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IMPORTANT SCHOOL INFORMATION FOR THE APPLICATION PROCESS

High School Information   Bridgehampton UFSD

Address:       2685 Montauk Highway
                P.O. Box 3021
                Bridgehampton, NY 11932

Phone:         631-537-0271

CEEB Code:     330-510

Counselor Information
Danielle Doscher
Extension: 1333
Email: ddoscher@bridgehampton.k12.ny.us

Guidance Secretary
Barbara Palermo
Extension: 1325
Email: bpalermo@bridgehampton.k12.ny.us

SAT/ACT Registration Information

Register online for SAT and SAT Subject Tests at: www.collegeboard.com
Register online for ACT at: www.actstudent.org

FOR TEST DATES, PLEASE SEE YOUR SCHOOL COUNSELOR.
RESPONSIBILITIES FOR THE COLLEGE APPLICATION PROCESS

For the Student:
• Make an appointment with your guidance counselor to discuss post-secondary educational plans.
• Attend all possible information sessions, fairs, and orientation sessions on colleges.
• Register for and take any standardized tests required by the colleges of your choice (SAT I, SAT II, ACT and Advanced Placement).
• Visit the Guidance Office if you need help with your applications.
• Complete each application.
• Obtain teacher recommendations for colleges that require them (usually 2).
• Make appointments for interviews, if necessary (either on campus or with alumni or Skype).
• Have standardized test scores sent directly to colleges from The College Board (for SAT) or ETS (for ACT), when required.
• Develop High School Resume/Activity Sheet to be sent with applications.

For the Counselor:
• Meet with student and parents to discuss future educational goals and plans (Spring of 11th Grade).
• Review student’s strengths and weaknesses in academic record (grades, test scores, academic progress, extracurricular activities).
• Provide general information regarding college possibilities.
• Suggest location of more specific information and teach methods of investigation (catalogs, files, college search programs, websites, college fairs, etc.).
• Encourage visits to colleges.
• Write recommendation for each student.
• Work with student to develop a high school resume.
• Discuss topics for essays and possible discussions at interviews.
• Communicate with Admissions Office to maintain up-to-date knowledge of programs and current admissions policies.
• Discuss all alternatives with students and parents regarding college decision types.
• Prepare, complete and send Secondary School Report for each student.

For the Parent:
• Be actively involved in your son/daughter’s college search.
• Be supportive of your son/daughter during the college search process.
• Whenever possible, visit campuses with your son/daughter.
• Be honest and forthcoming about your expectations of your son/daughter’s search process regarding financial constraints, distance from home, etc.
• Contact the guidance office if you have any questions.
**Junior Year Timeline**

This is the year to begin thinking seriously about your future college and career plans. When doing this kind of planning, it is important to be organized! Establish a calendar of dates and a filing system. Think about the best ways to manage your time.

**August/September**

- Start thinking about your interests, skills, and abilities. Relate them to possible career choices. Know your strengths and weaknesses. Talk to people who know you and get their input.

- Start discussing college options and financial considerations with your parents. This process is ongoing and will probably continue throughout the remainder of high school.

- Ask yourself what factors are important to you in selecting a college.

- Make a commitment to work hard. Grades count!

- Begin collecting dates of college fairs and parent nights taking place in your area.

- Register for the fall PSAT. Scores are used to determine National Merit Scholars. Results will also give you some idea of how you will do on the SATs. Scores do change, and test preparation courses can help.

- Visit your guidance office. Become familiar with their college resources. Talk to your guidance counselor about where you may want to go to college and the requirements for acceptance.

**October/November**

- Send for college brochures.

- Visit your local bookstore, and become familiar with books that can help in your college search.

- If you intend to take the SAT I/SAT II or ACT, make sure you know the registration deadlines and register in a timely manner.

- Attend local college fairs. Collect view books, catalogues, and any other pertinent data. Start keeping a file of information.

- Talk with college representatives visiting Bridgehampton High School.

- Do an online college search utilizing College Board or Princeton Review.

- Continue discussing your college search with your guidance counselor.

- Make a list of 10 – 12 colleges that meet your interests and requirements.

- Be mindful of all the important deadlines for each college. Note them on your calendar.
December/January
• Become familiar with SAT and/or ACT exams. Know registration and test dates. Note them on your calendar.

• Find out about test preparation courses. Check college entrance requirements to see which tests are necessary.

• Research financial aid information, including scholarships. File information and circle deadline dates on your calendar.

• Start scheduling college visits.

• Attend a financial aid workshop.

• If taking either the January or February SATs, make sure to register early.

February/March
• Familiarize yourself with the FAFSA.

• Put together a personal resume including academic achievement, sports participation, volunteer experiences, and work opportunities.

• If taking the ACT or SATs offered in April or May, make sure to register.

• Continue attending college and financial aid fairs. Keep adding information to your file.

• Call college admissions offices to arrange for campus tours.

Start thinking about who you want to write your letters of recommendation (include teachers, employers, and other important adults who can attest to your strengths).

April/May
• Start comparing colleges and rank them in order of your preferences.

• Continue investigating available scholarships, including those offered by your church, organizations that your parents belong to, and civic or business groups in your area.

• Register if planning to take the June SATs or ACTs.

• Attend spring college fairs.

• If you are interested in playing sports in college, register with the NCAA clearing house (www.ncaa.org).

June/July
• Visit colleges on your list that are not local.

• Write to private colleges for scholarship applications.

• Begin working on college applications and essays.

• Begin assembling writing samples, portfolios, and or audio/video tapes, if applicable.
Senior Year Timeline

Senior year is a very busy time with many dates and deadlines to consider. File keeping and organizing your time are critical components of success.

Make sure you don’t suffer from SENIORITIS. Now is NOT the time to let your grades slip, particularly during second semester. Colleges do request senior year transcripts. Please review the following timeline carefully, and then put together one of your own.

September
• Continue visiting colleges that most interest you. Obtain all necessary information and forms. Read literature thoroughly and visit college websites.
• Register for SAT and ACT tests.

October/November
• Make sure letters of recommendation have been given to your counselor or uploaded to the Common Application.
• Compile your final list of schools. List deadlines and required admission items for each school.
• Talk to college alumni. Ask questions.
• Submit your college applications.
• Make sure your test scores are being sent to the correct colleges.
• Begin to work on your FAFSA and acquire all necessary documents. An online submission will process faster.

December/January
• Watch for any early decision/early action replies which usually arrive between December 1 and December 31.
• Check financial aid options. Submit college aid application and FAFSA. These forms must be submitted even if you have not been accepted to a college as yet. Ask your family to keep copies of all tax forms.
• Check ALL application deadlines. For SUNY schools, December 1 is suggested.
• Make sure your transcripts have been sent to the colleges of your choice.
• Call the admissions offices of the colleges to which you have applied, making sure that all your information has been received.
• Visit the guidance office often. Watch for weekly scholarship announcements. Be aware of deadlines.
• Complete and mail FAFSA on file online if you have not done so already.
**February/March**
- Mid-year grades must be sent to colleges requesting them. Check with your guidance counselor.

- You should receive your Student Aid Report (SAR) sometime in March. Make necessary changes and return it to the FAFSA processor.

- Complete any scholarship applications. Check with college financial aid offices to make sure they have received all pertinent information.

- If you took AP courses, check dates for AP exams.

**April/May**
- Colleges usually make their decisions by April 15th. You will be notified by mail or email.

- Once you’ve received your acceptances, carefully compare financial aid and scholarship packages. Consult with your parents, and weigh your decision carefully. Ask your counselor for help in understanding financial aid packages if needed.

- Most colleges want a final decision by May 1st. Notify the school of your choice. Return required information, and follow all deadlines.

- If you are put on a waiting list and are still interested in attending, make sure to let the college know of your intent.

- When you make your decision, notify your guidance counselor. Inform your counselor about any scholarships or awards you may have received.

- Once a selection is made, you will be required to pay a nonrefundable deposit for freshman tuition, ensuring your place in the entering class.

- Notify schools you have decided not to attend.

- Send thank-you notes to anyone who assisted you in the college planning process, including those who wrote letters of recommendation.

**June/Summer Before Freshman Year**
- Make sure your final transcripts are sent to the school of your choice.

- Meet all deadlines to ensure your place in college (room & board deposit, etc.).

- Graduation! Good luck!
Colleges vs. Universities

A college is defined as an institution of higher education offering instruction beyond high school whose programs satisfy the requirements for a degree at the associates and/or baccalaureate and graduate levels. Colleges usually offer a wide range of degree programs with faculty whose duties include teaching and scholarly research.

A university is defined as an institution of higher learning offering instruction beyond high school whose programs satisfy the requirements for a degree at the baccalaureate and graduate levels. Universities are generally comprised of several individual college and professional schools (e.g., College of Arts and Sciences, College of Business, School of Law).

