

DOCUMENT RESUME

ED 350 503

CG 024 555

TITLE The College Connection: A Handbook for High School Students. Links to Success.

INSTITUTION Houston Independent School District, Tex.

PUB DATE [Aug 91]

NOTE 67p.; Contains some text that will not reproduce well.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Academic Aspiration; College Admission; College Applicants; \*College Bound Students; Decision Making; High Schools; \*High School Students; \*School Counseling; \*School Guidance

ABSTRACT

This handbook is a year-by-year planning guide to college preparatory activities for high school students and it begins with the 9th grade. These topics are included: (1) introduction to planning and the decision-making process; (2) educational and occupational alternatives; (3) considerations in choosing a college; (4) types of academic preparation after high school; (5) self-inventory and examination; (6) the jobs most likely to succeed; (7) careers in the armed forces; (8) college entrance requirements; (9) college entrance tests; (10) a partial list of Texas colleges; (11) facts about the college entrance tests; (12) researching college characteristics; (13) the campus visit and college evaluation; (14) a college selection checklist; (15) the application process; (16) a college comparison worksheet; (17) sample letters to colleges; (18) financial aid and the application process; (19) military service academies; (20) a timetable for college-bound youth; (21) general references; and (22) reference sources for financial aid. A list of military service academies, letter of application to a military service academy, a timetable for college bound youth, a high school-to-college checklist, and general reference list of 26 items are also included. (ABL)

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LINKS TO SUCCESS

# THE COLLEGE CONNECTION

## A HANDBOOK FOR HIGH SCHOOL STUDENTS

**GUIDANCE AND COUNSELING DEPARTMENT**

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**Ms. Marcia Corn, Supervisor, Secondary Guidance**

**Ms. Marilyn Balke, Director, Secondary Guidance**

**Mrs. Marilyn Finer-Collins, Director, Guidance and Counseling**

**Dr. Harriet Arvey, Assistant Superintendent, Student Services**

**Mr. Lloyd Choice, Deputy Superintendent, School Operations**

**Dr. Frank J. Petruzielo  
Superintendent of Schools**

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# INTRODUCTION

## GETTING READY FOR COLLEGE

For students wanting to go to college, planning should become a way of life. Students should begin their planning early in their high school years. This includes sharing with their parents important information about entrance tests, application procedures and financial aid deadlines. The early planning that students and their parents do together with the help of the high school counselor should make the maze of college preparation activities less intimidating and less complicated. This handbook is a starting point through that maze. It is a year-by-year planning guide to college preparatory activities, and it begins with the ninth grade.

### EASY POINTS FOR PLANNING

- The student's **high school counselor** is a valuable resource for information about college admissions requirements, financial aid, college entrance tests, career counseling and required high school coursework. Throughout high school, the college-bound student and his/her parents would do well to consult with the counselor frequently for up-to-date information.
- It is important for students and parents to maintain some flexibility in their planning. While it is prudent to have a direction toward the goal of college entrance, it is also prudent to have options to choose from on the road to college. It should be a time of both discovery and practicality for the student, and he/she should be aware of all the options for sound decision-making.
- Since almost every facet of getting into college requires an application or registration form, it is important to be aware of **deadlines**. The school counselor can assist in keeping students informed of deadlines, but it is up to the student and his/her parents to complete the necessary forms and send them in on time. By adhering to a timetable, students can avoid the last minute rush, take the appropriate tests in a timely manner, secure their place on a lengthy waiting list, and/or be assured that their application form will at least be considered. One strategy that may be helpful in observing deadlines is to prepare a chart to track when specific applications forms need to be submitted.

## PART I: PLANNING YOUR FUTURE: DECISIONS, DECISIONS

Trying to decide what you want to do after high school can be a difficult task. College? Vocational or technical training? Immediate employment? Military enlistment? Some of you have a pretty good idea of your plans and objectives. For others, choosing a goal can bring on a call for "Help! Where do I go from here?"

### Your Career: A 10,000-Day Investment

Most of you will work 40 to 50 years. Your career choices will affect how you live, the money you make, your personal happiness, and the amount of education you must pursue.

### Forecast Through the Mid-1990's

The United States Department of Labor predicts:

- There will be a demand for computer experts, teachers, scientists, engineers, technicians, paralegals, health specialists (other than physicians and dentists), secretaries, sales people, and accountants.
- There will be a need for blue-collar workers, heavy-equipment operators, electricians, plumbers, pipefitters, mechanics, and repairers.
- Overall, white-collar jobs are expanding faster. There will be a strong demand for workers properly trained for the available jobs and less demand for unskilled labor.

These are forecasts and only time can tell. It is important to keep tuned to the trends. The Occupational Outlook Handbook and other Department of Labor publications offer helpful information.

## CAREER DECISION-MAKING

### Understanding Yourself: The Key

Choosing and preparing for a career begins with understanding yourself--your interests, abilities, and values.

1. Identify Your Interests. Your interests may be identified by taking a career interest survey. While the results will not tell what career would be the best for you, some of your interests are highlighted in terms of career areas by comparing your interests to a wide variety of occupations.

2. Determine Your Abilities. Your abilities may be indicated by the grades you make in school, your achievement test scores, and the skills and aptitudes you demonstrate.

An aptitude test helps to identify specific skills and abilities such as mechanical, artistic, clerical, verbal, and physical coordination and dexterity. Two well-regarded aptitude tests are the General Aptitude Test Battery (GATB) and the Armed Services Vocational Aptitude Test Battery (ASVAB).

3. Get More Information. Read about careers in such books as the Occupational Outlook Handbook available in the counselor's office. These books contain descriptions of occupations, training, and job outlook. College handbooks and catalogs will provide you with listings of educational requirements. In addition, collections of occupational materials can also be found in public libraries.
4. Narrow the Field. Consider your personality, determination, and capabilities. Is the required training and education a realistic choice for you? Do the future rewards make the pursuit seem worthwhile?
5. Set Your Goals and Aim High Enough. Even though it is likely that you will have several careers in your lifetime, try to make a career choice which will be rewarding and challenging.
6. Put It Together. Talk to your counselor who can help you in relating your interests and abilities with educational and career planning. Together, you can outline the steps to make it all happen.

#### What is DISCOVER?

DISCOVER is a computer-based career planning program which can help you learn more about yourself and find occupations that may be right for you. DISCOVER will also tell you what kind of training you need for these occupations and assist you to find appropriate schools out of the thousands in its file.

The system, described in detail, includes

- . an inventory to help you know where you are now in your career planning
- . inventories to measure your interests, abilities, experiences, and values
- . ways to develop a list of occupations you should explore
- . ways to identify majors related to these occupations
- . extensive information about 458 occupations
- . searches to identify schools from a file of more than 5000
- . financial aid information
- . information about how to get a job

## How Can DISCOVER Help?

At many points throughout your life you will be faced with making career decisions. You will face these decisions when going to school or work, when searching for a job, or when making a career change. You will greatly improve your chances at making successful decisions if you approach such decisions in a systematic way, using a decision-making process.

DISCOVER is a carefully-designed career planning program that will provide you with information about yourself, occupations, schools, and programs of study. It will help you use this information to make decisions. DISCOVER will not tell you what to do or give you easy answers for your career decisions, but it can ease the process! After you use DISCOVER, you may want to discuss the results of your use with a counselor.

### Two Different Ways to Use DISCOVER

There are two ways to use DISCOVER: the "information only" approach or the "guidance plus information" approach.

If you choose the "information only" approach, you will be able to...

- . search for occupations by job characteristics or majors (High School version only)
- . get information about any of 458 occupations
- . search for two- and four-year colleges, technical and specialized schools and graduate schools
- . get information about any of more than 5000 schools
- . learn about financial aid and the potential availability of financial aid for you
- . learn about military programs
- . learn how to get a job

With the "information only" approach, however, you will not be able to create a user record. The computer will not "remember" or store your personal information.

If you choose the "guidance plus information" approach you will be able to...

- . go through a step-by-step process of career decision-making
- . gain more knowledge about your own interests, abilities, values, and work-related experiences
- . find occupations that match your personal characteristics
- . get help in deciding about the type of school to select and which major to choose
- . receive detailed information about schools you have identified and their programs of study

This "guidance plus information" approach is a comprehensive, integrated process of career planning and is a process that you can learn and use many times throughout life.



## PART II: EDUCATIONAL AND OCCUPATIONAL ALTERNATIVES

Your career plans may include on-the-job training programs such as apprenticeship, other employment, college, vocational-technical school, the military, or some combination.

### Vocational and Technical Schools

Vocational and technical schools offer specialized training in such fields as electronics, cosmetology (beauty school), and business training, to name a few. A complete roster of Texas vocational and technical schools is listed in the Texas Educational Opportunity Guide. These are state-supported schools with low tuition and fee costs.

Many proprietary vocational and technical schools are reputable and competent, but some have questionable results. These schools are operated for a profit and sometimes their salespersons promise more than they can deliver. Therefore, ask the school for lists of employers who have hired their recent graduates. Take the time to visit several schools, sit in on classes, and talk to instructors and students.

BE WARY OF ANY SCHOOL THAT OFFERS YOU BIG PROMISES OF JOBS, HIGH SALARIES, SCHOLARSHIPS, AND THE LIKE. CHECK INTO A SCHOOL'S REPUTATION BEFORE YOU SIGN A CONTRACT. CHECK WITH YOUR COUNSELOR.

### Apprenticeship Training

Master craftsmen teach their trades to others in an apprenticeship program that includes on-the-job training and attending classes at night. Most apprenticeships last from three to four years, and earnings are based on a percentage of a journeyman's salary. Places in apprenticeship programs are competitive. For more information, students should consult the Directory of Licensed Occupations and Apprenticeship Program Contacts in Texas. This booklet should be available in the Guidance Office of your school. The booklet gives the student an overview of job requirements, license requirements, education/training, working conditions, employment outlook, and addresses for further information.

### PART III: IF YOUR CHOICE IS COLLEGE

#### Considerations

College means many different things--a two-year associate of arts degree, a four-year bachelor's degree, and possibly graduate school for additional years required for many professions.

College can help you develop your sense of independence, intellect, and the opportunity to add to the nature and quality of your education. By 1990, 1/3 to 1/2 of Americans will have two or more years of post-high school education. However, college is not a guarantee of a high-paying job in the field of your choice. It is predicted that there will be a surplus of college graduates in certain fields. Still, college graduates will continue to be less likely to be unemployed and are more likely to be in the higher-paying professions and in managerial positions.

#### Be Prepared

If you are planning a four-year college degree, be prepared for

- extensive reading and writing of papers
- competition from other qualified students
- the need to systematically study and organize your time

#### CHOOSING THE COLLEGE BEST FOR YOU

- What are the most important reasons for wanting to go to college? To broaden your knowledge? To prepare for a career?
- How much academic challenge do you want? How well do you respond to academic pressure and competition from others?
- Do you meet the entrance requirements? How will your academic qualifications compare with other students in that college?
- Do you want a specialized school that caters to your major academic interest, or would you prefer a college where a wide variety of subject areas are available?

