal EFC Methodology**

- Based on a formula established by the federal government.
- Considers family income, assets, size of current household, and the number of family members currently attending college.
- Determines eligibility for federally sponsored financial aid such as Pell Grants, Perkins and Stafford Loans, and Federal Work-Study Programs.




## Institutional EFC Methodology

- Used by institutions and organizations to determine a student's eligibility for institutionally based, private aid programs.
- May vary from college to college.
- Additional factors in a family's financial situation are occasionally considered to determine a student's eligibility for institutional need-based aid.
- May be used instead of, or in addition to, the federal EFC to determine eligibility to receive financial aid from college or private funds administered by the college.

Income, family size, numbers of dependents in school at the same time, mortgages, emergency expenses, medical bills, etc. are all factors that influence a family's ability or inability to meet college costs. **DO NOT rule out financial aid based on your income alone.**

For the most comprehensive and up-to-date information on Federal Student Aid, visit the following websites:

<a href="https://studentaid.gov/resources">https://studentaid.gov/resources</a> (An Office of the Department of Education)	<ul style="list-style-type: none"><li>• <a href="http://www.nasfaa.org/">http://www.nasfaa.org/</a> (National Association of Student Financial Aid Administrators)</li></ul>
<ul style="list-style-type: none"><li>• <a href="https://studentaid.gov/h/apply-for-aid/fafsa">https://studentaid.gov/h/apply-for-aid/fafsa</a> *** (Free Application for Federal Student Aid)</li></ul> 	<ul style="list-style-type: none"><li>• <a href="https://www.hesc.ny.gov/">https://www.hesc.ny.gov/</a> (NYS Higher Education Services Corporation) Information regarding TAP (Tuition Assistance Program) and other NY State sponsored scholarships is available at this website.</li></ul>
(***)Do not use <a href="http://www.fafsa.com">www.fafsa.com</a> - it is a "SCAM" website that charges you a fee for processing the FAFSA. The FAFSA is designed to be a FREE document for you to create.)	

The CSS PROFILE: (<https://student.collegeboard.org/css-financial-aid-profile>)

Over **350 private colleges and universities** require students to complete the CSS Profile in order to determine your eligibility for **non-government financial aid, such as the institution's own grants, loans and scholarships**. Below are the features:

- It contains questions specific to the school or program you're applying to.
- It asks for more details than the FAFSA and can be submitted in the fall.
- It takes into account such factors as whether your family owns a home.
- It gives college financial aid counselors greater freedom to grant aid based on a student's particular circumstances.
- **It charges a fee per college/university**, which is different from the FAFSA.

# ***S.U.N.Y. & Local Colleges***

## ***The State University of New York (SUNY)***

### **WHAT IS SUNY?**

The State University of New York is a coordinated network of sixty-four individual public institutions located in virtually every region of the state. A full spectrum of programs from short-term vocational-technical careers to extended post-doctoral studies is available to meet the education needs of the citizens of New York. There are four University Centers, thirteen colleges of Arts and Sciences, eight Technical Colleges, twenty-nine Community Colleges, seven specialized colleges and five centers for Health Sciences.

**University Centers:** Moderately large residential campuses (11,000 to 23,000 students), each university center includes an undergraduate college as well as a graduate school. In the undergraduate colleges, students undertake a four-year program leading to a Bachelor's degree in liberal arts or sciences. The graduate schools offer specialized study towards a Master's degree (one to three years of study beyond a Bachelor's degree) or Doctoral degree (one to three years of intensive study beyond the Master's).

**College of Arts:** The four-year colleges (3,000 to 11,500 students) are residential campuses, which offer liberal arts and science programs at both the Bachelor's and Master's level.

**College of Sciences:** Program offerings are almost unlimited – from Business Administration to Nuclear Science Engineering, from Meteorology to Marketing to Music.

**Specialized Colleges:** The seven specialized colleges, five of which are statutory colleges located on private university campuses, serve students with special educational or career goals. Programs lead to a Bachelor's degree and, in many instances, offer opportunities for students to pursue graduate study.

**Health Science Centers:** The five centers for the health sciences train professionals in a multitude of health-related fields, from physical therapy to biochemical research and medicine. The Buffalo and Stony Brook Health Sciences Centers are integral parts of their respective university centers.

**Agricultural & Technical Colleges:** The "Ag & Techs", which enroll between 2,600 to 4,000 students, except for Farmingdale with over 14,000 are residential colleges offering a variety of two-year Associate degree programs in liberal arts, agriculture, and the technologies. Four types of Associate degrees are awarded: Associate degrees in Arts and in Sciences are earned in programs which generally parallel the first two years of a liberal arts program at the four-year colleges; Associate degrees in Applied Science or Occupational Studies are earned through programs in fields such as business, industry, health and social services.