Public vs. Private

All institutions are either privately or publically controlled. There are about 2,500 private institutions and 1,000 public institutions in the United States. The chart below highlights some basic differences.

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<th>Private</th>
<th>Public</th>
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<tr>
<td>Student Body</td>
<td>These institutions may be co-educational, or exclusively for women or men.</td>
<td>These institutions are co-educational.</td>
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<td>Control</td>
<td>These institutions are either non-sectarian and run by a board of trustees, with no special affiliation, or they are religiously affiliated. Some church-related institutions have strong affiliations that can affect curriculum and regulations while others have less strong affiliations.</td>
<td>These institutions are controlled by the state, county or municipality.</td>
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<tr>
<td>Size</td>
<td>Size varies from small to large.</td>
<td>Size varies. Many are large.</td>
</tr>
<tr>
<td>Tuition</td>
<td>Privately controlled institutions are usually more expensive. Financial aid programs may overcome this difference.</td>
<td>Publically supported institutions are often less expensive. Tuition is usually lower for in-state students than for out-of-state students.</td>
</tr>
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</table>

Liberal Arts College

This is the most common type of college. Its programs are designed to provide students with a broad foundation in the arts and sciences, as opposed to technical trainings. Students at liberal arts colleges usually major in humanities, social sciences, natural science, mathematics, or the fine and performing arts while working towards a Bachelor of Arts or Bachelor of Sciences degree. Most colleges, even if not a liberal arts school, require students to complete a number of liberal arts core courses.

Technical College

A technical institute is a degree-granting college that offers intensive training in engineering and other scientific fields. Undergraduate study sometimes requires five years. Recently, some schools of technology have coordinated their programs with liberal arts colleges.
Two-Year College

A two-year college can be a junior college, community college or state college. A junior college is usually privately operated. A community college is supported by the county and state, and a state two-year college is operated by the state. These institutes offer the Associates of Arts, Associates of Science and Associate of Applied Science Degree. A two-year college can provide preparation for transfer to a four-year institution or general education to those not seeking a baccalaureate degree. Admissions criteria at community colleges are usually open, meaning that all high school graduates are accepted.

Cooperative College or University

A cooperative college or university offers a four or five-year work-study program. Periods of study on campus are alternated with periods of paid employment in business and industry. The objective of the cooperative education program is to provide practical work experience with classroom theory. Many colleges integrate cooperative education into several of their curricula offerings.

Nursing School

There are several avenues that lead to preparation in nursing. Some hospitals offer three years of intensive training leading to state certification as a Registered Nurse. Many colleges and universities offer a four-year program of liberal arts and nursing training leading to a Bachelor of Science degree with RN State Certification. Many two-year colleges, in conjunction with local hospitals, offer nursing programs.

Military Service Academy

The Service Academies include The U.S. Military Academy at West Point, NY; The U.S. Naval Academy at Annapolis, MD; The U.S. Coast Guard Academy at New London, CT; The U.S. Air Force Academy at Colorado Springs, CO; and the U.S. Merchant Marine Academy at Kings Point, NY. The Service Academies are four-year colleges offering baccalaureate degrees. Their primary purpose is to develop officers for military service.

Career School

Career Schools come in many forms. Generally, they are private, non-college professional schools that offer highly specialized training for specific careers such as music, photography, dramatics, culinary arts, court reporting, etc. Some career schools emphasize in business, with training in secretarial work. Other career schools offer technical programs such as air conditioning, heating and refrigeration, computer technology, medical technology, and automotive repair. Career programs are usually one to three years in length and offer a certification of completion.
Explained below are the most common application plans students may encounter during the college admissions process. Given the variety of plans and the subtle differences between them, read each college's literature carefully.

**Regular Application Deadline and the Candidate’s Reply Date**
Many colleges establish an application deadline by which all applications must be received. All students are then notified of the college's decisions on a uniform response date, typically on or before April 1st. At most colleges, May 1st is the date by which accepted applicants must indicate their intention to enroll. By use of a **Universal Reply Date**, students may evaluate all notices of admission and financial aid awards before deciding on any one college.

**Early Decision (Binding Agreement)**
Many colleges offer this plan to applicants who are absolutely certain they want to attend the college. This college should clearly be the applicant's first choice. Traditionally, the deadline for early decision applications has been November 1st or 15th. Colleges then render a decision by mid-December. Some colleges also have a second round of early decision (usually in January or February). These later plans have the advantage of giving students more time to think through their decision. If accepted under this plan, the student is under a strong ethical obligation to attend the college and to withdraw or forego applications to all other colleges.

**Restrictive Early Action**
Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.

**Early Action or Early Admission (Non-Binding)**
This program is similar to early decision in terms of timelines. The important distinction is, if admitted, the applicant is not ethically obligated to withdraw other applications and has until May 1st to decide. Variations: Some schools offer single-choice early admission. Read the policies carefully.

**Rolling Admission**
Under this program, a college considers a student's application as soon as all of the required credentials have been received. Notification of acceptance or rejection is mailed as soon as a decision is made. Colleges that follow this practice may make their admissions decisions continuously over several months, in contrast to the practice of other colleges who accumulate their applications until a deadline date and then announce all their decisions at the same time.

**Deferred or Delayed Admission**
Most colleges allow an accepted candidate to postpone enrollment in a college, generally for one semester or one year.

**Open Admission**
An open admissions policy grants acceptance to all high school graduates without regard to additional qualifications.
FACTORS STUDENTS SHOULD CONSIDER WHEN CHOOSING A COLLEGE

You should try to select a college that matches your interests and needs as closely as possible. To do this, you should consider the ways in which colleges differ. Listed below are ten areas of difference from one college to another. If you can utilize these ten items to describe what you want in a college, you should be able to narrow your search and ultimately make a well-informed and winning college choice.

Programs of Study

Not all colleges offer all major fields of study. You should choose a field that interests you, and will prepare you for a particular career, and then examine colleges and universities that offer that field. If you have narrowed your interest to two or three majors, select a college that offers them all. If you are undecided as to a major, select a college which allows you to begin without declaring a major, and which offers good academic advising and counseling.

Location

One important decision is whether you will live on campus or commute. If you select a college near home, you still may live on campus if there are dorms. If you select a college away from home, you will probably live on campus, although some colleges allow students to live in nearby apartments. The second aspect of location is the actual setting of the college: Is it rural, urban or suburban? This difference could greatly affect the lifestyle you will take part in during the next four years. Think seriously about where you want to live.

Size

Colleges and universities differ in size of enrollment from several hundred students to tens of thousands. Obviously, there can be tremendous differences, both educationally and socially, in attending different sized institutions. There are advantages to small, large, and medium sized colleges. The important thing is to decide what you want. Small colleges can offer a personalized education, and you can get to know most of the students and faculty. Large institutions can offer a greater variety of courses and often have facilities that are more elaborate.

Reputation

Some institutions have established reputations for being excellent in certain fields. Others are generally thought to be good in everything they do. In addition, some are known more for sports than for academics. Be careful not to make a decision on reputation alone. Find out if the college warrants the reputation it has. Just because an institution has been around for a hundred years does not automatically make it good. However, many old, established institutions have earned their reputations and offer an excellent education.

Life

When you go to college, a relatively small portion of your time is actually spent in classrooms. Other time is spent in the library and laboratory. However, a great deal of time is spent in the dorms, the student center, the cafeteria, and wherever other students gather. The campus life outside of class is very important, and you should try to determine what that life is like at the college you plan to attend.

Type

There are several differences that might be important to you. Colleges can be classified as publicly run institutions or privately run institutions. Public institutions are tax supported and offer lower tuition. Privately run institutions are not governed by the state and usually offer higher tuition charges. However, because private institutions do not have the state’s financial restrictions, they may be able to offer more merit based financial aid packages. If you attend a two-year institution, plan your program of studies so you can transfer to a four-year college if you so desire.
Coed or Single Sex

There was a time when many colleges were for men only or women only. Today, the overwhelming majority of colleges are coed. Single sex institutions still exist and some students prefer to attend these types of institutions.

Religious Affiliation

In the early days of American higher education, most colleges had a strong religious affiliation. Today, the majority of institutions are public, with no church relationship. Some private colleges have maintained church affiliation, although attendance at these colleges is usually open to students of all religions. Almost all colleges offer a variety of religious services either on campus or in the immediate vicinity.

Friends

You do not have to attend the same college as your friends. However, if you have friends or relatives who have attended colleges you are considering, ask them what they like and dislike about college. Remember, their interests may not be the same as yours, but your friends could be a good source of honest information.

Cost

The cost of higher education is a serious consideration, but it should not be the major determining factor of where you will attend. All colleges and universities have financial aid programs to help meet the cost of attending. Make your decision on the factors listed above, and then see how the colleges you select can help you meet the costs.
What Is Important to You?

