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## ***INTRODUCTION***

There are over 3,000 accredited colleges and universities in the United States. Choosing one may be the most important decision you have made in your life up to this point. The application process can make even the most laid back students very nervous and self-conscious, but systematic planning and clear communication with your parents and School Counselor will minimize your anxiety and maximize your ability to choose the college that is *the right fit for you*.

This handbook is designed to reduce much of that anxiety by providing a thorough overview of the college selection/admission process. Refer to it often and follow the suggestions and procedures outlined in it. Both students and parents can benefit from the information.

**CTA SCHOOL CODE  
360961**

**Revised Fall 2014**

# **COLLEGE PREPARATION TIMETABLE**

## **FRESHMAN YEAR**

1. Arrange initial meeting with high school counselor to discuss academic planning for college.
2. Do the best you can. Poor grades freshman year will hurt you down the road.
3. Develop good reading habits. Reading in your spare time will increase your vocabulary and your scores in the future.

## **SOPHOMORE YEAR**

1. In the Fall, see high school counselor to review college preparation plans for the coming year.
2. Arrange to take the PSAT/NMSQT and PLAN (P-ACT).
3. When selecting courses, challenge yourself. Colleges want to see that you have signed up for a rigorous curriculum. Inquire about AP courses.
4. READ – READ – READ – The best way to score well on the Reading section of standardized tests is to become a reader – read books or newspaper articles or magazines. Try to set aside some time EVERY day to read.
5. Be on time for school. The number of times you are tardy for school shows up on your transcript – it does not look good to a college admissions officer if you have a large number of tardies on your record.
6. Take the SAT Subject test in the Spring at the completion of the appropriate course (ex. Biology).
7. If you have a documented disability and receive Special Education services or 504 accommodations, please discuss testing options with your counselor and Learning Center teacher. Eligibility for extra time and other accommodations must be pre-approved by the College Board.

## **JUNIOR YEAR**

### FALL/WINTER

1. Continue to do your best academic work as this is a critically important year in the eyes of college admissions officers.
2. Register for and take the PSAT in October.
3. Attend college information sessions given by admissions representatives visiting Columbus. Every college admissions office has similar practices. Hearing the advice from any admissions officer will be very helpful – even if you are not interested in that particular school.
4. Attend college night with your parents at CTA.
5. Use PSAT results and answers returned to you in December as a study guide in preparation for the SAT I in the Spring.
6. Speak with your counselor about registering for SAT vs. ACT or both
7. Speak with your parents about tentative college plans and finances. Go to [www.collegeboard.com/pay](http://www.collegeboard.com/pay) and use their College Financing Calculator to estimate your Expected Family Contribution.
8. Evaluate your participation in extra-curricular activities and community volunteering.

### SPRING

1. Continue to take your academic work seriously and do the best you can.
2. Register for and take the Spring SAT I or ACT with Writing as well as the June SAT II Subject tests if appropriate. Take SAT Subject tests immediately upon completion of the related course in June. You may obtain the registration bulletin and sample question booklets in the high school counselor's office. *For a Sunday test date, the first time you register must be via regular mail. Ask Mrs. Delman for the letter of religious observance in order to receive the Sunday test day and submit this with your registration form via*

*mail. You may register on-line for subsequent Sunday test dates at [www.collegeboard.com](http://www.collegeboard.com).*

3. Register for and take the ACT. You may register on-line for a Sunday test date. Go to [www.actstudent.org](http://www.actstudent.org) and follow the directions.
4. Research colleges by speaking to friends, looking at college websites and reviewing various books of colleges (i.e. Fiske Guide to Colleges).
5. Reflect on the type of person you are and the person you want to become. Consider what type of college environment you want.
6. Develop a list of colleges you want to apply to. Consider applying to six schools and discuss them with your high school counselor:
  - a. 2 reach schools
  - b. 2 target schools
  - c. 2 safety schools – these must be schools you would want to go to
7. Write, call or e-mail colleges for information on tours and interviews. Contact college coaches and activity leaders who may be interested in your talents/skills.
8. Visit as many colleges as you can. Attend a tour and an information session to learn as much as possible about student life and programs. Contact the Hillel, Chabad, JLIC couple or other Jewish group on campus to find out about kosher meal plans, Shabbat observance, daily or weekly minyan, faculty attitude toward holiday observance and possible rescheduling of test dates, and campus atmosphere regarding Israel.
9. Speak to your Judaic faculty about possibly spending a year in Israel before attending college. You would apply to college in the Fall of your senior year, but upon acceptance, you will request a deferral for a year. While all colleges are different, the vast majority will look favorably upon spending this year abroad in a totally different school system and reflecting on your religious identity. Colleges prefer students who are more mature and serious about their work, because they tend to be much more successful than their “typical freshman” counterparts. Check with the colleges of your choice to be sure that they defer admission for a year of study in Israel.

## SUMMER

1. Visit colleges you were unable to in the Spring.
2. Spend your summer in a meaningful way (i.e. community service, work, travel and/or other educational/cultural experiences) and keep a journal of your experiences, insights and photos.
3. Request applications or review them on college websites; begin to gather your thoughts and develop ideas for college application essays.
4. If you haven't done so already, go to [www.collegeboard.com/pay](http://www.collegeboard.com/pay) to estimate your family's Expected Family Contribution to get an idea of how much financial need you demonstrate.
5. Inquire about merit scholarship opportunities available through colleges, Jewish organizations, social, fraternal and civic organizations. Parents should investigate merit scholarship opportunities through their places of employment.

## **SENIOR YEAR**

### FALL

1. Continue to work hard in the most challenging curriculum you can handle.
2. Attend College Night and meet with your high school counselor to discuss any possible Early Decision/Early Action applications.
3. Register for a PIN with [www.pin.ed.gov](http://www.pin.ed.gov) so that you can begin the FAFSA
4. Revise and update your college list; request applications, if you have not already done so.
5. At home, keep a folder for each school you are applying to with all relevant information and forms.
6. Fill out the College Application Transcript Request Form with Mrs. Delman to request that official transcripts be sent to the colleges of your choice.
7. Register to re-take the SAT I or ACT or to take the appropriate SAT II subject tests.

8. Request letters of recommendation from teachers who know you AND LIKE YOU. It is YOUR responsibility to know if your colleges require letters of recommendation and how many.
9. If you haven't already done so, visit colleges to which you plan to apply.
10. Prepare your essays with care. The admissions officer wants to get to know you. Only YOU should decide what to write about, because only YOU know what experiences have shaped you. It is critical that you have a qualified adult read them over, checking for content, structure and spelling. Your English teacher should be your primary resource for this.
11. Complete all sections of your applications and submit them BEFORE the deadline. *MAKE AND KEEP COPIES OF EVERYTHING YOU SEND IN.* Requirements vary from college to college and it is YOUR responsibility to make sure that you have completed and turned in everything needed. Remember to make sure that you had your SAT I's and SAT II's and ACT's and AP results sent to the right colleges.
12. The financial aid process begins when you apply for admission. Complete all forms requested by your colleges.

### WINTER

1. Complete the Free Application for Federal Student Aid (FAFSA) required by all colleges to be eligible for all federal funds as soon as possible after January 1<sup>st</sup>. You will be required to give information from your parents' tax return for the year that just ended. Forms and information are available on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
2. Investigate scholarship opportunities and file any additional forms required. Be sure to research scholarships via the internet.
3. Keep your login information for each college somewhere that you can find it.
4. Look for an email from the colleges you applied to – informing you that your application is complete – or that you are still missing certain parts. You can phone the admissions office to check on your file to make sure it is complete (not to check to see if you got in) – but do not bother them by calling more than once.
5. Keep track of all correspondences. Make a folder for them in your email's Inbox.
6. **Maintain the highest level of academic achievement possible throughout your senior year.**

### SPRING

1. Maintain the highest level of academic achievement while waiting for responses from colleges. The college you attend will receive your final transcript.
2. **If you are rejected from a "safety" school, see your counselor right away.**
3. Inform your counselor of your acceptances and rejections as you receive them. The office needs this data.
4. Once you have reviewed your acceptances, confirm your intent to enroll at the college of your choice by sending in your deposit by May 1, the Candidate's Reply Date.
5. **YOU SHOULD ONLY BE PAYING A DEPOSIT TO ONE SCHOOL!!** It is highly unethical and thus frowned upon by both CTA and university Admissions offices to "double deposit", buying time to make a decision. This denies other applicants a spot and corrupts the system.
6. If you decide to defer for a year in Israel (or any other reason), call the Admissions office and ask what the proper procedure is. Most likely, they will request a written letter from you.
7. Once you have made your final decision, notify the other colleges that you will NOT be attending. This notification allows colleges to admit students from their Wait Lists.
8. If you are on a Wait List at your first choice college, see your counselor to discuss strategies. Be sure to send in a deposit to the school you plan to attend if you are not accepted off the Wait List.

# **COMMONLY USED TERMINOLOGY AND ABBREVIATIONS**

**ACADEMIC CALENDAR:** Colleges usually operate a nine-month calendar that begins in the fall and ends in the late spring. These nine months are typically divided into one of four specialized calendars:

Semesters	Two 15-week terms
Trimesters	Three 10-week terms
Quarters	Four 10-week terms, which means students may attend during the summer
4-1-4	Two 15-week terms separated by a 4-week term (most often the month of January), during which students take one course on campus or pursue an off-campus opportunity

**ADVANCED PLACEMENT TESTS (AP):** AP exams are given in May to students who have completed an AP level course or its equivalent. Some colleges award credit for sufficiently high scores (usually 4's and 5's) and may use the test results for placement purposes.