**Community Colleges:** Developed primarily to serve educational needs within specific localities, the 29 community colleges range in size from 1,400 to 23,000 students. The community colleges offer two-year Associate degrees and one-year Certificate programs in the liberal arts and various technical and occupational areas.



## **SUNY Costs**

The cost of attending college in the SUNY system may vary somewhat depending upon the college chosen, its location, where the student resides, whether attendance is full or part-time, the courses in which the student enrolls, the student's style of living and other individual factors. The following table shows "typical" student budgets for a nine-month academic year for full time undergraduates.

<https://www.suny.edu/smarttrack/tuition-and-fees/>

### **New York Excelsior Scholarship**

The New York State Excelsior Scholarship, providing tuition-free college at New York's public colleges and universities to families making up to \$125,000 a year. To qualify, maximum family income is \$125,000. The budget additionally includes \$8 million to provide open educational resources, including e-books, to students at SUNY and CUNY colleges to help defray the prohibitive cost of textbooks.

Read more at: <http://www.suny.edu/smarttrack/types-of-financial-aid/scholarships/excelsior/>



# ADMISSIONS INFORMATION SUMMARY - 2022

For more information call our toll-free number at 800-342-3811 or visit us on the web at [suny.edu/attend](https://suny.edu/attend)

Campus Name (by campus type)	Undergraduate Enrollment	2020 SAT Scores** (combined) <i>Scores reflect middle 50%</i>	2020 ACT Scores (composite)	H.S. GPA	Early Decision (ED) or Early Action (EA)	Early Admission	EOP Program	English Language Options	Joint Admissions	Teaching Certificate	Honors Program	Time Shortened Degree	ROTC
University Centers and Doctoral Degree Granting Institutions													
Albany	12,654	1130-1300	23-29	90-96	EA	Yes	Yes	Yes	Yes	Grad level	Yes	Yes	A*, AF*
Binghamton	14,307	1300-1450	29-33	93-98	EA	Yes	Yes	Yes	Yes	Grad level	Yes	No	A*, AF*
University at Buffalo***+	21,469	1150-1330	24-30	92-97	EA	Yes	Yes	Yes	Yes	Grad level	Yes	No	A*
Stony Brook****+	17,977	1250-1340	27-33	92-97	No	No	Yes	Yes	Yes	Yes	Yes	No	A*
SUNY Polytechnic Institute	2,200	1130-1300	26-32	89-93	EA	No	Yes	No	Yes	No	No	No	A*, AF*
NYS Ceramics at Alfred University	423	1000-1160	20-27	83-92	EA	Yes	Yes	No	No	Yes	Yes	No	A
College of Optometry	Graduate and Professional Degrees Only				No	No	No	No	Yes	No	No	No	
Cornell University:													
Agriculture & Life Sciences+	3,590	1370-1530	31-35	--	ED	Yes	Yes	No	No	No	Yes	No	A, AF,M,N
Human Ecology	1,397	1445-1540	33-35	--	ED	Yes	Yes	No	No	No	Yes	No	A, AF,M,N
Veterinary Medicine	Graduate Level Only				No	No	No	No	No	No	No	No	
Industrial & Labor Relations	986	1390-1520	31-34	--	ED	Yes	Yes	No	No	No	No	No	A, AF,M,N
Environmental Science & Forestry	1,600	1120-1310	23-28	91-97	EA	Yes	Yes	No	No	No	Yes	No	A*, AF*
SUNY Downstate Health Sciences Univ	141	--	--	--	No	No	Yes	No	No	No	No	No	
Upstate Medical University (Syracuse)+	195	--	--	--	No	No	Yes	No	Yes	No	No	No	
University Colleges													
Brockport	6,250	1080-1200	21-26	87-94	No	Yes	Yes	No	Yes	Yes	Yes	Yes	A, AF*,N*
Buffalo State+	6,147	920-1130	18-28	80-90	No	Yes	Yes	Yes	Yes	Yes	Yes	No	A*
Cortland	5,905	1100-1230	24-26	88-95	EA	Yes	Yes	No	Yes	Yes	Yes	No	A*, AF*
Empire State College+	7,926	--	--	--	No	No	Yes	No	Yes	Grad Level	No	Yes	
Fredonia+	3,552	1030-1220	21-26	80-93	No	No	Yes	Yes	Yes	Yes	Yes	Yes	
Geneseo	4,239	1170-1320	25-30	90-96	EA	No	Yes	Yes	Yes	Yes	Yes	No	A*, AF*
New Paltz	6,256	1130-1280	24-29	90-95	EA	No	Yes	Yes	Yes	Yes	Yes	Yes	A*
Old Westbury+	4,033	1000-1130	19-23	83-92	EA	Yes	Yes	No	Yes	Yes	Yes	Yes	A*, AF*
Oneonta	5,000	1070-1220	22-27	87-94	EA	Yes	Yes	Yes	Yes	Yes	No	No	
Oswego	6,904	1050-1240	21-27	87-95	EA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	A*, AF*
Plattsburgh	4,738	1020-1170	21-26	84-93	No	No	Yes	Yes	No	Yes	Yes	Yes	
Potsdam+	2,352	--	--	85-93	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	A*, AF*
Purchase	3,400	--	--	87-90	EA	No	Yes	Yes	No	No	No	No	
Colleges of Technology													
Alfred State + Baccalaureate only	3,414 1,685	940-1150 990-1220	19-25 21-27	81-91 84-93	No	Yes	Yes	Yes	Yes	No	Yes	Yes	A*
Canton + Baccalaureate only	2,858 2,174	920-1130 970-1150	17-23 18-23	81-91 82-92	No	Yes	Yes	No	Yes	No	Yes	Yes	A*, AF*
Cobleskill Baccalaureate only	1,827 1,411	870-1060 930-1070	18-22 21-25	86-91 88-92	No	Yes	Yes	Yes	Yes	No	Yes	Yes	
Delhi Baccalaureate only	2,400 1,300	920-1100 970-1130	19-23 19-25	79-88 82-90	No	Yes	Yes	No	No	No	Yes	No	
Farmingdale State	9,348	990-1150	19-24	85-93	No	No	Yes	No	Yes	No	Yes	No	A*, AF*
Maritime College	1,540	1170-1220	22-26	86-93	ED	No	Yes	No	Yes	No	No	No	A*,C,G,M,N
Morrisville State Baccalaureate only	1,749 589	850-1060 860-1050	18-23 17-22	77-87 79-88	No	Yes	Yes	No	No	No	No	No	A*

