

# **Hampshire Regional High School**

## **Guide to the College Admissions Process**



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# COLLEGE

If you want to go to college, realize that out of the more than 5,000 colleges and universities in the United States, there are undoubtedly several colleges that would be just right for you. **The challenge will be to find the handful of schools which have the greatest number of factors that you consider necessary for an optimal college experience.**

Choosing a college does involve planning, hard work, and serious thought. The process has a beginning, a middle, and an end; and because the process is very personal, it should probably begin with taking a look at yourself. In order to focus your college search, think about your reasons for going to college. Next, think about your abilities, attitudes, interests, and personality. Consult your parents and others; but remember, it is your future and you will be the one who must ultimately make the decisions that will shape it.

## **STATEMENT OF STUDENTS' RIGHTS AND RESPONSIBILITIES IN THE COLLEGE ADMISSION PROCESS**

### **Students Have the Right**

1. To know the full information from colleges and universities concerning their admission and financial aid policies. Prior to applying, you should be fully informed of policies and procedures concerning application fees, deposits, refunds, housing and financial aid.
2. To defer responding to an offer of admission and/or financial aid until you have heard from all colleges and universities to which you have applied (on or by May 1, whichever is earlier). Should you be denied this right: (a) immediately request that the college-university extend the reply date and (b) notify your guidance counselor. An exception is an "Early Decision" candidate, who has made a binding agreement to a particular school to attend that school if accepted.

### **Students Have the Responsibility**

1. To be aware of the policies (deadlines, restrictions, etc.) regarding admissions and financial aid of colleges and universities.
2. To complete and submit required material to colleges and universities.
3. To meet all application deadlines.
4. To follow the college application procedures of the Hampshire Regional Guidance Office.
5. To notify the colleges and universities to which you have been accepted, whether or not you will attend (on or by May 1, whichever is earlier).

# **SOURCES OF COLLEGE INFORMATION**

Selecting an appropriate college involves a great deal of careful exploration. Listed below (in no particular order of importance) are some of the resources you should investigate:

## **HAMPSHIRE REGIONAL HIGH SCHOOL RESOURCES**

1. Guidance Office staff
2. Reference books in the Guidance Office
3. College catalogs and view books in the Guidance Office
4. On-line information (including Career Cruising)
5. Videotapes and CDs of colleges in the Guidance Office
6. Fellow students and teachers
7. College representatives visiting Hampshire Regional High School
8. Career information resources
9. College info. workshops, Financial Aid Night, etc.

## **RESOURCES BEYOND HRHS**

1. College visit and interview
2. Hampshire Regional graduates who are in college (and their parents)
3. Neighbors and family friends who have attended college
4. Books (bookstores and libraries)
5. College fairs
6. Your parents!

# CHOOSING A COLLEGE

## A. HOW TO CHOOSE A COLLEGE

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

Relax. First, there is no one magic choice. There are likely to be many institutions at which you would be happy. Second, if you do find that you are unhappy during the first year, you can perhaps transfer to another college (depending on your GPA) for your sophomore or junior year. Your first year's experiences will aid you in making a more informed choice should you choose to transfer.

Third, the principal reason for the unhappiness during the first year at college is difficulties in getting along with one's roommate. If this is the case, try to find solutions through resident assistants, counselors, and other helpers in your dorm or at the college. If you are still unhappy, you can sometimes change roommates. However, often freshman roommates remain friends for life. Last, the only poor college choices are uninformed choices, those made without enough information.

An excellent source of information is your high school Guidance Office. This office has a variety of handbooks and software with descriptions of colleges available. If you're not sure what you want to do, one of our staff can help you clarify what your interests and talents are.

### **At some point, you will be answering six questions:**

- 1. What kind of college do I want to attend?** A liberal arts school, a pre-professional school, a community college, etc.
- 2. What size school do I want?** For example, do you think you would like one with 10,000 students or more, or one with as few as several hundred students?
- 3. Where do I want to be?** Close to home or far away? Some people find being far away too lonely; others enjoy the freedom. Sometimes staying close eliminates the problem of adjusting to a new environment; sometimes being too close keeps you in old ruts.
- 4. What location do I want?** Urban or rural? Boston University, New York University, or the University of Chicago, for example, are in the middle of big cities, which could be fun or distracting. Rural colleges offer lovely, quiet campuses. For some people, these are the best places to study; for others they're not.

**5. What lifestyle do I want?** There are conservative schools, liberal schools, fraternity/sorority oriented schools, gung-ho football schools, and religiously oriented schools. They all give you an education. Consider the kind of education you want, as well as what you want surrounding you when you're not studying.

**6. What special programs or services do I want?** Try to identify colleges offering activities and resources in which you are interested.

The way to answer these questions is to go through one of the college handbooks or software programs. Jot down the name of any college that interests you. Then go back and read the description of the colleges on your list, crossing off a name if it does not offer programs, activities, or a location which interests you.

When your list is narrowed, write or e-mail to the remaining colleges and ask them to send you their catalogs or view books, or check the Guidance Office for materials. Read the catalogs thoroughly. Many colleges have toll-free numbers to request their materials.

If possible, visit the schools in which you are interested. Generally, small, private schools encourage interviews, so your visit can be important to your chances of being accepted. Be sure to make your appointments early. Dress up when you go - put your best foot forward. The interview is an opportunity for the college to get to know you. It is not really a pressure situation. You should have read the catalog; now, ask any other questions you have. If you like the interviewers, and they like you, that's a good start. Remember, you are interviewing them as much as they are interviewing you.

When you're on campus, look for such things as the number of courses in your intended major, the library resources in your field of interest, the student-to-faculty ratio, the availability of off-campus programs, how friendly the students are, the general campus appearance, cultural opportunities, housing, health services, sports programs, extracurricular activities, whether the student body is residential or commuter and, finally, the cost and availability of financial aid.

After all this, you still may worry that you'll be stuck somewhere you don't want to be for four years, doing things you don't want to do. It's a lot more likely that if you make an informed choice, four years won't be enough time to enjoy the people you'll meet and the things you'll learn. College can be one of the most significant and exciting experiences in a person's life.

In deciding which colleges you want to attend, you should first evaluate yourself to determine your needs and what you have to offer. Then you should consider criteria to be met by the colleges in which you are interested: academic reputation, size, geographic distribution of students, student-faculty ratio, campus facilities, co-ed/single sex, extracurricular programs, social opportunities, cost, financial aid, career guidance, academic competition, location, private/public, religious affiliation, etc.

