



Cayman International School

2009-2010

CIS College Preparation Handbook



Middle States Association Accredited

"What we are to be, we are now becoming"



Cayman International School

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MISSION STATEMENT

Cayman International School endeavors to provide each of our students the opportunity to achieve his or her academic and personal best within a U.S./ International educational environment that encourages and inspires leadership, character and community service while embracing cultural diversity.

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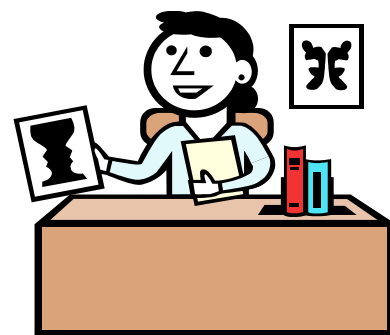
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CIS GUIDANCE DEPARTMENT POLICIES

The main purposes of the CIS Guidance department is to:

- Assist students in assessing their interests and aptitudes and to relate these to college and career goals
- Provide students with educational, occupational and personal development information to aid in decision making
- Provide smooth orientations that assist students in moving from grade-to-grade, from middle school to high school, and from high school to college and/or work.
- Assist students to maximize individual intellectual, emotional and social abilities.
- Aid teachers and parents in understanding individual students



The Guidance Counselor will be available for individual and group counseling and will arrange in-class guidance classes to assist students in achieving their educational, occupational and personal goals. Students and parents are encouraged to make use of this resource in planning for their college experiences.

The college application process takes time and effort. Most details are specific to each student and as such, knowing about and adhering to specific requirements of the universities to which you will apply is your responsibility.

The Guidance Counselor is available for consultation, support, and to make recommendations. For students and parents to understand the role of the school, the student and the family in the college application process, it is important for you and your parents/guardians to read the following policies.

- Students must provide a list of the colleges to which they are applying and the address and dates by which the transcripts must be sent.
- Students must provide their teachers and counselor with a student summary sheet to be used as a guide for writing a letter of recommendation.
- Students who need letters of recommendation must ask two academic teachers to write a letter for them. This letter should be requested from teachers with whom a respectful relationship has been established and reflect the student's abilities within the class. Selective programs may ask for recommendations from specific instructors. Check the application form for specifics. Students must provide teachers and the counselor with a minimum of four weeks to complete this task. A copy of this letter will also be kept on record in the students' file at the school.
- Colleges expect that letters of recommendation remain confidential and will not be shared with students or parents.

- SAT I and SAT II Exam scores must be sent from the SAT and ETS Testing Programs directly to admissions offices.
- Many applications ask students and counselors to disclose information on suspensions from school and honor code violations. CIS does not disclose minor disciplinary action, however, we must report continued disregard of student responsibility and school ethics.
- It is the student's responsibility to set up appointments with the counselor.
- Students are responsible for coordinating the mailing of their applications and payment of the shipping fees. The Guidance Office should be kept up-to-date on your application process and given a copy of any acceptance letters. Please also keep me informed of any colleges which they add or delete from their list.
- The Guidance Office is responsible for mailing transcripts, letters of recommendation, a school profile and any secondary school report and/or midyear report form, which the student provides to the counselor. Colleges require the official transcript to be mailed directly from the high school. An unofficial copy of student's transcripts is available upon request.

GRADE 12 TIMETABLE

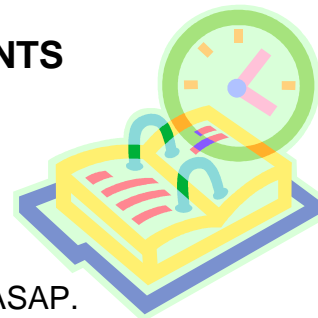
Senior year is the time for you to finalize your plans for life after CIS. Although most of you will apply to four-year colleges, some of you may be interested in pursuing other post-secondary plans. Whatever your plans or ideas may be for next year, all seniors are required to meet with guidance to discuss the following:

- Are you in line to graduate this year?
- Does your current schedule complete your graduation requirements?
- Develop a final plan for your post-secondary years.

The CIS Guidance Office can help you prepare to enter college. Please share this booklet with your parents and ask them to contact your guidance counselor with any questions or concerns. I am always available to meet with you and your parents/guardians in order to develop your plans.



COLLEGE TIMELINE FOR GRADE 12 STUDENTS



September

- _____ Register for November, January & May SAT's or SAT II's
- _____ Keep a list of the colleges to which SAT scores are sent.
- _____ Early Decision/Acceptance students need to see the counselor ASAP.
- _____ Request catalogs and applications from colleges, or print out from web sites.
- _____ Download the "Common Application" if schools you are applying to will accept it, or the "Texas Common Application" if you are applying to a Texas Public University.
- _____ Apply for any and all scholarships for which you qualify. See "Helpful Internet Addresses" for possible scholarship searches.
- _____ If your college or scholarship applications require essays, GET STARTED. Have your English teacher help you critique your work.
- _____ Make a final commitment on early decision or early action. (See glossary for definition.) Know the implications of this !

October

- _____ Complete essays. Keep a copy for yourself.
- _____ Retake the SAT and/or SAT II if necessary.
- _____ Request, in writing, a Letter of Recommendation from your teacher (s)
Be sure to include any points that you'd specifically like them to mention.
Give them at least 3-4 week's lead time.
- _____ Applying to the UK? Some UK deadlines are in early October.
- _____ Applying for Early Decision? Complete ED application.

November

- _____ Applying to the UK? Check further UK deadlines.

December

- _____ Request (in writing) the guidance office send mid-year transcripts – and give the full name & mailing address on that request. Check 1 week later to ensure it was sent.
- _____ Mail applications and recommendations to meet necessary Dec/Jan deadlines.

January

- _____ File financial aid forms AS SOON AS POSSIBLE after January 1st. The EARLIER you file, the greater your chances of receiving the aid you need.

March/April

- _____ Notices of acceptance or denial usually arrive from colleges by April 15th.
- _____ Respond promptly - in writing - for action on admissions, scholarship and financial aid information.
- _____ Make final college decision if required. Many colleges subscribe to a May 1st candidate reply date.

May

- _____ Provide a list of all scholarship offers to the counseling office.
- _____ Request (in writing) final transcripts be sent to the college of your choice.
- _____ Inform your university if changes in transcript require explanation.

June

- _____ GRADUATION!



COLLEGE TIMELINE FOR Grade 11 STUDENTS

September

- _____ Review high school coursework, course selections and activity plans.
- _____ Remember, colleges are looking for the following:
 - Challenging coursework
 - Strong GPA
 - Involvement in extracurricular activities (i.e. Projects through CAS, coaching, tutoring, volunteering and work experience)
- _____ Sign up for an SAT course to prepare for upcoming SATs.
- _____ Begin your research of universities that are interesting to you. Put together a list of 15+ colleges you are interested in and begin your research of them. Plan to apply to at least 6 schools.
- _____ Talk to your parents, teachers and counselor about where you want to go.
- _____ Study and register for the PSAT (Preliminary Scholastic Aptitude Test). See your counselor for details.

October

- _____ Take the PSAT. (Remember to bring your calculator.) Date: **OCTOBER 13, 2009**

November

_____ Start a College Portfolio where you will place all college related information.

December

_____ Plan to take the SAT, SAT II, or ACT exams if necessary. Check with the colleges you are applying to for specific testing requirements. Pick up registration forms and/or directions for registering in the counseling office.