Abbreviations: A = Army, AF = Air Force, CG = Coast Guard, M = Marines, N = Navy

\* Cross-registration (offered at neighboring institutions).

\*\* The SAT ranges above represent combined evidence-based reading and writing and math scores. (The maximum possible total is 1600.)

\*\*\* Enrollment includes Health Science Centers.

+ Contains 2021 data.

OVER >>



# Division Sports at The State University of New York

## NCAA Division I

### Albany

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Field Hockey (W)  
Football (M)  
Golf (W)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Track (Indoor/Outdoor) (M,W)  
Volleyball (W)

### Binghamton

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Golf (M)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Tennis (M,W)  
Track & Field (Outdoor) (M,W)  
Volleyball (W)  
Wrestling (M)

### University at Buffalo

Basketball (M,W)  
Cross-Country (M,W)  
Football (M)  
Soccer (W)  
Softball (W)  
Swimming/Diving (W)  
Tennis (M,W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)  
Wrestling (M)

### Stony Brook

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Football (M)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (W)  
Tennis (W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)

## NCAA Division III

### Alfred State

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Football (M)  
Lacrosse (M)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Track & Field (Indoor/Outdoor) (M,W)  
Volleyball (W)  
Wrestling (M)

### Brockport

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Field Hockey (W)  
Football (M)  
Gymnastics (W)  
Ice Hockey (M)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Tennis (W)  
Track & Field (Indoor/Outdoor) (M,W)  
Volleyball (W)  
Wrestling (M)

### Buffalo State

Basketball (M,W)  
Cross-Country (M,W)  
Football (M)  
Ice Hockey (M,W)  
Lacrosse (W)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Track & Field (Indoor/Outdoor) (M,W)  
Volleyball (W)

### NYS Ceramics at Alfred University

Basketball (M,W)  
Cross-Country (M,W)  
Football (M)  
Lacrosse (M,W)  
Skiing (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming (M,W)  
Tennis (M,W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)

### Canton

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Golf (M,W)  
Ice Hockey (M,W)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Volleyball (W)

### Cobleskill

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Golf (M,W)  
Lacrosse (M)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)

### Cortland

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Field Hockey (W)  
Football (M)  
Golf (W)  
Gymnastics (W)

### Cortland (continued)

Ice Hockey (M,W)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Tennis (W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)  
Wrestling (M)

### Dethi

Basketball (M,W)  
Cross-Country (M,W)  
Golf (M,W)  
Lacrosse (M)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Tennis (M,W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)

### Farmingdale

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Golf (M)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Tennis (M,W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)

### Fredonia

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Ice Hockey (M)  
Lacrosse (W)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Tennis (W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)