During your junior year, you should form an idea of the kind of college which suits you best. Study each choice carefully. Be realistic. By early fall of your senior year, you should have selected between four and eight colleges.

## **B. KINDS OF SCHOOLS**

### **Colleges and Universities**

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

**College:** An institution which offers educational instruction beyond the high school level in a two-year or four-year program.

**External Degree Program:** A college or university sponsored program which students can pursue at home and at their own pace.

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

- **Terminal Program:** An academic program that is complete unto itself. A student who completes it may not be admitted to a four-year college for further study without completing additional course requirements.
- **Transfer Program:** An academic program that is designed to lead into a four-year program at another college or university. The two-year graduate transfers as a junior to the four-year institution.

**Liberal Arts College:** A four-year institution which emphasizes a program of broad undergraduate education. Pre-professional or professional training may be available but is not stressed.

**Business School:** Business schools fall into two categories. At some colleges it is possible to specialize in business administration or in a two-year secretarial course in conjunction with supplementary liberal arts courses. Other institutions offer business or secretarial courses primarily and may or may not be regionally accredited.

### **Career and Trade Related Schools**

**Engineering or Technological College:** Independent professional schools that provide four-year training programs in the fields of engineering and the physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.

**Military School:** Federal military academies prepare officers for the Army, Navy, Marines, Air Force, and Merchant Marines. These institutions (West Point, Annapolis, The Air Force Academy, and Kings Point) require recommendations and nomination by U.S. Senators or U.S. Representatives. Private and state-supported military institutions, however, operate on a college

application basis, as does the U.S. Coast Guard Academy. They all offer degree programs in engineering and technology with concentration in various aspects of military science.

**Nursing School:** There are several kinds of nursing schools. At schools affiliated with hospitals, students receive an R.N. diploma upon successful completion of training and a state examination. At schools affiliated with four-year colleges, students receive both a B.S. degree and an R.N. diploma. Junior college and community colleges may offer a two-year nursing program. These schools award an A.S. degree in nursing.

**Professional School:** Professional schools offer specialized study in areas such as art, music, drama, dance, photography, etc.

**Technical School:** A one or two-year institution which offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering and the physical sciences. These schools may also offer one-year certificate programs in certain trades and clerical skills.

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

## **C. FACTORS TO CONSIDER WHEN CHOOSING A COLLEGE**

### **College Characteristics:**

#### **Academics**

More than anything else, you go to college to get an education. The type of academic atmosphere and variety of courses offered should be considered when choosing a college.

Colleges can be ranked according to the selectivity of their admissions. For example, some colleges only take students with a 3.2+ grade point average and very high SAT/ACT scores.

These institutions are considered very selective in their admissions. Other colleges simply require graduation from high school, or lower SAT/ACT scores. These colleges have lower selectivity, and some have non-competitive admissions. Of course, many colleges fall somewhere in between these two descriptions and are moderately selective.

You should try to match your academic abilities to the college's selectivity. If you are a very good student, then a more selective college may offer you the right amount of challenge and stimulation. If your record has been weak, a less selective college may best fit your needs. Also, college offers a variety of majors, or courses of study. If you are fairly sure you want to major in business, for example, you should check the business department of the colleges you are considering. If you are unsure of what your major will be, then look for an institution that has a wide variety of majors, usually called a liberal arts college.

## Size

Colleges range in size from 150 to 80,000 students. There is a great difference between attending a small institution (1,000 - 2,000), usually referred to as a college, and a large one (30,000 – 50,000), usually referred to as a university. Small colleges offer you more personal involvement, a community atmosphere, and small classes (from 5 to 50 students). They usually offer fewer majors and/or courses. Large universities tend to be more impersonal, allow you to be more anonymous, and offer class sizes of anywhere from 20 to 350 students. They usually offer numerous majors as well as a large variety of courses to choose from.

You should ask yourself:

- Will I feel closed in and limited at a small college?
- Will I welcome the personal, friendly atmosphere a small college affords?
- Will I feel lost and overwhelmed at a large institution?
- Will I feel more independent and free at a large university?
- Is it important for me to have a large number of majors/courses to choose from?
- Will I want large or small classes? Would I like to have a good deal of interaction with my instructors during class or would I prefer a large, more impersonal style of instruction?
- Will I want a campus that offers sororities and fraternities, as do many of the larger colleges and universities?
- Are the athletic facilities important to me? Generally, the larger universities offer the greatest range of athletic sports and facilities.

## Atmosphere

The people living, working and studying at a college, just like any group of people working and living together, create their own atmosphere. Each college has a particular atmosphere or environment that affects the performance and satisfaction of each student there. Some factors that go into creating a college's atmosphere are:

- personal or impersonal handling of student questions, concerns and scheduling
- an academic or less serious mood among the students and their approach to responsibilities
- whether the school is single sex or coeducational.

The type of atmosphere a college offers can best be discovered by reading the materials offered by the school as well as other printed materials carefully, and, of course, by visiting the campus and talking to as many people as you can.

## Cost

Obviously, a major factor to be considered is the cost of attending a college. The total cost for a year, as computed by the college financial aid office, includes tuition, fees, room and board, books, supplies, transportation, and personal expenses. Total costs do vary widely.

While cost is undoubtedly very important, it is important not to limit your choice of colleges to only those you can afford without financial assistance. Many of the more expensive private schools

have solid financial aid programs, which may cover anywhere from 20% to the full cost, depending on your determined financial need. A good plan would be to choose several colleges, including one you can afford and several for which you need aid. Although financial aid may seem uncertain at times, limiting prospective colleges on a cost basis alone may exclude some excellent colleges from your list.

### **Location of the College**

There are many reasons why the location of the college may be important to you. You should always consider the expense of travel, the need for independence versus the desire to stay near your family, and the effects of living in a particular climate.

When considering the location of a college, think about the campus setting. The physical environment of the college you go to may be very important to you. Some people prefer the social, cultural, and economic activities of a large city or metropolitan environment. Others would be unhappy if they could not be near the ocean, mountains, or countryside. A major metropolitan area can offer many benefits, but a student must adjust to the lifestyle of a big city. A college or university which is located in the heart of a city is often comprised of multi-storied classroom buildings and high-rise dormitories. There are also many colleges and universities which are in rural settings with widespread campuses located many miles from the nearest metropolitan areas. In addition, many institutions are located close to, but not in, large cities.