_____ Plan holiday college campus visits if possible.

January

_____ PSAT scores should be in. Use the guide to interpret & understand your score.

_____ Read catalogues or visit the web sites of the colleges that interest you most.

February

_____ Register and study for the SAT and/or ACT exams.

March

_____ Enroll in a summer study program.

_____ Research interesting summer internships, jobs, travel or activities.

These will help build your resume as well as give you ideas for College essays.



April

_____ Begin preparing essays for college admissions and scholarship applications.

_____ Look into eligibility requirements for financial aid. See: "Helpful Internet Addresses"

May

_____ Take the SAT and/or ACT exam.

_____ Begin working on your activity sheet update, listing awards, extra-curricular activities, work experience, and other pertinent information. Turn in to the Guidance Office before term end.

June

_____ Take the SAT and/or ACT exam, and TOEFL if you have not already done so.

_____ Narrow college choices to six schools and request their application and calendar.

_____ Plan a summer that develops some personal aspect of yourself.

_____ Look for volunteer opportunities.

_____ Schedule college visits if you can coordinate it with your travel plans.

Curriculum Options

What have you been doing for the last three years? The following information is a guide to what universities look for in an applicant. Being familiar with university expectations can insure that your six universities for application are reasonable. Decide into which general group you fall and this option guide will help your selection of universities appropriate to your academic history. Use this as a general guideline as order of class or acceptable substitutions will vary.

Please note that many universities give additional credit and preference to students who have completed the IB Diploma program. CIS began the IB program in September of 2008. Be sure that you are choosing courses and electives that not only fulfill the number of credits required for graduation but that are going to assist you in your college application. Choosing the easiest option is not necessarily the smartest!

High School Graduation Requirements

This important topic has been covered previously in home room and class meetings, but should be reviewed yearly and considered when making your elective choices. The requirements for graduation:

- 24 total credits are required for graduation. A typical high school academic class that meets once per day, for a full class session, five days a week for 2 full semesters (1 year), earns 1 credit towards graduation.
- Fine Arts refers to Visual Art, Drama and Music. To complete this requirement, you may take courses in Art, Drama or Music. A class which meets once per day for a full class session, five days week for 1 semester ($\frac{1}{2}$ a year) earns 1 HALF credit towards graduation.
- 4 Elective credits are also required. These could include additional PE, Technology or Fine Arts courses. Keep your post high school plans in mind when choosing electives. If you are planning to go on to college, look at the college requirements. In order to qualify for some college programs, you may need to pick up extra Spanish, Math or Science classes, or other core academics beyond those that which we require. Once your basic requirements have been met, these would count as electives. A class which meets 3 times per week for one semester earns $\frac{1}{3}$ a credit. A class which meets 2 times per week for one semester earns $\frac{1}{4}$ credit.

High School Course Credit Requirements: Grades 9-12

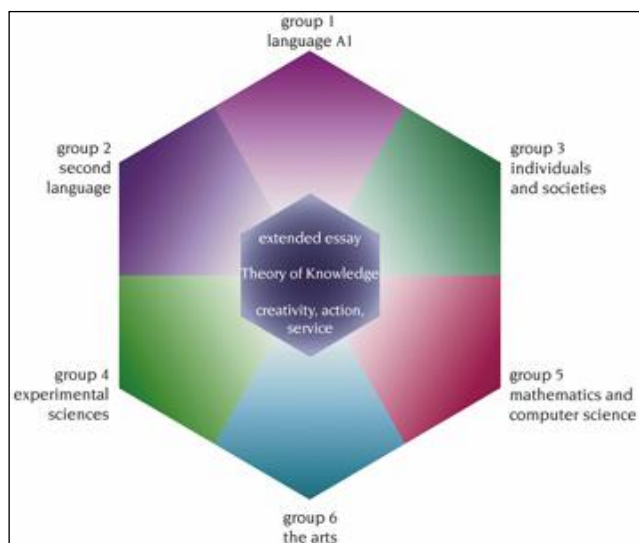
✓ English*	4 credits
✓ Math	3 credits
✓ Science	3 credits
✓ Social Sciences	3 credits
✓ Foreign Language	2 credits
✓ Fine Arts	2 credits
✓ PE	1 credit
✓ Health	.5 credit
✓ Technology	1 credit
✓ Electives	4 credits
✓ Community service	.5 credit

Total required to graduate: 24 credits

*** English Credits include composition, literature and public speaking.**

Each credit represents 1 full period per day for one full year.

International Baccalaureate Requirements



- IB Diploma Program candidates are required to select one subject from each of the six subject groups. At least 3 and not more than 4 are taken at higher level (HL), others at the standard level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours.
- The 3 areas in the centre of the hexagon must also be completed successfully to obtain an IB Diploma
- Students who have successfully complete an IB course, but not all areas of the hexagon are able to receive an IB Certificate in the completed course(s).

WORDS OF WISDOM

1. Meet with your counselor once every 2-3 weeks in your senior year.
2. Save everything -- Create a folder for each college to which you apply.
3. Copy everything: applications, essays, financial aid forms, and tax forms.
4. If you have a special talent -- music, drama, athletics, physics, creative writing -- pursue that interest with each college. This is not the time to be modest. If the admissions committee doesn't know about your talent, they can't possibly react to it.
5. Read the application requirements for each college thoroughly. Some have very specific requirements such as a required language or science, SAT II's, three years of science or a recommendation from a science or math teacher. Knowing about and adhering to these specific requirements is your responsibility.
6. Treat each application as if that school were your first choice. Many schools are paying heed to a student's level of interest. They want to admit students who want them.
7. Need Financial Aid? American citizens must file the FAFSA (financial aid form) as soon as possible after January 1. If necessary have your parents/guardians estimate their taxes. Register your PROFILE (financial aid form for private colleges) in November/December.
8. Do things well before deadlines. Deadlines are absolute in most cases.
9. Ask two academic teachers to write a letter of recommendation for you as soon as you have identified whom you will ask. This should be done as early as September, but no later than December. Give teachers a one-month notice at the minimum. **Send a thank you note to all teachers who have written a letter of recommendation for you.**
10. Use the Senior Time Line provided in this booklet to keep you on track.



TESTING

SAT Test dates for the 2009/10 academic year:

Triple C School: **November 7th** (*deadline for Registration is Oct. 1st*).
Tel: 949-6022 **May 1st** (*deadline for Registration is Mar. 25th*).

John Grey High School: **January 23rd** (*deadline for Registration is Dec. 16th*).
Tel: 949-9444 **May 1st** (*deadline for Registration is Mar. 25th*).

SAT I REASONING TEST

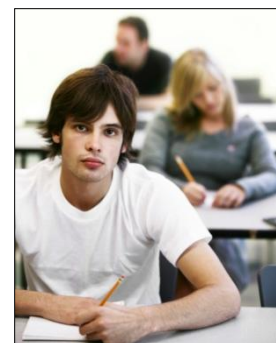
The SAT I is made up of two sections, verbal and math. The verbal questions measure your ability to understand what you read and the extent of your vocabulary. There are two 30-minute sections plus one 15-minute section. Emphasis is on critical reading questions. The mathematical questions measure your ability to solve problems involving arithmetic reasoning, algebra and geometry. There are two 30-minute sections plus one 15-minute section. Calculator use is permitted and there are some questions that do not include multiple answer choices. In the SAT I test there is also one 30-minute equating section of verbal or math that does not count toward your score. SAT I scores are to be used, together with your high school record and other information about your academic and personal background, in making decisions about your readiness to undertake successful study at different colleges and universities. A detailed description of the SAT I and a complete sample test and answer key are included in *Taking the SAT I*, which is available in the Guidance Office.