## TYPES OF ACADEMIC PREPARATION AFTER HIGH SCHOOL AND MORE

Types	Years to Complete	Description	Degree
<b>UNDERGRADUATE</b>			
Junior College	2	Two-year schools either basic in education or specializing in an area - usually less competitive - public or privately owned	Assoc. Degree
Community College	2	Publicly supported two-year school	Assoc. Degree
University	4	A university is an academic organization whose goal is to prepare individuals for professional roles in life. It is composed of divisions called either schools or colleges and offers both undergraduate and graduate degrees  a. supported by public money b. supported by private funds c. religiously affiliated	Bachelor of Arts or Bachelor of Science or Bachelor of Business Administration
College	4	(See above)	
<b>GRADUATE</b>			
Master's Degree	1	One year's study beyond a bachelor's degree concentrated in one academic area. A thesis or special project is required and a comprehensive exam.	Master's Degree (Arts, Science, Education)
Doctorate	2 or 3	Two or three years of study beyond a bachelor's degree concentrated in one academic area - usually a qualifying exam and dissertation are required.	Doctor of Philosophy or Doctor of Education
Law School	3	Study for practice of the legal profession + three years for LL.M.	Juris Doctor
Medical School	4+1	Three years of college in pre-med courses required. After the four years of medical school and one year of internship, three to five years of residency is optional for specialization.	Medical Doctor

TYPES OF ACADEMIC PREPARATION AFTER HIGH SCHOOL AND MORE

Types	Years to Complete	Description	Degree
Dental School	4	Four years concentrated into three for the practice of dentistry. Two to four years of undergraduate study required.	Doctor Dental Surgery
Veterinary School	4	Two to four years of undergraduate study required.	Doctor of Veterinary Medicine
Divinity School	4	Variable - due to religion and university	Doctor of Theology/Divinity
School of Optometry	4	B.A. not required for admission but necessary before graduation. Eye care and lens diagnosis.	Doctor of Optometry
School of Pharmacy	5	High school diploma required for admission. Serves as consultant to physician and dispenses drugs.	B.S.
School of Social Work	2	Bachelor's degree in an area of human relations required for admission. Can specialize in administration.	M.S.W.
Nursing			
a. Degree nurse	4	a. High school diploma required. Studies two years in college and two years in the hospital.	B.S. & R.N.
b. Diploma nurse	3	b. Studies for three years in a hospital. High school diploma required.	R.N.
c. Associate Degree nurse	2	c. Studies in junior college. High school diploma required.	R.N.
d. Licensed Vocational Nurse		Studies in junior college or hospital. Works with patients only.	L.V.N.
Dental Hygienist	2	Studies at dental school. High School diploma or GED required for admission. Does some dental work.	
Dental Assistant	9 mos.	Studies at dental school. High School diploma or GED. Assists dentist.	

## SELF INVENTORY CHART

This chart is designed to get you to think about yourself. It will suggest aspects of your abilities and personality which will help or hinder you in college. Answer the statements as honestly as you can in order to help you determine who and what you are.

### YOUR ABILITIES AND INTEREST

Chances are your scholastic picture has changed somewhat during high school. This chart will give you some picture of the change.

The first part shows you scholastically as you enter high school. The second section provides room to note the change.

Using the scale of 1 to 4, with 1 the highest rating and 4 the lowest, rate yourself on grades and interests throughout high school. Perhaps your counselor and teachers will help you with these ratings.

### YOUR EXTRACURRICULAR INTERESTS

List all extracurricular activities since ninth grade in which you made a significant contribution - served as an officer, presented a program, carried on an interesting project, for instance. After each entry, list your contributions to the activity. Then list the chief benefit to you from each activity.

Divisions	On Entering High School		Average During High School		Final	
	Grades	Interests	Grades	Interests	Grades	Interests
Mathematics						
Natural Sciences						
Social Studies						
English						
Foreign Language						

Activity	Your Contribution	Your Benefit

## AFTER HIGH SCHOOL, WHAT? - A SELF EXAMINATION

In the space preceding each statement, write True or False.

- \_\_\_\_\_ 1. Spare time activities can be considered as possible career choices, therefore, they should have some influence on a person's choice of college.
- \_\_\_\_\_ 2. The enrollment (or size) of a college is a factor to consider when making a college choice.
- \_\_\_\_\_ 3. All colleges have similar academic requirements.
- \_\_\_\_\_ 4. Attending a college solely because that is where your friends are going is a mature, logical decision.
- \_\_\_\_\_ 5. Reflecting on the courses you have truly enjoyed and learned a great deal about in high school can tell you something of importance in planning your future.
- \_\_\_\_\_ 6. Tuition in private colleges is usually much greater than tuition in public colleges.
- \_\_\_\_\_ 7. There are financial advantages to attending an out-of-state college.
- \_\_\_\_\_ 8. Standardized testing is a fool-proof way of discovering what your aptitudes and interests are so you can make a better choice of after-high-school training.
- \_\_\_\_\_ 9. Many scholarships are available for financially handicapped students.
- \_\_\_\_\_ 10. Students who have developed some special ability in music, drama, or sports have a better opportunity to get scholarships than those who have overall academic ability, all things being equal.
- \_\_\_\_\_ 11. If you do not like to study in high school, do not be concerned. It is likely that you will develop an interest in reading and study after you enter college.
- \_\_\_\_\_ 12. Some colleges are much more competitive scholastically than others.
- \_\_\_\_\_ 13. My school counselor is responsible for selecting the best college for me and making sure that I am accepted by that college.
- \_\_\_\_\_ 14. There is no financial help for me to go to college if both my parents are working.
- \_\_\_\_\_ 15. Based on a study of many factors, the student and his parents have the responsibility for selecting a college or trade school and meeting the requirements for that school.

## THE JOBS MOST LIKELY TO SUCCEED

Fastest-Growing Occupations  
Through 1995

Percent of Increase

paralegal personnel .....	97.5
computer programmers .....	71.7
computer systems analysts, electronic data processing .....	68.7
medical assistants .....	62.0
data processing equipment repairers .....	56.2
electrical and electronics engineers .....	52.8
electrical and electronics technicians and technologists .....	50.7
computer operators .....	46.1
travel agents .....	43.9
physical therapists .....	42.2
physician assistants .....	40.3
securities and financial services salesworkers .....	39.1
mechanical engineering technicians and technologists .....	36.6
lawyers .....	35.5
correction officers and jailers .....	34.9
accountants and auditors .....	34.8
mechanical engineers .....	34.0
registered nurses .....	32.8
employment interviewers .....	31.7

Source: *Monthly Labor Review*, United States Department of Labor

**FORTY OCCUPATIONS WITH LARGEST JOB GROWTH  
1982-95**

Occupation	Change in total employment (in thousands)	Percent of total job growth	Percent change
Building custodians	779	3.0	27.5
Cashiers	744	2.9	47.4
Secretaries	719	2.8	29.5
General clerks, office	696	2.7	29.6
Salesclerks	685	2.7	23.5
Nurses, registered	642	2.5	46.9
Waiters and waitresses	562	2.2	33.8
Teachers, kindergarten and elementary	511	2.0	37.4
Truck drivers	425	1.7	26.5
Nursing aides and orderlies	423	1.7	34.8
Sales representatives technical	386	1.5	29.3
Accountants and auditors	344	1.3	40.2
Automotive mechanics	324	1.3	38.3
Supervisors of blue-collar workers	319	1.2	26.6
Kitchen helpers	305	1.2	35.9
Guards and doorkeepers	300	1.2	47.3
Food preparation and service workers fast food restaurants	297	1.2	36.7
Managers, store	292	1.1	30.1
Carpenters	247	1.0	28.6
Electrical and electronic technicians	222	.9	60.7
Licensed practical nurses	220	.9	37.1
Computer systems analysts	217	.8	85.3
Electrical engineers	209	.8	65.3
Computer programmers	205	.8	76.9
Maintenance repairers, general utility	193	.8	27.8
Helpers, trades	190	.7	31.2
Receptionists	189	.7	48.8
Electricians	173	.7	31.8
Physicians	163	.7	34.0
Clerical supervisors	162	.6	34.6
Computer operators	160	.6	75.8
Sales representatives non- technical	160	.6	27.4
Lawyers	159	.6	34.3
Stock clerks, stockroom and warehouse	156	.6	18.8
Typists	155	.6	15.7
Delivery and route workers	153	.6	19.2
Bookkeepers, hand	152	.6	15.9
Cooks, restaurants	149	.6	42.3
Bank tellers	142	.6	30.0
Cooks, short order, specialty and fast food	141	.6	32.2

**Note:** Includes only detailed occupations with 1982 employment of 25,000 or more. Data for 1995 are based on moderate-trend projections.

Source: U.S. Department of Labor



## CAREERS IN THE ARMED FORCES

If you are considering career training through the military, you must realize that you will spend several years being part of the military life. You must take into consideration the fact that you will have to adapt to military routine--discipline, the drills, life in the barracks, regulation food, clothing and treatment.

Can you take orders? Do you learn quickly? Can you adjust to specified routines and procedures? If your answer is "yes" to all of these questions, then a career through the military may be right for you.

### Educational Opportunity

A military recruit, in addition to career training, can also continue his academic education. Each Air Force installation has an education center. The military also offers many cooperative programs with junior and community colleges. Tuition aid programs are available. A recruit can also receive academic credit for relevant military training and experience. Through such programs, a recruit can earn up to two years of college credit in a three-year enlistment. A veteran is entitled to civilian educational benefits, including tuition and living allowances.

### Testing

A potential recruit will take The Armed Services Vocational Aptitude Battery Test, which covers four areas: mechanical, administrative, general, and electronics. The Army tests its recruits in ten areas: combat arms, field artillery, operations and food, electronics, general mechanics, motor mechanics, clerical, general technical, survey and communications.

### Women

Women's opportunities are expanding rapidly. Although women are not allowed to enter training programs that would expose them to combat, the Navy has opened up flight training to female recruits. The Air Force is recruiting women for technical jobs such as engine mechanics, electricians, missile mechanics and heating systems.

### Caution

Promises of specific training programs are not airtight guarantees; there is an element of risk. Training programs fluctuate; manpower and security need change.

### What If?

If you enlist, first you will take basic training to learn handling of weapons, drilling, marching, courtesy, and discipline. Then you will be assigned on a training program. Depending on your aptitude scores and manpower needs of the particular service you entered, you may be trained in electronics, data processing, mechanics, clerical work, bookkeeping, accounting, nurses' training, journalism, audiovisual work, food service, law enforcement, dental technician--just about any field you can name.

Classes are fulltime, usually from six to nine weeks in length. You learn skills quickly; you are paid to learn; you have the newest and best equipment. The military pays for your living expenses; there are vacations and chances to serve abroad. After basic training, weekends are free.

#### What If, permanently?

For some, the military itself is an attractive career. These are people who like military discipline--the risks and the adventures involved in actively serving their country. Others like the financial security and possibility of early retirement on a generous pension.

