

Career/College Planning Guide



HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

It is hoped that students throughout the Howard County Public School System will benefit from the information provided in this booklet. The goal is to support students to graduate successfully and to transition to college or into a career. It is a compilation of materials from each high school counseling center in Howard County.

Career/College Planning Guide

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Career Planning

What is career planning?

A career is not just an occupation or paid job. It is all the productive work, paid and unpaid, performed throughout a person's lifetime. This includes work at home and volunteer work in the community, as well as work for an employer. Career education is a joint effort of the home, school, and community to provide all students from pre-kindergarten through high school with opportunities to:

- Learn about their interests, abilities, and aspirations.
- Become aware of and appreciate a range of careers.
- Develop decision-making, job-seeking, and job-keeping skills.

Career education is delivered to Howard County students through the instructional program, through the guidance program, and through collaborative school/community programs.

Career education objectives are infused into the subject-area curricula, where they can most appropriately carry out the intent of both the subject-area and career education objectives.

Classroom instruction of career education is supported by school counselors, media center staff, and members of the business community who provide career information to staff and students. Schools also plan career activities that serve as an introduction to the many types of careers.

What courses provide career-focused education?

Career experts predict that you will have at least five careers in your lifetime. New occupations are continually emerging. It is important to keep an open mind to career possibilities. As you select courses and attend classes, watch for opportunities to learn about emerging careers and trends in employment.

The following is a listing of programs and courses that will provide practical career information:

- **Internships** - a non-paid, one- to three-period career education class occurring in the workplace tied to a student's interest
- **Career Research and Development (CRD)** - a paid job linking school and work
- **Gifted and Talented Mentorship Program** - a non-paid semester spent working as a special assistant to a professional or business owner in the greater Baltimore/Washington Metropolitan area

- **Student Service Learning** - opportunities designed to acquaint students with the purpose and rewards of providing volunteer service and investigating career options
- **Career Academies** - career focused programs of study and courses summarized in brochures available in the counseling center

How to develop good decision-making skills

As you are faced with an increasing number of choices, you will need to understand and practice good decision-making skills. The model below shows how to arrive at a decision by thinking it through beforehand.

Get to Know Yourself

Identify your goal

- Focus on what you want to achieve and state that as your goal. The goal may be deciding what courses to take in school, what majors to study in college, what technical school to attend, or what job to take after high school.

Gather Information

- Gather facts, ideas, and other information related to your decisions.
- Talk with people, read books, visit the Counseling Center and library, and use the Internet.
- Write down all the choices that appeal to you.

Evaluate each alternative in terms of its consequences

- Consider the possible effects of each choice.
- Ask yourself these questions:
 - Will I feel good about this choice?
 - How will my parents feel about it?
 - Will it be satisfying for me?
 - Will certain risks be involved?
 - Am I willing to take such risks?
 - How will I feel about this choice five years from now?
- List the advantages and disadvantages of each choice.
- Rank choices from highest to lowest, according to level of desirability of each choice.
- Make a choice and state that as your goal.

Develop a plan of action

- Examine your choice.
- If you are not happy with your choice, start the decision-making process again.

Choose a Career

You need to ask yourself, "What am I?" You need to look at yourself in many different ways. You can look at yourself in a mirror. You can look at yourself through the eyes of your friends. You can look at yourself through your likes, dislikes, strengths, weaknesses, attitudes, values, and abilities. In order to plan for the future, you need to make choices based on what you find out about yourself. As you take career assessments and talk with your friends and family about the way they see you, you will learn some things about yourself that may make you happy. You will also discover some things you may want to change. If you find that some of the things you thought about yourself aren't true anymore, you can recreate your self-image to be one that you like better each day. Your future does not have to be something that just happens to you. Your future can be something that you make happen.

Match Yourself with the World of Work

How many occupations can you name? There are more than 20,000 occupations listed by the U.S. Department of Labor in the *Dictionary of Occupational Titles*. Of course, you don't have to research all of these, but you do need to find out as much as possible about those that match your own interests, values, and abilities. That takes some investigation! The point is, you cannot leave your career choice to chance. You have to explore and become aware of various occupations and their educational requirements. Another valuable source of information about occupation is the *Occupational Outlook Handbook*, also published by the U.S. Department of Labor. A print version of this publication can be found in your school's career center. An electronic version can be found at <http://stats.bls.gov/oco/homes.htm>.

Career Assessments Available

There are several types of career interest inventories and aptitude tests available to you in school. These may be administered in groups or individually. They help you learn more about yourself and make appropriate career decisions. Visit the counseling center and find out which tests are available in your school. Counselors will discuss the results of your test(s) with you.

College Selection

Choices

The **Choices** program allows you to investigate more than 7,000 two- and four-year colleges and to develop an individualized list of colleges and universities according to personally selected criteria such as location, size, majors, athletic and other special programs, and financial aid availability. There are also direct links to the web pages for numerous colleges and universities listed and to on-line applications where these are available. Vocational/technical schools also can be explored. Financial aid applications and scholarships are available as well.

www.eChoices.com

site id: _____ (check with your counseling center office for your school's id #)

password: _____ (check with your counseling center office for your school's password)

My Road

MyRoad is collegeboard.com's college and career planning web site. The program provides you with a detailed suggested list of careers and majors that best fit your personality and strengths. You are able to then search for colleges by different criteria such as location, major, cost, athletic and other special programs. The program offers you feedback from students and professionals about their choices and the opportunity to create an online portfolio for college and career planning.

<https://myroad.collegeboard.com>

user name: _____ (use collegeboard.com's user name)

password: _____ (use collegeboard.com's password found on the upper right hand corner of your PSAT results)

Career Interests and Aptitude Tests

In addition to the Choices computer on-line assessment/interest inventory, most career center self-administered instruments or other computer inventories can be done individually or can be used as part of class assignments. Also available at some schools is the Armed Services Vocational Aptitude Battery (ASVAB). The ASVAB is administered free to students in Grades 10, 11, and 12. Check the counseling center for the testing date. Taking the ASVAB in no way involves a commitment to the military.

Post-High School Options

If you decide to continue your educational training, there are a variety of options to choose from. Some of these options include Apprenticeship programs, postsecondary education through the work place, trade and technical training, military training, and college/ university.

Apprenticeship Programs

An apprentice is a person who is:

- At least 16 years old.
- Being trained on the job in a particular trade by a skilled worker under a planned program.
- Taking classroom instruction (through adult education, at a community college, or in regular school if on a part-time job).
- In training anywhere from one to six years (depending upon the trade – averaging three to four years).

Additional facts:

- Employment is based on supply and demand.
- The person wanting an apprenticeship may apply to and have a contract with one of the following:
 - An employer in the trade
 - The association of employers
 - The joint apprenticeship committee

For further information about specific apprenticeship programs, check in the counseling center and meet with your counselor.

Work/Postsecondary Education

If you decide to get a job immediately after high school, you should:

- Develop job-finding and job keeping skills.
- Talk to a counselor about job possibilities.
- Visit with a career Research and Development Teacher in your high school.
- Visit your career and media centers.
- Talk with employers about combining work and a part-time college program and/or apprenticeship.
- Investigate career-focused courses that match your interests.



Trade and Technical Training

Community colleges, adult education, and private schools have trade and technical training programs for people who are no longer in high school and who are interested in learning a specific trade. These career programs are designed to meet the high demands of business and industry. The programs qualify students for a variety of technical positions and prepare them to take a certification examination when needed. Because of the need, most students can gain immediate employment upon completion of the program. Salaries tend to be competitive with or better than typical four-year college entry-level positions.

Howard Community College offers a number of career programs. Check the programs of studies for an updated list of programs as they are added each year. Current programs offered at Howard Community College include:

- Accounting - Preparation for the CPA Examination
- Biomedical Engineering Technology
- Business Management
- Cardiovascular Technology
- Chemical Dependency Counseling
- Computer Aided Design Technology
- Computer Support Technology
- Computer Technology
- Carpentry
- Early Childhood Development
- Electronics Technology
- Telecommunications Technology
- Laboratory Science (Biotechnology)
- Network Administration
- Novell Certification
- Nursing
- Practical Nursing
- Office Technology
- Plant Science

POST HIGH SCHOOL OPTIONS

Listed below is a sample of some private career schools in the Washington/Baltimore Area and the programs they offer:

All State Career Inc.

410-631-1818

Building Renovations
Tractor Trailer Driving

American Beauty Academy

410-444-3100

Cosmetology
Hair
Manicuring

Baltimore's International Culinary College

800-624-9926

Culinary Career Training
Theory and Techniques of Cooking
Pastry
Practical Culinary Skills

Broadcasting Institute of Maryland

410-254-2770

Broadcasting

Diesel Institute of America

301-895-5138

Diesel Technician
Truck Driving

Lincoln Technical Institute

866-438-7545

Automotive Mechanics
Automotive Technology

Medix School

410-337-5155

Medical Assistant
Dental Assistant
Medical Office Administration

RETS College

410-644-6400

Refrigeration, Climate Control/Clean Air
Air Conditioning/ Refrigeration/Heating/Ventilation
Architectural & Electro Mechanical Drafting w/

CADD

Electronic engineering Technology
Computer Electronics

TESST College of Technology

410-644-6400

Computers
Health Care
Legal Studies
Professional

Here's a short checklist to help you select the training that is right for you:

- Make sure the school is authorized to operate.
- Find out about support services offered.
- Find out if the school is accredited.
- Find out if the school qualifies for federal financial aid.
- Ask about the admissions policy.
- Ask about the refund policy.
- Check the program carefully.
- Get all the policies in writing, in the school catalog.
- Check out the instructors' qualifications.
- Read and understand what you sign.
- Ask about job placement.

POST HIGH SCHOOL OPTIONS

Military Training

You can learn about your chances for success in the military by taking the Armed Services Vocational Aptitude Battery (ASVAB). This test is given at many high schools free of charge. Check with your counselor for possible testing opportunities.

There are two ways in which men and women can join the military – through enlistment and through enrollment in a military academy. Men and women may enlist in all branches of the armed forces. Enlistment procedures are similar, but the services differ in length of enlistment and opportunities for specific training. Active military enlistments are available in the U.S. Army, Navy, Air Force, Marine Corps, and Coast Guard. For further information about enlistment, please use the following websites:

Military Branch	Website
Army	www.goarmy.com
Navy	www.navy.com
Air Force	www.airforce.com
Marine Corp	www.marines.com

Military Academies enable you to earn a four-year degree while pursuing a career as a military officer. These programs are very competitive programs. The junior year is the best time to explore opportunities at the academies to ensure that you receive full consideration.

