

FUTURE PLANNING WORKBOOK 2013-2014



**FOR JUNIORS, SENIORS,
and
THEIR PARENTS and GUARDIANS**

Provided by
**THE WAYLAND HIGH SCHOOL
GUIDANCE DEPARTMENT**

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PRINCIPLES OF A “HEALTHY” FUTURE PLANNING PROCESS

- This is a process – plan ahead – set priorities – one step at a time, - but, the deadlines are real
- Keep an open mind
- Be ready to identify what is important to you
- Build alliances by using your resources - take initiative - communicate – ask questions
- Future planning is a family matter
- Be realistic – this will involve listening and being flexible
- Beware of rumors, gossip and misinformation
- Think for yourself
- Beware of comparing your process to others; honor your privacy and the privacy of others
- Don’t judge yourself by your future plans or college list
- It’s OK to change your mind
- Keep your perspective and a healthy sense of humor

**FUTURE PLANNING GUIDELINES
2013-2014**

Students' Guidelines

JUNIOR YEAR

- | | | |
|-----|---|-----------------------------|
| 1. | Junior Recommendation Packet | End of March |
| 2. | Higher Education Night-Westwood-High School 7-9PM | March 20 |
| 3. | Utilize Naviance Program/Family Connection | Ongoing |
| 4. | Create a preliminary list of colleges and/or future options | Ongoing |
| 5. | Research Internships and Gap Year programs | Ongoing |
| 6. | Contact colleges to request information | Ongoing |
| 7. | Investigate testing options with your counselor
SAT Reasoning Test, SAT Subject Tests, and ACT
Register early for SAT Reasoning or Subject Tests to get
Wayland as a test site | See Test Dates on pgs 19&20 |
| 8. | Discuss colleges and programs with your guidance counselor | Feb - Dec |
| 9. | Visit several colleges and/or investigate internships or Gap
Year programs | Feb – May |
| 10. | Plan additional visits and interviews as needed | June and on |
| 11. | Contact colleges and programs to request application materials
as needed | Ongoing |

SENIOR YEAR

- | | | |
|----|---|-------------|
| 1. | Finalize future options and/or college choices with guidance
Counselor | Sept – Feb |
| 2. | Visit with college representatives in guidance office | Sept - Dec |
| 3. | Register with the NCAA Clearinghouse
(Division I and II athletes only) | September |
| 4. | Register for SAT Reasoning Test, Subject Tests or ACTs
See testing dates on pages 19&20
When registering for the last test you will take, make sure you
indicate which colleges should be sent your scores | Sept - Jan |
| 5. | Schedule interview appointments at least 4 weeks in advance | Sept - Jan |
| 6. | Investigate Financial Aid and scholarship resources | Fall/Winter |

- | | | |
|-----|--|------------------------|
| 7. | Continue to check our website, and Naviance for valuable information about special programs, scholarships and important dates/deadlines | Sept - Jan |
| 8. | Attend Senior Seminars | Fall |
| 9. | Higher Education Night – Waltham High School | October |
| 10. | Complete transcript request process and submit to the guidance office (at least four [4] weeks before the earliest deadline) | Oct - March |
| 11. | Complete applications | Oct - March |
| 12. | Request teacher recommendations from teachers in person and through Naviance (<u>At least four [4] weeks before earliest deadline</u>) | Oct - March |
| 13. | Update counselor on college admission decisions | Ongoing |
| 14. | Make the final decision on which college to attend or program to pursue | by May 1 st |

PARENTS' GUIDELINES

- | | | |
|----|---|----------------|
| 1. | Make appointment to meet with counselor | Spring or Fall |
| 2. | Discuss choices of colleges and/or programs with your son/daughter | Ongoing |
| 3. | Assist in arranging college visits and investigating Internships and Gap Year programs | Feb – Nov |
| 4. | Write and submit parent letter for the guidance counselor by <u>Sept. 1</u> to assist counselor in writing the recommendation | August |
| 5. | Communicate with counselor to check progress and discuss finalized list of options and/or colleges | Fall |
| 6. | Inquire at colleges of interest to determine if the CSS Profile (financial aid form) is required | Fall |
| 7. | Attend Financial Aid Information Program at WHS | Nov/Dec TBA |
| 8. | Complete Wayland High School Scholarship Application Form | Jan – Feb |
| 9. | Complete FAFSA and CSS Profile (if necessary)
www.fafsa.com , https://profileonline.collegeboard.com | Jan – Feb |

TAKING A YEAR OFF

Why take a year off?

“To expand your horizons and bring a broader perspective to your academic years. To develop the independence and maturity that comes from assuming new responsibilities. To achieve in a different kind of setting. Not all students thrive in a classroom where success is measured by test scores. Experiential learning builds confidence and self-esteem by providing opportunities to discover unrealized talents, take risks and chart new directions. To gain the experience and person contacts that shape future goals and career choices.” (quoted from *Time Out Associates*)

SOME RESOURCES

Teen Life Boston

Website and organization that helps students and parents find opportunities beyond high school.
<http://www.teenlifeboston.com>

Gap Year

Website devoted to a wide range of gap year ideas and programs.
<http://www.gapyear.com>

Enrichment Alley

Website with gap year, summer, and internship program information
<http://enrichmentalley.com/home>

Time Out Associates – Where Are You Headed

This organization offers individualized service to help students clarify their “time out” objectives and to place them in appropriate settings – from anywhere in the United States to almost anywhere in the world. Website: www.whereyouheaded.com

Time Out Associates, P.O. Box 503, Milton, MA 02186
617-698-8977 or 617-696-6297

Taking Off

Taking Off is another consulting service that helps students customize a year off plan that is right for them. They help students identify interests, evaluate priorities and secure the appropriate internship, travel, study or community service experiences.
takingoff@takingoff.net, 617-424-1606

Center for Interim Programs

Founded in 1980, *The Center for Interim Programs* is the first and longest-running independent gap-year counseling organization in the United States. *Interim* has designed creative gap-year opportunities for more than 5,700 people of all ages and built relationships with organizations worldwide. Our database encompasses over 5,600 program opportunities. You can reach the home office is in Northampton, Massachusetts (formerly in Cambridge) at (413) 585-0980 or on the web at <http://www.interimprograms.com/>.

Map the Gap International

Map the Gap International (MTGI) is for high school graduates who dare to look beyond the traditional path. More and more students — and universities — believe that the college experience is greatly enhanced when students first spend some time learning about themselves and the world around them. MTGI offers such "gap year" opportunities through exciting learning and service experiences abroad. You can reach the home office in Seymour, CT at: (866) 356-7120 (toll-free) or by visiting the website at <https://www.mapthegapinternational.com/index.html>.

Dynamy

Dynamy has been offering a unique internship program to young adults for over thirty years. The program offers three full-time 9-week internship cycles chosen from 200 varied internship opportunities in a wide range of fields. Participants research and pursue areas that most interest them. www.dynamy.org 508-755-2571

AmeriCorps NCCC

AmeriCorps has numerous programs around the country. You can work for a year, earn some money and build homes for families, help children learn to read, restore forests and streams and many other projects that make real differences in other people's lives.

<http://www.americorps.gov>

AmeriCorps, 1201 New York Avenue, NW, Washington, DC 20525, (202) 606-5000

City Year Boston

City Year Boston, an AmeriCorps program, is a national service organization that brings together young adults, ages 17-24, from a diversity of backgrounds, to devote a year of their time to full-time community service.

www.cityyear.org , 617-927-2400

WHAT ARE YOU LOOKING FOR? YOUR PERSONAL AND ACADEMIC PREFERENCES

DISTANCE: How far away from home would you like to be? Do you want to be able to get home for Thanksgiving? Can you and your family afford the travel costs if you go to college in Colorado or California and travel back and forth four or five times a year? Do you want to experience life in a different part of the country for the next four years? Since many colleges like a geographical mix in their application pool, students from Wayland may have a slightly better chance at some midwest, southern or western colleges than they would in comparable colleges in the northeast.

SIZE: How big of a college would you like? If you want to know everyone in college by name, you should not choose a major university of 20,000 students. Compared to Wayland High School, do you prefer bigger, smaller or about the same? Do you want to be known by name or be more anonymous among a larger student body?

SETTING, ENVIRONMENT, SOCIAL LIFE: What do you want from the place where you will live? Does the religious affiliation of the school make a difference? Do you want to be at a school where most of the students come from one part of the country? What kind of social life would you like? Are Substance-Free dorms available? If you intend to go to rock concerts every few weeks, and love the hustle and bustle of a city, then the cornfields are not for you. If you ski, swim, hang-glide or golf, you should look for a college that will provide such opportunities. If you need museums and music concerts to nurture your spirit, you should choose accordingly. How many students live on campus and is housing guaranteed?

FACULTY: Who are the professors? In some major universities oriented to research and graduate studies, full professors do little of the teaching of freshmen and sophomores. In such places, assistant professors and graduate teaching assistants are the teachers you will interact with most for the first two years. Ask in college interviews who, in fact, teach freshman English classes or leads “sections” in such traditionally large underclass courses as “Introduction of Psychology” or “History of Western Civilization”. What is the average class size? How large are introductory courses? How much contact will you have with your professors? How important is that to you?

SPECIAL PROGRAMS AND FACILITIES: what academic majors are available? Does the school offer a 3-2 engineering program? Does the college have ROTC? Or a Cooperative Education program? Is this school in a College Exchange or Consortium Program? How important is an Olympic size pool, a wireless campus, study abroad, a black box theater or an extensive art studio facility?

COST: While cost is undoubtedly very important, don’t limit your choice of colleges to only those you can afford without financial assistance. Many of the more expensive private schools have solid financial aid programs, which may cover anywhere from 20% to the full cost, depending on your need. A good plan would be to choose several colleges, including a few you can afford and several for which you need aid. Although financial aid may seem uncertain at times, limiting prospective colleges on a cost basis alone may exclude some excellent colleges from your list.

This brief questionnaire may be able to help summarize your personal and academic preferences as they relate to your college search.