Read this list and check off the things that are most important to you, at the level of their importance. Under “Specific Preference”, write in what you are looking for if the item is quantifiable. For example, regarding location, you might list Long Island or New York State or Within A Five Hour Drive or The Northeast or The East Coast. This preliminary step will help you to narrow down your choices.

The next step is to use your worksheet of college characteristics as a guide and try to match them with particular colleges. The easiest way to do this is to utilize one of the many college search engines available on the Internet and meet with your counselor. A number of the most useful sites are listed under “Internet Resources” within this guide. For best results, search for colleges using more than one search engine and supplement your efforts with a few of the college guides which are available in your guidance office, libraries, and bookstores.

Now that you have your list of colleges, gather information about each school by exploring their website or by requesting materials from admissions.

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<th>Important</th>
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<th>Not Important</th>
<th>Specific Preference</th>
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<td>Retention Rates</td>
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<td>Campus Life</td>
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<td>ROTC</td>
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<td>Extracurricular Activities</td>
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<td>Name of College</td>
<td>App. Deadline</td>
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FACTORS CONSIDERED BY COLLEGES WHEN CHOOSING PROSPECTIVE STUDENTS

A challenging high school curriculum

Grades are not all that matter. However, they are important. College bound students are encouraged to take four years of mathematics, including courses in Algebra One, Geometry, and Algebra Two. College bound students are also encouraged to take 4 years of science and complete their foreign language sequence and at least one Advanced Placement course prior to graduating high school. Students who intend to apply to competitive schools should take more.

Grades that represent strong effort and an upward trend

Slightly lower grades in challenging courses are preferred to high grades in less challenging courses.

SAT and/or ACT results

We recommend that all students take both the SAT and ACT examination in the winter of their junior year. Students should then sit again for either the SAT or ACT in the spring of their junior year or the fall of their senior year. SAT II subject exams are also required for admission in some colleges and universities. Students can take the SAT II subject exams after completion of the course that correlates with the examination.

Passionate involvement in a few activities, demonstrating leadership, initiative, and impact

Depth, not breadth, of experience is most important. Substantive commitment to a few activities is preferable to participation in several mini activities. Students are encouraged to create a detailed resume to showcase their volunteer, leadership, and extracurricular involvement.

Out of school experiences, including summer activities, work and hobbies that reflect responsibility, dedication and areas of interest

Meaningful use of your free time is essential! Many colleges offer summer programs for highly motivated high school students. These programs could be a valuable experience to add to your activities resume.

Internship and community service experiences are also valuable experiences for students to seek out.

Special talents or experiences

A student who goes the extra mile to develop a special talent in sports, research, writing, or the arts will gain an edge.

A well written essay that provides insight into the student’s personality, values and interests

This is a student’s opportunity tell the school what makes them special.

Anecdotal letters of recommendation from teachers and the student’s counselor that give insight into a student’s intellectual curiosity and talents

A recommendation from someone who knows the student well can provide a school with insight into the student.

Demonstrated interest and enthusiasm for attending the college/university

Students should be encouraged to schedule campus visits and tours with the admissions offices for the schools that they are interested in attending. They should also stay in touch with admission representatives throughout the application process.

Attention to detail in the application process

Deadlines are important, as is the accuracy, spelling and grammar on a college application.
High School Transcript

Grade point average (GPA), in conjunction with the quality of courses, is the most important criterion for virtually all colleges. Schools select students who have displayed solid academic programs throughout high school. This usually means enrolling in English, social studies, mathematics, science and foreign language courses for as many years as possible. Colleges strongly recommend at least three years of mathematics, science and foreign language, and preferably more years if a student demonstrates strong capabilities. During senior year, students should be enrolled in at least four academic subjects, and those who are considering a less demanding schedule should be encouraged to consult with their counselor, who can suggest ways to strengthen a program – senior year counts!

Colleges also examine the number of accelerated, honors and advanced placement courses on a transcript. Admissions committees prefer students who seek academic challenge. They recognize that students who, for example, receive a grade of "B" in AP American history could probably have achieved an "A" or an "A-" in the Regents level of the course. At the same time, the committee may question why a student who consistently excelled in Regents English never enrolled in honors or AP level courses.

In addition, colleges look for trends in grades on the transcript. If grades were declining, was there a valid reason for the decline? The junior year, through the first half of twelfth grade, is a very important part of the academic record because it provides the most recent information. Although the GPA is based upon final grades in freshman, sophomore and junior years, a strong first quarter performance in senior year can support and improve your application. Midyear senior grades are often requested by colleges, and can make a difference in being accepted or rejected, especially in borderline situations.

Standardized Testing

For most students, standardized tests mean the SAT/ACT and SAT Subject Tests. The SAT Reasoning measures generalized information and reasoning abilities which students have acquired over their lifetime. It is used as a predictive instrument by colleges to indicate the likelihood of a student's success in the first year of college. SAT Subject Tests measure knowledge gained in specific subject matter such as mathematics, foreign language, and science (e.g., biology). Most colleges use the SAT Reasoning as a component of the admission process, while only the more selective, private colleges typically require SAT Subject examinations.

**SAT Reasoning**

The SAT Reasoning test is a three hour exam, plus 50 minutes for the essay, which is optional, and the results are expressed in evidence based reading, writing and math. The SAT is offered several times during the school year. Carefully note registration deadlines. Score Choice has become available with College Board where students can elect which test exam dates to forward to colleges. Keep in mind that a few of the more competitive colleges are still requesting that all scores be sent.

**SAT Subject Test**

The SAT Subject Test is a series of one hour curriculum-based examinations and you may sit for up to three tests on any given test date. Most colleges requiring the SAT Subject Test prefer to see at least two or three examinations. They should be in subject areas where students demonstrated strength. Mathematics is typically one test that students select, and the others depend upon your academic program. Most students take the SAT Subject Tests examinations in June of their junior year (although some individuals may have previously taken SAT Subject Tests examinations in subjects such as biology). If you are uncertain about whether or not you should register for the test, either contact your guidance counselor or speak with your current curriculum-based teacher. Please note that one cannot sit for SAT Reasoning and SAT Subject Tests on the same day.
ACT Examination

The ACT is a three-hour test made up of four main sections: English, Mathematical, Reading and Science Reasoning. The ACT score is a composite of these four sections and ranges from 1 to 36. The ACT is more closely tied to school curriculum and is, therefore, more achievement-oriented than the SAT. ACT permits students to choose which score results are sent to colleges. The ACT also has a version that, for a higher fee, includes a Writing section. Most colleges today require the version with the Writing section.

Test Optional Colleges

Many colleges are choosing to become “test optional.” This means that certain colleges make admissions decisions that do not include standardized test scores in the process. For a full list of colleges that are Test Optional, please visit www.fairtest.org.
## Compare the New SAT to the ACT

<table>
<thead>
<tr>
<th>Structure and timing</th>
<th>New SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing time</strong></td>
<td>3 hours + 50-minute essay (optional)</td>
<td>2 hours 55 minutes + 40-minute essay (optional)</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>3 tests + optional essay</td>
<td>4 tests + optional writing test</td>
</tr>
<tr>
<td><strong>Number of questions</strong></td>
<td>154</td>
<td>215</td>
</tr>
<tr>
<td><strong>Time per question</strong></td>
<td>1 minute, 10 seconds</td>
<td>49 seconds</td>
</tr>
<tr>
<td><strong>Score range</strong></td>
<td>Composite 400–1600 (SAT Essay: reported in 3 dimensions, each 2–8)</td>
<td>Composite 1–36 (writing domain scores: 2–12)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test length and timing</th>
<th>Reading Test</th>
<th>English Test</th>
<th>Math Test</th>
<th>Science Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Test</strong></td>
<td>35 minutes</td>
<td>40 questions</td>
<td></td>
<td></td>
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<tr>
<td><strong>Writing and Language Test</strong></td>
<td>65 minutes</td>
<td>45 minutes</td>
<td>75 questions</td>
<td></td>
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<tr>
<td><strong>Math Test</strong></td>
<td>35 minutes</td>
<td>60 minutes</td>
<td>60 questions</td>
<td></td>
</tr>
<tr>
<td><strong>Science Test</strong></td>
<td>35 minutes</td>
<td>40 questions</td>
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</tbody>
</table>
SAT I (Reasoning) and SAT II (Subject) Tests:

- December 3, 2016
- January 28, 2017
- March 11, 2017 – no subject tests
- May 6, 2017
- June 3, 2017
- August 26, 2017

ACT:

- December 10, 2016
- February 11, 2017 *no NY administrations
- April 8, 2017
- June 10, 2017
- September 9, 2017

The College Board and Khan Academy are committed to leveling the playing field by providing world-class SAT practice, entirely for free.