The first step in securing an appointment to one of the academies is to write and ask for a pre-Candidate Questionnaire. Addresses are:

Admissions Office
U.S. Military Academy
Building 606
West Point, NY 10096



Admissions Office
U.S. Air Force Academy
USAF Academy, CO 80840

Admissions Office
United States Naval Academy
117 Decatur Road
Annapolis, Maryland 21042-5068

Admissions Office
U.S. Merchant Marine Academy
300 Steamboat Road
Kings Point, NY 11024

The second step is to write to each of your senators and congressmen/women and ask that they consider you as one of their nominees. In this letter, you should indicate your first, second, and third choices for academies. Also include:

- name, address, and telephone number
- date of birth
- social security number
- high school name and year of graduation
- names of your parents

The Coast Guard Academy has an admissions procedure similar to other highly competitive colleges. There is no nomination process involved. Write directly for an application:

Admissions Office
U.S. Coast Guard Academy
31 Mohegan Avenue
New London, CT 06320-8103

ROTC scholarship programs involve a competitive application process as well. In addition to the written application, candidates must undergo a physical examination, formal interview and a physical ability test. The first step in the scholarship process is to write for an application:

AFROTC Admissions
551 East Maxwell Boulevard
Maxwell AFB, AL 36112-5917

Army ROTC
Box 9000
Clifton, NJ 07015

Navy ROTC
Box 3060
Hyattsville, MD 20784

POST HIGH SCHOOL OPTIONS



College/University

Finally, the last option we will discuss as a post-high school option is college or university. There are several types of colleges and universities. The majority of these schools provide the opportunities to earn bachelor degrees, master degrees, and doctorate degrees. The counseling office at your school and your counselor has a variety of resources to help you choose the right school for you.

Example of University: University of Maryland

Each year, a large number of students from our county apply to the University of Maryland at College Park (UMCP). In recent years, admission to Maryland continues to be more competitive. More of the state's finest students are selecting the flagship campus. In fact, many students bring a very strong Honors and Advanced Placement record to UMCP.

In keeping with its mission, the university seeks to enroll students who have demonstrated their potential for academic success. This potential is usually assessed

by examination of high school course work and SAT or ACT scores. In addition to overall grade point average and test scores, the Admission Committee also considers the quality of an applicant's course work, counselor and teacher recommendations, the student's essay, and extracurricular involvements. In many cases, the Admission Committee also will consider first-semester grades from the senior year.

Students are encouraged to apply early to receive consideration for admission, merit-based scholarships, and special programs such as the University Honors Program and College Park Scholars.

The remainder of this guide is dedicated to assisting with the college process. Enjoy the process and have fun in identifying the schools that best fit you.

College Planning



Student Resources and Responsibilities

As a college bound student you will be expected to assume an active role in meeting college requirements.

Meet with your counselor EARLY in your junior year and as often as needed!

Monitor your graduation status and the completion of university or college requirements.

Inquire about procedures at your school for obtaining transcripts and letters of recommendation.

Study this planning guide and do your HOMEWORK!!!

Attend the Howard County College Fair, other college fairs, College Information Night, and Financial Aid Workshops.

Visit the college campuses you are considering.

Apply as seniors, in EARLY November to four-year colleges AND in EARLY January for Financial Aid.

Meet all DEADLINES, in your senior year. It may be to your advantage to apply at the earliest date, before space and/or financial aid is depleted.

Remember - NOW IS NOT TOO EARLY TO START PREPARING!

Preparing for College - 11th Grade

October

Take the PSAT-NMSQT. Scores on this test determine a student's standing in the National Merit Scholarship program.

January

Results of PSAT arrive and are discussed at school. Parents may attend county-wide meetings for additional explanations.

March/May/June

It is advised that a student take the SAT I in January or March and the SAT II's in June.

Spring

Attend the College Preparation Night.

Begin to research colleges. Echoices is available for use at home or at school at www.echoices.com

Schedule individual parent and student conferences with your counselor.

Develop an initial list of colleges to investigate.

If possible, visit colleges over spring break.

If ready, request letters of recommendation from teachers.

Summer between Junior and Senior year

Write for catalogs and application materials if not requested previously.

Plan college visits, scheduling interviews where possible. Make appointments over the summer for fall visits. (Hint: Try to have your first interview experience at a school that is not a possible first choice.)

Contact the State Scholarship Administration, Maryland High Education Commission, District Senator and Delegate for scholarship information.

Learn who your state representative is within the Admissions Office at each school.

PREPARING FOR COLLEGE

Preparing for College - 12th Grade

September

- Sign up for October/November SAT I, or October ACT, if needed.
- Meet with counselor for your Senior Interviews.
- See teachers to ask for recommendations.
- Pick up Transcript Request Packet from the counseling center. CAREFULLY read and follow ALL directions.
- If college requests, write essay.
- See college/trade/technical school representatives as they visit your school.
- Early Decision candidates should have secondary school report forms and transcript request pack to the Registrar by September 15.

October

- See college/trade technical school representatives as they visit your school.
- Attend Howard County College Fair.
- Complete military academy and ROTC scholarship applications, if desired.
- Sign up for December SAT I, SAT II*, or November ACT. (*if required by college)
- Take SAT I or ACT.
- Visit college campuses for interviews and to narrow down application choices.

November

- Take SAT I.
- Continue to see college/trade/technical school representatives.
- Fill out applications carefully. Transcript Request Pack and Secondary School Report forms with a January 1 deadline must be given to the registrar prior to Thanksgiving.

December

- Start checking scholarship files and note deadlines. Do this monthly!!
- Take SAT I, or SAT II*, or ACT. (*if required by college)
- All transcript requests for college with January 15 or February 1 deadlines should be turned in to the registrar by December 1.

January

- Attend Financial Aid workshops in county.
- File the FAFSA (Free Application for Federal Student Aid) and profile (if applicable).
- Pay attention to housing deadlines.
- For early decision candidates, let the Counseling Center know of your college acceptances.
- Request mid-year reports from your registrar.

March

- Sign up for AP exams.
- Pay attention to all housing and other deadlines.

April

- Let the Counseling Center know of your college acceptances.
- Reply promptly to schools and/or financial aid offers.
- If you need a larger financial aid package make an appointment or call the Financial Aid Department of the university/college of your choice.

May: May 1 - Final College Decision Due

- Take AP exams.
- Request a final transcript to be sent to your chosen college/university.



Decision making

The choice of a college may be simple for one student who knows precisely where he or she wants to go and has the qualifications to get there. This student knows how to make it happen. Another student may find the process baffling and complicated. Both students should find this guide helpful.

College decision-making is serious business, but it is not life's ultimate moment. It is one of a long series of decisions that will help to define you as you move toward adulthood. A calm, businesslike approach with a dash of humor will serve you better than a frenzied, frantic, doomsday outlook. Actually, this should be fun! You are doing something positive for yourself, and you should enjoy it!

Now for a few things about how to make this important decision:

1. Know yourself well - your strengths and weaknesses, your likes and dislikes, your hopes and dreams. Understand and accept the evidence of your grades and test scores.
2. Research your options - the full range of post-secondary possibilities that may interest you.
3. Consult the people who can help you evaluate the situation. These people may include parents, counselors, teachers, relatives, friends, college representatives, financial aid experts, etc. Useful information sometimes comes from unexpected sources.
4. Choose where you will apply and attend college. Every school choice involves both plus and minus factors. In the end you will choose the available alternatives that, all things considered, seem to suit you best.

Remember, as you consider various colleges, that there is no "best" college. There are only "right" colleges (often several of them) for the "right" students. Your task is to discover and choose a college that is "right" for you. This booklet will help you in your effort. Good luck!

What Colleges Look for In Prospective Students

The students play a major role in defining the tone and atmosphere of a college or university campus. With that in mind, college admissions officers try to attract and admit a diverse freshman class filled with students who are talented, creative and unique.

To decide whether you and a college are a good match, admissions officers look at a variety of factors. These factors usually remain constant at most schools although they may be weighted differently depending on the selectivity of the school. These factors are listed below. Keep in mind that your academic record is the most important factor in the college admission process.

Grades/Grade Point Average - Colleges consider how well you have done in all courses from grades 9 -12. More emphasis will be placed on how well you have done in your academic versus elective courses.

High School Program of Study - Colleges want to admit students who are academically prepared to succeed in college. The difficulty and diversity of the courses (Honors, Gifted and Talented, Advanced Placement) suggests you are prepared for college. A lower grade in a demanding course carries more weight than a higher grade in an easy course. Most colleges will require that students take at least four years of English, three years of mathematics, three years of science, three years of social studies, and two years of foreign language.

Recommendations - Colleges differ when it comes to recommendations. Most will require a recommendation from your guidance counselor. Others will recommend or require a letter from one or two teachers. It is important to choose people who know you well and who can articulate specific details about your academic record and personal qualities. Choose at least one teacher from an academic subject.

Class Rank - Colleges want to know how you compare to other college bound students at your high school. Colleges will take into consideration the type of high school you attend and the percentage of students attending college from your school. Most colleges prefer to admit students in the top 50% of their high school class. Selective colleges prefer to admit students in the top 25% of their high school class.

What Colleges Look for In Prospective Students, *continued*

Standardized Test Scores - Most four year colleges will require students to submit either SAT I or ACT scores. Selective colleges will require or recommend 2-3 SAT II subject tests. When looking at your SAT I scores, most colleges will consider the highest math, verbal and writing scores even if they are from several different tests. It is to your advantage to take the SAT I at least two times. Many colleges will accept both SAT I and ACT scores and consider only the best set of scores. Most colleges will not accept scores after the December test date.

Essay/Personal Statement - Most colleges require an essay as part of their application. Use this opportunity to tell colleges more about yourself. Let them know what makes you unique and how you could contribute to that college.

Extracurricular Activities - Colleges want to know about all of the activities you are involved in when you are not in school. Tell them about clubs and organizations you belong to, volunteer or community service projects, jobs you have held or sports you play. Special talents and leadership skills should be highlighted. Some colleges welcome pictures, videotapes, and other forms of documentation.

Interviews - Very few colleges use interviews as part of the admissions process. Some colleges view interviews as an information exchange rather than a question and answer period. Schedule interviews carefully requesting them only if you have specific questions or would like to explain a particular circumstance or experience.

Other Factors - Some colleges may use other factors in the admissions process such as the ability to pay or special needs of the school. It is your job to ask if any other factors will be taken into consideration.

Choosing a College

Choosing the right school can seem like the most important decision you'll ever make. After all, your education will affect the rest of your life. "What if I make the wrong choice? What if I don't get in? What if I'm not happy there?" It can be very scary.

Relax! It is important to know that most schools need you as much as you need them. You are the consumer in this process and should be looking for the school that will be the "best fit" for you, the school where you will feel the most comfortable. Students tend to succeed where they are happy.

When Do I Start The College Process?

Beginning in the late fall of your junior year, you should begin to think about some of the characteristics about the college that are of importance to you.

