

Huntington High School Guidance

<http://www.hufsd.edu>

POSTSECONDARY PLANNING GUIDE 2013-2014



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TABLE OF CONTENTS

Junior Year Planning Calendar	3-6
Senior Year Planning Calendar	7-9
How do I Begin?	10-12
Myths about the College Selection Process	13-14
Types of Colleges	15-16
Things to Consider when Evaluating Colleges	17-18
How Many Applications?	19
College Application Options	20
“The Common” Application	21
The Huntington High School Profile	22
Campus Visits	23-25
The Essay	26-28
The Interview	29-31
Letters of Recommendation	32-33
Special Talents: Art	34
Music	35
Athletics (NCAA Regulations)	36-40
Financial Aid	41-45
Scholarship Services	46-47
Community College: The Overlooked Option	48-49
Certificate Programs	50
Boarding School	51
Vocational	52-53
Employment	54
Apprenticeship	55
The Military	56
The Guidance Office Library	57
Glossary	58-63
Records Release Form & General Application Procedures	64-65
Detailed College Application Procedures	66-67
Sample Letters: Application Request	68
Athletic Inquiry	69
Recommendation Thanks	70
Application Withdrawal	71

COLLEGE PLANNING CALENDAR

Junior Year Activities

SEPTEMBER

- Ask your parents for your social security number. You will need it for various applications very soon. If you do not have a social security number you should obtain one as soon as possible. If you are a registered alien, your alien registration number will be used in place of a social security number. Write your social security number or your alien registration number here _____.
- Obtain some file folders. Label one of the folders “*Junior Year College Planning Calendar*” and place this calendar in the folder for future reference. Make a habit of placing the materials you receive into the file quickly so that you will be able to retrieve them as needed.
- Stop into Guidance West to register for the PSAT which is given at Huntington High School in October. Students with disabilities should have already seen their guidance counselor for SSD accommodations on College Board exams, including the PSAT, SAT, and Advanced Placement). Be sure to read the PSAT Bulletin that will be given to you when you register.
- Check with the College Office each week to see which colleges are visiting our campus as part of the Mini College Fair Program. These sessions will enable you to learn more about the colleges, to receive literature, and to place your name on a mailing list. You will also be able to become more familiar with the vocabulary of college admissions and post secondary study. The College Office also posts information about evening and weekend college presentations in our region.
- If you are a student with disabilities who has not yet completed the Services for Students with Disabilities (SSD) Form (requesting authorization to use testing modifications for the PSAT, SAT Reasoning Test, SAT Subject Tests, and AP), make an appointment with your counselor immediately to begin the required paperwork.
- In order to receive testing modifications for the ACT, a special testing request form must be submitted. Please note, the ACT registration and special accommodation applications are required at least six weeks before the ACT deadline.
- Inform your guidance counselor immediately if you plan on playing sports at the post-secondary level and if so, please pick up your copy of the Student-Athlete Handbook. Students will also need to file with the National Collegiate Athletic Association (NCAA) at the end of the eleventh grade year (July).

OCTOBER

- Take the PSAT. It's only offered once a year, so don't miss your one-time opportunity to be eligible for the National Merit Scholarship Qualifying Test (NMQST).

- Continue to visit with college representatives as often as possible.
- Attend the Eleventh Grade Parent Night in the fall.

DECEMBER

- When you receive your PSAT scores in the mail, review your test booklet in order to begin preparing for the SAT. Discuss your test results with your guidance counselor. Plan how you will prepare yourself for the SAT and establish your personal testing calendar in consultation with your counselor.
- Ask your guidance counselor or the College Office secretary for copies of the bulletin for the SAT Program and the ACT Registration packet. These publications list national dates for the administration of both tests through next year. You may register for the SAT's and ACT's by online or by mail.
SAT's - www.collegeboard.com, ACT's - www.actstudent.org.

JANUARY

- Register **now** for the SAT Reasoning and SAT Subject Tests you plan to take. The first time you register to take the SAT Reasoning Test is the only time you will need to complete the Student Descriptive Questionnaire. Your responses will be matched with colleges seeking students with your profile, and those colleges will place you on their mailing lists. For the purposes of the questionnaire you may estimate your grade point average. You can also estimate class rank, as Huntington High School does not rank students. You will need the Huntington High School Code in order to register – **332490**. It is a good idea to pay the extra fee and order the SAT Reasoning Question and Answer Service so you can see your test after it is scored.
- Each time you request to send either an SAT Reasoning or SAT Subject Test score(s) to a particular college, you have the right to withhold any scores that you do not want sent (score choice). This score reporting feature is effective for the class of 2010 and beyond.
- Register **now** for the ACTs you plan to take. Again, you need to complete the High School Course/Grade information, Interest Inventory and Student Profile Section only once. The Huntington High School Code for the ACT is 332490. Again, it is a good idea to pay the extra fee for the Test Information Release so that you can see the questions and answers after the test.
- If your native language is not English, consult with your counselor about taking the **TOEFL** (Tests of English as a Foreign Language) in March or **TOESL** (Tests of English as a Spoken Language).
- Each time you register to take an SAT Reasoning Test, SAT Subject Test, ACT, TOEFL or TOESL, enter your name exactly the same way as on the first registration form. This practice should be followed on answer sheets as well.

- Junior Parent College Planning Meetings begin in the College Office, and all students/parents can either download a copy of the “Appraising Myself as I Plan for the Future” Packet from Family Connection/Naviance or pick up a copy from the college office. This packet must be completed and turned in prior to scheduling your college planning meeting.

FEBRUARY

- Resolve to do well in your courses as you enter the second semester of junior year. Remember, junior year grades represent the last full year of achievement that colleges will see as they consider your applications next fall.
- If you are interested in any particular colleges, you may want to visit one during the February break. This is a good time to visit because colleges are usually in session at this time. If there is not a particular college that you want to explore, consider visiting a local college just to get “shopping” experience. Hofstra, C.W. Post, NYIT, and Adelphi University are good examples of suburban colleges. New York University or Fordham University at Lincoln Center will give you a taste of an urban campus. Colgate University is in a rural area, and the University of Delaware and Rutgers University are fine examples of large state universities.
- Don’t forget to schedule your college planning meeting with Mrs. Walsh to discuss how you will approach your college exploration activities. Considerations such as distance from home and financing should be discussed. As a reminder, you will need to have turned in your “Appraising Myself as I Plan for the Future” packet.

MARCH

- Begin to research the colleges which you are interested in, as well as the ones suggested by Mrs. Walsh. Research means actually looking at the courses you will have to take to earn your degree. Remember to use **Guidance Direct** and **Family Connections** through Naviance, which is available to all Huntington High School students. To access Guidance Direct and Family Connections, please see your guidance counselor or stop by the college office.
- Contact the colleges in which you are interested to receive materials: catalogues, view books, CDs, and brochures. As the materials arrive, place them in a separate college folder. Please keep in mind that many schools now offer virtual tours on-line and may no longer utilize catalogues or CD’s.
- Arrange your college folders in order of application deadline dates. Review essay and personal statement expectations; you may be pleasantly surprised to learn that one or two written pieces may suffice for all of your applications.

APRIL

- Continue your research. If you and your family have not yet met with Mrs. Walsh or need to make another appointment, please feel free to do so. Even if you are not

sure you want to attend college right away or at all, your counselor will help with post-secondary planning that is appropriate for you.

- College Fairs – Parents & Students should attend College Fairs that are scheduled in the spring and the following fall semester. Check with Mrs. Walsh or on the Bulletin Boards in the College Office where the Friday Flyers are posted for dates and locations.

MAY

- Continue to work hard in all of your subjects and let your guidance counselor know of any concerns you have with senior year planning and courses needed to graduate.

JUNE

- Request an official copy of your transcript for any college visits you may do in the summer. You may photocopy the unofficial transcript as you desire.
- Meet with Mrs. Walsh to review any questions you may have or to revise your college list.

SUMMER

- Obtain applications from colleges under serious consideration. Secure papers for financial aid, as well. Do not write on paper college applications until they have been photocopied; it is sometimes difficult to obtain a second application from colleges who do not participate in the Common Application or provide for electronic applications.
- Plan to visit, tour, and have interviews set up at colleges in which you are genuinely interested in, and which might be difficult to visit during the fall of senior year. Don't forget to bring with you an unofficial copy of your transcript and activity sheet.
- Schedule fall visits/tours/interviews well in advance. Do not be surprised if a competitive college schedules a visit in late fall for a request made early in the summer.
- Think seriously about the tone and content of your college essays. Will they be straightforward, creative, whimsical, sobering? Remember, your essays can breathe life into your application.
- Students may now file with the National Collegiate Athletic Association (NCAA).
- **Make time to relax and enjoy!**

COLLEGE PLANNING CALENDAR

Senior Year Activities

SEPTEMBER

- Graduation is closer than it seems. Return to school with a firm commitment to keep working if you have done well, or to start working if you haven't. **Seventh- semester grades are critical!**
- Register or re-register now for the SATs and/or ACTs you plan to take. Be sure to enter your name **exactly** as you did for last spring's tests on any registration forms or answer sheets. Post the testing schedule in a prominent place in your home or locker.
- Athletes hoping to play at Division I or Division II colleges **must** register with the NCAA to determine academic eligibility. www.eligibilitycenter.org Once registered, please download the transcript release form and submit to your guidance counselor so that we may send your official transcript.
- It will probably be a hectic time for the college office during the first few days of school, but you should schedule a college counseling appointment by the third or fourth week, especially if you are considering early decision or early action.
- Non-native English speakers should register for TOEFL and TOESL.
- Check the College Office bulletin board for the weekly schedule of colleges who make individual visits to Huntington High School, Mini College fair invitees, and area presentations by colleges. Each of these events is a good source of information for you.
- Using the suggestions in this Post-Secondary Planning Guide, approach the teachers from whom you hope to secure letters of recommendation.
- Continue to utilize Family Connections/Naviance.
- A student copy of your transcript will be mailed to you. Check it carefully and notify your guidance counselor, **IN WRITING**, of any errors or omissions.

OCTOBER

- The SUNY and CUNY applications are available online. You can download the Common Application on-line at www.commonapp.org.
- Make sure you understand the College Office procedures you must follow to ensure that your transcript requests are processed. The procedures appear on the reverse side of every "Records Release Form for Colleges", which is available in the College Office, on our website, and on page 65 of this document.