SAT II SUBJECT TESTS

SAT II Subject tests measure knowledge in a given subject area. A booklet, Taking the SAT II, available in the Guidance Office describes the various tests. Since these tests measure what you have already learned in a given subject, it is best for juniors to take them as late as possible in the year. When you register for the SAT II you will be asked to indicate which specific Subject Test you plan to take on the test date you select. You may take one, two or three tests on any given test date; your testing fee will vary accordingly. Your selections at the time of registration are not binding; you may change your mind on the day of the test and select from any of the Subject Tests offered on that day. It is not recommended that you take more than two tests on a given day. If you wish to take an additional test (one that you have not already paid for), you may do so and you will be billed for the additional fee.

INFORMATION ABOUT THE SAT II: SUBJECT TESTS

SAT II: Subject Tests are required by many of the more competitive schools for admission purposes, but a large number of colleges and universities do not require any of these tests. At some colleges, the scores from these exams are used to place entering students in particular freshman courses. Students should check with individual



colleges to see which tests are required, if any, and speak to their guidance counselor to design a testing timetable.

ACT

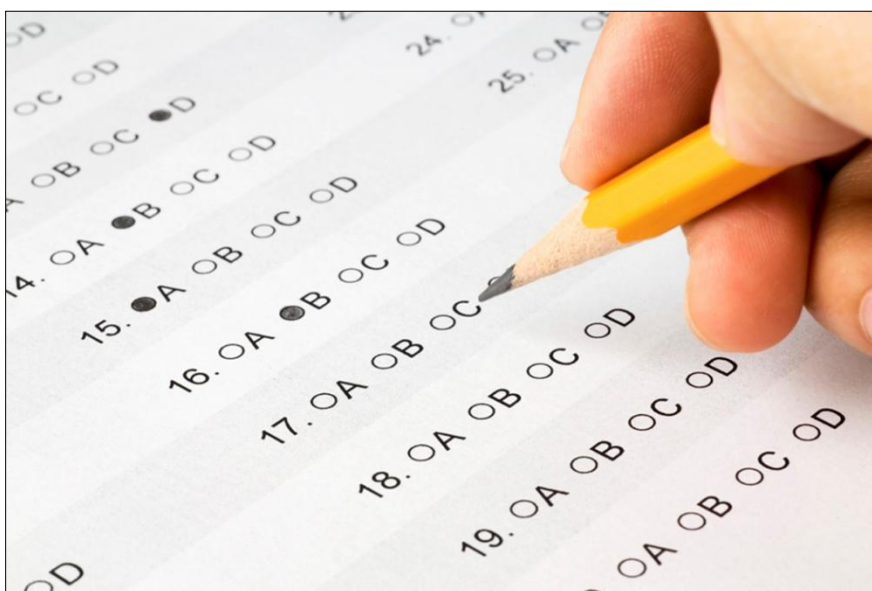
American College Testing: A college admissions test that measures skills in four major curriculum areas: English, mathematics, reading and science reasoning. The results are used in the USA at many colleges. Check your university's testing requirement to know whether it is an appropriate option for you.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/MNSQT) measures verbal reasoning, critical reading, math problem-solving, and writing skills you have developed over many years. The test is administered in October to both 10th and 11th grade students. It provides information on academic strengths and weakness, a projection of what to expect on the SAT, and identifies test takers in the top percentiles of all students taking the PSAT. PSAT/NMSQT also identifies National Merit Scholars and eligibility for college/university scholarships.

HOW TO REGISTER FOR THE SAT EXAMS

Your counselor has copies of the registration booklet. Follow the directions and mail, fax or register online as soon as possible to meet the deadlines. You may also register by visiting the College Board site at www.collegeboard.com



SENIOR YEAR: GETTING STARTED

Many of you have already begun the college admission process:

1. You took the SAT 1 and/or SAT II in May and/or June.
2. You met with your counselor and developed a list of colleges to investigate.
4. You visited colleges over the summer.
5. You sent for applications, catalogs, and college handbooks.
6. You are currently working on your essays and applications.

IF YOU HAVEN'T DONE ANYTHING YET -- YOU NEED TO GET STARTED NOW!

Register to take the SAT in November, January and May. See your counselor if you are unsure of which exams to take.

HOW DO I GET APPLICATIONS, CATALOGS, AND HANDBOOKS?

The Guidance Office has can assist you with obtaining the address, email contact and phone number of each college. You can call, write, or email them requesting these materials. You can search on the Internet to review most of these materials and you can download many applications. Talk to your guidance counselor about the Common Application as it allows you to use one application for many schools.



SHOULD I APPLY FOR EARLY DECISION/ACTION?

Traditionally, the Early Decision, or Early Action as it is sometimes called, option was often used by very strong candidates who were specifically interested in and focused on a particular college. More recently, more colleges have begun accepting students on an Early Action basis. Your guidance counselor can give you some insight and feedback regarding whether Early Action is an option you might want to consider pursuing at a specific college. Check in the College Handbook or at the university web page to see whether the university you are interested in has this option.

Generally, there are two different options in the Early Action process:

1. **Early Decision:** When a student applies to a single college as an Early Decision candidate it is understood that, if accepted, the student is committed and bound to attend that school.
2. **Early Acceptance:** As with Early Decision, if a student applies as an Early Acceptance candidate he/she will be notified by December 15. Unlike Early Decision, a student admitted under Early Acceptance is not obligated or committed to attend that college. The student may either accept the offer of admission, or choose to wait until May 1 to decide while also applying to other colleges as part of the regular decision process.

Additional Important Early Action Information

1. A student can usually only apply to one college early regardless of whether they are applying Early Decision or Early Acceptance.
2. Applications are due at the college by November 1 and students will be notified by December 15 of the college's decision at that time.
3. A college may choose to "defer" your early application and reconsider it again during the regular decision process.
4. Early Decision/Acceptance Candidates need to see their counselor ASAP. Students must notify their guidance counselor by October 1 of their intent to apply early.

HOW TO GET LETTERS OF RECOMMENDATION

Each student should fill out a Request for Recommendation sheet and give a copy of it to their guidance counselor as well as to two academic teachers. Generally, colleges prefer to have letters from teachers from your Junior and Senior years. Select teachers who know you well and have positive things to say about you as a learner in their classes. Ask the teacher you choose if s/he can give you a positive recommendation. Request your recommendation early, and provide teachers with at least one month to complete this letter. Once you receive your applications, you will need to look through them to see if they want a letter from a specific academic teacher. You will also need to look through the applications for any forms the colleges may want your counselor and teachers to complete. You must give the Guidance Office any Secondary School Report Forms that are enclosed with your application. Please fill out the top portion with your name, address, social security number, etc. Request your Letter of Recommendation EARLY!!



HOW DO I SEND MY SAT SCORES TO COLLEGES?

To send official scores to colleges you can:

1. Place the college code number for each school on your SAT Registration Form in section 11a and 11b. Please note that the first four reports are free, but there is a fee for every additional report.
2. If you are not planning on registering to take any more SAT Exams, then you can use the form which is located at the center of the SAT Registration Booklet or use the Internet. There is a fee for every report sent to colleges when you are not taking an exam.

HOW DO I RELEASE SAT II SCORES THAT I PLACED ON SCORE CHOICE?

For those of you who took SAT II Exams and selected Score Choice in 11a, you have the choice of reviewing your scores and deciding whether you liked them well enough to release them to colleges. If you were not happy with your scores, you could repeat the exam and choose to release the higher score or not to release either score.

If you are now ready to release a SAT II score, go to the center of the SAT Registration Booklet for the instructions on how to do this, or go to collegeboard.com on the internet.