PREFERRED LOCATION AND SIZE

(Circle A or B)

1. **A** I would like to experience a different part of the country during my college years.
 B I would like to be within a few hours drive from home.
2. **A** I want to see my family two or three times during the school year.
 B I want to see my family at least every six weeks.
3. **A** My parents do not insist that I attend college fairly close to home.
 B My parents insist that I attend college fairly close to home.
4. **A** I like getting lost in a crowd.
 B I like being a big fish in a small pond.
5. **A** I love to mix with many different types of people from many places.
 B I enjoy most being around people who have a great deal in common with me.
6. **A** I prefer listening to lectures rather than participating in class.
 B I love getting into discussions in class.
7. **A** City sights and sounds excite me.
 B Being close to nature is very important to me.
8. **A** The screeching of tires and honking of horns does not bother me.
 B I enjoy peace and quiet.
9. **A** I very much enjoy museum hopping and/or window-shopping.
 B Being in the countryside is very important to me.
10. **A** I love the look of city streets with bright neon signs and a multitude of unknown faces.
 B I enjoy the quaintness and friendliness of small towns.
11. **A** The state of the weather is not important to me.
 B The state of the weather makes my day.
12. **A** I love to sleep with the windows open, snuggled under a quilt.
 B When everyone else's tongue is hanging out from the heat, I'm beginning to feel real comfortable.
13. **A** Skiing is my idea of fun.
 B Playing tennis and swimming all winter is my idea of fun.

NARROWING YOUR OPTIONS

20 QUESTIONS TO BEGIN A COLLEGE SEARCH

As an *exercise* to help you determine what you are looking for, please think about the following questions. You do not need final answers to all of them now. These questions are meant to begin the discussion of what you want. Discuss your answers with your parents and your counselor.

1. Do I want to commute or live on campus?
2. Do I want to attend college in a city or in a small, college town?
3. In what area of the country would I like to attend college?
4. What size college appeals to me?
Small: up to 3,000 students
Medium: 3,000-7,000 students
Large: over 7,000 students
5. What kind of weather do I prefer?
6. Would I prefer a single-sex or coed college?
7. Does fraternity or sorority life interest me?
8. Do I want to participate in extracurricular activities?
9. Do I want an extensive athletic program?
10. Do I want a strong creative arts program?
11. Do I want an academically demanding environment, or would I prefer a school where I can do well without knocking myself out?
12. Do I need a highly structured academic framework, or can I work with a curriculum that allows for independent projects and has no requirements?
13. Do my personal or career interests require specialized facilities?
14. Would I want to participate in an off-campus internship?
15. Would a year-round cooperative work-study program in which classes alternate with periods of (guaranteed) employment interest me?
16. Will my family be able to support my college costs?
17. Would I be willing to work part-time while I attend college?
18. Do I want to spend part of my college years studying in another country?
19. Do I want to go to college directly after high school graduation?
20. Do I want a college with a diverse population of students, i.e. students with different racial, ethnic or religious backgrounds?

NAVIANCE/Family Connection

Wayland High School has been using a software program called Naviance/Family Connection for the past several years. This program maintains data on colleges all across the country and the world, and is accessible (with a WHS approved registration code) from any computer with web access. Additionally, Naviance keeps track of recent WHS college applications, student statistics and admissions decisions. Through this program, students and parents have access to a wide range of college admissions information.

Here are some of the features of Naviance:

Learning Style Inventory - The Learning Style Inventory can give students important insights into how they learn best. Results of the inventory can help students to learn about themselves, how they learn, and how to work efficiently and effectively to help them reach their full potential. Students complete an easy-to-read on-line survey in 30 minutes or less and receive instant feedback on more than twenty areas affecting how they learn.

Personality Type Inventory/Career Interest Profiles - This feature is an excellent tool for giving students some insight into their personality type and how their pattern of interests and personal characteristics mesh with different career and occupational categories. (Click on “personality type” to access this feature.)

SAT/ACT Method Test Prep: Students can log onto their Naviance account and take a self-paced SAT/ACT test prep course on line. Practice tests, strategy guides, audio explanations of test questions, and test taking tips are all available to students through this program.

College Search – students and families can search for colleges based on numerous qualifications like location, size of student body, majors offered, cost, etc. Naviance includes over 6000 colleges from all over the world in its database – counselors have found this search engine to be easy to use and to yield quality results.

College Lookup – With Naviance, it is easy to look up information on any college of interest to you. Students can learn about out specific admissions requirements, majors and activities offered, and statistics about the student body at the click of a button. It is easy to research colleges as contact information is readily available, including a direct link to the college’s homepage.

Scattergrams/Application History – Because we use Naviance to keep track of our applications and admissions decisions, students and families can access our statistics and graphs that represent WHS applicants, over time, to specific schools. These graphs show the SAT scores and GPAs of applicants (without names) and indicate whether the student was admitted, wait listed, or denied. This data allows students to have an understanding of how their statistics match up to previous applicants. It is strongly encouraged that students and parents use this feature in conjunction with consultation from counselors to create a well-balanced college list.

My Colleges (under the Colleges tab) – This feature allows students to keep track of the colleges they are considering and create an “active application” list as they decide where to apply.

My Resume (Under the About Me tab) – This feature allows students to enter a variety of activities and then Naviance imports the information into a resume template.

There are numerous other options in Naviance that you will discover as you more fully explore the site. We began using Naviance with the class of 2005 and have found it to be an invaluable resource for students, parents, and the counselors.

NAVIANCE/Family Connection: *how to access this valuable web resource*

All sophomores and juniors will be provided a unique registration code to allow them to access the Naviance/Family Connection system. Students will receive their codes and gain access to Naviance during the sophomore and junior seminars in February and March.

After students have received their unique registration codes in seminar, they are able to sign on to Naviance using the following steps:

1. Go to the Naviance/Family Connection website at:
<https://connection.naviance.com/waylandhs>
(we recommend book-marking this site)
2. Enter the registration code in the space provided under the “New User” section of the page and click “Register.”
3. Enter an e-mail address (required for all users) and create a password.
Important: students should select passwords they are comfortable sharing with their parents as the only way for parents to access the system is through the students’ accounts.
4. Complete the registration procedures as instructed.

Families may access Naviance/Family Connection as frequently as they wish – use the tabs on the top of the page and the links on each page to navigate through the various features of the system.

***Reminder to all students: if you have previously established a username and password for your Naviance account but have forgotten them, please see your counselor or the Guidance Administrative Assistant to have your username and/or password reset.**

***Please Remember: data and statistics are most effectively used in conjunction with advice and interpretation from counselors.**

DEVELOPING A COLLEGE LIST

One of the questions asked most frequently is, “What should my final list of colleges include?” Inherent in this question are two considerations: first, how many schools should I apply to and second, what range of schools should be included with regard to admissions competition?

We discourage students from adopting the “shotgun approach” of applying to a multitude of schools. We also discourage students, regardless of academic ability, to “put all of their eggs in one basket” by applying to only one institution or one level of college. As a general rule, we advise that students apply to **approximately six to eight schools** which vary in terms of selectivity, but which have the most important features desired by the student. As long as the student does not overly limit himself/herself geographically, finding such a group of schools is not that difficult a task when we consider the large number of colleges and universities found in the United States. Generally, we recommend that a student’s final list include schools from each of the following categories:

1. **“Reach”** schools: Schools at which there is a likelihood of denial. It is fine in this group to include a few reasonable long shots.
2. **“Fifty-fifty/match”** Schools: Schools that possess the significant features a student desires and at which the student is in the mid-range of the typical acceptance pool.
3. **“Likely”** schools: Schools that have most of the features a student desires and at which it is “highly likely” to “certain” that the student will be admitted.

While there is no hard and fast rule, students usually include two or three schools from categories one and two and at least one or two schools from category three. Obviously, those schools that qualify as “reach”, “fifty/fifty,” or “likely”, vary tremendously from student to student. Each student has an individual academic profile and should select schools accordingly, making sure that choices range through all three categories. We would like to emphasize that students are continually encouraged to apply to more than one “fifty/fifty” and/or “likely” school. This will hopefully yield two or more acceptances and provide each student with some choices. The goal is for the student to identify at least **two** “likely” schools at which he/she truthfully wishes to attend.

COLLEGE VISITS and INTERVIEWS

- There are many opportunities to learn about a college or university: the high school visit, off-campus evening programs, open houses, college websites, etc. All of these are useful ways to demonstrate your interest and gain more knowledge about the institution.
- There are colleges that do not offer personal interviews, colleges that only offer information sessions and those institutions that provide individual interviews.
- The campus or alumni interview is usually the least important factor in the admissions process at most colleges. However, the interview still serves to personalize the process and is an opportunity for students to ask questions and/or demonstrate their interest in the college.

TIPS FOR YOUR CAMPUS VISIT

- **Take good notes.** Don't trust anything to memory, especially if you're planning to visit a number of colleges. Even if you don't take notes during the visit, write your thoughts down while the experience is still fresh in your mind.
- **Document your visit with photos.** Especially if you are visiting numerous schools, it is a good idea to take pictures of the campus(es) to help you remember each school.
- **Do an interview.** Even if it's optional, set one up. It's an opportunity for the student to interview the school. Interviews are rarely available to walk-ins, so schedule the interview when confirming your campus visit.
- **Wander around.** Venture to where the real action is. Talk to students. Visit a class; talk with a faculty member, if possible. Eat in the cafeteria. Encourage your child to go off without you and plan to meet again an hour or two later.
- **Participate in an information session.** An information session will give you a general overview of what the college has to offer and you will have the opportunity to ask many questions.
- **Visit the Financial Aid Office.** Find out what forms are required to apply for financial aid.

TIPS FOR YOUR INTERVIEW

Preparation

- Schedule an appointment by calling the admissions office. You do not need to speak with an admissions representative to make an appointment. Administrative assistants usually arrange interviews, tours and group information sessions.
- Find out if the interview is *evaluative* or *informational*. An evaluative interview carries more weight in the admissions decision. An informational one is just that, it simply provides you with more information about the college and demonstrates your interest to the admissions office.
- Find out if local interviews are available off campus in case the campus is too far for you to travel to for an interview.
- Read about the college in advance to become an informed interviewee and prospective applicant.
- Know yourself well. Be ready to speak about your special talents, activities, interests, goals, and academic record. Be prepared to ask some questions.
- Be prompt. Dress appropriately and neatly.
- Sometimes an interviewer will ask lots of questions; other times they may ask you to just tell

them a little about yourself, so you “steer” the conversation and ask them questions you’re interested in finding out about.

Things to be Prepared to Discuss

- Your academic record and your high school.
- Your prospective major and/or academic interests.
- Your activities, personal interests, community service and/or work experience.
- Favorite books or authors.
- Favorite or most frequent activity you do outside of school.
- Your interest in this college.
- Any questions you may have for the interviewer.