Students interested in careers through the military can obtain more information and help in planning for such a step in a variety of ways. But one of the best ways is to talk to friends who are or have been in the military and to your high school counselor.

#### QUESTIONNAIRE

This quiz is for you, the student, to answer in terms of yourself. It is not a test to be graded, but to be considered as an activity to help you assess your interest in the military.

1. What would be the advantages of seeking a career through the military in regard to future civilian career opportunities? Extra benefits? Educational opportunities? Job training?
2. What would be the disadvantages of seeking a career through the military?
3. How would military life differ from civilian life? What would be the advantages to a military life? The drawbacks?
4. Would the military training you receive be helpful in your civilian career? In what ways?
5. What would be the advantages of making the military itself your life-long career?
6. How might women in the military be limited in their choices for job opportunities?
7. What special personal characteristics would one need to do well in the military?
8. What jobs in the military might require security clearance, unique physical or mental requirements?

## COLLEGE ENTRANCE REQUIREMENTS

This year, entrance requirements for many colleges and universities in Texas have become much more restrictive because of the increasing number of freshmen applicants, among them are Texas A&M University and the University of Texas at Austin. The admissions offices of these schools strongly recommend that applicants show that they have successfully completed the following courses of studies:

- . Four years of English (no Correlated Language Arts)
- . Three years of algebra or higher mathematics
- . Two years of science (biology and chemistry included)
- . Three years of social studies
- . Two years of foreign language
- . Fine arts electives
- . No more than three credits in vocational education

Sam Houston University, The University of North Texas, and several two-year colleges do not require chemistry, a foreign language, or fine arts courses. There is also no limit on vocational credits.

The University of Houston - Downtown, the Houston Community College are open admission schools and require only that applicants have graduated from high school or have an equivalent diploma.

## COLLEGE ENTRANCE TEST SCORES

The following is an example of minimum scores for regular admission to the more selective Texas universities:

<u>Standing in High School Class</u>	<u>Minimum Acceptable Score</u>	
	<u>SAT</u>	<u>ACT</u>
Top 10%	any score accepted	
1st quarter	1000	24
2nd quarter	1100	27
3rd and 4th quarter	1200	29

If you have slightly lower scores, talk to the university about a provisional admission.

## TASP TEST

The Texas Academic Skills Program (TASP) is required of all students entering Texas public colleges or universities. The test is used to determine skill levels in reading, writing, and math. TASP requires that students who are found deficient in these areas be offered remediation by the college. The TASP test scores cannot be used to deny freshman-level student admission, but not passing all three sections will prevent enrolling in upper-division courses (junior year status).

COLLEGE ENTRANCE TESTS

Test	When to take test	Why take the test
PSAT/NMSQT Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	10th grade Test given only once a year, usually in October	Optional, though strongly advised. Purpose: to understand types of questions and procedure of college entrance test. Score is indicator for college entrance and of possible National Merit ranking.
PSAT/NMQT (same as above)	11th grade. Given only once a year, same as above.	Required if student wants to be in contention for National Merit ranking, National Achievement for Black Students or qualify- ing for the Hispanic Scholars Program.
SAT Scholastic Aptitude Test	11th grade, in spring, and/or 12th grade. Should be taken in time to meet individual college application deadline (the earlier the better for highly competitive colleges).	Required by many colleges. The score and percentile rank are considered in determining college entrance.
ACH Achievement Tests	11th grade, late spring, and/or 12th grade. Tests given several times a year but not all subjects are covered at each testing.	Required by some colleges for various majors. Among subjects are English com- position, history, social studies, sciences and math.
ACT American College Testing program	11th grade in spring, and/ or 12th grade. Should be taken in time to meet individual college appli- cation deadlines.	Required by some colleges instead of SAT. It is advisable to take both the ACT and the SAT for college entrance.

## PREASSESSMENT OF TEST-TAKING WEAKNESSES

There are many factors which affect passing or failing a test. Some of the most common ones are listed below. Read them carefully and put a check to the left of any you feel are your weaknesses in taking tests.

- \_\_\_\_\_ 1. Having a mental block - Your mind is temporarily blank. You have no power to concentrate when you take an important test.
- \_\_\_\_\_ 2. Overconfident - You feel you know all the answers and fly through without care and attention. Result: poor grade.
- \_\_\_\_\_ 3. Afraid of the test - You have built up a subconscious fear that the test will be difficult and that you're likely to fail.
- \_\_\_\_\_ 4. Spending too much or too little time per question - You hurriedly answer questions overlooking key words or you belabor answering, having difficulty finishing.
- \_\_\_\_\_ 5. Not prepared to take the test - You have not studied and do not have sufficient knowledge of material covered.
- \_\_\_\_\_ 6. Not alert for the test - You did not get a good night's rest the night before the test.
- \_\_\_\_\_ 7. Cramming - You try to stuff a whole unit's work in your brain in one study session instead of keeping up as the course has moved along.
- \_\_\_\_\_ 8. Irritated with the test - Early in the test you become angry either at the instructor for giving such a test or at yourself for not knowing the answers and simply take an "I don't care" attitude.
- \_\_\_\_\_ 9. Lacking concentration - You are more concerned about what you are going to do Friday night or what you will have for lunch than in concentrating on the matter at hand.
- \_\_\_\_\_ 10. Not reviewing test before handing in - You overlook careless errors or blank answers by neglecting to check test before handing it in.
- \_\_\_\_\_ 11. Changing answers - First impressions are frequently correct. Although the odds are three to one against you when you change your answer, you often dwell on "second thoughts" and ultimately change your answer.

## TECHNIQUES FOR EFFECTIVE STUDY

1. Choose a place and time to study when you will not be distracted.
2. Do not spend more than an hour at a time on one subject.
3. Frequent rest breaks are necessary to keep alert.
4. Similar subjects should be studied at separate times.
5. Try to avoid studying during sleepy time.
6. Study at the most productive time for a particular course.
7. Memorize actively, not passively.
8. Overview before beginning to study.
9. Spend more time on reading the subject matter.
10. Look for KEY IDEAS.
11. Remember the four "R's" of good study: Read, Recall, Reflect, Review.

PARTIAL LIST OF TEXAS COLLEGES

<u>School</u>	<u>Location</u>	<u>Test Required</u>
Abilene Christian College	ACC Station, Box 7988 Abilene Texas 79601	ACT/SAT
Alvin Junior College	Alvin, Texas 77511	ACT/SAT
Angelo State University	San Angelo, Texas 76901	ACT/SAT
Austin College	Sherman, Texas 75090	SAT/ACT
Baylor University	Waco, Texas 76901	ACT/SAT
Bishop College	3837 Simpson Stuart Road Dallas, Texas 75241	ACT/SAT
Blinn Junior College	Brenham, Texas 77833	ACT/SAT
Brazosport College	500 College Drive Lake Jackson, Texas 77566	ACT/SAT
College of the Mainland	8001 Palmer Highway Texas City, Texas 77590	ACT/SAT
Dallas Baptist College	P.O. Box 21206 Dallas, Texas 75211	ACT/SAT
Del Mar College	Corpus Christi, Texas 78404	ACT/SAT
East Texas Baptist College	Marshall, Texas 76570	ACT
East Texas State University	Commerce, Texas 75428	ACT/SAT
Galveston College	4015 Avenue Q Galveston, Texas 77550	ACT/SAT
Hardin Simmons University	Abilene, Texas 79601	ACT/SAT
Houston Baptist University	7502 Fondren Houston, Texas 77074	ACT/SAT
Houston Community College	320 Jackson Hill Houston, Texas 77007	- - - -
Howard Payne College	Brownwood, Texas 76301	ACT/SAT
Huston-Tillotson College	1820 East 8th Street Austin, Texas 78702	ACT/SAT
Incarnate Word College	4301 Broadway San Antonio, Texas 78209	ACT/SAT

Partial List of Texas Colleges (cont.)

<u>School</u>	<u>Location</u>	<u>Test Required</u>
Kilgore Junior College	1100 Broadway Kilgore, Texas 75662	ACT
Lamar University	Lamar University Station Beaumont, Texas 77710	ACT/SAT
Lee College	Baytown, Texas 77520	ACT/SAT
LeTourneau College	Longview, Texas 75601	ACT
McMurry College	Abilene, Texas 79605	ACT/SAT
Midwestern University	Wichita Falls, Texas 76308	ACT/SAT
North Harris County College	2700 W.W. Thorne Houston, Texas 77077	- - - -
Our Lady of the Lake College	San Antonio, Texas 78285	ACT/SAT
Prairie View A&M University	Prairie View, Texas 77445	ACT/SAT
Rice University	P. O. Box 1892 Houston, Texas 77001	SAT and 3 ACH.
St. Edward's University	San Antonio, Texas 78284	ACT/SAT
Sam Houston State University	Huntsville, Texas 77340	ACT/SAT
San Jacinto College	8060 Spencer Highway Pasadena, Texas 77505	ACT
Southern Methodist University	Dallas, Texas 75222	ACT/SAT
Southwest Texas State University	San Marcos, Texas 78666	ACT/SAT
Southwestern University	Georgetown, Texas 78626	ACT/SAT
Stephen F. Austin State Univ.	Box 13051, SFA Station Nacogdoches, Texas 75961	ACT/SAT
Sul Ross State College	Alpine, Texas 79830	ACT/SAT
Tarleton State College	Stephenville, Texas 76402	ACT/SAT
Texas A&I University	Kingsville, Texas 78363	ACT/SAT
Texas A&M University	College Station, Texas 77843	SAT and 2 ACH.
Texas A&M Univ. at Galveston	Galveston, Texas 77553	SAT and 2 ACH.



Partial List of Texas Colleges (cont.)