### Geneseo

Basketball (M,W)  
Cross-Country (M,W)  
Equestrian (W)  
Field Hockey (W)  
Ice Hockey (M)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Tennis (W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)

### Maritime

Baseball (M)  
Basketball (M)  
Crew (M,W)  
Cross-Country (M,W)  
Football (M)  
Lacrosse (M,W)  
Soccer (M,W)  
Swimming (M,W)  
Volleyball (W)

### Morrisville

Basketball (M,W)  
Cross-Country (M,W)  
Equestrian (W)  
Field Hockey (W)  
Football (M)  
Golf (M)  
Ice Hockey (M,W)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Volleyball (W)

### New Paltz

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Equestrian (W)  
Field Hockey (W)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming (M,W)  
Tennis (W)  
Volleyball (M,W)

### Old Westbury

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Golf (M)  
Lacrosse (W)  
Soccer (M,W)  
Softball (W)  
Swimming (M,W)  
Volleyball (W)

### Oneonta

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Field Hockey (W)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Tennis (M,W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)  
Wrestling (M)

### Oswego

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Field Hockey (W)  
Golf (M)  
Ice Hockey (M,W)  
Lacrosse (M,W)  
Soccer (M,W)  
**Oswego (continued)**  
Softball (W)  
Swimming/Diving (M,W)  
Tennis (M,W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)  
Wrestling (M)

### Plattsburgh

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Ice Hockey (M,W)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Tennis (W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (W)

### Potsdam

Basketball (M,W)  
Cross-Country (M,W)  
Ice Hockey (M,W)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming/Diving (M,W)  
Track & Field  
(Indoor/Outdoor) (M,W)  
Volleyball (M,W)

### Purchase

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Golf (M)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Swimming (M,W)  
Tennis (M,W)  
Volleyball (M,W)

### SUNY Polytechnic Institute

Baseball (M)  
Basketball (M,W)  
Cross-Country (M,W)  
Lacrosse (M,W)  
Soccer (M,W)  
Softball (W)  
Volleyball (M,W)

## USCAA

### Environmental Science and Forestry

Basketball (M)  
Cross-Country (M,W)  
Golf (M,W)  
Soccer (M,W)  
Track & Field  
(Indoor) (M,W)

*NOTE: Purchase College participates in the Men's and Women's North Eastern Athletic Conferences.*

For more information on admissions criteria and campus life at SUNY colleges, search our website at [www.suny.edu/attend](http://www.suny.edu/attend)