During the Interview

- Shake hands and make eye contact.
- Be yourself, be honest and relax. Realize that the interview alone will probably not make or break the admission decision.
- Be prepared to talk about yourself, but try not to talk too much.
- Ask interesting questions.
- Before you leave, be sure to have the interviewer’s name and title. Thank the interviewer for his/her time and interest in you.
- After the interview, send a *personal thank you note* to the interviewer. It shows the interviewer you have taken the time and interest to think about your recent interview. Try to trigger the interviewer’s memory of you in a personal way. An e-mail should not replace a personal thank you note.

Sample Questions for You to Ask

- How accessible are professors?
- Are there substance-free dorms? Quiet dorms?
- Do I have to join a fraternity/sorority to fit in socially?
- What sorts of cultural/social activities are available on campus on weekends?
- What is the academic pressure like?
- Do you feel that the academics and extracurricular life is well balanced?
- How would you describe the student body? (i.e.: liberal, conservative, artistic, spirited, laid back, competitive, athletic, etc).
- How diverse is your student population?
- What are the most popular majors? (Not necessarily the heaviest enrollments.)
- Do you have an academic support or writing center available to all students?
- What are the main reasons students choose to attend this college?

Important Tips for Your College Admissions Essay

Essays play an important role in helping admissions officers get to know you as a person. A good essay conveys the student as an intelligent, motivated and interesting person, someone the college wants to have as a member of its community. Here are some tips to help you as you plan and write your essay(s).

- Before you begin writing, choose what you want to discuss and the order in which you want to discuss it.
- Use concrete examples from your life experience to support your thesis and distinguish yourself from other applicants.
- Write about what interests you, excites you. That's what the admissions staff wants to read.
- Start your essay with an attention-grabbing lead—an anecdote, quote, question or engaging description of a scene.
- End your essay with a conclusion that refers back to the lead and restates your thesis.
- In addition to your editing, ask others to critique your essay for you.
- Proofread your essay by reading it out loud or recording it digitally to play back for you to hear.
- Write clearly, succinctly.
- Use your own voice.
- Try to be interesting.
- Be yourself.
- Be creative.
- **REVISE, REWRITE, REWORD.**

And a Few More Tips on What Not to Do...

- Don't write an autobiography, itinerary, or a resume in prose.
- Don't try to be a clown (although gentle humor is OK).
- Don't be afraid to start over if the essay just isn't working or doesn't answer the essay question(s).
- Don't rely exclusively on your computer to check your spelling.
- Don't make things up.
- Don't "*thesaurusize*" your essay.
- Don't bore the reader.
- Don't plagiarize.

SAMPLE ESSAY QUESTIONS

The first five questions are directly from this year's Common Application, however, the Common Application will be making changes for the 2013-2014 year.

- Evaluate a significant experience, achievement, risk that you have taken, or ethical dilemma you have faced and its impact on you.
- Discuss some issue of personal, local, national, or international concern and its importance to you.
- Indicate a person who has had a significant influence on you and describe that influence.
- Describe a character in fiction, an historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you and explain that influence.
- A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- Describe your achievements, personal qualities, leadership experience, goals, or anything else that you believe is important for us to know about you.
- Describe any special circumstances that may have positively or negatively affected your academic performance.
- One goal of our university is to reflect an increasingly global and diverse community. How would you contribute to this effort?
- Select a book, film, or play that has had a significant influence on you and explain why.
- Describe a most significant success or failure that you have had in your personal experience and the effects it has had on you.
- Pose a question you would like to have been asked on this application and answer it.
- If you could invite three famous persons (living or dead) to dinner, whom would you ask and why?
- Please write a brief statement about why you believe _____ (College) is a good match for your academic and personal goals.

Dos and Don'ts of the College Admissions Essay from the Experts

Adapted from the New England Association of College Admissions Counselors Workshop

- Do write about a topic that you want to write about – whether it's something you think is important, that you are passionate about, or which you enjoy
- Do write about yourself. Not your grandma. Not your dog. YOU.
- Do be original. If everyone in your senior class could write the same essay as you, choose a different topic.
- Do be honest. With yourself and your reader.
- Do proofread your essay and have others proofread your essay. The best essays have multiple editors, from family and close friends to guidance counselors and teachers.
- Do realize that spell check is NOT perfect! Check your own essay for spelling and grammatical mistakes before hitting submit! Sometimes the best way to catch errors is to read your essay aloud.
- Do remember your audience – all of the people reading your essay have different ideas about what is funny or appropriate.
- Do start your essay early and write several drafts – this will give you more time for editing and proofreading!
- Do honor page limits or word-counts. Just because your essay is long, it doesn't mean it's good.
- Don't try to be anyone other than yourself in your essay. Are you funny? No? Don't start trying to be funny now.
- Don't just describe a cool experience you've had (like a trip or a program you participated in). Write about the impact the experience had on you.
- Don't simply rewrite your resume into paragraph form.
- Don't mention the name of another college in your essay.
- Don't go outside your vocabulary – admissions counselors can tell when you utilize big words incorrectly and are not impressed by your use of a thesaurus!

LETTERS OF RECOMMENDATION

COUNSELOR RECOMMENDATIONS: Your counselor will write a comprehensive letter of recommendation for you. This descriptive letter is sent with your transcript to all schools to which you apply. This recommendation is developed through personal contact with you, your parent/guardian's letter, information gathered from your Junior Packet, your school record, and teacher input.

TEACHER RECOMMENDATION FORMS REQUESTED BY THE COLLEGE: Some schools and programs require teacher recommendations as a part of the application process. You should first inquire whether a teacher is willing to write a letter for you, and since teachers receive many requests, you must see them early. WHS Teachers now have access to Naviance and can send their recommendations and forms online if that option is available. If the teachers choose to do their recommendations on paper, then it is the student's responsibility to provide the necessary forms, envelopes and stamps to do so.

If you are completing a paper form of an application, you must provide each teacher with one copy of the requested form (if there is one), along with a stamped envelope addressed to each school/program. Teachers will then make copies and send the form and their letter directly to the colleges/programs. Be certain that you provide the teacher with instructions and all necessary materials with your name on them with all of your requested information completed.

Since most colleges request similar information, teachers generally write one letter of recommendation, which they will duplicate, and mail to every college you indicate. Please provide the necessary forms and a stamped addressed envelope at least one month before your first application deadline.

SUPPLEMENTAL LETTERS OF RECOMMENDATION: It may be appropriate for you to include letters of recommendation from an employer, coach or other extra-curricular advisor. These additional letters cannot be sent through Naviance. Just as you do for a teacher who is not using Naviance, provide each writer a stamped envelope addressed to each college for him/her to send your letter directly to the school(s).

HOW MANY TEACHER RECOMMENDATIONS ARE REQUIRED?

All schools have different requirements and it is the student's responsibility to inquire at each school to be sure (if the school is on the Common Application, the information is usually listed there as well). In our experience over the past few years however, most schools require just one guidance recommendation and one teacher recommendation.

JUST A REMINDER: Sending too many letters of recommendation can work against you. As a rule of thumb, do not have people send letters unless they know you well enough to provide direct observations of your performance in an area not already documented. Your guidance counselor will be able to advise you about the appropriateness of extra letters.

HOW COLLEGES MAKE DECISIONS

Factors in order of importance in college admissions decisions

Primary Determinate

“The Transcript”: At all colleges, the number one credential includes course depth and strength, grades, patterns over time, and the strength of a school.

“Strong Weights”

- Writing (essays, copies of in-school writing, extra submissions, the application forms themselves)
- Standardized Testing
- Recommendations
- Extracurricular strengths and community service
- Interview, if used for evaluation (many schools use interviews simply for informational purposes for the student)
- Multicultural/ethnic/religious status

“Tippers”

- Geographic or culture diversity
- Legacy status
- Any special institutional need

SAT REASONING, SAT SUBJECT TESTS, and THE ACT

The SAT Reasoning Test and SAT Subject Tests

Scores on the SAT Reasoning Test will give colleges some indication of a student's aptitude for college work. College Board scores are only one of several criteria used in the admissions decisions. Colleges accept students with a range of scores; college resource information indicates what percent of its last freshman class had scores between 400, 450 and 500, and so on. SAT scores are, therefore, one way a student can estimate his/her chances at a given college. If a student has taken the SAT several times, colleges will take the highest verbal, highest mathematical and highest writing score.

SAT Subject Tests measure a student's mastery of specific subjects. Scores are used for placement purposes and sometimes allow a student to bypass an introductory course. Some schools are using Subject Tests scores in lieu of SAT scores in the admissions process. Since testing requirements vary from college to college, it is imperative that students are aware of each school's admissions requirements. The College Board web site is a valuable resource for more details. Students should see their guidance counselor and subject area teachers to discuss which SAT: Subject Tests to take.

Junior Year SAT Reasoning Test and SAT Subject Test Dates

<u>Test Date</u>	<u>Registration Deadline</u>
March 9, 2013	February 8, 2013 (SAT Only)
May 4, 2013	April 5, 2013
June 1, 2013	May 2, 2013

Senior Year SAT Reasoning and SAT Subject Tests Dates

PROPOSED 2013-2014 DATES - TBA in May by College Board

<u>Test Date</u>	<u>Registration Deadline</u>
October 5, 2013	September 6, 2013
November 2, 2013	October 3, 2013
December 7, 2013	November 12, 2013
January 25, 2014	December 27, 2013
March 8, 2014	February 9, 2014 (SAT Only)
May 3, 2014	April 6, 2014
June 7, 2014	May 8, 2014

The ACT Test: The American College Testing, <http://www.actstudent.org>

The ACT assesses high school students' general educational development and their ability to complete college-level work. The ACT is an alternative to the College Board testing program. Somewhat like SAT Reasoning and Subject Tests combined, these tests cover 4 areas: English, Math, Reading Comprehension and Natural Science. The Writing Test, which is optional, measures skill in planning and writing a short essay. At most colleges, the ACT can be used in place of the SAT Reasoning and Subject Tests. Contact each school to be sure this is the case.

ACT Test Dates

<u>Test Date</u>	<u>Registration Deadline</u>
February 9, 2013	January 11, 2013
April 13, 2013	March 8, 2013
June 8, 2013	May 3, 2013

Proposed Dates 2013-2014 – TBA by ACT in March

September 21, 2013	Registration deadline TBA
October 26, 2013	Registration deadline TBA
December 14, 2013	Registration deadline TBA
February 8, 2014	Registration deadline TBA
April 12, 2014	Registration deadline TBA
June 14, 2014	Registration deadline TBA

Things to Remember About the SAT's and ACT's

SAT Reasoning Tests measure three areas: verbal and mathematical reasoning ability, and written expression.