<u>School</u>	<u>Location</u>	<u>Test Required</u>
Texas Christian University	Fort Worth, Texas 76129	ACT/SAT
Texas Lutheran College	Seguin, Texas 78155	ACT/SAT
Texas Southern University	3201 Wheeler Houston, Texas 77004	ACT/SAT
Texas State Tech. Institute	James Connally Campus Waco, Texas 76705	TSU Test
Texas Tech. University	Lubbock, Texas 79409	ACT/SAT
Texas Wesleyan College	P. O. Box 3277 Fort Worth, Texas 76105	ACT/SAT
Texas Woman's University	Denton, Texas 76204	ACT/SAT
Trinity University	715 Stadium Drive San Antonio, Texas 78284	ACT/SAT
Tyler Junior College	Tyler, Texas 75701	ACT/SAT
University of Corpus Christi	Corpus Christi, Texas	ACT/SAT
University of Dallas	Irving, Texas 75060	ACT/SAT
University of Houston	3801 Cullen Boulevard Houston, Texas 77004	ACT/SAT
University of St. Thomas	3812 Montrose Boulevard Houston, Texas 77006	ACT/SAT
University of Mary Hardin-Baylor	Belton, Texas 76513	ACT/SAT
University of North Texas	Box 13797 NT Station Denton, Texas 76203	ACT/SAT
University of Texas at Arlington	Arlington, Texas 76010	ACT/SAT
University of Texas at Austin	Austin, Texas 78712	SAT and 2 ACH.
University of Texas at El Paso	El Paso, Texas 79968	ACT/SAT
Wayland Baptist College	Plainview, Texas 79072	ACT/SAT
West Texas State University	Canyon, Texas 79016	ACT/SAT
Wharton County Junior College	Wharton, Texas 77488	ACT/SAT

## FACTS ABOUT THE PSAT/NMSQT, SAT, ACT AND ACH

1. The PSAT/NMSQT is administered to interested sophomores and juniors each year in October. It has several purposes, one of which is to prepare students for the SAT which is required for admissions to most colleges.
2. In one year, 57,488 students from 981 Texas schools completed the test.
3. Early this fall a group of these juniors will be named National Merit semi-finalists and will continue to compete with students from other states for academic recognition and for scholarships worth more than seven million dollars.
4. The PSAT/NMSQT measures the two basic abilities used in college--verbal and mathematical aptitudes.
5. It is designed to assist students of all ability levels--low, average and superior--to plan their future education.
6. Each student and his counselor will receive test scores and an interpretive booklet giving information about what these scores mean in terms of planning courses for the remainder of the high school years and of selecting a college and a college program.
7. Juniors who wish to do so can ask that their names be placed in the College Board's Student Search Service files.
8. Students who register to take the test receive a Bulletin that includes sample questions with notes that explain how to answer the questions, as well as eligibility requirements for scholarships administered by National Merit Scholarship Corporation. These include Merit Scholarships, Special Scholarships, and Achievement Scholarships. You may also enter competition for the National Achievement Scholarship Program for Outstanding Negro Students and Hispanic Scholarships.
9. By the end of December you will receive score reports and an interpretive booklet. You move from there.
10. The PSAT/NMSQT requires two hours of testing time.

Eligibility to participate in the National Merit Scholarship Program is largely dependent upon PSAT/NMSQT scores. A student receives three scores—verbal, mathematics and selection. It is the selection score (twice the verbal plus the math) that is used to identify the top-ranked students throughout the nation. To be in contention, a student generally must have a selection score of at least 90.

There are four classifications of National Merit ranking: commended student, semifinalist, finalist and National Merit Scholar. Students are notified by mid-term of their junior year if they are commended students or semifinalists.

- **Commended students** are those whose performance on the PSAT/NMSQT placed them in the top five percent of test takers in their state. They receive letters of commendation, and are actively recruited by colleges, but they are not considered for National Merit Scholarships.

**NOTE:** A student who does not earn National Merit ranking should not be discouraged. He/she can still receive scholarships or financial aid through a program of special awards under the National Merit program.

- **Semifinalists** are the top scoring eleventh graders in each state. Students in this group who wish to continue their participation in the program must take the Scholastic Aptitude Test (SAT) in the spring of their junior year or the early fall of their senior year to validate their PSAT/NMSQT scores and receive recommendations from high school faculty members. Students must earn a SAT score similar to their PSAT/NMSQT score and complete a number of forms, write self-descriptive essays, and submit transcripts of school records to the National Merit Program.
- **Finalists** are those students who have validated their PSAT/NMSQT scores with the SAT, who have excellent recommendations from high school and who have otherwise satisfactorily completed all other paperwork to be eligible for further consideration for scholarships. **Only finalists** have the opportunity to receive the National Merit Achievement Scholarships. These are divided into several categories. Scholarships can range from \$1,000 one-time awards, to \$500-2,000 per year for four years.

Some scholarships are awarded based only upon the student's records, scores and self-descriptive essays. Others may be awarded also because of the student's particular career choice or because his/her parents are employed by a company or corporation that specifies that their scholarships be awarded to children of employees.

According to the National Merit guidelines, **financial need is not a factor** in awarding scholarships to students. Information on family finances reportedly is not made available to committees deciding on scholarship awards.

- **Take the SAT.** Nearly all universities require students to take a college entrance exam, and many require the Scholastic Aptitude Test. Like the PSAT/NMSQT, it is a series of timed tests that measures a student's verbal and mathematical reasoning skills. The purpose of taking the SAT is to show the student's aptitude developed toward reasoning at the college level.

It is important for a student to take the **SAT in the eleventh grade** if any of the student's selected colleges and universities are considered competitive. Taking the SAT in the eleventh grade also is necessary if the student is intending to make an "early decision" on a college. Early decision is the result of a student applying to a college and being accepted by that college during the fall semester of the senior year. Most colleges do not begin accepting students until the spring of the senior year.

The SAT is administered **seven times a year** on high school campuses. It is recommended that an eleventh grade student take the SAT in late spring. Students should note that the registration deadline is approximately five weeks before the scheduled test date. A late fee will be collected from those who do not register by a certain date specified in the registration material.

In an emergency, "**walk in**" students can take the test if they pay a walk-in fee plus the regular cost of taking the test. There are limits, however, to the number of walk-ins the testing center can accommodate. There is also a separate center for walk-ins. Students should consult their high school counselor if it is necessary to "walk-in" to take the SAT.

- **Take the ACT.** The American College Testing program is another college entrance test. Some colleges and universities require this test instead of the SAT as part of their admissions process. Students should **take both the ACT and the SAT** in case they change their minds about the colleges to which they apply. The ACT is offered several times a year on Saturdays. ACT scores can range from a low of one to a high of thirty-six.
- **Take the ACH Tests.** Achievement Tests are offered in 14 different subjects. These tests measure how much a student has learned in a particular area and how well his/her knowledge can be applied. Subjects offered in the ACH are: American history and social studies, English composition, math and various sciences and languages. The student should review the catalogs of specific colleges to see which, if any, Achievement Tests are required. If a student is still unsure about college choices, the following Achievement Tests are recommended: English composition, Math I, and a science or social studies subject, depending upon the student's academic strengths.

Although the Achievement Tests are **administered at the same time** as the SAT, students cannot take the two tests on the same day. Some Achievement Tests are administered only on certain testing dates, so students should consult with their high school counselors. It is recommended that eleventh grade students take the SAT in May and the Achievement Tests in June.

## ADMISSION SELECTIVITY AND CRITERIA

Colleges utilize various criteria for the selection of candidates. The order of importance of these items may not at all times be considered by all colleges. However, the high school record, courses taken, and demonstrated performance still appear to be the most weighted factors in selective admissions.

### Admissions Criteria:

- . High school record, courses pursued, and grade-point average
- . Extra-curricular activities
- . Recommendations of teachers and counselors
- . Special talents or unique abilities
- . Test scores
- . Personal interview (only when requested)

## RESEARCHING COLLEGE CHARACTERISTICS

This step involves learning about the many types of colleges and universities available to you. It is important at this point to realize that colleges are as different from one another as are people. In many ways, each has its own unique "personality." Success in reaching educational and career goals depends on a "match between you and a college." This is true because college is more than a personal commitment to attending classes. It is a "way of life" for a period of years. As such, it is important that you feel comfortable as a person as well as a student. To work toward achieving this "match," you should begin as soon as possible to learn more about what is actually involved in attending college.

In choosing a college, your first consideration may be to select the one where you will be most likely to succeed in meeting your educational and career goals. If this is true, it is important to "match" what you know about your personality to what you know about a college or university. The amount of effort and research in making this "match" is very dependent on you. An equal amount will depend on specific characteristics you discover when considering colleges and universities.

The following selections, "Seven Factors Colleges Consider When Making Decisions," and "The Campus Visit and College Evaluation" are provided to help you begin this "matching" process.

The key to this entire process is to be as objective as possible in your evaluation. What you have learned about yourself and about the colleges should be honestly thought through to answer the questions.

"Will this college or university provide for me the 'way of life' I really am seeking? Will it assist me in reaching my educational and career goals?"

## SEVEN FACTORS COLLEGES CONSIDER WHEN MAKING DECISIONS

The college admissions process is complex, but here are some points which may be valuable as you try to unravel its mysteries:

1. The single most important credential in the applicant's folder is your academic record, particularly the junior year and the first half of the senior year. In many cases you can help your college chances by making a strong effort to improve during this time, thereby indicating you are "on the way up". However, the schedule of courses taken throughout your career also will receive close scrutiny by admissions officers.
2. Extra-curricular activities, both at high school and at home, play a role in the admissions process. Colleges frequently state they look for students who will make a significant contribution to the college community. Because between 70 percent and 80 percent of all students can handle the academics, colleges often look for that extra dimension--musicians, editors, actors, photographers, athletes and others with a developed and usable talent. Students with superior ability in these areas can expect to receive a special review by faculty with expertise and careful consideration by the admissions office.
3. College Board Examinations are important, even though not all colleges require them. The majority of schools pay real attention to the SAT and Achievement scores mainly because, when taken together with grades, they constitute a reliable predictor of academic achievement. The Scholastic Aptitude Test (SAT) measures verbal and mathematical potential for college. The Achievement Tests (ACH) indicate a student's current level of skills in a certain area of study. Some colleges require three achievement tests, some two, others none; many colleges use the scores primarily for placement purposes after enrollment. While evidence indicates it is impossible to "beat" the examination by "cramming," it does not hurt to seek extra help in particularly troublesome areas. For instance, if you spend a week working on analogies, you will certainly feel more comfortable when that section appears on the SAT, and perhaps the lessening of apprehension by itself is enough to warrant the extra time and effort.
4. For most colleges, recommendations are an essential part of an applicant's file. (The exceptions to this rule are large state universities, where written recommendations are often not given as much weight). Recommendations describe not only achievements and skills, but also character, integrity and patterns of growth. Teachers' reports also play an important role in selection process, particularly when the teachers know the student well and are willing to detail potential in specific areas.
5. Children of alumni receive careful consideration at most colleges. The obvious reason is the institution benefits immeasurably by having some students who represent a continuing tradition of loyalty and understanding. A legacy or family tie does not guarantee admission, but it does ensure an extra close "look". With two equal candidates, the legacy would probably have the edge. Remember, however, that these students must still meet high academic and personal standards, and legacies must compete against legacies to claim a segment of their class.

6. On-campus interviews are helpful to both the candidate and the college. Applications, on the whole, are fairly bland; thus, the interview can become important. Some college admissions directors feel failure to visit a campus within 150-200 miles of a student's home indicates a lack of true interest in the college. This is more true of small, private colleges than it is of large universities; yet a visit to a campus of a large school will also be beneficial to compare facilities and get a feel for the complexities of student life there. Many colleges send representatives to secondary schools to conduct interviews and in some cases this interview will be sufficient.
  
7. Finally, correspondence with colleges should be initiated and followed up by the student. Many college admissions people see this as a reflection of a student's sense of responsibility and independence. It also indicates such items as accuracy, clarity, courtesy, and maturity. If there is a particular problem on the school record or the application which needs further amplification, the parent should feel free to write the college. Just as colleges keep files on students, students should keep files on colleges. Included in the files should be copies of letters, notes, and rough drafts of essays. Your guidance counselor can be helpful with correspondence with colleges, filling out applications, and writing the required essays.