**AMERICAN COLLEGE TESTING PROGRAM (ACT):** A standardized test consisting of subtests in English, Reading, Math, and Science. The highest score for each sub-score and the composite score is 36. In most cases, it can substitute for the SAT I. Most colleges who accept the ACT in lieu of the SAT require that applicants take the "ACT with Writing."

**APPLICATION FEES:** Each college and university requires an application fee that typically ranges from \$25-100. Fees can be submitted electronically by credit card on the electronic application, or by check in the mail. Most colleges will provide fee waivers to students who have demonstrated financial need.

**ASSOCIATE'S DEGREE:** A degree granted by a college or university after the satisfactory completion of the equivalent of a two-year full-time program of study (or its part-time equivalent).

**ATTRITION RATE:** The percentage of students at an institution who do not continue with their classmates to graduation. Attrition is monitored both on a yearly basis and over the course of a class' four-year program.

**BACHELOR'S DEGREE:** A degree granted by a college or university after the satisfactory completion of a four or five-year, full time program of study (or its part-time equivalent).

**BACHELOR OF ARTS (BA):** The traditional degree awarded by a liberal arts institution following the successful completion of all specified academic requirements. It signifies that the student has studied one or more subjects in depth and has taken a wide distribution of courses in the humanities, social or natural sciences, etc.

**BACHELOR OF SCIENCE (BS):** A degree typically awarded by universities which indicates the student has studied one or more subjects in depth (often in the sciences, business, education, etc.) but may not have been required to take as many courses outside the field of concentration.

**BUCKLEY AMENDMENT:** The provisions of the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) grant students the right to review their educational records in and when they enroll at a specific institution. Therefore, on both teacher recommendation forms and on secondary school report forms, a statement of student rights under the Buckley Amendments will appear. It will also offer the opportunity for the waiving of the right of access to that specific recommendation.

We suggest that you consider some of the implications of waiving your rights of access before deciding whether or not to waive them. Maintaining your right to access merely permits you to see the recommendation after you have enrolled at the college. By not waiving your right to access, you may cause an admissions counselor to wonder whether you are trying to prevent a teacher from disclosing some serious flaw in your character that would make you a less attractive candidate for admission. Remember, by signing, you are only waiving your right to see those particular recommendations; you are not waiving your right of access to the rest of your file at the college.

**CANDIDATE NOTIFICATION DATE:** The date by which a college notifies applicants of the admissions decision. This date varies with Early Decision plans. April 15 is the latest date by which candidates on other admission plans must be notified.

**CANDIDATE REPLY DATE:** The date by which admitted students must notify colleges of their enrollment intentions – typically with a financial deposit. This date varies for Early Decision candidates. Candidates for regular admission must reply by May 1.

**CLASS RANK:** Students in most high schools are ranked numerically according to their official cumulative grade point averages at the end of the sixth, seventh and eighth semesters. CTA does not assign class rank due to small class size.

**CEEB CODE:** A six digit code assigned to each school by ETS that must be included on all applications and all standardized testing forms. CTA's CEEB code is 360961.

**COLLEGE BOARD:** An organization of colleges and secondary schools which sponsors programs such as the Admissions Testing Program and the College Scholarship Service.

**COLLEGE SCHOLARSHIP SERVICE (CSS):** An organization which processes information provided by financial aid applicants and distributes the information to the colleges where students are applying for financial aid.

**COMMON APPLICATION FORM:** A single application form which is accepted by almost 400 colleges. The Common Application is to be completed and submitted electronically, along with recommendations and transcripts.

**CREDIT HOUR:** Colleges measure the degree of difficulty of courses by assigning them a value in credit hours. Most colleges then require students to accumulate a specified number of credit hours to graduate.

**CSS/Financial Aid PROFILE** – This is a fully online service that helps colleges and organizations award their private student aid funds. PROFILE is required or accepted by approximately 650 colleges, universities and scholarship programs.

**DEFERRED ADMISSION:** The practice of permitting students to postpone enrollment, usually for one year, after acceptance to college.

**EARLY ACTION:** Early Action is an option for early notification of acceptance. In this instance, you are NOT obligated to attend that school or to withdraw all other applications. If accepted, you are allowed to use the Candidate's Reply Date of May 1<sup>st</sup> and therefore hear from all your schools before making a final decision on which school you will attend. Students may apply to other colleges (including one Early Decision application) under this plan.

**EARLY DECISION:** An admission plan whereby a student can apply to his/her first choice college early in the fall and be notified of the decision by mid-December. The student agrees to enroll if admitted, and to withdraw all applications filed with other colleges in the meantime. Students not admitted under Early Decision are usually deferred and reconsidered with the regular decision candidates. Applications to other colleges do not have to be withdrawn by students deferred under Early Decision plans.

**EDUCATIONAL TESTING SERVICE (ETS):** The organization responsible for producing and administering a variety of standardized tests, including the SAT I and the SAT II.

**EXPECTED FAMILY CONTRIBUTION:** Based on a formula that takes income, expenses and assets into account, this is the amount of money you and/or your family are expected to pay for college each year.

**FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA):** A standard government form required of students who are applying for federal financial aid. It gathers information on you and your parents' income and assets. It will calculate your Expected Family Contribution at no charge. Forms and information are available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Your parents should complete their tax returns as soon as possible after January 1<sup>st</sup> so that you can complete the FAFSA in a timely manner. Many schools require this form, even for their own private scholarship money.

**HIGH SCHOOL CODE (CEEB #):** An identification number assigned to each school by the College Board. Columbus Torah Academy's number is 360961.

**LEGACIES:** The sons/daughters or other direct relatives of an alumnus (graduate) of the college to which you are applying. At many colleges, legacies are sometimes given preference in the admissions process.

**LETTERS OF RECOMMENDATION:** Colleges and universities may require up to three letters of recommendation for each applicant. Many schools provide a form with a checklist and space for written comments. Some schools specify that they want all of the letters to be from teachers, and other schools accept letters from other adults who know you well (i.e. a coach or rabbi). See the Teacher Recommendation section of this booklet for more information.

**LIBERAL ARTS:** A curriculum consisting of an introduction to a wide variety of subjects

including the humanities, the social and natural sciences, fine arts, etc.

**MAJOR:** The discipline in which you will concentrate much of your time and effort during your collegiate study.

**MATRICULATE:** The academic term for "enroll."

**NATIONAL ASSOCIATION OF COLLEGE ADMISSION COUNSELORS (NACAC):** A nationwide organization of college admissions and college counseling professionals which aims to help students successfully make the transition from secondary school to college.

**NATIONAL MERIT SCHOLARSHIP PROGRAM:** A program which uses 11<sup>th</sup> grade PSAT scores to identify exceptionally talented students, and awards scholarships of varying types and amounts.

**PELL GRANT:** A federal grant awarded to students with high financial need. The amount awarded varies and must be applied toward college tuition charges.

**PLAN:** A preliminary ACT with a planning component taken at CTA by 10<sup>th</sup> graders.

**PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT):** A shortened form of the SAT which is given only in October and serves as a "practice" test for the SAT as well as the determiner of National Merit eligibility. At CTA, 10<sup>th</sup> and 11<sup>th</sup> graders take PSATs; however, only 11<sup>th</sup> graders are eligible for National Merit.

**ROLLING ADMISSIONS:** Rolling Admissions is a process whereby schools review applications as they arrive. Students who apply to Rolling Admissions institutions usually hear back within 4-6 weeks, sometimes even sooner. As the number of spaces available in the new freshmen class becomes fewer, the admissions standards become more rigorous. In these cases, common sense tells us that the earlier you apply, the better chance you have for admission.

**SAT I or SAT Reasoning Test:** Scholastic Achievement Test consisting of three parts: Reading, Math and Writing. Each section has a maximum score of 800. The SAT is being redesigned and the new format will begin in March 2016. The new format will have only two sections plus an optional essay.

**SAT II or SAT Subject Tests:** One-hour tests given in 14 specific subjects. Some colleges require from one to three SAT II's for admission and/or placement purposes. SAT II should be taken at a time close to the completion of the course the student is taking in that subject. Each test has a maximum score of 800.

**SCHOOL PROFILE:** A sheet that details information about CTA so that Admissions Officers understand your transcript and the environment in which you went to high school. The school profile tells how many AP courses were offered, what degrees are held by CTA faculty, where recent CTA graduates were accepted to college and most importantly, explains the rigor of a dual curriculum.

**STUDENT SEARCH:** An offering to colleges and students whereby a college receives the names of students who would seem to be likely candidates for admission. Information about specific colleges is then forwarded to students. The decision to be included in the Student Search is made at the time one registers for a College Board

test.

**TOEFL:** Test of English as a Foreign Language. The TOEFL is designed for you if English is not your native language, and if your scores on the SAT or ACT would obviously be affected by the language difference.

**TRANSCRIPT:** An official document detailing a student's "academic history," i.e., his courses, grades, etc. **CTA TRANSCRIPTS INDICATE THE NUMBER OF TIMES STUDENTS ARE TARDY AND ABSENT!!**

**WAIT LIST:** A waiting list is made up of candidates who are qualified for admission to an institution, but who ranked lower than those admitted. Candidates are only admitted from the waiting list as space permits, once the responses from previously admitted students are received. If you are on a wait list, you should be given a past wait list history and an indication of when you can expect to be notified of final admission decisions. Students are usually notified in May or June if they are being accepted from the Wait List. Occasionally, notification is given as late as July or August.

