A special thank you to Singapore American School, Tampa Preparatory School, International School Bangkok, and the Horace Mann School for permitting us to use information from their college handbooks.
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Dear Students,

Read through this handbook and keep it handy. You will refer to it often, because it provides both a general overview of the process and a number of important details and deadlines. Familiarity with this handbook and the process will bring you less stress, more control, and more success in the college admission process. Eight things to keep in mind as you embark in this process:

- Respect people’s privacy. Not everyone wants to share their test scores, where they are applying, or their admission decisions. Some students need a couple of days to deal privately with bad news before they’re ready to share with others.
- Do not denigrate colleges. The college you wouldn’t dream of considering may be someone else’s “reach.” Similarly, the college you visited and didn’t like may be a perfect fit for someone else.
- Be sensitive. The day you get into your dream college may be the day that one of your classmates has just been denied by his. Or the day you’re ecstatic about your SAT scores may be the same day that a classmate is devastated by hers.
- Please note: Our policy is not to share with others where you’ve applied or your admission decisions, other than stating at the end of the process where you’ve decided to matriculate. This also means we can’t tell you who has applied to a given college or the outcome.

No handbook can begin to answer all the questions you will have, but by reading this handbook carefully and following the recommended procedures, you’ll waste less time on the details and have more time for the larger questions facing you throughout the college admission process.

Now a word for parents:

Being parents of college-bound teenagers means striking a difficult balance. While your children need your support and advice, this is one of their first significant adult decisions. Encourage your children to have confidence in their abilities, but also give them the authority to be in charge of the process. Spring of the junior year is an ideal time to have a discussion as a family about what role each person will play. How will you discuss universities and university options? What are the expectations of each person involved? What are realistic financial considerations? You are essential in this process. We wish you all patience as you attempt to be sounding boards, resources, travel companions, and cheerleaders while also treading lightly on teenagers desperately hoping to live up to your expectations and trying to create their own identity, separate from their parents.

Enjoy the journey!

Ms. Terry Finnin  Mr. Alex Becker  Ms. Maria Lucia Puerta

CNG’s COLLEGE AND CAREER BREAKDOWN BY CLASS

In order to achieve excellence as well as ensure equity of service to all our students and their parents, our breakdown is now by last name by class to ensure appropriate division of students by counselor as follows:

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<th>Class of</th>
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<td>E-M</td>
<td>N-Z</td>
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<td>2019</td>
<td>A-Gom</td>
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<td>P-Z</td>
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<tr>
<td>2020</td>
<td>A-G</td>
<td>H-P</td>
<td>Q-Z</td>
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LETTER OF INTRODUCTION

Communication is of utmost importance. The collaboration between counselor/student, parent/student, and counselor/parent is crucial to a smooth college search and application process. These partnerships create the foundation for the successful participation in and completion of the application process. Honest and open lines of communication are essential and the college counseling staff welcomes and expects such cooperation.

You are in control of the process. Two of the three steps are in your hands. You will select which colleges to apply to and ultimately decide which college to attend. Though you will get input from parents, advisors, teachers, friends, relatives, and admissions officers, remember that the person going to college is you. Make decisions that feel right and make sense to you. Since this is your process, you must also assume responsibility for your applications and for your college research.

Do your research. Do not rely solely on rankings or the opinion of one person who loves or hates a school. Read the guide books and materials that are sent to you by the colleges. Visit colleges and pay attention to your instincts. Attend local events such as college fairs or receptions. Talk to current undergraduates and members of the college’s community. There is no magic formula to determine the right school for you. Go beyond the obvious. At first glance, many colleges may sound similar but look closely at the personality and culture of each institution to determine if it is a good fit for you.

Focus on your goals and wishes. Remember that this process is about you. What may be appropriate for your friends may not be right for you and vice versa. Stay focused on what is right for you. When learning about a college, be sure that it fits your goals academically, socially, and financially. College is not a prize to be won but rather a match to be made.

initiate the conversation with your parents or guardians about the college process. Keep your parents and guardians updated on where you are in the process. Also, remember to communicate with them about how you want to conduct, approach, and organize the process. It is best to establish everyone’s role in your process.

Always be yourself. Self-assessment is the critical first step in learning about whether or not a particular school is going to be right for you. All too often, people start the search process focused on the importance of gaining acceptance to a specific school rather than on the important questions that need to be asked.

Reflect on your values, expectations, and interests. Search for schools that match such criteria. Remember you are not going to change for a college, but rather find a college that allows you to thrive and be the best student you can be.

Following are a few common courtesies which many students have found can help the journey go as smoothly as possible for all involved:

- Do not dismiss a college because you have not heard of it. Consider all your options and do not jump to conclusions based on any single source of information. Be an informed student and do research. Give the colleges a chance before eliminating them as options.
- Do not go to a specific school rather than on the important questions that need to be asked.
- Be sensitive. The day you get into your dream college may be the day that one of your classmates has just been denied by his. Or the day you’re ecstatic about your SAT scores may be the same day that a classmate is devastated by hers.
- Please note: Our policy is not to share with others where you’ve applied or your admission decisions, other than stating at the end of the process where you’ve decided to matriculate. This also means we can’t tell you who has applied to a given college or the outcome.

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CNG’S COLLEGE AND CAREER COUNSELING

GENERAL OVERVIEW

CNG’s College and Career Counseling program’s mission is to help students set realistic goals in both career and college choices based on an honest and thorough evaluation of each student’s aptitudes, interests, and values. Through various activities students are exposed to the different opportunities available to them and guided through their college application process to find the optimum “fit” or “match.”

There are three full time counselors who work with all High School students helping them understand their interests, values, and aptitudes; choose possible careers; and guide them through the university admissions process, be it locally or abroad. Students meet regularly with their college counselor to review their application process, check deadlines and requirements, and clarify any doubts or concerns. Parents are always invited to participate in this process.

Counselors work year round on developing a wide network of professional contacts and regularly attend conferences and college tours in order to stay on top of the latest trends and news in college admissions. These include local workshops, the CIS Forum in Europe, the CIS institutes held during the Tri Association, the Summer Harvard Admissions Institute, and the OACAC Summer Conference, as well as invitations from colleges to get a sense of the different campuses.

Our Philosophy of College Counseling at Colegio Nueva Granada has always surrounded the simple idea of teamwork. We work together on all facets of our responsibilities, and even though some of us may have more experience in certain areas, we talk to each other every day, ask questions of each other every day, and work as a team to better serve our students every day. We each have our individual rosters, however, when a student has a query which might be better addressed by another member of the college counseling team, referrals will be made. We collaborate with each other on a daily basis to make sure that the best information is relayed to each of our students.

In ninth grade the focus is awareness, in tenth grade the focus is selection and academic progress, urge students to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make academics their priority and challenge them to make athletics, and be involved in school activities.

9th Grade Program “Awareness”

The ninth grade Computers and Careers class provides the platform for students to become aware of the various aspects of planning their future. Students take interest inventories, and the results of these tests are used to help students begin to analyze their career choices. Copies of these results can be found in Naviance.

Students participate in several college fairs and video conferences during the year whereby they have the opportunity to ask specific questions to university admissions representatives and learn more about the different universities, the programs offered, and the application process.

Students can begin meeting with their counselor to discuss their academic plan for high school. Students are also advised about the importance of making good choices since all high school grades and discipline issues resulting in suspensions will be reported to the colleges during the application process.

Parents are invited to attend the First Tuesday College Counseling meetings whenever the topic is of their interest. Some of these might include a quick overview of the college application process in the USA and Colombia and the standardized tests students will need to take during their high school years.

10th Grade Program “Exploration”

All tenth grade students take the PSAT exam in October. Prior to the test date students practice for the exam through their English and math classes. When the results arrive in January, the college counselors hold class sessions with the students to explain the results and link them to Khan Academy for a personalized improvement plan. Parents are invited to a meeting to understand the results and are given a copy of the score report. Results from the PSAT are also used to determine if a student might be successful in the AP Academy.

Counselors continue discussing the importance of a challenging schedule, extracurricular activities, and taking advantage of opportunities. Additionally, parents receive an invitation to the monthly parent meetings to learn more about the different topics related to universities.

Students are encouraged to begin planning college and career choices. Workshops are offered after school regarding the specific application process for the different countries and on how to write a good college essay. Summer opportunities need to be defined, including possible campus visits and attending pre-college programs.

Parents continue to be informed of the different parent meetings held throughout the year as well as of the visiting university representatives and fairs. They are always welcome to come and hear more about the different opportunities available for the students.

11th Grade Program “Growth”

Eleventh grade students receive a battery of tests including Projecta Interest Inventory, CEPE Aptitude test, and the Martindou Emotional Intelligence test. The students meet individually with the testing psychologists to receive their results. All eleventh grade students take the PSAT/NMSQT exam in October and receive test preparation in September. The results arrive in January and sessions are held to review results. Results of the PSAT/NMSQT and inventories are sent home.

Juniors attend a Career Day program where they meet with young professionals who work in the student’s areas of interest. During the year, students attend college fairs with university representatives from different regions of the world. In addition, students can talk to university representatives who visit our school, attend video conferences, and take part in information sessions when offered.

Students interested in learning more about a particular career can register for introductory university classes through Universidad del Rosario. Also, our students are invited to career workshops offered at Universidad del Rosario and Universidad de la Sabana throughout the school year, as well as internships offered at the Javeriana. Visits to the campuses of local universities are offered frequently on a sign up basis.

Students are advised to sign up for the January, May, and June SAT exams, and spring ACT and TOEFL tests if appropriate. As in previous years, students are encouraged to make academics their priority and challenge themselves in their choice of coursework, to make smart social choices, to take part in extracurricular activities of their choice, and practice good citizenship.

Students meet regularly with their college counselor to begin planning college and career choices. Workshops are offered after school regarding the specific application process for the different countries and on how to write a good college essay. Summer opportunities need to be defined, including possible campus visits and attending pre-college programs.

Parents continue to be informed of the different parent meetings held throughout the year as well as of the visiting university representatives and fairs. They are always welcome to come and hear more about the different opportunities available for the students.

12th Grade Program “The Application Process”

Twelfth grade students are reminded of the appropriate testing required for the different countries, their dates and deadlines, and how they go about registering for these. They are guided through the application process from start to finish, including a session on how to fill out the Common Application in August. Required school transcripts and letters of recommendation are gathered and sent, and follow up documents are produced. Essays are reviewed and feedback is given.

Parents are invited to attend the First Tuesday College Counseling meetings related to the application process in Colombia and abroad, financial aid and scholarships, and other topics of interest.

Throughout their senior year a strong emphasis is placed on continuing with good grades, developing a solid work ethic, and being active in extracurricular life with leadership positions when possible. Students are invited to attend Career Day, as well as attend different college fairs held on campus during the first semester, talk to university representatives who visit our school, and take part in the information sessions offered. Seniors are encouraged to sign up for the visits to the local universities and to take advantage of the activities they offer future applicants.