## THE CAMPUS VISIT AND COLLEGE EVALUATION

### I. The Campus Visit:

There is no better way to learn about a college or university--the faculty, facilities, spirit, atmosphere, academic atmosphere, student values--than to visit the campus when college is in session. It is better to see through "your own eyes" rather than rely upon the word of a friend or the school's propaganda material.

#### A. The campus visit can be considered "Educational Insurance".

1. You are more likely to choose a college which is "matched" to your needs.
2. You will have an opportunity to evaluate what students wear and how they live.
3. You will be able to observe where you will eat, sleep, study, attend classes, and take part in campus activities.
4. You are likely to do better work if you are in an environment which is congenial to your value system and needs.

#### B. Preparing for college visit

1. Arrange for your visit in advance. Avoid being a "drop-in".
2. Your counselor will assist you in planning your visit. Many schools have special weekend events and tours; some send brochures and registration materials to your school.
3. Allow sufficient time for a college visit.  
(Preferably a full day - not less than half day at each college.)
4. Familiarize yourself with the college catalog/bulletin before visiting so that you can ask intelligent questions before you arrive on campus.
5. Inform the college about your areas of interest, curriculum, and activities. Indicate whether you have applied for admission.
6. Know something about your school before visiting. (Example: four-year, public, enrollment, class size, course offerings)
7. Summarize your personal interests, awards, activities, test scores, transcript and rank.
8. Give careful attention to your appearance, grooming, and conduct. The campus interview facilitates "putting a face" with a name. Often notes are kept and placed in your application file. Remember to put your best appearance forward.

#### C. Try to do the following:

1. Visit several classes.
2. Talk to the college students. Ask them about the academic and social life on campus.

3. Take a notebook. After you have visited, make some notes while the information is fresh in your mind.

- impression of facilities and campus
- impression of faculty and students
- instructional program and regulations
- names and titles of officials you visited with while there

## II. College Evaluation: What to learn about the college or university and what you should ask on a campus visit

### A. Classes:

1. What is the average class size for freshmen?  
Upperclassmen?
2. Who will teach freshmen courses, graduate assistants or full professors?
3. What level of degrees does the majority of the faculty have?  
(% Bachelor, % Masters, % Doctorate)
4. What is the faculty advisor system? How easy is it to meet with advisors? How are they assigned?
5. How extensive is the department in which you are interested?  
(Number of full professors, highest degree which can be obtained)
6. From the most recent graduating class, what were the top three majors/programs?

### B. Campus:

1. Does the campus appeal to you? Size? Is it easy to get around? Will you need a car? Are freshman permitted to have cars? Is parking a problem?
2. How far is it to the local community? Easy access to stores?
3. Are students proud of maintaining a clean and well-ordered campus?
4. What is the nature of the surrounding campus?

### C. Housing:

1. Is on-campus housing a problem?
2. Are freshmen required to live in a dorm?
3. How is housing assigned? Is there a separate housing application? Deadline? Deposit?
4. How are roommates assigned? Can you request a particular roommate?
5. How many students per room? Are singles available?
6. Are rooms fully furnished or do you need to bring things? What do most students provide for themselves?
7. Are the study facilities of the dorm satisfactory? Are there "study hours" or "quiet rooms"?
8. Are dining facilities of the dorm satisfactory? Is it required or optional to purchase meals?
9. What percentage of students live on campus? What percentage of students live off campus? Commute?

D. Religious:

1. Is there a church of your denomination nearby?
2. If it is a church-related school, is chapel required?

E. Social and recreational:

1. What do students do on weekends? What percentage of the students remain on-campus for weekends?
2. Fraternities or sororities? What percentage of the students belong? Opportunities for independents?
3. Does the college have a social room or union? What religious student organizations and/or political groups are on campus?
4. What varsity sports are played? Opportunities for participation? Intramurals? Are the students active supporters of athletic events? Facilities?

F. Admissions Criteria:

1. How will the college/university be evaluating the student? What criteria is used in the process? (Test scores, GPA, rank, quota, area of study, recommendations, activities, other subjective factors?)
2. Is the Admissions Office fully aware of the type of high school you attend?
3. What is the enrollment and composite of the student body?
4. Application deadlines and procedures? Refer to college application process worksheet (9G10-23.28).

G. College Costs and Financial Aid/Scholarship Opportunities:

1. What are the school's basic costs (tuition, room, board, fees)? What other costs are involved in attending (books, personal, other) Refer to worksheet (9G10-23.38).
2. What kinds of financial aid programs are available? What is the procedure for applying? Deadlines? Work opportunities? Loans?
3. Merit or no-need scholarships? Athletic or talent awards?

H. Placement and graduate statistics:

1. What percentage of graduates continue on with graduate or professional schools? Pre-Med? Law?
2. Is there a career planning program for students? What employers visit campus?
3. What is the average drop-out rate? For what reasons?

I. General Atmosphere:

1. What is the college's history, objectives, extent of traditions, direction of philosophy?
2. Friendly faculty? Attitude toward you?

3. Student body as a whole? Happy? Friendly? Independent?
4. Do students appear serious about their work?
5. What is the attitude of the students toward college administration? Faculty?
6. What are some of the regulations for all students? Attendance policy?
7. In general, does the college appear to be relatively strict or fairly liberal in its operation?

III. After the campus visit:

- A. Write thank-you notes to the Director of Admissions and to any other staff or faculty who interviewed you and extended you courtesies while on campus. This should be done promptly upon returning home. Also, thank persons from your school who have helped you.
- B. See your counselor--discuss what you have learned.
- C. Review evaluations and impressions; begin ranking order of the colleges on your list.

## THE CAMPUS VISIT

Some of the items to consider when visiting a college campus are:

1. If you are requesting an interview with the admissions officer: DO write or telephone two or three weeks beforehand and give several alternative dates.
2. DO arrive promptly, dressed in a manner which you feel represents your "best foot forward." It definitely will be helpful if you bring a personal record chart and a list of questions you want to ask.
3. DO conduct yourself in a friendly, inquisitive and interested manner. Phonies are easy to spot, but the person with no enthusiasm or questions can be equally as unimpressive.
4. DO bring Mom and Dad along. They probably will not sit in on the interview but they, too, may have questions and concerns which may be answered on campus.
5. DO take advantage of the campus tour, often provided by the admissions office. The library, student union, freshman housing, music, drama and athletic facilities are areas to consider in addition to the academic classes and labs.
6. DO read the bulletin boards, a campus newspaper, the yearbook and other publications, which can tell you as much as the catalog did before you arrived on campus.
7. DO talk to students in the dorms, in the student union, at the bookstore or wherever they congregate. A graduate of your own high school can be very helpful in describing his experience at the school you are visiting.
8. DO sit in on classes if you are given the opportunity.
9. DO avoid being overly impressed by a "super salesman" in the admissions office, but on the other hand do not be "turned off" if the admissions officer appears to be unimpressive. Try to gain information and not be unduly influenced by a personality.
10. Think about the location of the colleges you're considering -- are they urban or suburban campuses? Which do you prefer?
11. What kind of security problems might you incur on the campus? Will you feel safe there?
12. What is the general upkeep of the campus? Could you live in the environment maintained?
13. Look at the students on the campus...by their dress, are they liberal or conservative? Will you feel like you need a great deal of money and a larger, than you already have, wardrobe in order to "keep up?"

14. If you plan to live in the dorm -- check it out very carefully. Are the dorms co-ed? If so, does this include the bathrooms? How do you feel about this?
15. How about student advisors...are they readily available? Are their office hours posted?
16. Above all, DO spend enough time when you visit. Take a while to find out "Where will I be happy and successful?"
17. When you arrive home, DO talk over your visit with your guidance counselor and share your impressions. Searching for the best college for you involves research and time.

Take the time. This is a very important decision -- one that will affect the rest of your life.

## "QUESTIONS TO ASK COLLEGES"

One of the best ways to gather information about colleges is to ask questions of people who are knowledgeable.

Here are some questions you might want to ask:

### Academic Program

What degrees are offered? Majors? Minors? Electives? What core courses are required in freshman year?

### Accreditations

Is the college accredited? By Whom?

### Activities

Newspaper? Magazine? Yearbook? Other publications? Dance? Drama? Band?

### Admissions

What are the admissions requirements: SAT or ACT?

### Alumni

What percentage of graduates enter graduate school? What occupations are alumni employed in?

### Campus

How large? How many buildings? When were they built? Are other colleges nearby? What are the local cultural and social attractions?

### Costs

What are charges for tuition? Rooms? Meals?

### Counseling

Are faculty advisors provided? Career counseling?

### Financial Aid

What financial aid programs does the college have?

### Student Body

How many students? Boarders? Commuters? Undergraduates? Graduate students?

## COLLEGE SELECTION CHECKLIST

**WHAT TO LOOK FOR IN CHOOSING A COLLEGE** - This list may not include everything you will want or expect to find in a college but it should give you a number of things to consider and help you narrow your choices of colleges. Put a check in front of those things you want. After you have finished both pages, go back and circle the items of greatest importance to you.

When you have determined the characteristics of your "ideal" college, you can begin to look for colleges having a majority of those characteristics. Use this list for each college whose catalog you study.

### 1. SIZE

- Very small (Under 1000)
- Small (1000 to 2500)
- Medium (2500 to 7500)
- Large (7500 to 10,000)
- Very large (Over 10,000)

### 2. LOCATION

- Home community
- 300 to 500 miles from home
- More than 500 miles from home
- In state
- Out of state
- Rural
- Small town
- Urban

### 3. COST PER YEAR (Tuition, fees, books, board and room, transportation)

- Under \$500.00
- \$500.00 to \$1,500.00
- \$1,500.00 to \$2,500.00
- \$2,500.00 to \$3,500.00
- Over \$3,500.00

### 4. PROGRAMS OR MAJORS

- Liberal Arts
- Engineering
- Pre-Law
- Pre-Med
- Vocational (Specify \_\_\_\_\_)
- Drama/Art/Music
- Education
- Military
- Other (Specify \_\_\_\_\_)

### 5. STUDENT PARTICIPATION IN COLLEGE OR UNIVERSITY ADMINISTRATION

- No student participation
- Limited student participation
- Student and faculty exercise equal control

### 6. STUDENT ACTIVITIES

- Fraternities and sororities
- Publications
- Athletics (Specify \_\_\_\_\_)
- Student Government
- Dramatics
- Band
- ROTC

### 7. STUDENT BODY

- Men's College
- Women's College
- Co-educational
- Mainly local students
- Mainly state students
- Many foreign students

### 8. SERVICES

- Dormitory
- Health
- Religious
- Personal counseling
- Job placement for graduates



COLLEGE SELECTION CHECKLIST (cont.)