Questions you might ask yourself include:

1. What kind of school do I want to attend? A liberal arts school, a pre-professional school, etc. (*See types of colleges on page 32.*)
2. What size school do I want to attend? Small 500-1500 students; medium 1500-5000; large 5000+. Large schools usually offer many majors, extensive activities, larger classes, and are usually found in an urban atmosphere. Small schools offer more personalized attention, usually smaller classes, fewer majors, fewer total activities, and more opportunities for participation in student government, the arts, student activities, and more.
3. Where do I want to be? Do I want to live at home or on campus? Close to home or far away? Some people find being far away too lonely; others enjoy the freedom.
4. What location do I want? Urban or rural? Boston University, New York University or the University of Chicago, for example, are in the middle of big cities. For some people, these are the best schools; for others they are not.
5. What lifestyle do I want? Does the school offer the opportunity for participation in an activity you wish to pursue? At what level is that participation offered? Activities to consider include, but should not be limited to, Intramural or Intercollegiate Sports; Division I, II, or III; student government; Fraternities and Sororities; The Arts. You need to think about the education you want in addition to the surrounding you want when you are not studying.

THE COLLEGE PROCESS

When Do I Start The College Process? *continued*

6. What special programs do I want? This should include majors you are interested in, activities in which you are interested and special opportunities you might wish to pursue.
7. What academic pace do I want? Most competitive or less competitive?
8. What can I financially afford? Maryland public college fees will run approximately half the cost of private college fees. Financial aid or scholarships are possibilities. Don't automatically rule out a college because of cost. Sometimes private colleges have more scholarship money so they may end up being less expensive than public universities. Attend financial aid workshops at local high schools to obtain an overview of opportunities.

To assist you in answering these questions, several resources are available to you:

- Begin to talk to friends, parents, and acquaintances about colleges. Remember, much of what you hear will be subjective. Your preferences might be very different from your friends.
- Published Sources. There is an array of materials available on the college process. These materials can be found in the library, local bookstores and in the counseling center. These materials can also be subjective. See Appendix 2 for a sample of recommended resources.
- Consult the catalogs, brochures, and other materials in the counseling center.
- Computer search programs: i.e. Choices
- College representatives that visit your school.
- The Internet
- SEE YOUR COUNSELOR

After conferences and careful research through catalogs, books, computerized searches, and possibly college visits, your counselor can assist you in developing a tentative list of schools to apply to. The number of schools will vary from student to student, but a general rule of thumb is to apply to about four and not more than six. Your list should include at least one "long shot" or "reach" school; at least one or more schools in which you feel you have a 50/50 chance; and finally at least one very realistic school.

Each school has a different set of college admission criteria. The majority of schools will look at the student's GPA, high school courses, letters of recommendation, SAT/ACT scores and extracurricular activities. If you have done your homework, you should be able to narrow down your choices.



Words of Wisdom

- Be prepared for one of the busiest times of your life. The college admissions process can be hectic.
- Don't wait for the last minute to make college plans because the entire college admissions process is a long one. Many months of planning and research must take place before the actual application is submitted. Give yourself plenty of time to make the "proper" decision. This decision should be based on your aptitude, needs, and interests. Remember, a "proper" decision for you may not be the right one for your friend and vice versa.
- Read through applications and instructions before completing any forms. Retain copies of all completed forms.
- Seek advice from your school counselor. One of the most knowledgeable people regarding college admissions is right in your own school. Set up an appointment for your parents and yourself to meet with your counselor.
- Keep records of everything associated with the process: test score reports, information from colleges, and correspondence with colleges.
- Be aware of both school and college deadlines and be sure to file applications well in advance of the deadlines.
- Know your school's college Entrance Examination Board Educational Testing Service (CEEB/ETS) code.

Debunking the Myths

The most expensive and prestigious colleges are the best.

No school is the best for everyone. Some small and/or public colleges have programs that are as good as or better than those in more prestigious private colleges and are less expensive. Students should choose a college/university based on their aptitude, needs, and interests and not just on the NAME.

SAT I or ACT scores are the only basis for college selection.

Most college admissions committees look at a number of different criteria (grades, test scores, extracurricular activities, and recommendations) when making selections. It is important that you try to do your very best in all the areas.

Don't worry about your senior year grades; your junior grades will get you admitted.

Mid-year reports of senior grades are requested by colleges. Senior slump could be fatal. Remember, a final transcript is mailed to the college you will attend.

Straight-A students are always accepted.

Usually, the better the grades, the greater the number of options, but don't assume that a straight-A record is an automatic ticket of admission to a highly selective college. Top colleges have more valedictorians and straight-A students applying than they have spaces in their freshman classes. Apply to a range of schools.

A student whose parents make average to above-average salaries should not apply for financial aid.

The possibilities for financial aid will vary according to the college that a student chooses to attend. A student could very well receive financial aid at a high-priced college and be denied aid at a less costly one.

It pays to get into the toughest college you can.

Resist the pressure of prestige if you think you'll end up struggling to survive. Attend a college where you will be successful.

Advice for Students with Disabilities

- Talk with your counselor. It is important to determine the level of support services you will need in college - minimal support services or an extensive program. Your counselor also will assist with the process of assessing and determining a college's ability to meet your identified needs and how and with whom to initiate a dialogue about accommodations.
- Special editions of the SAT I and special exam arrangements are available for students with documented chronic illnesses or visual, hearing,

physical, or learning disabilities. Students also are permitted to use certain aids. An extended testing time is given on regularly scheduled testing dates throughout the year. Ask your counselor for information.

- Contact the disabled student services office or the academic advising office of each college you are considering. Learn about the kinds of services and support that are available for students with disabilities, the number of students being served, and the admission requirements for the programs. Visit the colleges you are considering.
 - Know and be able to articulate your strengths and weaknesses. Let the college know what compensating techniques work best for you and what accommodations you may need.
 - Housing issues may be a problem. Educate the resident assistant on your hall. Talk to your roommate so that you are both comfortable about any accommodations you may need. Inform your resident assistant if there are roommate concerns.
- #### • Strategies for Success
- Identify your needs and any services and/or accommodations you will need to enhance your ability to learn, live, manage health care and independence needs, participate in activities, and access resources on and off campus.
 - Set realistic goals and priorities for course work.
 - Keep only one calendar with all relevant dates and assignments, and be sure to keep appointments and deadlines.
 - Use a tape recorder during lectures. Selectively tape record key points using the "pause" switch.
 - Listen to the tape as soon after class as possible to refresh your memory, then reorganize your notes.
 - Make note of any questions you might have so that they can be answered before the next exam.
 - Sit toward the front of the classroom to maximize your eye contact and to reduce distraction.
 - Estimate how long a given class assignment will take, generally planning on two hours outside of class for every hour in class. Build in study breaks; fatigue is a big time-waster.
 - If you are having trouble, seek help early in the semester.
 - Plan for the transition of health care services to a provider at the college location if needed.
 - See planning guide in Appendix 4.

COLLEGE ENTRANCE TESTS

College Entrance Tests

Most colleges require applicants to take college entrance tests. The results are used by most colleges to determine whether the student has the academic aptitude and educational background necessary for success in college and/or placing students in the appropriate courses. Since colleges vary in their test requirements, the applicant must check each college catalog for specific information. The company that provides college entrance testing, such as the SAT I, SAT II, TOEFL, etc. is The College Entrance Examination Board (C.E.E.B.)

Name of High School _____

School Code: _____

1. PSAT/NMSQT - Preliminary Scholastic Aptitude Test/National Merit Qualifying Test (C.E.E.B. Test Program)

A shortened version of the SAT offered in October for high school sophomore and juniors. The PSAT is given at each high school. The scores may be helpful in college admission planning, as an indicator of SAT scores, and as a test practice. PSATs taken in the 11th grade qualify students for the National Merit Scholarship Program and/or the National Achievement Scholarship Program for Outstanding African American Students.

2. SAT I (C.E.E.B. Test Program)

A three-hour test measuring verbal and mathematical reasoning and writing ability as it develops over time. Most colleges require either SAT or ACT. Register by mail using applications available in the student services office or online at www.collegeboard.com. The test is held almost every month at various high schools. Check the registration bulletin for dates the SAT will be offered. It is advisable for the student to save his/her collegeboard student code and password. It can later be used to access scores on line at www.collegeboard.com.

3. SAT II - Subject Area (C.E.E.B. Test Program)

One-hour tests measuring knowledge and ability to apply that knowledge in specific subject areas. Three tests may be taken on one test date. It is recommended that you take the SAT II test at the conclusion of the year that you take the corresponding class. You cannot take the SAT I and the SAT II tests on the same day. Some competitive four-year colleges require three achievement tests. Register by mail using materials available in the student services

office or online at www.collegeboard.com. The test is offered at local high schools.

4. ACT - American College Testing Program (A.C.T. Test Program)

A four-year college admission test. Four 34-50 minute tests in academic areas of English usage, mathematics usage, social science reasoning, and natural sciences reasoning. Most colleges will accept the ACT or the SAT. Register by mail using materials available in the student services office or online at www.act.org. The test is offered at local community colleges.

5. AP - Advanced Placement Test (CEEB Test Program)

The AP program is sponsored by the College Board and offers high school students a chance to do college-level work in a variety of academic subjects. AP exams, which students may take either at the end of AP courses, or on their own, enable students to receive college credit or more advanced course placement. These exams are scored on a 1-5 scale, with 5 at the top mark. Most colleges award credit for scores of 3 or better. Registration is conducted through your school's testing coordinators. Check out www.collegeboard.com for specific college information, accessing scores, and to forward scores to the college of your choice. Receive specific registration information from the Student Services Office.

6. TOEFL - Test of English as a Foreign Language

The TOEFL is designed for students for whom English is not a native language and whose scores on the SAT would obviously be affected by the language difference. Register by mail using the materials available in the Student Services office or online at www.collegeboard.com. The test is held at various high schools and local colleges.



COLLEGE ENTRANCE TESTS



Helpful Reminders for the College Entrance Examination Process

Find which tests are required by colleges where you may apply. Allow at least two test dates for the SAT and/or ACT, one in the spring of your junior year and one in the fall of your senior year.

Pick up test registration materials in the counseling center. You may also choose to register online at www.collegeboard.com or www.act.org

Read the application and follow directions carefully.

Mail the applications WELL BEFORE the deadlines. Remember, you may NOT take the SAT I and SAT II on the same date. Plan to mail your applications EARLY or you may find yourself redirected to an alternate testing center.

Prepare yourself for the format of the test.

Study sample test questions in the bulletin, which accompanies the application. This will give you an idea of the test format. Study guides are also available in bookstores and libraries.

On test day have a good breakfast and BE 10 MINUTES EARLY!

For the SATs be sure to follow all directions carefully. Answer all questions you are REALLY sure of first; then go back and see if you can answer the others. Your score is the number of right answers MINUS a fraction of those answered incorrectly.

For ACTs be sure to follow all directions carefully. Answer all questions you are REALLY sure of first; then go back and see if you can answer the others. Your score is the number of right answers MINUS a fraction of those answered incorrectly. There are no penalties for unanswered questions.