DEVELOPING A COLLEGE LIST

There are many factors to consider when you are compiling your college list. You should consider some of the following and then meet with your counselor.

FACTORS to Consider:

- Location - States that you are willing to consider
- Size - Small (up to 3,000) Medium (3,000-10,000) Large (10,000+)
- Type - Public, Private, Religious Affiliations, Career/Vocational
- Majors offered - Liberal Arts, Business, Technical, Science, Math, etc.
- Student Body - male, female, coed, racial diversity, international student
- Special Programs - programs for ESL, tutoring labs, etc.
- Extracurricular Activities - clubs, teams, sports, etc.
- Financial Considerations – scholarships, etc.
- Admission Chances - Students should have one or two colleges from each of the following: REACH, PROBABLE MATCH, and SAFETY.

After you have determined the characteristics you are looking for in a college, you will need to meet with your counselor who can help you to develop a list of colleges for you to research. Initially, you may have 20 colleges on your list, but you will need to refine it to a final list of approximately 6 colleges.

Even if you are an outstanding student, you may not be offered admission to many of the schools to which you apply. Many selective colleges deny more students than they accept, therefore it is important for your final list to contain schools from each of the categories which we will define as reach, probable match, and safety colleges.

Long Shot: These are colleges where the percentage of admitted students is very small, such as Ivy League Schools and highly selective colleges. A reach also refers to schools where your credentials aren't as strong as the last freshmen class admitted. Statistics on admitted freshman classes are outlined in The College Handbook.

Probable Choice: Your credentials for admission are similar to those admitted in previous years and are similar to the previous freshmen class as outlined in the College Handbook.

Most Likely: These are schools where your credentials are stronger than most and we are fairly confident that you will be admitted.



The Entrance Difficulty chart below provides selectivity information. Use it to determine where your best matches are likely to occur:

Most Difficult	Very Difficult	Moderately Difficult	Minimally Difficult	Noncompetitive
More than 75% of the freshmen were in the top 10% of their high school class and scored over 1310 on the SAT I; about <u>30% or fewer</u> of the applicants were accepted.	More than 50% of the freshmen were in the top 10% of their high school class and scored over 1230 on the SAT I; about <u>60% or fewer</u> applicants were accepted.	More than 75% of the freshmen were in the top half of their high school class and scored over 1010 on the SAT I; about <u>85% or fewer</u> of the applicants were accepted.	Most freshmen were not in the top half of their high school class and scored somewhat below 1010 on the SAT I; up to 95% of the applicants were accepted.	Virtually all applicants are accepted regardless of high school rank or test scores

WHAT COLLEGES LOOK FOR

College admissions officers are looking for well-rounded students who will be academically successful at their institutions. Since most colleges have more applicants than they have available space, they establish certain criteria for selection:

Academic record:

GPA
Class rank
Strength of the program

Also important:

Test scores
Activities
Letters of recommendation

Other factors considered:

Athletic ability
Special talents
Legacy

Diversity
Summer experience
Internships

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average: B				
Attendance:	Present	48		
	Absent	2		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student:	Grade:	Year:		

THE COLLEGE APPLICATION PROCESS

APPLICATION STRATEGY

Generally, common practice is for grade 12 students to apply to six colleges or universities. This number varies from person to person. What is critical in developing a college list, however, is that the final list includes schools in the three categories explained previously: Long Shot, Probable Choice, and Most Likely.

Most students consider applying to two or “long shots”, two or more “probable choice” and two or more “most likeliest”. When students are deciding upon “most likely” colleges, they should make sure that they would be happy to attend these colleges. Students need to give careful consideration to these decisions.

APPLICATION PROCEDURES

Once you have selected the schools in which you are interested, the first step is to request the applications and catalogs by visiting their Internet site or writing to the school.

It is extremely important that you read and follow directions contained in the information you receive from schools. You will receive instructions on how to fill out application forms and will be told exactly what additional materials you will need to submit in support of your application. If you need help, see your guidance counselor. **You have the responsibility for knowing specific details applicable to each school to which you are applying.** Make sure you check deadlines, admission requirements, tests to be taken, etc.

Fill out the original applications as legibly as possible. Use a copy of the original to practice on. Use your computer or print neatly with a black ink pen. **DO NOT USE WHITE-OUT!**

Give yourself time to complete the application procedure by starting as early as possible in the school year. Many schools require you to write an essay. This takes time!

INTERESTING OPTIONS

FREE COLLEGES!!!

Did you know that there are FREE COLLEGES (although you may still have to pay room and board). To find out more about these four free colleges in the USA, visit their websites.

Berea College, Kentucky
Webb Institute, New York

Cooper Union, New York
College of the Ozarks, Missouri

STATE UNIVERSITIES – see Wikipedia for a list of American State Universities. As a public institution, funded by the state, the tuition here is lower than at a private institution.

Universities in the Caribbean



Jamaica

1. Northern Caribbean University
www.ncu.edu.jm
2. University of Technology
www.utech.edu.jm
3. University of the West Indies
www.mona.uwi.edu

American Universities in Europe

Europe

1. American University in Bulgaria
www.aubg.bg
2. American University of Armenia
www.aua.am
3. American University of Paris
www.aup.fr
4. American Intercontinental University
(previously The Am. College in London)
London WI U 4RY, London
www.aiulondon.ac.uk
5. Richmond, The American University in London, England
www.richmond.ac.uk
6. International University of Bremen, Germany
www.iu-bremen.de
7. John Cabot International College, Rome, Italy
www.johncabot.edu
8. American College of Switzerland, Leysin, Switzerland
www.schiller.edu
9. Franklin College, Switzerland
www.fc.edu





CANADIAN UNIVERSITIES

Canadian universities are popular, diverse, vibrant and dynamic. There are now over 1,500,000 students attending the 91 universities and colleges. More women than men attend Canadian colleges and the average age of a student is 22, compared to 28 in the United States. For more information on higher education and application to Canadian universities, two web sites include a searchable database: www.aucc.ca or www.canlearn.ca. If you want to apply to a university in Canada, then you must apply in the correct way. Learn about application to a single Ontario university or fill out the web site application for multiple applications at www.ouac.on.ca or www.ocas.on.ca. Deadlines vary by province; the Ontario University Application Deadline is January 13, 2010 and the Ontario College Application deadline is February 1, 2010. SAT scores are required for Non-Canadians. Maclean's Magazine ranks the Canadian Universities annually: www.macleans.ca

UK UNIVERSITIES

The British Council is available for detailed information and advice about all UK universities. UCAS application forms are available in the Guidance office. Plan for an application deadline of Jan.15 except for application to Oxford or Cambridge University, medicine, dentistry, veterinary medicine or veterinary science, or Route B art and design courses. Deadline for those programs is **Oct. 15**. Universities and colleges do not guarantee to consider applications they receive after January 15; popular courses may not have vacancies after that date. Apply as early as possible for an "early decision." Go to the official website of UK higher education at www.ucas.com. While requirements are different for each university, we are encouraged to include both SAT I & II scores and recommendations.



CAYMAN ISLANDS POST SECONDARY OPTIONS

There are a few options available for post-secondary study in the Cayman Islands. For some students, attending a local post-secondary institution may be a good starting place from which to eventually transfer to another university or college overseas. At present, the **University College of the Cayman Islands** [in Georgetown] offers bachelor degrees, associate degrees, certificate programs, a legal secretarial certificate, a Cayman banking certificate, a certificate in management practice, continuing education courses as well as professional computing courses. Entrance examinations and campus visits to UCCI can be arranged throughout the year. For more specific admissions requirements please visit their website at www.ucci.edu.ky.