Students meet regularly with their college counselor to review their application process, check deadlines and requirements, and clarify any doubts or concerns. Parents are always invited to participate in this process. College and career activities are announced through the school’s e-mail, the High School News, the school’s website, Naviance, the class Facebook page, and the College Counseling office window. These activities are also listed on the e-mail announcements under High School Information. A mock interview workshop is held every spring to prepare the seniors for their admissions interviews. Seniors are informed of the different scholarships available, the requirements of each, and the guidelines for applying to them.
GETTING ORGANIZED

Students and parents will soon discover that applying to college can be time-consuming and complicated (and expensive as well)—most applications are now US$100 to US$150. The process requires hours of research, hours of talking (to your college counselor, admissions officers, alumni, coaches, friends, teachers, and parents), extensive writing, and a great deal of thought. To be done properly and with the least amount of anxiety, it also requires organization. We suggest that each student/family devote a large binder or folder on your computer for the college search and application process. Naviance will centralize information and help keep your research streamlined. Also keep this handbook close by! You will want to refer to it often. Although your binder or computer folder will not be very full at first, save room for the following items:

- Notes on the various colleges you are considering.
- A list of colleges you are researching.
- A record of tests you have taken, when you took them, and the colleges you sent them to.
- Keep information about usernames, passwords, and online accounts for colleges and testing in a safe place, perhaps in a Google doc.
- A schedule of interview appointments.
- A record of which teachers you have asked to write recommendations and when you asked for them.
- Copies of the applications, accompanying essays, and supplements you have completed and submitted to the colleges. This will save you hours of work in the event your documents are lost or misplaced among thousands in the admissions office. It does happen!
- A calendar of deadlines that combines the college process, your school assignments, and extracurricular activities.
- Keep all communication that indicates your application has been received by the colleges.
- Be sure to backup all your essay drafts and short answers for your applications.

Each college requires a student to put together a comprehensive application that is usually pages in length. Therefore, it is imperative that you figure out a system of organization that works for you. Create an organizational plan that makes sense to you. If you need help, talk to your college counselor about different strategies.

COLLEGE APPLICATION TIMELINE FOR THE USA

<table>
<thead>
<tr>
<th>Junior and Senior Years</th>
<th>August of Senior Year</th>
<th>September of Senior Year</th>
<th>October of Senior Year</th>
<th>November of Senior Year</th>
<th>December of Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>March of Junior Year</td>
<td>Research colleges.</td>
<td>Mark your calendar with registration, admissions, and financial aid deadlines and fees.</td>
<td>Take the SAT and/or ACT as needed.</td>
<td>If necessary, register to retake the SAT and/or ACT.</td>
<td>Sign up for a PIN, to complete your FAFSA online (US citizens and permanent residents).</td>
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<tr>
<td>April of Junior Year</td>
<td>When registering for 12th grade classes, continue to challenge yourself. Don’t look for an easy senior year. College admission offices look to see that you are serious about preparing yourself for college.</td>
<td>Create separate folders for each of the schools that interest you and keep the materials organized.</td>
<td>Continue working on your admissions essays.</td>
<td>Double check the deadlines for submission.</td>
<td>Finalize admission applications.</td>
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<td>May/June of Junior Year</td>
<td>Check admission requirements against your own course of studies.</td>
<td>Edit drafts of your college essays.</td>
<td>Complete applications for every scholarship for which you may be eligible.</td>
<td>Stay focused on maintaining and increasing your GPA.</td>
<td>Urge your parents to file their taxes as soon as possible after January 1. This will ease the financial aid process.</td>
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<td>Summer of Junior Year</td>
<td>Visit colleges and take tours during Spring break.</td>
<td>Start completing early admission college applications.</td>
<td>Research the schools’ financial aid website to determine which forms they require. Some schools may require special forms.</td>
<td>Watch for early admissions notices (they tend to arrive in December or January).</td>
<td>Watch for early admissions notices (they tend to arrive in December or January).</td>
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<td>Talk to current students and/or alumni from the colleges on your list to get an idea of campus life at those schools.</td>
<td>Meet with school representatives who visit CNG.</td>
<td>Finalize portfolios, audition tapes, writing samples, or other evidence of talent if required for admission.</td>
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<td></td>
<td>Attend College Fairs.</td>
<td>Attend college planning and/or financial aid information sessions and college fairs.</td>
<td>Complete early admissions applications by their deadlines.</td>
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<td>Take ACT test, if needed.</td>
<td>Ask employers, teachers, and guidance counselors for letters of recommendations.</td>
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College Counseling Handbook
COLLEGE ADMISSIONS TESTS

When applying to college, test scores may be the first thing to come to mind (even though they are rarely the first thing that an admission officer will look at). Regardless of what an admission officer may say, most still put considerable weight on scores. While many believe there are better ways to measure college preparation (which there are), they still see the ACT or SAT as a measure of predicted ability. The more selective the university, the more important the scores seem to become. Scores are probably more important than admission officers say, but less important than you think.

However, more and more universities are looking at other ways to determine whether a student is a good fit for their programs, and do not require standardized tests from all applicants. A list of universities that are test optional can be found at www.fairtest.org.

The following is an explanation of the major entrance exams.

PSAT/NMSQT

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test is given to all CNG sophomores and juniors each October. The test follows the new SAT format (with evidence-based reading and writing – is scored separately, with scores ranging from 20 to 80 on each subtest and correlate with the 200 to 800 SAT scale). Do not get upset about low PSAT scores. CNG purposely requires all students to take the PSAT as practice for taking a college entrance exam. Most students earn lower PSAT scores than SAT scores. Colleges will not receive PSAT scores; only students, parents, and the CNG counseling office will be able to view them.

PSAT/NMSQT scores are used by the US-based National Merit Scholarship Corporation to determine who is eligible to enter the National Merit Scholar Competition. US citizens who perform exceptionally well on the PSAT/NMSQT are identified as “Commended” or National Merit “Semi-Finalists.” Semi-Finalists with extremely high SAT scores, good grades, and positive recommendations may be named as “National Merit Scholars” and could win scholarships.

Additionally, the National Hispanic Recognition Program (NHRP) identifies outstanding Hispanic/Latino high school students who achieve a minimum PSAT/NMSQT score for their region and have a junior year cumulative GPA of 3.5 or higher and designates them as National Hispanic Scholars.

SAT

Most colleges require SAT scores because the results are the only common comparison they have between students coming from a variety of schools and backgrounds. For students going to the US or Canada, SATs (or the similar ACT test) are required by almost all universities.

Students who take the SAT more than once can choose “Score Choice” which permits students to send only their best overall score from a given test date, so students can take tests repeatedly with no apparent penalty. There’s one catch. Colleges can opt out of Score Choice and require applicants to report every SAT score. Several colleges say Score Choice is irrelevant because they already cherry-pick the highest individual math, verbal, and reading scores from among multiple tests (often called “super scoring”).

In the past we have found that sometimes students (often encouraged by their parents) take the SAT as early as freshman or sophomore year. This is not a good idea. The more high school math, science, social studies, and English courses completed, the better the score will be. Scores earned early in high school will be lower than those earned in junior or early senior year. Since all SAT scores taken since ninth grade may be required by some colleges and low scores earned early don’t help, students are advised to continue to put off the SAT until the second semester of the junior year. Use the PSAT as it was intended – as a practice SAT.

SAT Reasoning Test

When people talk about the SAT, they are talking about the SAT Reasoning Test, formerly called the SAT-I. Each of the two areas of the test – math, and evidence-based reading and writing – is scored separately, with scores ranging from 200 to 800 in each area, for a total score of 1600. CNG gives the SAT several times a year, but the best time to take it is in January, May, or June of your junior year. You can retake the SAT once or twice in the fall of your senior year, if you’d like.

The College Board has just launched a new SAT format that will make it easier than ever for students to show colleges and universities their best work. Following is the outline of the major changes to the exam and how they will affect the higher education community.

The first administration of the new SAT outside of the USA will be in May of 2016. The first cohort of students to primarily take the redesigned SAT will be the class of 2017. However, if students took the SAT before spring 2016 and then take the redesigned SAT later, it is recommended that students send both scores to the colleges they apply to. Most universities will be accepting both for the class of 2017.

Changes to content and test design: The SAT has been re-designed to more closely reflect the skills and knowledge that current research tells us are most critical for college readiness and success. The exam requires students to have a stronger command of fewer topics.

Essay: Students will write an SAT essay based on a common prompt that will be applied to a reading passage (source document). The essay will be optional, giving colleges a choice of whether to require it for admission.

Score scale and new score reports: The SAT will be scored on a 400 to 1600 point scale (the essay score will be reported separately). Rich score reports for each test will provide new ways to evaluate a range of different applicants — from high achievers to students who may need remediation.

SAT Subject Tests

SAT Subject Tests used to be called the SAT- II’s. These are one-hour tests on subjects studied in high school and are required by fewer than 50 US colleges (the more selective ones). The majority of colleges do not require students to take any SAT subject tests, but many will look at them, if sent. On any SAT test date, you can choose to take exams in one, two, or three subjects. You cannot, however, take both the SAT Reasoning Test and the SAT Subject Tests on the same day.

Depending on the major you will be applying to, colleges might require a specific subject test. Most subjects are offered on each SAT test date. The notable exceptions are the Foreign Language with Listening tests. Colleges do not find the scores earned by native speakers (which are invariably around 800) to be very helpful, and if they are not high, it might hinder the student.

Take your SAT Subject Tests in May or June of the year you complete the highest level course in that subject area, or at least no later than fall of senior year. If needed, you can retake any subject tests or select new subjects during the October or November test dates of your senior year.

Your counselor or the college website can tell whether schools you are considering require SAT Subject Tests. If you’re not sure where you’re applying, but are strong in an academic area, consider taking a test in that subject at the end of your junior year.

SAT Prep Programs

There are an array of books, courses, tutors, and computer programs available to help prepare for the SAT’s. As long as they don’t take away from homework or other activities, using one makes sense. Unless you already are making straight A’s, don’t spend a large amount of time taking a prep course, especially during the school year. Remember, admission officers say courses and grades are the most important factor considered when making an admission decision.

The College Board has established a relationship with Khan Academy and students can now link their two accounts and receive a personalized SAT plan according to their PSAT results.

There are, of course, valuable test-taking tips and strategies. For example, if an answer to a question near the beginning of a test section seems obviously right, it probably is; later in the section, as the questions get more complex, beware. But, don’t spend lots of money on a test prep course to learn the tricks.

If you do wish to take a course, research on the SAT shows 20 hours of quality prep time will result in about the same improvement as considerably longer programs. Putting more time into a prep course will detract from important aspects of high school life such as homework and extracurricular activities. While a test prep company will never tell you this, research has shown that you will get just as much improvement by buying (and using) an SAT prep book than you will by going to a course.
Remember, a change in your SAT Reasoning Test scores may help distinguish you from other applicants; but so will success in an especially rigorous course load, involvement in school or community activities, or demonstrating an outstanding talent.