9. CONTROL

- Private
- Religious denomination
- Public

10. SPECIAL COURSES AND PROGRAMS

- Honors Program
- Independent Study
- Field Study
- Cooperative Programs (Work Study)
- Foreign Study
- Other (Specify \_\_\_\_\_)

11. TEACHING METHODS

- Traditional
- Experimental

12. ACADEMIC STATUS OF STUDENTS

- Top 25% of graduating class
- Top 50% of graduating class
- All "C" average and above
- All high school graduates
- GED and above

13. FINANCIAL AIDS

- Scholarships
- Loans
- Work/Study
- Part-time jobs
- Grants

14. TYPE

- Four-Year Liberal Arts College
- State University
- Private University
- Two-Year Community College
- Vocational/Technical School
- Art School
- Music Academy
- Service Academy (Branch of U.S. Service \_\_\_\_\_)
- Other (Specify) \_\_\_\_\_

AFTER CONSIDERING VARIOUS COLLEGES AND UNIVERSITIES, LIST THOSE THAT MEET THE CHARACTERISTICS MOST IMPORTANT TO YOU. THEN FIND OUT FROM YOUR COUNSELOR HOW AND WHEN TO APPLY FOR ADMISSION.

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## THE APPLICATION PROCESS

Use the sample information on the following pages to perform each step in the application process.

1. Write each college for admissions forms, as well as forms for financial aid, scholarships, and housing. Ask for a catalog. (Some schools such as the University of Texas at Austin may require payment for their bulletins.) Applications for many of the state schools are available in the guidance offices, however, request your own to be certain you meet application deadlines.
2. Take the completed application form to your counselor to review.
3. Fill out a transcript request form and submit it to your counselor along with the application. (Your first transcript is free; additional transcripts cost \$1.00 each.)
4. When the above steps are completed, your application and an initial transcript (including class rank and any test scores you have had reported to the school) will be sent to your college.
5. Remember, also request that a final transcript be sent to the college you will attend.

NOTE: Unless a final transcript is requested, none will be sent. Colleges require a final transcript showing final class rank and date of graduation as the last step in the admission process.

### Teacher Recommendations, Counselor Recommendations

It is generally agreed that the teacher recommendation or counselor recommendation is an important aspect of many application materials. Keeping this in mind, consider carefully the teachers you select.

1. When you have decided which teacher you will ask to write your recommendation, be sure you have all forms to him or her as soon as you receive them. Add a note telling the teacher the exact date the recommendation is due at the applicable college, and to turn the form or letter in to the counselor.
2. Be sure you have filled out all applicable sections on the teacher form before delivering it to him/her.
3. Give plenty of notice! At least two weeks prior to the request date is acceptable. Remember, a good letter of recommendation could make the difference between your being accepted at the college of your choice.
4. Be sure you have filled out all applicable sections on the teacher form before delivering it to him/her PERSONALLY. Do not leave it on a desk, in the teacher's mailbox, or depend on someone else to deliver it for you.

5. Prepare some personal information about yourself to give to the teacher to help him/her individualize the letter of recommendation.

#### Photographs

Many applications ask for a student's photograph. Seniors should order a sufficient number of pictures for admission and scholarship applications.

#### College Application Process Worksheet

A worksheet has been provided to help you keep track of each step in the college application/admissions process. Duplicate it, if necessary, for each college to which you apply and keep it updated.

During the entire process, it is extremely important that you do not throw things away! Test score reports, application instruction sheets, information from colleges, financial aid forms and applications, correspondence with colleges, all of these pieces are examples of material commonly lost by applicants who are not organized. **KEEP COMPLETE AND ACCURATE RECORDS OF EVERYTHING ASSOCIATED WITH THE PROCESS.** The worksheet provided can be useful in systemizing and keeping records.

**COLLEGE APPLICATION PROCESS  
WORKSHEET**

I. College: Name \_\_\_\_\_  
 Address \_\_\_\_\_ Telephone: \_\_\_\_/\_\_\_\_  
 Public \_\_\_ Private \_\_\_ Church Supported \_\_\_ Independent \_\_\_ Coed \_\_\_ Y N  
 Ratio of Men/Women \_\_\_\_/\_\_\_\_ Current undergraduate enrollment \_\_\_\_\_  
 Name of school representative with whom you have talked:  
 \_\_\_\_\_

II. Admissions Criteria:

\_\_\_ A. Specific high school course requirements for entrance.

English \_\_\_\_\_ Math \_\_\_\_\_ (be specific)  
 Science \_\_\_\_\_ (lab science) \_\_\_\_\_ Soc. Science \_\_\_\_\_  
 Foreign Language \_\_\_\_\_ Other \_\_\_\_\_

(If you are majoring in engineering, requirements will differ.)

\_\_\_ B. Class Rank/Test Requirements

% or Qtr. _____	SAT _____	ACT _____
Qtr. _____	SAT _____	ACT _____
Qtr. _____	SAT _____	ACT _____
Your Rank _____	SAT _____	ACT _____

III. College Entrance Examinations:

	<u>Regis. Date</u>	<u>Test Date</u>	<u>Scores</u>	
___ A. PSAT (20-80)	_____	_____	V _____	M _____ Sel. Ind. _____
___ B. SAT (200-800)	_____	_____	V _____	M _____ Tot. _____
___ C. Achievements	Eng _____	Math _____	Other _____	
___ D. ACT (1-36)	Eng _____	Math _____	Social Studies _____	
	Nat. Sci. _____	Composite _____		
___ E. Credit by examination?	yes _____ no _____			
___ F. Deadline for receipt of tests:	_____			

IV. Application:

- \_\_\_ A. Requested or written for on: \_\_\_\_\_ Received on: \_\_\_\_\_
- \_\_\_ B. Deadline for application: \_\_\_\_\_
- \_\_\_ C. Application fee? yes \_\_\_ no \_\_\_ Amount: \_\_\_\_\_
- \_\_\_ D. Personal interview or audition required? yes \_\_\_ no \_\_\_  
Deadline date: \_\_\_\_\_
- \_\_\_ E. Letter(s) of recommendation required? yes \_\_\_ no \_\_\_  
From whom? (Teacher \_\_\_ Counselor \_\_\_ Principal \_\_\_ other \_\_\_)
1. Submitted to \_\_\_\_\_ on \_\_\_\_\_ Received on \_\_\_\_\_
2. Submitted to \_\_\_\_\_ on \_\_\_\_\_ Received on \_\_\_\_\_
- \_\_\_ F. Application information and transcript request submitted to  
counselor on \_\_\_\_\_
- \_\_\_ G. Letter of acceptance received. Deadline for reply \_\_\_\_\_
- \_\_\_ H. FINAL TRANSCRIPT REQUESTED FROM GUIDANCE OFFICE.

(You will not be permitted to enroll unless the college receives a final transcript proving date of graduation and final rank in class.)

V. College Cost Estimate:

- A. Tuition and fees \_\_\_\_\_
- B. Dormitory cost \_\_\_\_\_ Apartment \_\_\_\_\_  
Board \_\_\_\_\_
- C. Books \_\_\_\_\_
- D. Laundry fees \_\_\_\_\_
- E. Travel expenses \_\_\_\_\_
- F. Personal expenses \_\_\_\_\_
- G. Miscellaneous \_\_\_\_\_ Total Estimate \_\_\_\_\_

VI. Financial Aid:

- \_\_\_ A. Financial aid deadline: \_\_\_\_\_.
- \_\_\_ B. Form required. FAF \_\_\_ FFS \_\_\_ Date submitted: \_\_\_\_\_.

\_\_\_ C. Institutional form required? yes\_\_\_ no\_\_\_

Date requested: \_\_\_\_\_ Date submitted: \_\_\_\_\_

\_\_\_ D. Financial aid acceptance deadline: \_\_\_\_\_

Financial Aid Officer (or name of contact person)  
\_\_\_\_\_

VII. Housing:

\_\_\_ A. Housing application deadline: \_\_\_\_\_

\_\_\_ B. Deposit amount: \_\_\_\_\_ Deadline for deposit: \_\_\_\_\_

\_\_\_ C. Housing acceptance deadline: \_\_\_\_\_

NOTES:

## MISTAKES TO AVOID IN COLLEGE SELECTION

There are many myths about college selection. These myths often narrow students' and parents' vision and close off college possibilities which may be the most suitable for the student.

These are the ten most common myths and errors about college selection.

1. Choose a college just because parents or other family members attended it.  
Each student is an individual and should approach college as such. What is best for one person is not necessarily best for another.
2. Assume the most expensive and selective colleges are the best.  
What do you mean by "the best"? What matters is what is best for each student, not what is considered best by someone else's standards. There are many high quality programs at colleges of various sizes and costs. College selection should not be based on prestige, but on the individual student's needs, interests and abilities.
3. Leave college selection entirely in the student's hands.  
Both students and parents have responsibilities in this choice. Even while parents try to encourage their children toward making responsible decisions on their own, they must still oversee a college decision because of its complexity and importance.
4. Consider a local college only as a last resort.  
Some students are so anxious to board at college that they overlook some excellent programs right in their own backyard.
5. Choose a college only because of its academic reputation.  
There are many factors to be considered in college selection, and academics is certainly important. But there are other factors too, such as social life, student body, athletics, campus activities, and religious affiliations which are part of the total picture.
6. Choose schools only on the basis of SAT scores.  
SAT scores are not the only criteria for college admission. Colleges look for a combination of qualities. Weak SAT scores may be more than compensated for by other attributes and experiences. Remember, no one can get accepted unless they apply.
7. Wait until the last minute to make plans.  
A good decision takes time. Less time increases the chances of making a bad decision.
8. Do not apply for financial aid.  
Many families assume that they do not qualify for financial aid when, in fact, they do. Consult a financial aid counselor for the facts.

9. Fail to get professional advice.  
Guidance counselors and college admissions counselors are trained to help students and parents make good college decisions. Take advantage of their free advice.
10. Treat college choice as irrevocable.  
Large numbers of college students transfer to a different college each year. Colleges are more open-minded than ever about accepting credits from other colleges.

(Excerpts from School Guide College Conference Manual, Sept. 26, 1985).



## COLLEGE COMPARISON WORKSHEET

The criteria to be used when making college comparisons will vary according to student need. Add other criteria as appropriate before comparing colleges.

College information may be obtained through the high school career center, college catalogs, and local college nights. Plan to tour the college campus(es) of your choice **before** the senior year of high school, if possible.