International College of the Cayman Islands [Savannah] offers Associate of Science Degrees in Business (Accounting, Banking, Broadcasting Management, Finance, Hotel and Tourism Management and Information Systems Management), as well as in General Studies or Office Administration. They also offer Bachelor of Science Degrees in Business Administration, Community Services, Liberal Studies and Office Administration and are **fully accredited**. Campus tours can be arranged. For more information and specific admission requirements please visit their website at: www.icci.edu.ky

St. Matthew's University: School of Medicine and School of Veterinary Medicine

offers post-graduate degrees for students who have either already completed an approved undergraduate degree or have completed a sufficient number of university courses and credit in the following subject areas: Inorganic (General) Chemistry, Organic Chemistry, Biology, Physics, Psychology/Sociology, Language Arts (English) and College Algebra (or higher). For more information and specific admission requirements please visit their website at: www.stmatthews.edu



RAPHA MEDICAL CENTRE: Will be offering a Physician's Assistant course. This expanding medical facility has provision for academic & clinical teaching. An emerging healthcare career in the world, with growth predicted to be 27%, you will be working alongside doctors in hospitals and in general practitioners' offices.

THE APPLICATION PACKAGE: PUTTING IT TOGETHER

There are two parts to the application package: the student portion and the high school portion. The student should take the Secondary Report to the Guidance Office after filling out his/her portion of the application. The school's portion of the application, or transcript package, is DHL'd from the Guidance Counselor's office with the student portion at the student's expense. The Guidance package can include:

- A transcript of high school courses with grades, test scores, activities, and grade point average.
- CIS School Profile which includes descriptive and other statistical information about the community, school, and class.
- Two academic teacher recommendations.
- A counselor statement.
- Secondary School Report and Teacher Evaluation Forms from the college's application.

APPLICATION OPTIONS

In applying to college many students fill out the application that the college itself publishes. These can be obtained by writing directly to the university and requesting an application or by making an online request. The following are a number of other ways to submit college applications. Colleges accept these services equal to their own applications.

Common Application

The Common Application greatly simplifies the college application process for students by allowing them to use one form to apply to many schools. The Common Application is accepted by hundreds of colleges. A student fills out the application once and sends photocopies to each of his/her colleges. The Common Application is available online at www.commonapp.org or in the Guidance Office. Check your university application requirements as many require a short supplement in addition to the Common Application.

Internet Application

Application forms are available at college or university websites. Many colleges and universities prefer Internet applications to their university and encourage electronic submissions by waiving their application fees. If you choose to apply electronically, please print out the confirmation of receipt of the application and leave a copy in your Guidance Office folder.

WRITING COLLEGE ESSAYS

The essay is the one place in the application where the student exercises control and individuality. It is an opportunity to show why you are **THE ONE** that will make their university proud to have you as a student. The following information is provided to help you understand more about the application essay.

Goals of the Essay:

- To help the reader get to know you -- the essay is the window to your personality, values and goals
- To illustrate your uniqueness
- To enable the reader to evaluate your writing skills
- To help the reader create a full (and hopefully memorable) picture of you

How to Write:

- Decide your message first
- Write as if you are brainstorming -- then revise
- Spend as much time thinking as you do writing
- If you are stuck, have a brainstorming session with someone close to you
- If you write about an activity or an experience, focus not on how good you are or what you have accomplished, but what it means to you

- Don't ask yourself or anyone else "What should I write about?" The appropriate question is, "**What should I tell them about me?**" Reorganize your thinking. Test the "success" of your essay by asking someone to read it and then asking NOT "Do you like it?" but rather "What do you think it says about me?" Have someone familiar with you proofread your final essay.
- Finally, ask yourself, "If college deans were to place me with roommates based on this essay, would they be able to choose compatible people? Would it give them enough to go on"?

DO

- try to encapsulate the main idea in one sentence before writing.
- write clearly - if it sounds vague, change it.
- use words with which you feel comfortable.
- express, not impress.
- edit and rewrite until your essay says what you mean.
- check all spelling and grammar before typing your essay onto the application.
- be specific and use details.
- let the first draft sit a while without reading it.

DO NOT

- use slang.
- try to be "cute."
- use words you cannot define.
- begin your essay with, "My name is..."
- digress from the original topic.
- continue your essay beyond specified number of words.
- be too general - focus on one meaningful episode in your life rather than a complete history.
- let anyone else write your essay!!!

A WORD OF CAUTION: Commercial websites such as www.essayedge.com might provide information that increases your understanding, however, you must write your essay yourself.

A too perfect essay or one that doesn't reveal your individual style and spirit is a warning sign to the Admissions Committee.

Commercial essays are a strong negative factor in your application consideration and may even disqualify you.



SAMPLE ESSAY QUESTIONS (taken from recent college applications)

1. Since our knowledge is limited to the information provided, why not then use this opportunity to tell us anything you think we should know?
2. What do you see as the turning point(s) or important events in your life and why do you view them as such?
3. Who are the people who have done the most to influence your personal development and in what ways were they influential?
4. What prominent person (past or present) do you particularly admire? Why? What idea has most influenced your life? Explain.
5. What is the most critical moral, ethical, or social problem facing America?
6. Describe your ideal of the honorable person. Feel free to use examples.
7. Discuss briefly the one or two extracurricular, work or community activities that have meant the most to you.
8. Write a brief essay of 200-500 words on any topic of direct personal importance to you.
9. What responsibility have you had for others and how has it affected your personal growth?
10. Make up a question, state it clearly, and answer it. Use your imagination, recognizing that those who read it will not mind being entertained.
11. If you were given the opportunity to spend an evening with any one person, living, deceased, or fictional, whom would you choose and why?
12. Please cite and discuss a literary quotation or brief passage that has special meaning to you.
13. We invite you to reflect on an issue or experience that is significant to you or to your perspective on the world around you. We do not ask a specific question or present a topic for this essay because the subject you choose tells us almost as much about you as the way you discuss it. We encourage you to choose your own topic and write about it in a way consistent with both the topic and your personality.
14. Write a personal essay of 250-500 words. Use this essay to help us learn more about you--your experiences, values, or interests. You might describe a person or event that has been especially influential in your life; you might write about your goals for the future; or you may write about anything that you feel will enable us to know you better.
15. Describe a situation in which your values or beliefs caused conflict with someone you respect. How was the situation resolved?

HELPFUL HINTS FOR MAKING GOOD USE OF A CAMPUS VISIT

While the campus visit is not essential, it is the best way to get a better understanding of which university you are considering application to is the best match for you. To arrange a visit, call the admissions office and make an appointment to meet with the international admissions officer. While your time with admissions officer may be very limited, to become known to a person on the committee determining your application fate may be the determining factor in their decision.

On most campuses the tour guide is a student selected by the college for his or her ability to project a positive image of the institution to the prospective candidate. Some are a bit short on candor and somewhat hesitant to contradict the catalog or admissions officer. Others are very honest and open about their own experiences. Remember a guide may be down on a particular college because he or she just flunked an exam. If you have a negative experience, try to meet other students before leaving campus. (Visit the student center, the athletic fields, or the lobby of a dorm.)