For a quick comparison of the old and new SAT format, please see the College Board SAT specifications comparison charts found at [https://collegereadiness.collegeboard.org/sat/inside-the-test/compare-old-new-specifications](https://collegereadiness.collegeboard.org/sat/inside-the-test/compare-old-new-specifications) or follow the QR code.

### ACT

Colleges accept either the ACT or SAT scores for admission purposes. The ACT is a three-hour test that consists of four sections: English, Mathematics, Reading Comprehension, and Science Reasoning. Subject test scores range from 1 to 36, with the English, math, and reading tests also providing sub-scores ranging from 1 to 18. The ACT composite score is the average of all four tests. The optional writing test provides a writing score ranging from 2 to 12. A conversion chart found on the CNG College Counseling website allows a comparison of ACT to SAT scores.

All US colleges accept ACT scores. A few colleges require SAT Subject Test scores in addition to ACT scores. While most students earn equivalent scores on the ACT and the SAT, some students do better on the ACT than the SAT or vice versa. Since the tests are designed to be equivalent don’t expect that scores will be wildly different between the two tests. Even though the writing test is optional on the ACT, it is still advisable to take it since many colleges require it.

### ACT vs SAT: Key differences between the ACT and SAT

ACT vs SAT: which test is a better fit for you? Students may take whichever test they prefer (assuming there are available testing locations for both tests). If you’re not sure which test your child would prefer, consider the key differences between the ACT and SAT. Some students find that the ACT caters to their strengths more so than the SAT, and vice versa.

### ACT Test Dates 2015-2016

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 12</td>
<td>March 4</td>
</tr>
<tr>
<td>June 11</td>
<td>May 6</td>
</tr>
</tbody>
</table>

### Anticipated SAT Dates 2016-2017

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1</td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td></td>
</tr>
<tr>
<td>December 3</td>
<td></td>
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<tr>
<td>January 21</td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td></td>
</tr>
<tr>
<td>June 3</td>
<td></td>
</tr>
</tbody>
</table>

### ACT Test Dates 2016-2017

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 10</td>
<td></td>
</tr>
<tr>
<td>October 22</td>
<td></td>
</tr>
<tr>
<td>December 10</td>
<td></td>
</tr>
<tr>
<td>April 8</td>
<td></td>
</tr>
<tr>
<td>June 10</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>SAT</th>
<th>VS.</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content-based test</td>
<td>Type of Test</td>
<td>content-based test</td>
</tr>
<tr>
<td>Reading: 1, 65-min section; Math: 1, 25-min section (no calculator) &amp; 1, 55-min section (w/ calculator); Writing &amp; Language: 1, 35-min section; Essay: 1, 50-min section (optional)</td>
<td>Content Covered</td>
<td>English: 1, 45-min section; Math: 1, 60-min section; Reading: 1, 35-min section; Science: 1, 35-min section; Writing: 1, 40-min essay (optional)</td>
</tr>
<tr>
<td>questions are evidence and context-based in an effort to focus on real-world situations and multi-step problem-solving</td>
<td>Test Style</td>
<td>straightforward, questions may be long but are usually less difficult to decipher</td>
</tr>
<tr>
<td>Math and Evidence-Based Reading &amp; Writing are each scored on a scale of 200-800. Composite SAT score is the sum of the two section scores and ranged from 400-1600.</td>
<td>Scoring</td>
<td>English, Math, Reading, and Science scores will each range between 1-36. Composite ACT score is the average of your scores on the four sections; ranges between 1-36</td>
</tr>
<tr>
<td>no – you do not lose points for incorrect answers</td>
<td>Penalty for Wrong Answers?</td>
<td>no – you do not lose points for incorrect answers</td>
</tr>
<tr>
<td>yes – you can choose which set(s) of SAT scores to submit to colleges</td>
<td>Score Choice?</td>
<td>yes – you can choose which set(s) of ACT scores to submit to colleges</td>
</tr>
<tr>
<td>questions increase in difficulty level as you move through that question type in a section (except reading passage questions, which progress chronologically through the passage)</td>
<td>Difficulty Levels</td>
<td>difficulty level of the questions is random</td>
</tr>
<tr>
<td>arithmetic, problem-solving &amp; data analysis, heart of algebra, geometry, and trigonometry; formulas provided.</td>
<td>Math Levels</td>
<td>arithmetic, algebra I and II, functions, geometry; trigonometry; no formulas are provided</td>
</tr>
<tr>
<td>with private schools and schools on the east and west coasts; however, every four-year college in the US accepts SAT scores</td>
<td>Tends to be more popular?</td>
<td>with public schools and schools in the Midwest and south; however, every four-year college in the US accepts ACT scores</td>
</tr>
<tr>
<td>seven times per year: January, March or April, May, June, October, November, December</td>
<td>Offered when?</td>
<td>six times per year: February, April, June, September, October, December (note that some states offer the ACT as part of their state testing requirements; these tests are not administered on the national test dates)</td>
</tr>
<tr>
<td>typically about four weeks before the test date</td>
<td>Registration deadline?</td>
<td>typically about five to six weeks before the test date</td>
</tr>
</tbody>
</table>

Test of English as a Foreign Language - TOEFL

If English is not your native language, you should probably take the TOEFL. Your native language (not citizenship) is what determines whether to take the TOEFL. The TOEFL is designed to test language spoken in the classroom for academic purposes. Since CNG students listen, read, write, and speak in academic language every day at school, they usually do well.

CNG students often wonder if they should take the TOEFL, since many learned to speak both English and another language simultaneously. Although expensive, it is advantageous to take it, because when an admissions officer reviews your application file, the TOEFL score will immediately remind him or her that you were raised speaking another language. That reminder can be an especially helpful excuse if your SAT critical reading and writing scores were low. Talk to your counselor to see if taking the TOEFL makes sense for you.

The internet-based TOEFL test, known as the iBT, is designed to focus on integrating language skills. It emphasizes overall ability to communicate in English and includes four sections: reading, listening, speaking, and writing. Take a free, short practice test online at the TOEFL website after registering.

The iBT is scored from 0 to 30 on each of the four sections, with a total score ranging from 0 to 120. If you need to take this test, take it during the spring of junior year, or early summer before senior year, in order to have time to retake it in the fall of senior year if necessary. Your TOEFL score is valid for only two years, so don't take it too early.

As of 2014, the UK is no longer taking TOEFL scores as a proof of language proficiency necessary for visa purposes.

International English Language Testing System - IELTS

The IELTS from the UK has gained currency with North American admissions offices. As such, students are at liberty to take the IELTS instead of the TOEFL if they wish, especially if scheduling the TOEFL proves difficult, but please be aware that the test will include British vocabulary and spelling.

Registering for Admission Tests

Registration information for the SAT, ACT, TOEFL, and IELTS can be found on the college counseling website. Each test requires a different procedure. One thing the tests have in common is the high school College Entrance Examination Board (or CEEB) code. The CNG CEEB code is 925440. You will be asked to register with a username and password and you will use this same login each time you want to register for a test. You will also log on to the site to get your scores so don't lose your login or password!

Advanced Placement - AP - Examinations

Many universities around the world take Advanced Placement (AP) exam results into consideration if they are available prior to the time an admission decision is made. If scores are not available, some will ask for predicted AP scores. If you need predicted scores, please let your counselor know so they can be gathered. You may list your junior year AP scores on your application, but don't spend money asking AP to send an official score, since these reports are automatically sent to the registrar's office instead of the admissions office. If you are recognized as an AP Scholar, make sure you add this honor to your application.

Sending your Official Scores

When you take an SAT, ACT, TOEFL, or AP exam you are the person who receives and "owns" the scores. Although your counselor receives a copy of your results and adds them to Family Connection, most universities do not consider these reports to be "official." Colleges require you to ask the testing agency to send your scores to them. You can do this at the time you register for the test by logging on to the testing website and paying to have your scores sent. Only you can send your official scores - your counselor can't.

Factors to Consider in Choosing a College

There are a great many factors which may influence your college choices. After looking at yourself, ask yourself questions that will help you decide what type of college would best meet your personal needs and interests. The list below will help you narrow your college choices.

Student Enrollment

- Size (total enrollment, number of freshmen, percent of undergraduate and graduate students)
- Residential or commuter (percent who live on-campus, off campus, at home)
- Background (geographic, ethnic, racial, male-female ratio, religious and percentage receiving financial aid awards)
- Conservative or liberal
- Retention rate (percentage of students who finish their freshman year, the percentage who graduate in four or five years)

College Type and Philosophy

- Public or private
- Liberal arts or specialized (Business, Engineering, Nursing, Arts, Professional, Technical)
- Religious affiliation (Does it matter to you?)
- Traditional, experimental, deeply scholarly or career-centered

Location

- Large city, small city, college town, or rural
- Urban or suburban
- Distance from home
- Climate
- Proximity to recreational areas
- Attractiveness of campus and surroundings
- Travel costs and convenience
**Campus and Student Life**
- Diversity and tolerance of differences
- Honor system
- Campus safety
- Liberal/directive/restrictive social regulations
- Percentage living on and off campus
- Types of residential halls (coed, single gender, doubles, singles, suites, separate dorms for freshman)
- Types of meal plans
- Greek system
- Community service opportunities
- Athletics and fine arts
- Presence of religious, ethnic, or cultural groups
- Organizations (newspaper, radio station, music groups, and clubs)

**Applicant Statistics**
- Total number of applicants for the year
- Total number of spaces available in the freshmen class
- Percentage of applicants to whom the college can offer admission
- Percentage who elect to attend

**Average Test Scores, GPA, Class Rank**
- The middle 50% or median range of SAT or ACT scores of accepted students
- Middle 50% GPA of admitted students
- Percentage of out-of-state students
- Percentage of students from outside the institution’s state (a low percentage works in your favor at a private college, while at a selective state university, it can work against you)

**FINDING A RANGE FOR UNIVERSITY APPLICATIONS**

While it’s not unusual for students to talk of their “first choice” college, it is rare that there is only one single, best college. Even if, after thorough research, you decide on a first choice, the final list should include a number of colleges, any one you’d be happy to attend if admitted. Once your senior year begins, you’ll have to narrow your list of potential colleges down to a manageable number of five to ten. With this number, you can do a thorough job on each application, instead of being overextended trying to complete too many. With each application fee of approximately US$50 to $100, plus costs of sending ACT/SAT and TOEFL scores, applying to a larger number schools will quickly add up and can consume your senior year. To make certain you’re admitted to at least two, you need to make certain you apply to a range of colleges.