# COMMUNITY COLLEGE ADMISSIONS INFORMATION SUMMARY - 2022

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Campus Name	Enrollment		Honors Program	Phi Theta Kappa	ASC Participating Campus	Student-Only Housing	EOP	Study Abroad	English Language Options	ROTC	Telephone Number	Web Address
	(Full-time)	(Part-time)										
Adirondack+	1,349	1,334	No	Yes	Yes	On Campus**	Yes	Yes	No	No	518.743.2264	<a href="https://www.sunyacc.edu">www.sunyacc.edu</a>
Broome+	2,549	2,206	No	No	Yes	On Campus	Yes	No	Yes	No	607.778.5001	<a href="https://www.sunybroome.edu">www.sunybroome.edu</a>
Cayuga+	832	861	Yes	Yes	Yes	Off Campus**	Yes	Yes	No	No	866.598.8883	<a href="https://www.cayuga-cc.edu">www.cayuga-cc.edu</a>
Clinton+	294	716	Yes	Yes	Yes	Off Campus**	No	No	Yes	No	518.562.4170	<a href="https://www.clinton.edu">www.clinton.edu</a>
Columbia-Greene+	397	958	Yes	Yes	Yes		No	No	No	No	518.828.4181	<a href="https://www.sunycgcc.edu">www.sunycgcc.edu</a>
Corning+	1,248	2,706	Yes	Yes	Yes	On Campus**	Yes	No	No	No	607.962.9151	<a href="https://www.corning-cc.edu">www.corning-cc.edu</a>
Dutchess+	2,720	4,502	Yes	Yes	Yes	On Campus**	Yes	Yes	Yes	Yes*	845.431.8010	<a href="https://www.sunydutchess.edu">www.sunydutchess.edu</a>
Erie+	4,704	3,436	Yes	No	Yes	Off Campus**	Yes	Yes	Yes	No	716.851.1455	<a href="https://www.ecc.edu">www.ecc.edu</a>
FIT+	6,875	1,033	Yes	No	Yes	On Campus**	Yes	Yes	Yes	No	212.217.3760	<a href="https://www.fitnyc.edu">www.fitnyc.edu</a>
Finger Lakes+	2,053	3,361	Yes	Yes	Yes	On Campus**	Yes	Yes	Yes	Yes*	585.785.1281	<a href="https://www.ficc.edu">www.ficc.edu</a>
Fulton-Montgomery	625	1,120	No	Yes	Yes	On Campus**	Yes	Yes	Yes	No	518.736.3622	<a href="https://www.fmcc.edu">www.fmcc.edu</a>
Genesee+	1,556	2,916	Yes	Yes	Yes	On Campus	Yes	No	Yes	Yes*	585.345.6800	<a href="https://www.genesee.edu">www.genesee.edu</a>
Herkimer	1,200	1,100	Yes	Yes	Yes	On Campus**	No	No	Yes	Yes*	315.866.0300	<a href="https://www.herkimer.edu">www.herkimer.edu</a>
Hudson Valley+	4,317	4,137	No	Yes	Yes	Off Campus**	Yes	Yes	Yes	Yes*	518.629.7309	<a href="https://www.hvcc.edu">www.hvcc.edu</a>
Jamestown+	1,438	2,360	Yes	Yes	Yes	On Campus	No	Yes	Yes	Yes*	716.338.1001	<a href="https://www.sunyjcc.edu">www.sunyjcc.edu</a>
Jefferson+	1,225	1,137	Yes	Yes	Yes	On Campus	Yes	No	No	No	315.786.2437	<a href="https://www.sunyjefferson.edu">www.sunyjefferson.edu</a>
Mohawk Valley	2,350	2,950	Yes	Yes	Yes	On Campus**	Yes	No	Yes	Yes*	315.792.5354	<a href="https://www.mvcc.edu">www.mvcc.edu</a>
Monroe+	4,667	4,054	Yes	Yes	Yes	On Campus	Yes	Yes	Yes	Yes*	585.292.2200	<a href="https://www.monroecc.edu">www.monroecc.edu</a>
Nassau	7,100	5,800	Yes	Yes	No	Off Campus*	Yes	Yes	Yes	No	516.572.7345	<a href="https://www.ncc.edu">www.ncc.edu</a>
Niagara+	2,279	1,875	Yes	Yes	Yes	On Campus**	Yes	Yes	No	No	716.614.6200	<a href="https://www.niagaracc.suny.edu">www.niagaracc.suny.edu</a>
North Country	652	950	No	Yes	Yes	On Campus**	No	No	No	No	888.879.6222	<a href="https://www.nccc.edu">www.nccc.edu</a>
Onondaga+	3,012	4,675	Yes	Yes	Yes	On Campus**	Yes	Yes	Yes	Yes*	315.498.2221	<a href="https://www.sunyocc.edu">www.sunyocc.edu</a>
Orange+	2,008	3,046	Yes	Yes	Yes		Yes	No	Yes	No	845.341.4030	<a href="https://www.sunyorange.edu">www.sunyorange.edu</a>
Rockland	4,503	1,506	Yes	Yes	No	Off Campus*	Yes	Yes	Yes	No	845.574.4224	<a href="https://www.sunyrockland.edu">www.sunyrockland.edu</a>
Schenectady+	1,131	2,574	No	Yes	Yes	Off Campus**	Yes	Yes	No	No	518.381.1366	<a href="https://www.sunysccc.edu">www.sunysccc.edu</a>
Suffolk+	9,333	11,237	Yes	Yes	No		Yes	Yes	Yes	No	631.451.4000	<a href="https://www.sunysuffolk.edu">www.sunysuffolk.edu</a>
Sullivan	634	921	No	Yes	Yes	On Campus**	No	No	No	No	800.577.5243	<a href="https://www.sunysullivan.edu">www.sunysullivan.edu</a>
Tompkins Cortland	1,207	3,760	Yes	Yes	Yes	On Campus**	Yes	Yes	Yes	No	607.844.6580	<a href="https://www.tompkinscortland.edu">www.tompkinscortland.edu</a>
Ulster	973	1,934	Yes	Yes	Yes		Yes	No	No	No	845.687.5022	<a href="https://www.sunyulster.edu">www.sunyulster.edu</a>
Westchester+	4,369	4,752	Yes	Yes	No		Yes	Yes	Yes	No	914.606.6735	<a href="https://www.sunywcc.edu">www.sunywcc.edu</a>

\* With neighboring institutions.

\*\* Run by Campus Foundation, Dormitory Corporation or Privately Owned.

+ Contains 2021 data.