Most schools of higher education require SAT's or ACT's for admission. Students must have their test scores sent directly to their colleges. The registration process allows students to send four reports at no additional charge. Scores may be sent to additional colleges for an additional fee.

SAT: Subject Tests measure one level of learning in particular subject areas, and they include: Literature, United States History, World History, Biology E/M, Chemistry, Physics, Math (Level I and II), French, German, Hebrew, Latin, Spanish, Korean, Chinese, Italian, Latin, and Japanese.

*Some four year colleges require two Subject Tests, one of which is usually a Math test. Be sure to check your college catalogs/websites for specifics.

Most colleges will accept the ACT in place of the SAT Reasoning Test and SAT Subject Tests. Call your schools to inquire.

Important Numbers for SAT and ACT Registration:

#22255	Wayland High School CEEB Code (use for SAT and ACT registration)
#22836	Wayland High School TEST CENTER (only for SAT registration)

Please refer to the College Board web site at www.collegeboard.com or the ACT web site at www.actstudent.org for further information and services.

SCORE CHOICE PROCESS FOR THE SAT AND SAT SUBJECT TESTS

What is Score Choice?

Score Choice gives you the option to choose which scores (by test date for the SAT and by individual test for SAT Subject Tests™) you send to colleges — at no additional cost. You can choose scores from one, several or all SAT test dates. The College Board is partnering with colleges and universities to help ensure that you know which scores need to go to which institutions. Score Choice is optional, and if you don't decide to use it, all of your scores will be sent automatically.

What do I need to do to use the Score Choice option?

- You can select scores only by test date for the SAT and by individual test for the SAT Subject Tests.
- You will not be able to select scores by section of the SAT.
- Any or all of your scores can be sent to a college on a single report.
- It will not cost more to send multiple or all of your test scores.
- Score Choice applies only to the score reports that you send to colleges.
- All scores will continue to go to you and your high school.

Remember to take advantage of the four free “score sends” during registration.

As part of your registration fee, this can be used to send scores to colleges, universities or scholarship programs.

How will I remember to send my scores?

The College Board will be sending e-mails to you and your counselors to remind you to send your scores.

When using my four free score reports included in my registration fee, why must I send the score from the test I'm about to take?

Free registration *score sends* enable you to send scores from the test you are taking as quickly as possible. You have nine days after taking the test to add colleges or cancel the score you sent. The College Board processes the scores for the test as quickly as possible after every test date and send them to you and your chosen colleges at the same time. Allowing you to review scores beforehand would cause an unnecessary delay in delivering scores to both you and the colleges. Some colleges see receiving your scores early as a sign of interest.

Can my selected colleges receive scores from my high school?

The College Board strongly recommends that high schools not place SAT scores on transcripts that are sent to colleges, and that they encourage you, the student, to request and send official score reports (from The College Board). If a high school still decides to send scores on a transcript, the SAT Program recommends that the school receive official consent from you and your parent.

Q: Should I send my scores in the spring?

If you know which schools you'd like to send your scores to and are comfortable sending your scores in the spring of your junior year, you should do so. Some colleges see this as a sign of interest. They may also use scores to qualify you for special campus visit programs, information sessions in your hometown or for scholarships.

Look for additional information, including a Score Choice demo, on collegeboard.org.

COMMONLY USED TERMINOLOGY and ABBREVIATIONS

ADVANCED PLACEMENT (AP) TESTS: Three hour tests administered in May each year at Wayland High School for students seeking advanced standing in college in certain subject areas.

AMERICAN COLLEGE TESTING (ACT): This is an alternative to the College Board testing program. Somewhat like an SAT: Reasoning and Subject Tests combined, these tests cover 4 areas: English, Math, Reading Comprehension and Natural Sciences. There is also an optional writing section that we recommend students take.

CANDIDATE'S REPLY DATE AGREEMENT (CRDA): Originated by the College Board, this agreement establishes a common date, May 1, that is the earliest a subscribing college may require an accepted applicant to say whether he or she plans to attend. About 300 colleges distribute acceptance in early April and have agreed to wait until May 1 to require an accepted candidate to reply to their offer. This allows students to make their decisions with complete information from all their college choices.

COLLEGE BOARD (CB): A large agency in charge of many tests and services connected with the college admissions process. Also known as ETS (The Educational Testing Service) administers The Scholastic Assessment Test (SAT) and Subject Area Tests.

COLLEGE SCHOLARSHIP SERVICE PROFILE (CSS), <https://profileonline.collegeboard.com>: The CSS profile is a need analysis form developed by the College Scholarship Service (CSS) and completed by parents and students to provide some colleges and agencies with an estimate of the parents' and student's ability to contribute toward the costs of postsecondary education. This form is available in the Guidance Office. Not all colleges require the profile. Please refer to list of institutions on Profile application.

DEFERRED ADMISSION: This is an admission plan whereby a student applies to a college and is notified of acceptance during the senior year of high school. The student then may take off a year for travel, work, or other projects before attending college.

DEMONSTRATED INTEREST: Using a variety of means to communicate your interest in a particular school. For example: college fairs, campus information sessions, having an on-campus interview or one with a local college alumni, sending emails to admissions, coaches or academic departments, attending a high school visit with a college admissions representative, etc.

EARLY ACTION (EA): Early Action is another option for early notification of acceptance. In this instance, however, students are not obligated to attend that school and to withdraw all other applications. Some colleges may have certain policies regarding multiple early action applications. Accepted students are allowed to use the Candidate's Reply Date of May 1st and therefore are able to hear from all their schools before making a decision about which school they will attend.

EARLY ACTION SINGLE CHOICE (Also can be called "**Restrictive Early Action**"): A fairly new early admission policy that is non-binding, but has some restrictions. This early plan allows students to apply to as many colleges as they want under a regular admission timeframe. However, a student is not allowed to apply to other schools under any type of early action, early decision, or early notification program. Candidates usually will be asked to sign a statement in their application agreeing to file only one early application.

EARLY DECISION (ED): A program by which colleges and universities admit students before the regular admission deadline and require them to make a commitment to attend at the time of application. A student may not apply to more than one Early Decision program and, if admitted, **MUST** attend. If you are accepted, you

must withdraw applications from all other colleges. Students should carefully read the application materials of the individual colleges before applying to any early program.

THE FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA): The FAFSA is the universal form used to apply for federal aid and for most state and private aid. However, certain state and private aid programs may require an additional form, such as CSS Profile and/or a separate institutional application. To obtain further information contact the individual college financial aid office or state scholarship/grant agency.

OFFICIAL TRANSCRIPT: Your transcript is a listing of courses you have completed in high school and the grades and credits you have earned. Most colleges will only accept a transcript that bears the high school seal and is sent directly from the high school to the college.

PRELIMINARY SCHOLASTIC APTITUDE AND NATIONAL MERIT SCHOLARSHIP

QUALIFYING TESTS: The PSAT is a practice test taken by WHS juniors in October as an introduction to SAT's. The NMSQT Selection Index Score (the Verbal PSAT plus the Math Score and the Writing Skills Score) is used to determine the top scholars in the country for the Merit Scholarships. It is also a source some colleges use to contact you and send material to you.

ROLLING ADMISSIONS: One of the most popular methods of notifying students. As colleges accumulate complete information on a candidate, the admissions board makes decisions and notifies students, sometimes as early as three weeks of receiving all the data.

SAT REASONING TEST (formerly the SAT I): Taken in the junior year and usually repeated in the fall of the senior year, is almost always required for admission to college. The SAT is a multiple-choice designed test designed to test your aptitude for college work.

SAT SUBJECT AREA TESTS (formerly the SAT II): These tests cover a variety of academic subjects and are designed to test your level of knowledge in a specific area. Typically, colleges that recommend or require taking the SAT Subject tests ask students to take from one to three subject tests, and math is usually one of those. Students must inquire at each school to find out which subject tests, if any, they need to take.

WAITING LIST: In addition to accepting and rejecting applicants, many colleges place students on a waiting list for admission. As accepted applicants decide to attend other colleges, the school will offer their places to students from the waiting list. Students who are waitlisted should submit a non-refundable deposit to another college.

RESOURCE PAGES

- a. Future Planning for Juniors – An Overview
- b. Junior Packet
- c. Sample Resume
- d. Middlebury “Top Ten”
- e. Drinking, Drugs and Choosing a College
- f, g. Transcript request process
- h. College Meeting Permission Form
- i, j. Common Application Questions and Instructions
- k. Common Application and Naviance
- l, m. Types of Schools
- n. Financial Aid
- o. When Decisions Come In
- p, q, r. Internet Resources
- s. Print Resources
- t, u. Students’ Rights and Responsibilities in the College Admissions Process
- v, w. WHS Profile
- x, y. WHS Grade Distribution Profiles
- z. Senior Future Planning Checklist

FUTURE PLANNING FOR JUNIORS: AN OVERVIEW

The following information is a summary of the material outlined in our Future Planning Workbook for juniors. Students will receive a copy at their Junior Seminars.

Future Planning Tasks for the Spring of Junior Year

- Schedule a meeting with your counselor to discuss options for your future.
- Plan when to take necessary college admissions tests (SAT Reasoning, SAT Subject Tests, ACT)
- Attend scheduled Junior Seminars for cycles starting in January and February.
- Investigate a TEC Internship program or other internship opportunities for the summer and/or the year after graduation.
- Complete the junior packet.
- Sign on to the Naviance Program and work on your student profile, complete the “*Do What You Are*” feature and begin searching for colleges (students will begin this in their Junior Seminars).
- Research colleges and other post-graduate programs (continues throughout the process).
- Develop preliminary college list and/or other future options.
- Consider a year off from school and research gap year programs.
- Set up some college visits (February and April vacation are good times to visit.).
- Attend college nights/fairs (TEC Higher Education Night and the National College Fair in Boston).

Important Dates for the Spring of Junior Year

January 24: Evening Program for Junior Parents at 7:00PM in the Little Theater.

January 8: The first of our Junior Seminars will begin. Students will be scheduled for three seminars over three eight-day cycles. These sessions will be listed in each student’s schedule that will be given to him or her at the start of the semester.

February 8: Registration deadline for the **March 9 SAT Reasoning Test** (Juniors should take the SAT Reasoning Test in March, May or June, depending on readiness). You can register online at collegeboard.com, or with the paper form available in Guidance.