COMPARATIVE CRITERIA	College A ____	College B ____	College C ____
Enrollment			
Cost			
Admission requirements			
Tests required			
Majors of interest			
% of commuters			
% who graduate			
% going on to higher degree			
Housing availability			
Application fee			
Enrollment deposit			
Typical aid package			
% of students receiving aid			
Faculty-student ratio			
Average SAT/ACT scores			
% of freshmen in top 10% of graduating class			
(Other)			
Order of preference			
Chances of admission			

**CHECKLIST FOR COLLEGE APPLICATION PREPARATION**

<b>STUDENT RESPONSIBILITIES</b>	College A ___	College B ___	College C ___
<b>COLLEGE INFORMATION:</b>			
Telephone number			
Information requested on			
Application requested on			
Campus visit planned on			
Comparison worksheet completed			
<b>DEADLINES:</b>			
Application			
Transcript and school report			
Financial Aid			
Last test dates accepted			
Early decision/early action			
<b>TESTING:</b>			
SAT or ACT required?			
Achievement Tests required:			
Date(s) of tests			
Last test dates accepted			
Test scores sent to colleges			
<b>INTERVIEW:</b>			
Required?			
Campus appointment on			
at			
Alumni interview on			
at			
<b>APPLICATION FORMS:</b>			
Essays written			
Application mailed on			
Application fee mailed on			
Amount (\$)			
1st recommendation delivered on			
To (faculty)			
Mailed on			
2nd recommendation delivered on			
To (faculty)			
Mailed on			
Personal recommendation on			
To			
Mailed on			
<b>SUPPLEMENTARY INFORMATION:</b>			
Describe			
Requested from			
Mailed on			

## HOW TO WRITE TO COLLEGES FOR INFORMATION

Street Address (yours)  
City, State and Zip Code  
Date

Director of Admissions  
Name of College  
Address of College

Dear Sir:

I am a student at (name of your high school) and plan to graduate in June 19 \_\_\_\_\_. My social Security number is 000-00-0000. I am interested in attending (name of college) and would appreciate any information you can send me that would help me prepare an application.

I would like to receive a copy of your latest college catalog, an admission application form, and forms for all types of financial aid available at your institution. I am considering a career in nursing or biology and would be grateful for any information about grants, scholarships, and work-study programs in those fields.

Thank you very much for your assistance. I look forward to hearing from you.

Sincerely,

Your name, legibly written

SAMPLE LETTER REQUESTING INFORMATION FROM A COLLEGE/SCHOOL

Street Address (yours)  
City, State and Zip Code  
Date

Director of Admissions  
Name of College  
Address of College

Dear Sir:

I will be graduating from (name of your high school) in June 19 \_\_\_\_ and am interested in attending (name of school). Please send me the following:

a catalog  
admission application forms  
financial aid application forms (if you are going to apply)  
housing application (if you are going to live in a dorm)

In addition, I am particularly interested in getting information about:

scholarships available in music  
your department of engineering  
visitation dates to your campus  
your policy of granting credit by examination  
any other items you are interested in

Please send me the name of a person that I might contact for more information in this area.

I sincerely appreciate your help. Thank you very much.

Yours truly,

(Your name, legibly written)

## COLLEGE STUDENT FINANCIAL AID APPLICATION PROCESS

1. Select by early fall of your high school senior year colleges or universities in which you are seriously interested and to which you are likely to be accepted.

Do not limit your choices only to those schools you can afford. Financial aid can and often does make it possible for students to have a chance for a choice of schools.

2. Write or visit the college offices of admissions for admission and financial aid application information.
3. Carefully complete and return by the schools' suggested filing dates any required school financial aid applications.
4. Determine which family financial information form the schools require. Your high school counselor or the college admissions and financial aid officer can tell you.

Most schools require either the Financial Aid Form to be filed with the College Scholarship Service or the Family Financial Statement to be sent to American College Testing.

Obtain the appropriate family financial information form from your high school counselor. Carefully and accurately complete the form and mail it in January. Instructions come with the forms. A fee will be charged by CSS and ACT for processing the forms.

5. The United States Department of Education will send to high school counselors free forms which can be used for students who wish to be considered only for federal student aid programs.
6. Contact your high school counselor for information about scholarships which may be available through your high school.
7. Investigate any scholarship or loan programs which may be offered through your church, your parents' employers or civic organizations.
8. Research at the public library financial aid source information.
9. Stay in contact with the financial aid offices of the schools to which you are applying. Respond quickly to all requests for additional information.

Usually by completing the school's financial aid application and one of the family financial information forms you will be considered by the college financial aid office for all the aid programs administered by the school, including scholarships, grants, student loans and part-time employment. However, at some schools it may be necessary to contact separately the academic department of your major field of study.

## FINANCIAL AID

The fact that the cost of going to college has risen dramatically over the past few years has been well publicized. Less publicized is the fact that, fortunately, the pool of financial aid available has also increased. The student who qualifies and really wants to attend college can nearly always find a way to do so even though the demand for scholarships and loans exceeds the supply. Whether or not you get financial help depends a great deal on the thoroughness of your search for it and how early you begin.

It is beyond the scope of this booklet to list the thousands of specific scholarships available to students. The objective here is to give students a general framework of financial aid and to mention some of the most important general sources of aid.

Financial aid is assistance based solely on need (the family's ability to pay versus the cost of attending a college). To determine the amount of need, a college requires your family to submit a confidential financial statement, either the Financial Aid Form (FAF) of the College Board College Scholarship Service or the Family Financial Statement (FFS) of the American College Testing. Both of these forms are available from your guidance counselor. An institutional financial aid/scholarship application may also be required in addition to the FAF or FFS. The FAF and FFS forms and instructions for completing them will be available in the guidance offices after December 1 of your senior year. Families will complete these forms after the calendar income tax year information is available.

The majority of available financial aid each year is distributed by the individual institutions (the colleges to which you apply). Each institution will have a designated person, usually the Director of Financial Aid or a Financial Aid Officer, who will be able to provide specific information and answer individual questions for a prospective student or parents.

### Kinds of Aid

**Scholarships and Grants** - These are monetary awards given to students because of special skills, interests, talents, abilities, or personal characteristics. Some require only that the student maintain a certain grade point average. Others may require that a student give service to the school, such as sing in the choir, play in the band, be a member of a particular organization (debate, drama, foreign language, vocational) or participate in sports. Students do not have to repay these awards. They may cover all or only some part of the student's expense.

In addition to the Financial Aid Office, many other sources for scholarships should be investigated:

1. Specific departments of a university (engineering, drama, computer science, chemistry, business, math, music, art, English)
2. The athletic department of a specific institution

3. Civic organizations or community agencies (PTA, Rotary, Lion's Club, Chamber of Commerce)
4. Local leaders of a student's religious affiliation
5. Business organizations that offer scholarships to employee's dependents
6. The armed services representatives or the guidance counselor for information on ROTC, special educational programs, National Guard opportunities
7. Also, LISTEN TO ANNOUNCEMENTS AND REVIEW POSTED INFORMATION concerning special scholarship opportunities.

REMEMBER: NO ONE WILL OFFER YOU A SCHOLARSHIP UNLESS THEY KNOW YOU WANT OR NEED THE MONEY. YOU MUST APPLY.

**Loans** - These are monies that students can borrow to pay for their educational expenses. The length of the pay-back period, the interest rate, and the conditions of the loan may vary. A student should obtain all specific information from the college or university or a lending agency.

**Work-Study Programs** - These are opportunities for students to work and earn money to help pay for school and personal expense. Work-study jobs are jobs on campus or off campus with a public or private agency. These jobs can usually be arranged to fit around a student's class schedule. Sometimes the place where students work and/or the kind of work they do will be directly related to their area of study of their chosen field.

In many instances, the college Financial Aid Officer offers a "financial aid package". This consists of two or more interrelated forms of financial aid: scholarship, grants, loans, and part-time work. In completing financial aid application forms, students are frequently requested to check all forms of financial aid since this gives the Financial Aid Officer opportunity to work up a "package deal" to meet the students' needs.

#### Federal Sources of Financial Aid

**Pell Grant** - The basic federal program to provide financial assistance to students with need. Eligibility for participation in the program is determined by a formula developed by the U.S. Department of Education which is approved annually by the U.S. Congress. Application may be made by obtaining a Pell Grant application known as the Application for Federal Student Aid or by indicating on the FAF or FFS that you want your family financial information processed for federal funds.

**IMPORTANT NOTE:** The Pell Grant is the primary source for federal funds. Quite frankly, virtually every college or university is going to want the government and the state to provide as much of your financial need as possible. Therefore, always check "Yes" on the FAF or FFS needs analysis forms indicating you want your financial information processed for the Pell Grant program. After it is determined how much federal and state money you are eligible for, the Financial Aid Officer at the college or university will attempt to meet your financial need with campus-based programs and funds.

**Supplemental Educational Opportunity Grant** - For students with serious financial need which exceeds the limits of the Pell Grant. Applications for this grant may be made through the director of financial aid at the institution of interest.

**College Work-Study Program** - Provides employment for students with financial need in meeting educational expenses. Students may be employed by the educational institution or by public or independent nonprofit agencies in the community. Funds for the program are provided by the federal government and the educational institution or other employing agency.

**National Direct Student Loan Program** - Long-term, low interest loans available for students with need. The loan limit for a student during the first two years of undergraduate study or vocational school may not exceed \$3,000. The amount of the individual loan is based upon financial need of the student as well as availability of funds at the institution. Applications are available from the director of financial aid at the institution of interest.

**Guaranteed Student Loans** - For student loans from private commercial lending agencies such as banks, savings and loan associations, credit unions, and insurance companies. These loans are administered under the title of the Guaranteed Student Loan Program (GSLP). Under this program, the educational institution provides a statement of tuition and fees, room and board charges, books and personal expenses and certifies that the student is enrolled in good standing or accepted for enrollment. The student must find a lending institution and arrange for the loan.

Applications and information about Guaranteed Student Loans may be secured through the director of financial aid at the participating institution of interest.

#### State Sources of Financial Aid

**Tuition Equalization Grant** - For students with need to pay the difference in the amount of tuition charged in independent colleges and universities. Grants vary according to financial need up to \$1,880 for the academic year. Further information and application forms may be obtained through the director of financial aid at any participating independent college or university in Texas.

**Tuition Equalization Grant/State Student Incentive Grant** - Receipt of a TEG can qualify a student for an equal SSIG (up to \$1,000). Applications may be obtained through the director of financial aid at any participating independent college or university in Texas.

**Texas Public Educational Grant** - A campus-based program for students with financial need enrolled in an awarding public institution. Applications may be obtained through the director of financial aid at any participating institution.



**Texas Public Educational/State Student Incentive Grant** - For financial assistance to students with need attending public institutions of higher education in Texas. Money awarded through the program is a combination of federal and state (institutional) funds. Maximum grant within a nine-month academic year is \$2,000. Applications may be obtained through the director of financial aid at any participating institution.

**State Scholarship Program for Ethnic Recruitment** - For scholarships and recruitment of resident minority students enrolling in public senior colleges and universities. Students whose ethnic group comprises less than 40 percent of the enrollment at a particular institution may be eligible for a scholarship from that institution. Interested minority students should contact the financial aid director at the public senior college in which they plan to enroll.

**Hinson-Hazlewood College Student Loan** - To apply for a loan in a participating institution, an individual must (1) be eligible to pay Texas resident tuition rates, (2) meet the academic requirements of the participating college or university, and (3) demonstrate insufficient financial resources to finance an education. Loan amounts are based upon financial need. A student may borrow no more than the difference between the actual financial resources and reasonable college expenses. Detailed information and application forms may be obtained through the director of financial aid at any participating college or university in Texas.