**YIELD:** The percentage of students offered admission that enroll at a college or university. Colleges will offer admission to students on the wait list when their yield is lower than expected.

# **HOW COLLEGES CHOOSE CANDIDATES**

Have you ever wondered how colleges and universities decide which candidates they will accept? When a college receives your application, an admissions committee will assess all your qualifications and determine if you would be a good fit for the school. It's a complicated process and there are a lot of factors that come into play.

**Transcript** – The quality of work you have done in high school is the single MOST IMPORTANT factor in the admissions process. It is imperative that admissions people see an academic program that incorporates both challenging courses and good grades.

**Standardized Test Scores** - How much emphasis is placed on standardized test results depends on each college's policy. It is important to remember that test scores are a part of the total applicant profile. They compare you to other students in your age group nationwide. At most colleges, test scores alone do not exclude a student from admission.

**Recommendations** – The secondary school report includes an official recommendation from the school. This recommendation consists of the descriptive statement by your guidance counselor. In addition, colleges will also request one or more individual teacher evaluations. Forms for these recommendations are included in the application packet.

**Extracurricular Activities** – Colleges are not necessarily looking for a long list of activities. They tend to prefer in-depth participation and leadership in a few areas of interest. They want to know that you have initiative, curiosity and motivation beyond your studies. They are hoping to find people who will come to their school and be involved in their community.

**The Interview** – Some colleges require interviews. If so, the interviewer's report will be considered with your application.

**Marked Improvement in School Achievement from Year to Year** – Maybe your junior and senior year grades are stronger than those of your freshman and sophomore years. Perhaps you've gone up a level in some courses. This shows that you are growing as an individual, taking your academics seriously and challenging yourself.

**Community Service** – Colleges like to see that you are committed to the world around you. Thoughtful commitment to a cause or social issue shows depth and integrity. Colleges are informed on the school profile that CTA has a community service requirement; do not rely on this project alone. Do *chesed!* Some examples are: pick a family and offer to help them prepare for Shabbat every week; visit sick people at Wexner Heritage Village; volunteer with Friendship Circle; volunteer with Special Olympics.

**Special Talent** – Any admissions committee seeks out uniqueness in your admissions credentials. If there is something unusual, different or exciting about you that sets you apart from other candidates, make sure to share that information.

**Internal Needs** - This is the factor around which we have no control. One year, the Admissions Office might get a call from the Music Department telling him that the school is desperate for more trumpet players. Another year, the school may have just lost 3 top lacrosse players and needs to replace them. When students are rejected from realistic schools, the reason is often some internal need that we will never know about.

**Perceived Interest** – Colleges do not like it when they accept students who do not attend. They want to offer admission to applicants who seem likely to enroll. If you have visited their campus, requested a video, and contacted their admissions office, your

“perceived interest” is high. If you have made no contact with them aside from your application, they will have the impression that you’re not really interested in them.

## ***WHICH COLLEGES...AN ACTION PLAN***

- Develop a list of colleges you are interested in, upon consultation with your friends, parents, resource books and school counselor.
- Consider GPA and test scores to make a realistic list.
- Explore college websites or updated resource books to determine how well each school meets your needs.
- The following are things to consider:
  1. Majors - Make sure the schools that interest you offer the programs of concentration you want.
  2. Location – consider:
    - region of the country
    - distance from home
    - weather/climate
    - setting – urban, suburban or rural
    - residence halls vs. commuting
  3. Size of Undergraduate Population
    - Very small <1,000
    - Small 1,000-3,000
    - Medium 3,000-8,000
    - Large 8,000-20,000
    - Very large >20,000
  4. Student Body Characteristics
    - Ethnic, racial and religious diversity
    - Social/political environment (liberal, mixed, conservative)
  5. Campus Activities and Organizations
    - Music, theater
    - Clubs
    - Sports (division I, II, III, club, intramural)
    - Fraternities and Sororities
  6. Living Arrangements
    - Required On-campus living?
    - Dorm style vs. apartment style
    - How many students/room?
    - Co-ed vs. Single sex buildings, floors
    - Faculty or Professional Live-in staff
    - Security
    - Living/Learning opportunities
  7. Jewish Life
    - Number of traditional Jewish students
    - Kosher meal plan
    - Jewish organizations (i.e. Hillel, Chabad)
    - Credits acceptable from Israeli institutions and Judaic courses
    - Campus sentiment toward Israel

- Faculty sensitive to exam schedule and Jewish holidays
  - Jewish Studies or Hebrew courses available
  - Daily or Weekly services on campus (Who leads them and what are they like?)
  - Off-campus synagogue nearby
8. Public vs. Private – Public colleges are funded by each state’s government and are typically larger. State taxpayer money helps fund the colleges. The tuition is lower for in-state residents. Out-of-state tuition at some public colleges may be less than private college tuition. Some private colleges have very large endowments and give financial aid generously.
  9. Selectivity – This is determined by several institutionally-reported factors, including: the class rank, average standardized test scores, and average high school GPA of entering freshmen; the percentage of students who hail from out-of-state; and the percentage of applicants accepted.
    - Noncompetitive/Open Enrollment – all applicants with high school diploma or GED are accepted on first-come first-served basis
    - Selective
    - Very Selective
    - Most Selective
- As you consider the factors above, think about how much value you attach to each area.  
For example, you might prefer a medium size rural school, but if Jewish life is more important to you than school size and setting, you might be willing to forego and attend a larger more urban school. This is a time to reflect and really consider who you are and who want to become.
  - Visit as many schools as possible as early as possible. See page 29.
  - Take the initiative to schedule meetings with your high school counselor to review your progress and continually revise your list

# **STANDARDIZED TESTING**

Most colleges and universities require applicants to take one or more standardized college admission tests such as the ACT with Writing, the SAT I and/or SAT II's. The specific testing requirements vary from college to college.

EACH STUDENT ASSUMES TOTAL RESPONSIBILITY FOR REGISTERING FOR STANDARDIZED ADMISSION TESTS IN A TIMELY MANNER AND FOR HAVING SCORES REPORTED TO CTA AND TO ALL COLLEGES AND/OR APPROPRIATE SCHOLARSHIP SELECTION COMMITTEES.

A calendar of test dates and registration deadlines for the ACT, the SAT I and SAT II's is posted on the College Admissions Info bulletin board.

## **CTA'S SCHOOL CODE IS 360961**

### **SAT REASONING TEST**

Scores on the Scholastic Assessment Test will give colleges some indication of a student's aptitude for college work, however College Board scores are only one of several criteria used in the admissions decisions. Colleges accept students with a range of scores; college resource books generally indicate the middle range of SAT Reasoning Test scores (25<sup>th</sup> to 75<sup>th</sup> percentile) for accepted freshmen. SAT Reasoning Test scores are, therefore, one way a student can estimate his/her chances for admission at a given college. If a student has taken the test more than once, many colleges will take the highest sub-scores.

The SAT Reasoning Test measures three areas: reading, writing and mathematical reasoning abilities you have developed over the years. Each section has a maximum score of 800.

The majority of students take the SAT Reasoning Test once in the spring of their junior year and then again in the fall of their senior year. Students who are comfortable with their scores on the first administration need not repeat the test in the senior year.

Most colleges and universities require the SAT Reasoning Test for admission. Students must have their test scores sent directly from the College Board in Princeton, NJ to their colleges. When the test is actually taken, the registration form allows students to send four reports at no additional charge. Scores may be sent to more colleges for an additional fee. Go to [www.collegeboard.com](http://www.collegeboard.com) to have scores sent electronically.

### **SAT SUBJECT TESTS**

SAT Subject Tests measure a student's mastery of specific subjects. Scores are used primarily for placement purposes, sometimes allowing a student to bypass an introductory college course; however, they are often used by more selective colleges for the admissions process.

Students generally take SAT Subject Tests in June of their sophomore and junior years as they complete courses. Students are encouraged to discuss their choices for SAT Subject Tests with their classroom teachers.

The SAT Subject Tests measures one's level of learning in the following subject areas:

United States History  
Biology E/M  
Chemistry  
Literature  
Math, Level 1  
Math, Level 2  
Physics  
World History

Chinese\*\*  
English Language Proficiency Test (ELPT)\*\*  
French\*\*  
German\*\*  
Modern Hebrew  
Italian  
Japanese\*\*  
Korean\*\*  
Latin  
Spanish\*\*

\*\*Check the booklet "Taking the SAT II: Subject Tests" for a complete explanation regarding "Reading Only" versus "Reading and Listening" tests.

### **ACT**

The ACT measures achievement, or what students have learned in the past, versus aptitude. It is another test that may be used in the admissions process and is accepted by most colleges in the U.S. The ACT sections are Reading, English, Math and Science, as well as an optional Writing section. Colleges using the ACT in lieu of the SAT require the ACT with Writing. Each section has a maximum score of 36. These scores are averaged into a Composite Score which is also a maximum of 36. When colleges and universities list the average ACT score of their incoming students, they are referring to the Composite Score.

**REGISTERING FOR THE TESTS** - For a **Sunday SAT test date** for any SAT, the first time you register must be via regular mail. Ask Mrs. Delman or Mrs. Whitmyre for the letter of religious observance in order to receive the Sunday test day and submit this with your registration form via mail. You may register on-line for subsequent Sunday test dates at [www.collegeboard.com](http://www.collegeboard.com). On the form, when it asks you which test date you want, check the box for the test month. Later in the form, when you need to enter a five digit code for the test center, enter **01000**. This flags your registration as a Sunday test administration, and you will be assigned the closest possible Sunday at the JCC.