The decision of a location and campus setting for your college should ultimately include those institutions where you will be most comfortable living for the next two to four years of your life.

### **Student Body Type**

A student body can be comprised of all men, all women, or both men and women. Students who may worry that they would be cloistered at a single-sex college should know that today virtually all colleges have exchange programs with other colleges whereby a student from one college may cross-register at another college to take courses for credit. Also dorm privileges, social activities, and extracurricular involvements will vary due to the type of student body your college has. Some colleges now offer chemical-free dormitories.

### **Specific Characteristics to Consider When Choosing a Career, Vocational/Business School**

Many students will find that a specialized school (vocational, business, technical or career) fulfills their needs much better than a two-year or four-year college. Investigation of job opportunities will reveal that many hundreds, and even thousands, of occupations require training that may be obtained through forms of learning such as career training.

Students interested in a particular type of career-oriented education should consult their counselor about schools to explore, visit the website where there is an interest, and later follow through with a visit to the school. Specialized schools generally do not require an examination like the SAT or the ACT. Many will recommend that a test be taken at the school for placement purposes only. All career-focused schools require a transcript of the student's record, and often want teacher and counselor recommendations.

### **Things to Consider:**

1. Where is the college/school located? How will you get there?
2. If the college/school is not within commuting distance, what are the living arrangements?
3. What are the total expenses to complete the program? Remember supplies, materials, and travel are part of the expenses.
4. Are SATs or other forms of entrance tests required?
5. Are there any special course requirements needed in addition to a high school diploma (i.e., two years of college preparatory mathematics, etc.)?
6. What kind of financial aid is available? Only government approved schools are eligible for government aid.
7. Is the school accredited? This means that when you complete the program, you are eligible to take a licensing examination if one is required, or receive a certificate granting you the right to practice your chosen career. **THIS IS VERY IMPORTANT.**
8. Does the school have a shop set-up, internship or co-op program which provides exposure to the real work environment? This hands-on-training enables you to get practical experience.
9. Does the school have a good Placement Office? Check this out with recent graduates. A good placement officer will have established relationships with local businesses who rely on the school to provide candidates for entry-level jobs.
10. Check with recent graduates and/or current students to assess the quality of the programs offered.
11. If at all possible, visit the school to look at the facilities, and talk to the Director of Admissions and students in the program.
12. Talk to prospective employers about the school's reputation within the company and their past experience with hiring graduates from the school.

### **Ask yourself these 10 questions to evaluate your college preferences:**

1. **What satisfactions and frustrations do you expect to encounter in college?** What are you looking forward to? What worries you most? What do you hope to gain from college? What is the overriding consideration in your choice of college?
2. **Why do you want an education?** Why are you going to college?
3. **How do you want to grow and change in the next few years?** What kind of environment would stimulate or inhibit the growth you would like to see?
4. **Which interests do you want to pursue in college?** Do your interests require any special facilities, programs, or opportunities? Consider all your interests in terms of fields of study, activities, community and cultural opportunities. Are you more interested in career preparation and technical training, or general knowledge and skills?
5. **What degree of academic challenge is best for you?** What balance of study, activities, and social life suits you best? How interested are you in the substance of intellectual life – books, ideas, issues, and discussions? Do you want an academic program where you must work and think hard, or one where you can make respectable grades without knocking yourself out? How important is it to

you to perform at the top of your class, or would you be satisfied in the middle or bottom of your college class? How well do you respond to academic pressure and competition from others?

**6. How would you feel about going to a college where you were rarely told what to do?** How much structure and direction do you need?

**7. How would you enjoy living in a different part of the country?** How often do you want to be able to go home? What kind of change in your lifestyle and perspective might be exciting, or distressing and overwhelming?

**8. What kind of surroundings are essential to your well-being?** Are there certain places, activities, climate, or pace of life which make you happy? Do you prefer a fast-paced environment where something is happening most of the time, or an organized environment where you can join a wide variety of planned activities? Do you prefer a more serene and relaxed environment where you can go your own way?

**9. How would you feel about going to a college where the other students were quite different from you?** How would you react? Would you find it an exciting or intimidating environment? Would you prefer to be with people who share your viewpoints and lifestyle, or who challenge and make you question your values?

**10. How free do you feel to make your own college decisions?** Do you and your parents agree about your plans for college? How important are the opinions of your parents, teachers, and friends, or considerations of familiarity, prestige, or reputation in your community?

## **D) SERVICE ACADEMIES & ROTC SCHOLARSHIP PROGRAMS**

While all juniors should begin exploring possible educational programs following graduation, those interested in the Service Academies and the ROTC scholarship programs must begin as soon as possible to ensure they receive full consideration. It is important that you contact your guidance counselor as soon as possible. ROTC scholarship programs involve a competitive application process as well. In addition to the written application, candidates must undergo a physical examination, formal interview, and a physical abilities test.

**The first step** in securing an appointment to one of the academies is to write and ask for a Pre-Candidate Questionnaire.

Address follows:

ROTC Opportunities  
Joint Recruiting Advertising Program  
1600 Wilson Blvd.  
Suite 400  
Arlington, VA 22209-2593

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

Name, address, and telephone number  
Date of birth  
Social Security number  
High school name and year of graduation  
Names of your parents

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

Admissions Office  
U.S. Coast Guard Academy  
New London, CT 06320

# TESTING FOR COLLEGE ADMISSIONS

## Types of Tests

Standardized tests are only one of the many factors which colleges use in making admissions decisions. Such testing provides a reasonably accurate comparison of student performance on a nationwide basis. Students in New Hampshire and California, for example, take the same tests; their scores should be somewhat comparable measures of achievement and ability. **Please note** that many institutions have recently made the reporting of standardized scores OPTIONAL. This means you do not need to report your scores unless you'd like to. A brief description of the major tests:

### 1. SAT REASONING TEST (formerly SAT I) [www.collegeboard.com](http://www.collegeboard.com)

The SAT Reasoning test, which is sponsored by the College Board, is a three-hour multiple-choice test that measures developed verbal and mathematical reasoning abilities. (Included is the thirty minute Test of Standard Written English, which provides an opportunity to apply one's understanding of the language through a written exercise.) The College Entrance Examination Board (CEEB) is responsible for the SAT, which is given at specified test centers throughout the year. The SAT Reasoning is required or recommended by many colleges as part of the admissions process, sometimes in combination with one or more of the College Board SAT Subject Tests (formerly SAT II).