- Complete and file your College Scholarship Service Profile (CSS Profile), specifically for those colleges that require this form to be filed by students who are seeking financial aid.
- Submit teacher recommendation forms and envelopes to the faculty members who have agreed to write in support of your candidacy.
- Continue exploring options via the Mini College Fair, school visits, and area presentations.
- Keep in close contact with Mrs. Walsh in the college office.

NOVEMBER

- Continue your research, college visits, and admission representative contacts.
- Aim for Thanksgiving as a personal deadline to complete all college applications, so that you have sufficient time to focus on school work.
- If you filed an early decision application, you must continue to work on and file other applications. Students who are deferred or denied in December may not be in the frame of mind to produce quality applications at that time!
- Continue to work hard in school. First-quarter grades will soon be available, and you might want to request that they be forwarded to colleges. Remember, your second-quarter grades will be mailed to your colleges.
- Keep in contact with your guidance counselor and the college office.

DECEMBER

- Keep in touch with the College Office regarding your plans, and let Mrs. Walsh know about any admission decisions you receive.
- Immediately withdraw all other applications if you are accepted under a binding early decision plan. Do this in writing; give a copy to your guidance counselor.
- Attend the Financial Aid Night presentation at the High School. The date and speaker to be announced. Learn the Nays and Yeses of completing the FAFSA Form and applying for financial aid.

JANUARY

- File FAFSA (Free Application for Federal Student Aid) by January 15 for priority financial aid consideration. FAFSA is available on-line at www.fafsa.gov. Do not wait for your income tax forms to be filed. Use figures from the previous year, and update them when you receive your Student Aid Report (SAR).

- Take midterm examinations seriously; their results will show on the second quarter report card mailed to all your colleges.
- Continue to update your counselor on the status of your applications.

FEBRUARY

- The College Office mails mid-year grades to all colleges to which you have applied.
- Please inform Mrs. Walsh about any admissions decisions you receive.

MARCH

- Beware of senioritis! March is notoriously deadly for this infectious disease. Ward it off by remembering that your third quarter grades may propel you to the top of a wait list in May or June! Remember, too, that colleges can change their minds and rescind their offers once they've received your final transcript.
- Keep Mrs. Walsh updated. Perhaps you have some acceptances you'd like to discuss.

APRIL

- Almost all colleges respond by this time, notifying you of your admission status. You may have some difficult decisions to make. See Mrs. Walsh!
- If you have decided against attending any of the colleges to which you have been accepted, notify them in writing as soon as possible. Doing so may open a space for a friend.
- Make the decision about which college you will attend and mail the required deposit in time to be received at the college by **May 1st**. Mailing the deposit "Return Receipt Requested" is a good idea. Double deposits are **not** allowed! Keep your counselor informed of your decisions.
- Remember to inform the teachers who wrote recommendations of any outcomes. It is also a lovely idea to send a thank you note.

MAY

- **Please inform your counselor of all acceptances, denials and wait lists.**
- If you are wait listed, consult your counselor about what you can do to help yourself.

JUNE/JULY

- The guidance office forwards your final grades to the college of your choice. Your acceptance becomes final only when the college receives your final transcript. Remember, the Counseling Center will send only **one** final transcript unless written evidence of a change to a wait list situation is provided.
- June/July is relatively stress-free. Enjoy it!

HOW DO I BEGIN? BY ANSWERING SOME BASIC QUESTIONS

Self-evaluation sounds a lot more complicated than it is. It's really just finding out about yourself. The following questions will get you started.

Am I going to college?

This might appear to be a surprising question to start with, but it lays the groundwork for every decision that follows. Going to college might be a value your parents handed down or something they've talked about since you were little. Is the assumption you are going to college **yours**?

Why am I going to college?

Are you going because your parents and friends expect you to? Worse yet, is it because you haven't thought of anything else to do? What is **your** reason?

When should I go?

Not everyone should jump into college right after high school. Other options exist; check them out.

What do I want to achieve with a college diploma?

Is it the financial rewards of a lucrative career? Developing skills for a profession you love? Is it the prestige of attending a well-known and high-respected college? None of these values is wrong. You just have to recognize what you want to get out of college so you can design your search accordingly.

Do I have a specific goal in mind, or am I going to college to broaden my knowledge?

Some students know they want to be electrical engineers. Others have no clue where a college degree might lead them; they just know they want to start down that path. Both mindsets are fine. However, if you do not have narrowly defined goals, pick an institution that gives you plenty of options. Only 20 percent of students actually graduate in the major they first sought out.

What would make me comfortable in a college setting?

The climate, makeup of the student body, institution size, location, course selection – all contribute to your comfort level at a specific campus. Then there are those things that make you feel really good. Any reason **you** come up with is relevant. What might be unimportant to one person is critical to another.

What will stretch me to reach my highest potential?

Sometimes you shouldn't pick a college just because it fits your comfort level. Perhaps what you really need is to be challenged to go beyond what you think you can achieve. You might like the cozy atmosphere of a small rural campus. What you might *need* is stimulus of a large urban university. You might want a campus where you will fit right in. What you might *need* is a place that will force you to adapt to unfamiliar situations. Students should look ahead to what they want to be in the future. If you choose only what pleases you now, you might miss becoming the person you want to be.

Other questions to consider. . . .

- What courses have you enjoyed the most? Least?
- What are your academic strengths? Weaknesses?
- What do you choose to learn about when you can learn on your own? What do your choices show about your interests and the way you like to learn?
- What experiences have shaped your growth and way of thinking?
- Have you worked up to your potential? Is your academic record an accurate measure of your ability and potential? What about your standardized test scores? What do you consider the best measures of your potential for college work?

- Are there any outside circumstances which have interfered with your academic performance? What are they? How have you dealt with them? Do you need individual support of any kind?
- What activities do you most enjoy outside of the classroom? Do they show any pattern of commitment, competency, or contribution to other individuals, your family and/or school?
- How would you describe your family and home? How have they influenced your way of thinking?
- What is the most controversial issue you have encountered in recent years? Why does it concern you?
- How would someone who knows you well describe you?
- How do you respond to pressure, competition, or challenge? How hard do you want to work?
- How do you react to failure, disappointment, or criticism?
- Where do you see yourself in ten years?

MYTHS ABOUT THE COLLEGE SELECTION PROCESS

Learning about colleges is an arduous task, one to which many students simply do not allocate sufficient time and thought. The beginning of the college selection process is also fraught with many myths and misconceptions. The most common myths are:

- **THERE IS ONE PERFECT COLLEGE FOR ME:**

Understanding that there is no one perfect college for you but several good alternatives will make the application process more exciting. If you narrow your sights to only one college, you may spend too much time worrying about getting into that particular school. This will prevent you from making a systematic search for a variety of institutions where you would be happy.

- **I NEED TO DECIDE ON A CAREER BEFORE I CAN CHOOSE A COLLEGE:**

The average college student changes majors two or three times in the course of four years of college and most college graduates change careers three to five times in their lifetime.

- **WE CAN ONLY AFFORD A LOW-PRICED COLLEGE:**

Do not let initial costs alone determine your future. Too often students rule out some colleges because the total cost appears to be more than the family can afford. This may not be the case when all resources of financial aid are explored. Private colleges, in order to attract students from all income levels, offer significant amounts of financial aid and, in the long run, may be more affordable than a less expensive public institution.

- **MOST STUDENTS GET REJECTED BY THE COLLEGE OF THEIR CHOICE:**

Not so! Some 92% of all students go to their first or second choice college. Searching for a variety of colleges where your needs can be met and ensuring that the colleges to which you apply include different levels of selectivity, can increase your chances for acceptance and ultimately, your happiness.

- **INVESTIGATING COLLEGES IS AN UNPLEASANT CHORE:**

Looking at colleges should be part of an exciting search for your future. It is wise to approach the admissions process with optimism and excitement for two reasons:

- It will make the process more interesting.
- Your enthusiasm and optimism will show in your application essays. Some components of the research process can be fun as well, such as the campus visit. The selection and application process is also a time for self-discovery that may prove to be more beneficial than selection of a particular college.

- **I'VE NEVER HEARD OF THIS COLLEGE, SO IT CAN'T BE ANY GOOD:**

Most people know very little about colleges in the United States. The average self-educated individual can probably name only 100 of the 3,500 plus colleges and these tend to be the older eastern colleges, the large state universities, those with outstanding athletic teams and those that happen to be near their home. It is important to remember that a college which might be a good match for you may be one which is unknown to you now. And some of the schools you have heard the most about may prove not to be a good match for you. Try to keep an open mind throughout the entire process.

TYPES OF COLLEGES

- **Universities** are large institutions composed of undergraduate and graduate or professional schools. Usually the largest part of the university is the undergraduate college of liberal arts and science. Other schools often include architecture, business, engineering, law, journalism, medicine, dentistry, library science, education, agriculture, and others.
- **Colleges** are four year undergraduate institutions which grant Bachelor's degrees in a variety of academic disciplines, usually, but not exclusively, in liberal arts.
- **Technical Institutes** are four-year schools, and more, that offer the Bachelor of Science degree and advanced degrees.
- **Community Colleges** (otherwise known as Junior Colleges) are two-year schools that usually offer transfer programs and terminal programs.
 - **Transfer programs**, as the name implies, do not end at the community college level, but must be completed at a four-year college.
 - **Terminal programs** usually are completed within one to two years. Upon completion a certificate, diploma, or an associate's degree may be issued.
- **Nursing Schools** offer two-and-a-half to three year programs. Upon completion, the student takes the registered nurse exam to become a licensed R.N. Some Registered Nurses continue their education at four- year colleges and obtain a B.S. degree.

- **The Military Academies:** Students receive a bachelor's degree and a commission as an officer upon graduation. Students who graduate from these schools serve in the armed forces for a number of years after they graduate to fulfill their obligation to the government, as tuition is free at the "academies."
- **Vocational Training Schools** provide programs that may be completed in several months or in one or two years. No degree is granted, but the graduate receives a certificate or diploma.
- **Accelerated and/or Combined Programs:**
Undergraduate/Undergraduate or Undergraduate/Graduate exist in many fields or specialty areas. These programs generally allow students to earn two degrees upon completion of the combined program. Two bachelors' degrees or a bachelor's degree and a master's degree are given to the student upon graduation. Examples of this type of combined program may be found in typical "3/2 Programs," such as a combined liberal arts/business administration, liberal arts/engineering program, or liberal arts/health sciences programs. In programs such as these students earn both degrees in five years time from one college or university, or from two colleges who have agreed to cooperate.