For a **Sunday ACT test** date, you may register on-line. Go to [www.actstudent.org](http://www.actstudent.org) and follow the directions.

# ***PROCEDURES FOR FILING COLLEGE APPLICATIONS***

1. There are 5 sources of information that colleges need. **YOU ARE RESPONSIBLE FOR INITIATING EACH OF THESE FIVE SOURCES!! Remember that all five of these must be in by the deadline.**
  - a. **Student** - Application, essay and application fee comes from the student – in most cases application and essay must be submitted electronically.
  - b. **Test Agency** - SAT scores come from the College Board and ACT scores come from ACT – you must request that your scores be sent to each school you are applying to
    - i. For SAT scores, go to [www.collegeboard.com/student](http://www.collegeboard.com/student)
    - ii. For ACT scores, go to [www.actstudent.org](http://www.actstudent.org)
  - c. **CTA** - CTA sends your transcript, counselor statement and school profile when you have completed and submitted the Transcript Request Form. The Common Application provides the opportunity to send these electronically.
  - d. **Teacher 1** - Teacher 1 sends a letter of recommendation. The Common Application provides the opportunity to send these electronically.
  - e. **Teacher 2** - Teacher 2 sends a letter of recommendation. The Common Application provides the opportunity to send these electronically.
2. When the first piece of information arrives at a college, the Admissions office starts a file for you. When the last piece of information arrives, the file is ready for review.
3. Most applications will be found on-line and submitted electronically.
4. Submit a paper Transcript Request Form to Mrs. Delman that lists each college you are applying to. Your completion of this form and signature on the bottom is how you initiate CTA to send in your transcript, school profile and whatever else you request. As you may add colleges to your list, update your sheet – do NOT start a new form. Forms are available on the bulletin board outside Mrs. Delman's office. See appendix.
5. Follow procedure outlined in the Teacher Recommendation section of this handbook. Use the Teacher Recommendation Form found on the bulletin board outside Mrs. Delman's office.
6. Be sure to have official test scores sent from the testing agencies if you have not already done so. It usually takes them about three weeks to send out your scores after you've made your request.
7. Communicate with your college counselor! I want you to be successful in the college admissions process, and I am here to help you.
8. Use the Application Organizer found in the Appendix and available as a Google Doc from Mrs. Delman.
9. Save everything you send in! Print everything you submit in and keep it in a safe place at home, just in case you have computer malfunction and have to re-submit

# **DECISION PLANS**

**REGULAR ADMISSION:** Under this plan, students usually apply by January 1 of their senior year. When a student's application is complete, by the deadline, it is reviewed, and then the college or university issues a decision. Most students will be either admitted or denied admission. Students will generally receive their decision letters by April 15. Students who are not admitted, but who meet the college or university's criteria for admission, may be offered a place on the wait list. Students on the wait list may be offered admission if places remain open after the May 1 reply date has passed. **PRIORITY DEADLINE: Some colleges with regular decision plans post an earlier deadline called a "Priority Deadline." Students are only eligible for financial aid, or other programs, if their applications are in by this date. In some cases, additional strength is given to applications received by this date.**

**EARLY DECISION:** Early decision plans allow you to apply early (usually around November 1) and get an admission decision in January. If admitted, the student **must** enroll in that college or university and cancel all other pending applications. Early Decision is considered a **binding** agreement. Although you can apply to only one college for early decision, you may apply to other colleges under regular admission. If you're accepted by your Early Decision college early, you must withdraw all other applications. Usually, colleges insist on a nonrefundable deposit well before May 1.

Under most early decision plans, students can be admitted, denied or deferred. An applicant who is deferred will be placed among the regular admission pool of applicants and notified in mid-April. A deferred application is no longer binding.

Colleges and universities prepare a financial aid package for each student who is admitted under early decision. The package is the same as what would be offered in the regular pool, so students are not penalized financially for applying early. Still, if the financial aid offer is insufficient, the student can be released from the early decision commitment, but also forfeits admission to university.

**EARLY ACTION:** Early action plans are similar to early decision plans in that you can learn early in the admission cycle (usually in January or February) whether a college has accepted you. But unlike early decision, most early action plans are **not binding**, meaning you do NOT have to commit to a college to which you've applied for early action. Under these plans, you may apply to other colleges. Usually, you can let the college know of your decision in the late spring or whenever you've decided.

**RESTRICTED EARLY ACTION OR SINGLE-CHOICE EARLY ACTION:** This plan is a hybrid of the Early Decision and Early Action plans. This plan works the same way as other **non-binding** early action plans, but with single-choice, candidates may not apply early (either early action or early decision) to any other school. You can still apply to other schools regular decision and are not required to give your final answer of acceptance until the regular decision deadline. This allows you to compare offers of financial aid in the spring before making a commitment.

**SHOULD I APPLY EARLY?** - You should apply under an early decision or action plan only if you are very, very sure of the college you want to attend. These plans make a lot of sense if one college is your clear preference and if your profile closely matches that of the students at that college. Do not apply under an early decision plan to a school you have never visited.

Do not apply under an early decision or action plan if you plan to weigh offers and financial aid packages from several colleges later in the spring. Also, you shouldn't apply early if it is to your advantage to have more of your senior year work to show a college. If you plan to woo an admissions office with your excellent grades this year, you may want to send in your mid-year grades before they make a decision.

# **FINANCIAL AID**

The cost of attending college varies greatly, and students should explore both public and private institutions as they look at college costs. The Federal Student Financial Aid Homepage offers extensive information about the types of financial aid that are available for students. Go to [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

**FAFSA:** Every student who applies for federal financial aid must complete The Free Application for Federal Student Aid. The form is available online at [www.studentaid.ed.gov](http://www.studentaid.ed.gov) and at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The forms can be filed no earlier than January 1 of the student's senior year, but should be filed immediately thereafter. Families are able to use the previous year's income tax information and then file a correction based on their actual tax return. Students can include up to six colleges and universities in their initial filing, and can add others using the FAFSA correction form. Students need to register for a PIN in order to file the FAFSA, and should go to [www.pin.ed.gov](http://www.pin.ed.gov) to do so.

- SAR: The student aid report is sent to the student once the FAFSA form has been processed.
- EFC: The Expected Family Contribution is the amount the government believes a student and his or her family can pay for a student's college costs. The EFC is the same regardless of the actual cost of the institution the student attends.
- Cost of Attendance: This is the actual cost of a student's enrollment, and may include transportation to and from campus, books, lab fees and clothing.

**CSS PROFILE:** The College Scholarship Search Profile is a common financial aid form used by many private and public colleges and universities. It is used in addition to the FAFSA form. The form can be found online at [www.collegeboard.com/profile](http://www.collegeboard.com/profile). Colleges and Universities may also require their own financial aid forms.

**FINANCIAL AID PACKAGE:** After receiving reports from FAFSA and CSS (if applicable), each college will prepare a financial aid offer, or package, for the student. The package will include a combination of the following types of assistance.

- Need-based aid: Financial aid that is given based on the student and his or her family's income.
- Merit-based aid: Financial aid that is based on a student quality other than income, such as SAT or ACT scores, GPA, musical talent, or community service.
- Loans: Financial aid that must be repaid, either by the student or parents.
- Grants: Financial aid that is a gift from the college or university.
- Work Study: A federal program that gives students financial aid based on campus employment.

The ratio of loans to grants within financial aid packages can vary greatly from institution to institution, and students should review the offers they receive carefully with an eye towards their actual cost of attendance. Financial aid packages will not necessarily cover the total cost of a student enrolling in the institution.

**FEDERAL PELL GRANTS:** For the 2009-10 award year (July 1, 2009 to June 30, 2010), the maximum award is \$5,350. Maximums in subsequent years depend on budgetary approval. Eligibility is determined through the FAFSA.

**SCHOLARSHIPS:** Scholarships are grants that do not need to be repaid, and can be awarded by the college or university or by an outside company or organization. Students should take care to seek scholarships through legitimate sources such as:

- [www.cicu.org](http://www.cicu.org) (Commission on Independent Colleges and Universities)
- [www.collegeboard.com](http://www.collegeboard.com)
- [www.fastweb.com](http://www.fastweb.com)
- [www.foundationcenter.org](http://www.foundationcenter.org)
- [www.hesc.com](http://www.hesc.com) (Higher Education Services Corporation)
- [www.finaid.com](http://www.finaid.com)

**SCHOLARSHIP SCAMS:** Scholarship organizations are in the business of giving money to students, not taking money from students. There should not be any cost associated with applying for legitimate scholarships and students should be suspicious of any scholarship with a fee.

# **THE ESSAY**

This is, perhaps, the only chance you will have to personalize your application. You are writing for an admissions committee composed of professionals who care about what you have to say. They want to know your intellectual and creative interests, your personal strengths, the special qualities which make you unique and how well you write. They want essays that are fresh and original; essays that reflect your style and your ability to organize your thoughts into a coherent, grammatically correct presentation.

## **Brainstorming an Essay Topic**

The most important part of your essay is the subject matter. Make sure to take some time to brainstorm ideas. Here are some questions that might spark some ideas:

- What are your major accomplishments, and why do you consider them accomplishments?
- Do you have an attribute, quality, or skill that sets you apart from others? How did you develop this attribute?
- Consider your favorite books, movies, works of art, etc. How have these influenced your life in a meaningful way? Why are they your favorites?
- What was the most difficult time in your life and why? How did it change your perspective on life?
- Have you ever struggled for something and then succeeded? What was it that made you successful?
- Have you experienced an epiphany which opened your eyes to something new; did it help you realize something about yourself or the world?
- What are your most important extracurricular or community activities? What made you join these activities? What made you continue your involvement in them?
- What are your goals and dreams for the future? How does this particular school fit into your plans?