Apply to one to three “reach” schools – colleges that normally accept students with GPAs and test scores higher than yours; three to five “possible” schools – those that generally accept students with profiles similar to yours; and one or two “likely admit” – colleges for which you are an extremely strong candidate. Be certain your “likely schools” are those you wouldn’t mind attending. Just because you’re likely to be admitted doesn’t mean the college should be thought of as a “lower status” college in your mind. Also, remember what may be a likely school for you might be a reach for one of your friends, because these categories vary for each student. Be realistic about your grades, test scores, and the entire application.

A truly exceptional student with a realistic chance at the highly selective universities can choose to apply to more “reach” schools – as long as there are at least a couple of truly “likely” schools. Because of the large numbers of outstanding students applying to the most selective schools, many acceptance decisions will be made based on extremely subjective distinctions. If you are an A student with top scores applying to Ivy League-type schools, you may want to complete up to a maximum of ten applications. There are few guarantees in the admission game. Each year a few students are admitted to places where the odds seemed impossible. The opposite occasionally occurs as well. A college looked like a safe bet, but a letter of rejection arrived anyway. Using the method of applying to some likely, some possible, and some reach schools is the best way to keep from being shut out in April.

**NAVIANE**

The journal allows you to organize all your thoughts and plans in one online location where you can always reach it. One of the best features about the journal is that you can have your journal open on one tab as you explore a college website on another tab. Another practical feature is the resume builder. We strongly encourage you to add new activities and awards regularly as this will be great help when filling out your application forms. You will also note that in the About Me section, there are links to your favorite colleges and career clusters. These sections will not be populated until you go into the Careers tab in Naviance.

**Careers Tab:** In this section you will find two questionnaire, the personality type and the career interest profiler. The questionnaires are designed to help you learn about yourself and what sort of careers might serve you best. You can either accept or reject this information, but you might find it useful in helping you think about which universities you might wish to explore in greater detail. With this information in hand, you can use the explore option. The journal allows you to organize all your thoughts and plans in one online location where you can always reach it. One of the best features about the journal is that you can have your journal open on one tab as you explore a college website on another tab. Another practical feature is the resume builder. We strongly encourage you to add new activities and awards regularly as this will be great help when filling out your application forms. You will also note that in the About Me section, there are links to your favorite colleges and career clusters. These sections will not be populated until you go into the Careers tab in Naviance.

**Home Page Tab:** Mass mailings from the college counseling office will be sent to your school email accounts and to the home page of your Naviance account. Please make a point of reading these emails. They all have important information for you. You will also be able to see all upcoming college visits and activities.

**About Me Tab:** Please check to make sure that your profile and testing information is correct. If there is an error, notify your college counselor. Please take note of the journal because you’re likely to be admitted doesn’t mean the college should be thought of as a “lower status” college in your mind. Also, remember what may be a likely school for you might be a reach for one of your friends, because these categories vary for each student. Be realistic about your grades, test scores, and the entire application.
4. Admission Interviews

5. After considering the above options, schedule your visit. Remember—you want to see more than just the admission office and the tour guide!

6. Get directions and ask about parking as some colleges require special permits or parking areas for visitors.

7. Try the food.

8. See a dorm.

9. Look around and really observe.

10. Disregard the weather and the tour guide.

11. Ask yourself: “Could I spend the next four years of my life here?”

12. Before you leave campus make sure all of your questions have been answered by students, faculty, and staff.

SAMPLE QUESTIONS TO ASK COLLEGE REPRESENTATIVES

- During individual college interviews and information sessions, most admission officers will give you a chance to ask questions. It is important to have some questions in mind to ask. As you formulate questions, think about what you have read or heard from others about a particular institution. When admission officers visit CNNG, listen attentively and don’t be afraid to ask questions. Many schools tend to blend together, making it difficult to distinguish between them. Try to discover the distinctive qualities that each school possesses.

- What academic programs are most popular?

- I’m interested in ______; what does your school offer in that area?

- Are classes taught by full professors or do you have teaching assistants?

- Is teaching or research the emphasis of your institution?

- What is your largest class? What is your average class size for freshman, sophomore, junior, and senior years?

- Are classes structured as lectures or discussions?

- Describe the social life on campus. What do students do for fun?

- If you could change something about your school, what would it be?

SAMPLE QUESTIONS TO ASK CURRENT STUDENTS

- Why did you choose ____________?

- What would you change about the college?

- What would you fight to keep unchanged at your college?

- What do you think makes your school distinctive?

- What are the major campus issues?

- Have you been challenged in your coursework?

- How large were your classes freshman year? How large are they now?

- What do students do on the weekend?

- Do you have an honor code? Does it truly work and why?

- What is your retention rate?

- What is the nature of the academic pressure at your school?

- What are the three most common complaints heard from students over the past year and what is being done to address these complaints?

- Do most students live on campus?

- Describe the residence halls and their different options.

- Describe the support systems and programs for students.

- What makes ________ distinctive from other schools of its size and caliber?

- What was your acceptance rate last year?

- Please give a profile of the freshman class.

- Do you have merit-based scholarships? If so, how do I apply?

- Describe the diversity of your student body. What is the ethnic breakdown?

- Do you have special customs or traditions on your campus?

- What is your retention rate?

- Do you have an honor code? Does it truly work and why?

- What is your retention rate?

- What is the nature of the academic pressure at your school?
Once your list is made of where to apply, visit each website to get on the school’s mailing list. Feel free to contact more schools than you will apply to. Receiving materials or an application doesn’t mean you have to actually apply. There are several different versions of US application plans, each with its own set of deadlines, procedures, and obligations.

**Early Decision**

Early Decision (ED), an option offered by less than twenty percent of colleges, is an application program in which you specify that a college is your absolute first choice. The deadline for ED is usually November 1. Students who choose ED are usually notified about their acceptance around December 15. Some universities are now offering an ED II option with a later deadline.

If you are accepted, you must withdraw all other applications and agree to attend the Early Decision college. CNG counselors are ethically required to hold you to your early decision and will not submit transcripts or applications to other schools if you are admitted ED. Only apply ED if you have an absolute first choice school. If you choose to apply to a binding ED college or university, you are indicating that this institution is your first choice for further study to all universities worldwide. No matter where else you may have applied, whether in the US or other countries, if you are admitted ED you must withdraw all other applications and enroll. CNG will not process additional requests for transcripts. One ED advantage is that admission committees feel positive about a student who has clearly designated their college as the first choice. Students who apply ED usually have a better chance of admission than those who apply regular decision. If you are not accepted, you will either be rejected or deferred. Those students who still have a chance of being admitted—or who didn’t get SAT scores sent in time but appear to be admissible—are usually deferred. Deferred students are considered in the spring with the regular decision applicants.

The disadvantage to ED is the limited time to review all options, since you are committing to a college early in senior year. Also, if you have strong first semester grades, ED schools will not see them, nor will they see test scores received after their deadline.

Some colleges now offer two rounds of Early Decision, with the first round due date in November and the second round due date in early to mid-January (EDII). EDII is recommended for students who feel their first semester senior year grades should be included in their applications. If you are rejected as an ED candidate, your application will not be reconsidered in the second-round or regular decision pools.

**Early Action**

Early Action (EA) schools allow you to apply early and receive early notification, but do not require you to withdraw other applications. Applications are usually due on November 1 and notification is made in mid-December. Accepted students don’t have to decide to accept until the regular May 1 reply date. Colleges will not see your first semester senior grades nor your later test scores, but some might ask for your first quarter grades.

**Restrictive Early Action**

Some Early Action (EA) schools state EA applicants may not apply to any other early action or decision program, although they are allowed to apply to colleges with a rolling, priority, or regular decision option. This is called “Early Action Single Choice.” If you are applying to an EA school, read the rules carefully.

**Priority or Early Response Deadline**

Some colleges offer an early or priority deadline. For students whose completed applications submitted by their deadline (usually November 1), these colleges guarantee that a decision will be released much earlier, usually in December. Students whose applications are complete after the Early Response deadline receive decisions on a rolling basis. If a college offers a way to find out decisions early, students should certainly use that option.

**Regular Decision**

A Regular Decision application has a set deadline for application submission and a standard date of acceptance/rejection notification, usually April 1. Some schools, primarily large state universities, have rolling admissions, which means they tell you the admissions decision a few weeks after the application is sent. Admission officers keep accepting and rejecting students until the freshman class is filled. It is beneficial to get your application in early, because the longer you wait, the harder it is to get admitted. Applications for large state universities are brief, since they process thousands of applications. They may also emphasize numbers (GPA and test scores) in their decision process.

**Application Options**

**Students are responsible for:**
- Researching colleges/universities
- Choosing teachers for letters of recommendation and informing your counselor
- Proof reading their transcript
- Signing up for appropriate tests
- Checking the office windows, Naviance, Facebook, Weekly News and/or e-mails for upcoming events
- Talking with University representatives
- Filling out applications and necessary financial aid forms
- **WATCHING DEADLINES**
- Completing appropriate essays and having at least two adults proof read them
- Keeping copies of all forms, even electronic ones
- Keeping accurate records, including confirming that all credentials have reached the colleges
- Keeping parents informed
- Doing their best in school
- **WATCHING DEADLINES**

**College Counselors are responsible for:**
- Writing a letter of recommendation for each student
- Sending all school documentation electronically or by mail
- Maintaining records of what was sent and when
- Monitoring overall process
- Reminding students of upcoming deadlines
- Providing information of upcoming events
- Coordinating the teachers’ letters of recommendation
- Helping students compile all of the pieces needed for their applications
- Maintaining an open communication with parents

**Parents are responsible for:**
- Being honest, open, and direct when discussing college selection and financial matters
- Preparing any necessary financial documents (FAFSA, CSS Profile, Cert. of Finances, bank letters)
- Providing test, application, and courier fees as needed and keeping records
- Assisting students in management of deadlines
- Proof reading applications and essays if asked
- Assisting in gathering information
- Helping your son/daughter manage stress
- Being an active participant in the application process (but remember they are the ones going to college)

**Responsibilities of Students, Counselors, and Parents**

**Parts of a College Application File**

**International or US Applicant?**

Seniors wonder if they should apply as an international or US student. Usually, there is no choice. A US passport means you are a US citizen. If you have a US and a second passport, list both countries when asked about citizenship. Being a US citizen or permanent resident will make you eligible for financial aid if needed as well as for other benefits. At some colleges, all students educated outside the US are considered “international” regardless of what their passport says.
Academic Achievement / Transcript
The transcript is the single most important record of the quality of work done in high school. Has the applicant taken advantage of the most challenging courses that s/he is able to successfully handle? Colleges have found that there is a strong correlation between the secondary school record and the work that is done in college. Therefore, they look for a student who has taken a challenging program. You must request your college counselor for a transcript to be submitted on your behalf. Please ensure you carefully double check all information in your transcript prior to it being sent. AP scores are reported on the transcript unless parents or students choose otherwise.