Accelerated and/or Combined Programs also exist in the fields of law, dentistry and medicine. These programs allow students to earn a bachelor's degree and a law degree, or medical/dental degree, in either six, seven, or eight years. These **extremely** selective programs admit only the most qualified students into both the undergraduate college and the professional school at the same time. Some programs are completed at one college while others are done in cooperation between two colleges. Advantages of these special combined programs may include: time savings, monetary savings, and elimination of the application process and standardized tests

THINGS TO CONSIDER WHEN EVALUATING COLLEGES

Hopefully, you have given some thought to what kind of college you would like to attend. There are a number of characteristics students typically consider when evaluating different colleges:

Academic Program Availability:

Does the college you are looking at offer the programs you are interested in? Are there any special programs at the college that would benefit you? Honors programs, special learning programs, tutoring programs, etc? Is there academic flexibility if you change your mind?

Have you familiarized yourself with the academic requirements for your degree? They vary from school to school. Have you read the course descriptions? Do they sound interesting? Deadly?

Size of School:

Would you prefer going to a small school, a large school, or something in between? Do you want to stand out at your new school or disappear in a crowd? Small schools can be like small towns where sooner or later everybody knows everything about everyone else. It is quite easy to be anonymous at a larger school. However, these schools tend to have something going on at all times to help keep you involved.

Geographical Location:

If you decide to live at home while going to college your college choices are limited to a certain area. If you don't plan on living at home you have a wide variety of locations and climates to think about. What kind of weather do you prefer? Is there a particular part of the country you have always wanted to live in or visit? Think also about the setting a particular school is in. Do you prefer going to school in a big city, a suburban neighborhood, or do you prefer a rural setting? Ask yourself if you could live in this location for the next four or five years. Do you see yourself staying there after you graduate from college? An important consideration is the distance a school is from home.

Chances are that you will want to go home every now and then to see friends and family. How much will it cost and how long will it take you to go back and forth between home and school? Are your visits limited to once or twice a year or will you be able to drop by more regularly to do laundry and raid the refrigerator?

Selectivity of School:

Some schools will accept all eligible applicants while others are more selective. Some of the most difficult schools to get into accept only fifteen or twenty percent of their applicants – these schools are considered highly selective. Remember, some state universities have more rigorous requirements for out-of-state students than for their own residents or their state legislatures may prohibit them from taking too many non-residents. Take these factors into account. You can get an idea of how selective a school is by looking at the average SAT/ACT scores, grade point averages, and class ranks of the entering freshman class from the previous year. Compare them to your own.

Student body population:

What is the make up of the student population? Does the school have a religious affiliation? Are you going to feel comfortable on campus? We live in a culturally-diverse nation but not all of our college campuses reflect this diversity. What is important to you?

Social Atmosphere:

Does the school have a reputation for being politically active? Are students socially conscious? What kind of support is there for new students? Is there a Greek system? Are college athletics a focal point of the school? Are you looking for a school with a large weekend library crowd or are you in search of the ultimate fun and party school?

Financial Aid Availability:

Many schools offer students financial aid packages to help them pay for school. This is done to help attract qualified students to the college or university. Inform yourself about the policies governing financial aid at the schools you consider.

HOW MANY APPLICATIONS?

Many students want to know if the College Office limits the number of applications a student can file. The answer is a resounding **NO**, but we have some recommendations:

- We discourage students, **regardless of ability**, from applying to only one institution or at one selectivity level.
- We recommend that students apply to eight or ten schools that have the desired features but represent different selectivity level.
- We discourage you from applying to a multitude of schools that have no relation to one another in terms of the features you find appealing.

The final list should include schools from each of the following categories:

- | | |
|--------------|---|
| Category I | A student's top-choice schools. It is fine in this group to include a couple of "long shots" or "reaches." |
| Category II | Schools to which admission is likely. These are "target" or "ballpark" schools. |
| Category III | Schools that have most of the features a student desires and the probability of admission is highly likely. These are "safety" schools. |

Many students spend hours deciding on their top choices and five minutes selecting one or two safer institutions. We strongly advise that you spend as much time and consideration selecting your fifth and sixth choice schools as you do your top choice schools. If your top choices are small liberal arts colleges, it does not make a great deal of sense to include a large, multidimensional university as a safety choice. If you want a small college, you should spend the necessary time finding a school of similar type that will qualify as a safe choice.

Remember, however, that a "safe" school isn't safe if you don't want to go there.

COLLEGE APPLICATION OPTIONS

Over the past few years, we have seen a proliferation of admission decisions, some of which have caused some confusion among students and parents. Therefore, we advise you to please consult with your guidance counselor as well as admission officers at each of the colleges to which you plan to apply.

EARLY ACTION (EA): A plan by which a student applies early to a college and receives a decision well in advance of the institution's regular response date. Some colleges permit students to file multiple "EA's". Colleges that offer EA usually make admission decisions by mid-December. Students admitted under EA usually do not have to make a deposit before May 1st.

RESTRICTIVE EARLY ACTION (REA)/EARLY ACTION SINGLE CHOICE:

A plan by which a student applies to an institution early, and receives a decision early. Students may be restricted from applying ED or EA or REA to other institutions. Students admitted under REA usually do not have to make a deposit before May 1st.

EARLY DECISION (ED): A plan by which a student makes a commitment to a first-choice institution and if admitted, he/she will definitely enroll. The application deadline and decision deadline occurs early. Students who are admitted ED are bound to attend the college if accepted. Accepted ED students must immediately withdraw any other college applications they have filed. Students who file an ED application may concurrently apply to other colleges under rolling, regular, and non-binding early plans.

We advise you to exercise caution before filing an early decision application. Recent media hype has resulted in the belief that unless an early decision application is filed, students have no chance of being admitted to particular colleges. Please remember that even in schools where 50% of the class is admitted early, that means 50% **isn't**. Some students have resorted to shopping for a college for the purpose of applying "ED" and are not doing enough research to determine whether or not the school is a good fit. **Do not fall into this trap!**

EARLY NOTIFICATION: Another term for early action.

ROLLING ADMISSION: A plan by which institutions review applications as they are submitted, and render admission decisions throughout the admission cycle.

REGULAR DECISION: A plan by which students submit an application by a specified date and receive a decision in a clearly stated period of time.

THE COMMON APPLICATION

The Common Application is available in the College Center. It can also be downloaded from the Common Application website www.commonapp.org or completed on-line and submitted electronically to selected colleges. Why use the “Common Application”? Colleges and universities have worked together to develop and distribute the Common Application. Many of them use it exclusively. ***Members encourage its use and all give equal consideration to the Common Application and the college’s own forms.***

The “Application for Undergraduate Admission” must be completed only once; photocopies may then be sent to any number of participating colleges. The same is true of the “School Report”.

A confusing feature of the Common Application is that some colleges require “supplements.” This means that you must read the instructions for each school very carefully, as schools who want a supplement are asking for more information than is typically found on the actual Common Application. Your counselor can help you decipher the instructions for the colleges to which you will apply.

HUNTINGTON HIGH SCHOOL PROFILE

The Huntington High School Profile is a brochure/folder that is sent to every college to which a senior applies. The Profile serves as the “jacket” for the high school transcript, and secondary school report (otherwise known as the counselor recommendation).

The Huntington High School Profile is the document that allows a college admissions counselor to better understand Huntington High School. It contains data about our school-district community, high school curriculum and special academic programs, the grading system, our standardized test scores, and college placement record. The information in our profile enables the admission officers to understand that Huntington graduates have attended a school where standards are set high and academic achievement is highly valued.

You may view our Huntington High School Profile by logging onto the Huntington School District website at <http://www.hufsd.edu> and then clicking on the “Academics” link and then “Guidance” under the high school page.

CAMPUS VISITS

The purpose of the campus visit is to explore the many facets of the college, not simply to evaluate the architectural design of the building or the beauty of the campus landscape. Don't overemphasize the social life at the college – explore the academic structure and environment of the educational institution at which you may be spending the next several years of your life.

Huntington High School students are permitted to use up to two (2) legal absences to conduct college visits in junior year, and up to five (5) legal absences to conduct college visits in senior year. Please stop by the college office to pick up a "College Visitation Permission form".

Arranging the visits:

- Talk directly with the Admissions Office Appointment Secretary when scheduling the campus tour and interview.
- Call at least three weeks ahead of the preferred date for the campus visit. The more competitive colleges may require up to a two-month advance notice for the appointment. Have several dates in mind before placing your call.
- When scheduling the campus visit, the student should also make arrangements for the following:
 - campus tour
 - a personal or group interview or information session
 - a visit to a class of academic interest to you
 - a conversation with a faculty member of a department of interest to you (academic, athletic, dramatic, etc.)
 - an overnight stay in a dormitory (remember to bring a sleeping bag)
 - at least one meal in the campus dining hall
- Request a list of hotels/motels in the area for parents to stay in overnight while you're on the campus.
- Ask to have a catalogue, viewbook, and application mailed to you well in advance of the scheduled visit.

- Have the admissions office mail you a campus map as well, as this will indicate exactly where they are located.

When to visit:

- Most students visit the colleges in the fall of their senior year when schools are in session. These visits should be during the week when classes are scheduled and the campus is bustling with activity. Avoid weekend visits – typically, there are no classes scheduled and there is a overemphasis on social activities.
- Some students should visit the colleges during spring vacation of their junior year if they have researched the colleges already and/or are planning to apply Early Decision.
- Try to avoid visiting colleges during reading periods or exam periods – the college students may be too preoccupied to be responsive to your questions, classes/activities are not held, and the campus environment is atypical.

SUMMER

ADVANTAGES:

- You will not miss high school classes during your important senior year.
- Campuses are usually beautiful at this time of year.
- Parking and touring the campus are easier without the crowds.
- Admissions offices are not as busy as in the fall.
- You can incorporate college visits with summer touring vacations.

DISADVANTAGES:

- Fewer students are on campus to give you a feeling of campus life.
- The students on campus may not be representative of the typical population.
- Regular faculty may not be teaching.
- Fewer classes are available to observe.
- Dorm life is not representative of the regular school year.
- Many of the buildings may be closed –you may be unable to see some of the campus facilities.

FALL

ADVANTAGES:

- You will see the campus with the regular student population there.
- All the faculty will be on campus.
- Many classes will be available to visit.
- Laboratories and studios will be in use.
- Campus social life will be in full swing.
- Dorm life will be more accurately representative.