February/March: Sign up for senior year courses. Choose carefully and make sure you have an appropriately challenging program. (Keep in mind that the strength of your senior year program is a critical factor in the admissions process.)

March 8: Registration Deadline for the **April 13 ACT**

March 20: TEC Higher Education Night at the Westwood High School Field House, 7-9PM (college fair with 150-200 institutions represented).

April 5: Registration deadline for the **May 4 SAT Reasoning or Subject Tests.**

May 2: Registration deadline for the **June 1 SAT Reasoning or Subject Tests**
Most juniors will take the SAT Reasoning Test in March or May and take 1 or more SAT Subject Tests in June. Please see your guidance counselor for advice.

May 3: Registration Deadline for the **June 8 ACT**

JUNIOR PACKET QUESTIONNAIRE and SAMPLE RESUME

YOUR FULL NAME: _____

EMAIL ADDRESS: _____

(This email should be one you check most frequently, so we can communicate with you)

CELL PHONE NUMBER: _____ ADVISOR: _____

INSTRUCTIONS:

This packet is instrumental in helping your counselor develop and write your letter of recommendation for post-secondary schools, various programs, and future employment. It is to your advantage to be as thorough as possible when responding to these questions. We ask you to do the following:

- **Use your computer to answer the three questions listed below.** Please be as detailed and specific as you can. These questions may also help you to think about the personal statement/essay you will write for college, internship and employment applications.
 1. Tell us about you! Please comment on your personality, character traits, values, and/or personal/unusual circumstances in your life that you feel are important.
 2. Please list and comment on some of your interests, talents, special abilities and hobbies. Please be thorough.
 3. Please describe any experience or activity that has had an impact on you and why.
 4. Please share with us anything you would like us to know that we might not know already and might want to mention in a recommendation.

- **Using the Naviance resume builder, or create your own format, please develop a resume.** This resume should list all of the extra-curricular activities that you have been involved in over the past four years. The resume builder on Naviance is an excellent tool for you to organize your resume or at least get started. If you choose not to use Naviance, we have provided a sample resume for your benefit on the back of this page, but feel free to organize yours in any fashion. Your resume should include such things as:
 - School activities (i.e.: clubs, e-board)
 - Athletics
 - Work experience
 - Fine arts activities
 - Community service
 - Religious activities, hobbies, travel
 - Honors, awards or offices you have earned
 - Leadership

- **TEACHER RECOMMENDATION LETTERS (the process):** Whether you are thinking about college, a gap year or seeking employment, letters of recommendation are often required. We would like you to think about one or two teachers that you feel know you best. Please approach these teachers and talk with them about the possibility of having them write you an academic recommendation next year. This conversation allows you to hear directly from that teacher as to whether or not they feel they know you well enough to write a positive letter for you, and it also allows the teacher to know, well in advance, that you may be asking them next year to write for them. During your conversation, you may want to ask each teacher if he or she has a specific form for you to complete in order for them to write for you. It is your responsibility to gather this information as well as complete their required forms in a timely manner. Please know that more and more colleges want just one teacher letter and one guidance letter, so you should decide which teacher is your first choice, and which might be a back up for the few schools that may require two teacher recommendations.

- **SUPPLEMENTAL RECOMMENDATION LETTER:** You may have a unique connection with someone outside of school or perhaps with an individual that is not one of your teachers. If so, you may want to consider asking that person to write you a supplemental letter of recommendation. This person should be someone that also knows you well and who can share something about you that is not readily available through your other recommendations. Feel free to discuss this with your guidance counselor. As a courtesy, it is recommended that you request this letter of recommendation well in advance. It is your responsibility to provide them with addressed, stamped envelopes so they can send the letter directly to the schools to which you are applying. It is your responsibility to contact this person, in advance, and allow time for the person to write and mail his or her letter.

Sample Resume: resumes come in various formats and styles but a one-page format is often preferred.

BELLA A. ZOE

999 Old Connecticut Path, Wayland, Massachusetts 01778
H: (508) 555-1234 M: (508) 555-1235, Email: bellaazoe@dogmail.com

EDUCATION: Wayland High School, Wayland, Massachusetts

YOG: June, 2014

CEEB CODE: 222255

WORK EXPERIENCE

February 2010 - present	<i>Babysitting</i>	10 Hrs/Week, care for children ages 2, 4, and 7.
May 2011 - present	<i>Film Crew</i>	Framingham, MA, AMC Theaters, Grades 11, 12; 12 Hrs/Week
June 2012 - August 2013	<i>Lifeguard</i>	Lake Cochituate, Wayland Town Beach, Wayland, MA, 35 Hrs/Week
July 2010 and July 2011	<i>Camp Counselor</i>	Park and Recreation, Girl's Basketball Team, Grades 9, 10 35 Hrs/Week, Total Hours: 70, Taught drills and skills, and led games with children in 3rd and 5th grades at a five day camp.

VOLUNTEER SERVICE

May 2012 - Present	<i>Peer Adviser</i>	Wayland High School, Grade 12, advise incoming Freshmen
December 2010 - June 2012	<i>Volunteer</i>	More Than Words Bookstore, Grade 11, Total Hours: 120 Sorted books, organized shelves, learned about a student-run business.

EXTRACURRICULAR ACTIVITIES

April 2010 - Present	<i>Track & Field</i>	15 Hrs/Week, Grades 9, 10, 11, 12, Total Hours: 165 Junior Varsity: Grade 9 and Varsity, Grades 10, 11, 12
September 2011 - Present	<i>Peanut Butter and Jelly Club</i>	Grades 10, 11, 12: 1 Hrs/Week, Total Hours: 35 Helped incoming freshmen assimilate to high school.
October 2010 - February 2013	<i>Kids Night Out Supervisor</i>	WHS Field House, Girl's Basketball Team Grades 9, 10, 11. Supervised 4-13 year old children and engaged them in group activities facilitated by the basketball team one Saturday night a month.

AWARDS/CERTIFICATES

September 2010 - Present	<i>Honor Roll</i>	Grades 9, 10, 11, 12
June 2012	<i>Varsity Lacrosse Most Improved Player Award</i>	Grade 10
June 2011	<i>Jazz Project - Dedication and Service Award</i>	Grade 9

LEADERSHIP

September 2012 - Present	<i>Captain, Varsity Softball Team</i>	Grades 11, 12
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Middlebury College Top Ten Things that Parents Should Remember About the College Search Process

It is good, of course, that students and parents approach this process jointly, but we all know that at its best, the process itself can prepare students for the independence that they will experience in college. The following list contains some possible symptoms of parental over-involvement.

10. **Remember that this process is not about you.** No matter how similar your children may be to you, they need to make their own decisions and observations.
9. **Support and encouragement are more appropriate than pressure and unsolicited advice.** Allow your children to seek *you* out and restrain yourself from imposing your viewpoint upon them.
8. **Do not use the words “we” or “our” when referring to your children’s application process.** Those little pronouns are surefire indicators that you have become too involved.
7. **Help them prepare but let them perform.** Encourage them to sleep well and put thought into a college visit, but once on campus, step back and let them drive the experience. This is good practice for the next phase of their lives—adulthood.
6. **Encourage your children to make their own college appointments, including phone calls, and e-mails or mailings.** When a family arrives at an admissions office, it’s important that the student approach the front desk, not the parents. We notice! Having control over those details gives them a sense of ownership. Don’t be tempted by the excuse that “I’m just saving them time” or “they are too busy”—students will learn to appreciate all the steps it takes to make big things happen if *they* do them.
5. **Allow your children to ask the questions.** They have their own set of issues that are important to them.
4. **Prepare your children for disappointment.** For many students, this is the first time they could face bad news. Remind them there is no perfect school and that admission decisions do not reflect on their worth as people or your worth as parents.
3. **Never complete any portion of the college application—yes, even if it is just busy work.** That also goes for friends, siblings, counselors, and secretaries. For many colleges, that overstep would be viewed as a violation of the honor policy at the school.
2. **Do not let stereotypes or outdated information steer your children away from schools in which they otherwise have an interest.** Times have changed and so have colleges.

And the #1 THING FOR PARENTS TO REMEMBER ABOUT THE COLLEGE SEARCH PROCESS IS:

1. **Never, ever, during a college visit buy a sweatshirt or t-shirt from the bookstore in your size—it’s a dead giveaway!**

DRINKING, DRUGS, AND CHOOSING A COLLEGE

IS COLLEGE LIFE REALLY ALL ABOUT DRINKING AND DRUGS? Films like *Animal House* and *Road Trip* depict heavy drinking and other drug use as the focal point in college. Yet, students must remind themselves that the film industry's goal is to entertain, not to portray reality accurately.

What Do The Most Recent Statistics Say? Some Sobering Statistics

Although heavy drinking and other drug use may sometimes seem to be a central part of the campus culture, most campuses offer opportunities for students to have fun without relying on alcohol or other drugs as the source of entertainment.

Although many students are making good choices and colleges are offering more substance free programming, there are still some difficult statistics to accept:

- 36% of college students report binge drinking (5 or more drinks in a row in the 2-weeks prior to survey)
- As many as 70% of college students admit to having engaged in sexual activity primarily as a result of being under the influence, or to having sex they wouldn't have had if they had been sober
- 300,000 of today's college students will eventually die of alcohol-related causes such as drunk driving crashes, cirrhosis of the liver, various cancers and heart disease

* Sources: www.centurycouncil.org, www.hcs.calpoly.edu

Why Is It Important For Me To Consider Alcohol and Other Drug Use When Choosing A College

If you end up at a campus where many students drink heavily, you're much more likely to suffer unwanted consequences due to their behavior. Do you really want to babysit a drunk roommate or have your property destroyed because of intoxicated dorm mates?

There is no question; college drinking can cause even more serious problems. The National Institute on Alcohol Abuse and Alcoholism (www.collegedrinkingprevention.gov) reports that each year, approximately 1,400 college students die from unintentional alcohol-related injuries. Alcohol is involved in 500,000 unintentional injuries, 600,000 assaults, and 70,000 cases of sexual assault and acquaintance rape among college students. By finding a campus where most students choose positive lifestyles, you decrease the chances for negative consequences.

In the 2001 study of first-year college students, the top two reasons students gave for their choice of college were its reputation and job opportunities after graduation. A degree from a school branded as a "party school" may not be worth as much in the eyes of future employers.

Finally, various studies reveal that students who drink heavily earn lower grades. You'll be better off academically if alcohol and other drug use are not central to the campus environment.