If you have writer's block, consider these options:

1. Ask for help from parents, friends, and teachers.
2. Consider your childhood.
3. Consider your role models.
4. Read sample admissions essays. A good place to start is [www.essayedge.com](http://www.essayedge.com) – click on “View Samples of Edited Essays.”

## **Selecting an Essay Topic**

You must consider topics that will allow you to synthesize your personal characteristics and experiences into a coherent whole while simultaneously addressing your desire to attend a specific institution. While some admissions essay prompts allow great latitude in topic selection, you must also be sure to answer the questions appropriately. Leaving a lasting impression on someone who reads 50 to 100 essays a day will not be easy, but we have compiled some guidelines to help you get started. Consider the following questions before proceeding:

- Have you selected a topic that describes something of personal importance to your life?

- Is your topic a gimmick? That is, do you plan to write your essay in iambic pentameter or make it funny? ***We don't advise it as nothing is worse than having an admissions officer misunderstand what you are trying to say.***
- Does your essay give new and important information about who you are? It should.
- Have you used vivid supporting details and concrete examples to support your essay topic?
- Can you keep the reader's interest?
- Is your topic overdone?
- Is your topic controversial? If so, have you acknowledged counter arguments?
- Will an admissions officer remember your topic after a day of reading hundreds of essays?
- Essays do not have to be original or bizarre. Dramatic events of life-saving incidents are rare. The significance that you place on day-to-day events is far more revealing than some special situation. Comment on a trip, an observation, a summer job, an idea. Above all, your essay must sound genuine.

### **Writing the Essay**

- Make sure you answer the question completely.
- STAY WITHIN THE SPACE GUIDELINES GIVEN BY THE COLLEGE
- Be original and be yourself - Admissions officers can spot a "phony" without trying. They can also tell when someone else has written the essay!
- Big words don't necessarily mean good words.
- Use imagery and clear vivid prose.
- Spend the most time on your introduction and conclusion.
- Use transitions.
- Share your draft with your English teacher
- Revise, Revise, Revise!!!

### **Before you Finalize and Submit it**

- Let your essay sit for a few days, then re-read it.
- Double-check for spelling, grammar, and punctuation mistakes.
- Check for wordiness. Most essays could make their point more effectively if they were about half as long.
- Make sure you are satisfied with the essay. Does it reflect your personality and how you want to present yourself? Can you say, "This sounds like me?"
- Ask an adult to proofread the final draft of your essay.
- If you are submitting a paper copy, be sure that your name is on every page.

# **TEACHER RECOMMENDATIONS**

Most small, private colleges and some selective public universities require two letters of recommendation from teachers who know you well by virtue of having taught you in a classroom situation. Letters from coaches or activity advisors are certainly welcomed by the Admissions Office but should be in addition to the two required recommendations, not instead of them.

Since the people you select to write on your behalf can make a difference in the way the Admissions Committee perceives you, it is important to choose teachers who know you, like you and feel that they can do a good job for you. Consider teachers who can add insight or depth to your application. If you have talents you would like them to highlight, select teachers who have a firsthand knowledge of these abilities.

When soliciting teacher recommendations, follow the procedure below:

1. Do not presume that teachers will automatically write for you. **ASK**. Then, fill out the **CTA Request for Teacher Recommendation** form and hand it to the teacher at an appropriate time with any forms, and stamped, addressed envelopes that might be necessary. Forms are available on the bulletin board across from Mrs. Delman's office.
2. Select teachers carefully. Ask for recommendations from teachers in whose classes you did solid work, and ask them to focus on the specific abilities and qualities they have observed in you. Feel free to remind them of specific major projects or papers on which you did an exceptional job.
3. If you are certain of the college major you intend to pursue, select a faculty member from that discipline to write for you. For instance, if you plan to major in Engineering, one of your letters of recommendation should come from a math or science teacher.
4. Be sure to give your teacher ALL of the required forms at least 3 weeks before they are due.
5. **When preparing a teacher recommendation form for your teacher, always waive your right to see the recommendation.** This accomplishes two essential goals: First, you make a compelling expression of trust in your teacher. Secondly, you avoid "standing out" negatively in the evaluation process, since nearly all other students in the application pool will have waived their rights. College admissions officials simply place more credence in confidential recommendations.
6. If you are using the Common Application online, be sure to let the teachers know that they will receive an email from the Common App that will provide them with the link to the page where they will post their recommendation and answer questions.
7. Besides thanking each teacher personally, you should hand-write a thank-you note and either mail it or give it to the teachers who wrote on your behalf. Keep in mind that these teachers care about you and are investing time in your success. They want to know if you get accepted or rejected. Update them.

## **SUPPLEMENTARY LETTERS OF RECOMMENDATION**

If you have interests outside of school, or if you have had an interesting employment experience, you can submit a supplemental letter from the adult who supervised your work. Such letters should be submitted sparingly and only if they will strengthen your application by adding specific, unique information to your file. In any event, they will NOT take the place of required teacher recommendations.

Sometimes family, friends and acquaintances will ask if they can write a letter on your behalf. Consult your college counselor regarding this type of letter.

## **COUNSELOR RECOMMENDATIONS**

Your High School Counselor will write a recommendation (a.k.a. Counselor Statement) and submit it with your transcript. This does not count as one of your Teacher Recommendations.

# **COLLEGE VISITS**

Campus visits are highly recommended – especially if you want to apply to a school Early Decision.

## **WHEN YOU VISIT A CAMPUS**

1. Go on a tour and attend an information session. Do not judge the school by the specific tour guide.
2. Ask to see a freshman dorm.
3. Visit a class; talk with a faculty member if possible.
4. Talk to students, a very useful source of information about a college; but, remember that students' personal opinions must be considered with care.
5. Visit a cafeteria or snack bar to see “real” students.
6. Read the campus newspaper as a means of finding out what the issues are on campus. Check the bulletin boards in the student union or cafeteria.
7. ASK QUESTIONS! Be independent! Don't be bashful!
8. Be sure to record your thoughts and impressions as you leave campus so you can have an accurate recollection of your visit.

## **WHAT TO LOOK FOR; WHAT TO ASK**

### **Campus Living: Intellectual Atmosphere**

1. What is the student attitude toward learning? Do most seem to enjoy their courses?
2. Do students exchange ideas outside of class?
3. Is there active interest in political, social, or world issues?
4. Are there cultural opportunities available on campus? Off campus? (concerts, art galleries, museums, theaters, lectures)
5. Is interest in intellectual matters an admired value?
6. Does it appear that many students are “workaholics?”
7. Do most students seem to place more importance on their studies or on other activities?
8. Is there pressure for good grades? Is the pressure internal or external? Does there seem to be cut-throat competition among students to get into graduate school?

9. Does the intellectual atmosphere appeal to you? How do you think you would fit in?

### **Campus Living: Social Atmosphere**

1. Does social life revolve around the campus, or do most people leave on weekends?
2. Does the college provide sufficient and varied social activities? (concerts, movies, dances)
3. Is there opportunity to attend social events off campus? Do many students take advantage of these opportunities?
4. Are opportunities and facilities for socializing readily available? Do the dorms have living rooms? Do the dorms have eating facilities? Is there a student center? Where do students hang out?
5. Are clubs and organizations predominantly tradition, theme based, issue-oriented, etc.?
6. What percentage of students belong to fraternities/sororities? How important are they to social life?
7. Are there social pressures? (How important are money, possessions, and appearances?)
8. Do the students seem friendly? Have they been helpful to you?
9. Are there exclusive clubs and to what extent do they affect the social atmosphere? (If you were not a member, would it influence your self-esteem?)
10. Does there seem to be a "typical" student? If so, how would you characterize him/her? (Preppy, off-beat, all-American, hippie.)
11. Is there diversity among the student body? How would you characterize it?
12. Is there school spirit? Do students seem to be happy there?
13. Does the social atmosphere appeal to you? How do you think you would fit in?

### **Campus Living: Room and Board**

1. Does the appearance of the campus please you?
2. Are the buildings and grounds well maintained?
3. What are the living arrangements for freshmen?
 

large dorms	singles	suites
small dorms	doubles	substance free dorms
single sex/co-ed dorms/floors	triples	quiet dorms
house or college system	quads	off-campus apartments

4. What is the system of housing allocation after freshman year?
5. What are the living arrangements for upper classmen? Are upper classmen guaranteed space on campus? Is it typical for upper classmen to live off campus?
6. Are there limitations on visiting hours? Are there “quiet hours?” Are there rules governing curfews, drinking, smoking?
7. Where do students eat? What kind of meal plans are available? What do students say about the food?
8. What role do athletics play in campus life? (Consider both intercollegiate and intramural sports and athletic facilities for all students.)
9. Are freshmen allowed to have cars on campus?