DISADVANTAGES:

- Admissions officers are very busy and your interview time may be limited.
- You may be the eighth or ninth student in one day to be seen by your interviewer. This may create a lackluster interview session.
- You will probably miss some high school classes while away on your college visits.
- Parking and touring the campus may be more difficult with the entire student body on campus.

The Essay – What Are They Looking For?

There is no college application essay question, no matter how it is worded, that does not ask the same basic thing – who are you, and what makes you different from all those other qualified applicants we must consider? In other words, the essay gives you an opportunity to demonstrate those qualities which make you unique. All of the questions ask you to shed some light on your values, opinions, and talents. They require you to spend some time thinking about what has happened to you personally and why certain subjects have always been your favorites. They offer you the chance to demonstrate why you are someone special. The college expects no single answer. Instead, think of the essay as your chance to introduce yourself to the college. What would you like them to know about you that is not found in transcripts, test scores, or even a personal interview? You have great freedom and no reason not to reach deep within yourself and bring out the person you are in private. The typical admissions committee reader is looking at your finished product on three levels:

At the lowest level, your words are quickly skimmed to see how well you write. Colleges place a premium on strong writing skills and look for a mastery of the mechanics of writing: grammar, syntax, and organization. An occasional misspelling or omitted punctuation is NOT fatal.

At the second level, the admission committee will consider the content of your answer. Here the reader is concerned with the logic of your argument and your ability to say something of substance in a relatively economical and effective manner. A two-page essay gives a taste of your thinking, fluency and originality and helps to determine your readiness for college study.

At the final and most important level, the reader is hoping to see something creative. What better way to express your individuality than a story, perhaps a brief dialogue, or an attempt at humor? Creative work brings an element of risk to your essay, but taking a risk may help you stand out in the application pool and enhance your candidacy. A good rule of thumb is that the risk one takes should be inversely related to the perceived chances for admission. In other words, the greater your certainty of being accepted, the less risk you need to take with your essays.

ESSAY DO's AND DON'TS

DO:

- Plan ahead – leave time to write and rewrite your essays – with time in between. This will allow for fresh reviews and possible revisions of the original work.
- Pay particular attention to directions regarding length, style, and format. If the intended readers want it to be typed or printed, make sure you type or print. Although there is no ideal length for a college essay, beware of the extremes, i.e., too long or too brief. Give yourself enough time to cover the subject but don't indulge in overkill. Write your essay in your own language. Elaborate *phrases, pretense, insincerity and exaggeration can be spotted very easily*. It is important to ask someone, perhaps your English teacher, guidance counselor, or parent to read your essay and to make suggestions, but make sure it is your essay.

All of us make mistakes that don't necessarily jump off the page but are quickly apparent to another reader. If you are proofing your own work, here are two suggestions.

1. Use a ruler or a blank sheet of paper to cover the lines beneath the one you are reading. This will keep your eyes more focused.

2. Read your essay backwards. This will prevent you from skimming the text and force you to look carefully at each individual word.

- Provide more than a narration or chronology when recounting an experience. Emphasize how the experience changed you or confirmed who you are.
- Send an essay to a college which does not require one. The additional information about yourself can often be helpful. If you choose to send the same essay to several schools, which is perfectly ok, make sure that you "personalize" each to the appropriate college.

DON'T:

- Force it, be too funny, sad or silly.
- Be afraid to confess your anxieties.
- Put yourself out of the running by being overly long or redundant.
- Repeat the question as an opening statement. You need to grab the reader's attention.
- Write what you think they "expect" to hear.

THE INTERVIEW

Fewer and fewer colleges and universities are requiring interviews for admission. Should you be interested in a school that conducts pre-admission interviews, a little planning and preparation can make the whole experience more productive. We suggest that you also stop by the College Office to pick up a “Helpful Hints” tip sheet to better guide you.

INTERVIEW PREPARATION:

Colleges want to know you as a high school student as well as a citizen of the community. They will ask about your favorite subjects as well as your interests outside of school. Prior to the interview, think about your personal qualities: your strengths and weaknesses, likes and dislikes, and future goals. Write down answers to potential questions, examine yourself as an individual and decide which of your qualities to emphasize.

Admission officers also like to use lists of traits and qualities when evaluating prospective students. They will be looking for evidence of the following:

Intellectual Promise: This is a favorite of faculty interviewers. Questions dealing with favorite books and courses can reveal an applicant’s intellectual ability and curiosity.

Motivation: The interview can measure your motivation by asking about your prized accomplishments. Whether it’s school-related or more personal and intangible, your ability to explain its importance will highlight this quality.

Values: Rest assured, there are no right or wrong answers to questions about values. Schools like a diverse student body. They’re simply curious about what values, if any, you deem important. Don’t be afraid to state your convictions even if you think your interviewer may not agree.

Leadership: Having leadership qualities is not a prerequisite to going to college, but admissions officers need to enroll some students who will ensure the success of the school’s extracurricular activities. Your interviewer will ask you about the positions you have held in your various activities and how well you executed your responsibilities.

Originality: Questions about what makes you unique can help separate you from the rest of the applicants. This is where a great deal of prior thinking can make you shine.

Interest in the school: To make for an energized campus, admissions officers try to enroll students who are genuinely interested in attending, not students who consider it only their “safety” school.

Independence: Interviewers ask questions such as “How do you feel about being away from your family for a long period of time?” to get a sense of how well you may cope with being on your own in a new environment. There is nothing wrong with admitting some fears over your impending freedom, but be sure to explain how you will overcome those fears.

Other Qualities: The interviewer may also be interested in your organizational skills, your sincerity, or your social conscience. Be prepared for anything!

INTERVIEW DAY: Dress comfortably for your interview, but avoid looking too sloppy or too casual. Avoid jeans, baseball caps, and heavy cologne or perfume.

Arrival:

Arrive at the interview site about 15 minutes before your interview session. When you meet your interviewer be sure to make eye contact and greet him or her with a firm handshake. Don’t forget to introduce him or her to your parents or whoever accompanied you. Prior to the one-on-one conversation, the interviewer may want to spend a moment with you and your parents.

Body Language:

Don’t forget about body language and what it conveys to your interviewer. You want to be comfortable, but avoid slouching, fidgeting, mumbling, monotonous tone, and crossing your arms and legs tightly. Make eye contact and speak clearly to keep your interviewer focused and interested. Don’t be afraid to smile and laugh.

Answering Questions:

Almost every interviewer will ask if you have any questions. Ask what's on your mind. Do not ask about simple facts you can find in a viewbook. Ask about the surrounding community, the career center, the percentage of students who graduate and/or drop out of the college, and the overall campus environment. Following the interview, you might even ask if you are a realistic candidate for admission. Few interviewers will give you a definite yes or no, but they will tell you if your candidacy is very strong, highly realistic, or marginal.

Make sure to write down your interviewer's name so you can send a thank you letter, so that you will have a contact person for any follow-up questions.

Group Interviews:

As an alternative, many colleges offer group information sessions or group interviews. It's not as intimate or as in depth as a one-on-one conversation, but a group session serves the same purpose – you and the school each learn more than can be presented on a paper application, or in a glossy brochure.

Interview practice:

Before you start your interview, ask your counselor or a friend to stage a mock interview. Role playing is a good way to practice answering questions. Another option is to save your top choice schools for last. This way you get to practice your interview techniques without worrying so much about the outcome.

LETTERS OF RECOMMENDATION

Many colleges will ask for letters of recommendation from at least one teacher. Most request more than one. Colleges look for teacher recommendations to learn what kind of person you are. The admissions committee is looking for ways to set you apart from other candidates.

Letters of recommendation are written by Mrs. Walsh for every senior who submits an “**Appraising Myself as I Plan for the Future**” packet. The packet is provided to students in January of junior year.

Please note, the counselor profile/recommendation is not the same as a teacher letter of recommendation, which is mailed directly to the college by the teacher who writes it. You should follow the procedure below to arrange for faculty recommendations.

OBTAINING FACULTY LETTERS OF RECOMMENDATION

- Choose carefully from among the teachers who know you best. The teacher who gave you the “A” might not always be the best choice. Colleges look for evidence of enthusiasm about learning, a spirit of inquiry, work ethic and other qualities which sometimes have little to do with grading outcomes.
- Schedule an appointment with the teacher to make your request. If the teacher agrees, let him or her know that you will return at another time with the appropriate paperwork. If the teacher indicates that he or she does not know you well enough to write a thorough letter, or if the teacher suggests that another person might be a better choice, say “Thank You,” and move on.
- Arrange for your letters **at least fifteen (15) days** in advance of the deadline date. Remember, you are not the only student for whom the teacher will write! Teachers feel upset when insufficient time is provided for them to do a good job of writing your recommendations. It may also be helpful to start asking teachers before the end of your junior year, so that teachers have an idea of the number of recommendation letters they will need to write.

- Provide the correct form(s) to your teacher. Please also know that some colleges require specific Teacher Evaluation Forms, so be sure you have completed your portion and that you have signed where indicated on the form.
- Attach a business envelope addressed to the college; **do not include a return address**. Affix a first-class stamp to the envelope.
- Be gracious in your thanks. A simple thank-you note is always appreciated.
- Let the teacher know the outcome when the admission decision arrives.

SOME OTHER TIPS:

- Remember, recommendation letters should be written only by people who know you well. That letter from a parent's colleague whom you have **met** once or twice may do you more harm than you realize.

ART TALENT

If you are artistically talented and plan on furthering your training as a visual artist, it is important for you to begin preparing for your future early in your high school career. Professional colleges of art and liberal arts colleges often require a portfolio, which is a collection of approximately 15-20 pieces of original artwork. The admissions staff will review your artwork to assess your aptitude and potential for a visual arts education, and will evaluate your level and skill in relationship to your background and training. While there is no formula for a perfect portfolio, your portfolio will represent your development, interests and strengths and should include several elements:

- *Drawing – While not all art majors rely heavily on drawing, you will invariably find the need to communicate your ideas through drawing as an art major. Your ability to draw should be represented throughout your portfolio.*
- *Color – your use of color can be demonstrated through a variety of media and should be visible in some of the projects you present.*
- *Composition – Composition, or the arranging of shapes or forms on a page, should appear in your portfolio.*
- *Three-dimensional work – If you have been exposed to and are interested in three-dimensional work, then sculpture, ceramics or architectural models should be included in your portfolio. Slides of these pieces may be sufficient.*

Portfolios can either be presented in a personal interview or by slides that are mailed to an admissions committee. While you must check with each school for individual portfolio review procedures, a neat, organized presentation of your work is always essential. We suggest that you begin to organize your work and take and copy slides in your junior year. Your art teachers can be invaluable resources when compiling your portfolio and investigating opportunities within different college art programs.