How Can I Tell How Much Drinking and Other Drug Use Is Happening on Campus

Ask current students and recent graduates the following:

- What do students do for fun on campus? Is there a variety of substance-free entertainment options available?
- In what way does the campus help freshmen make a positive transition to college life?
- Is there support on campus for students in recovery?
- How late are the student, library, and gym open?
- How does the campus restrict alcohol from residence halls?
- Do many students participate in community service activities?
- Do fraternities and sororities dominate the social scene?
- What is the sports culture on campus—do students drink heavily during and following sporting events?
- Are there opportunities for students to interact with faculty and staff after hours and on weekends?
- Does the social scene disappear if you decide not to drink? Are there enough alternatives and enough people choosing these alternatives that you can still enjoy yourself?

What To Look For

A visit to the campus is one of the best ways to learn about its culture regarding alcohol and other drugs. Current students, tour guides, and residence hall advisors are good sources of information.

Look at the neighborhood surrounding campus. Is the area filled with bars? Are they the primary source of entertainment? Do they advertise on campus?

Wander through residence halls. Notice how students decorate their rooms. Are there many alcohol-related posters or pyramids of beer cans? Are trash cans filled with beer cans or bottles?

Look through the campus newspaper. Are there many alcohol-related ads or articles?

College is an opportunity for personal and intellectual growth and creativity. Find a school with less drinking and you're likely to have a much more positive experience!

This guide is available on the Web at www.edc.org/hec. For more information about alcohol, other drug, and violence prevention on college campuses, contact:

- U.S. Department of Education, Safe and Drug-Free School Program (www.ed.gov/offices/OESE/SDFS/)
- The Higher Education Center for Alcohol and Other Drug Prevention (<http://www.edc.org/hec>)

To: Members of the Senior Class
From: Wayland High School Guidance Department
Date: September, 2013
Subj.: Transcript Requests and the Application Process

The following information is designed to make the transcript request and college application process as organized and efficient as possible. Each of you, of course, is encouraged to meet early this year with your Guidance Counselor to continue the future planning process and to help you finalize your future plans.

WHAT COMPRISES YOUR HIGH SCHOOL RECORD THAT IS SENT TO COLLEGES AND PROGRAMS?

1. A copy of your transcript that includes your courses, grades, GPA and credits.
2. A copy of first term senior grades, and eventually all of your term grades.
3. A copy of the GPA distribution graph of your class (weighted and unweighted).
4. A copy of your counselor's recommendation.
5. A copy of one or two teacher recommendation(s) if required (see letter of recommendation information in this packet)
6. A copy of the Wayland High School profile.

HOW DO I REQUEST MY TRANSCRIPT AND COUNSELOR RECOMMENDATION BE SENT TO COLLEGES OR ORGANIZATIONS TO WHICH I AM APPLYING?

There are two ways to make a transcript request:

1. Paper request:
 - a. Obtain a transcript request form from the guidance office or from the guidance web site and submit it to the Guidance Office at least 4 weeks in advance of your first deadline.
 - b. You must also submit 5\$ per transcript request to the guidance office.

OR

2. Online request:
 - a. Log onto the **Common Application** site to create an account, username and password. Keep this information handy, as you will need it for step f, and throughout your process
 - b. Log onto your Naviance Account and click on the *Colleges* tab
 - c. Click the link *Transcripts* on the left side of the page.
 - d. Then click the *Request transcripts for my college applications*
 - e. Choose the type of application (regular, rolling, early, etc.) and the colleges/programs you would like your records sent. Then click "*Request Transcripts*" at the bottom.
 - f. At some point in your Naviance transcript request process, when you click on *Colleges I am applying to*, you will be prompted to complete the *Privacy Notice for the Common Application* (even if you will not be using the Common Application, you must still electronically sign this release for us to send your records anywhere). We strongly recommend you check "*Yes, I do waive my rights to access...*"
 - g. Click the box authorizing release of your records, enter your Common Application username and password, and then click *Submit* at the bottom.
 - h. Bring \$5 per request to the Guidance Office.

3. **Guidance cannot submit your records without getting your fees or proof of need for a fee waiver from you first** (please see your counselor if you believe you qualify for a fee waiver).

DO I NEED TO PROVIDE ANY FEES, ENVELOPES, FORMS OR STAMPS TO GET MY RECORDS SENT? Yes, we require fees. No, we no longer require envelopes, stamps or forms from you. All you need to provide to the Guidance Office is your transcript request form(s), (or request them on line), and \$5 per request.

WHAT DO I DO WITH THE SECONDARY SCHOOL REPORT AND MID YEAR REPORT FORMS?

There is no need to turn in any secondary school or mid year report forms to us. We now have a policy on our profile that precludes us from filling them out. The transcript, counselor recommendation, high school profile and GPA distribution graph we send will suffice for all colleges in lieu of any form.

WHAT IF MY COLLEGE WANTS ME TO SUBMIT EVERYTHING AT THE SAME TIME FROM ONE PLACE?

There are only a handful of colleges that instruct you to have the entire application and supporting materials sent from the Guidance office. If you believe this is the case, please see your Guidance Counselor.

HOW LONG DOES IT TAKE TO HAVE MY RECORDS SENT OUT?

For schools and organizations with January 1st deadlines we must receive your request by Thanksgiving or we cannot guarantee meeting the January 1st deadline. For every other deadline, we ask you to request transcripts at least four weeks before the application deadline of your first application (earliest deadline) in order to insure that your records will arrive at the school on time. After the first application, additional transcript requests must be submitted ***no later than two weeks before the deadline.*** However, we ask you to submit transcript requests as soon as possible in order to alleviate the flood of requests just prior to application deadlines.

HOW DO I GET FIRST TERM GRADES, MID-YEAR AND FINAL GRADES SENT TO POST-SECONDARY SCHOOLS AND PROGRAMS?

1. First term and Mid-year grades are automatically sent to every school to which you have applied. The mid-year grade, determined by your teacher, is the average of your quarter one, quarter two and mid-year examination grades.
2. Final grades are sent only to the school that you will eventually attend; you may also request we send your final transcript to schools that you have chosen to stay on the Waitlist.

HOW DO I GET MY STANDARDIZED TEST SCORES SENT TO A COLLEGE? WHAT ABOUT SCORE CHOICE ?

Scores may be sent when registering for a test or anytime afterwards. Details are available on the Collegeboard or ACT site and in Guidance. Score Choice gives you the option to choose which scores (by test date for the SAT and by individual test for SAT Subject tests) you send to colleges. Score Choice is optional, and if you don't decide to use it, all of your scores will be reported. Please see the College Board's web site for details. Please visit the ACT website for information on their score choice policies.

COLLEGE VISITS IN THE GUIDANCE OFFICE

There will be individual college visits scheduled during the week and these will be put on the WHS website. You may also access a list of visiting colleges on the Naviance web site and can sign up for a visit there as well. Please know that in order to attend a college visit at Wayland High if it is scheduled during a class time, you must obtain permission from your teacher at least 24 hours in advance. You may sign up to attend the meeting through Naviance or the Guidance Office, but you must also fill out the [College Visit Permission Form](#) and get your teacher's signature if you need to miss a class.

Common Questions About The Common Application

WHAT IS THE COMMON APPLICATION?

The Common Application is a not-for-profit organization that serves students and member institutions by providing an admission application – online and in print – that students may submit to any of our 456 (revised as of January 2012) members.

WHY USE IT?

Once completed online or in print, copies of the Application for Undergraduate Admission can be sent to any number of participating colleges. The same is true of the School Report, Midyear Report, and Teacher Evaluation forms. This allows you to spend less time on the busywork of applying for admission, and more time on what's really important: college research, visits, essay writing, and senior year coursework.

IS IT WIDELY USED?

Absolutely! Millions of Common Applications are printed and accepted by our members each year. In addition, last year almost 1.4 Million applications were submitted via the Common Application online.

IS IT TREATED FAIRLY?

YES! Our college and university members have worked together over the past 30 years to develop the application. All members fully support its use, and all give equal consideration to the Common Application and the college's own form. Many of our members use the Common Application as their only undergraduate admission application.

CAN ALL COLLEGES PARTICIPATE?

Membership is limited to colleges and universities that evaluate students using a holistic selection process. A holistic process includes subjective as well as objective criteria, including at least one recommendation form, at least one untimed essay, and broader campus diversity considerations. If a college or university is not listed on this web site, they are not members of the consortium. Sending the Common Application to non-members is prohibited.

WHAT IS THE COMMON APP. ONLINE SCHOOL FORMS SYSTEM?

As part of the application process, schools require a variety of information to be provided by teachers and guidance counselors who have interacted with you in the high school environment. Until this year, those forms were available as PDF files that could be printed, copied, and mailed to the appropriate colleges. Now, each teacher and counselor will have the option to complete the forms online via the Common App Online School Forms system if they desire. There is no cost to you or high schools, and using the online system is completely optional for your teachers and counselor.

When you create an account on the *Common Application Online*, you must first indicate what high school you attend. Once this information has been saved, you can access a 'School Forms' section of the Common Application where teachers and counselors can be identified. By adding a teacher or counselor to the list of school officials, an email is triggered to the teacher or counselor with information about how to log into the Online School Forms system or how to opt for the "offline" or paper process. You are then able to track the progress of your various teachers and counselors via a screen within the *Common Application Online*.

Important Common Application Instructions to Highlight:

Submitting Your Common Application

Once you have answered all required questions, (and supplements as needed), you may submit your application. Click the 'Submit' button to submit your application - - this button can be found on the 'Submit' section.

You must submit the Common Application to each of your selected institutions. This can be done all at one time, or one at a time. After you have submitted your Common Application, you may add additional institutions and submit your application to them, as well.

Once you submit an application to an institution, you will no longer be able to change the information submitted to that institution. It is possible to change the information in an application before re-submitting the application to other institutions, but there is no need to do so unless you need to correct an error. In general, the Common Application is designed to be completed once and submitted to all a student's colleges at once or over a period of time.

Alternate Versions of Your Common Application:

Alternate application versions can be used in the event an applicant chooses to provide slightly different information to one institution from another institution. Below are the steps necessary to create an alternate version.

Step 1: You must submit the Common Application to at least one institution first. You cannot create an alternate version until this has occurred.

Step 2: You must log out of the application then go to this special URL: <http://app.commonapp.org/application/applicantlogin.aspx?allowcopy=true> and login using your existing User Name and Password.