# Colleges within Commuting Distance



Adelphi University  
South Avenue  
Garden City, NY 11530  
(800) Adelphi  
[www.adelphi.edu](http://www.adelphi.edu)

City University Of NY (CUNY)  
114 Avenue Of The Americas  
New York, NY 10036  
(800) CUNY- YES  
<https://www.cuny.edu/admissions>

Farmingdale State (SUNY)  
2350 Broadhollow Road  
Farmingdale, NY 11735  
(631) 420-2400  
[www.farmingdale.edu/](http://www.farmingdale.edu/)

Five Towns College  
305 North Service Road  
Dix Hills NY 11746  
(631) 656-2110  
<https://www.ftc.edu/>

Hofstra University  
100 Hofstra University  
Hempstead NY 11549  
(516) 463-6700  
<https://www.hofstra.edu>

Long Island University  
720 Northern Blvd.,  
Brookville, Ny 11548  
(516) 229-2900  
<https://liu.edu/post>

Molloy College  
1000 Hempstead Avenue  
Rockville Centre NY 11571  
(888) 4-Malloy  
<https://www.molloy.edu/>



Nassau Community College  
1 Education Drive  
Garden City, NY 11530  
(516) 572-7345  
[www.ncc.edu/](http://www.ncc.edu/)

NY Institute Of Tech (NYIT)  
PO Box 9029  
Central Islip, NY 11722  
(631) 348.3000  
[www.nyit.edu](http://www.nyit.edu)

NY Institute Of Tech (NYIT)  
PO Box 8000  
Old Westbury, NY 11568  
(516) 686-1000  
[www.nyit.edu](http://www.nyit.edu)

Suffolk Community College  
533 College Road  
Selden NY 11784-2899  
(631) 451-4000  
<https://sunysuffolk.edu/>

Suffolk Community College  
Crooked Hill Road  
Brentwood, NY 11717-1092  
Phone: (631) 851-6719  
<https://sunysuffolk.edu/>

Suffolk Community College  
121 Speonk-Riverhead Road  
Riverhead, NY 11901-3499  
Phone: (631) 548-2512  
<https://sunysuffolk.edu/>



SUNY @ Old Westbury  
PO Box 210  
Old Westbury NY 11568  
(516) 876-3073  
[www.oldwestbury.edu](http://www.oldwestbury.edu)

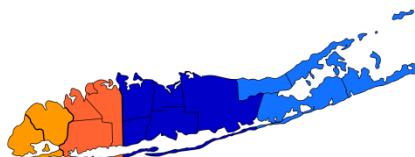
SUNY @ Stony Brook  
Nicolls Road  
Stony Brook NY 11794  
(631) 632-6868  
[www.sunysb.edu/](http://www.sunysb.edu/)

St. John's University  
8000 Utopia Parkway  
Jamaica, NY 11439  
(866) 812-0619  
[www.stjohns.edu/](http://www.stjohns.edu/)

St. Joseph's University  
155 West Roe Boulevard  
Patchogue, NY 11772  
(631) 447-3200  
<https://www.sjny.edu/long-island>

Touro College  
School of Health Sciences  
1700 Union Blvd.  
Bay Shore, New York 11706  
<https://www.touro.edu/admissions/>

Webb Institute  
298 Crescent Beach Road  
Glen Cove, NY 11542  
(516) 671-2213  
[www.webb.edu/](http://www.webb.edu/)



# ***Northeast Colleges with Programs for Students with Learning Disabilities***

CT, Mitchell College
CT, Southern Connecticut State University
CT, University of Connecticut
DC, American University
MA, American International College
MA, Boston University
MA, Curry College
MA, Fitchburg College
MA, Lesley University
MA, Mount Ida College
MA, Northeastern University
MA, Univ. of Massachusetts-Amherst
MD, Western Maryland College
ME, Unity College
NH, Franklin Pierce College
NH, Landmark College
NJ, Farleigh Dickenson University
NJ, Georgian Court College
NY, Adelphi University
NY, Canisius College
NY, Concordia College
NY, Hofstra University
NY, Iona College
NY, Long Island University/CW Post
NY, Manhattan College
NY, Manhattanville College
NY, Marist College
NY, Marymount Manhattan College
NY, Mercy College
NY, Molloy College
NY, New York Tech
NY, New York University
NY, Pace University
NY, St, Thomas Aquinas College
PA, College Misericordia
PA, Duquesne University
PA, Edinboro University
PA, Gannon University
PA, King's College
PA, Widener University
RI, Johnson & Wales
RI, Salve Regina University

## **College Guidebooks Available for Students with Learning Disabilities:**

**The K&W Guide to College Programs & Services for Students with Learning Disabilities or Attention Deficit/Hyperactivity Disorder**

•

**College Success for Students with Learning Disabilities: Strategies and Tips to Make the Most of Your College Experience**

•

**College Confidence with ADD: The Ultimate Success Manual for ADD Students, from Applying to Academics, Preparation to Social Success and Everything Else You Need to Know**

•

**Colleges That Change Lives: 40 Schools That Will Change the Way You Think About Colleges**

# ***Glossary of College Terms***

The definitions given here are terms commonly used by colleges to describe their programs, admissions procedures and financial aid policies. Students should consult the college catalogs of specific institutions in order to get more detailed and up-to-date descriptions of the procedures, programs, and practices discussed.