## **JEWISH LIFE**

Some of the questions you may want to ask college officials, Hillel (or other Jewish organizational personnel) and students are as follows:

1. What is the Jewish student population?
2. About what percentage of the Jewish students are involved in any Jewish activity?
3. How active is the Hillel (or whatever name the Jewish student group calls itself)?
4. What are the different Jewish groups on campus? Where are they located?
5. Can students request a Shabbat observant roommate? Is there a more desired residence hall for Shabbat observant students?
6. How “Jewish” are the supposed Jewish fraternities and sororities?
7. Into what fraternities and sororities are Jews welcome or unwelcome?
8. Do most Jewish students identify as Jews on that campus?
9. What are the opportunities for connecting with Israel on campus? What events are held? Will the college give credit for study in Israel?
10. Are there Jewish faculty on campus? Who are they? Do they openly identify as Jews? Do they support Jewish interests? Do they speak out when necessary?
11. If the school is known as a commuter school, are any Jewish students left on campus on the weekends? And, do out-of-state students typically go with local students to their homes for Shabbat?
12. What is the university policy regarding Jewish holidays? This includes all of the

- Jewish holidays – including the ones most professors have not heard of.
13. Have there been scheduling conflicts (graduation or exams) with Jewish holidays? If so, what was the outcome?
  14. Who is the director or advisor of the Jewish student group? Will that person support my particular Jewish value system?
  15. Is there any anti-Israel sentiment on campus?
  16. Have there been speakers hostile to Jews on campus?
  17. Is there a Jewish Studies Department? Are there courses available in Jewish Studies or Jewish History?
  18. Are there Jewish study opportunities off campus?
  19. Are there Jewish activities for young adults in the community?
  20. Will I be able to observe Passover on campus?
  21. Is there a kosher kitchen? Under whose supervision? Who does the cooking? How many students keep kosher?
  22. Are there religious services on campus? What type? How many students attend?
  23. Will there be a succah on campus?
  24. Is there Family Hospitality available for Shabbatot and holidays?

# **INTERVIEWS**

It is your responsibility to see if a college requires an interview, either on campus or with an alumnus in the Columbus area. If it is required, you will need to call the admissions office to schedule an interview.

## **PREPARING FOR AN INTERVIEW**

1. Make an appointment by calling or e-mailing the admissions office. You do not need to speak with an admissions officer to make an appointment; the office secretary usually arranges interviews. In some cases, an interview will be scheduled on-line.
2. Read about the college in advance to become an informed interviewee and/or prospective applicant.
3. Know yourself well. Review your transcript, GPA, SAT scores, activities, interests, etc.
4. Think about questions you would like to ask the interviewer and information about yourself that you would like to share with him/her. (It's OK to take notes and have a list of questions and points you would like to cover.)
5. Dress appropriately. Avoid extremes. (Suit and tie are not necessary. Jeans are not appropriate.)

## **WHEN YOU HAVE YOUR INTERVIEW**

1. Be prompt. Call if you're going to be delayed.
2. Do not be concerned if your interviewer is someone other than the dean or director of admissions. If the interview is an important part of the admissions process at a college, all interviews given on campus have equal weight. All interviewers are well trained and prepared to represent the institution. An interview with a senior staff member is not essential.
3. Be yourself – do not pretend to be something or someone you are not! Smile, be friendly, considerate and polite.
4. Demonstrate confidence, a willingness to learn, and a genuine excitement about the challenge of going to this college. Enthusiasm is contagious! Help the interviewer visualize you as part of the student body.
5. Answer questions to the best of your knowledge and ability. Do not be afraid to admit that you don't know something. If you do not understand a question, simply ask the interviewer for clarification.
6. Be ready to volunteer information – know your scores, GPA, latest grades and what courses you now carry or will carry in your senior year. Be prepared to discuss your most important extracurricular activities, your job, summer activities or your special interest. College admissions people like to know what is important to you and how you spend your time out of school.

7. Use your common sense and try to be comfortable with the interview process. Be interested and engaged.
8. If the interviewer asks what you would like to contribute to the college community, comment on such topics as:
  - a. Your active interest in studying.
  - b. Your desire to meet people and be a member of a community.
  - c. Your aim to utilize your talents, skills and interests by participating in meaningful school activities.
9. When you are asked a question by the interviewer, do not answer with just a 'yes' or 'no'. Elaborate briefly. The goal of the interviewer is not to intimidate but to learn more about you. Relax and enjoy the exchange.
10. If you have questions, or there is additional information you would like to share, be sure to mention it in a way that is comfortable to you.
11. Before you leave, be sure you have your interviewer's name and title. Ask for his/her business card. Thank the interviewer for his/her time and interest in you. Shake hands.

### **AFTER THE INTERVIEW**

Send a hand-written thank you note to the interviewer. It shows the interviewer you have taken the time and interest to think about your recent interview. This is also a good opportunity to reinforce or clarify something from the interview, or add information that was not discussed.

## **ACT Test Day Checklist** – copied from [actstudent.org](http://actstudent.org)

- ❖ Report to your assigned test center by the Reporting Time (8:00 a.m.) listed on your ticket. You will NOT be admitted to test if you are late.
- ❖ Bring a printed copy of your [ticket](#) to the test center. You will not be admitted to test if you do not have a printed copy of your ticket.
- ❖ Bring [acceptable photo identification](#). You will not be admitted to test if your ID does not meet ACT's requirements.
- ❖ Testing staff will check your photo ID and ticket, admit you to your test room, direct you to a seat, and provide test materials.
- ❖ Bring sharpened soft lead No. 2 pencils with good erasers (no mechanical pencils or ink pens). Do not bring any other writing instruments; you will not be allowed to use them.
- ❖ Be ready to begin testing after all examinees present at 8:00 a.m. are checked in and seated.
- ❖ Please note that ACT may visit test centers to conduct enhanced test security procedures including, but not limited to, collecting images of examinees during check-in or other security activities on test day.
- ❖ Do not engage in any [prohibited behavior at the test center](#). If you do, you will be dismissed and your answer document will not be scored. Note: For National and International Testing, you will be asked to sign a statement on the front cover of your test booklet agreeing to this policy.
- ❖ Once you break the seal on your test booklet, you cannot later request a Test Date Change, even if you do not complete all your tests.
- ❖ A permitted calculator may be used on the Mathematics Test only. It is your responsibility to know whether your calculator is permitted. Please refer to the [ACT Calculator Policy](#).
- ❖ If your calculator has characters one inch high or larger, or a raised display, testing staff may seat you where no others can see the display.
- ❖ A short break is scheduled after the first two tests. You will not be allowed to use cell phones or any electronic devices during the break, and you may not eat or drink anything in the test room. (If you take the ACT Plus Writing, you will have time before the Writing Test to relax and sharpen your pencils.)
- ❖ Students taking the ACT (No Writing) with standard time are normally dismissed about 12:15 p.m.; students taking the ACT Plus Writing are normally dismissed about 1:00 p.m.
- ❖ On some test dates, ACT tries out questions to develop future versions of the tests. You may be asked to take a fifth test, the results of which will not be reflected in your reported scores. The fifth test could be multiple-choice or one for which you will create your own answers. Please try your best on these questions, because your participation can help shape the future of the ACT. If you are in a test room where the fifth test is administered, you will be dismissed at about 12:35 p.m.
- ❖ If you do not complete all your tests for any reason, tell a member of the testing staff whether or not you want your answer document scored before you leave the test center. If you do not, all tests attempted will be scored.

# ***APPLICATION DO'S AND DON'TS***

## **DO**

1. DO find a "handle" for yourself -- something the admissions committee can remember you by -- and DO be consistent in presenting yourself.
2. DO find out everything you can about a school, making sure that the program or major you wish to pursue is, in fact, offered there.
3. DO a thorough job of deciding and relating why you are interested in a school, and emphasize the positive when applying.
4. DO provide your college counselor and teachers with sufficient information about your reasons for applying to each school. Be sure they know about all of your awards, activities and interests.
5. Do try to establish a personal rapport with an individual admissions officer by emailing questions, etc. That person can become your advocate before the Admissions Committee when it counts most!
6. DO write your essays early enough to allow time to put them aside for a week, to reflect on them and then revise them several times.
7. DO show your essay to an amenable teacher or counselor who can give you critical, objective feedback.
8. DO send supplementary application materials if they are relevant to your positioning and if they show genuine ability.
9. DO make photocopies of everything you submit. There is always the possibility that a form will be lost in the mail or that there will be problem with the computerized application in the Admissions Office itself.
10. DO keep track of your login and password on College Applications
11. DO check the email address that you included on your application regularly!

## **DON'T**

1. DON'T ever try to "put one over" on the Admissions Committee. Never exaggerate or take credit for accomplishments that are not yours.
2. DON'T be arrogant, pushy or driven. Be gracious in your writing and in your personal contacts. Be assertive and confident, but never aggressive and cocky.
3. DON'T overload your folder. What counts is quality, not quantity.
4. DON'T pester the Admissions Office. After you have filled out your application, if you suddenly receive an unexpected honor or your academic record improves significantly, call or send an email to the Admissions Office. In this way, your update will go directly into your file.
5. DON'T pretend to be something you are not. You are an individual with feelings, fears and subtleties of character, but never dwell on problems. Be positive!
6. DON'T assume that all colleges are alike in approach or admissions standards. Each college is different.
7. DON'T write superficially. Explain in detail what your various experiences have meant to your personal growth.
8. DON'T forget that your teachers are busy and need plenty of "lead time" in order to do their best for you! Never put off getting materials (including the stamped, addressed envelope) to them!

# **SPRING DECISIONS**

## **Acceptances**

Congratulations! Most of you will have been accepted at one or more colleges or schools because you chose your colleges well and applied to a range of schools. However, some of you may have been denied admission at one or more colleges or schools.