### 2. SAT SUBJECT TESTS (formerly SAT II)

The SAT Subject Tests (formerly called the SAT II) are diagnostic measures of actual knowledge acquired in specific areas. They are given in several different subjects. Many colleges require the SAT Subject Tests. These tests are one hour in length, and the scores range from 200–800. In general, you should not take an SAT Subject Test until you have nearly completed a subject. If you want to take a math SAT, we advise you to consult with your math teacher before deciding on taking either the Math Level I or II test. See the Guidance Office for details.

### 3. AMERICAN COLLEGE TESTING (ACT) [www.actstudent.org](http://www.actstudent.org)

The ACT program is a college entrance examination that is used primarily by mid-western and southern colleges and universities. It is gaining in popularity along the east coast and most colleges will accept either the SAT or ACT. For most colleges, the ACT fulfills the requirements of *both* the SAT Reasoning and Subject tests. It tests English, Mathematics, Social Science, and Natural Sciences. A composite score of the four areas is also given. The name ACT should not be confused with AACH or AT, which designate achievement tests. Registration forms are available in the Guidance Office, but test centers are limited in this geographic area.

## FEE WAIVER – PLEASE NOTE

Fee waivers for the SAT Reasoning/SAT Subject Tests are available for students and families who need assistance. Contact the Guidance Office if you need a waiver.

## SCHOOL CODE

Your school code for both the SAT Reasoning/SAT Subject and ACT tests, and the testing schedule, are posted in the Guidance Office. If you have questions about how to register, special test administrations or additional services, see the Guidance Office. **The School Code for HAMPSHIRE REGIONAL HIGH SCHOOL is 220722.**

Applications for the SAT Reasoning/Subject Tests and ACT Test should be mailed long before the registration deadline, which is printed on the back cover of the registration booklet. Failure to register by the deadline results in your paying a late fee.

## **STANDARDIZED EXAMINATIONS SAT /ACT TESTING DATES 2009 – 2010 REGISTRATION**

Please see [www.collegeboard.com](http://www.collegeboard.com) for all test dates and registration information.

## **THE TERMINOLOGY OF COLLEGE ADMISSIONS ADMISSIONS TERMS AND PROCESSES**

Many college admissions office timetables call for applications and supporting materials to be filed during the fall or early winter of the senior year. Members of the admissions office or admissions committee retreat from late February to late March to read the applications and to make the decisions. Most decisions are mailed to applicants from early to mid-April, and the accepted applicants are required to notify the college which they choose to attend no later than May 1<sup>st</sup> (the CRD or Candidate's Reply Date).

□ **Important Note:** You should be familiar with the Statement of Students' Rights and Responsibilities in the College Admissions Process found in this publication. You should pay particular attention to a college or university's policies concerning application fees and tuition and housing deposits before you complete the application.

**Early Decision** – E.D. (Early Decision) is a plan under which a student applies to the first choice college early in the fall (deadlines can be as early as November 1<sup>st</sup>) of the senior year and **agrees by contract** to enter that college if offered admission. Decisions are rendered to Early Decision applicants by mid December. If not accepted under the E.D. Plan, a student is usually reconsidered (deferred) for admission later in the senior year.

**A student may not apply to more than one college under an Early Decision Plan** since, if accepted, the student agrees to withdraw any applications which might have been filed at other colleges while awaiting the decision of the "E.D." college. Early Decision applicants are judged on the basis of their junior year test scores, class rank, and grades. The advantages to being accepted to a first choice college under an E.D. Plan are obvious. It is also important to note that, if you have a definite first-choice college, you might apply "E.D." to signify the level of interest in that college. A disadvantage to applying Early Decision is the fact that you are making a **binding** agreement with that college to attend, regardless of any, or no, financial aid being offered.

**Early Action** – A relatively new plan, Early Action is used primarily in highly selective colleges. Early Action follows the same application/notification timetable as Early Decision but allows the accepted candidates until May 1<sup>st</sup> to accept or decline the offer of admission. Under Early Action programs, it is possible for an applicant to be denied admission outright and not automatically

deferred for later consideration. If your junior year credentials are not truly superior, you must be careful about applying under a plan which could harm your chance for admission.

□ **Important Note:** There are several variations of Early Decision/Action Plans at different colleges. Read the literature of each college carefully, and ask questions if you do not understand the program entirely.

**Regular Decision** – This is the traditional application process in which students apply to the institution of their choice by the regular deadline. The college may answer the student early (if they have a rolling admission plan) or more likely, will notify the student of their decision by mid March to mid April.

**Rolling Admissions** – The process now used by some colleges in the country varies from the aforementioned admissions process in several ways, but the most significant variation follows: a college using rolling admissions will review applications as the “folders” (the application form and all supporting data) are completed and will return decisions within a few weeks after completion. Other variations in the process: some colleges send decisions as soon as the folder is completed and reviewed, regardless of the time of year; other colleges will accumulate applications and send decisions only after a certain date (February 1<sup>st</sup>, for example).

**Deferred Admission** – Many colleges offer an opportunity for a student who has been admitted to delay or defer enrollment for a year or a semester. Students who defer an offer of admission may choose to work for a while to earn money for college, travel, or pursue special programs. A deposit is often required by the college to hold a place in the next entering class.

**Open Admission** – Some colleges do not practice selective admissions and offer admission to all students who apply. Such colleges usually have extensive programs designed to provide remedial or developmental help to students who enroll with academic deficiencies.

# THE COLLEGE APPLICATION PROCESS

## A. COURSE RECOMMENDATIONS FOR SENIOR YEAR

### **Avoid Senioritis!**

Through the first three years of high school, students are busy taking courses that meet the school's graduation requirements. By the senior year, however, many students have the freedom of choosing among elective courses in various fields – which round out their credit requirement for graduation. And so it is that many students are tempted to take it easy during their senior year – to avoid the difficult courses in math and science, or to forego another year of foreign language. Obviously, yielding to that temptation does nothing for a student's application to college.