Test Scores
Standardized tests give the university some foundation to compare you to other applicants. Depending on the college you apply to, these might include an SAT/ACT, SAT Subject tests, and/or TOEFL. Be aware that some universities establish a minimum TOEFL score, be it a total sum or individual points per section. These should be reported directly from the testing service. Colleges/Universities will not accept copies of the scores submitted by the high school or student.

Essay
The essay is your chance to capture your individuality and present it to the admissions officer. While it is important to show your talents and accomplishments, be careful not to come across as bragging. Being an international student may set you apart but it is not enough to guarantee admissions! The admissions committee will want to know how that experience has affected you and how you have used it to develop your own sense of self. Once your essay is finished, have at least two adults proofread your essay before you send it.

Recommendations
Teachers are a great source of information for the admissions officers. Be selective in who you ask for a recommendation. It is wise to ask a teacher if he/she can provide you with a positive letter of recommendation. When selecting teachers as recommenders, one should come from the Humanities (English, History, Psychology, etc.) and one from the Math/Science departments. All recommendations should be requested through Naviance with your college counselor, are confidential, and are sent directly from CNG to the universities you are applying to. Some colleges ask for a recommendation from a “non-school” person such as a church leader. This person should not be a relative, but someone who knows you well and can contribute something not yet included in other parts of your application. If you can’t think of a person to ask, see your counselor for suggestions. It is important to follow the instructions provided by a college and not take it upon yourself to send extra documents. Admission officers expect you to follow instructions. A few colleges ask for a “peer” recommendation.

Interview
Few colleges require interviews; most small to medium sized schools recommend one. The interview does not generally carry a large amount of weight during college application review, but a poor interview report can hurt just as much as a positive impression can help an applicant. Interviews tend to carry more weight at smaller schools. The interview is also a great time to ask questions and demonstrate interest and general knowledge of a university. Colleges are increasingly sensitive to your knowledge of their institution.

On-campus interviews are ideal, especially when schools are within driving distance. However, if it is not possible to interview on campus, alumni interviews in Bogota are sometimes available and are a great alternative. Read the website for the instructions regarding interviews, and talk to your counselor about how you can prepare yourself.

Extra Recommendations
Some students and parents incorrectly think they can influence the admission process by sending additional recommendations. Asking someone famous, wealthy, or connected to write a letter of recommendation rarely pays off, because their letters are typically shallow, causing the admissions officer to wonder why the student doesn’t think he or she is good enough to get in on his or her merits alone. Only ask for extra recommendations from people who know you well and are in a position to add information not already told. You can hand these letters to your counselor who can then take the most important parts and quote them in their own letter.

Resume
Some college application forms require a resume, others make it optional, and some don’t ask for it. What is a resume? A resume is a brief but detailed synopsis of your high school activities, interests, and involvement in school, out of school, in your community and so on. A good resume can, in a couple of minutes, give a reader a sense of how you spend your time.

When is a resume useful? A resume is most useful as part of a job application or job interview. In some cases, however, you may be glad you have one when you fill out college applications (helps you be more organized and remember everything you’ve done) or have college interviews (can serve as the basis for interview questions), or when college representatives come to CNG.

A good resume will often include information on the following:
- Your name, where you live, your phone number, and your email address
- Education
- Any honors or awards you may have received
- Clubs and activities
- Community service
- Languages spoken
- Sports
- Summer activities
- Employment
- Personal interests
- Special talents
- Personal/Education Goals

Remember this resume is to highlight you – don’t put in any categories that don’t apply to you.

The best way to do your resume is over a period of time. You can keep track of your activities, important events, awards, etc. by using the Resume Builder on Naviance. Once logged in, click on the About Me tab and find the link for Resume under the “interesting things about me” category. Follow the prompts there to make new entries, arrange the contents and save your resume. This will allow you to add information as time goes along and always have an updated resume available!

Application Fee
It is your responsibility to make sure that the application fee is paid at the time of application. Paying by credit card is common.

Additional Materials
Some universities will allow you to add extra materials if you have an outstanding talent or if you are an accomplished musician, artist, writer, etc. It is not necessary that you are going to major in that area but that you continue to be involved at some level. If you have experienced events that have affected your academic preparation for college, many schools would appreciate the additional information.

Remember to read the directions about supplemental information for each college and follow its policies!

Visual Artists
(fine art, photography, graphic design, architecture)
Art-specific institutions may require portfolios. Requirements may vary but often students are asked to upload their work onto the college’s site, but some will ask students to provide original work, submit slides or CDs of their work, or create a website that displays the student’s work. Students should seek the assistance of their art teacher if preparing a portfolio of original work for college. Be sure to read the application instructions for each college before submitting the art supplement. Many will require that you submit a supplemental letter of recommendation from your visual arts teacher.

Theatre Students and Dancers
(actors and dancers)
Students who wish to apply to a competitive collegiate theatre program will likely be asked to audition. Auditions are intense and your admission is based primarily on how well you perform. The application usually has an earlier deadline, as the college then needs to schedule auditions from January through March. Some will require a personal audition, others might allow those students coming from abroad to send in a digital copy. Admission to theatre programs with auditions is competitive!

Musicians
Similar to actors or dancers, musicians who wish to apply to music programs may be required to audition. Auditions take place early in the process; therefore, students should plan their application timetable accordingly so the necessary auditions can be scheduled.

School Profile
Colegio Nueva Granada will add a copy of the school’s profile to your packet at the time of submission.

Secondary School Report
Counselors will prepare and submit a Secondary School Report that provides additional information about CNG and how the student fits into the class as a whole.
Mid-Year Report
Many universities will require that a mid-year report be submitted by the counselor regarding academic progress during the student’s senior year. CNG will submit a mid-year report to all universities to which the student applied in the US and Canada.

All non-American students who apply to a college or university in the U.S. must complete the following requirements:

Proof of Funds:
A statement from a bank official is required that will provide proof that the parents have sufficient funds that will cover the college expenses.

I-20 Form
Each university/college will issue an I-20 Form to students who are accepted to their school and agree to attend.

Student Visa
The American Embassy will issue a visa to individuals with a valid I-20 Form.

CNG’S POLICY ON DISCIPLINARY RESPONSE ON APPLICATIONS
By policy, Colegio Nueva Granada discloses suspensions and serious or grave discipline issues during high school when asked by colleges on their application forms. The college counselors will inform those colleges to which the student applies of the infraction and the punishment when asked by colleges on their application forms. The American Embassy will issue a visa to individuals with a valid I-20 Form.

“DO’S” AND “DON’T S” FOR FUTURE APPLICANTS
(Advice from an Admissions Office)

DON’T:
. . .take easy courses just to get good grades in high school. Admissions committees know that challenging courses benefit you more in the long run.
. . .rely on crash courses to prepare for SAT and ACT exams. There are no shortcuts.
. . .specialize in an extracurricular activity or sport unless you truly enjoy it.
. . .go for quantity over quality in extracurriculars. It’s better to do well on a few you enjoy than to have a lengthy list that suggests only shallow involvement.
. . .choose a school or college only because of its prestige or its value in “getting ahead.”
. . .be afraid of making mistakes. In early life, very little is irrevocable.

DO:
. . .take time out from your busy schedule to think about what’s important to you.
. . .explore many different options, academically and extracurricularly.
. . .seek opportunities to mix with others from different backgrounds.
. . .make the most of your opportunities. College applicants are judged on what they’ve done with what they had, not on what they had.
. . .spend as much time as possible with your family — while you have the chance.
. . .choose a school or college because it offers a good match with your temperament and talents.
. . .take care to avoid early burnout. Have fun and enjoy the present.

FINANCIAL AID
Financial aid comes in four forms: scholarships, grants, work-study and loans. Most college financial aid awards will consist of a combination of all forms of aid.

Scholarship money is gift aid that can be awarded from the college, employers or other private entities. Grants also represent aid that does not have to be paid back. The money for grants is allocated mainly from the US Department of Education or from a college’s financial aid endowment.

Work Study aid allows students to obtain a job on campus and use the money earned toward books and other day-to-day expenses while in school. Work-study is a federal program where the student’s earnings are subsidized by the government.

Loans are monies that must be repaid with interest and can be acquired in the students and/or parents’ names. Educational loans can be obtained through the institutions themselves, federal or state government or banks and other financial institutions.

Funding can be awarded as need-based or merit-based aid. The latter may require submitting financial aid documents depending on the school. Need-based aid is awarded to students who meet income eligibility requirements while merit aid is awarded based on a particular talent, skill, interest, program of study, or academic achievement.

Applying for Aid for US Citizens and Permanent Residents
Financial aid procedures and deadlines can vary slightly by school. However, almost every college requires the Federal Application for Student Aid (FAFSA) and/or the CSS Profile.

Completing and submitting the FAFSA will generate a Student Aid Report (SAR) for the applicant that includes an estimated Expected Family Contribution (EFC), the amount the family will most likely be expected to contribute annually to the student’s education. The FAFSA determines eligibility for any federal financial aid programs (Fell Grants, Stafford Loans, Perkins Loans, and Work Study). It will also generate an application for any state aid or scholarship programs for residents of a particular state. The FAFSA should be filled out after January 1 of the student’s senior year and must be submitted by the appropriate deadline, usually different from the application deadline. The CSS Profile, required by most selective schools, can be accessed through the College Board website. While the FAFSA determines federal aid eligibility, the CSS Profile provides each institution additional details that they will use to distribute institutional funds. A registration fee is required as is an application fee per school. The CSS Profile is available on and after October 1 of the senior year and must be submitted by the appropriate deadline.

Financial Aid for non-US Citizens
Not all US colleges offer financial aid to students who are not US citizens. In fact, the majority of colleges expect international students to find their own sources of money to pay for a college education.

To get a visa you must prove you have sufficient financial resources to pay for college, living expenses, and a return trip to your home country. If a college doesn’t offer aid to international students you must plan to pay all of the expenses yourself. Because of the limited amount of aid available to international students, even those colleges with international student aid only offer it to the strongest applicants. If you are a non-US citizen requiring financial aid, you will need to be among a college’s top applicants in order to receive an offer of aid. As the FAFSA is only for US citizens, read the international students financial aid procedures carefully to see what forms need to be completed.
ADMISSION DECISIONS

Types of admission decisions may vary from institution to institution; however, most schools will have the decision categories below.

EARLY DECISION

- **Accept**  You are offered a place in the fall and must submit your tuition deposit immediately and withdraw your applications from all other institutions.
- **Defer**  For early decision you have not been admitted. However, your application will be considered with the regular pool. You have the opportunity to submit additional or new pieces of information to your file including essays, recommendations, additional awards and honors won, and semester grades. You may want to contact the admission office to see if they will pinpoint a particular weakness in your application. It is also important to submit applications to other institutions.
- **Deny**  You have not been admitted and your application will not be reconsidered.