SOME QUESTIONS YOU MIGHT ASK YOUR CAMPUS GUIDE



1. How large are all of your classes?
2. Who teaches you in these courses? (Graduate assistants or professors?)
3. Does this school have a core curriculum? How restrictive is it? Is there a foreign language requirement?
4. How adequate is the library? Are you able to get the books you need when you want them?
5. When do you have to declare your major? What are the most popular majors?
6. Tell me about housing. Are some dorms much better than others? Do many live off campus? If so, why?
7. Do students seem to work primarily for grades? How competitive is the student body? What is the attitude towards working hard?
8. Have you been in any faculty homes since you've been here? How available are your professors?
9. Can you tell me anything first-hand about the (French, English, history) department?
10. What's the biggest issue in local campus politics?
11. What are the big issues in national or international politics? Are students politically active? Aware?
12. What percentage of students study abroad at some time?
13. What impact do fraternities have here? Athletics?
14. What are weekends like? Are there alternatives to the typical party scene?
15. How active is student government? What activities are popular?
16. Are the Arts supported here? Are the courses oversubscribed? Which areas are strong?

17. What do you think is the greatest shortcoming of this college? What do students complain about?
18. What do you like best about your experience and education here?
19. Where do students come from? Is this a diverse community?
20. If you could attend another college now, where would you go?
21. Why did you choose this school? What others did you apply to?

OTHER SUGGESTIONS

1. Spend the night in the dorm and sit in on several classes.
 2. Pick up a copy of the latest campus newspaper.
 3. Read the course catalogue and check out the list of faculty, their degrees and the courses they teach.
 4. Meet a coach if you are interested in a sport.
 5. Meet an activity head if you have a particular interest you want to pursue in college.
 6. Talk to everyone you happen to meet on campus about his or her experiences at the college.
 7. Go to the financial aid office and ask questions.
 8. Find out about the quality of the Career Placement Services office.
 9. Talk to some of the students on Campus
-

COLLEGE INTERVIEWS

The emphasis on college interviews has decreased during the past few years, so you will need to inquire about the interviewing policy of each school. The policy will probably be one of the following:

1. No interviews -- group information sessions only;
2. Alumni interviews only -- off-campus;
3. Interviews are optional and informational only;
4. Interviews are encouraged and do become a part of the student's application folder.
5. If the college does offer an on-campus interview and you are able to visit, please take advantage of the opportunity. It may be very helpful to you. Don't be surprised if the interviewer spends much of the time selling you on his or her school. Interviews can be, in part, a marketing device.



We have provided the kinds of questions you might be asked. Think about these. If you have thought these through, you should be well prepared for any question.

SAMPLE QUESTIONS FROM COLLEGE ADMISSIONS INTERVIEWERS

1. How do you like CIS? What has been the most positive experience you have had? The most negative? What would you like to change about CIS?
2. What is your role in the school community? What would your teachers say about you as a person? As a student?
3. What is the most significant contribution you've made to your school?
4. What are you looking for in a college? How did you become interested in ____? What are some of your goals -- personal and career -- for the future?
5. Tell me about a particular class or assignment in which you found yourself most stimulated intellectually.
6. What is your reason for participating in athletics (or student government, or the newspaper, etc.)? What are the satisfactions?
7. Since you are interested in science, math (where appropriate), why are you interested in a liberal arts college rather than a more technical institution?
8. How and in what ways do you expect, plan, hope, to transfer your secondary school contributions, achievements, activities to the college level?
9. What has been your favorite subject in high school? Why?
10. What might you study in college?
11. What books or authors have made a lasting impression on your way of thinking? Have you read deeply into any one author or field?
12. What events, if any, would you deem critical in your life thus far? Who has most influenced you?
13. What pressures do you feel operating on you at CIS to conform? Describe ways in which you "go your own way."
14. How have you spent your summers?
15. What are your reactions to current events, e.g. AIDS, Iraq?
16. Describe something that you have really become indignant over in the past year?
17. How would you describe yourself as a person?
18. Have you ever thought of not going to college? What would you do?
19. How do you spend your free time?
20. Why do you think you are a good match for this college?
21. Many qualified students apply to our school. What characteristics single you out from others?
22. Do you have any questions? (Have some ready!!!)



FINANCIAL AID

For some families, a significant factor in the college process centers around financial aid. While funds are limited for international students and for non-Americans (if you are applying to American universities, no funds available for students applying to the UK), especially in the freshman year, it is helpful to be informed. In the next few pages, we would like to identify some of the key pieces of applying, explain how colleges factor financial aid into admissions and award packages, and describe how the typical financial aid package might be developed. These policies will vary from school to school, so we urge you to read the materials provided by each college and to contact their offices if you have questions.

APPLYING FOR FINANCIAL AID

Each school will have specific requirements for financial aid. The two most commonly used forms are FAFSA and Profile. All colleges require FAFSA. Many require both FAFSA and Profile. There are also many schools that include their own financial aid form as part of the application packet. So, you may have one, two, or even three aid application forms for any one school.



I. FAFSA (Free Application for Federal Student Aid)

These forms become available between November and December of the student's senior year. American citizens (and possibly everyone) applying for any Federal financial aid must file this form as soon as possible after January 1. There is no cost to file this form. Analysis of the data on this form will determine eligibility for Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Stafford Loans (both subsidized and non-subsidized), Perkins Loans, Work Study and other federal and state programs. Many states will also require the FAFSA to award state grants to students. Since federal aid is a key part to most awards, it is critical that this is filed in a timely manner. Please visit the FAFSA website for more information www.fafsa.ed.gov

II. CSS Financial Aid PROFILE

Not all, but many schools require PROFILE in addition to FAFSA. Those schools requiring PROFILE will indicate this in all of their literature. These forms are available in the Guidance Office. Information obtained by PROFILE will be used to determine a student's eligibility for a college/university's own funds. Students should complete a PROFILE registration form in early fall by mail, fax, or via computer. Students will answer a core of questions and indicate colleges to which they will apply. They will pay an initial registration fee and additional costs per college. Within several weeks, students can expect to receive a PROFILE packet, containing college-specific forms if required.

III. Financial Aid Forms Specific to an Individual College

In some cases, a college will provide a short financial aid form as part of their own application. This must be completed and returned to the individual college.

IV. Options for financial aid in the Cayman Islands

There are a number of scholarship and bursary options available for Caymanian students in the Cayman Islands. The Cayman Islands Chambers of Commerce is able to arrange scholarships and funding through local companies. Sometimes this may require a commitment to a particular work term for the sponsoring company (i.e. 4 years) upon completion of your degree program, but not always! The Cayman Islands Government also provides some scholarships for local students.

SHOULD I APPLY FOR FINANCIAL AID?

There are multiple resources available for those students who want to attend college or university, but are unable to afford the tuition. If you need assistance, do not be ashamed to apply for financial aid. Your future may depend upon it and you don't want to go through life regretting the fact you didn't go to college or university. The following terms may help with a better understanding of the process:



NEED-BLIND: This is a process where the admission decision is separate (blind) from the financial aid process. The admission application is evaluated, a decision made, and those accepted are then sent to the financial aid office for review.

NEED-AWARE: A growing number of schools with limited resources have become much more honest in admitting that they must look at their budget carefully in accepting a freshmen class. In most cases, this will affect the last 10% of the class accepted, or any student placed on a wait-list may learn that no funds are available.

GAPPING: At a number of need-blind schools and, to a lesser extent, need-aware schools, gapping has become a way in which a school may admit a student and deny aid, or to provide the student with a financial aid package that does not fully meet (gaps) the family's calculated need.



Any Canadian student is eligible to apply for a Student Loan. These are repaid after graduation, at an extremely low interest rate. Students who are in need may also qualify for a "Student Grant" which does not have to be repaid. Often, a students will get both – a Loan and a Grant. Almost all colleges and universities do offer scholarships as well.

Note that in Canada – there is a big difference between a "University" and a "College". Universities are academically oriented, and you will graduate with a B.A. in a specific subject, such as "English" or "Psychology" or "Philosophy" etc. Colleges, on the other hand, are more career-oriented; students graduate with a Diploma in a certain area.