**Texas Guaranteed Student Loan Corporation** - To aid students in finding eligible lenders in the Guaranteed Student Loan Program (GSLP) mentioned in the federal financial aid section of this booklet. It is the student's responsibility to contact eligible lenders who will determine whether or not to make the loan, depending on the risk involved.

Although the primary key to access financial aid resources is the financial aid officer at the college or university to be attended, students and parents often ask whether other sources of aid or aid information exist.

One of the best additional resource centers in Texas is the:

Minnie Stevens Piper Foundation  
201 North St. Mary's  
San Antonio, TX 78205  
(512) 227-8119

There are many commercial companies offering computer-assisted financial aid research for a fee. They can be rather expensive, and do not necessarily offer you more information than that available through your local sources.

SAMPLE LETTER

FINANCIAL AID

Use this information to help you as you seek financial aid.

Sample letter to college (or agency or vocational-technical school offering financial aid).

Street Address (yours)  
City, State, and Zip Code  
Date

Director of Financial Aid  
Name of College  
Address of College

Dear Sir:

I am a senior in (your high school's name), Houston, Texas, and will graduate in June 19\_\_\_\_. I am planning to major in (your intended field of study) while in college. (Or if you do not know what you are planning to study, you might write: "I have not yet decided on a major field of study for college.")

Would you please send me any required application form of your own for financial aid, and would you also advise me as to which, if either, you require of the forms known as the Financial Aid Form (FAF) or the Family Financial Statement (FFS)

Thank you for your help in this matter.

Sincerely yours

(your name, legibly written)

Enclosing a self-addressed, stamped envelope might help the college or other source to get appropriate materials to you more quickly.

**SAMPLE LETTER TO COLLEGES FOR FINANCIAL AID INFORMATION**

Financial Aid Officer  
c/o Student Financial Aid Office  
Name of College  
Address  
City, State, Zip

Dear Sir:

I have made application for admission to the (name of college) and would like to apply for financial aid.

Please forward to me all forms and procedures necessary to make an application as well as information concerning the various programs available.

Please send to:

Your Name  
Address  
City, State, Zip

Thank you for your prompt attention.

Very truly yours,

(Your Signature)

## REFERENCE SOURCES FOR FINANCIAL AID

These sources will be available in most counselors' offices and in the public library.

After Scholarship, What? Princeton, J.J.: Peterson's Guides, Inc.  
A helpful compilation of aid offerings by 1600 four-year colleges.

Applying for Financial Aid? A Guide for Students and Parents. Iowa City, Iowa: American College Testing Service. (Issued annually)  
A brief overview of financial aid: who it is, how it works, where it comes from, and how you can apply.

The College Cost Book. New York: The College Entrance Examination Board.  
(Issued annually)  
A presentation of different activities to plan ahead to meet college costs. Helps in developing a personal financing plan or timetable for putting together the resources needed for college.

Compendium of Texas Colleges and Financial Aid Calendar for High School Seniors. San Antonio, Texas: The Minnie Stevens Piper Foundation of San Antonio. (Issued annually) A comprehensive source of information about entrance requirements to many schools in Texas as well as financial aid sources.

Directory of Financial Aid and Educational Programs 1989-90--Texas Health Careers. Texas Hospital and Resource Foundation. Austin, Texas.

Financial Aids for Higher Education Catalog. Dubuque, Iowa: Brown Publishers, 1984. A comprehensive guide to scholarships, loans, contests, with advice on how to obtain aid.

Going Right On. New York: The College Entrance Examination Board. (Issued periodically) A newspaper format which provides an overview about different kinds of "higher" education, career planning, and sources of financial aid.

Meeting College Costs. New York: The College Entrance Examination Board.  
(Issued annually)  
A pamphlet which may be used as a general guide for estimating college expenses and applying for financial aid.

Need a Lift? Indianapolis, Indiana: The American Legion. (Issued annually)  
A reference listing many sources - private, state, and federal - for financial aid. Also contains a list of other references which may be found in school or public libraries. (NOTE: A student may call one of the local American Legion Posts to inquire how to obtain a copy of this book.)

Student Aid Annual. Moravia, New York: Chronicle Guidance Publications, Inc. (Issued annually)

A source of information on financial aid programs offered by non-collegiate sources and available to entering college freshmen and to graduate students. (NOTE: The student should ask his/her counselor to see this one.)

The Student Guide: Five Federal Financial Aid Programs. Washington, D.C. United States Department of Education. (Issued annually)

A pamphlet outlining important information about five federal aid programs: Pell Grants, SEOG, CWS, NDSL, and GSL. (NOTE: Free single copies may be ordered by writing to Federal Student Aid Programs, P.O. Box 84, Washington, D.C. 20044.)

## MILITARY SERVICE ACADEMIES

### Name of Academy:

U. S. Air Force Academy  
Colorado Springs, CO 80840

U. S. Army West Point Headquarters  
Director of Admissions and Registrar  
West Point, NY 10996

U. S. Naval Academy  
Director of Admissions  
Annapolis, MD 21402

U. S. Merchant Marine Academy  
Director of Admissions  
Kings Point, NY 11024

### Eligibility and Admission:

Admission by congressional nominations or in category authorized by law to be considered for appointment.

### Qualifications:

1. Single, 17 - 22 years of age
2. U. S. Citizen
3. Academically qualified
4. Physically and medically qualified
5. Admission forms, college entrance test, recommendations

Apply in spring of junior year or in summer prior to senior year to your congressman or to the academy.

Street Address  
City, State, Zip Code  
Date

The Honorable \_\_\_\_\_  
United States Senate  
Washington, D.C. 20510

or The Honorable \_\_\_\_\_  
House of Representatives  
Washington, D.C. 20510

Dear Senator \_\_\_\_\_:

Dear Mr/Mrs./Ms. \_\_\_\_\_:

I desire to attend the United States Military Academy and to be commissioned in the Regular Army. I respectfully request that I be considered as one of your nominees for the class entering West Point in July 19\_\_\_\_.

The following data is furnished for your information:

Name:

Permanent Address:

Telephone Number:

Temporary address and telephone number (if different from preceding):

Date of Birth:

High School:

Social Security Number:

Names of Parents:

I have/have not requested that a pre-candidate file be initiated for me at the West Point Admissions Office.

Sincerely,

Your Signature

Your Name (typed)

## A TIMETABLE FOR COLLEGE BOUND YOUTH

The Educational Opportunity Center of Washington, D.C. has developed the following timetables to help high school students on the road to college keep track of what they should do and when they should do it.

### Junior Year

- Examine the educational opportunities available.
- Study college admission requirements.
- Discuss plans with parents.
- Meet with a counselor.
- Register for and take the Preliminary Scholastic Aptitude Tests and National Merit Scholarship Qualifying Test (October).
- Select appropriate courses to meet college entrance requirements.
- Set up a calendar for taking tests and completing college applications.
- Examine financial resources and review plans for financial aid.
- Consider people to ask for recommendations: teachers, employers, clergy.
- Visit college campuses; talk to graduates and students at the schools being considered.
- \*Register for the Scholastic Aptitude Test (SAT) and Achievement Tests.

### Senior Year

#### July, August, September

- Write five to ten colleges requesting application forms, catalogs, and financial aid information.
- Most colleges require that students requesting financial aid provide a Parent's Confidential Statement.
- Record progress in fulfilling application requirements.
- Maintain or improve academic grades during senior year. Colleges look unfavorably upon failing grades.

#### October, November

- See your counselor when you have questions and need help.
- Have your counselor check your application forms.
- Mail completed forms to the colleges.
- Learn which tests are required and take them.
- Meet with college representatives when they visit the school.
- Give the school's recommendation form to the counselor.
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### December

- All applications and a copy of high school grades should be sent to the colleges by Christmas, unless a college says otherwise.
- The counselor usually sends the copy of high school grades; give the counselor the proper forms at least 2 weeks before they are due since November and December are very busy months for counselors.

### January

- Some colleges offer tentative acceptance to outstanding candidates during this month.

### February

- Ask the counselor to send the first semester's grades to the colleges, along with any other information not already forwarded.

### March

- Take college board achievements tests, if required.
- Recheck college catalogs and handbooks and see the counselor again to make sure that you have taken the necessary tests.

### April, May, June

- Keep track of acceptance, rejections, and awards of financial aid.
- Reply promptly to colleges asking you to notify them of your decision.
- Meet deadlines or you may well lose the acceptance you have gained.

### Records To Keep

- Cancelled checks or money orders
- Admission tickets to tests and correction forms (in case you need to make a correction up to the day of the test)
- Test registration numbers (printed on the admission tickets)
- Student Descriptive Questionnaire responses
- All score reports
- Transcripts of grades
- Work copy of Parent's Confidential Statement
- CSS acknowledgement form
- Copies of all correspondence sent to or received from schools

\*Achievement tests in the spring of the junior year are advised for early admission or for students who do not plan to take any additional math or science. Other students should take the Achievement Tests in December.



## HIGH SCHOOL-TO-COLLEGE CHECKLIST

Check when complete:

- 1. Visit the high school guidance office.
- 2. Look over brochures, guides, catalogs and choose three or four colleges which interest you.
- 3. Write or call each college for admission forms, as well as forms for financial aid, scholarships, and housing. Ask for a catalog.
- 4. Familiarize yourself with the admission procedures for each college.
- 5. Apply to take the appropriate entrance exam (SAT or ACT and in some instances Achievement Tests). Take the exam no later than December of your senior year. Have the score sent to colleges which you are considering.
- 6. Talk with your parents about the colleges which you are considering and the costs of attending each.
- 7. Visit the campuses of the colleges which you are considering if at all possible. Tour dorms, talk with professors and admissions officers. **Ask questions!**
- 8. Complete applications for admissions for colleges which you are considering; submit health form, if needed, at time of application. Send application. Adhere to deadlines!
- 9. Acquire a transcript release form from the Guidance Office. Have a transcript (copy of your high school record) sent to the colleges which you are considering. The first three transcripts are sent free of charge; each transcript sent thereafter costs \$1.00.
- 10. Review finances with your parents. Decide if financial assistance is needed, and if so, complete necessary forms. **Apply Early!**  
**Note: You must be accepted for admission before you will be considered for financial aid.**
- 11. Apply for academic or service scholarships, if applicable to your situation. Adhere to deadlines!
- 12. Decide on housing (on campus or off campus). Send application and deposit. Adhere to deadlines! Consult your catalog for procedure.
- 13. Send final transcript after graduation, if required.
- 14. Colleges award credit-by-exam in four or five different ways. Take advantage of this if possible. In many instances colleges offer this service during orientation. Exams must be taken prior to meeting class for the first time. Advanced Placement Exams are available to you at your high school. Registration must be arranged early. The CLEP (College-Level Examination Program) exams are available at colleges and universities.
- 15. Sign up for orientation program if available. Adhere to deadlines.
- 16. Be sure of date for arrival for both orientation and the regular session. Register and pay fees.
- 17. Familiarize yourself with the campus. Find rooms for your classes.

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