EARLY ACTION

- **Accept**  You are offered a place in the class and you must send a tuition deposit by May 1 to reserve your place in the class. It is important to write to the other schools to which you were accepted to let them know that you will not be attending their school. This is the ethical thing to do, since other students may be on a wait list.
- **January/ Spring Admit**  Some college offers January or spring admission to a few students to fill vacancies created by students on leave and studying abroad. These are students who because of their academic potential, strength of character, and personal qualities, are still a good fit for the campus. Receiving admission for spring is an offer of full admission to the college community, and each university sets the conditions that a student must adhere to during the gap months.
- **Wait List**  You are not admitted at this time, but you are a person that the college would like to have in the class if space becomes available. Most schools give you a choice to remain on the waitlist. If the school is your first choice, be sure to contact the admission office and let them know they are your first choice and that you will come if given the opportunity. Most schools will not rank order their waitlist and have very little idea of whether or not they will be going to their list until mid-May. Therefore, it is essential you send a deposit to another college.
- **Deny**  Your application has not been accepted. It is important you move on and choose a school from among the good offers of admission you have received. In most cases colleges will not allow you to appeal a denial decision.

REGULAR DECISION

- **Accept**  You are offered a place in the class and you must send a tuition deposit by May 1 to reserve your place in the class. It is important to write to the other schools to which you were accepted to let them know that you will not be attending their school. This is the ethical thing to do, since other students may be on a wait list.
- **January/ Spring Admit**  Some college offers January or spring admission to a few students to fill vacancies created by students on leave and studying abroad. These are students who because of their academic potential, strength of character, and personal qualities, are still a good fit for the campus. Receiving admission for spring is an offer of full admission to the college community, and each university sets the conditions that a student must adhere to during the gap months.
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- **Deny**  You have not been admitted and your application will not be reconsidered.

MAY FIRST REPLY DATE

Once you have your acceptance letters, you must decide where to go. The US candidate reply date is May 1st. If you don’t tell a school by then that you’re coming in the fall, they can, and often do, withdraw your acceptance. Notify all other schools that accepted you of your decision not to attend. An email is a great way to do this. If you’re sure you won’t be attending, notify the college promptly so they might be able to open up other slots for other students.

Once you’ve made your choice, pay the nonrefundable enrollment deposit, which tells the school you are showing up in the fall. Also, check on housing arrangements. Read the materials you received with the acceptance letter to see how you should take care of these matters.

Double depositing or committing to enroll at more than one college by sending a financial enrollment deposit to multiple colleges is considered unethical.

Thank all those who proofread your essays and wrote letters of recommendation. Teachers asked to write recommendations may feel hurt when seniors forget to say thank you or fail to tell them the outcome of the college’s decisions.

INDEPENDENT COLLEGE COUNSELORS

CNG students are fortunate to have a team of high school counselors with deep knowledge, expertise, and experience in college admission. Their collaboration and synergy mean you get great counseling! Some students/parents perceive a need to engage private, independent college counselors for added help with the admissions process. Some independent counselors can be helpful, but others are far less so. If you decide to seek private assistance, be certain you are working with someone who is credentialed. As with any other professional service, buyer beware.

If a family decides to use an independent college counselor, the student will still need to work together with his/her CNG college counselor for recommendation letters, transcripts, and other school documents. Having a private counselor doesn’t negate the need for a productive and positive relationship with the CNG college counseling office. Also, it is important that the school know when a family is working with an outside consultant.

COLLEGIATE ATHLETIC RECRUITMENT

If you are interested in playing competitive athletics in college, you need to take a proactive approach to the recruitment process. The first step is to speak to the CNG Athletic Director about your ability to play at the college level. It is best to have this conversation early during the junior year. He is an excellent source of information and can also recommend camps, showcases, and tournaments where college coaches will be recruiting.

Eleventh grade is a good time to begin contacting coaches and expressing interest in their program or team. The student must show interest. Start by visiting the athletics web sites at the colleges in which you are interested. Complete the recruiting questionnaire if available. Click on the coach’s name and email, and make a chart with the interested teams and coaches’ information. Completing initial athletic profiles is the first step to ensure your placement on a coach’s “recruit” list. Follow-up should continue with an email to the coach with a cover letter and a complete athletic resume, highlighting any and all training, performance and awards you have earned in your primary sport. Athletes who participate in more than one varsity sport should note those performances, records, awards, and training as well. Multi-sport athletes are attractive to some coaches because you are proving your versatility, training, leadership, overall performance, and stamina. The letter should also include a link to your recruitment video.

The coach controls the process. If a coach has space on the roster for a student with your skill, he or she will contact you. The NCAA (National Collegiate Athletic Association) does not allow a coach to contact prospective athletes until after July 1, the summer before senior year. He/she will initiate interest with emails or phone calls. The coach may also invite you to campus to watch a game, join practice, or organize a recruitment visit with a team member. If you are a highly desirable athletic recruit, the coach will make known that they are interested in you.

The athletic recruitment process is complicated, and it is best to alert your Athletic Director and College Counselor early if you plan to make athletics a priority during the admissions process. Division I recruitment is quite different from Division III, and each athletic league conducts athletic recruitment differently. We will do our best to help you navigate each step.

NCAA ELIGIBILITY CENTER

If you plan to participate in Division I or II athletics, you must meet the set requirements for high school graduation and the NCAA Eligibility Center must approve you. You can register at www.ncaaceligibilitycenter.org anytime in your junior or senior year. You must create a login name and password and then pay a one-time fee using a major credit card. You must then print out the secondary school form and deliver it to the College Counseling Office. We will then mail a current transcript to your high school counselor.
UNIVERSITY ADMISSIONS IN OTHER COUNTRIES

The following section offers information on universities in specific countries or sections of the world. For more specific information, please check some of the listed websites. Please keep the following factors in mind:

- Calendar school year varies by country.
- Cost of living can be more than tuition in some countries.
- Notification of acceptances may not be possible until after AP results are received in July.
- Financial aid may not be available in many countries.

AUSTRALIA

Facts about Australian Universities:

- The University of Sydney is the oldest university in Australia. Founded in 1850, it now has an enrollment of 35,000 students.
- There are a total of 50 universities within Australia ranging in size and location. The smallest has an enrollment of 1,300 students (University of Notre Dame in Fremantle) and the largest has 42,000 (Monash University in Melbourne).
- Most universities are funded by the Australian government and are relatively inexpensive for Australian citizens.
- Within the fifty universities, there is a “group of eight” whose membership comprises the presidents or vice-chancellors of Adelaide University, The Australian National University, The University of Melbourne, Monash University, The University of New South Wales, The University of Queensland, The University of Sydney, and The University of Western Australia. These universities are considered the leading universities within Australia because they “… are engaged in and committed to high-quality teaching, research and scholarship. The Group of Eight universities conduct 70% of all Australian university research and produce between 60% and 80% of internationally recognized Australian university research publications in every field of research.”

University Applications:

- Because Australia is in the Southern Hemisphere, their academic calendar is different from the United States and Europe. Most universities begin their academic year at the end of March or early April, have a semester break during June and/or July, and end the academic year in November or December.
- Some universities do have a mid-year intake.
- Application procedures vary with each university. Generally, however, students complete an application through each university’s admission office (either on paper or online) and submit their application along with a copy of their high school transcript. There are agencies here in Bogota that serve students and the families with these applications.
- Most universities require the SATs or ACTs to be submitted if the student has earned a U.S. equivalent diploma.
- Some universities require that students who have earned a U.S. equivalent diploma successfully complete the first year, foundation program, of a Bachelor degree at an approved university.

Australian University Web Sites

Australia Education Network http://www.edna.edu.au/
Group of Eight www.go8.edu.au
Federal Government www.education.gov.au

CANADA

Canadian universities operate much like those in the U.S. Applicants are evaluated on their high school academic preparation as well as SAT and SAT Subject test scores in some cases. The application deadlines are usually in mid-January/February and the notifications for admission, wait listing or rejection usually arrive in April or May.

Please note that students receiving an American high school diploma, such as CNS graduates, will probably be required to take the SAT and perhaps the SAT Subject Tests. Even Canadian students must follow the application process for a student studying in America. The Canadian institutions interpret a CNS transcript as if the school were in the United States.

Undergraduate programs in the humanities, social sciences, physical and applied sciences are available at most universities in Canada. However, professional programs such as medicine, dentistry, law, architecture, engineering and journalism are not available in all provinces.

The following provide helpful information about Canadian universities and the admission process.
- Maclean’s magazine usually does a review of Canadian universities in October and is a useful place for information.
- The Association of Universities and Colleges in Canada (AUCC) is another good source of information.

It is necessary to check each university regarding procedures and requirements either online or by writing to the admission office. The application process varies according to the province. A large number of the universities in Ontario use the OUAC (Ontario University Application Center) as a central application agency. Applications to other universities must be done directly through that university.

Canadian University Web Sites

- Maclean’s Magazine http://www.macleans.ca/universities/index.jsp
- Study in Canada http://www.international.ednet.ns.ca
- Association of Universities and Colleges of Canada www.aucc.ca
- Ontario Universities’ Application Centre www.ouac.on.ca

KOREA

General Information

- There is no common application for all universities in Korea. Each university has its own application process.
- General Eligibility: There are so many variations of the eligibility and admission process for the special category of Korean students educated abroad among universities that careful research for each university is strongly recommended.
- Entrance Examinations: Each university sets its own examinations. Usually, universities require different sets of subject tests according to applicant’s department.
- Documents: Application materials include high school transcript, TOEFL, SAT, Subject Tests, AP Exams, Awards, Language proficiency, Academic excellence, Leadership, so on. Many require a specific format.
- “Overseas” Korean Accommodations: There are 3 categories for “Overseas” Korean Accommodations:
  1. Korean Students who studied abroad for the whole academic period;
  2. Korean Students who studied abroad for more than three years, including one year in grades 10-12.
  3. Korean students who have graduated from foreign/international schools after completing more than two years of study from grades 10-12.
- Become an Expert in the Different Universities: Students should submit online applications from their schools as soon as each university opens its application webpage (normally Feb-July). In order to do that, students should study each university’s admission policies, with particular focus on any differences and/or special requirements.
- Make a timeline
- Check for changes year to year
- Each school is different!
- Verify rumors by checking with the university itself
- Meet with your counselor and tell him/her your plan
- Find out whether documents need to be certified
- Ask teachers for recommendations well ahead of time. Three weeks in advance AT LEAST for all official school documents.
- We are all on the same team with the same objective. Good luck!
There are two major kinds of degree-awarding institutions offering higher education in the UK:

- **Universities**—traditionally regarded as the centers of academic learning and offer a wide variety of courses.
- **Colleges and Institutions of Higher Education**—generally smaller than universities and may concentrate on a specific field of study such as education, art, or music.