Sometimes, students need to see this “practical” reason for taking the harder courses, or the central courses, their senior year, before they will be convinced to sign up for them. And usually it is the counselor's prompting at the end of the junior year which causes a student to pursue the courses they have been hesitant about signing up for. In some cases there are good reasons for a student not to take a fourth year of science, math, or foreign language. When it is clear that a student is not avoiding such courses, but actively pursuing other courses that are pertinent to a possible college major, there is no stigma attached to this choice. Sometimes, a student may be so weak in mathematics, for example, that an advanced course in the senior year would not be appropriate. In any case, it is important to remember that colleges review a student's transcript carefully and form a perception of that student's level of ability according to the courses completed and grades received.

## B. STEPS IN APPLYING FOR COLLEGE

### **1. Requesting an Application**

Obtain application forms and information from colleges on your list (see Common App below). It is advisable to do so as soon as possible after your return to school in the fall of your senior year. Most schools offer access to their materials by request via the Internet and include specific e-mail addresses. This information is also available in reference books in the Guidance Office. You can also use a simple postcard or a phone call to the Admissions Office to request these materials.

### **2. Common Application**

Many colleges across the country now accept the Common Application, a general application whereby a student can fill out one application for many colleges. If the colleges you are applying to accept the Common App, we encourage you to use it.

□ **Important note:** Many of the competitive colleges require a supplement to the Common Application. **Be sure to check for this.** Each college website specifically lists all required forms. Check the “Admissions – Undergraduate” section for complete details. Any supplements are filled out IN ADDITION to the Common App.

### 3. Deadline Dates and Admission Policies

When you receive the application forms, you can begin the task of supplying the information the colleges need. It is advisable to limit the number of applications. An application fee from \$20-\$75 is usually required for each application, and this is not refundable even if your application is rejected. Fee Waivers are available from the Guidance Office if you meet certain economic guidelines.

**Seniors should watch deadline dates specified by each college.** However, in most instances, college applications should be sent as soon as possible. On occasion, deadline dates for applying are no more than a guideline; and a college may actually cut off applications earlier than its final date if it fills its class or particular program before then, or it may continue to accept applications beyond that date if it still has room for more students. This is particularly true for vocational, trade and business schools.

## C. COMPLETING THE APPLICATION

Colleges are not alike and application requirements may vary significantly. A college or university typically collects five different kinds of information about its applicants:

a. **The Application** – This serves the purpose of identifying the student to the college (name, address, high school, etc.), as well as manifesting the student’s personality (personal statement). It is highly recommended that students type their applications, although careful printing or neat script is just as presentable.

b. **SAT/ACT Scores** – When a student takes a standardized test, they may request to have their scores sent directly to a college of interest. Students are offered four FREE college score requests per test. Be aware that several colleges are now making the reporting of standardized scores OPTIONAL. Check their website, ask during a college visit, or call. If SAT scores are optional, you may choose not to disclose your scores.

Please NOTE: College Board now has a new SCORE REPORTING POLICY. Check <http://www.collegeboard.com> for the updated policy and requirements. College Board sends **all** scores to the high school, therefore, **HRHS does not select individual scores to be sent to colleges or scholarships. In order to use this service, you must go through College Board.**

c. **The Transcript** – Courses taken in grades 9 – 12 are supplied to colleges. In addition to a record of grades through four years of high school, the student’s grade point average is recorded. The back of the transcript shows the student’s extracurricular activities and awards, and employment information.

d. **The School Recommendation** (Guidance) – While it is true that for admissions purposes colleges place great emphasis on a student’s academic record through four years of high school, it is also true that other factors are important, particularly when admissions officers are trying to distinguish among hundreds of students with quite similar grade point averages, SAT scores, and extracurricular activities. The letter of recommendation from the high school Guidance Office can be very meaningful and decisive.

e. **Letters of Recommendation** – Most colleges request that classroom teachers assess an applicant’s ability; therefore, students should ask one or two teachers for a formal written letter of recommendation. The Letter of Recommendation Request Form should be completed by the student and given to each teacher who will write a recommendation letter. The Common App also contains a Teacher Evaluation Form. These forms should be given to the teachers three weeks prior to the date due to Guidance.

## **D. THE COLLEGE ESSAY**

Most college-bound students approach the task of writing a personal essay for college admissions with some trepidation and a few questions: How important is the essay? What do colleges look for? How is it used? Who reads it? If you are such a student, a few facts and tips may put the essay into perspective and help you produce your best effort.

First of all, the essay is important – to you and to the college. According to one admissions director, “It makes the facts in the student’s folder come alive for us. Because it is the student’s personal statement, no single piece of admissions evidence gets as much attention and provokes as much discussion.”

The essay is your opportunity to take charge of the information the college receives about you, and to provide information that does not appear in grades, test scores, and other materials. It allows you to reveal your intelligence, talent, sense of humor, enthusiasm, maturity, creativity, expressiveness, sincerity, and writing ability – traits that count in the admissions evaluation.

### **What do colleges look for?**

Generally speaking, the admissions staff will evaluate your application essay on three levels:

- Level 1: Your ability to use standard written English that is correctly written (always typed), punctuated, and contains correct grammar, usage, and syntax.
- Level 2: Content, substance, and depth of insight, reflecting your ability to think about yourself and to convey your true feelings or opinions about a topic.
- Level 3: Creativity and originality. “It is at this level,” according to a dean of admissions, “that students can position themselves as unique – as individuals who would bring a freshness of vision and viewpoint to the college that will enhance the quality of its academic and social life.”

In its essay directions, a college may ask you to do one or more of the following:

**DESCRIBE** your uniqueness as a person, or tell something about yourself that can’t be learned from other information in your application .

**DISCUSS** something that has contributed significantly to your growth.

**COMMENT** on your goals and aspirations and tell how you expect college will help meet them.

**EXPRESS** your imagination, originality, opinions, or feelings on a specific topic. Whatever the topic, the care and attention you give the essay will express the level of your motivation and how much you care about the college.

**PLEASE remember to include your name and social security number on each page of your essay. On the Common App, type “Please see attached” or “Enclosed separately in application packet” in the essay section.**

### **Essay Writing Tips**

Here are a few tips for developing an essay that conveys your personal qualities.

- Plan your essays during the summer **before** your senior year, if you can, or very early in your senior year.
- Write a draft, or if you’re starting with an essay from a previous class, edit it and rewrite to make it appropriate for a college essay. Set the draft/rewrite aside for 24 hours, then reread to spot clichés, triteness, vagueness, dullness, grammatical errors, and misspellings. Read through your essay using the tips (listed below) as a guideline.
- Rewrite your essay based on this evaluation and repeat as often as necessary.
- Ask someone whose opinions you respect to read your essay and give you his/her candid impressions. Ask for specifics but do not let this person rewrite your essay. “Tell me what you think I’m trying to say. How do I come across as a person? What parts confuse you? Where do you need more details? What parts bore you? Tell me the parts you like best.”