MUSIC TALENT

If you are musically talented, you might consider majoring or minoring in music, or you might want to participate in music as a hobby in college and thereafter.

Along with your application you should send a musical supplement, a tape/CD, and letters of recommendation. If you plan to major in music, it is very likely the schools you apply to will require an on-site audition or one close to home. It would be wise to work with your teachers to help you accomplish the following tasks:

- *Develop a tape/CD which includes two or three short contrasting pieces. Use piano accompaniment if possible.*
- *Include in your supplement to the application your private instructor's name and address and all previous musical experience: Regional, All-State groups, summer experiences, performances and recitals, musical honors and your repertoire list.*
- *Prepare for your audition by knowing all the major and minor scales, two contrasting pieces and two contrasting etudes.*

Be certain the music you decide to use for your audition displays your technique and interpretive abilities.

ATHLETIC TALENT

If you are athletically talented you may want to participate on a college varsity team. You should know that the NCAA governs three separate divisions. Division I, the most competitive athletically, provides full scholarships; Division II, the next level of competition, has varying guidelines when distributing scholarships; and Division III, the lowest level of competition, provides no scholarships.

The National Association of Intercollegiate Athletics (NAIA) and National Junior College Athletic Association (NJCAA) are two other athletic associations that govern the conduct of collegiate sports. It is important to inquire from the college coach recruiting you which association the school belongs to and what rules it must follow.

You must work closely with your coach to:

- Develop an athletic profile.
- Participate in an honest evaluation of your athletic skills and ask for a recommendation about the appropriate level of college competition for which you are best suited.

Your coach will be able to be active on your behalf by responding to questionnaires sent by recruiters and by calling or writing to college coaches.

Mrs. Walsh can then use the coach's recommendation to help you develop a list of schools for which you are suited academically and athletically.

NCAA ACADEMIC ELIGIBILITY REQUIREMENTS

High School students who are interested in participating in Division I or II college athletic programs must register with the NCAA Clearinghouse at the end of eleventh grade. Registration forms are available only on the NCAA web site at www.eligibilitycenter.org. To be eligible students must:

- Graduate from High School
- Minimum core grade point average as calculated by the NCAA
- Earn a minimum ACT or SAT test score
- Earn 16 core courses to play Division I Athletics (prior to August 1, 2016)
- From August 1, 2016 and beyond, complete 10 of the 16 core courses prior to the seventh semester, and 7 of the 10 core courses must be in English, math, or science
- Earn 14 core courses to play Division II Athletics (up to August 1, 2013). After August 1, 2013, Division II will require 16 core credits.

Please note: If the GPA is below 2.5, the SAT or ACT scores will need to be higher. Please see the chart on the next page.

DIVISION I CORE CURRICULUM

The core curriculum is made up of 16 courses. They are:

- 4 units of English
- 2 units of Social Studies
- 2 units of Science
- 3 units of Math (Algebra I or higher)
- 1 additional unit of English, Math, or Science
- 4 additional units from World Language or any of the core areas listed above.

DIVISION II CORE CURRICULUM (up to August 1, 2013)*

The core curriculum is made up of 14 courses. They are:

- 3 units of English
- 2 units of Math
- 2 units of Science
- 2 units of Social Studies
- 3 additional units from World Language or any areas listed above
- 2 additional units of English, Math, or Science

* After August 1, 2013, NCAA will require 16 core courses

DIVISION III CORE CURRICULUM

There are no core course requirements for Division III colleges/universities. However, you will need to check with the individual institutions for their requirements.

The NCAA will recalculate your GPA using your highest grades. Remember, the NCAA Core GPA is not the same as the Huntington High School GPA.

In order to be eligible to participate in Division I or Division II sports in college, students must be deemed academically eligible by the NCAA Clearinghouse. There are particular core course requirements, GPA requirements, and SAT Reasoning or ACT requirements, which appear on the pages that follow. The application process can be initiated by using the NCAA web site www.ncaaclearinghouse.net and click on "Prospective Student Athlete", which you must bring to your Counselor. Remember to print and save a copy of your registration form and keep it in your college application folder. You should enter code number 9999 on the test score report form in order to do this.

By the end of the junior year you should develop a personal statement, an initial letter of interest to prospective coaches, an athletic profile, and an activity sheet. These should be sent to the head coach of your sport(s) at the schools you are interested in exploring. Your counselor will gladly assist you.

NCAA
Division I Initial Eligibility Index
(Prior to August 1, 2016)

CORE GPA	SAT	ACT SUM
2.500 and above	820	68
2.475	830	69
2.450	840	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

In order to play Division II Athletics, students must have a 2.0 core grade point average and a minimum SAT score of 820 or an ACT subtest score of 68.

NCAA Core GPA Worksheet

The NCAA determines core GPA by converting numeric grades to the following values:

Grades of **90 - 100 convert to 4.0**

Grades of **70 - 79 convert to 2.0**

Grades of **80 - 89 convert to 3.0**

Grades of **65 - 69 convert to 1.0**

Course	Grade	Conversion Value
English 9	_____	_____
English 10	_____	_____
English 11	_____	_____
English 12	_____	_____
Social Studies		
_____	_____	_____
_____	_____	_____
Math		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Science		
_____	_____	_____
_____	_____	_____
English, Math, or Science		
_____	_____	_____
World Language, Social Science		
Math, English, or Science		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total _____

Divide by number of Core Courses _____

NCAA Core GPA _____

WHAT PARENTS AND STUDENTS SHOULD ASK ABOUT FINANCIAL AID

Parents and students must be inquisitive consumers in the higher education market to become fully informed and receive all the financial aid benefits to which they may be entitled. Here are the questions to ask.

Applying to College:

- What are the costs for tuition, fees, books, supplies, room, board, transportation, and personal expenses for the first year? What is the range of costs for rooms, meal plans, and special tuition rates? How much will total costs increase each year? Ask each college for a printout of its costs for tuition, room, and board for the last three to five years.
- Does applying for financial aid affect admission decisions?
- Does applying for early admission affect a student's ability to receive financial aid?
- Does an institution offer financial aid programs or other scholarships that are not based on financial need? How and when should applications for need-based and merit aid be completed?
- What application forms are required to complete the financial aid process? What is the priority deadline for applying for financial aid? When will students be notified about financial aid decisions?

Choosing a College:

- How much financial aid will the college grant? What costs are not included in the aid offer that students pay? When will students be billed for their share of the costs?
- If students cannot pay their share of the costs, what financing plans are available.?
- Will the financial aid office provide students with an explanation of how their expected family contribution, financial need, and award package were determined?
- If the financial aid package is not enough to allow a student to attend a particular institution, will the aid office recalculate its offer?
- What are the terms and conditions of the award package? What are the academic or other requirements for renewing financial aid?
- How will financial aid packages change from year to year? Will loan amounts increase? How will increases in college costs impact the financial aid package? What happens to the students' financial aid if their economic situation changes?
- How much loan debt is typical for students when they finish college?

Before Leaving for College:

- When and how many times a year will students receive bills from the college? What are the penalties if a bill is not paid by the deadline? Does the college accept credit cards for monthly payments?

- Will the college apply the entire financial aid to the student's account, or will the student receive checks for some or all of it? Will money the student earns be applied to the financial aid or given to the student? If aid exceeds college charges, how does the student receive the excess funds?
- How much money will students need for expenses during the first week of school? Are students allowed to use financial aid to pay for books and supplies? What out-of-pocket expenses do most students have during the year? Can books and supplies be charged to the student's account?
- Do students receive information about how to manage money and use credit cards?
- Are there ATM machines and places that cash checks on or near the campus? Does the college issue a debit card to students?
- How does the college respond to a change in the financial status of an enrolled student?
- How are students assigned jobs for work-study programs? How many hours a week will a student be expected to or allowed to work? How often and in what manner will the student get paid? Will earnings be automatically credited to the student's account?
- There is a great deal to know about financial aid, but if students and parents ask the right questions, they can get the financial aid package they need.

BOOKS ABOUT COLLEGE FINANCING

Paying for College Without Going Broke, by Kalman Chany. (The Princeton Review/Random House) Hints on how to qualify for the most aid. Detailed guidance on completing aid forms.

Don't Miss Out: The Ambitious Student's Guide to Financial Aid, by Anna and Robert Leider. (Octameron Associates) An excellent summary of the financial aid process.

Financing College, by Kristin Davis. (Kiplinger Books) An excellent overview of saving for college that may be of interest to younger parents.

Discounts and Deals at the Nation's 360 Best Colleges, by Bruce Hammond. (Golden Books) A college-by-college overview of scholarships and financial aid opportunities.

The Black Student's Guide to Scholarships: 700+ Private Money Sources for Black and Minority Students, by Barry Beckham. (Madison Books) An alphabetical listing of scholarships from schools, fraternities and sororities, churches, and other organizations.

College Financial Aid for Dummies, by Herm Davis and Joyce Lain Kennedy. (IDG Books Worldwide) You know the series; they're ALL good!

The Best Way to Save for College: A Comprehensive Guide to State-Sponsored College Savings Plans and Prepaid Tuition Contracts, by Joseph Hurley. (BonaCom Publications) 529 tax-deferred plans for college savings.

FINANCIAL AID WEBSITES

www.finaid.org

- In-depth coverage of every facet of financial aid. Sponsored by the National Association of Financial Aid Administrators.

www.ed.gov/studentaid

- Everything you need to know about student aid - federal school codes - student loan interest rates - loan cancellation for teachers - what to do if your loan is in trouble

www.fafsa.ed.gov

- Fill out and transmit the Free Application for Federal Student Aid (FAFSA)

www.pin.ed.gov

- Request a PIN to serve as your signature for FAFSA and Renewal FAFSA on the web - use the PIN to access your student aid history online - use it to correct your Student Aid Report online beginning in Spring 2000

www.collegeboard.org

- Register for and receive the online version of the PROFILE Application. You can also register online and choose to receive the paper version.

www.fastweb.com

- Free scholarship search. Complete a questionnaire and receive a list of scholarship opportunities that match. JUST SAY NO to the many commercial pitches offered.