## **What About Rejections?**

If you are denied admission at a school or college, try not to take it personally. It does not necessarily mean that you could not do the work. Admissions decisions are based on the needs of the college and the composition of the applicant pool each year, so sometimes students are denied admission to colleges to which they may have been admitted in another year. This has been exacerbated by the current bulge in the population of 18 year olds, which has made college admission much more difficult in the last several years.

***Remember that if you hear negatively from a college that you had considered a safety, you should see your counselor immediately.***

Please be sure to inform your counselor what you have heard from your colleges. Remember to keep your teachers in the loop as well. Let them know about your colleges' decisions and be sure to thank them for their letters of recommendation.

## **How to Decide Which College to Attend**

When sorting through the offers of admission you have received, there are several factors to consider as you try to decide which college to attend.

1. Revisit the reasons you selected the colleges in the first place; compare again the courses, activities and other opportunities among the schools;
2. Visit the campuses again, attending classes, and staying overnight if possible (it feels very different knowing that you are accepted);
3. Compare expenses and financial aid packages;
4. Talk to several people – counselors, teachers, parents, friends, current students at the colleges; and
5. Trust your intuition.

Many students find it helpful to make a list of pros and cons to assist in the comparison of their choices. You need to make a personal decision, one that makes the most sense for you and your particular interests, needs and requirements. It may be difficult for you to say no to a more “prestigious” school when another is really the best choice for you. You may need someone to be a guide or a sounding board in that process.

## **Candidate's Reply Date**

You should hear the admissions decisions and financial aid offers from all your colleges by April 15 at the latest and you have until May 1, the Candidate's Reply Date, to let the college of your choice know you plan to attend.

Once your decision is made, you need to send a deposit to the college you will attend by May 1 and *courtesy* dictates informing the other colleges to which you were accepted that you will not attend. In fact, you should inform colleges that you will not attend as

soon as you know, because it is with this information that colleges can continue to accept students now, and later on, accept students from their wait list. It is unethical to pay a deposit to more than one school – literally, buying time to make a decision. This practice undermines the system that universities rely on, and CTA does not support it.

### **Deferring Admission**

Many colleges and universities look favorably upon students who spend the year after high school doing something meaningful before matriculating on campus. **If you want to defer admission for a year, or a semester, you must contact the school and ask them how to go about this.** In most cases, they will require you to send a letter explaining your request and the reason for it. Some schools do not grant deferrals under any circumstances (i.e. OSU) and others only grant them for academic purposes like studying in Yeshiva in Israel (i.e. University of Maryland). Schools change their policies frequently, so you **MUST** contact them yourself and inquire – don't just rely on the information you heard from friends. (See the sample letter on page 43 of this handbook.)

### **Wait List**

You may be notified that you are on a Wait List, which means that the admissions officers feel that you can do the work, but that the college has many more qualified applicants than can be accepted. There are specific strategies that help when you are wait listed at your **first choice** school, therefore you should seek the help of your counselor. **Colleges want to see students take the initiative and advocate for themselves.** It is important to communicate with the admissions office your continued enthusiasm and desire to attend that particular school. It may be appropriate to send the college another letter of recommendation (as long as it provides new information) and send third (or fourth) term grades. As each situation varies, it is important for you and your counselor to work together to develop the best strategy.

## ***POSTSCRIPT***

Thomas Hayden, Dean of Admissions at Oberlin College and a noted author in the college admissions field, offers this suggestion:

"As you bring your application to a close and review the various documents that make up your admissions folder, ask yourself if you have met the criteria that we shall call the four C's: Clarity, Candor, Completeness and Contribution.

Have you said everything as clearly as possible? Have you been candid about yourself, your strong points and failings? Have you been complete in your responses to the questions on the application, even though some of the questions themselves may have seemed vague or repetitive? Have you attempted to show that you can make a contribution to each particular school? Simply said, do you feel good about what you have and the way you have said it? If so, you have probably done well in this, the most difficult part of the college admissions quest."

Remember that your ultimate goal is to submit a compelling, clear, thoughtful "package" that gives a stranger a strong sense of you -- as an individual worth getting to know; as an independent thinker, capable and confident in your abilities; as one who will make a vital contribution to a student body.

## ***SAMPLE NOTICE OF CANCELLATION***

Dear Admissions Office (or the name of the Admissions Counselor you've been working with),

I was pleased to receive my notice of admission to (name of college); however, my college plans have now changed and I wish to inform you that I will not be attending (name of college).

Thank you for the time and consideration given to my application.

Sincerely,

Your full legal name

Mailing address

Phone number (with area code)

# ***SAMPLE REQUEST FOR DEFERRAL FOR YEAR OF STUDY IN ISRAEL***

Dear (name of appropriate Dean or other School Official who makes Deferral decisions),

Please accept this letter as my official request for a deferral of Admission until the Fall of (year). I have been accepted into a personally enriching program for religious study in Israel at (name of Yeshiva/Seminary). I would like to attend this school in Israel for the upcoming school year and then matriculate into (name of University/College).

I have enclosed my letter of acceptance from (name of Yeshiva/Seminary). During the year in Israel, I will spend the day in a structured course of study of Jewish texts in Aramaic and Hebrew. The school is designed for English speakers from around the world who have just completed High School. Up until now, I have been in a dual curriculum environment, at the Columbus Torah Academy, with mornings devoted to Jewish Studies and afternoons to General Studies. During the upcoming year in Israel, I will immerse myself in Jewish Studies in order to accelerate the development my textual skills so that I will be more prepared to learn independently throughout my life. Also, I will gain a more thorough understanding of my heritage. It is a special opportunity that I believe will have a very positive impact on me.

Thank you for the time and consideration given to my request. Please feel free to contact me with any questions.

Sincerely,

Full legal Name

Mailing Address

Phone number with area code

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

## **STUDENTS HAVE THE RIGHT:**

1. To 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, or until May 1 (whichever comes earlier).

Should you be denied this right: (1) immediately request the college/ university to extend the reply date; (2) notify your counselor and ask him/her to notify the President of the State or Regional ACAC. For additional assistance, send a copy of your admission notification letter and all correspondence to:

Executive Director  
NACAC  
1631 Prince St.  
Alexandria, VA 22314

or

School College Relations  
NASSP  
1904 Association Drive  
Reston, VA 22091

## **STUDENTS HAVE THE RESPONSIBILITY:**

1. To be aware of the policies (deadlines, restrictions, etc.) regarding admissions and financial aid of colleges and universities of your choice.
  2. To complete and submit required material to colleges and universities.
  3. To meet all application deadlines.
  4. To follow college application procedures of your high school.
  5. To notify the colleges and universities which have offered you admission, of your acceptance or rejection of their offer as soon as you have heard from all to which you have applied, or by May 1, whichever is earlier.
- \* This statement is jointly endorsed by the National Association of College Admission Counselors and the National Association of Secondary School Principals.

# **REFERENCES FOR COLLEGE PLANNING**

## **BOOKS**

- College Match: A Blueprint for Choosing the Best School for You by Steven R. Antonoff and Marie A. Friedemann  
The College Finder: Choosing the School That's Right for You by Steven R. Antonoff and Marie A. Friedemann  
Colleges That Change Lives: Forty Schools You Should Know About Even if You're Not a Straight-A Student by Loren Pope  
Letting Go: A Parent's Guide to Today's College Experience by Karen Levin Coburn and Madge Lawrence Treeger

## **OBJECTIVE GUIDEBOOKS**

- The Hillel Group to Jewish Life on Campus  
Peterson's Guide to Two-Year Colleges  
Barron's Profiles of American Colleges. Published every few years.  
Comparative Guide to American Colleges. Published annually.  
The College Handbook. Published annually.  
Peterson's Guide to Four-Year Colleges. Published annually.  
Lovejoy's College Guide. Published every few years.  
Kaplan/Newsweek's How to Get Into College

## **SUBJECTIVE GUIDEBOOKS**

- Barron's Guide to the Top 50 Colleges  
The Fiske Guide to Colleges. Published annually.  
The Insider's Guide to the Colleges. Published annually by Yale Daily News.

## **LEARNING DISABILITIES**

- Lovejoy's College Guide for the Learning Disabled  
Peterson's Guide to Colleges with Programs for Learning Disabled Students  
K & W Guide. Colleges & the Learning Disabled Student  
College Guide for Students with Learning Disabilities

## **FINANCIAL ASPECTS**

- Paying Less for College. Published annually.  
The A's and B's of Academic Scholarships. Published annually.  
The College Cost Book. Published annually.  
The Best Buys in College Education. Published every few years.  
Financial Aids for Higher Education. Keeslar.  
Don't Miss Out: The Ambitious Student's Guide to Financial Aid. Published annually.  
College Financial Aid Made Easy. Patrick Bellantoni.

## **OTHER BOOKS**

- Writing the College Application Essay. College Board.  
Campus Visits and College Interviews. College Board.

## **BOOKS FROM OCTAMERON**

- Campus Pursuit: How to Make the Most of the College Visit and Interview.  
Do It Write: How to Prepare a Great College Application  
Don't Miss Out: The Ambitious Student's Guide to Financial Aid  
College Grants from Uncle Sam

College Loans from Uncle Sam  
Earn and Learn: Cooperative Education Opportunities with the Federal Government  
Financial Aid Officers: What They Do – To You and For You  
College CheckMate: Innovative Tuition Plans that Make You a Winner  
Campus Daze: Easing the Transition from High School to College  
Financial Aid Fin-Ancer: Expert Answers to College Financing Questions  
Campus Opportunities for Students with Learning Differences  
College Match: A Blueprint for Choosing the Best School for You  
The Winning Edge: The Student-Athlete's Guide to College Sports

## **OTHER RESOURCES**

"Preparing for College," offers a brief overview of the college search from an independent school parent's point of view. By Patrick F. Bassett, president of the National Association of Independent Schools.