Consider the following tips to help you focus your essay:

1. Did your essay answer a question, if one was asked specifically?
2. Be sure your essay is NOT too general, too trite, or too overused (topic).
3. The real first sentence is the one that sounds like your voice. Have a trusted friend tell you which sentence sounds like you speaking. That is often your first sentence.
4. Are you focused enough?
5. There is a tendency to “set the scene” before you delve into the subject. You don’t have that luxury in this essay. Your first sentence must hook the reader.
6. Is this truly a “window into your world”? Does the reader know you better as a result of reading this essay?

The essay is your chance to tell the college admissions officers who you are – your chance to breathe a little life into your application.

# THE COLLEGE VISIT AND INTERVIEW

## A. SUGGESTIONS FOR COLLEGE VISITS

Some colleges require an interview as part of the admission process, *but most do not*. It is still important for you to visit the college at which you may spend four years of your life. The visitor interview may help you in your selection of a college or to verify your choice. Some colleges keep track of student campus visits, written notes, or phone calls of interest, and these points of contact may count as “brownie points” when a college considers your application.

**The easiest way to arrange for a college visit is to go to the college website and sign up online for a date and time.** You can also call the college Admissions Office. The best time to visit a college is when the students are there. If possible, plan time when high school is not in session – but college is. If this is difficult, visit when you can. A typical visit includes:

- Group information session with the Admissions Office
- Campus tour
- Some schools offer a limited number of personal interviews. If you hope to schedule one, you will need to call EARLY – they fill up fast!

Be sure to leave ample time to explore the campus. Talk to students who attend the school and get their opinions on various aspects of campus life. Ask about security features, meal plans and laundry facilities. If you have time, it’s also a great idea to eat in a cafeteria to sample the campus food, sit in on a class, and/or just walk the campus to get a feel for the student and campus atmosphere. Often the Admission Office will produce free meal tickets for you to use in the cafeteria. **Grab a campus map and explore.**

## B. TIMETABLE FOR COLLEGE VISITS

1. Visit colleges starting as early as your junior year.
2. Return in the fall, if possible, to those you are most interested in for a day of visiting classes, talking with students, and a possible overnight stay, etc.
3. Plan your trip roughly to visit no more than 2 schools per day.
4. In order for you to have the best choices, a good rule of thumb is to call or go the college website 4–6 weeks ahead of time. College interview and tour spots fill up remarkably quickly. The more popular colleges are full through January (they stop scheduling interviews by August).
5. It is always nice to visit when a college is in session, but the demands of the fall senior year do not always make that practical or possible. A summer visit is generally more relaxed. Not only do you have more time, but the admissions people often do also. Save the return, comprehensive visit in the fall for your very few favorites. While overnight lodging and class visits are being offered at more and more colleges, not all do so. Do not assume that this is available.
6. If you would like to see a coach or faculty member in an area of interest, mention that when you call. Colleges do their best to accommodate you.

## **C. THE INTERVIEW PROCESS**

1. Learn as much as possible about the college before your visit. Be prepared both to answer and ask questions.
2. Give some advance thought to the things you want to look for and ask about. Having a list of questions with you is acceptable.
3. Go alone rather than with a friend or a gang. Mom and Dad go along for the drive, but they do not participate in an admissions interview. Parents are sometimes invited to speak with the officer following the interview.
4. Arrive on time or a few minutes early.
5. Be yourself at all times – be honest, sincere, interested.
6. Know your background and experience. Be prepared to present it in an orderly manner. An opening question may be “Tell me about yourself.”
7. Be prepared to tell why you have chosen this particular college and what you expect to get out of four years there.
8. Be ready to answer questions about your SAT scores, rank in class (McAuley doesn’t give out class rank), latest grades, and courses you have taken.
9. Smile! Speak distinctly. Look at the interviewer when you are speaking.
10. State and defend opinions only if asked. Do not be argumentative. If you don’t know something, admit it. Don’t try to bluff.
11. APPEARANCE: Dress neatly and attractively.
12. Relax! Interviews are meant to be informative to both parties. Try to get as much out of the interview as you put into it.
13. Thank your interviewer for his/her time and consideration.

## **D. QUESTIONS THAT STUDENTS OFTEN ARE ASKED AT A COLLEGE INTERVIEW**

The following questions are a cross-section of questions that are generally asked at college interviews:

1. How did you first hear about \_\_\_\_\_ college?
2. What are your career goals – long-range and short-range?
3. Why are you interested in majoring in \_\_\_\_\_?
4. What kinds of things do you do outside of school?
5. What accomplishments have you achieved or activities have you participated in that have had a particular effect on you and your life?
6. What might you be interested in as a future profession?
7. What are your academic strengths and weaknesses?
8. How familiar are you with this college and its programs?
9. Which one of your activities has given you the most satisfaction?
10. If you had high school to do over again, would you do anything different?
11. What particular “life goals” are you seeking to achieve or pursue?
12. What are your priorities in selecting a college?

13. How would you describe your high school and how would you change it?
14. Where do you see yourself in 4 years?
15. Discuss your most stimulating intellectual experience.
16. Tell me about something you have really wanted which you had to go after on your own.
17. What is the most significant contribution you have made to your school?
18. What books or articles have made a lasting impression on your way of thinking? Have you read deeply into any one author or field?
19. Have you ever thought of not going to college? What would you do?

## **SOME QUESTIONS TO ASK AT THE COLLEGE VISIT**

If possible, visit the college while it is in session so that you will be able to talk not only with the admissions officer, but also with the students who attend the college.

Some questions you might wish to have answered:

1. How many of the students receive financial aid?
2. Do many students go on to graduate work?
3. What provision is made for social activities?
4. How much importance is placed on social activities and other extracurricular activities?
5. Are there museums, concerts, theaters, lectures easily and cheaply available to all students either on the campus or in the community?
6. What are the various types of dormitory facilities?
7. How are roommates selected?
8. Is there supervision of the dormitories? Rules? Security?
9. How adequate is the library for the number of students using it?
10. What is the average size of the classes? (small classes mean more opportunity for student/teacher contact) Who teaches the freshmen – only the instructors or full professors, too?
11. What laboratory facilities are available for science majors or language majors? ETC

## **VISIT / INTERVIEW FOLLOW-UP**

(This is important – schools start to blend together when you see several!)