Step 3: Upon login you will be taken to the 'Common Application' page, where you will see information about the application you have already submitted. The ability to create an alternate version of your submitted Common Application is now activated, and you should click on the 'Replicate' link to make an alternate version of your submitted application. When this is complete, a second version will be visible on your screen and a special drop down list that will appear in the upper right corner of your application. You can use this drop down to move between application versions.

All data from your original version of your Common Application will be transferred to your alternate version, with the exception of any documents that you uploaded. You may edit any of this information before you submit it to another institution.

You only need to go to the special URL the first time you create an alternative version. Thereafter, additional application versions can be made by going to the 'Common Application' section within your original Common Application and using the 'Replicate' link. You may make up to 10 versions, including the original version. You only need your original User Name and Password to access all versions.

You will have a separate My Colleges page for each application version. Each institution can only be on the My Colleges list of one application version. You can move an institution from one version to a different version at any time prior to submitting the Common Application to that institution.

Supplements:

Many Common Application member institutions require supplemental forms. These supplements may be available online on this site or on the institution's web site. If an institution that you have selected requires a supplement, this will be available in the 'Supplements' section. If a supplement is required, you must complete and submit this before your application package will be complete.

Some member institutions require that you submit the supplement prior to submitting the Common Application. If that is the case, you will see information about that requirement on the Future Plans and My Colleges pages for those institutions.

Important Things You Need to Know about the Common Application and Naviance:

In an effort to streamline the sending of records from our office and to simplify the process for students and parents, Wayland Guidance sends records electronically to schools that subscribe to the Common Application.

What does this mean exactly?

- If you plan to submit the Common Application online, WHS Guidance can send your records on line too.
- You must do the entire Common Application online in order for our records to match up with yours at the college.
- The only way that the records we send electronically through Naviance (your transcript, Secondary School Report Form and guidance letter) can match up with your Common Application sent by you online, is if you have done the entire Common Application online.
- That is, you cannot send in a “priority” application form, and then tell us to send your transcript and recommendation to that school electronically through Naviance.

What Is the Common Application Privacy Waiver? As noted above, our Naviance Family Connection program allows us to send Common Application Secondary School Report Forms, transcripts and recommendations electronically to participating colleges. Before we can submit a form electronically, the student must complete the online Common Application waiver through Family Connection. This waiver is simply a form the student must sign electronically to indicate whether or not they waive their right to view counselor and teacher evaluations.

A student can complete the waiver by logging in to Family Connection then clicking on “Colleges I’m Applying To” and completing the form at the top of the page. A student must also enter their Common Application online user name and password when completing the waiver.

If a student has not completed the online Common Application waiver, our office cannot submit the Common Application school forms electronically for that student.

How Do I Handle My Teacher Recommendations? As mentioned earlier in this guide (page 17), it is your responsibility to ask your teacher(s) if they would be willing to write you a letter of recommendation. If they say yes, then it is your responsibility to provide them with the necessary forms or instructions to do so. If you are doing the Common Application paper form, or any other application that is not online, you are to provide them with one copy of the teacher recommendation form for them to fill out (which they will fill out and make copies of to include with your letter), along with one stamped envelope addressed to the college/university/program for each school or program to which you are applying.

If you are applying using an online version of a college’s application that is not on the Common Application or does not utilize Naviance, you must provide teachers with instructions on how to complete their recommendation on line as well, since every school’s instructions can be different. **It is strongly recommended that if you apply online through *Commonapp.org*, then all forms should be submitted online (when possible), rather than applying partially with paper forms and partially with online forms. This will make the college’s job of matching up your records and application much easier.**

TYPES OF SCHOOLS

LIBERAL ARTS COLLEGE

A four-year institution, which emphasizes a program of broad undergraduate education.

UNIVERSITY

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

ENGINEERING OR TECHNICAL COLLEGE/UNIVERSITY

Engineering or Technical colleges provide four-year educational programs in the fields of engineering and the physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.

TWO YEAR COLLEGE

A two-year institution of higher learning, which provides career and vocational training and academic curricula (terminal and transfer). Community colleges are also two-year colleges.

Terminal Program

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

Transfer Program

An academic program that is designed to lead into a four-year training program at another college or university. The two-year graduate transfers as a junior to the four-year institution.

Joint Admissions Program

This program allows students who attend any Massachusetts Community College who have enrolled in an approved Joint Admissions program automatic admission to any University of Massachusetts campus and most State College campuses. Joint Admissions students must graduate with a specified minimum GPA (designated by each college) to be guaranteed admission to the University of Massachusetts and to participating state colleges (all except Massachusetts College of Art).

TECHNICAL SCHOOL

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

NURSING SCHOOL

There are three kinds of nursing schools. At schools affiliated with hospitals, students receive an R.N. (Registered Nurse) diploma upon successful completion of training and a state examination. At schools affiliated with four-year colleges, students receive both a **Bachelor of Science** degree and a **Registered Nurse** diploma. Junior colleges and community colleges may offer two-year nursing programs. These schools award an **Associate of Science** degree in nursing.

MILITARY SCHOOLS

Federal military academies prepare officers for the Army, Navy, Air Force, Coast Guard and Merchant Marine. These institutions (West Point, Annapolis, The Air Force Academy, U. S. Coast Guard Academy, and U.S. Merchant Marine Academy at King's Point) require recommendations and nominations by U. S. Representatives. Private and state-supported military institutions, however, operate on a college application basis. They all offer degree programs in engineering and technology with concentration in various aspects of military science.

TRADE SCHOOL

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

PROFESSIONAL SCHOOL

Professional schools offer specialized study in areas such as art, music, drama, dance, photography, etc. Length of programs and types of degrees vary widely.

PREP SCHOOL OR POST-GRADUATE PROGRAM (PG Year)

A number of private secondary schools offer a 5th year program for additional preparation before college entrance.

FINANCIAL AID

- **Make certain you know what financial aid forms to file.** The most commonly used form is the [FAFSA](#). Some schools also require the [CSS Profile](#) form. It is recommended that you submit the [FAFSA](#) online. The FAFSA cannot be submitted until after January 1. The CSS Profile can only be submitted online, and deadlines vary from college to college, and may be as early as an Early Decision/Early Action deadline.
- **Submit your completed FAFSA as soon as possible after January 1st. Submit the CSS Profile (if required) by the deadline designated by the college.** It is recommended that you submit forms for processing at least four weeks before the earliest financial aid deadline set by the colleges or state scholarship or grant programs to which you are applying. Please note that some schools that require the CSS Profile have deadlines that are as early as the school's early decision deadline.
- **In order to be sure to meet deadlines, use estimates.** Financial aid forms are based on your previous year's taxes. Since most people do not have their taxes done on January 1, it is recommended that you use estimates when submitting your financial aid forms
- **Review any acknowledgement you receive after submitting your forms.** The acknowledgement from the College Scholarship Service will list the colleges and programs that you indicated should receive information. Make certain that all entries on the acknowledgement are correct.
- **Respond promptly to any request for additional information** about your forms so that there will be no further delay in processing your request for aid.
- **Check to see if the colleges to which you are applying require other financial aid forms.** Some colleges require the CSS Profile, (an application distributed and processed by the College Scholarship Service) and/or an additional school-specific financial aid form. Complete the forms as early as possible and return them to the college.
- **Check for information about other aid sources.** Your guidance counselor, public library, and the Internet will have this information. You may qualify for a private scholarship, grant, or loan program based on academic achievement, religious affiliation, ethnic or racial background, community activities, hobbies or special interests, organizational memberships, artistic talents, athletic abilities, other special skills, career plans, or proposed field of study.
- **Apply for the Wayland High School Scholarship program.** Applications will be available in the Guidance Office and online starting in January
- **Find out if your parents' employers, professional associations, or labor unions sponsor any aid or scholarship programs.**

WHAT TO DO WHEN THE ADMISSIONS DECISIONS COME IN

Seniors should inform their counselors and the Guidance administrative assistant of action by colleges on their applications.

Most students will receive some denials. Even though it feels so personal, students should try not to take the denial personally. Admissions decisions are made based on the needs of the school and the composition of the applicant pool. The applicant pool may have gone up dramatically that year, so a student should not feel like a failure if she/he did not get into a particular school. If students have been careful in their research and investigation of colleges and followed the rule about applying only to schools they would gladly attend (especially their “likelies”), they will be fine. If your student hears negatively from a school that you had considered a likely, have him/her see his/her counselor immediately. Each spring counselors receive a list of colleges across the country that still have openings.

Seniors should hear from all their schools no later than April 15 and they have until May 1, the Candidate’s Reply Date Agreement, to let the college of their choice know they plan to attend.

When students are sorting out their acceptances and trying to decide what they will do, it will be helpful to 1) talk to several people – counselors, family members, friends, current students, 2) visit the campuses again, 3) compare the courses, activities and other opportunities among the schools, 4) compare expenses and/or financial aid packages, and 5) consider an internship or Gap Year program if they just aren’t sure about their school options.

Once the decision is made, students need to send in their deposits by May 1, the Candidates Reply Date. Courtesy dictates that students inform their other colleges that they will not attend.

It should be noted that double deposits are highly unethical.

Some students will be notified that they are on a Waiting List, which means that the college has many more qualified applicants than they can accept. Waiting List status means that the admissions representatives feel that the student can do the work but there is simply not enough room in the freshman class. There are specific strategies that help when students are waitlisted at their first choice. Students should ask their counselor for advice.

IMPORTANT INTERNET SITES

Exploring College Options

Boston Higher Education Information Center

www.bostonherc.org Find out about the Center's many resources and programs about the college search process and financial aid.

Naviance/ Family Connection

<http://connection.naviance.com/fc/signin.php?hsid=waylandhs>

This program maintains data on colleges all across the country and the world and is accessible (with a WHS approved registration code) from any computer with web access. Additionally, Naviance keeps track of recent WHS college applications, student statistics, and admissions decisions. Through this program, students and parents have access to a wide range of college admissions information.

College Board Online

<http://www.collegeboard.org>

This site has college planning tools including a list of test dates, online SAT registration, SAT prep and a financial need-analysis calculator. Searchable topics include colleges, scholarships, SAT codes, and careers.

The Common Application

<http://www.commonapp.org>

Students can download the application directly from the site and/or work on the application completely on-line.

Colleges That Change Lives

www.ctcl.org

A nonprofit organization dedicated to the advancement and support of a student-centered college search process.

CollegeNet

www.collegenet.com

"The Internet guide to colleges and universities." This is a searchable database of colleges, scholarship opportunities and academic resources. It offers a comprehensive college university index with good graphics and some interesting resources for financial aid and scholarships.