For both tests BUDGET YOUR TIME carefully. Work as rapidly as possible. Don't panic! If your mind goes blank, move to the next question. Go back and review if you have time, but DON'T change answers unless you are sure.

Be sure to order score reports from the College Board for each college to which you apply.

It is not Recommended that you take the SAT more than three times.

How to Market Yourself

The best way to select a campus is to see it for yourself. One visit may tell you more than all other sources combined. The junior year is an excellent time for students and parents to tour college campuses. It is most helpful to have a guided tour, meet with admission and financial aid officers and sit in on classes. If you are unable to visit a school, call and request an interview with a local college alumnus/ae.

The college interview can be an important factor in the college admission process. Although an interview is often optional, this experience will enable the admission staff to see you as a person, not just an applicant. The interviewer often becomes the student's advocate during the admission decision-making process. Since many larger universities give only group interviews on campus, arrange for local alumni/ae interviews. These interviews can be of equal importance. Remember, it is easier to reject an application than to turn down a person!

Here are some hints to make your interviewing experience pleasant and to decrease your anxiety. Write or call for an appointment well in advance. Never fail to keep an appointment. Be sure to call regarding any cancellations.

If you interview at a school before you submit your application or before the school has received your application, you should take a copy of your transcript.

COLLEGE VISITS

Tips for College Visits

ALWAYS CALL AHEAD to schedule a campus visit.

It is best to schedule your visit at least three weeks in advance. The admissions office can then arrange for a tour, an interview with an admissions officer, and any other activities you request. Be sure to get directions to the campus and information on parking, area, hotel, etc.

The best time to schedule a campus visit is during the week so that you can observe the campus on a typical day. Most colleges do offer campus tours on Saturdays.

Consider spending the night with a campus host. Many colleges offer overnight visits with current students.

If possible, talk with a current student or recent graduate prior to your visit. They can help you make a list of things to do and people to talk to.

Dress comfortably. Most colleges offer a walking tour of the campus.

After a guided tour, be sure to explore the campus on your own. Tour guides will only show you the best parts of campus.

Have a prepared list of questions to ask both the admissions officer and the tour guide.

Make it a point to talk with students. They will give you very honest information about what the school is really like.

While on campus, get a copy of the school newspaper. This will give you a good overview of what is important to the student body. Be sure to read campus bulletin boards. Boards will give you an idea of what events are popular on campus.

Make arrangements to talk with a member of the faculty in your area of interest. Better yet, observe a class. This will give you first-hand information about the quality of academic program.

Be sure to visit the campus library and computer facilities. Will they meet your needs?

Visit the Financial Aid Office to inquire about scholarships and other financial aid opportunities. Many colleges do not advertise merit and departmental scholarships.

Have a meal in the campus dining hall. You will get a chance to sample the food and socialize with students.

When your visit is over, write down your impressions of the school while they are fresh in your mind. See Appendix 3 for sample chart.

Send a thank-you note to the admissions office following your visit. It will go in your file and let those deciding if you are admitted know that you took the time to investigate the college thoroughly.

The Interview Process

1. Learn as much as possible about the college before your visit. Be prepared to both ask and answer questions.
2. Give some advance thought to the things you want to look for and ask about. Having a list of questions is acceptable.
3. Go alone rather than with a group of friends. A parent might join you for the campus visit; however, you should attend the interview alone. Parents could request to speak with a financial aid officer while you are attending your interview.
4. Arrive a few minutes early.
5. Be yourself at all times...be honest, sincere, interested.
6. Dress neatly, but do not overdress.
7. Speak confidently and naturally. Avoid stuttering and make every effort not to use a lot of slang terms or too many "ums", "ahs", and "likes" when speaking. Look at the interviewer when you are speaking.
8. Try to be as outgoing as you can. Be prepared to talk about yourself and your interests. Interviewers are interested in what sets you apart from other applicants.
9. Know your background and experience. Be prepared to present it in an orderly manner. An opening question may be "Tell me about yourself."
10. Be prepared to tell why you have chosen this particular college and what you expect to get out of four years there.
11. Be sure to write down the interviewer's name and write a thank-you note.
12. Complete a college comparison worksheet. (See Appendix 3)
13. Provide your interviewer with complete responses.
14. Don't say that you don't enjoy reading or that you read very little. You will be doing extensive reading in college. Get used to it in high school! As a high school junior or senior, you should be reading newspapers and magazines, for example *The Washington Post*, *Newsweek* or *Time*.

COLLEGE VISITS

Interviewing Preparation

Skills I have to offer:

1. _____
2. _____
3. _____
4. _____

Personal qualities about myself that would be an asset to this college/university:

1. _____
2. _____
3. _____
4. _____

Information I have gathered about the school:

Location: _____

Size of student body: _____

Majors offered: _____

Extracurriculars I am interested in: _____

Questions I want to ask during the interview:

1. _____
2. _____
3. _____
4. _____

Responses to questions I might be asked:

1. My long-range career goals. _____
2. Why I want to attend this school: _____
3. My strengths: _____
4. My weaknesses: _____
5. Why I'm interested in/qualified for this school: _____

COLLEGE VISITS

When you Interview

Do go prepared! You need to think about your strengths and accomplishments. Study the colleges to which you are applying. "Lack of preparation" is the number one complaint of college admission counselors. Connect yourself to the college here just as you did, or are about to do with your application and essay. Be prepared to intelligently discuss why you are serious about the college. Always state multiple reasons for wanting to attend: you want to become a foreign-service officer and this college has a strong international relations major; you play men's lacrosse and you're aware that this college has a dynamic team. These are valid and appropriate reasons for wanting to attend. A college interview is not the time for frivolity. It is inappropriate to make statements such as, "I hear you have more women than men, and I wouldn't mind improving the ratio."

Your may want to take an unofficial copy of your transcript, unless you have already applied, and your records are at the college. Do not present the document unless the interviewer asks for it.

Do set yourself an interview strategy; there will be some things you will want to know about the school and some things you will want the school to know about you. The strategy that you adopt should be consistent with the rest of your application.

Don't sit until you are directed to do so, and don't move any furniture. Keep your hands away from your face and your fingers out of your mouth.

Don't slouch in you chair, and don't fidget with your hair. If you don't know what to do with your hands, keep them folded in you lap. It's okay to cross your legs at the ankles or the knees, but make sure you are sitting erect when you do so.

Do take your lead from your interviewer who might open the session with any number of questions, including some that are rather audacious. Some question might be; "Tell me about yourself!" "Why do you want to go to college?" "What do you expect to be doing 10 years from now?" "Let's hear about your most valuable experience?" "What do you think about...(a current issue)?" "What are your strengths? Weaknesses?" "How would your friends describe you?"

Do try to be as concise as possible when the interviewer is simply trying to clarify a point. The dialogue should flow naturally. The best interviews are really just conversations.

Do open up, pose questions and do a fair amount of talking. (You should carry about half the conversation). With certain schools, there can be a tendency for the host to talk a lot, recruiting more than interviewing. If you find that you interviewer is doing most of the talking, redirect the conversation.

Don't knock your high school. Try to be positive!

Don't judge a college by the interviewer. Keep an open mind.

Sample Questions to Ask at the College Visit

Try to visit the college while it is in session so that you will be able to talk not only with the admissions officer, but also with the students who attend the college. Here are some sample questions you might ask an admissions officer. Please do not ask questions that can be found in the school's literature or website.

1. What is the composition of your student body (ethnicity, geography, etc.)?
2. What percentage of the classes are taught by graduate assistants?
3. What is the percentage of graduates who are employed immediately after graduation or who are accepted into graduate school?
4. What financial aid/scholarships are available? How do I apply for them?
5. What percentage of the freshman class complete their degrees?
6. What is your current enrollment? What is the faculty/student ratio?
7. What is the major consideration on the part of the college for admission? Test scores? Grade point averages? Extracurricular activities? Recommendations?
8. Does financial need impact the admission decision?
9. If I am awarded financial aid, will that amount and type of aid be guaranteed for the duration of my college experience at the college?
10. What intercollegiate sports are offered? Are athletic scholarships offered?
11. What percentage of students are receiving either full or partial scholarships? What are the types of loans available through your institution and what are the requirements?
12. What are my chances of admission to your school?

Suggestions For Filling Out College Applications

1. The appearance of your application, as well as content will influence the Admissions Committee. Allow yourself sufficient time to fill out the application form. A “rush job” results in careless errors. Work at home, alone in a quiet place where you can give the job the consideration it deserves.
2. Many colleges have applications on their web site, which can be completed online or printed to be hand written. *Your application does not have to be typed* if you choose the paper method. *Neatly written is sometimes better.* Additionally, some colleges also give you the option to apply using the Common Application. When applying online, print the Secondary School Report and Teacher Recommendation forms and bring them to your counselor to be mailed with your transcript directly to the college admissions office.
3. Read directions carefully; follow them accurately. If an essay is required and is supposed to be 500 words or less, DO NOT submit an essay with 1,000 words.
4. Read all question carefully. Answer them accurately.
5. Most colleges will assign a student identification number to be utilized by the student during the application process.
6. Write all answers to essay questions on scrap paper first. It is a good idea to start working on essays the summer prior to senior year. Ask your English teacher to critique this before writing it on the application form.
7. Emphasize what you have learned: e.g. provide more than a narration when recounting an experience.
8. Make your answers truthful, specific, and concise.
9. Avoid spelling errors; use a dictionary. Avoid grammatical errors.
10. Make copies of your application and essay, just in case.
11. If an application fee is required, enclose a check or money order with your application.
12. If a photo is required, paste or staple it to the form in the space provided. An expensive portrait is not necessary.
13. Send your SAT scores directly from collegeboard to the colleges to which you are applying.
14. Be sure to follow all instructions on the cover of the Transcript Request Packet that can be found in the Student Services Office at your school.
15. Pick up transcript envelope and mail with application to the college admissions office.

Sample Essays and Personal Statements

Many students applying to college will have to write an essay to include with their formal application. If you are in this situation you may feel very intimidated or nervous about writing an essay that may impact where you will attend school. It is perfectly normal to feel this way, however, an explanation of why they are requesting this may ease your mind a bit. The school is requiring this essay for several reasons.

- An essay adds a personal dimension to your application.
- It gives you an opportunity to express your ideas and opinions.
- It encourages you to highlight your most significant interests, commitments, and achievements.
- It allows you to explain events or circumstances that have affected your school record (good or bad).
- It represents a sample of your technical writing ability and your ability to show critical and abstract thinking.
- Some schools may also ask for an actual assignment that you wrote in your English class. This is so the college can see what is being asked of you from your teacher compared to what other teachers across the country are asking of their students.