HELPFUL INTERNET ADDRESSES

We do not necessarily recommend the use of one website over another. We broke down the list into categories of educational agencies, general, and financial websites. You will find that some of the more comprehensive sites have all of that information.

EDUCATION AGENCIES AND RESOURCES

www.ed.gov U.S. Department of Education
www.collegeboard.com The College Board – Very useful site !

GENERAL WEBSITES - These web sites include information ranging from college searches to on-line applications to financial aid information.

Directories/Search services

www.acuinfo.com/	
www.privatecolleges.com	
www.collegexpress.com	
wwwnces.ed.gov/nceskids/college	
www.usnews.com	Rankings, searches,
www.collegenet.com/	Comprehensive Links
www.collegeview.com	On-line version of CD package
www.peterson.com	Peterson's on-line
www.niep.com	College Tours, etc
www.novakint.com/colleges	Dir. of Admissions office e-mail addresses
www.collegelink.com	On-line applications
www.collegexpress.com	College/\$ search
www.kaplan.com	Kaplan on-line
www.review.com	Princeton Review on-line
www.easi.ed.gov	Resources for education. beyond high school
www.nassp.org	Common application on-line
www.weapply.com	Apply! CD-ROM information
www.gocollege.com	College search/\$ aid
www.tiac.net/users/edufax/links.html	List of colleges world-wide
www.heic.org	Higher Education Information Center

FINANCIAL AID WEB SITES

These include searches for scholarship information to loans to planning for costs.

www.finaid.org	Financial Aid Info Page (very comprehensive links!)
www.fastweb.com	Scholarship search
www.collegesmart.com	Financial calculations
www.ed.gov/prog_info/SFA/FAFSA	FAFSA on-line
www.yahoo.com/Education/Financial_Aid/	Yahoo Aid Search
www.teri.org	The Education Resource Institute
www.collegeapps.about.com/cs/financialaid/index.htm	About college Financial Aid
www.allaboutcollege.com/netguide/financial-aid.htm	College financial aid
www.usnews.com/usnews/edu/dollars/scholar/search.htm	

TAKE A VIRTUAL CAMPUS TOUR

www.campustours.com

TAKING A YEAR OFF BETWEEN HIGH SCHOOL AND COLLEGE .

These web sites cover information about time off programs.

www.stoppingout.com

Time Out Associates

www.interimprograms.com

Center for Interim Programs

www.takingtimeoff.com

Taking time off

www.outwardbound.org

Hurricane Island Outward Bound

www.nols.edu

National Outdoor Leadership School

www.earthwatch.org

Earthwatch Expeditions

www.cns.gov

Corporation for National Service

www.city-year.org

City Year Boston

www.habitat.org

Habitat for Humanity International

www.peacecorps.gov

Peace Corps

CANADIAN UNIVERSITY SITES

www.aucc.ca

www.canlearn.ca

www.compass.ouac.on.ca

UK EDUCATION SITE

www.ucas.ac.uk

www.studyinbritain.com

If you know of other sites that you have found helpful, please write it down and give the address to your Guidance Counselor so that we can add it to this list.



SECOND SEMESTER SENIOR YEAR ISSUES

COURSE SELECTIONS

While the grades a student earns in course work completed during the second semester of the senior year do not usually enter into the admissions decision, colleges do request that students provide a list of courses in which they are enrolled second semester. It is assumed that this course selection will reflect the same high quality as a student's previous work in high school. Taking "easy" courses or a reduced course load during the second semester is not an option!

ACADEMIC PERFORMANCE

Admissions decisions are also contingent on the successful completion of all course work, and admissions officers reserve the right to question poor second semester performance and, in some cases, to reverse an admissions decision already made.

If there are changes in your second semester performance, you must inform the university where you have accepted admission. Students whose concluding high school marks are considered unsatisfactory may receive a letter similar to the following:

"We have received a report of your final grades for the academic year and consider them unacceptable. It is clear that your admission status must be reevaluated and, consequently, we have suspended your admission. If you wish to communicate with us about our circumstances, please do so in writing within the next five days. It is our preference not to talk with you or your parents until we have received your written communication. We will contact you again once we have received and reviewed your statement. At that time we will make a determination as to whether it is appropriate for you to meet with us. We look forward to hearing from you shortly."

DOUBLE DEPOSITING

Each year, some seniors have a difficult time making up their minds about which college to enroll in after they have been accepted. In order to have more time to make a decision they send deposits to more than one college on or after May 1. This is called "double depositing" and is an unethical practice. Should the colleges involved determine that a student has "double-deposited," admission may be jeopardized. It is an acceptable practice to deposit at one school and maintain your name on a wait list at another. However, indicating to two schools that you will be attending by sending deposits to both should not be considered.



THE WAIT LIST: QUESTIONS AND ANSWERS

SHOULD I ASK TO REMAIN ACTIVE ON THE WAIT LIST?

Only if you are seriously interested in attending that college. If you are, then you should indicate in writing or by returning the postcards many colleges provide for that purpose as soon as possible. If you definitely will attend if admitted, tell the college that.

WHEN WILL I LEARN IF I WILL BE ADMITTED FROM THE WAIT LIST?

The very earliest you can expect to hear from colleges is late April, but usually not until after the first week of May. Most colleges will finalize the status of students by June 1. Occasionally colleges will extend to students the opportunity to remain on a wait list throughout the summer.

SHOULD I CALL THE COLLEGE?

No! Colleges will only ask you to indicate your position in writing. Until the first week or so of May, colleges rarely have any information that will be helpful to you as you try to calculate your chances.

WHAT ARE MY CHANCES?

Until early May, this is an impossible question for even the colleges to answer. Colleges must wait to hear from all of the students to whom they have extended any offer of admission. Those students have until May 1 to respond. Often times those responses, mailed on April 30, do not arrive until May 3 or 4. Colleges' past records regarding their wait lists are not important. One year a college may take 50 students from its wait list, the next year it may not be able to take any. It will all depend on how many admitted students decide to enroll before May 1.

HOW MANY APPLICANTS USUALLY END UP ON A WAIT LIST?

Wait lists vary from school to school. Remember, not everybody who is offered a position on a wait list will wait to be considered. The initial number placed on a wait list is usually reduced significantly.

HOW CAN I FIND OUT WHAT MY "RANK" IS ON A WAIT LIST?

Colleges will not rank their wait list until after they have heard from both admitted candidates and wait list candidates (May 1).

WHAT CAN I DO TO IMPROVE MY CHANCES?

If your grades since mid-year are good ones, sending them along to the colleges may help. If you have earned any honors, taken on responsibilities or in any other way distinguished yourself since you applied, don't hesitate to let the colleges know. Remember even if you have completely turned things around, this will not make a difference if the college does not go to its wait list.

SHOULD I TRY TO SET UP AN INTERVIEW?

A major investment of time and money to visit a college where you have been placed on a wait list is probably not worth the effort. Consult with your counselor regarding this matter.

WHAT SHOULD I DO WHILE I WAIT?

Assume you are not going to get in from the wait list. Statistics clearly indicate the chances are quite a bit less than 50/50. The most important thing for you to do at this time is to focus on the options you do have and make an informed, rational decision regarding those options.

SHOULD I MAKE AN ENROLLMENT DEPOSIT AT MY SECOND CHOICE COLLEGE?

YES! Unfortunately this fee is normally not refundable, but it is important for you to guarantee that you have a place in a college next year. Make your deposit before May 1.

WHAT SHOULD I DO IF I HAVE BEEN PLACED ON SEVERAL WAIT LISTS?