Practice Now (https://www.khanacademy.org/sat)
Letters of Recommendation

Counselor Letter of Recommendation

The counselor recommendation is a significant component in the admission process. The more information counselors have about students, the more students will benefit. Therefore, we ask students to provide us with Activity Sign-Off Sheet, Student Brag Sheet, and the Parent Brag Sheet.

Student Questionnaire/Parent Questionnaire

It is crucial for the counselor and the colleges to be aware of the personal attributes, highlights and accomplishments of our students. It is equally important for them to know the differences between poor performance due to immaturity or laziness, as opposed to a divorce or death in the family; a diagnosed learning or other disability; serious illness, etc. If you feel uncomfortable writing or talking about this, perhaps you should see your counselor. Please note that the information captured in the senior packet closely resembles that requested in actual college applications, so make a photocopy before submitting it.

Teacher Letter of Recommendation

• In addition to counselor recommendations, students are asked to provide one or two teacher recommendations. Please be sure to give the teachers sufficient time to write the letters before they are due.

• The recommendation should come from a teacher of an academic subject you had in the junior or senior year. However, there are some exceptions. For example, if you are a talented art student who intends to major in art, you should consider choosing an art teacher. Even if you do not major in art, a supplemental reference from the art teacher is recommended to highlight special talent.

• Select teacher recommendations to correspond with your choice of college major. For example, a science major should have a math and/or science teacher recommendation. A writing or journalism major should have one reference letter from an English teacher.

• If you are a talented athlete, artist, or musician, request that the coach, teacher, or trainer write a recommendation letter to supplement the other recommendations.

• Be aware that some teachers may have their own guidelines for writing recommendations letters. Talk with your recommending teacher(s) to determine whether they have individual guidelines.
STUDENT QUESTIONNAIRE

What leadership qualities/experiences do you possess and how have you used them?

How have you demonstrated your concern for others? Give examples.

Describe an event, circumstance, or an obstacle, which you overcame that has made you a stronger person and/or affected your academics.

What do you consider your greatest strengths?

Describe one of your proudest moments in the last four years:

Please list five (5) descriptive adjectives that describe you as a person:

Colleges you are considering:

Post-Graduation plans:

Careers you are considering:
Parent Questionnaire

Your responses to the following questions will be helpful to your child’s Guidance Counselor in the preparation of his/her recommendation. You may also write a paragraph in your own words. Please complete the following questionnaire and return it to your child’s counselor as soon as possible.

Name of Student ____________________________________________________________

1. What do you consider your child’s outstanding accomplishments during the past three or four years? Why did you select these as important?

2. In what areas has your child shown the most growth—personal, educational, etc., during the past three or four years?

3. What do you consider your child’s outstanding character traits?

4. What five adjectives would you use to describe your child?

5. Are there any unusual or personal circumstances or experiences that have impacted your child’s progress?

You or your child may use the reverse side for additional comments. Thank you and I am looking forward to working with you and your child in the fall.

Sincerely,
Bridgehampton Guidance Staff

Parent’s Signature: ____________________________________________ Date: ____________
While colleges say that the "love of learning" comes first, most admissions officers do examine the student's extracurricular activities. Here are some highlights that admission officers are looking for:

- How long was the student a member of that organization, and how much time was devoted to its activities?
- Did the student accomplish anything special or hold elective or appointive office (e.g., president or treasurer)?
- What did the student give to his/her school community (e.g., peer tutoring)?
- Highlight employment with job description and period of time employed.

### Extracurricular Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>GRADE</th>
<th>OFFICE HELD OR SIGNIFICANT CONTRIBUTION</th>
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<tbody>
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<td>9</td>
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### Community Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
<th>OFFICE HELD, # OF HOURS, SIGNIFICANT CONTRIBUTION</th>
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### Employment

<table>
<thead>
<tr>
<th>JOB DESCRIPTION</th>
<th>DATES OF EMPLOYMENT</th>
<th># OF HOURS</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
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### Additional Information

<table>
<thead>
<tr>
<th>AWARDS, HONORS OR PRIZES, ETC.</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
<th>DESCRIPTION</th>
</tr>
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</table>

### Significant Summer Experiences

<table>
<thead>
<tr>
<th>Experience</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
<th>DESCRIPTION</th>
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</tbody>
</table>
# SAMPLE RESUME

## STUDENT NAME

Address

Phone Number/E-mail Address

## EXTRACURRICULAR CLUBS AND ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade</th>
<th>Position</th>
<th>Hrs/Wk/Yr</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Honor Society</td>
<td>10,11,12</td>
<td>Vice President</td>
<td>3/40</td>
<td>Chemistry, Biology, and Writing tutor, Usher at numerous events, 40+ hours of community service activities, Creator of community service event-Run for Wounded Warrior Project.</td>
</tr>
<tr>
<td>Choir</td>
<td>11,12</td>
<td>Member</td>
<td>2/40</td>
<td>Sang at community events including tree lighting ceremony, Tri-M honor society inductions, and winter concert.</td>
</tr>
<tr>
<td>Environmental Club</td>
<td>11,12</td>
<td>Member</td>
<td>2/40</td>
<td>Helped maintain the school’s green house, organized various fundraising events, and raised awareness of local environmental issues.</td>
</tr>
<tr>
<td>Junior Class</td>
<td>11</td>
<td>Member</td>
<td>2/40</td>
<td>Helped build homecoming float and helped to organize the junior prom.</td>
</tr>
<tr>
<td>Senior Class</td>
<td>12</td>
<td>Member</td>
<td>2/40</td>
<td>Helped my class prepare for the senior banquet by organizing fundraising activities.</td>
</tr>
</tbody>
</table>

## AWARDS/HONORS

<table>
<thead>
<tr>
<th>Awards/Honors</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholar Athlete</td>
<td>9,10,11,12</td>
<td>Varsity Athlete with a GPA of 90 or better.</td>
</tr>
<tr>
<td>High Honor Roll</td>
<td>9,10,11,12</td>
<td>Achieved at least 90% average for every marking period.</td>
</tr>
<tr>
<td>Photography Achievement Award</td>
<td>11</td>
<td>Suffolk All-County Art Exhibition.</td>
</tr>
<tr>
<td>Photography School Finalist</td>
<td>11</td>
<td>The LongHouse Reserve</td>
</tr>
<tr>
<td>Chorus Award</td>
<td>11</td>
<td>Recognized for outstanding achievement in chorus.</td>
</tr>
</tbody>
</table>
### ATHLETICS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade</th>
<th>Team</th>
<th>Position</th>
<th>Awards/Honors</th>
<th>Hrs./Wk./Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer (Fall)</td>
<td>9,10,11</td>
<td>JV, Varsity</td>
<td>Left Midfield</td>
<td></td>
<td>12/12</td>
</tr>
<tr>
<td>East Hampton Travel Soccer</td>
<td>9,10</td>
<td>Division IV</td>
<td>Center Forward</td>
<td>Co-Captain</td>
<td>6/32</td>
</tr>
<tr>
<td>Cross Country (Fall)</td>
<td>12</td>
<td>V</td>
<td>Top 3 runner</td>
<td></td>
<td>12/12</td>
</tr>
<tr>
<td>Track (Winter)</td>
<td>11,12</td>
<td>V</td>
<td>100M Hurdles, 400M Relay</td>
<td></td>
<td>16/12</td>
</tr>
<tr>
<td>Track &amp; Field (Spring)</td>
<td>9,10,11,12</td>
<td></td>
<td>100M Hurdles, 400M Relay</td>
<td>Coach’s Award, County 400M Relay Participant, Dedication Award</td>
<td>12/12</td>
</tr>
</tbody>
</table>

### COMMUNITY SERVICE/VOLUNTEER WORK

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade</th>
<th>Hrs./Wk./Yr.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer Tutor</td>
<td>11,12</td>
<td>2/1</td>
<td>Tutored students for the Earth Science Regents Examination.</td>
</tr>
<tr>
<td>Gardening/Clean up Volunteer, Bridgehampton Child Care Center</td>
<td>10,11,12</td>
<td>10/1</td>
<td>Helped to clean and garden at the local Child Care Center.</td>
</tr>
<tr>
<td>Compassion without Borders Holiday Fair</td>
<td>11,12</td>
<td>4/1</td>
<td>Assisted to raise money for a local Bridgehampton family in need.</td>
</tr>
<tr>
<td>Greeter and Volunteer at College Fair</td>
<td>10, 11</td>
<td>Once a year</td>
<td>Volunteered time at the East End Counselors Association college fair.</td>
</tr>
<tr>
<td>Holiday Bell Ringer – Salvation Army</td>
<td>9,10,11,12</td>
<td>4/1/1</td>
<td>Volunteered to help ring bells and fundraise for the Salvation Army.</td>
</tr>
</tbody>
</table>

### WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade</th>
<th>Hrs/Wk./Yr.</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifeguard</td>
<td>10,11,12</td>
<td>50/10</td>
<td>Ocean and pool lifeguard, certified in CPR/AED and First Aid</td>
</tr>
</tbody>
</table>
The college essay is one part of the application process that gives students the opportunity to inform admissions officials about their special abilities, interests, and qualities, or about any significant factors that might set them apart from a large number of qualified applicants. College essays are being given more weight than ever in the admissions process. While a superb essay will not cancel out a poor high school record, a well-written essay can make a student with a good record stand out from the other applicants.