1. Make notes on the interview and the college as soon as possible after the appointment.
  - a. Likes
  - b. Dislikes
  - c. Important points to remember
  - d. Name and title of the interviewer (if interviewed personally)
  
2. If you had a personal interview, write a letter of appreciation. This shows thoughtfulness, courtesy, and maturity. A personal note reinforces the admissions officer's memory of you as an individual. If you can, try to remember something about the interview to mention in your note.

## **FACTORS IN ADMISSIONS DECISIONS**

While colleges may vary greatly in their admissions requirements, they do seem to share one overall objective. They need to select students who are willing and able to be a positive addition to the college.

**Below are some of the more common factors which admissions officers weigh while trying to decide if you are a good candidate for their next entering class.**

They are not listed in any particular order of importance. Larger colleges often have to rely more heavily on the more objective factors such as test scores, grades, and rank in class. Smaller schools may be in a position to look more carefully at personal factors.

- High school courses – level of difficulty and number of years of each subject (AP, Honors, World Language)
- Grades
- Rank in class
- SAT Reasoning, SAT Subject testing, or ACT testing (if standardized scores are required)
- Application and essay
- Letters of recommendation
- Interview and other direct contacts with the college
- Extracurricular activities (clubs, sports, service)
- Community service involvement.
- Any other factors which indicate academic talent, leadership, dedication, or other abilities and experiences which will be of value at college.

## COLLEGE APPLICATION CHECKLIST

Name: \_\_\_\_\_

The following list of important steps is intended as a handy checklist for you as you complete college applications.

**Not all items apply to all applicants and all application forms.**

	College A	College B	College C	College D
College Name				
Telephone Number				
Date Information Requested				
Date Application Requested				
Date Informal Visit Planned				
Date Information Sessions Scheduled				
DEADLINES:				
Application				
College Reply Date (Rolling/CRD)				
Financial Aid:				
a) Federal				
b) College				
Achievement Tests Requested				
Dates SAT I & II Tests Sent to College				
Interview Required?				
Campus Appointment Date				
Alumni Contacts				
APPLICATION FORMS:				
Date Essays Written				
Date Fees Mailed				
Date Financial Aid Form Mailed				
College Financial Aid Form Mailed:				
a) Federal				
b) College				
c) State				
d) Local				
Date Completed Application or School Report Given to Counselor				
Teacher Recommendations				
#1 Given To Date				
#2 Given To Date				
Date Letters of Acceptance/Denial from				
Colleges Received				
Letters Sent to College Notifying				
Whether You Plan to Attend				

## FINANCIAL AID

Many families are understandably concerned about meeting rising college costs. The most important thing we can say about financial aid is – deadlines, deadlines, deadlines! Any candidate for admission to college should apply for financial aid. Early in the senior year, students should be sure to check the financial aid deadlines and the forms required by each college they are considering. Students should pursue all sources of financial aid; counselors and college financial aid officers can offer important suggestions and advice. Attend the financial aid workshop for parents and students in fall and early January.

Applying for financial aid **requires** filling out the FAFSA (Free Application for Federal Aid) form online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or by filling out a paper form that is available in the Guidance Office. Either way, all students and a parent/guardian will need to apply for a PIN # through FAFSA. To apply, go to the FAFSA website and click on the PIN site button at the top of the page. Follow the instructions for “Applying for a Pin”. We suggest that you set up a FAFSA file at home and record the student’s PIN and the parent/Guardian PIN. You will be referring to the PIN over and over throughout this process every year. The FAFSA form contains questions concerning student and parent income and asset information. Comprehensive instructions are provided for completion of the form. Income and expense items correspond with Internal Revenue Service (IRS) references and definitions. The FAFSA cannot be filed before January 1.

Many private colleges also require the **CSS PROFILE**, available at [www.finaidonline.collegeboard.com](http://www.finaidonline.collegeboard.com) Colleges that use the PROFILE require you to fill it out early in the application process. To find out what is required, check the college website under Financial Aid, ask during a college visit, or contact the Guidance Office.

### A. DEFINITION OF NEED

Colleges review the information you provide to determine your family contribution and financial need. The family contribution includes a parent contribution, student income contribution, and student contribution from assets and/or benefits. Your family’s income, assets, debts, family size, and extenuating circumstances are considered when determining the family contribution. Parents with special or unusual circumstances should discuss their situation with the financial aid officer at the colleges to which their daughters are applying. Financial need is the difference between what it will cost a student to attend a college and the family contribution, often referred to as the EFC “estimated family contribution”. To estimate your EFC for both private and public schools, you can go to the website: [www.collegedata.com](http://www.collegedata.com) This will bring you to a College Aid Calculator which will provide you with an estimate. After your financial need has been determined, most colleges will award financial aid as a “package”. The package may include a combination of scholarships or grants (money that does not have to be paid back), loans (to be paid back after the student leaves college), and campus employment (money earned while in school and sometimes related to the student’s field of study).

One important point to remember is that financial need will usually increase as college costs increase. You should compare the types of financial aid offered by the colleges you are considering. If you need assistance, speak with the Guidance Office.

## **B. SOURCES AND PURPOSES OF STUDENT FINANCIAL AID**

There are two types of financial aid: need-based and merit. Need-based forms of financial aid are the major portions of assistance available for post secondary education. Eligibility for need-based aid is determined by the difference between the cost-of-attendance and the family contribution. Merit-based aid is generally given to students in recognition of special skills, talent, and/or academic ability.

There are two types of need-based assistance: grant aid and self-help. Grant aid does not have to be repaid and does not require a service commitment. Self-help assistance includes loans (which require repayment) and employment (a part-time job usually within the institution).

There are primarily four sources of grant aid and self-help: federal, state, institutional, and private.

- The federal government is the largest single source of student financial aid funds.
- State sources of aid are usually administered through a state agency and include grants/scholarships, loans, and work. All New England states have scholarship or grant programs. The regulations and application procedures vary for each state. Ask at the Guidance Office for information about your state's program.
- Institutional sources of aid are provided and controlled by the institution. They may include grants/scholarships, loans, and campus employment.
- Private sources of aid are derived from community organizations, foundations, professional associations, corporations, community lending institutions, and parents' employers. Need is usually considered, but other factors may be considered when determining your eligibility. A separate application is usually required for these programs. Check with the Guidance Office and local library for information concerning these scholarships.