- **Accelerated Programs:** A college program of study completed in less than the time usually required, most often by attending in summer or by carrying extra courses during the regular academic terms.
- **Accreditation:** Recognition by an accrediting organization or agency that a college meets certain acceptable standards in its education programs, services and facilities. Regional accreditation applies to a college and not to any particular program or course of study. Specialized accreditation of specific types of schools or professional programs is usually determined by a national organization.
- **Advanced Placement Program (AP):** A service of the College Board that provides high schools with course description in college subjects and Advanced Placement Examinations on those subjects. High schools administer the examination to qualified students, who may then be eligible for advanced placement, college credit, or both, based on satisfactory grades.
- **Associate's Degree:** The degree given for completing college programs of at least two but less than four years of study, usually in a two year institution such as a community college.
- **Bachelor's Degree:** The degree given for completing undergraduate college programs that normally takes four years.
- **Certificate:** An award for completing a particular program or course of study, sometimes given by two-year colleges instead of, or in addition to, an associate's degree.
- **Class Rank:** The approximate position of a student in his/her graduating class, figured according to grade average. It may be stated as a position, such as 75<sup>th</sup> (from the top) in a class of 350 students, or as some fraction of the class, such as the top third or the second fifth of the class.
- **College Level Examination Program (CLEP):** A program of examinations in undergraduate college subjects and courses that provides students and other adults with an opportunity to show college-level achievement for which they have not previously received credit.
- **College Preparatory Subjects:** A term used to describe admissions requirements or recommendations. It is usually understood to mean subjects from the fields of English, history/social studies, foreign language, mathematics and science.
- **College Scholarship Service (CSS):** A service of the College Board that assists post-secondary institutions, the federal government, state scholarship programs and other organizations in the equitable distribution of student financial aid funds. CSS measures a family's financial strength and analyzes the ability to contribute to college costs. CSS need analysis services offer a standardized method of determining a student's needs.

- **Common Data Set:** The Common Data Set (CDS) initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's, and U.S. News & World Report. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers.
- **Consortium:** A voluntary association of two or more college providing joint services and academic programs to students enrolled in member institutions. Typical consortiums are made up of neighboring colleges. Students at one campus can attend courses and use the facilities at other member campuses.
- **Cooperative Education (CO-OP):** A college program in which a student alternates between periods of full time study and full-time employment in a related field. Students are paid for their work at the prevailing rate. Typically, five years are required to complete a bachelor's degree, but graduates have the advantage of having completed about a year of practical work experience. Some colleges refer to this sort of program as work-study, but it should not be confused with the federally sponsored College Work Study Program.
- **CSS Profile:** A financial aid form to be filed through the College Scholarship Service for those students seeking any type of campus-based aid; such as grants, college-given loans, work study programs and scholarships. A filing fee is involved. This form is required by specific colleges and universities.
- **Deferred Admission:** The practice of permitting students to postpone enrollment for one year after acceptance into the college.
- **Double Major:** Any program of study in which a student completes the requirements of two majors concurrently.
- **Dual Enrollment:** The practice of some colleges of allowing high school seniors to enroll in certain courses while completing their senior year. These students are not considered full time college students.
- **Early Action:** A non-binding admission\*\* plan offered by some colleges which allows students the comfort of knowing that they have been accepted without the obligation of having to attend. Notification typically comes in early to mid-December. The student does not have to withdraw other applications and does not have to accept or refuse the EA offer of admission until May 1. (*\*\*Be aware that several colleges enforce a **Single Choice Early Action** or **Restrictive Early Action** plan that restrict a student's ability to apply Early Action or Early Decision to other colleges. Students should check with the Admissions Department at the colleges they are applying to for specific details.*)
- **Early Admission:** The practice of some colleges which involves admitting certain high school students- usually **high school juniors** with exceptional ability. These students are enrolled full time in college.
- **Early Decision:** A binding admission plan that requires an early application (typically October or November) and promises a reply by December or January. There are two types of ED plans: (1) Single Choice, in which the student is allowed to apply to only one college and (2) First Choice, in which the student may apply elsewhere but agrees to withdraw other applications if accepted by the ED school. This plan is recommended only if the applicant is absolutely sure of his or her college choice. **If accepted, the student is ethically obligated to attend if sufficient financial aid is offered.**
- **Free Application for Federal Student Aid (FAFSA):** A financial information collection



document of the College Scholarship Service and the American College Testing Program used by parents of dependent students or independent students to supply information about their income, assets, expenses and liabilities. CSS and ACT use this information in estimating how much money a family is able to contribute to a student's expenses. FAFSA can be used to apply for all types of federal aid including the Pell Grant and Stafford Loans.