Undergraduate degrees usually take three years to complete although some institutions offer special four-year programs for students whose high school qualifications do not meet university requirements. In these cases, some universities may require an applicant to complete a "foundation year" before enrolling in the full degree program. Professional courses such as medicine, dentistry, and architecture may take up to seven years to complete.

Admission requirements to colleges/universities in Great Britain are often selective. In the U.K., each institution sets its own standards for admission and individually reviews the applicants. Some are more rigid while others are more flexible. Most universities will list requirements based on tariff points, the GCE, AS or A level exam results but accept other types of assessment (AP). Some schools in the UK are now expecting students to take and score well on the SAT/Subject Tests if the student is applying with an American high school diploma. Students must consult the university to determine admissions requirements. The best way to find out about a particular school is to visit their website and to write to their admissions office directly.

Personal statements and references are different than the essays and recommendations for the US and follow a very specific format. Talk to your counselor to understand the differences.

If wanting to apply to the UK, it is best to identify the course of study first, then the university. The UCAS site on the web allows for searches which will produce universities offering the selected course of study. Career intentions should be considered as there is not much flexibility in the UK course program once enrolled in university.

All students wanting to apply to a university in the UK will do so through a clearing house called UCAS (Universities and Colleges Admissions Services). A completed application form is used to apply to up to five universities. UCAS (www.ucas.ac.uk) will then distribute applications to those schools for their decisions. Supportive materials can be sent by the student directly to the universities. The application will be completed online and submitted electronically. A credit card is needed to cover the cost of application. Applications should be submitted between mid-October, and early January. The deadline for applying to Oxford, Cambridge or any medical, dental or veterinary courses in the UK is October 15. Please note that admission to any medical, veterinary, or dental program for a non-UK citizen is next to impossible. In addition, oral and written exams and an interview may be required at some schools.

Students will receive an unconditional acceptance, conditional acceptance, or unsuccessful response from universities. Final decisions will be based on the successful completion of grades and AP results. Students, who are unsuccessful in all of the applications first submitted, may participate in Extra or Clearing—a process through UCAS where students can identify which colleges/universities still have openings in particular areas of study.

**United Kingdom University Web Sites**

- **Universities and Colleges Admissions Services.** The application website for UK universities; extensive information on UK universities and programs including admissions requirements, course searches and location guides. (www.ucas.com)
- **UK Universities and Colleges.** An alphabetical list of universities and colleges in the United Kingdom. This is derived from the same data base as the UK academic sites active map. (http://www.scit.wlv.ac.uk/ukinfo/alpha.html)
- **The Times Good University Guide.** This describes UK universities and gives rankings for universities by course of study. (http://www.timesonline.co.uk/section/)
- **The Guardian University Guide.** This is an interactive guide to universities and colleges. League tables, used for comparisons, are available. Searches can be done by subject/course. (http://education.guardian.co.uk/universityguide)
- **Open Days.** Find out all you need to know about open days at the university or college of your choice. Browse the university and college open day calendar. Find out what goes on at an open day. Check out the advice for helpful tips and suggestions. (www.opendays.com)

**Dear Parent: I Can’t Promise You Ivy**

By Joyce Slayton Mitchell

No one can. Not even Ivy’s Dean of Admission. It’s true. Allison looks great. She has 1,400 boards, is third in her prep school class of 102, is taking four APs and placed second in New Jersey prep tennis. She has the best chance to get into Princeton from our school. I’ll give her a 90 percent chance to get in.

I agree with you that Paul has an excellent record. He has won all the writing competitions plus has 1,420 on his boards. He is 25th in his college prep rank of 493 students and he won the Connecticut championship in debate for declaration. He is also captain of his fencing team. He’s just the kind of kid that Swarthmore loves. I’ll give him a 25 percent chance.

You’re right. Wake Forest loves golfers. Even though he has only 900 boards, Bob’s scratch handicap could get him in. I’ll give him a 50 percent chance.

A 90-10 percent chance to get in? A 25-75 percent or a 50-50 percent chance? All of the above should get in if we are looking at the qualifications necessary to do the work at a particular college. But we’re not looking at just Allison’s or Paul’s or Bob’s achievements, abilities, motivation, and special talents. We are, but the colleges aren’t. They are looking at 5,000 applicants, known as the app pool, for 500 freshman places.

As a selective college admissions officer told me. “After we select the qualifiers out, we still have 4,000 apps for 500 places, then we make a selective judgment of just what kind of brain the kid has. How does she think? What kind of a leaner is he? And parents don’t like that.”

Because we don’t know the app pool from which the colleges are choosing, we don’t know who will get in. And before January 15th or November 1st for early decision, admissions officers may sometimes act as if they can, but they cannot promise you Ivy!

It’s this very lack of control that makes the college selection process so tough. After all, until the college choice, parents have always been able to make and negotiate choices for their children. There is no other decision making process that has the public knowledge component as does the college choice which is made known to every relative, neighbor, and colleague.

Because of the anxiety caused by the social visibility of the choice, parents will “do anything” to get control in an uncontrollable situation. If the student’s college list sounds top heavy to the counselor, all lives with a less than Ivy high school record, parents are quick to tell the counselor about all the pull they’ve got to get their son into Georgetown or Harvard or Carolina. You name it — senators; the president of the college who was best friend of the husband’s college roommate’s cousin; the wife’s brother’s marine bootcamp bunkmate who used to swim with Carolina’s Director of Admission: judges, police chiefs — parents are going for the control and believe they can get it.

Perfectly civilized mothers and fathers now get on each end of the conference phone with the counselor in the middle and take turns yelling at the counselor. Lawyers tell the college advisor that they can’t understand “a binding commitment” of an early decision. Otherwise well-mannered mothers and fathers sit with their senior and threaten the advisor with hostile and rude remarks with the rationale of “You don’t seem to understand how much my daughter wants to go to the University of Chicago.”

If influential friends can’t help, what can you do? How can parents take action against the anxiety and lack of control they feel in the college admission process? The first thing you can do is to look at it as an educational
Dear Parent…I know how much your daughter is counting on Stanford, but I don’t know the truth of this year’s app pool, no one does. I can’t, no one can promise Ivy! What I can promise you is serious and individual consideration by the admission committee. I can promise your son guidelines that will help him distinguish himself on his application and in his essay. I can tell you the truth about what colleges are looking for: what’s boring, ordinary, too global, irrelevant, too long, and too much. I can promise a descriptive, anecdotal letter about everything you wish the college knew about your senior. I’ll talk to your son’s teachers and your daughter’s coaches and to you and I’ll be the strongest advocate of your child that you wish for.

I can promise, too, to give you all the information I have about last year’s seniors who applied to the same colleges from our school. I can meet with your daughter and talk with you as much you want. I can’t promise you Ivy, but I can promise you a learning process which will surely lead your son to a choice of colleges in the fall where he will have every opportunity to do his best.

Joyce Slayton Mitchell is the director of college advising at Newark Academy of New Jersey. She is the author of 24 nonfiction books for young adults. Her latest book is Winning the Chemo Battle. She is best known for I Can Be Anything: Careers for Young Women and College to Career published by the College Board.

But everybody knows where you got in and where you didn’t. Sure, the letter comes to the house. But eventually you’ve still got to face your friends. “Any mail for me?” is like asking for a knuckle sandwich. Thanks a lot for the reality check you needed. Maybe the school that does take you and I’ll be the strongest advocate of your child that you wish for. Maybe you could have pulled that in for sociology up to a B-minus. Maybe you shouldn’t have quit soccer to get a job to pay for your gas. Maybe it was that down period during sophomore year when you had mono and didn’t talk to your teachers for three months while you vegged out. What difference does it make what it was? It still hurts.

It hurts where you feel pain most: inside. It’s not like the usual heartache that kids have, the kind other people can’t see. An alcoholic parent, a secret shame, a gaping wound in the family fabric, these are things one can carry to school and mask with a grin, a wisecrack, a scowl, a just-don’t-mess-with-me-today attitude.

But everybody knows where you got in and where you didn’t. Sure, the letter comes to the house. But eventually you’ve still got to face your friends. “Any mail for me?” is like asking for a knuckle sandwich. Thanks a lot for the kick in the teeth. What a bummer.

How do you tell kids at school? That’s the hard part. The squeals in the corridor from the kids who got in somewhere desirable. The supercilious pass on the ones who got early acceptance or the girl whose old man has an in at Old Ivy. There’s the class doctorus who suddenly becomes the first nerd accepted at Princeton, the 125-pound wrestling jock who, surprise, surprise, gets into MIT. But what about you?

You’ve heard about special treatment for this category or that, alumni kids on a legacy ticket or affirmative action action, maybe big-name institutions. Some they pick, some they don’t. You lost. It’ll happen again, but let’s hope it won’t have the awful kick. You’ll get tossed by a girlfriend or boyfriend. You won’t get the job or the promotion you think you deserve. Some disease may pluck you from life’s fast lane and pin you to a bed, a wheelchair, a coffin. That happens.

Bad habits you can change; bad luck is nothing you can do anything about.

Does it mean you’re not a good person? People like you, if not your resume. There’s no one else that can be you. Plenty of people think you’re special now, or will think that, once they get to know you. Because you are.

And the admissions department that said no? Screw them. You’ve got a life to lead.

http://www.boston.com/bostonglobe/editorial_opinion/oped/articles/2008/03/10/the_college_rejection_letter/
The prevailing mantra being played out by many teens these days is, “Attend a top tier university or bust”. The perception is that where you go to college is the most important determinant for your future success. Charlotte, 18, recently told me that she’d consider it a failure if she weren’t admitted into her top choice, Yale. A whole cottage industry of college prep has sprung up around this concept, with specialized tutoring, camps, publications, consultants, and ACT/SAT prep classes. According to research, this Ivy League mythology is just that, a myth.

Frank Bruni, in his book, Where You Go Is Not Who You’ll Be, cites research showing that the majority of American-born CEO’s of the top 100 Fortune 500 companies did not attend elite universities, and there was no pattern in where they went to school. The Platinum Study by Michael Lindsay studied 550 American leaders including 250 top CEO’s, and he found that over two-thirds graduated from non-elite schools. This finding is consistent whether you are talking about Pulitzer Prize winners or leaders in the fields of science and engineering. Many studies have documented that where you go to college has little predictive value for future earnings or levels of well-being.

We need to focus young people on a different model. Going to a prestigious college doesn’t make you successful; you must do that for yourself. It’s not where you go to college that matters, it’s how you go to college. What really matters are how well you use the university you go to and what you demand of it. Focus on using those years to come of age, bust out of your comfort zone and try new subjects and activities, reinvent yourself, create fresh outlooks on life, re-examine and question everything in your life, and draw strength and confidence from navigating new experiences and connecting with diverse people.

I discourage co-eds from just reproducing their high school experience with the same kinds of friends and activities. College is an opportunity to expand yourself in so many ways, so be open to change. Approach the whole college process with excitement vs. anxiety. Let go of the regimented, linear path to success that has been beaten into you since birth and instead create your own story. Trust the process of life, and most importantly, trust yourself.