CollegeNet lets applicants complete, file, and pay for their admissions applications entirely through the Internet.

Historically Black Colleges and Universities

<http://www.hbcu-central.com>

Get connected to the HBCU's throughout the country. Information on admissions requirements, deadlines and programs of study at various institutions.

MyRoad.com

<https://myroad.collegeboard.com/myroad/navigator.jsp>

"My Road" is an on-line college and career planning resource that allows students to develop and navigate a personal path to achieve education and career goals. It also helps students make direct connections between college majors and career paths. The site includes mentoring communities that offer first person accounts from students currently pursuing each major and from professionals working in each career.

Post Graduate Programs

<http://www.petersons.com/college-search/private-schools/massachusetts.aspx>

A listing of all private schools throughout the nation which offer a PG year and links to each school's home page.

IMPORTANT INTERNET SITES, part 1

Financial Aid and Scholarship Information

College Board's Saving Advisor

<http://www.collegeboard.org>

If you would like an estimate of the amount of money you would have at the time your child enters college if you begin saving now and add these additional savings to your current savings and investments, this is the place to be. The analysis is free, instantaneous, and completely secure and confidential.

CSS Profile

<https://profileonline.collegeboard.com/>

The financial aid application service of the College Board. Many of the member colleges, universities, graduate and professional schools, and scholarship programs use the information collected on PROFILE to help them award nonfederal student aid funds.

FAFSA

<http://www.fafsa.ed.gov>

File your FAFSA on-line

Fast/Web

www.fastweb.com

A database of more than 180,000 scholarships, grants, fellowships, and loans representing billions of dollars in private sector funding for college students living in the US. Also, generates an addressed letter to the scholarship source and all students need to do is sign and mail it to request info.

The Federal Government

<http://www.ed.gov/index.jhtml>

<http://studentaid.ed.gov/students/publications/student-guide/index.html>

<http://easi.ed.gov/index.html>

The largest provider of financial aid, the federal government has a great deal of information on student financial aid on its web site. Here are three good sites at which to start.

Finaid

<http://www.finaid.org/>

Without question, the most comprehensive source of financial aid information on the Net. This site is backed by the National Association of Student Financial Aid administrators and includes an endless number of links to sites that allow you to calculate your financial need, search for scholarships on several databases, learn the differences between Stafford Loans, Perkins Loans, PLUS Loans and many other sources of aid, and download application forms and instructions.

MEFA

<http://www.mefacounselor.org>

The Massachusetts Educational Financing Authority is an excellent source of information on the financial aid process in addition to information about all sources of scholarship aid and financing options.

National Association of Student Financial Aid Administrators

www.nasfaa.org

This site provides the best links to sources of information about financial aid on the Internet.

IMPORTANT INTERNET SITES, part 2

Ethnic, Minority, and Specialty Scholarships

Armenian Student's Association of America

<http://www.asainc.org>

The Armenian Students' Association, a non-profit organization, provides scholarships to students.

Black Excel: The College Help Network

<http://www.Blackexcel.org>

A college admissions and scholarship service for African Americans. Black Excel services have expanded over the years to include an updated 350+ Scholarship List, a personalized College Help Package, a Quarterly newsletter, and reference guide to 143 Black Colleges.

Hispanic Educational Foundation (HEF)

<http://ww.nmt.edu/-larranag/hef/hef.html>

The HEF offers scholarships at a local level and currently only the states of Arizona, California, Colorado, Illinois, Kansas, Michigan, Nebraska, New Mexico, Oklahoma, Texas, Utah, Washington and Washington D.C.

The United Negro College Fund

<http://www.uncf.org/index.asp>

The United Negro College Fund (UNCF) is the nation's largest, oldest, most successful and most comprehensive minority higher education assistance organization.

Hillel Foundation

<http://www.hillel.org/index>

The Hillel Foundation website provides information about several grants, awards, and scholarships for Jewish Students.

Financial Aid Resources for Students with Disabilities

<http://www.finaid.org/otheraid/disabled.phtml>

On this website, you'll find information about scholarships and fellowships for students with physical and/or learning disabilities.

Student Athletes

NCAA Clearinghouse

<http://www.ncaa.org/cbsa/>

Information about registration, eligibility and more for those planning to participate in Division I or II athletics during college. Students planning to participate in college level athletics at the Division I or II level, must register at this site.

PRINT RESOURCES

GENERAL HANDBOOKS

The Fiske Guide to Colleges, Edward B. Fiske, New York Times, Random House

Ruggs Recommendations on the Colleges, Frederick E. Rugg

2-Year Colleges: Peterson's Guides

The College Handbook, The College Board

SPECIALIZED RESOURCES

Insiders Guide to Colleges, New York: St. Martin's Griffin

Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders, Peterson's Guides – Mangun and Strichartt

Colleges That Change Lives, Loren Pope, Penguin Books

Letting Go, A Parents' Guide to Understanding the College Years, Karen Coburn and Madge Lawrence Treezer, Harper Perennial

The Black Student's Guide to Colleges – Edited by Barry Beckham

The Advocate College Guide for LGBT Students – Shane Windmeyer, Alyson Books

Professional Degree Programs in the Visual and Performing Arts: Peterson's Guides

Hillel Guide to Jewish Life on Campus, Ruth Fredman Cernea, ed. New York: Random House

Panicked Parents' Guide to College Admissions, Sally Rubenstone and Sidonia Dalby, Thompson/Peterson Publishing

Choose A Christian College: A Guide to Colleges Committed to a Christ-Centered Campus Life, Peterson's Guides, Princeton, New Jersey

Time Out: Taking a Break from School to Travel, Work, and Study in the U.S. and Abroad, Robert Gilpin – Fireside

Historically Black Colleges and Universities, Wintergreen/Orchard House, Inc., New York: Arco Publications

Scholarships, Grants, and Prizes: Peterson's Guides, Princeton, NJ

STATEMENT OF STUDENTS' RIGHTS and RESPONSIBILITIES IN THE COLLEGE ADMISSIONS SPROCESS

An outgrowth of the *Statement of Principles of Good Practice*, the Students' Rights Statement makes clear to entering college students those "rights" which are only alluded to by the *Principles of Good Practice*. It also spells out the responsibilities students have in the admission process.

WHEN YOU APPLY TO COLLEGES AND UNIVERSITIES YOU HAVE RIGHTS

Before you apply:

- You have the right to receive factual and comprehensive information from colleges and universities about their admission, financial costs, aid opportunities, practices, and packaging policies, and housing policies. If you consider applying under an early decision plan you have a right to complete information from the college about its process and policy.

When you are offered admission:

- You have the right to wait to respond to an offer of admission and/or financial aid until May 1.
- Colleges that request commitments to offers of admission and/or financial assistance prior to May 1, must clearly offer you the opportunity to request (in writing) an extension until May 1. They must grant you this extension and your request may not jeopardize your status for admission and/or financial aid. (This right does not apply to candidates admitted under an early decision program.)

If you are placed on a Wait List or Alternate List:

- The letter that notifies you of that placement should provide a history that describes the number of students on the wait list, the number offered admission, and the availability of financial aid and housing.
- Colleges may require neither a deposit nor a written commitment as a condition of remaining on a wait list.
- Colleges are expected to notify you of the resolution of your wait list by August 1st at the latest.

WHEN YOU APPLY TO COLLEGES AND UNIVERSITIES YOU HAVE

RESPONSIBILITIES

Before you apply:

- You have a responsibility to research and understand the policies and procedures of each college or university regarding application fees, financial aid, scholarships and housing. You should also be sure that you understand the policies of each college or university regarding deposits that you may be required to make before you enroll.

As you apply:

- You must complete all material that is required for application, and submit your application on or before the published deadlines. You should be the sole author of your applications.

- You should seek the assistance of your high school counselor early and throughout the application period. Follow the process recommended by your high school for filing college applications.

After you receive your admissions decisions:

- You must notify each college or university which accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college that you wish to attend, but no later than May 1.
- You may confirm your intention to enroll and, if required, submit a deposit to only one college or university. The exception to this arises if you are put on a wait list by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify the college or university at which you previously indicated your intention to enroll.
- If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and make no additional applications. If you are an early decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid.

If you think that your rights have been denied, you should contact the college or university immediately to request additional information or the extension of a reply date. In addition, you should ask your counselor to notify the president of the state or regional affiliate of the National Association of College Admission Counselors. If you need further assistance, send a copy of your letter of admission to:

Admission Practices Department
NACAC
1631 Prince Street
Alexandria, VA 22314-2818.

Wayland High School Guidance Department SENIOR FUTURE PLANNING CHECKLIST

- ➔ Make appointment with your guidance counselor.
- ➔ Attend appropriate college visits in Guidance Office; sign up on Naviance or in the Guidance Office.
- ➔ Attend your Senior Seminars as scheduled.
- ➔ Discuss your junior packet and potential teacher recommendations with your guidance counselor.
- ➔ Update your list of activities/resume with your guidance counselor.
- ➔ Finalize list of colleges and/or future options with your guidance counselor (between October and January).
- ➔ Establish Common Application account username and password.
- ➔ Complete Naviance Privacy Notice for Common Application (you need your Common Application username and password to complete).
- ➔ Early Action, Early Decision, Rolling or Regular Decision (be aware of the deadline dates).
- ➔ Establish earliest application deadline (November 1st, December 1st, January 1st or 15th).
- ➔ Let guidance counselor know your earliest application deadline.
- ➔ Ask teacher(s) to write letter of recommendation, and remind them of your earliest application deadline.
- ➔ Submit transcript request form(s) online at Naviance or on paper to the Guidance Office for earliest application(s) **4 WEEKS BEFORE EARLIEST DEADLINE.**
- ➔ If necessary for some schools, give teacher(s) specific teacher recommendation form(s) and stamped, addressed envelopes **4 WEEKS BEFORE EARLIEST DEADLINE.**
- ➔ Have SAT and/or ACT scores sent directly to colleges (the earlier the better) via The College Board or ACT website.
- ➔ For JANUARY 1st deadlines: be sure to make all transcript requests to the Guidance Office **BEFORE THANKSGIVING BREAK.**
- ➔ Double check with colleges to verify receipt of application materials (email or phone) 2-3 weeks after deadline.
- ➔ Show appreciation to those who assisted you especially anyone writing you a letter of recommendation – write thank you notes.
- ➔ Find out if the colleges require the CSS Profile Financial Aid form or an institutional form for early action or early decision deadline.
- ➔ Attend Financial Aid Night – TBA in the fall