When it comes to essays, avoid the obvious. Do not repeat information that the college admissions counselor will be able to glean from your transcript, a resume of activities and awards, or from a short answer response on the application. Your essay should add “dimension” to your application. Share an experience that gives the reader insight into you as a person.

**Part I: Brainstorm**

The most important part of your essay is the subject matter. From brainstorming with others, you may find a topic or main idea you had not considered at first.

Consider the following points:

- What are your major accomplishments, and why do you consider them accomplishments?
- Does any attribute, quality, or skill distinguish you from others? How did you develop this attribute?
- What are your favorite books, movies, works of art, etc.? Have these influenced your life in a meaningful way?
- What is your strongest, (most unwavering) personality trait? Do you maintain strong beliefs or adhere to a philosophy? How would your friends characterize you?
- What have you done outside of the classroom that demonstrates qualities sought after by universities? Of these, which is the most rewarding?
- What are your most important extracurricular or community activities? What made you join these activities? What made you continue to contribute to them?
- What was the most difficult time in your life, and why? How did your perspective on life change as a result of the difficulty?

**Part II: Select a Topic**

You must be sure to answer the questions that were asked of you on the application. Leaving a lasting impression will not be easy, but consider the following questions before proceeding:

- Have you selected a topic that describes something of personal importance to your life, and which you can use colorful personal experiences as supporting details?
- Can you offer vivid supporting paragraphs to your essay topic?
- Do you keep the reader’s interest from the first word? The entire essay must be interesting, considering admissions officers will probably only spend a few minutes reading each essay. Will an admissions officer remember your topic after a day of reading hundreds of essays? What will the officer remember about you? What will be the lasting impression you created?
- Can you fully answer the question asked of you? Can you address and elaborate on all points within the specified word limit?
- Will your topic only repeat information listed elsewhere on your application? If so, pick a new topic.
Part III: Write the Essay

In writing the essay, you must bear in mind your two goals: to persuade the admissions officer that you are extremely worthy of admission and to make the admissions officer aware that you are more than a GPA and a standardized score.

Tips that you should consider while writing your admissions essay:

Answer the Question
You can follow the next steps, but if you miss the question, you will not be admitted to any institution.

Be Original and Creative
Even seemingly boring essay topics can sound interesting if creatively approached. For example, if you are writing about a gymnastics competition you trained for, do not start your essay: “I worked long hours for many weeks to train for XXX competition.” Consider an opening like, “Every morning, I awoke at 5:00AM to blood, sweat and tears as I trained on the uneven bars, hoping to bring the state gymnastics trophy to my hometown.”

Be Yourself
Admissions officers want to learn about you and your writing ability. Write about something meaningful and describe your feelings, not necessarily your actions. If you do this, your essay will be unique.

Don’t “Thesaurize” Your Composition
For some reason, students continue to think big words make good essays. Big words are fine, but only if they are used in the appropriate context. Think Hemingway.

Spend the Most Time on Your Introduction
Expect admissions officers to spend 1 to 2 minutes reading your essay. You must use your introduction to grab their interest from the beginning. Don’t summarize in your introduction. Ask yourself why a reader would want to read your entire essay after reading your introduction. If you summarize, the admissions officer need not read the rest of your essay.

Use Transitions
You must use transitions within paragraphs and especially between paragraphs to preserve the logical flow of your essay.
The Conclusion is Critical
The conclusion is your last chance to persuade the reader or impress upon him or her with your talents. In the conclusion, avoid summary since the essay is rather short to begin with; the reader should not need to be reminded of what you wrote beforehand. Also, do not use stock phrases like, “in conclusion, in summary, to conclude, etc.”

Give Your Draft to Others
Ask others to read and give you an honest opinion and feedback on your essay.

Revise, Revise, Revise
You are only allowed so many words; use them wisely. Delete anything in the essay that does not relate to your main argument. Did you use transitions? Are your introduction and conclusion more than summaries? Did you find every single grammatical error?
The Common Application uses the following essay prompts. The essay length is currently capped at 650 words. The essay prompts are reviewed on an annual basis to ensure that they continue to serve students and member colleges well.

The essay prompts are as follows:

- Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
- Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
- Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?
- Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

Source: commonapp.org
The best way for you to learn about the educational program, faculty, facilities, atmosphere and spirit of a college is to visit the campus, particularly when the college is in session.

**College Visits Enable You to:**

- Learn what college admissions officials expect from a candidate.
- Evaluate the environment of the school (academic, physical, social).
- Observe and talk with students who are attending that school.

**When to Make Your Visit:**

It is never too early to start exploring college campuses to get a feeling for what you prefer. By the Fall of your 11th grade year, you should begin visiting as many prospective schools as possible. It is better to visit when the college is in session, so you will get a true picture of the college activities, but the summer provides an excellent opportunity for the entire family to visit. You do not have to apply to a college before you visit it.

**What to Look for:**

- Size of the classes.
- Strength of department you are likely to select as a possible major.
- Composition of the student body.
- Residence Halls conducive to studying.
- Dining facility, quality of food, hours of operation.
- Campus setting, beauty, orderliness and cleanliness.
- Health services (campus infirmary).
- Availability of religious services.
- Facilities for leisure time, cultural programs, athletic facilities, social life.
- Do the college students appear to be happy, lively and friendly?
- What is the attitude of the faculty towards visitors?
- Were the students friendly and courteous towards visitors?
- Are the students serious and businesslike towards their work?
Helpful Tips for the Campus Tour

• Register for a tour and information session before visiting the college. Many schools offer online registration.
• Eat in the cafeteria.
• Spend time in the library.
• Pick up a copy of the student newspaper.
• Read the bulletin boards.
• Speak with students other than your official tour guide.
• Sit in on a class.
• Visit the Financial Aid office.
• Visit a dorm.
• Make arrangements to stay overnight in the dorms by contacting the admissions office in advance.
• Meet with a professor in your prospective field of study.
• If interested in playing a sport, meet with a coach.
• Visit the college bookstore.
• Visit the student center to get an idea of student life.
• Check out the neighboring community/college town.
• Bring a camera and take photographs of the campus.
• Bring a notebook and write down your impressions of the college once you have completed your visit.

Questions to Consider

• Ask your tour guide and other students, “Why did you select this college? What other schools did you apply to? Are you happy with your decision?”
• How competitive is the academic environment?
• What is the availability of professors outside the classroom?
• Who teaches freshman courses – graduate assistants or permanent staff?
• What is the average class size for freshman and introductory courses?
• How strong are the library facilities?
• What are the opportunities for participating in intramural sports?
• What type of housing is available to first year students?
• What are the most popular majors?
• How easy is it to register for classes?
• When do you have to declare your major?
• What impact does Greek Life have on this university?
• Is campus security an area of concern to students or faculty?
• What percentage of students stay on campus during the weekends?
• Is there a professional counseling service available for career planning and personal concerns?
• What is the make-up of the student body?
• What percentage of students receive financial aid? Does the school meet 100% of financial need? Are merit-based scholarships available?
• Does the surrounding community support the school and/or attend athletic and artistic events?
• Does the school have a religious affiliation?
Don’t let your campus visits blend together! Write your thoughts down while the visit experience is still fresh in your mind. Take pictures.

School

City, State: ________________________ Visit Date: ________________________

Planning

Location of Admissions Office: ____________________________________________

Tour Time: ________________________ Phone: _____________________________

Interview Time: ________________________ Phone: _____________________________

On-Campus Impressions

The Campus Tour:

Guide’s Name: ________________________

The Interview:

Interviewer’s name and title: ________________________

Is there something left to mention in your thank you note, something you may have forgotten to say?

Other discoveries while on campus (facilities, student center, resources)

Summary

Worth remembering (extracurricular activities, politics, arts, ecology, music, new construction, social life or lack of social life):
What I like most about this school:

What I like least about this school:

Off Campus Resources:

Number of students?

Athletic facilities:

Housing:

Does the school have what I am looking for?