SCHOLARSHIP MATCHING SERVICES

The number of companies offering undergraduate and graduate students private sector scholarships and financial aid for college has grown significantly. For a processing fee ranging anywhere from \$49.95 to hundreds of dollars, these companies guarantee they will match the student with 6 to 25 potential sources of little known funds from private organizations.

Better Business Bureau experience with scholarship matching services has shown that although students may receive “potential” sources of aid, few, if any at all, receive the actual funds. Some consumers have indicated that they did not receive the guaranteed number of sources, or they received government information instead of the promised information about private sources. Other consumers have claimed they did not qualify for aid, because the sources sent were inaccurate and did not correspond with information supplied on their student profile. And still other students stated they received the list of sources after the application deadline had already passed and, therefore, could not even apply to the source. In addition, consumers often indicate they were unable to obtain refunds as promised. Typically, companies require students to supply rejection notices in order to receive refunds. However, students complain that they send in applications forms for scholarship but often receive no notice if they are rejected.

These companies, therefore, cannot and do not guarantee that a student will receive funds for school. They only guarantee that the students will receive a specific number of potential source of funds. Most services claim they offer a 100% money back guarantee if the specific number of sources is not provided, but it is the student’s responsibility to substantiate that he/she did not receive the sources. Students should also stay away from companies advertising ways to alter information or “cheat” on Financial Aid Forms. Many of these are federal documents and should not be tampered with.

Why do people retain these services, when there is no guarantee that applicants will receive actual funds? According to a Director of Financial Aid at a prominent New York City University, these companies may appear to save students the hassle of researching their own sources. Students who do not have a great deal of time to invest in preliminary financial aid research may be tempted by the services offered by these companies. However, the National Association of Student Financial Aid Administrators (NASFAA) maintain that the best source of information for students, is the college financial aid office or a public or school library where they can do their own research.

SCHOLARSHIP OR \$CHOLAR\$CAM?

AVOID ANY SERVICE THAT TELLS YOU

“The scholarship is guaranteed or your money back”



“You can’t get this information anywhere else”



“May I have your credit card or bank account number to hold this scholarship?”



“We’ll do all the work”



“The scholarship will cost some money”



“You’ve been selected by a national foundation to receive a scholarship, or you’re a finalist”
in a contest you never entered

COMMUNITY COLLEGE

The Overlooked Option

W

ondering how to:

- pack a great college experience into four years
- get a quality education, and
- save money at the same time?

Consider starting at a community college. It's an option families often overlook. Some assume that a community college education isn't up to the standards of a four-year college education. Research shows they're wrong.

Students who spend their first two years at community colleges and transfer to four-year colleges are as well prepared academically as those who go directly to four-year colleges. That's the finding of a national study conducted by researchers at Penn State University and the University of Illinois at Chicago – and it held true even when community college students were pitted against students from some of the most prestigious colleges in the nation. The reasons?

- **Qualified faculty.** Educators at community colleges have the same credentials as those at four-year colleges.
- **Dedication to teaching.** Community college teachers don't have the pressure to publish or to conduct research. They have the time needed to focus on teaching.
- **Small classes.** Community colleges are great places for students who like small classes and individualized attention.

COST SAVINGS:

These benefits come at solid cost savings. The tuition at a community college is about half that at a public four-year college. Low costs don't shut out the possibility of receiving financial aid, either. Many students mistakenly believe that because the costs of tuition at a community college are low, they won't qualify for any financial aid. But community colleges factor in living and transportation allowances that help them qualify for aid.

COMMUNITY COLLEGE POSSIBILITIES:

- Test your interests without running up big bills
- Build remedial skills, before taking the plunge at a university.
- Take job-training courses that lead to a career in one or two years.

In the past, community colleges meant you'd sacrifice some of the college experience – for example, many but not all, have no dorms. While they may not be living on campus, community college students don't have to sacrifice social activities. Most community colleges offer dozens of different clubs and activities.

NUTS AND BOLTS OF TRANSFERRING:

An important issue for those who want to finish at a four-year college: Make sure your credits will transfer. Look into the community college articulation agreements with four-year colleges you might eventually attend. These agreements spell out courses and programs you must complete to enter the four-year college as a junior.

Is community college for you? Students who go on to four-year schools come back to tell us, "I'm really glad I started at the community college. My teachers were there for me, and it was a great experience."

CERTIFICATE PROGRAMS

Many community colleges offer programs of study for entry into specific careers. A certificate program is usually two or three semesters in length and does not lead towards a degree. Students enrolled in certificate programs typically take courses only in the area of interest.

Suffolk Community College offers certificate programs in:

Automotive Service Specialist
Business: Retail Management
Criminal Justice: Police Administration
Culinary Arts: Restaurant Management; Baking & Pastry Arts
Drafting – CAD (Computer Aided Design)
Fire Investigation
Heating, Venting Air Conditioning & Refrigeration
Hotel and Resort Management
Information Technology
Paralegal Studies
Practical Nursing (LPN)
Automated Lighting and Stage Rigging

Nassau Community College offers certificate programs in:

Advertising Art
Business Administration
Bookkeeping
Child Care
Insurance
Interior Design/Home Furnishings
Microcomputer Information Systems
Photography Real Estate Records/Information Management
Small Business Management
Studio Recording Technology
Word Processing

BOARDING SCHOOL

Some families may want to consider what is known as the postgraduate, or “PG” year. A fifth, or transition year, of high school can be advantageous for:

- Students who have done well academically, but need another year of physical and/or emotional development before making the transition to the largely-unsupervised college setting.
- Students who have special talent in athletics, or the visual or performing arts who would benefit from another year of development in the area of talent.
- “Late Bloomers” who have begun to make academic strides in late junior or senior year.
- Students who have academic potential, but have not performed well because of unsuccessful study and/or organizational skills.

Like colleges, boarding schools have differing missions, settings, facilities, reputations and costs. Consultation with a boarding school expert is encouraged.

CAREER, VOCATIONAL, AND BUSINESS SCHOOLS

Some students want the most concentrated, short-term training for a career and do not want to take any extra coursework that may be required by a community college. Many hundreds of occupations require training that may be obtained through specialized career-training institutes.

The College Office can suggest some names of reputable schools where you can study everything from cosmetology to computer programming after high school graduation. You should also know that eligible students can use federal and state financial aid for career schools as well as colleges. All career-focused schools require a transcript of the student's record, and often want teacher and counselor recommendations. Specialized schools generally do not require an examination like the SAT or the ACT, but many will recommend that a test be taken at their school so that students are placed in appropriate classes.

Things to consider before choosing a specialized school:

- Where is the school located? How will you get there?
- If the school is not within commuting distance, what are the living arrangements?
- What is the total cost of the program? Remember, supplies, materials, and travel are part of the expenses.
- Are there any special course requirements needed in addition to a high school diploma (for example, two years of college preparatory mathematics)? Perhaps such preparatory courses are less expensive at a community college.
- What kind of financial aid is available? Only government approved schools are eligible for government aid.

- Is the school accredited by the state in which it is located? **THIS IS VERY IMPORTANT.** It means that an independent evaluator has determined that the program of study is appropriate for entry into the target career. It also means that you are eligible to take any required licensing examinations when you have completed the program.
- Is the school set up to duplicate a real work environment? Hands-on training helps you acquire experience.
- Does the school operate a successful job placement office? Check this out with students who are very close to graduation and with recent graduates.

A good placement officer will have established relationships with local businesses who employ the school's graduates. Are the employers satisfied with the level of training received by graduates they have hired?

EMPLOYMENT

Some students have acquired training and experience through contacts they have made or through the occupational education coursework at Wilson Tech (BOCES).

Your guidance counselor is available to help you with your job search by:

- helping you design a resume that lists your career goals, education, training, and experience.
- helping you write a cover letter for your resume that presents you as a serious candidate for the employer to consider.
- preparing you to dress for and represent yourself well during and after an interview.
- suggesting ways to “network” in your industry.
- working with you to complete written job applications.

Please allow sufficient time, at least three months before you want to start your employment search, to work with your counselor.

APPRENTICESHIP

Apprenticeship is training in occupations that require a wide and diverse range of skills and knowledge, as well as maturity and independent judgment. Apprenticeship involves planned, day-to-day training on the job, under the supervision of a skilled worker. It may also include technical instruction.

Apprenticeship programs may be sponsored by an employer, a group of employers, or a union. It is common for employers and unions to form joint apprenticeship committees which determine industry needs for particular skills, the kind of training required, and the standards for acceptance into the programs.

Apprenticeable occupations can be found in such industries as electronics, construction, service, metal working, public administration, and medical and health care. There are a significant number of apprentice-type occupations currently recognized by the United States Department of Labor Bureau of Apprenticeship and Training and the State Apprenticeship Agencies.

The length and content of training vary by occupation and are determined by standards adopted by the industry. Some apprenticeships are so comprehensive that they are given college credit by a program called PONSI (Program on Non-Collegiate-Sponsored Instruction).

The minimum term of apprenticeship is usually one year. Wages paid to an apprentice begin at approximately half those of a fully trained worker and usually advance at 6 month intervals until the apprentice completes training, whereupon the apprentice is paid the full entry-level wage.

The College Office can help you explore apprenticeships available in areas that interest you.

MILITARY SERVICE

There are innumerable job training and college savings opportunities in the armed services. Men and women can serve by enlisting full-time in the armed services or by being part-timers in the “reserves.”

Recruiting officers from all branches of the Armed Services are available to visit you at Huntington High School or in your home. If you are interested, speak with your counselor to set up an appointment. You can also seek additional information by visiting a recruiting office.

The guaranteed training and travel opportunities, signing bonuses and college-savings possibilities available in the military are determined by a student’s score on the ASVAB. The ASVAB is a group of tests designed to measure your ability to be trained in certain military occupations. The tests are General Information, Numerical Operations, Attention to Detail, Work Knowledge, Arithmetic Reasoning, Space Perception, Mathematics Knowledge, Electronic Information, Mechanical Comprehension, General Science, Shop Information, and Automotive Information.

Your composite ASVAB score is expressed in “percentile” form – which is a comparison of your performance with that of a representative sample of other students who have taken the test. Students with higher percentile scores will have more options than those with lower scores.

Taking the ASVAB does not obligate you to the military in any way. You are free to use your test results in whatever manner you wish. Additionally, ASVAB results will not be used to enter your name in any draft registration system.

You will, however, be required to sign a statement authorizing release of your test score to representatives of all the military services, and you will probably be contacted by a service member sometime before you graduate. Students should expect such contact whether or not they ever take the ASVAB.