As you begin to respond to these questions, you may want to contact your counselor or English teacher for some help. The counselor can assist you with your essay by:

- Helping you understand what the college hopes to gain from your essay.
- Helping you interpret the topic to allow you to speak clearly and honestly through your essay.
- Giving you feedback on the topic, structure of your work, and clarity of content.

It is not the counselor’s role to edit your work!!

Sample Essays and Personal Statements

continued

There are several types of original writing samples that a college could ask for: personal statement, free response to a question, book review, or critical analysis of a quotation or character. The two most common samples are the personal statements and free response essays. Following are some samples of questions taken from actual college applications.

Some examples of personal statement essays are:

- How would you describe yourself as a human being? What quality do you like best in yourself and what do you like the least? What quality would you most like to see flourish and what would you like to see whither?
- What are your intellectual strengths and interests? What personal or academic experiences have been particularly significant or rewarding to you (i.e. project, teacher, course, trip)?
- Discuss an issue or opinion about which you feel very strongly (i.e. a political or moral issue, a personal relationship, a work of art or literature, a school or government policy).
- Write your own letter of recommendation, evaluating your strengths and weaknesses. What makes you different from other applications, and what value is there in that difference?

Some examples of free response essays are:

- What extracurricular activity is most important to you and why?
- If you could spend time with any historical figure, who would it be and what would you discuss?
- If you were applying to college 100 years from now, what do you think would be the prevailing social or moral issue facing young adults?
- Why, in particular, do you want to attend this college?
- What does the admission committee need to know about you that has not been addressed elsewhere in this application?
- You are a college admission dean. Write the essay you would most like to have answered by applicants to your institution, and answer it.

Good writing can address any idea. Write an essay on any topic you like.

When You Write Your Essay

Do write lean! A cardinal rule promulgated by former Cornell University professor William Strunk, JR., is for the writer to omit needless words. Strunk, with noted author E.B. White, wrote *The Elements of Style*, a concise and practical “carry along” handbook on the art of writing. The two gentlemen maintain that “vigorous writing is concise.” They also say: “A sentence should contain no unnecessary words, a paragraph no unnecessary sentences for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts.” Each time you use the passive voice, you add words to a sentence. “Bob struck Bill” is sixty-five percent leaner than “Bill was struck by Bob.” The simple sentence in itself is active, moving from subject through verb to object.

Start early. Leave plenty of time to revise, reword, and rewrite. You can improve on your presentation.

Read the directions carefully. You will want to answer the questions as directly as possible, and you’ll want to follow word limits exactly. Express yourself as briefly and clearly as you can.

Tell the truth about yourself. The admission committee is anonymous to you; you are completely unknown to it. Even if you run into a committee member in the future, he will have no way of connecting your essay (out of the thousands he has to read) to you.

Focus on an aspect of yourself that will show your best side. You might have overcome some adversity, worked through a difficult project, or profited from a specific incident. A narrow focus is more interesting than a broad-based generalization.

Consider using the three common application for topics as early practice possibilities:

1. Evaluate a significant experience or achievement that has special meaning to you.
2. Discuss some issue of personal, local, or national concern and its importance to you.
3. Indicate a person who has had a significant influence on you, and describe that influence.

Feel comfortable expressing anxieties. Everybody has them, and it’s good to know that an applicant can see them and face them.

Speak positively. Negativity tends to turn people off.

When You Write Your Essay

continued

Write about your greatest assets and achievements. You should be proud of them.

Avoid repeating information given elsewhere on your application. The committee has already seen it and it looks as though you have nothing better to say.

Avoid writing on general, impersonal topics like the nuclear arms race or the importance of good management in business. The college wants to know about you.

Avoid sacrificing the essay to excuse your shortcomings unless you intend it to be a natural and integral part of your topic. If it's a question of underachievement, you should find a spot somewhere else in the application (or use a separate sheet of paper) to explain why you had not been working to your ability.

Avoid using clichés.

Avoid going to extremes. Don't be too witty, too opinionated, or too "intellectual."

Remember:

The personal statement is yours. If it looks like Madison Avenue, the admissions committee will probably assume that it is your mother's or your father's or their secretaries'.

A "gimmick" essay rarely goes anywhere. The committee is amused, but unimpressed with your candidacy.

Write a serious essay, from the bottom of your heart, in the most mature manner possible.

Approach an English teacher (with whom you are currently studying or had last year), to help you edit your work. They are more than willing to assist.

Sample Essay - Personal Statement

In the space provided, please tell us about an activity that has been of special importance to you.

I poise myself, ready to spring into action. As I look out across the playing field and see my team waiting for me to act, I push the noise of the crowd out of my mind. Raising my arms into the air, I count off. And as I lower them, my team reacts by moving about the field. I never have to worry that there's only a minute left and we're down by three. For, you see, it's half time and I'm the Drum Major of the Medford High School Marching Band.

Rising from sophomore clarinetist to Drum Major, for the past two years I have been responsible for organizing, arranging, and of course, conducting the band. It is at games and competitions that I realize that all of the time and energy expended has been worthwhile. When I perform I fear falling off the podium, slipping in the mud, or generally looking silly. Nevertheless, I still pour forth enthusiasm, as if each performance is the performance of a lifetime. I guess you might say that I have not just become a band leader, but an entertainer as well. The crowd and the band become spirited, and we have a good time. Quite frankly, I love hearing the applause for the band's presentation, and for my own personal performance. My work as Drum Major here at Medford has enhanced my leadership and human relations skills. It has also provided me with a greater sense of confidence, self-esteem, and accomplishment.



Sample Essay

For the first time, Mr. Ulrich couldn't. The cancer had gotten worse. "I can't," he said. "I can't show you." He never told me until that morning that he had lost so much feeling in his chin and neck that he was no longer able to hold a violin to play. Doctors had informed him that he would never again get that feeling and strength back; that it was doubtful that he would ever be able to play again. His life was falling apart. A recent operation, which caused a long-term absence, forced him to step down as orchestra director of three schools. His loss of energy and his constant fatigue left him no choice but to discontinue private lessons for many of his students. Mr. Ulrich began to lose contact with the outside world; he became isolated in a time when he needed people the most. Because he lived alone and because all of his close relatives were deceased, his students were his only family. After all the years, it was hard to believe that this was the last lesson he would ever teach. It was hard to believe Mr. Ulrich was giving up teaching music.

After I split the chin-rest during the first lesson, Mr. Ulrich told me a story of his first student. He too broke his chin-rest during his first lesson. This student went onto great things – he went to Peabody and toured Europe with a premier orchestra. And then, he told me something that I would never forget. He told me that I had more talent and more potential than that first student did. I often dreamt and believed that I would someday become that first student, making Mr. Ulrich proud as I stood tall on the concert stage.

A week after my audition, I was informed that I had been selected to be an alternate for the All-State Orchestra. I was disappointed and disheartened. Later in the afternoon, I cried. That night, Mr. Ulrich called, already knowing the results. He had a story to tell me.

He talked of another student; one that he had met, it seemed, just yesterday. It was a student that, in ninth grade was unable to take strings because of a schedule conflict. This student foresaw that the problem would not go away next year, but he wanted to make sure that strings would never be left off his schedule, even though, in ninth grade, he still attended all the after-school rehearsals and went in during lunch to play with other freshman who needed help. But this student pushed for a 6:15 before school class. Enrollment grew and in the two years the school had its largest orchestra ever. This student had also founded a chamber music group, which played at several community functions, art exhibitions and school activities. But most of all, this student was a friend – always there to talk, always there for support. He said that the student was now his only connection to the outside world; that he always looked forward to the daily conversations with him. Now, it was the student who breathed life into him, for he was his only family and his only friend. This was, he said, the last student he ever had.

In my high school years, I have accomplished many things. But also, I have grown. The most meaningful activities and experiences have not necessarily been the ones that have drawn the most attention or awards, but the ones that have built my character, opened my eyes and my heart.

I will always remember the last lesson. When Mr. Ulrich told me that he could not play his violin, that he had given it away, and that he would never be able to play again, it ended. It did not end with a grade trill or a majestic ring. It ended, like it began, with a tear.

Sample Essay

In reviewing my high school years, I feel pride about my progress in academics, my warm friendships, my relationships with my family, and my efforts in sports. My accomplishments have not come automatically, but have often required effort, persistence, and self-confidence. In thinking about the many experiences that have shaped this time in my life, I realize that the training, effort, and experiences of my job, above other experiences, have helped me to grow in many important ways.

The life guarding job I got when I was in the tenth grade took an activity that I enjoyed and then helped me to build self-confidence, and taught me dedication, not only on the job but in school as well. Since I was four, swimming was an important part of my life, complementing my academic work in many ways. The winter of my sophomore year in high school, I decided to try out for a position as a lifeguard in our community system, which has high standards and requirements. I remember the first night of lifeguard training; I was excited and nervous and didn't know what to expect. That night, my whole perception of myself changed. The instructor talked about the complexity of the job, hard work, and a great responsibility. It takes strength, stamina, and dedication; if a lifeguard makes a mistake, somebody's life may be at risk. As I continued the class, I worked hard, struggling to do my best despite increasing demands in academics. I was in four gifted and talented classes, and involved in four major extra curricular activities. However, despite the hard work, I enjoyed the life guarding classes and refused to give up. By the end of the course, there was a battery of written and in-water tests. I worked every day after school to practice for these tests. When I passed, I applied and was hired by the local community aquatics association.

The first summer of life guarding, I was fifteen. When I sat on the stand for the first time, the responsibility and the power I was given frightened me. I will never forget the first rescue I performed. I can still picture in my mind the overcast sky, the humidity in the air, the lap swimmer, and the two small boys playing in the water. When the nine year old boy jumped off the diving board and began to cry for help, I don't remember jumping off the stand or performing the rescue. All I remember is pulling him out of the water. That rescue taught me how a physical skill empowers an individual and provides strength of mind. The sense of security and pride I gained from that incident has stayed with me, because I learned that I could successfully master a demanding job.

After working for two years, at times I am in charge of the entire facility, the staff, and the safety of the people swimming. In all this time, I have only used my life guarding skills five times. Although these five incidents lasted only minutes each, the self-confidence I have gained enhances other efforts in my life.

From the time I began life guarding, I have found an interesting connection between life guarding and other areas of my life. I find myself approaching other issues, such as academics and friendships the same way I do my job. No matter how challenging they become, I stick through and refuse to give up. The confidence I have gained in these experiences sticks with me; I have more confidence in myself and a strong sense of dedication toward each important challenge I face with life guarding.

Sample Essay

I had been sixteen for barely a month, my driver's license still hot off the press. The glossy, shiny card was comfortably stiff and added new definition to my wallet, which now proudly protruded from my back pocket. Classes were only over less than a week, and already the school year's rigorous regimen was becoming a foggy memory. I was driving with two friends to a rehearsal of our band's new drummer; the directions were scribbled on a crinkled Safeway receipt in Greg's hand. We passed an aging, weathered church and a housing development that featured a large, white-washed wagon wheel at its entrance. I was concentrating intensely on the twists and turns of the black asphalt when I was startled by navigator Greg's sheepish announcement that the turn was probably a couple of blocks back. The road, unfamiliar and empty, suddenly loomed before me like a highway to infinity. I began to sweat – where could I turn around? "Just make a U-turn," said James.