Many colleges also provide a variety of payment plans and loan options for parents. Your parents should consult with the financial aid office of the school to which you are applying for details.

# **FINANCIAL AID CHECKLIST:**

## **WHAT TO DO AND WHEN TO DO IT**

If you think you need aid to continue your education, your chances of getting it are best if you apply in the right way at the right time.

\_\_\_\_\_ Ask for information about financial aid opportunities and application procedures when writing or visiting the admissions office of each college on your list.

\_\_\_\_\_ Make certain you know what need-analysis form to file. The most commonly used forms are: the FAFSA (Free Application for Federal Student Aid) and the CSS Profile. You can get these forms from the Guidance Office or a college financial aid office. You can also apply online. The FAFSA cannot be filed before January 1.

\_\_\_\_\_ Mail (or complete online) your completed FAFSA form as soon as possible after January 1. Send the form for processing at least four weeks before the earliest financial aid deadline set by the colleges or state scholarship or grant programs to which you are applying (but not before January 1). Carefully follow the instructions for filling out the form. Make sure that your answers are complete and correct.

\_\_\_\_\_ Review the Student Aid Report (SAR) you receive after submitting your need analysis form. Make the appropriate corrections, when possible, and resubmit.

\_\_\_\_\_ Respond promptly to any request for additional information about your need-analysis form so that there will be no further delay in processing your request for aid.

\_\_\_\_\_ Check to see if other financial aid forms are required by the colleges to which you are applying. Complete the forms as early as possible and return them to the college. The CSS Profile form can be requested early in the fall.

\_\_\_\_\_ Check for information about other aid sources. The Guidance Office, high school library, and public library will often have this information. You may qualify for a private scholarship, grant, or loan program based on academic achievement, religious affiliation, ethnic or racial background, community activities, hobbies or special interests, organizational memberships, artistic talents, athletic abilities, other special skills, career plans, or proposed field of study.

\_\_\_\_\_ Find out if your parents' employers, professional associations, or labor unions sponsor any aid programs.

\_\_\_\_\_ Check with community organizations and civic, cultural, and fraternal groups to see if they sponsor scholarship programs at the local, state, or national level. Also check with local religious organizations, veterans' posts, businesses and industries. Also, certain towns and cities offer scholarship aid to students who reside in their locale.

\_\_\_\_\_ If either parent is a 100% disabled veteran, or if either died during service or from a service-related injury, you may be eligible for special assistance. Contact the nearest office of the Veterans Administration for information.

\_\_\_\_\_ Ask about benefits from vocation rehabilitation or other social service agencies if you think you qualify for assistance.

\_\_\_\_\_ Determine how payments from each aid source will be made to you. Generally, payment of financial aid is made at the time you enroll. Find out if there are additional procedures or forms to file in order to receive aid.

\_\_\_\_\_ Pay close attention to award letters. Carefully review any financial aid award letter you receive. Notify the college whose offer you are accepting, and inform the other colleges of your decision so that financial aid they reserved for you can be freed for other applicants. If you also receive aid notices from the state or federal programs, read them carefully and be sure to follow any directions they contain so that you can be certain of getting your aid.

\_\_\_\_\_ Explore alternatives. If the college of your choice cannot provide you with enough aid to meet your full financial need, or if your family cannot contribute what is expected, you may want to consider borrowing. Learn about loans – the interest rates, repayment schedules, and other terms and conditions – before you apply. Government-sponsored loans, such as the Guaranteed Student Loan Program, usually have the lowest interest rates and the most flexible repayment arrangements. If you do apply for a Guaranteed Student Loan, give yourself enough time (at least six weeks) to have the loan papers processed.

## **TUITION BREAK FOR NEW ENGLAND RESIDENTS**

### **Formerly known as the “Apple Program”**

#### **PROGRAM POLICIES**

1. If a degree program is not offered in one of your state colleges or universities, but is offered in a public institution in another New England state, and is open under the Regional Student Program to residents of your state, then you may apply for the admission to that degree program as a Regional Student.
2. If a degree program is offered under the Regional Student Program at both an in-state and an out-of-state two-year college or institute, and the out-of-state institution is nearer to your legal residence than the in-state institution, then you may apply as a Regional student to the out-of-state institution. This “nearness” option also applies to state colleges in Connecticut, Maine, Rhode Island and Vermont.
3. If accepted as a Regional student, you will pay a reduced tuition rate (in-state tuition or 25 percent above that amount) as long as you remain enrolled in the eligible degree program.
4. At the undergraduate level, you will receive admissions preference over other out-of-state applicants at all participating institutions; at the graduate level, admissions preference is granted by the state colleges only.
5. Both freshmen and transfer students are eligible to apply under the Regional Student Program.

## **HOW TO APPLY**

1. Consult the latest Tuition Break Book, the annual catalogue of the Regional Student Program, which lists eligible degree programs. The Tuition Break Book, published in both an undergraduate and a graduate edition, are available for students and others to download at [www.nebhe.org/tuitionbreakcatalog](http://www.nebhe.org/tuitionbreakcatalog)

Questions not answered at the official website may be answered in one of the following ways:

- Email your question to: [tuitionbreak@nebhe.org](mailto:tuitionbreak@nebhe.org)
- Call (617) 357-9620, ext 111 or 139
- Write to: tuition Break at NEBHE, 45 Temple Place, Boston, MA 02111

2. If you find a degree program in the Tuition Break Book that interests you and is open to residents of your state, contact the Director of Admissions at the offering institution for a catalogue and an application form.

3. Apply for Regional Student status directly to the college or university. A student must declare an approved Tuition Break major that is offered by that college and indicate, “applying for NEBHE RSP Tuition Break” on the college’s application for admission.

## **SCHOLARSHIP AND FINANCIAL AID SUMMARY**

1. FAFSA – not before January 1st
2. CSS Profile Form (if needed) – ASAP
3. Scholarship Information:
  - Website
  - Daily Announcements
  - Scholarship List in Guidance Office & posted on bulletin boards
  - Newspapers
  - Books, Pamphlets, “Word of Mouth”
  - Guidance Office Resources
4. When in Doubt – ASK!

We would like to thank the Guidance Department of Chicopee High School for sharing this information with us.