The National Association for College Admission Counseling offers several useful, low-cost brochures, including "Guide to the College Admissions Process" and "Web Resources for the College-Bound"

"Letter to Applicants," from Fred Hargadon, dean of admissions at Princeton University, is interesting even if you aren't Princeton-bound

"Fenced in by Delusions: Parents and College Admissions" provides reality therapy about choosing a college. By psychologist Michael Thompson, author of *Raising Cain* and *Best Friends, Worst Enemies*

"How to Find the Perfect College for You," by the admissions team at Union College in New York, offers thought-provoking insights like this: "Excellent qualifications will open the door for consideration by elite colleges, but the invitation to walk through – admission – is the byproduct of an idiosyncratic and often unfair selection process."

"Dear Admissions Guru" offers straight talk on the usual topics plus unusual ones like "I Hate the SAT" and "I Didn't Do So Great in High School."

"The Early-Decision Racket," by James Fallows of *The Atlantic Monthly*, takes an in-depth look at the controversial early-decision process, the obsession with elite colleges, and more.

"Taking Time Off" covers options for students who want to explore postponing college for a year and consider "gap year" options. Complete with a list of helpful books and Web sites, the article is from the May/June 2002 *Steps to College*, and on-line newsletter from the National Association for College Admission Counseling.

"On the Payoff to Attending an Elite College," a report from the National Bureau of Economic Research, makes the case that higher college selectivity doesn't necessarily mean higher income for graduates. Especially interesting: "The Spielberg Effect," named for the filmmaker who was rejected by the USC and UCLA film schools – but managed to do all right nevertheless.

"Where Did Our Heroes and Heroines Go to College?" by Jay Mathews of the *Washington Post*. This amusing article notes that big-name people didn't necessarily attend big-name colleges.

# **RECOMMENDED WEBSITES**

## **COLLEGE APPLICATIONS**

Common Application on-line: [www.commonapp.org](http://www.commonapp.org)

Individual College websites

## **COLLEGE INFORMATION**

Narrow your list: [www.collegeboard.com](http://www.collegeboard.com) or [www.collegequest.com](http://www.collegequest.com)

Peterson's Education Guide: [www.petersons.com](http://www.petersons.com)

Virtual Campus Tours: [www.campustours.com](http://www.campustours.com)

## **STANDARDIZED TESTING**

Register and prepare for tests: [www.collegeboard.com](http://www.collegeboard.com) and [www.actstudent.org](http://www.actstudent.org)

## **FINANCIAL AID AND SCHOLARSHIP INFORMATION**

Financial Aid/Scholarship Search through the Web: [www.fastweb.com](http://www.fastweb.com)

Caution: Be very wary of any scholarship search that costs money!!

PROFILE – to register via the Internet: [www.collegeboard.com](http://www.collegeboard.com)

FAFSA – to register via the Internet: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Financial Aid Information: [www.finaid.org](http://www.finaid.org)

Financial Aid Estimator: [www.finaid.org/finaid/calculators/estimate.html](http://www.finaid.org/finaid/calculators/estimate.html)

Financial Aid Advice: [www.nasfaa.org/ParentsStudents.asp](http://www.nasfaa.org/ParentsStudents.asp)

Scholarship Scams: [www.finaid.org/finaid/calculators/estimate.html](http://www.finaid.org/finaid/calculators/estimate.html)

## **MAJORS AND CAREERS**

Find terrific information about potential majors and careers and how they are related to college majors at: [www.bigfuture.collegeboard.org](http://www.bigfuture.collegeboard.org). Roll over the Explore Careers Heading along the top, and then select “Major and Career Search.”

# College Data Form

Name of College \_\_\_\_\_

City, State \_\_\_\_\_

Phone \_\_\_\_\_

Web Address \_\_\_\_\_

Total Enrollment \_\_\_\_\_

Undergraduates Male \_\_\_\_\_ Female \_\_\_\_\_

## Type of College/University

- |  |                                       |   |
|--|---------------------------------------|---|
| <input type="checkbox"/> Co-ed                 | <input type="checkbox"/> Private      | <input type="checkbox"/> Business             |
| <input type="checkbox"/> Single Sex            | <input type="checkbox"/> Public       | <input type="checkbox"/> Engineering          |
| <input type="checkbox"/> Religious Affiliation | <input type="checkbox"/> Liberal Arts | <input type="checkbox"/> Technical/Vocational |

## Admissions

Sat I Required (or Recommended) Yes No

ACT Required (or Recommended) Yes No

SAT II Required (or Recommended) Yes No How many? \_\_\_\_\_

Honors Program Minimum Score requirement \_\_\_\_\_

Interviews – Recommended or Required?

Local Contact Person and contact information \_\_\_\_\_

Admissions Plans Available	Deadlines
Early Decision	_____
Early Action	_____
Rolling Admission	_____
Regular Decision	_____

**College Environment** Urban Suburban Rural

Nearest City or Town if not and Urban campus \_\_\_\_\_

Distance from major airport \_\_\_\_\_ Distance from home \_\_\_\_\_

Number of Jewish Students on Campus \_\_\_\_\_

Kosher Meal Plan? If so, describe

\_\_\_\_\_  
\_\_\_\_\_

Where is the closest Shabbat or Daily Minyan that is appropriate for me?

\_\_\_\_\_

Approximately how many students observe a traditional Shabbat on campus? Are any of them coming from a post high school year in Israel?

\_\_\_\_\_

Campus attitude toward Israel \_\_\_\_\_

**Freshman Class Profile**

Avg SAT I Score of Entering Freshman (If Provided) Reading \_\_\_\_\_ Math \_\_\_\_\_ Writing \_\_\_\_\_

Avg ACT Composite Score of Entering Freshman (If Provided) \_\_\_\_\_

**Financial Information**

Tuition	
Room	
Board	
Fees	
Books/Personal Expenses	
Cost of Attendance (COA)	

Financial Aid:

Forms required to receive aid \_\_\_\_\_

Filing Deadlines \_\_\_\_\_

Majors Offered of Particular Interest to Me:

\_\_\_\_\_

Special Programs/Opportunities/Athletics Offered of Interest to Me:

\_\_\_\_\_

Graduate Data

% Freshman who return for Sophomore Year \_\_\_\_\_

% Freshman who graduate in 4 years \_\_\_\_\_

% Graduates who go directly on to further education \_\_\_\_\_

Accepts Deferrals

Yes. The process is: \_\_\_\_\_

No. The process for re-applying is: \_\_\_\_\_

**Personal Assessment**

Based on my grades and scores, this college is a:

Reach

Realistic

Safety

# **COLLEGE APPLICATION TRANSCRIPT REQUEST**

STUDENT \_\_\_\_\_

CLASS OF \_\_\_\_\_

This form is how you request that CTA sends out or uploads your transcript, school profile and counselor statement.

**Common App Schools:**

Date of Receipt of Common App Request \_\_\_\_\_

Date Materials were Uploaded by Counselor \_\_\_\_\_

Name of School and/or Program	Action and Scholarship Award

**Non-Common App Schools**

College	Type of App	Deadline to University	Attachments given to Mrs. Delman	Names of Teachers writing recs	Date Submitted to Mrs. Delman	Date mailed Or posted	Are Mid-Year Grades Required?	Date mailed Mid-Year Grades	Action
1.									
2.									
3.									

- Type of App – early action, early decision, or regular admission
  - Deadline – specific date or rolling
  - Attachments – what should be mailed with your transcript, school profile and counselor statement that you are giving to Mrs. Delman?
  - Date submitted – As you fill in this form, write down the date you add a college to the list.
  - Date Mailed – We will keep track of when we send out our parts. Are Mid-Year Grades Required? – Many schools require your mid-year 12<sup>th</sup> grade report card to be sent to them. CTA will only mail it these grades if you indicate that they are required.
  - Date Mailed Mid-Year Grades – CTA will keep track of the day we mail this information.
  - Action – Accepted, Rejected, or waitlisted
- 
- ❖ I have submitted, or intend to submit, my portion of the application and the application fee as well as any supplemental materials where applicable.
  - ❖ I have had, or will have the College Board or ACT scores sent to all my colleges.
  - ❖ I have given to my teachers the required evaluation forms and the CTA Request for Teacher Recommendation Form.

I hereby authorize CTA to release my transcript, school profile, counselor statement and Special Ed forms (if applicable) to the institutions listed above.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## CTA REQUEST FOR TEACHER RECOMMENDATION

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_

Date submitted to Teacher: \_\_\_\_\_

Thank you for agreeing to write a recommendation in support of my college applications.

- Common Application – I will submit your name and email address. Please be on the lookout for an email from the Common App. Follow the link in the email to answer questions and upload a letter of recommendation on my behalf. Please be sure to write a generic letter than does not mention any particular school.
- School specific electronic recommendation – I will submit your name and email address to a specific school that will send you a link to upload a letter of recommendation.
- Paper recommendation to be submitted by regular mail. – I am providing you with stamped and addressed envelopes and possibly a form to fill out. Please mail the letter (and form if applicable) by mail.

School & Method <i>(ex. Yeshiva University – regular mail)</i>	Deadline
Common App Schools	

I will check back with you to see if I can help you with any questions that might come up.

Thanks again!