There is nothing wrong with remaining on more than one wait list as long as each one of them is a school that you are more interested in than the options you currently have.

19. GLOSSARY

College Lingo

1. **Applicant pool:** The total number of students who are applying to a given college or university in a particular year.
2. **Early decision:** An application plan in which students apply in November or December and learn of the decision on their application during December or January.
3. **ED-S:** early decision-single choice: students can apply to only one college
4. **ED-F:** early decision-first choice; students can apply to more than one college, but if accepted by early decision, they are usually required to withdraw their applications to other colleges. In either case, students are expected to attend the early decision school. Early decision is a binding agreement! This application plan is suggested only for students who are above average academically-and ONLY if the student is very certain of the choice. **FINANCIAL NOTE:** A student is released from an early decision obligation if a financial aid package award is not adequate.
5. **Early action:** Same as early decision, EXCEPT-a student is not required to make a commitment to the school or withdraw other applications. Considered the best of both worlds by some students!! Again, above average applicants fare best.
6. **Early notification/Priority notification:** A policy where students file applications early in the admissions process and receive an admissions decision early.
7. **Rolling admissions:** Application process through which admissions applications are evaluated upon receipt and applicants are notified within 3-4 weeks of the decision if accepted. If not accepted, students are rolled over to the next admissions decision.

8. **Admission by Review:** An admissions process used by colleges/universities to assess the probability of college academic success of applicants who do not meet published admissions criteria. This process considers various factors: high school course work, extracurricular activities, leadership positions, community service, work experience, recommendation letters, and/or extenuating circumstances of an individual.
9. **Provisional admission:** An admissions decision which allows an applicant to be "provisionally" accepted, dependent on completion of requirements set up by the college/university. These requirements may include summer session attendance with specified courses and GPA attainment, limitations on the number of courses in the fall, etc. Each school's policy regarding provisional admission will taken be different.
10. **Open admissions:** admissions process that allows virtually all applicants to be accepted, without regard to such traditional qualifying criteria as test scores, class rank, grades, etc.
11. **Early admission:** A program in which a college accepts high school students to begin college work before they graduate-admissions standards are more stringent for early admissions applicants.
12. **Deferred admissions:** A program that allows an accepted student to postpone college enrollment date for up to 3 years for personal reasons (e.g. travel, work, personal hardship, etc). Two stipulations usually apply: the student may not enroll in another institution and the student must pay a commitment deposit before the deferral is granted.
13. **Candidate reply date agreement:** Sponsored by the College Board, this agreement establishes a common date, May 1, as the earliest time a subscribing college may require an accepted applicant to notify the college that he or she plans to attend.
14. **Candidate notification date:** The date by which an institution will announce its decision on a student's application (many colleges reply the first two weeks in April).
15. **Waiting list:** An institution's list of students who were not accepted initially, but who will be accepted at a later date if space becomes available.
16. **Yield:** The number of students who are accepted to a school and accept the offer of admission.

Testing Lingo

1. **ACT:** American College Testing: ACT is a college entrance exam composed of four 35-50 minute tests in academic areas (English usage, mathematics, reading, and social science reasoning). Scores are reported on a scale of 1-36 for each academic area, as well as a composite score which averages the four tests. Some colleges may award college course credit for ACT individual tests in the academic areas.
2. **AP: Advanced Placement:** AP tests, sponsored by the College Board, are three-hour exams, administered in May, based on full-year college-level courses in high school. The results are reported on a scale of 1-5, and a college may use the results for college credit or course placement.
3. **CEEB:** College Entrance Examination Board
Generally referred to as "The College Board," this agency sponsors the SAT and provides other services for students and parents. Also, forms may ask, "What is your high school CEEB number?" CIS's CEEB number is **563020**
4. **CLEP:** College Level Examination Program
Sponsored by College Board, this program provides students with the opportunity to obtain college credit by examination. The CLEP tests are administered at most colleges and universities.

5. **PSAT/NMSQT:** Preliminary Scholastic Assessment Test/National Merit Qualifying Test : Sponsored by College Board, the PSAT is a test that uses the same format as the SAT-I, but is shorter. It is administered in October. The PSAT results are reported as verbal, math, and writing scores on a scale of 20-80. A selection index is composed of a score equal to $V+M+W$.

This test is useful as an indicator of SAT-I scores and/or for test practice. Students may take the test as a sophomore, and are strongly encouraged to take the test as a junior. The PSAT is the basis of some merit scholarships and the source of many college mailings. National Merit Semi-Finalists are named based on a student's junior year PSAT selection index.

6. **SAT I:** Scholastic Assessment Test: Developed and administered by the Educational Testing Service for College Board, the SAT I Reasoning Test is a three-hour college entrance exam designed to measure mathematical and verbal reasoning skills. SAT I scores are reported as separate verbal and math scores (200-800). The total score is derived by adding the verbal and math scores.

7. **SAT II: Subject Tests:** Sponsored by the College Board, these one-hour tests measure knowledge and skills in a particular subject and a student's ability to apply the knowledge. All tests, except Writing, consist of multiple-choice questions. Sixteen subject matter tests are available. Scores are reported on a scale of 200-800. Colleges may use the SAT II for admission, credit, or placement purposes. The SAT II is offered on the same dates as the SAT I, but students may not take both on the same day. Students may not take more than 3 subject tests on one day. There are 22 subject tests.

Financial Aid Lingo

1. **Cost of Attendance (COA):** A student's cost of attendance includes tuition and fees, room and board expenses while attending school, and allowances for books and supplies, transportation, loan fees (if applicable), dependent care costs, cost related to a disability, and other miscellaneous expenses. The school, within guidelines established by federal statute estimates the cost of attendance. The cost of attendance is compared to a student's Expected Family Contribution (EFC) to determine the student's need for financial aid.

2. **Expected Family Contribution (EFC):** The amount, determined by a formula Congress established, that a student's family is expected to contribute toward the cost of attendance. It is determined for the purposes of the federal SFA programs. The EFC is printed on the front of a Student Aid Report (SAR) or on an Institutional Student Information Record (ISIR).

3. **Financial Need:** The difference between the student's cost of attendance (COA) and the Expected Family Contribution (EFC).

4. **Free Application for Federal Student Aid (FAFSA):** The application filled out and filed by a student that collects household and financial information used by the federal government to calculate the Expected Family Contribution (EFC).

5. **Need Analysis:** The process of analyzing household and financial information on a student's financial aid application and calculating an Expected Family Contribution (EFC).

6. **SFA Programs:** The programs administered by the office of Student Financial Assistance Programs within the U.S. Department of Education: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work-Study, Federal Perkins Loans, Federal Direct Stafford/Ford Loans, Federal Direct PLUS Loans, Federal Stafford Loans, Federal PLUS Loans, and State Student Incentive Grants.

Copy and use this convenient checklist to remind yourself of individual college admissions requirements and to record the progress of your application procedures.

College Name:	_____
College Address:	_____
Catalog Requested:	_____
Application Deadline:	_____
Application Fee:	_____
Required Tests:	_____
Registration:	_____
Deadline Testing:	_____
Date Registration:	_____
Deadline Testing:	_____
Date Registration:	_____
Deadline Testing:	_____
Date Registration:	_____
Deadline Testing:	_____
Date:	_____
PSAT/NMSQT:	_____
SAT:	_____
ACT :	_____
Others:	_____
Course Requirements Fulfilled:	_____
Personal Interview Required:	_____
Interview Date:	_____
Interview Questions Prepared:	_____
Application Requested:	_____
Applications Received:	_____
References Required:	_____
Names/Addresses of References:	
_____	_____
_____	_____
_____	_____