THE GUIDANCE OFFICE LIBRARY

Barron's Guide to the Most Competitive Colleges

College Board Book of Majors

College Board College Handbook

College Access and Opportunity

College Board – College Cost and Financial Aid

College Board Scholarship Handbook

College Guide for Visual Arts Majors

College Survival

Enhanced Occupational Outlook Handbook

Fiske Guide to Colleges

Fiske Real College Essays that Work

Peterson's College Money Handbook

Peterson's Competitive Colleges

Peterson's Get A Jump!

Peterson's Scholarships for Hispanic Students

Peterson's Scholarships, Grants, and Prizes

Peterson's Sports Scholarships & College Athletic Programs

**Peterson's Colleges for Students with
Learning Disabilities and ADD**

Princeton Review Best 371 Colleges

**Princeton's Review K & W Guide to Colleges for
Students with Learning Disabilities**

Princeton's Review Television, Film, and Digital Media Programs

Rugg's Recommendations on the Colleges

Sallie Mae – How to pay for college

U.S. News – Ultimate College Guide

GLOSSARY

The definitions given here are terms commonly used by college admission officers and guidance counselors to describe college programs and admission procedures.

ACT: (American College Test): A test battery used in college admission decisions. The three-hour test assesses English usage, mathematics, reading, and science reasoning. Students receive four sub-scores and a “composite” score, all of which range from 1 – 36. Most colleges accept the ACT, but applicants are encouraged to check college-published literature. ACT accommodations are available to students with disabilities who meet eligibility requirements.

ASSOCIATE DEGREE: A degree granted upon successful completion of a course of study in a community or junior college.

BACHELOR’S DEGREE/BACCALAUREATE DEGREE: A degree granted upon successful completion of a four-year college program.

CANDIDATE’S REPLY DATE: The date by which a college expects an accepted student to notify the admissions office of the intent to enroll. Many colleges consider May 1 to be the date by which students must send an enrollment deposit.

CAREER-ORIENTED PROGRAM: A group of courses which prepares students primarily for employment in a specific occupation. These programs can last a few months or more than two years and may lead to a certificate, diploma or associate degree. An example might be the A.O.S. (Associate of Occupational Studies) granted by the Culinary Institute of America or the A.S. (Associate of Science) in Surgical Technology granted by Nassau Community College.

COLLEGE CATALOG: A book issued annually or biannually by a college. It describes requirements for admission, courses of study, facilities, extracurricular activities, tuition and fees, scholarships, majors, degrees, faculty, etc. The college catalog is the student’s “bible.”

COMMON APPLICATION: An application that is used by many colleges and universities. Students complete it once and photocopies are sent to participating schools.

COMMUNITY COLLEGE: A public, two-year college funded by a city or state. It offers transfer and terminal career programs leading to an associate degree.

CONSORTIUM: A group of colleges in a geographical area who join together to maximize opportunities for their students by allowing cross-registration or sharing of facilities.

COOPERATIVE EDUCATION: A college program of alternating periods of full-time study and paid employment in related work. Graduates have the advantage of one or two years of practical experience, but, of course, the degree may take longer to complete.

CORE CURRICULUM: Refers to a group of courses in varied areas of arts and sciences designated by the college as requirements. There is often choice of acceptable courses within the core. Not all colleges employ a core curriculum, but there seems to be a return to this requirement.

CUNY: An acronym for The City University of New York.

CURRICULUM: The program of study or a set of courses offered by an educational institution.

DEFERRAL: One of the possible responses by a college to a student's early action, early decision or rolling admission application. The deferral means that the student is neither admitted nor denied, and that the college will reconsider the application at a later date. Early Decision candidates who are deferred are no longer bound by the Early Decision contract to enroll if accepted at a later date.

DEFERRED ADMISSIONS/DEFERRED MATRICULATION: Allows an admitted student to postpone entering college for one year for certain approved reasons: family matters, financial hardship, travel, work, etc. Students may not defer admission to attend another college.

DEGREE: The college diploma earned upon successful completion of a two-year, four-year, graduate or postgraduate program. Examples are: Associate's Degree, Bachelor's Degree, Master's Degree, Doctoral Degree.

DEPOSIT: The amount of money expected by a college to reserve an admitted student's place.

DOUBLE DEPOSIT: Refers to reserving a place at more than one college. This practice is unethical and seriously frowned upon by colleges. Many colleges have joined together in regional groups in which they share information. Students who are found to have double-deposited are often denied admission to all the colleges to which they have deposited.

EARLY ADMISSION: A policy employed by some colleges which permits superior students to enroll in college after three years of high school.

EARLY ACTION/EARLY DECISION ADMISSION PLANS:

Recent years have seen a proliferation of admission plans and terms that are confusing to students, parents and counselors. Students wishing to apply under ANY early plan are urged to consult their counselors and the admission officers at the colleges to which they plan to apply.

EARLY ACTION: A plan by which a student may apply at a single or multiple colleges early in the senior year. Some colleges permit students to file only one “EA” application, while others permit multiple “EA’s”. Colleges that offer EA usually make admission decisions by mid-December. Students admitted under EA usually do not have to deposit before May 1.

RESTRICTIVE EARLY ACTION/EARLY ACTION SINGLE CHOICE:

This is a plan by which a student may apply to a college early in the senior year, but may be restricted from applying early anywhere else (either by ED, EA, or REA). Students admitted under EA usually do not have to make a deposit before May 1st.

EARLY DECISION: A plan by which a student may apply to a single college early in the senior year. Students who are admitted ED are bound to attend the college if accepted. Accepted ED students must immediately withdraw any other college applications they have filed. The Guidance Office will process only one ED application. Students who file an ED application may concurrently apply to other colleges under rolling, regular, and non-binding early plans.

EARLY NOTIFICATION: Another term for early action.

ETS (Educational Testing Service): The testing agency that administers most of the College Board-sponsored programs and services: PSAT, SAT Reasoning and SAT Subject tests, and Advanced Placement exams.

FEES: Fixed sums of money required by colleges for such items as college applications, registration, room (housing) and board (food), athletic facilities, science laboratories and computer use. These fees are in addition to tuition costs.

FINANCIAL AID: Refers to any financial assistance offered to students. This assistance can come in the form of scholarships, awards, paid employment, grants and/or loans. Financial aid can be awarded based on financial need, academic record, special talent, standardized test scores or any other criteria established by federal or state agencies, the college, the college’s contributors, foundations or corporations.

GRADE POINT AVERAGE (GPA): With the exception of Physical Education, GPA is the average of all the grades the student receives in courses that carry high school credit. Computed at the end of junior year (6 semesters), two GPAs appear on the Huntington High School transcript – weighted and unweighted.

GREEK LIFE: Social organizations for college students identified by letters of the Greek alphabet. Fraternities are for men; sororities are for women.

HONORS PROGRAM: A college program offering the opportunity for superior students to enrich their educational experiences through independent, advanced, or accelerated study. Honors programs may also include preferential housing, priority course registration, access to research facilities, courses taught by prominent faculty and the ability to enroll in courses with fewer students than is usual.

HUMANITIES: Courses concerned with human thought and human relations, philosophy, literature, classic languages, and the fine arts.

INDEPENDENT STUDY: Allows students to earn college credit through individual study or research planned with and supervised by a faculty advisor.

INTERNSHIP: Short-term, supervised work experience, usually related to a student's major, for which the student earns academic credit. The work can be full or part-time, on or off campus, paid or unpaid.

INTERSESSION: The period of time between college academic semesters or trimesters. Intercession is often used for independent study, travel abroad, or mini-semester.

IVY LEAGUE: Refers to colleges ("IV" in Roman numerals, not the "ivy" which clings to walls) originally set up as an athletic conference for four specific schools. It now is more commonly thought of as eight highly selective colleges in the Northeast: Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania (University of), Princeton, and Yale.

JUNIOR COLLEGE: A private, two-year college. Junior colleges can offer career-oriented programs and/or curricula designed for transfer to a four-year college. The term is often used interchangeably with "community college."

LIBERAL ARTS: Courses in humanities, social sciences, and the abstract sciences, as opposed to technical or professional subjects.

MAJOR: The subject or department in which a college student decides to specialize. Each college determines the courses and number of credits required for each major, but approximately one-third of the total degree credits is an average. Students are often required to "declare a major" at the end of sophomore year. Majors may be in single disciplines (e.g., Biology) or interdisciplinary (e.g., Politics, Economics and Society). Students may also double or dual major (e.g., Mathematics and Business).

MATRICULATE: To enroll in a college for the purpose of working towards a degree.

MID-YEAR GRADES/SEVENTH SEMESTER GRADES: The grades earned through the end of the midterm examination period in the senior year of high school.

MINOR: Subject in which a college student takes the second greatest concentration of courses. Minors may be informally based on the student's interests, or formally prescribed by the college.

OPEN ADMISSION/OPEN ENROLLMENT: A policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school, grades/subjects and/or admissions test scores. While virtually all applications with high school diplomas or their equivalent are accepted to the college, students may not be accepted to their first choice programs.

PLACEMENT TESTS: A battery of tests designed to assess a student's level of achievement in various academic areas so that he or she may be advised to enroll in the appropriate college-level classes.

PREREQUISITE: Basic course or courses needed for preparation to take higher level courses; specified under course descriptions in the college catalog.

REGULAR ADMISSION: An admission application plan whereby colleges notify their applicants on a common date, usually between mid-March and mid-April.

ROLLING ADMISSION: This type of admission processes an application as soon as all required forms and credentials are received, rather than announcing all admission decisions on the same date. Later applicants, although qualified for admission, may be rejected because enrollment targets have been met.

ROTC: (RESERVE OFFICERS TRAINING CORPS): Air Force, Army, and Navy programs on certain campuses which combines military education with baccalaureate degree study, often with financial support for those students who commit to future services in the Armed Forces.

SAT REASONING TEST: A three-hour college admission test that measures critical reading and mathematical abilities. Scores on each section range from 200 to 800.

SAT SUBJECT TESTS: One-hour tests in specific subjects. The more selective colleges require SAT Subject Tests and use them to make admission decisions. Some colleges recommend them only for placement in freshman courses. Many, including most state universities, do not use them at all.

SEMESTER/TRIMESTER/QUARTER: A period of instruction into which the college academic year is divided. Most colleges have two fifteen-week semesters. Some operate on a trimester (three twelve-week divisions) or quarter system (four ten-week divisions).