- **Honors Program:** A special program which offers the opportunity for educational enrichment, independent study, acceleration, preferential scheduling, or some combination of these privileges.
- **Independent Study:** An arrangement that allows students to complete some of their college program by studying independently instead of attending scheduled classes and completing group assignments. Typically, students plan programs of study in consultation with a faculty advisor or committee, to whom they may report periodically and submit a final report for evaluation.
- **Internships:** Short-term, supervised work experiences, usually related to student's major field, for which the student earns academic credit. The work can be full or part time, on or off campus, paid or unpaid. Student teaching and apprenticeships are examples of internships.
- **Need Analysis Form:** A financial information collection document used by parents of dependent students to supply information about their income, assets, expenses and liabilities. Independent students file these forms for themselves. The information is then used to estimate how much money a family or student is able to contribute to a student's college expenses. In many cases, a single need analysis form is the only document that students need to submit to be considered for all types of institutional, state and federal financial aid.
- **Net Price Calculator:** Net price calculators are available on a college's or university's website and allow prospective students to enter information about themselves to find out what students like them paid to attend the institution in the previous year, after taking grants and scholarship aid into account.
- **Open Admissions:** The college admissions policy of admitting high school graduates or other adults generally without regard to conventional academic qualifications, such as high school subject, high school grades and admission test scores. Virtually all applicants with high school diplomas or their equivalent are accepted.
- **Pass/Fail Grading System:** The practice of some colleges of rating student's quality of performance in their courses as either passing or failing instead of giving grades to indicate various levels of passing work.
- **Preadmission Summer Program:** A special program in which a student attends college during the summer preceding the freshman year. The program may consist of remedial studies to strengthen preparation for freshman courses, or one or more of the regular freshman courses to enable the student to carry a light schedule in the freshman year.
- **PSAT/NMSQT:** A shorter version of the College Board's Scholastic Aptitude Test administered by high schools each year in October. The PSAT/NMSQT aids high schools in the early guidance of students planning for college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation.
- **Reserve Officer's Training Corps (ROTC):** Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy. Local recruiting offices of the

services themselves can supply detailed information about these programs, in addition to the participating colleges.

- **Rolling Admissions:** An admissions procedure by which the college considers each student's application as soon as all the required credentials, such as school record and test scores, have been received. The college usually notifies application of its decision without delay.
- **Semester:** A period of approximately 15 weeks which makes up half of the usual academic year in colleges and universities.
- **Student-Designed Major:** An academic program that allows a student to construct a major field of study not formally offered by the college. Often, nontraditional and interdisciplinary in nature, the major is developed by the student with the approval of a designated college officer of committee.
- **Student Search Service:** Nearly 1,900 colleges and scholarship programs use the College Board's Student Search Service® to look for students who are a good match for their school or program. They look at things like the area where you live or go to school, the interests you pursue, and what you plan to study in college. When you opt into Student Search it means that colleges and scholarship programs will be able to find you using the information you share.
- **Study Abroad:** Any arrangement by which a student completes part of the college program, typically the junior year but sometimes only a semester or a summer, studying in another country. A college may operate a campus abroad, or it may have a cooperative agreement with some other American colleges or an institution in another country.
- **Terminal Program:** An education program designed to prepare students for immediate employment. These programs are usually completed in less than four years beyond high school and are available in many junior colleges, community colleges and vocational-technical institutes.
- **(TOEFL) Test of English as a Foreign Language:** Sponsored by the College Board and the Graduate Record Examinations Board, this test helps foreign language students demonstrate their English-Language proficiency at the advanced level required for study in college and universities in the United States. Many colleges require their foreign applicants to take the test as part of their admissions requirements for both the undergraduate and graduate levels.
- **3-2 Liberal Arts and Engineering Combination:** A program in which a student completes three years of study in a liberal arts field followed by two years of professional/technical study (for example engineering, allied health, forestry), and at the end of which the student is rewarded the Bachelor of Arts and Bachelor of Science degrees.
- **Transfer Program:** An education 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.
- **Trimester:** An academic calendar period of about 10 weeks. Three trimesters make up one year. Students make normal progress by attending two of the trimesters each year and in some colleges can accelerate their programs by attending all three trimesters in one or more years.

***“The two most important days in your life  
are the day you are born,  
and the day you find out why.”***

***-Mark Twain***