Would I feel comfortable here?
If the college to which you are applying requires or recommends an interview, you should call or e-mail the school or the alumni representative assigned to you to schedule an appointment. The interview is the perfect opportunity for you to make a good impression with the admissions staff at your prospective school. It is an opportunity for you to add or expand on information in your application. An interview may help a school decide in favor of admitting you. It is also an opportunity for you to ask questions about the school.

**What Is an Alumni Interview?**

Some colleges do not give personal interviews to students, but do offer the option of an alumni interview. Colleges are increasingly utilizing alumni in the college admissions process. In some cases, on-campus interviews are not granted, but once an application is filed, the student may arrange for an alumni interview. Many highly selective schools utilize this system.

**Questions to Ask:**

- How many students in last year’s freshman class returned for their sophomore year?
- What procedure is used for class placement? (Important in areas of English and mathematics because freshmen often vary significantly in their ability to handle these skills.)
- How is the faculty advisor assigned? How is this done if a student is undecided about his/her major?
- What kind of additional academic services does your college offer at no additional cost to the student? (e.g.: tutoring, counseling, study skill workshops, improving reading speed, etc.)
- What percentage of the student body remains on campus during the weekend?
- What are some of the activities planned for the students on campus during the weekend?
- How are roommates selected if no preference is listed?
- What percentages of your students receive financial aid? What percentage receives scholarships based on academics? What percentage of a typical financial aid package is in the form of a loan?
- If my family demonstrates financial need on the FAFSA or CSS form, what percentage of the need will typically be awarded and when can I expect to receive official notice of the award?
- What is the typical size of a freshman English class?

**Questions You May be Asked:**

- Why are considering this college? (Read the materials).
- What do you expect to be doing 10 years from now?
- If you were the Principal of your school, what would you change?
- What contributions can you make to the college/university?
- What newspapers and magazines do you read?
- What books, that are not required in your courses, have you read recently?
- If you could speak with one living person, whom would it be and why?
- What is the most important thing you’ve learned in high school?
- What events have changed your life?
- How would your best friend describe you?
- What extracurricular activities have you found most satisfying?
- How do you spend your time after school?
- What do you expect to take away from your college experience?
Interviewing “Do’s” and “Don’ts”:

<table>
<thead>
<tr>
<th>DO’s</th>
<th>DON’Ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dress appropriately.</td>
<td>• Be late.</td>
</tr>
<tr>
<td>• Be punctual.</td>
<td>• Offer any negative information.</td>
</tr>
<tr>
<td>• Prepare answers to anticipated questions.</td>
<td>• Lie or exaggerate.</td>
</tr>
<tr>
<td>• Prepare questions to ask.</td>
<td>• Chew gum.</td>
</tr>
<tr>
<td>• Listen to the interviewer before answering.</td>
<td>• Recite a prepared speech.</td>
</tr>
<tr>
<td>• Make eye contact.</td>
<td>• Criticize your teachers, school or friends.</td>
</tr>
<tr>
<td>• Smile and give a firm handshake.</td>
<td>• Brag.</td>
</tr>
<tr>
<td>• Bring a transcript with SAT/ACT scores.</td>
<td>• Be disinterested.</td>
</tr>
<tr>
<td>• Bring a resume.</td>
<td>• Interrupt your interviewer.</td>
</tr>
<tr>
<td>• Write a thank you note to your interviewer.</td>
<td>• Give one word answers.</td>
</tr>
<tr>
<td>• Be yourself.</td>
<td>• Have your first interview at your first choice school.</td>
</tr>
</tbody>
</table>
INFORMATION FOR STUDENTS WITH A DISABILITY

Students with identified learning disabilities will want to investigate the programs and services that are specifically designed to meet their post-secondary educational needs. When you plan your college visits, in addition to taking a college tour and attending an information session with an admissions officer, you should schedule an appointment with the Center for Students With Disabilities Office. This is your opportunity to find out what services are available at each college.

At the college level, there are no resource rooms and students may not receive all of the same modifications and accommodations that they receive in high school. Colleges determine what services are reasonable and appropriate at the college level.

To Compare and Select Colleges...

- What type of Learning Disabilities Programs do they offer?
- How long have the programs been in existence?
- How many students are admitted to their programs each year?
- What is the total number of students presently in the program?

Suggestions:

Make sure your psychological testing is current. If testing information is current, the college may be able to use test results obtained while the student was in high school for decisions regarding programming and accommodations.

Obtain all special testing records before high school graduation. Colleges, as well as vocational schools, request these records to assist in providing support services to students.

Make contact with local Department of Rehabilitation Services office before graduation. They offer a variety of services to eligible students with learning disabilities such as vocational assessment, job placement, and so forth.

Consider a vocational assessment. This could be a way to amplify present and future goals.

Make sure the student’s knowledge of study skills is adequate. The better their skills are, the greater chance of success in college.

Consult with the high school guidance counselor to get a good understanding of how much support or special help the student is receiving. It is important to determine realistically whether minimal LD support services or an extensive LD program at the college level will be needed.
Help students to increase their independent living skills. Manage checking account, do their own laundry, cleaning, etc.

Encourage part-time jobs or volunteer positions. These are helpful to improve socialization skills, as well as give a better understanding of work situations and expectations.

Make sure students have a good understanding of their particular learning disability. They should know and be able to articulate their strengths and weaknesses.

Help students understand their disability. How is it connected to social expectations with peers, families and employers?

Encourage students to advocate for themselves. They can begin by discussing their disability with their high school Guidance Counselor.

Learn about Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These laws indicate what types of accommodations must be provided and/or allowed at the post-secondary institutions if a student requests them.

Get information on special exam arrangements for SAT and/or ACT. Options include extended time on tests, readers, or cassettes.

Obtain two copies of all college applications (or duplicate the one received). Use the first copy to collect needed information. Type that information onto the second copy to be sent.

Contact the office for students with disabilities at each college when applying. Find out exactly what kind of services each school provides, and if there are any pre-admission requirements.
The NCAA has a central clearinghouse to certify athletic eligibility for Divisions I and II. Below are answers to questions frequently asked by students about what they need to do to participate in collegiate athletics.

**How Do I Register and Get Certified With the NCAA?**
If you intend to participate in Divisions I and II athletics as a freshman in college, you must be registered with and be certified as eligible by the NCAA Initial-Eligibility Clearinghouse (DCH). Please note that initial-eligibility certification pertains only to whether or not you meet the NCAA requirements for participation in Division I or II athletics and has no bearing on your admission to a particular Division I or II institution.

**When Should I Register?**
It is usually best to register after your junior year grades are on your transcript.

**How Do I Register?**
Register online – www.ncaaclearinghouse.net

**Are Standardized Test Scores Required?**
Qualifying test scores are required for participation at both Division I and Division II institutions. See sliding scale chart below to identify your eligibility.

**How Can I Arrange for My Scores to Be Sent Directly from the Testing Agency?**
When you register to take the ACT or the SAT, you can mark code 9999 so that the CH will be one of the institutions receiving your scores; or alternatively, you can submit a request (and fee) for an "Additional Score Report" to the appropriate testing agency by indicating code 9999 on your request form.

**What Will the Clearing House Provide to Those Institutions That Are Recruiting Me?**
The Clearing House will send your eligibility status to any Division I or II institution that requests it, provided that you have given your permission on your Student Release Form. Please note that the Clearing House will not send your eligibility information at your request. Rather, the institution must make the request for that information.

**What Role Does the High School Play With the Clearing House?**
After you register on ncaa.clearinghouse.net, you will be instructed to download two release forms. The preliminary form will allow the release of your school records prior to graduation to determine academic eligibility. The final release form allows the school to release your final high school transcript to the CH for approval to play college level sports.
How Do I Start the Process?

- Discuss athletic ability with current coaches to help guide you in the process.
- Investigate each college’s level of athletics.
- Research website for coaches’ names and addresses.
- Fill out online recruitment forms, if available.
- Write cover letter directly to each coach expressing interest in playing for their team.
- Develop an athletic resume stating history with sport, position played, statistics, coaches’ names and contact information and mail with cover letter.
- Provide DVD, if available, showcasing athletic highlights.
- Email coaches expressing interest.
- Sign up for legitimate recruiting websites such as berecruited.com.

| Division I | Most competitive program, athletic scholarships available, age limitations, must clear academics with NCAA to play. |
| Division II | Highly competitive, limited athletic scholarships available, no age limitations, must clear academics with NCAA to play. |
| Division III | Competitive program, no athletic scholarships available, no age limitations, do not have to clear academics with NCAA. |
NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- Initial full-time collegiate enrollment before August 1, 2016:
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).

- Initial full-time collegiate enrollment on or after August 1, 2016:
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
  - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
  - These courses/grades are “locked in” at the start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
- SAT: critical reading and math sections.
  - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
- ACT: English, math, reading and science sections.
  - Best subscore from each section is used to determine the ACT sum score for initial eligibility.

- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

Core Grade-Point Average:

- Only core courses that appear on the high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.

- Initial full-time collegiate enrollment before August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet subject-area requirements.

- Initial full-time collegiate enrollment on or after August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; “locked in”) and subject-area requirements.

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<table>
<thead>
<tr>
<th>Division I Core-Course Requirements (16)</th>
<th>Division I – 2016 Qualifier Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English</td>
<td>16 core courses</td>
</tr>
<tr>
<td>3 years of math (Algebra I or higher)</td>
<td>Ten (10) core courses completed before</td>
</tr>
<tr>
<td>2 years of natural/physical science</td>
<td>the start of seventh semester. Seven</td>
</tr>
<tr>
<td>(1 year of lab, if offered)</td>
<td>(7) of the 10 must be in English, math</td>
</tr>
<tr>
<td>1 year of additional English, math or</td>
<td>or natural/physical science.</td>
</tr>
<tr>
<td>natural/physical science</td>
<td>“Locked in” for core-course GPA</td>
</tr>
<tr>
<td>2 years of social science</td>
<td>calculation.</td>
</tr>
<tr>
<td>4 years of additional courses (any area</td>
<td>Corresponding test score (ACT sum score</td>
</tr>
<tr>
<td>above, foreign language or comparative</td>
<td>of SAT combined score) and core-course</td>
</tr>
<tr>
<td>religion/philosophy)</td>
<td>GPA (minimum 2.300) on Sliding Scale B</td>
</tr>
<tr>
<td></td>
<td>(see Page No. 2).</td>
</tr>
<tr>
<td></td>
<td>Graduate from high school.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Division I – 2016 Academic Redshirt Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Athletics aid and practice (no competition)</td>
</tr>
<tr>
<td>16 Core courses</td>
</tr>
<tr>
<td>No grades/credits “locked in” (repeated courses</td>
</tr>
<tr>
<td>after the seventh semester begins may be used</td>
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<tr>
<td>for initial eligibility).</td>
</tr>
<tr>
<td>Corresponding test score (ACT sum score or SAT</td>
</tr>
<tr>
<td>combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).</td>
</tr>
<tr>
<td>Graduate from high school.</td>
</tr>
</tbody>
</table>
Division II Initial-Eligibility Requirements

Core Courses

• **Division II currently requires 16 core courses.** See the chart below.
• **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

• **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
• The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
• The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
• **When you register for the SAT or ACT,** use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility center from the testing agency. **Test scores that appear on transcripts will not be used.**

Grade-Point Average

• Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Only courses that appear on your school’s approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
• The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for **competition on or after August 1, 2018,** is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
• The minimum **Division II** core GPA required to receive athletics aid and practice as a **partial qualifier on or after August 1, 2018,** is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
• Remember, the NCAA core GPA is calculated using NCAA core courses only.

### Division II

#### 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy.)
Before making any decisions about which college to attend, it is important for students and parents to understand the financial aid process. Make sure to attend all financial aid information meetings offered at Bridgehampton UFSD and other local venues.

Financing a college education may seem like a daunting task. However, keep in mind that funding may come from a variety of sources including parental contributions, loans, grants, scholarships and/or federal programs.

Parents play a very important role. Discussions should begin no later than junior year and should be ongoing through mid-senior year. To apply for federal assistance, parents will have to disclose a great deal of financial information pertaining to their income and taxes.

**Three Myths**

*I am not filling out the FAFSA form because my family will never qualify for financial aid.*

This may be true, but you will never know if the form is not submitted. In addition, many colleges will NOT award merit-based scholarships (based on grades and scores) unless the FAFSA form has been filed.

*I am not an "A" student, so I will not get any financial aid.*

Most federal aid is based on financial need, and grades are not considered.

*I will not apply to private colleges because my parents cannot afford to send me.*

Do not rule out attending a private college or university based solely on cost. Begin by researching schools that fit your criteria, and when you have all the facts, then make your decision. Often, private schools offer more financial aid than public schools. Remember higher college expenses also mean a better chance of showing financial need.

**Federal Assistance Programs**

Federal assistance programs play a major role in helping students fund their college educations, and most college students are receiving federal assistance of one sort or another. In order to qualify, students and parents must first fill out the Free Application for Federal Student Aid (FAFSA). Several weeks after correctly submitting this form, you will receive a Student Aid Report (SAR), which contains the Expected Family Contribution (EFC). The EFC is the annual amount of money the government thinks your family should contribute toward the cost of your college education.

**Private Financing**

You may finance a portion of your education through private scholarships and grants. Many scholarships are awarded for a variety of reasons, some for academic performance, some for particular skills and abilities and others for less obvious reasons. A scholarship or grant does not have to be repaid.
Understanding the Language of Financial Aid

Review the terms listed below. For further clarification, make an appointment to see your guidance counselor.

APTS
Aid for part-time students. Awarded to part-time students who live and attend colleges in New York State. Each academic year, grants of up to $2,000 are awarded.

CSS Profile
College Scholarship Search Profile. Financial aid form required by many private colleges requesting additional information.

EFC
Expected Family Contribution.

FAFSA
Free Application for Federal Student Aid.

Federal Perkins Loan
Low interest loan based on financial need and other limitations.

Federal Scholarships and Grants
Offered by colleges, and do not have to be repaid. Federal assistance includes the Federal Pell Grant and the Federal Supplemental Educational Opportunities Grant (FSEOG).

FSEOG
Federal Supplemental Educational Opportunity Grant. Awarded to students who demonstrate exceptional need. Limited and only distributed in some colleges. Grants range from $100- $4,000 per year.

Federal Work Study
Based on financial need. It provides students with jobs both on and off campus. Program funding changes yearly, and there is no guarantee that money will be awarded year after year. These jobs pay at least the federal minimum wage and may pay more depending on the skill and responsibilities required. Money earned must be used toward educational expenses and cannot exceed your total federal award.

Grace Period
Time between when a student leaves college and before loan repayment begins.

HEOP/EOP
Higher/ Education Opportunity Program. Program is available to some public and private colleges in New York State. Provides financial and academic support for students who are educationally and economically disadvantaged.

Loan
Borrowed money that must be repaid. If you receive a loan from the government, the finance rate is usually low; those from a bank or a savings and loan are higher. Of course, you want to pay back what you borrow at the lowest possible rate.

Pell Grant
Federal grant that ranges from $400-$4,000 per academic year. Based on demonstrated financial need of students. Grants do not have to be paid back.
Perkins Loans
Low interest loan awarded by the student's college. Students must show exceptional financial need. Repayment begins nine months after the student graduates, leaves school or drops to less than half-time student status.

Private Scholarships and Grants
Many scholarships are awarded for a variety of reasons. Organizations awarding them include colleges, fraternal organizations, unions, businesses and private foundations. Ask your parents to find out if their place of business offers scholarships. Also, find out if any are awarded where you work. Your counselor should be your first source of college-related information. Prompt emails will be sent to you from the Counseling Center regarding scholarship opportunities. Also, visit the local library and bookstore for additional scholarship postings.

SAR (Student Aid Report)
Includes the EFC. It is sent to the colleges and listed on the FAFSA.

TAP (Tuition Assistance Program)
Provides New York State students, who demonstrate financial need, with grants that range from $100-$5,000. Available only to students attending a New York State college.

Financial Aid Formula (Fafsa.Edu.Gov)

Cost of Total Education – Expected family Contribution (EFC) = Financial Need

8% Combined Household Income
+ 8% Savings and Assets
+ 33% Savings in Student’s Name

Expected Family Contribution
(Using approximate percentage amounts)
After the FAFSA form is processed, a SAR (student aid report) is mailed home, which states the amount of federal funding the student is eligible for, and how much the government expects your family to pay. The SAR report is then routed to each school listed on the FAFSA where a financial aid package is constructed. Please note that Financial Aid packages will vary from college to college. Many colleges also require the CSS Profile form in addition to the FAFSA. The CSS Profile can be found on the College Board website. View the participating colleges on www.collegeboard.com.

<table>
<thead>
<tr>
<th>New York University – Private Institution</th>
<th>SUNY Albany – Public Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$50,000 (Cost of Education)</td>
<td>$16,000 (Cost of Education)</td>
</tr>
<tr>
<td>– $17,000 (Expected Family Contribution)</td>
<td>-17,000 (Expected Family Contribution)</td>
</tr>
<tr>
<td>$33,000</td>
<td>$.00</td>
</tr>
</tbody>
</table>

$33,000 in financial aid may resemble an assortment/variation of funds listed below based on NYU’s assessment:

- $3,500 – Student Loan
- $4,500 – Work Study
- $15,000 – Scholarship Grant from college
- $5,000 – Scholarship from outside sources
- $1,000 – TAP Award – (if NYS School)
- $4,000 – Parent Loans

Based on above formula, no federal aid would be awarded. However, student loans and outside scholarships could be applied toward tuition.