We ended up in someone's front lawn on the other side of the road facing the wrong way. Instruments, amplifiers, and shards of glass were strewn about in jumbled disarray. The Mack truck had been pushing sixty when it smashed into us. The terror of that moment resounds within me still. I sat motionless, gripping the steering wheel, thoughts chaotically careening my brain.

I didn't feel injured, but why wasn't I moving? Why weren't Greg and James saying anything? Were they hurt? Were they dead? I unbuckled my safety belt and shakily forced the question from my mouth: "Is everyone ok?" I felt a surge of relief at the two mumbled affirmatives I received in response.

Am I ok? I thought that night, and the next and the next. How can I be the same person after this? Much later came the realization of how important it was for me not to remain the same.

I have never been careless. Before the crash I was not speeding, nor was the radio playing. Nonetheless, in those few moments, my self-confidence was blasted to smithereens; my inexperience and wrongdoing did little to reestablish my confidence.

In order to feel okay again, I had to find a way to integrate this experience into the old me. I found that I had the ability to turn an ostensibly negative experience into a positive one. The accident made me consider my own mortality in unsettlingly real terms, and although the eventual certainty of death is an unpleasant truth to face, confronting it motivated me toward change.

It was weeks before I was able to return to the driver's seat unaccompanied by an adult, and months before I was at all comfortable there. Later that summer, demands of the job at my new mentorship were dwarfed by the more immediate task of making the deceptively simple 15-minute drive to the Applied Physics Lab. Gradually, the drive became easier, just another part of my daily routine. My confidence level returned once again. I began to evaluate the pros and cons of new situations more clearly and I learned to take calculated risks.

Now, over a year later, I navigate with ease on I-95 and drive through Baltimore's convoluted web of one-way streets to my new internship. I even enjoy the commute. I see my new job and responsibilities as part of natural progression that I have orchestrated since that split second when I was forced to confront the brevity of human life.

My mom is an elementary school guidance counselor, and as a result, our home is full of posters, pamphlets, and games to help kids develop positive attitudes. On one poster, a smiling raccoon urges the reader, "When life offers you lemons – make lemonade!" Cute advice, I thought, for little kids but actually, it has proven to be valuable advice for me as well. Personal growth is an essential, ongoing process. Leaving the security of my job at the APL for an intimidating internship at a software engineering company was difficult, but the risk has paid off, and my experiences in Baltimore have been unique, exciting and educational. I approach obstacles with creativity and determination, and I am looking forward to the new challenges ahead.

Notification of the College's Decision

Each college to which you apply will send you a letter indicating that you have been accepted, denied admission, or placed on the waiting list.

For early decision candidates, notification will usually come in mid-December, putting a welcome end to the application process for those who are accepted. For students who apply to schools using rolling admission, decisions may be made within a few weeks. For many students, the day of reckoning may be April 15.

Some of you, after you have heard from your colleges, must face a new, often difficult, decision. If more than one college has invited you to join them, you must decide which one is best for you. Many factors, frequently including financial aid offers, may influence your choice. Be sure to advise your counselor of your final decision so final grades may be mailed to the college you have chosen.

Early Decision: Acceptance/Denial/Deferral

If you are accepted under early decision, you should withdraw any applications that might have been filed at other colleges. If you are not accepted under early decision, you will usually be reconsidered for admission later in the school year. You should continue to look at other colleges. Once you determine that a college that has offered you admission is no longer a school you will attend, notify that college of your decision.

Acceptance

Most schools will give you several weeks to decide among the colleges to which you have been accepted. Observe all deadlines for notifying the college of your decision. Most acceptances are contingent on satisfactory completion of senior course work. Be aware that acceptances have been rescinded because of failure to maintain college standards in the second semester. Notify the schools that have accepted you to let them know that you will not be attending that school.

Denial of Admission

If you are denied admission by all the schools to which you applied, consult with your counselor. Pursue less competitive or less well-known colleges, or possibly community or other colleges with open admission policies. Please do not become discouraged or give up. There are many excellent schools ready to meet your educational plans.

Waiting List

Find out what waiting list status means at the particular school concerned. Consult with your counselor about appropriate additional information that may influence your status on the waiting list. Don't pin all your hopes on acceptance if you are on the waiting list at the school. Hold your place at a school where you have been accepted to safeguard your placement.

When it comes time for the final decision, go with your instincts. In the end, the best choice is probably the college where you will feel most comfortable. Whatever your choice, you have the satisfaction of knowing that you have made it as wisely and as well as you could. We wish you every success in your college career!

Financial Aid, Scholarships, and Awards

All seniors who are pursuing postsecondary education, whether college or private career school, should consider applying for financial aid. Talk with a financial aid officer at each college to which you are applying. Their expertise is free. Money for college is available regardless of academic, social, or financial background.

There are many sources of financial aid - cooperative education, merit-based, special interest and community scholarships, athletic, fine arts, other race grants and minority scholarships, Academic Common Market, and many others.

- **Grants** are awards of money that you do not have to pay back.
- **Work-Study** gives you the chance to work and earn the money you need.
- **Loans** are borrowed money that you must repay with interest.

Use the Counseling Center Sources. The center maintains information and offers assistance in finding sources of financial aid through a variety of sources. Awards are based on your individual academic and interest profiles.

You can access Howard County's website for financial aid and scholarship information at www.hcpss.org. Click on link to scholarship database.

The United States Government is the single largest source of student financial aid for all permanent residents.

If one source of aid is denied, try another source. Keep trying and pay attention to deadlines. Remember that successful people share the quality of **persistence**.

PAYING FOR COLLEGE

Maryland State Scholarship Programs

Maryland residency is required for scholarships from the state of Maryland. Ten percent of the funds can be used in reciprocating states and the nation's capital - Connecticut, Delaware, District of Columbia, Massachusetts, Pennsylvania, Rhode Island, and Vermont. For majors not offered in-state, such as forestry, Maryland state scholarships may be used at other state universities sponsoring that program of studies.

Distinguished Scholar Program for Academic Achievement - \$3,000 per year for Maryland high school students who are nominated by their high school. Juniors with a GPA of 3.7 or higher (based on freshman, sophomore, and junior years) are eligible through guidance department nomination. You must take the SAT, ACT, or PSAT no later than January of your junior year.

Distinguished Scholar Program for Talent in the Arts - \$3,000 per year for Maryland high school students nominated by their high schools and demonstrating talent in art, music, dance, or theater. Nominations and auditions take place in the spring of the junior year.

Guaranteed Access (GA) Grant - The Guaranteed Access grant (GA grant) provides assistance for students whose family income qualifies and have a 2.5 GPA. The GA grant will pay all educational costs if you attend a state college or university. Applications are due March 1, and the maximum award is \$8,400.

Educational Assistance (EA) Grant - The Educational Assistance grant (EA grant) is for students whose parents can help them pay for some of their college cost but not all. EA grants also are based on family need - the difference between how much it costs to go to college and how much your family can afford to pay. Awards range from \$200 to \$3,000 per year, and may be renewed up to four years.

Senatorial Scholarship - Awards and the amount of the awards are determined by the delegate. A minimum of \$200 - \$2,000. Contact your senator's office for an application.

Delegates Scholarship - Awards and the amount of the awards are determined by the delegate. A minimum of \$200 for full- or part-time study is awarded. Contact your delegate's office for an application.

Tolber Awards - \$200 - \$1,500 per year. These awards are for students attending private career schools (state approved). To be eligible, students must be nominated by their school's guidance department.

Distinguished Scholar Teacher Education - Provides an additional \$3,000 for Distinguished Scholar Award recipients who would like to become teachers. You must agree to teach full-time in Maryland.

Maryland Science and Technology Scholarship - For students with a B average in core courses who enroll in computer science, engineering, and technology programs. Awards are for full-time students in associate (\$1,000) or bachelors (\$3,000) programs in a Maryland school. You must agree to work in Maryland for each year that you receive award money.

Academic Common Market - is a consortium of 15 southern states that allows nonresident students to enroll in specific degree programs at in-state tuition rates, if the programs are not offered in their home state.



Federal Grants, Work Study, and Loans

A **Federal Pell Grant** is an award to help undergraduates pay for their education after high school. Unlike loans, grants based on demonstrated financial need do not have to be paid back.

Federal Supplemental Educational Opportunity grants (FSEOG) offers grants, Federal Work Study (FWS) offers jobs, and Perkins provides loans. They all have some elements in common. You can go to school less than half time and still be eligible to receive aid. There is a limited amount of money available. Eligibility depends on financial need and availability of funds.

Federal Perkins Loan (National Direct Student Loan) is a low-interest (5 percent) loan to help you pay for your education after high school. These loans are for both undergraduate and graduate students and are made through a school's financial aid office. Your school is your lender. You must repay this loan.

Federal Stafford Loan is the new name for the Guaranteed Student Loan Program. Federal Stafford loans are low-interest loans made by a lender such as a bank, credit union, or savings and loan association. Sometimes a school acts as a lender. You must repay this loan. There are two types of Federal Stafford Loans - subsidized, for students who have demonstrated financial need, and unsubsidized, for those who do not have demonstrated financial need.

PLUS Loans are for parents who want to borrow money to help pay for their children's education. This loan provides additional funds for educational expenses and, like Federal Stafford loans, are made by a lender such as a bank, credit union, or savings and loan association. Ask at your bank about PLUS Loans.

Also look into low-interest loans at state-supported systems such as the Virginia Family Loan Program and the Pennsylvania High Education Assistance Agency, which are open to Marylanders.

Application Process

Complete the Necessary Financial Aid Forms

To initiate the financial aid process, you and your parents will possibly submit one or a combination of the following applications:

- The Free Application for Federal Student Aid (FAFSA)
- State applications
- Institutional applications
- Private scholarship applications

The FAFSA, also available in Spanish, is a confidential document used to collect information for determining a student's need for financial aid. You submit the FAFSA to a central processing service, which makes an estimate of your family's financial ability to contribute to the costs of education beyond high school. This estimate and a copy of the FAFSA are forwarded, at your request, to the Federal Pell Grant Program, state scholarship and grant programs, and financial aid officers at the colleges or other postsecondary institutions you specify on the form.

Some colleges or programs require students to complete the CSS/PROFILE. Check in the career center to determine which forms are required by the colleges you choose. While the FAFSA is processed at no cost to the student, there is a fee associated with PROFILE. The PROFILE can be accessed at: <https://profileonline.collegeboard.com/index.jsp>.