SUNY: An acronym for the State University of New York.

TERMINAL PROGRAM: A curriculum offered by a community or junior college that does not prepare the student for transfer to a four-year college.

TOEFL: (Test of English as a Foreign Language): an admission test used by colleges to determine the English proficiency of people whose native language is not English. The test has four sections: listening, structure, reading, and writing.

TRANSFER PROGRAM: An educational curriculum in a two-year college that is offered primarily for students who plan to continue their studies in four-year colleges or universities.

TRANSCRIPT: The official record of high school or college courses and grades.

TUITION: Refers to the charges for courses given by a college and is based either on the cost for each credit taken, or on a flat rate regardless of the number of credits taken.

UNDERGRADUATE: A college student who is pursuing a bachelor's degree.

VIEWBOOK: A colorful brochure designed to interest prospective students in a college. Although a viewbook provides useful information, it primarily serves as a pictorial introduction. Do not rely too heavily on a viewbook. Doing so may cause you to believe that everything happens outdoors and that students have nothing to do but laugh for the camera.

WAIT LIST: A list which colleges create to make sure their enrollment targets are met. If the number of students the college wishes to enroll does not deposit by May 1, the college may "go to the wait list." Depending on the college, the wait list situation may end in June or in August. Students who are "wait-listed" must notify the college in writing if they wish to remain on the list.

HUNTINGTON HIGH SCHOOL
RECORDS RELEASE FORM

Student Name: (Print) _____

Please release the records indicated below to:

Name of College: _____

Division (College of Arts & Sciences, etc.): _____

Major (or undecided): _____

Address: _____

This application is for: Early Action _____ Due _____

 Early Decision _____ Due _____

 Regular Decision _____ Due _____

 Rolling Admission _____

Please indicate if you have applied: _____ online (date applied _____)

 _____ paper application

Please indicate if you have applied via: _____ Common Application

 _____ Universal Application

 _____ SUNY Application

 _____ CUNY Application

 _____ Individual College Application

Check the information that is needed to complete your college application and if applicable, include it in the envelope:

- _____ Transcript
- _____ Counselor letter of recommendation
- _____ Secondary School Report
- _____ Activity sheet
- _____ Essay
- _____ Application fee
- _____ Application (paper applications only)

As a reminder, students must have official SAT/ACT scores sent to colleges and the NCAA

Student Signature/Date

Parent Signature/Date

.....

College Office Use ONLY:

Date Received _____

Date Mailed _____

GENERAL APPLICATION PROCEDURES

1. A signed **Records Release Form** must be submitted for each college to which you are applying. Please note, all requests for records require at least **15 days** to process. Please help us ensure that your requests receive the attention they deserve by respecting all deadlines.
2. Each student is required to submit one 8 x 10" manila envelope, for each college to which they are applying, addressed to the college admission office. The envelope need not be postage paid; the Huntington Union Free School District will provide postage. Please do not put your return address; we will stamp Huntington High School's address. **The Records Release Form must be paper clipped to the envelope.**
3. Each student is required to submit an **Activity Sheet** to the College Center. The activity sheet will assist Mrs. Walsh in writing a recommendation letter for each senior. If you would like to have your activity sheet sent to a college, please request this on the reverse side of this form. Please maintain a copy of the activity sheet for your records. **The Activity Sheet must be paper clipped to the envelope.**
4. All envelopes must be handed directly to the College Center secretary, not left on the desk. Incomplete or improperly completed applications or envelopes will be returned with instructions for proper completion. Requests to send supplementary information after an initial transcript has been mailed must be accompanied by another Records Release Form.
5. All students must request **official standardized test scores** to be sent directly from the testing agency to the colleges and NCAA. Instructions for placing orders can be found in the SAT and ACT registration booklets and online. Students are responsible for sending official scores.
6. Faculty members mail teacher recommendations directly to the colleges/universities. Students are encouraged to request two recommendation letters from the core classes of junior year. Please complete and provide your teachers with the Recommendation Letter Request Form and the Student Brag Sheet, one pre-stamped envelope addressed to each college, and the teacher evaluation form if applicable.
7. Students who plan to request letters of recommendation online through the Common Application or another college application website must inform each of their recommenders.
8. **Mrs. Walsh will write all guidance counselor recommendation letters.** If a college application requests guidance counselor information, please include the following:
Mrs. Bernadette Walsh, Guidance Counselor/College Advisor
bwalsh@hufsd.edu
(631)673-2131 phone
(631)271-2724 fax
9. Notify Mrs. Walsh and your guidance counselor of any/all admission decisions immediately!

INFORMATION NEEDED FOR MOST COLLEGE APPLICATIONS:

Your Social Security Number

Huntington High School CEEB Number: 332-490

School Address: Oakwood & McKay Roads, Huntington, NY 11743

College Center Phone: 631-673-2131

College Center Fax: 631-271-2724

Dates of Attendance: 9/2009 – 6/2014 (if applicable)

Date of Graduation: 6/27/2014

Detailed College Application Procedures

There is no limit to the number of college applications students may submit. In consultation with Mrs. Walsh and your parents/guardians, you will investigate colleges that fulfill a range of college options available. Most students will apply to an equal range of Reach, Target and Safety schools (approximately 6-9 colleges). Students will submit college applications online or through standard mail.

A. Paper Applications: The Huntington High School College Office will process and mail paper college applications.

Students are required to submit completed application packets to the College Office at least **15 school days** prior to the application deadline. Students are also responsible to provide the College Office with several items for **EACH** application packet:

1. One 9"x 12" manila envelope addressed to the college's undergraduate admission office (Huntington High School will provide postage)
2. College application
3. Activity sheet
4. Essay(s)
5. Secondary School Report (if applicable)
6. Payment
7. Records Release Form (available in the College Office)

The College Office will review the application packet and insert the following items:

1. Transcript
2. Huntington High School profile
3. Counselor letter of recommendation (if required)

The application packet will only be considered complete once each item is accounted for. Students must be sure to complete all portions and acquire appropriate signatures prior to submitting an application packet to the College Office. The College Office will then mail the application packet(s) to the college(s) of the student's choice. As mentioned, a 15 day processing time is required. The 15 day processing time begins when the student submits a *completed* application packet containing the six items mentioned above.

B. Online Applications: Students submit their application, application fee, essay(s), and activity sheet online. Students will then submit an addressed envelope to the College Office with a Records Release Form to ensure that the student's transcript and school profile are mailed to the college. If a Secondary School Report is required, students must also submit this to the College Office. Online applicants will adhere to the 15 day processing policy.

C. Standardized Test Scores: The Huntington High School transcript does **not** include standardized test scores (SAT Reasoning Test, SAT Subject Tests, or ACT). Therefore, **it is the student's responsibility to have standardized test scores forwarded to the**

colleges of choice and the NCAA (if applicable). You may find the following telephone numbers and websites useful for this purpose:

SAT Customer Service: (866) 756-7346

SAT Score Reports online: www.collegeboard.com

The College Board will send a cumulative report of all scores that are available and reportable at the time your request is received. However, if you choose to utilize the Score Choice option, you will have the opportunity to choose the SAT scores by test date and SAT Subject Test scores by individual test that you will send to colleges, in accordance with each institution's individual score-use practice.

ACT Score Reports: (319) 337-1313

ACT online: www.actstudent.org

ACT maintains a separate record for each test date, and it is ACT's policy to report scores only for entire test dates. In requesting a score report from ACT, you may not select test scores from different test dates to construct a new record; you must designate an entire test date record as it stands.

- D. AP Scores:** Advanced Placement test scores are not reported on the Huntington High School transcripts. Students must request official scores to be sent to the colleges, if they desire. You may find the following contact information useful for this purpose:

AP Customer Service: (609)-771-7300

AP online: www.collegeboard.com/ap

- E. NCAA:** College-bound student-athletes who want to compete for Divisions I and II programs must be certified academically by the NCAA Eligibility Center. In order to practice, play and receive an athletic scholarship, students need to meet certain academic benchmarks. Please familiarize yourself with the new requirements. Student athletes interested in participating in a Division I or II program must complete an eligibility application via:

www.eligibilitycenter.org

Standardized test scores are required and must be submitted via the College Board and/or ACT program. The eligibility center code of 9999 will ensure that the standardized test scores are properly submitted to the NCAA.

- F. Recommendation Letters:** Faculty members mail recommendation letters directly to the colleges/universities. Students are encouraged to request two recommendation letters from the core classes of junior year. Students will provide teachers with the Recommendation Letter Request Form and the Student Brag Sheet (available in the College Office), one pre-stamped envelope addressed to each college, and the teacher evaluation form if applicable, at least **15 school days** prior to the college application deadline. Students who plan to request letters of recommendation online through the Common Application or another college application website, must inform each of their recommenders.

REQUEST FOR APPLICATION AND INFORMATION

Name

Address

Town, State, Zip Code

E-mail address

Date:

Office of Admissions

College Address

Town, State, Zip Code

To Whom It May Concern:

I am a junior at Huntington High School and would like to know more about your school. I am particularly interested in _____.

Please send me a catalog and an application for admission.

Sincerely,

Your Name

INITIAL LETTER OF INTEREST TO ATHLETIC COACH

Name

Address

Town, State, Zip Code

Telephone Number

Email address

Date:

Coach's Name

Sport

University/College Name

University/College Address

Town, State, Zip Code

Dear Coach _____,

I am a senior at Huntington High School and I am interested in attending
(College Name) to study (Subject).

I am also very interested in the possibility of playing (Sport) at (College Name).
For the past (Number) seasons, I have been the (Team Position) for the
Huntington Blue Devils. Enclosed please find my athletic profile. I would
appreciate consideration for your team, and would be grateful for any
material you could send me regarding your team and the athletic programs
at (College Name).

Thank you very much.

Sincerely,

Your Name

THANK YOU FOR RECOMMENDATION

This should be handwritten on nice stationery

Date:

Dear _____:

Thank you very much for writing my recommendation for college. I am aware of the time and effort involved and want you to know how much I appreciate your help.

Sincerely,

Your Name

APPLICATION WITHDRAWAL

Name

Address

Town, State, Zip Code

Email address

Date:

Name of Admissions Officer

Director of Admissions

Name of College

College Address

Town, State, Zip Code

Dear Mr. or Ms. _____:

I am writing to request that you withdraw my application for admission to _____ College. After careful thought, I have decided to attend _____ in the fall.

Thank you for your offer of admission.

Sincerely,

Your Name