Colleges and Universities are required to post a “Net Price Calculator” on their website for families to have an estimated idea of total college costs.

Scholarships

Bridgehampton UFSD Guidance Page

Websites

Numerous websites listing available scholarship opportunities exist and should be checked regularly. Examples include fastweb.com, scholarships.com and collegboard.org. Students should consult with their guidance counselor for assistance in exploring appropriate scholarships.

Individual Colleges and Universities

Students should check with the financial aid offices of every school they are applying to, in order to learn more about school specific scholarship programs.
The Internet is filled with thousands of sites that offer college admission information and services. Unfortunately, many sites are nothing more than money-based organizations such as IvySuccess.com, Getintocollege.com, CollegeConfidential.com, IvyEdge.com and Liqsolutions.com. The cost of these services often runs into the thousands of dollars. After an extensive search, The Counseling Center discovered a select number of websites that offer free information about college admissions. The following websites typically contain very useful information about the college admissions process, scholarships, and standardized testing:

**www.fastweb.com**

This site offers free college and scholarship searches.

**www.collegenet.com**

This search engine helps students quickly find college information. Criteria considered include region, college sports, major and tuition. People can hotlink from their search list directly to homepages of the schools in which they are interested.

**www.collegequest.com**

This website is run by Petersons, and thus, has a huge database of information on items such as colleges, scholarships, essay writing and study abroad.

**www.collegeispossible.org**

This URL provides general information and links to useful websites.

**www.collegeplan.org**

This site has information on college selection, financial aid, admissions and scholarships. It also lists direct links to sites that offer college-planning ideas.

**www.college411.org**

College411 is organized into six sections: Minorities, Financial Aid, College Search, Internships and Study Abroad, General Information, and Parents. Each section has useful links for both parents and students.

**www.princetonreview.com**

This site offers a great deal of information, including online applications, college searches, financial aid, standardized tests, etc. It even has an Aid Comparison Calculator, which allows students to see how their financial aid awards from each college compare to one another.

**www.collegeboard.org**

This is probably the best site overall. It has information on anything and everything relating to the college admission process.

**www.scholarships.com**

This site offers a wide variety of scholarships.

**www.campustours.com**

Offers families the opportunity to take a virtual tour of each college campus listed at the site, and it also provides a link to the homepage of every college.
There are many available resources to help you in your search for the right college or other post-secondary institution. They include websites, but also books, college brochures, college catalogs and people. In addition, do not forget to talk to your parents and their friends! The information they provide can be invaluable.

**Some Useful Books**

- "Barron's Best Buys in College Education" by Lucia Solorzano
- “Barron’s Profile of American Colleges” published by Barron’s
- "College Financial Aid for Dummies" by Herm Davis, Joyce Lain Kennedy
- "Colleges That Change Lives: 40 Schools You Should Know About Even If You're Not a Straight A Student" (Revised Edition) by Loren Pope
- "The College Board Scholarship Handbook" published by The College Board
- "The College Handbook 2010" published by the College Board
- “Harvard Schmarvard” published by Jay Mathew from the Washington Post
- "Lovejoy's College Guide" published by Lovejoy's Educational Guides
- "Peterson's Colleges With Programs for Students With Learning Disabilities or Attention Deficit Disorders" (6th revised ed.) by Stephen Strichart, Charles T. Mangrum II et al.
- "Peterson’s Four-Year Colleges" published by Peterson's
- "Peterson's Guide to Two-Year Colleges" published by Peterson's
- "Peterson's Vocational & Technical Schools: East" published by Peterson's
- “Fiske’s Guide to Colleges” by Edward Fiske
- “Conquering the College Admissions Essay in 10 Steps” by Alan Gelb
The definitions given here are terms commonly used by colleges to describe their programs, admission procedures and financial aid policies. Students should consult the catalogs of specific institutions in order to get more detailed and up-to-date descriptions of the procedures, programs and practices discussed.

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

**Bachelor’s Degree:**
The degree given for completing undergraduate college programs that normally take four years. Also called the “baccalaureate” degree.

**Certificate:**
An award for completing a particular program or course of study, sometimes given by two-year colleges instead of, or in addition to, the associate degree.

**Class Rank:**
The approximate position of a student in his or her graduating class, figured according to grade point average. It may be stated as a particular position, such as “2 out of 16”, or as some fraction of the class, such as the top third or the second fifth of the class. Bridgehampton High School determines class rank according to a student’s overall weighted average.

**College Level Examination Program (CLEP):**
A program of examinations in undergraduate college subjects and courses that provide students and other adults with an opportunity to show college level achievement for which they have not previously received credit.

**College Preparatory Subject:**
A term used to describe admission requirements or recommendations. It is usually understood to mean subjects from the fields of English, history and social studies, foreign languages, mathematics, and science.

**College Scholarship Service (CSS):**
A service of the College Board that assists post-secondary institutions, the federal government, state scholarship programs, and other organizations in the equitable distribution of student financial aid funds. By measuring a family’s financial strength and analyzing its ability to contribute to college costs, CSS need analysis services offers a standardized method of determining a student's need.

**CSS/Profile Application:**
The College Scholarship Service (CSS) is the financial aid division of the College Board. The CSS/Profile Application is used by a self-selected group of colleges, universities and scholarship programs using the CSS/Profile Application. The CSS/Profile Application should be used in addition to the FAFSA application.

**Cooperative Education:**
A college program in which a student alternates between periods of full time study and full time employment in a related field. Students are paid for their work at the prevailing rate. Typically, five years are required to complete a bachelor’s degree under the cooperative plan, but graduates have the advantage of having completed a year of practical work experience in addition to their studies. Some colleges refer to this sort of program as work-study, but it should not be confused with federally sponsored College Work Study Program.
Deferred Admission:
The practice of permitting students to postpone enrollment for one year after acceptance to the college.

Dual Enrollment:
The practice of some colleges of allowing high school seniors to enroll in certain courses while completing their senior year. These students are not considered full-time students.

Early Action:
Early Action plans are offered to applicants who are sure of the college they want to attend and are likely to be accepted by that college. Students who apply under Early Action are notified of their status on or about December 15th of their senior year. This type of decision is typically NON-BINDING. If you are accepted, you are NOT bound to attend.

Early Admission:
The practice of some colleges of admitting certain students who have not completed high school; usually students of exceptional ability who have completed their junior year. These students are enrolled in college.

Early Decision:
Early decision plans are offered to applicants who are sure of the college they want to attend and are likely to be accepted by that college. Students who apply under Early Decision are notified of their status on or about December 15 of their senior year. This type of decision is BINDING. If you are admitted, you ARE bound to attend.

Honors Program:
Any special programs that offer the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent Study:
An arrangement that allows students to complete some of their college program by studying independently instead of attending scheduled classes and completing group assignments. Typically, students plan programs of study in consultation with a faculty advisor or committee, to whom they may report periodically and submit a final report for evaluation.

Internships:
Short-term, supervised work experiences, usually related to a student’s major field, for which the student earns academic credit. The work can be full or part time, on or off campus, paid or unpaid. Student teaching and apprenticeships are examples of internships.

Open Admissions:
The college admissions policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school subjects, high school grades, and admissions test scores. Virtually all applicants with high school diplomas or their equivalent are accepted.

Reserve Officer’s Training Corps (ROTC):
Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy. Local recruiting offices of the armed services can supply detailed information about their respective programs, as well as the participating colleges.

Rolling Admissions:
An admission procedure by which the college considers each student’s application as soon as all the required credential, such as school record and test scores, have been received. The college usually notifies applicants of its decision without delay.
Semester:
A period of about 17 or 18 weeks which makes up half of the usual academic year in colleges using this kind of calendar.

Study Abroad:
Any arrangement by which a student completes part of the college program studying in another country. A college may operate a campus abroad or it may have a cooperative agreement with some other American college or an institution of the other country.

Test of English as a Foreign Language (TOEFL):
Sponsored by the College Board and the Graduate Record Examinations Board. This test helps foreign students demonstrate their English language proficiency at the advanced level required for study in colleges and universities in the United States. Many colleges require their foreign applicants to take the test as part of their admissions requirements for both the undergraduate and graduate levels.

Transfer Program:
An education program in a two-year college that is offered primarily for students who plan to continue their studies in a four-year college or university.

Trimester:
An academic calendar period of about fifteen (15) weeks. Three trimesters make up one year. Students make normal progress by attending two of the trimesters each year and in some colleges can accelerate their programs by attending all three trimesters in one or more years.

Upper Division College:
A college offering bachelor’s degree programs that begin with the junior year. Entering students must have completed the freshman and sophomore years at other colleges.