Some colleges also require applicants to submit their own institutional financial aid application in order to be considered for financial assistance. Check the application instructions carefully. To verify the information on the FAFSA, it must be mailed on or before March 1, but not before January 1 of the student's senior year. FAFSA forms are available in the career centers, usually in mid-December.

Applying for Aid Online

You can complete and submit a FAFSA online at www.fafsa.ed.gov. FAFSA Express is www.ed.gov/offices/OPE/express.html or call 1-800-801-0576. You may contact the Federal Student Aid Information Center at 1-800/4-FED-AID.

APPENDIX 1

Key Terms and Admissions Lingo

ACT (American College Test): A four-year college admission test covering English, social science, natural science, and mathematics. Register by mail using materials available in the Student Service Center. The test is offered at local community colleges.

AP (Advanced Placement Test): The AP program is sponsored by the College Board and offers high school students a chance to do college-level work in a variety of academic subjects.

Award Letter: A letter telling you what financial aid (if any) your college is offering you (includes types and amounts of aid offered, specific program information, etc.) You may choose to accept some or all that is offered.

CEEB (College Entrance Examination Board): A company that provides college entrance testing, such as SAT 1, SAT 2, TOEFL, etc.
your high school code: _____

Career Research & Development (CRD): These programs combine terms of study alternating with terms of work for an outside employer. The job is related to the student's field of study. Students enrolled in cooperative education may need five years to complete the bachelors program, but are often then hired by the firms for which they have worked.

Common Application: More than 100 colleges use this form. Using this form reduces the time you need to spend composing multiple applications. All participating colleges sign a statement saying they will not discriminate against students who submit the common application instead of each college's own application.

Cost of Attendance: Includes any cost associated with attending college: tuition and associated fees, room and board, books and supplies.

Credit: Units of measurement institutions give for fulfilling course requirements. Most colleges require that you complete a certain number to graduate.

Deferred Admission: Under this program, students who have been accepted by a college arrange to postpone their admission for one year.

Degree: Titles given to college graduates upon completion of a program. A two-year degree is an AA (Associate of Arts). A four-year degree is usually a BA (Bachelor of Arts) or BS (Bachelor of Science).

Early Action: This plan allows a student to apply early without making a commitment to attend the college if accepted. The student may apply to only one college as an "early action" candidate, but may apply to other schools at the same time under regular admission.

Early Admission: This plan allows students to begin college work after the junior year of high school. This program is usually limited to exceptional students.

Early Decision: This plan involves a commitment between the student and the college. The student applies early and gets an answer from the college usually by December. If admitted, the student must enroll at the college.

Fee: A sum of money which must be paid above tuition for a variety of things in college, such as for admission, registration, graduation, health services, books, laboratory use, etc.

Fee Waiver: a form available to students having low family income. The Fee Waiver form is submitted instead of money when applying for college admission or testing.

Financial Need: The difference between the cost of education and what the family or applicant can reasonably be expected to contribute.

GPA: (Grade Point Average) A student's average grade is computed by counting all courses equally on a four-point scale: A=4; B=3; C=2; D=1; E=0. Cumulative GPA through the junior year is used to determine senior class rank. Information on weighted GPA is found in the Howard County Course Selection book.

Legacies: These are the sons and daughter of alumni. Colleges vary greatly in their treatment of these applicants. Some give legacies extra points toward admission, while others pay little attention to alumni children.

Liberal Arts: A broad representation of courses in the arts and humanities, social sciences, mathematics, and sciences which compose the curriculum of academic education as distinguished from technical or professional education.

APPENDIX 1

Major: The main interest area of a student in college, usually requiring about one year in a planned series of courses during a four-year program.

Minor: Approximately 18 credits in an area outside of the major department.

Planned or Independent College: One that operates independently and is primarily supported by tuition fees, alumni gifts, endowments, and investments.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholar Qualifying Test): A shortened version of the SAT offered in October for high school sophomores and juniors. The PSAT is given at the high school. The scores may be helpful in college admission planning. PSATs taken in the 11th grade qualify students for the National Merit Scholarship Program and/or the National Achievement Scholarship Program for Outstanding African American Students.

Public or State College: One supported primarily by state or local governments. They often restrict the percentage of out-of-state students. They also charge a higher tuition fee to out-of-state students.

Rolling Admission: At colleges that use this plan, the admission committee reviews applications in the order in which they are submitted and students are promptly notified of the committee's decision. Colleges with rolling admissions may reach their quotas early, so it is to the student's advantage to apply early. Accepted students do not have to notify these schools about whether they will attend until May 1.

SAT: A four-year college admission exam measuring verbal and math reasoning. Most colleges require either the SAT or ACT. Register by mail using applications available in the Guidance Office. The test is held at local high schools.

SAT II (Subject Tests): One hour exams offered in 16 different subjects. Register by mail using material available in the Student Services Office. The test is held at local high schools.

Scholarship: An outright award that does not have to be repaid. It is usually given to a student for academic achievement, outstanding talent, or other special qualifications, including student need.

TOEFL (Test of English as a Foreign Language): An English exam for foreign students, used for placement in college English classes. Test is held at various local high schools.

Transcript: The official record of your high school course work. You must submit a copy provided by your school with your college application.

Tuition: The charge for educational instruction. The amount varies according to the institution.

Undergraduate: College student who has not yet received a bachelor's degree.

Waiting List: Being placed on a college's waiting list means that a student has neither been accepted nor rejected, but instead is being asked to wait in line while the colleges find out how many of the students it has accepted will actually decide to enroll. If you are put on the waiting list by the college that is your first choice to attend, you would be wise to send a deposit to another school while you wait.

Work-Study: This is a government-supported financial aid program administered through college financial aid offices. It provides part-time jobs for students.

APPENDIX 2

General Books of Interest

Antonoff and Friedemann. College Match. A Blueprint for Choosing the Best School for You! Virginia: Octameron Press, reprinted 2001.

Coburn, Karen Levin, and Madge Lawrence Treeger. Letting Go: A Parent's Guide to Today's College Experience. Bethesda, Maryland: Adler & Adler, 1988.

Fiske, Edward B. How to Get Into the Right College: Secrets of College Admissions Officers. New York: Times Books, 1988.

Keeslar, Oreon. Financial Aid for Higher Education. Dubuque, Iowa: Brown & Binchmark Publishers. Published every few years.

Matthews, Jay. Harvard Schmarvard.

Mayher, Bill. The College Admission Mystique: Farrar, Straus and Giroux, New York 2000.

Pope, Loren. Looking Beyond the Ivy League. New York: Penguin Books, 1990.

The College Board. The College Handbook. New York: College Entrance Examination Board. Published Annually

The College Board. Index of Majors and Graduate Degrees. New York: College Entrance Examination board. Published Annually.

SUBJECTIVE GUIDEBOOKS (Based on Evaluations from students)

Fiske, Edward B. The Fiske Guide to Colleges. New York: Times Books. Published Annually.

Rugg, Frederick, E. Rugg's Recommendations on the Colleges. Haydenville, Massachusetts: Rugg's Recommendations. Published Annually.

The Yale Daily News. The Insider's Guide to the Colleges. New York: St. Martin's Press. Published Annually.

Helpful Websites

www.collegeboard.com
www.petersons.com
www.kaplan.com
www.careermag.com
www.hotjobs.com
www.mhec.state.md.us
www.jobweb.com
www.nacacnet.org

www.collegenet.com
www.fastweb.com
www.gocollege.com
www.schoolcounselor.org
www.monster.com
www.fafsa.ed.gov
www.mycollegeguide.org
www.ope.ed.gov/security

www.collegeview.com
www.finaid.com
www.collegeanswer.com
www.edtrust.com
www.careersandcolleges.com
www.studentadvantage.com
www.counseling.org

APPENDIX 3

College Comparison Worksheet			
College Name			
Location distance from home			
Size enrollment physical size of campus			
Environment type of school (2yr., 4yr.) school setting (urban, rural) location & size of nearest city co-ed, male, female religious affiliation			
Admission Requirements deadline tests required average test scores, GPA, rank special requirements notification			
Academics your major offered special requirements accreditation student-faculty ratio typical class size			
College Expenses tuition, room & board estimated total budget application fee, deposits			
Financial Aid deadline required forms % receiving aid scholarships			
Housing residence hall requirement availability types and sizes food plan			
Facilities academic recreational other			
Activities clubs, organizations Greek life athletics, intramurals other			
Campus Visits when special opportunities			

APPENDIX 4

A Quick College-Planning Guide for Students with Special Needs

There are many factors to consider when selecting a college. In addition to exploring programs, location, size, cost, housing, career, and social opportunities, you also want to search for schools that offer the services you need to succeed academically. This guide is designed to help you with that search. When comparing one college with another, try using the following questions:

QUESTIONS	NAMES OF COLLEGES				NOTES
Write the names of colleges that interest you at the top of the columns to the right. Then mark a Y (for yes) or an N (for no) in response to each question, based on what you learn through talking with an admissions representative, consulting with your counselor, gathering information from your high school career center, or visiting the school.					
ADMISSIONS					
Are admission criteria for students with special needs the same as for other students?					
Are any special assessments required?					
Is diagnostic testing available?					
Is there a unique summer orientation for students with special needs?					
Is documentation required to demonstrate special needs?					
ACADEMIC SUPPORTS					
Is the process for accessing special needs clear and easy to follow?					
Is there a fee for supports?					
Is tutoring available?					
Is remediation in basic skills available?					
Are study skills courses available?					
AUXILIARY AIDS: Does the school provide the following?					
Calculators					
Laptop computer					
Personal desktop computer					
Scan-and-read programs					
Screen-enlarging programs					
Screen readers					
Speech-recognition programs					
Spelling/grammar assistants					
Other					
AUXILIARY SERVICES: Does the school provide the following?					
Advocates					
Alternative exam arrangements					
Duplicating at no cost or reduced cost					
Mentors					
Note takers					
Priority registration					
Readers					
Scribes					
Other					
STUDENT SUPPORTS: Does the school offer the following?					
Career counseling					
Career placement					
Internship programs					
Individual counseling					
Small-group counseling					
Student organizations for special needs students					

Derived from Peterson's Colleges for Students with Learning Disabilities or Attention Deficit Disorders

Colleges with Special Needs Programs

Arizona

Arizona State University
University of Arizona

Arkansas

University of the Ozarks

California

Bakersfield College
Ventura College

Connecticut

Mitchell College
Southern Connecticut College
University of Hartford

District of Columbia

American University

Florida

Central Florida Com. College

Illinois

College of Dupage
National College of Education
Southern Illinois University

Maine

Husson College
University of New England

Maryland

Frostburg State University
Montgomery College,
Rockville Campus
University of Maryland, College
Park Campus
University of Maryland, Eastern
Shore Campus

Massachusetts

American International College
Boston University
Bradford College
Curry College
Emerson College
Lesley College
Northeastern University

Michigan

Grand Rapids Community college

Minnesota

Hutchinson Vocational Technical
Institute
Rochester Community College

New Hampshire

New England College
Notre Dame College

New York

Adelphi University
Long Island University,
Brooklyn Campus
Long Island University,
C.W. Post Campus
Marist College
New York Institute of Technology
New York University
St. Thomas Aquinas College

North Carolina

Appalachian State University
Guilford Technical Com. College

Ohio

Muskingum College
Wright State University

Pennsylvania

Edinboro University
College of Misericordia

South Carolina

Erskine College

Texas

Dallas County Com. College
Landmark College

Virginia

Norfolk State University

West Virginia

Davis and Elkins College
Marshall University
West Virginia Wesleyan College

Types of Colleges

Liberal Arts Colleges - This type of college offers a wide variety of courses in the social sciences, humanities, and sciences. Many are private and focus mainly on undergraduate studies. The curriculum is designed to provide for a variety of educational options upon graduation. Many focus on an internship at some point of study.

Community Colleges - This type of college offers an associates degree after the completion of two years of full-time study. They frequently offer technical programs that prepare you for immediate entry into the job market. Class sizes tend to be small. Many students also attend community colleges to prepare to transfer to a four-year university.

Junior Colleges - These are generally two-year colleges that are private institutions. Some junior colleges are residential and are attended by students who come from other parts of the country.

Public College/University - This type of college / university is supported by state money, and therefore may be less expensive to attend if you live in the state where the college is located. Colleges are educational institutions for undergraduate programs (bachelor degrees) and tend to be smaller than a university. Universities offer both undergraduate and graduate degrees (Master's and Ph.D.s). They usually have a large, diverse student population and offer more extracurricular opportunities.

Private College/University - This type of college / university relies on the tuition, fees and contributions of private donors and therefore may be more expensive than state supported public college / universities, but most offer generous financial aid packages for those who need them. These schools have much smaller student populations as well as small class sizes.

Special Interest Colleges – Students have a variety of choices and are allowed to decide what type of education they want to pursue. Some of these diverse choices include single sex colleges, religiously affiliated colleges, historically black colleges, and Hispanic-serving colleges.

Specialized Colleges – This type of college emphasizes preparation for specific careers. Examples are colleges that specialize in business, computer technology and health science.

APPENDIX 5

Colleges in Maryland

Four-Year Colleges/Universities - Public and Independent

Baltimore Hebrew University	410-578-6912	www.bhu.edu
Bowie State University	301-464-6563	www.bowiestate.edu
Capitol College	800-950-1992	www.capitol-college.edu
College of Notre Dame of Maryland	301-532-5330	www.ndm.edu
Columbia Union College	301-891-4080	www.cuc.edu
Coppin State College	410-383-5990	www.coppin.edu
Frostburg State University	301-687-4201	www.frostburg.edu
Goucher College	800-638-4278	www.goucher.edu
Hood College	800-922-1599	www.hood.edu
Johns Hopkins University	410-516-8171	www.jhu.edu
Loyola College	800-221-9107	www.loyola.edu
Maryland Institute, College of Art	410-225-2294	www.mica.edu
McDaniel College	410-857-2230	www.mcdaniel.edu
Morgan State University	800-332-6674	www.morgan.edu
Mount St. Mary's College	800-448-4347	www.msmary.edu
Peabody Institute of Johns Hopkins University	410-659-8100	www.peabody.jhu.edu
Salisbury State University	410-543-6161	www.salisbury.edu
St. John's College	800-727-9238	www.sjca.edu
St. Mary's College of Maryland	800-492-7181	www.smcm.edu
St. Mary's Seminary and University	410-864-9000	www.stmarys.edu
Sojourner-Douglass College	301-276-0306	www.sdc.edu
Traditional Acupuncture Institute, Inc.	301-596-6006	www.tai.edu
Towson University	410-704-3333	www.towson.edu
University of Baltimore	410-837-4777	www.ubalt.edu
University of Maryland Baltimore County	410-455-1300	www.umbc.edu
University of Maryland, College Park	301-314-8385	www.umd.edu
University of Maryland, Eastern Shore	410-651-6410	www.umes.edu
University of Maryland, University College	301-985-7930	www.umuc.edu
U.S. Naval Academy	410-293-4361	www.usna.edu
Villa Julie College	301-486-7001	www.vjc.edu
Washington Bible College	240-387-1265	www.bible.edu
Washington College	800-422-1782	www.washcoll.edu

Two-Year Colleges/Universities - Public and Independent

Allegany College of Maryland	301-724-7700	www.ac.cc.md.us
Anne Arundel Community College	410-541-2240	www.aacc.cc.md.us
Baltimore City Community College		www.bccc.edu
Liberty Campus	301-396-0203	
Harbor Campus	301-396-0470	
Baltimore's International Culinary College	410-752-4710	
Carroll Community College	410-386-8400	www.carrollcc.edu
Catonsville Community College	410-455-4304	www.cbcmd.edu
Cecil Community College	410-287-1004	www.cecil.edu
Chesapeake College	410-822-5400	www.chesapeake.edu
College of Southern Maryland	301-934-2251	www.csmd.edu
Essex Community College	800-832-0262	www.cbcmd.edu
Frederick Community College	301-846-2430	www.frederick.edu
Garrett College	301-387-3010	www.garrettcollege.edu
Hagerstown Business College	800-422-2670	www.hagerstownbusinesscol.edu
Hagerstown Community College	301-790-2800	www.hagerstowncc.edu
Harford Community College	410-836-4220	www.harford.edu
Howard Community College	410-772-4856	www.howardcc.edu
Maryland College of Art and Design	301-649-4454	www.mcadmd.org
Montgomery College		www.montgomerycollege.edu
Germantown Campus	301-353-7823	www.montgomerycollege.edu/gthome
Rockville Campus	301-279-5041	
Takoma Park Campus	301-650-1493	
Prince George's Community College	301-322-0801	www.pgcc.edu
Seafarers Harry Lundeberg School of Seamanship	301-994-0010	
Wor-Wic Tech Community College	410-334-2895	www.worwic.edu

APPENDIX 6

HCPSS provides the following partial lists of colleges/schools to assist students and parents as they begin the college search process. Students and parents should consult college guides for a complete listing, accreditation, and general information.

Historically Black Colleges

Alabama

Alabama A&M University
Alabama State University
S.D. Bishop State Junior College
Concordia College
Lawson State Community College
Lomax-Hannon Junior College
Miles College
Oakwood College
Selma University
Stillman College
Talladega College
Teskegee University

Arkansas

Arkansas Baptist College
Philander Smith College
Shorter College
University of Arkansas, Pine Bluff

Delaware

Delaware State College

District of Columbia

Howard University
University of the District of Columbia

Florida

Bethune-Cookman College
Edward Waters College
Florida A&M University
Florida Memorial College

Georgia

Albany State College
Clark-Atlanta University
Fort Valley State College
Interdenominational Theological Center
Morehouse College
Morris Brown College
Paine College
Savannah State College
Spelman College

Kentucky

Kentucky State University
Simmons University Bible College

Louisiana

Dillard University
Grambling State University
Southern University System
Southern University at Baton Rouge
Southern University at Shreveport
Xavier University

Maryland

Bowie State University
Coppin State College
Morgan State University
University of Maryland, Eastern Shore

Mississippi

Alcorn State University
Coahoma Junior College
Jackson State University
Mary Holmes College
Mississippi Valley State University
Natchez Junior College
Prentiss Normal & Industrial Institute
Rust College
Tougaloo College
Utica Junior College

Missouri

Harris-Stowe State College
Lincoln University

North Carolina

Barber-Scotia College
Bennett College
Elizabeth City State University
Fayetteville State University
Johnson C. Smith University
Livingstone College
North Carolina A&T State University
North Carolina Central University
St. Augustine's College
Shaw University
Winston-Sale State University

Ohio

Central State University
Wilberforce University

Oklahoma

Langston University

Pennsylvania

Cheyney University
Lincoln University

South Carolina

Allen University
Benedict College
Claflin College
Clinton Junior College
Denmark Technical College
Morris College
South Carolina State College
Voorhees College

Tennessee

Fisk University
Knoxville College
Lane College
LeMoyne-Owen College
Morristown College
Tennessee State University

Texas

Bishop College
Houston-Tillotson College
Jarvis Christian College
Paul Quinn College
Prairie View A&M University
Southwestern Christian College
Texas College
Texas Southern University
Wiley College

Virgin Islands

College of the Virgin Islands

Virginia

Hampton University
Norfolk State University
St. Paul's College
The Virginia Seminary and College
Virginia State University
Virginia Union University

West Virginia

West Virginia College

Colleges with Large Hispanic Enrollments

Arizona

Arizona Western College
South Mountain Community College

California

California State University, Los Angeles
Cerritos College
College of the Sequoias
Compton Community College
Don Bosco Technical Institute
East Los Angeles College
Gavilan College
Hartnell College
Imperial Valley College
Kings River Community College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Trade-Technical College
Mount Saint Mary's College
Mt. San Antonio College
Oxnard College
Palo Verde College
Rio Hondo College
Saint John's Seminary College
San Diego State University Imperial Valley Campus
Southwestern College
West Coast Christian College
West Hills Community College

Colorado

Pueblo Community College
Trinidad State Junior College

Florida

Barry University
Florida International University
Miami-Dade Community College
Saint John Vianney College Seminary
St. Thomas University
Saint Vincent de Paul Regional Seminary

Illinois

MacCormac Junior College
St. Augustine College
Harry S. Truman College

New Jersey

Hudson County Community College
Passaic County Community College

New Mexico

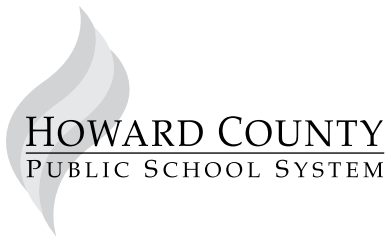
Albuquerque Technical - Vocational Institute
College of Santa Fe
Dona Ana Branch Community college
Eastern New Mexico University - Roswell
New Mexico Highlands University
New Mexico State University
New Mexico State University, Grants
Northern New Mexico Community College
Santa Fe Community college
University of New Mexico, Valencia
Western New Mexico University

New York

Boricua College
Borough of Manhattan Community College
Bronx Community College
City College
College of Aeronautics
Hostos Community College
John Jay College of Criminal Justice
LaGuardia Community College
Herbert H. Lehman College
Mercy College

Texas

Bee County College
Corpus Christi State University
Del Mar College
El Paso community College
Incarnate Word College
Laredo Junior College
Laredo State University
Our Lady of the Lake University
Palo Alto College
St. Mary's University
St. Phillip's College
San Antonio College
Southwest Texas Junior College
Sul Ross State University
Texas A&I University
Texas Southmost College
Texas State technical College
University of Texas at Brownsville
University of Texas at El Paso
University of Texas at San Antonio
University of Texas-Pan American



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