Finally, why are you choosing a college is more important than where you end up. The American Freshman 2011 survey showed that 73% of college freshman had making more money as a very important goal, up from 42% in the 1960’s. My worry is that being driven by being accepted into an elite college turns into a pursuit of a prestigious job and getting rich. None of those things in and of themselves is wrong. But people driven by these externals end up less happy and fulfilled than those motivated by things like finding a purposeful career and making a difference.

Young people have been conditioned to overvalue things like popularity, fame, being rich, being special, being the best, and externals like praise, rewards and awards. In the end, what really matters is who you are, not what you have. The college experience should be more about making good people and citizens than making careers. Graduates should emerge as people who are original thinkers, problem-solvers, creative, and risk-takers. I’d recommend that students focus more on personal development and less on packaging themselves.

You can’t measure a high school student by their GPA or test scores, nor can you evaluate a college grad by what school they attended or their grades. What is harder to measure but far more important is a young adult’s level of grit, engagement, optimism, integrity, people skills, street smarts, stamina, and determination. If developing these qualities is our intention for people entering college, then we need to shift our focus starting in childhood.

http://drtimjordan.com/2016/02/does-it-matter-where-you-go-to-college/
GRADE DISTRIBUTION CLASS OF 2016

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>27</td>
</tr>
<tr>
<td>A-</td>
<td>27</td>
</tr>
<tr>
<td>B+</td>
<td>24</td>
</tr>
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<td>B</td>
<td>16</td>
</tr>
<tr>
<td>B-</td>
<td>17</td>
</tr>
<tr>
<td>C+</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 75 Students

SOCIAL SERVICE

High School students must complete a minimum of 120 hours of social service as a requirement by Colombian law and as an expectation of CNG in order to graduate. The Social Service Department offers a diverse portfolio of programs enabling our students to be citizens of leadership and of service to others by participating in well run volunteering experiences, and those students with continuous commitment to social service programs are recognized with "Outstanding in Service" and "Passionate in Service" awards. HS students gave back a combined 17,985 community service hours during the 2014-2015 school year. Our core programs are centered on offering the Colegio Fundación Nueva Granada community, our sister school, opportunities to attend after-school and Saturday enrichment clubs and Outreach Adult Continuing Education, and in strengthening their sports and academic programs.

CO-CURRICULAR ACTIVITIES

Colegio Nueva Granada offers numerous opportunities for students to participate in athletics, visual, and performing arts, community service options, student organizations and academic clubs. Among the most popular activities are the Model United Nations, Student Council, National Honor Society, our many varsity teams, Spanish and English theater productions, the yearly Unicorn Festival, and others like Literature and IDEAS magazines, GIS Space, Outdoor Club, the Ambassadors group, and the Global Issues Network (GIN). CNG participates in both national and international Math and Physics Olympiad competitions every year. The math competitions involve approximately 160 schools around the country. CNG usually ranks in the top 5 at all three school levels.

CLASSROOM WITHOUT WALLS

Each year, CNG students and teachers step outside the classroom for week-long experiential learning activities focused on the CNG's vision of "educating the mind, strengthening the body, and developing character for leadership and service in the world of today and tomorrow." In addition to physically challenging activities and participating in a service-learning component, all students are expected to apply what they have been learning in the classroom to a real-world, interdisciplinary context.

ACADEMIC SUPPORT SERVICES

At CNG, we are able to meet the needs of students with learning differences. In the high school, students receive tiered support based upon their individual needs. Students have the opportunity to attend an elected called Learning Lab. Students are taught strategies to help them be more successful in high school, college, and beyond. The high school also provides English, mathematics, science classes that teach the same benchmarks and standards, however, these particular classes have small student teacher ratios. These classes provide a comprehensive overview of the concepts that meets student needs. Co-teaching models also support our students. Many of our classes, a special education teacher and a general education teacher work as partners to teach classes in order to provide more support and accommodations to meet student needs.

STD SECONDARY ACADEMIC SEQUENCE BY CURRICULAR AREAS

**STANDARD SECONDARY ACADEMIC SEQUENCE BY CURRICULAR AREAS**

<table>
<thead>
<tr>
<th>Departments</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS</strong></td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td><strong>Spañol</strong></td>
<td>Español 9</td>
<td>Español 10</td>
<td>Español 11</td>
<td>Español 12</td>
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<tr>
<td><strong>MATH</strong></td>
<td>Algebra I</td>
<td>Algebra II</td>
<td>Pre-Calculus</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Biology</td>
<td>Chemistry</td>
<td>AP Chemistry</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>World History</td>
<td>AP World History</td>
<td>AP Human Geography</td>
<td>AP Human Geography</td>
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<tr>
<td><strong>HUMANITIES</strong></td>
<td>History</td>
<td>Government</td>
<td>AP Government</td>
<td>AP Government</td>
</tr>
<tr>
<td><strong>ART &amp; PERFORMING ARTS</strong></td>
<td>Visual Arts</td>
<td>Theater</td>
<td>AP Theater</td>
<td>AP Theater</td>
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</tbody>
</table>

**CNG'S MINIMUM GRADUATION CREDIT REQUIREMENTS**

<table>
<thead>
<tr>
<th>BACHELOR'S Diploma</th>
<th>HIGH SCHOOL Diploma</th>
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<tbody>
<tr>
<td>English Language Arts</td>
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</tr>
<tr>
<td>Spanish Language Arts</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Sciences &amp; Sociologies</td>
<td>4.5</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>2.0</td>
</tr>
<tr>
<td>Physical Education &amp; Health</td>
<td>3.0</td>
</tr>
<tr>
<td>Technology Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Affective Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Capstone Concentration Course</td>
<td>1.0</td>
</tr>
<tr>
<td>Senior Independent Study</td>
<td>1.0</td>
</tr>
<tr>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>Total Credits</td>
<td>33.0</td>
</tr>
<tr>
<td>Social Service Hours</td>
<td>120</td>
</tr>
</tbody>
</table>

**Guideline:** Students take 4.0 credits per semester, 8.0 credits per year. Classes are 80 minutes, four per day.

*Students should be open to change in Spanish.
*Advanced students are taught in English.
*Spanish students are taught in Spanish.
*Considers the AP designation to include honors-level classes.

**MID 50% SAT SCORES FOR THE YEARS OF 2013, 2014, 2015**

<table>
<thead>
<tr>
<th>Year</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>500 - 610</td>
<td>500 - 620</td>
<td>400 - 570</td>
</tr>
<tr>
<td>2014</td>
<td>470 - 600</td>
<td>500 - 620</td>
<td>400 - 570</td>
</tr>
<tr>
<td>2015</td>
<td>485 - 600</td>
<td>500 - 620</td>
<td>400 - 570</td>
</tr>
</tbody>
</table>

*0.3 weighting is added to the final semester AP Exam grade.
*In addition to the academic grades, students receive a Life Skills (0.5 grade) which includes the student's integrity in demonstrating respect, responsibility, and community wellbeing.

*0.0 weighting is added to the final semester AP Exam grade.
*0% of our students are non-native English speakers.
*5% of our students receive learning support services in High School.
Dual Degrees: A program of study in which a student receives two degrees at the same time from the same institution.

Early Action: An admissions plan whereby a student typi- cally can submit an application by November and receive a decision by mid-December. The student is not required to enroll if accepted. Some colleges now specify whether a student may apply to more than one college Early Ac- tion. If they are not allowed to do so, this is referred to as Single Choice Early Action or Restrictive Early Action.

Early Decision: A program whereby a student can apply to a first-choice college early in the fall of the senior year and receive a decision by mid-December. Upon making an Early Decision application, the student agrees to enroll if accepted and to withdraw other applications immedi- ately if admitted. Students deferred under Early Decision are reconsidered with the regular-decision applicants.

ETS: Educational Testing Service. This is the organization based in Princeton, New Jersey, that the College Board utilizes to write and administer its tests. ETS also admin- isters a number of other tests such as the Test of English as a Foreign Language (TOEFL).

Expected Family Contribution: The amount of money that a family can reasonably be expected to pay toward a student’s education as determined by a standardized needs analysis form. This is usually denoted by EFC and it is calculated by FAFSA and the CSS Profile.

FAFSA: Free Application for Federal Student Aid. This form is required by all colleges in the USA to determine the student’s need for federally funded financial aid pro- grams. This form applies only to U.S. citizens.

Financial Aid Package: Colleges award financial aid on the basis of need and the student’s projected contribution to the school community, or EFC (Expected Family Contri- bution). Aid can come in the form of scholarships, grants, loans and work/study; the financial aid package can have any combination of these. In addition to Federal finan- cial aid, some states have specific financial aid programs. Forms and processes will be state-specific.

Gap Year: A period of generally one year between high school and college in which a student explores some alter- native form of education. Gap years require permission from the university to which the student wishes to matriculate.

General Education Requirements: Also called breadth or distribution requirements, or core curriculum courses, they are required by all majors for the bachelor’s degree at a par- ticular institution. The number and specificity of these course requirements vary greatly from institution to institution.

Greek System: The social fraternities and sororities on a university campus.

Honor program: Any special program for very able students offering the opportunity for educational enrichment, indepen- dent study, acceleration, or some combination of these.

I-20: The form issued by the university to international students. The students then take the I-20 form to the US Embassy in order to obtain their F-1 student visa.

Internship: Any short-term, supervised work experience usually related to a student’s major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

Legacy: A college applicant who is a son or daughter (or sometimes a more distant relative) of an alumna/us.

Liberal Arts and Sciences: A breadth of intellectual in- quiry that broadens the student’s knowledge and aware- ness in each of the major areas of human knowledge: arts, sciences, and humanities. A liberal arts education prepares one to: communicate thoughts and ideas clearly and efficiently and to understand a wide variety of per- spectives and values, to appreciate civilization, beauty and natural processes, and to continually discover with sincere curiosity the world around us. The liberal arts col- lege offers a four-year course of study, leading to the B.S. or B.A. degree and any graduate or professional program.

3-2 Liberal Arts and Career Combination: A program in which a student earns undergraduate degrees in two separate fields, (most often in a general/liberal arts ma- jor and a professional or specialized major) in 5 years of study, whether on-campus or through cross-registration.

Major: The field of specialization or concentration for a college undergraduate. The student normally does from a quarter to a third of the total undergraduate work in his/ her major field. Most often the student is asked to declare a major by the end of the sophomore year.

Minor: A secondary area of academic concentration, which may or may not be required by an institution.

Need Based Aid: Money awarded to the student for tuition, fees or room and board, solely on the basis of financial need.

Need Blind Admissions: The policy of a university to consider an applicant for admissions without considering the student’s ability to cover the cost of enrollment. Often applies to US citizens only.

NMSQT: National Merit Scholarship Qualifying Test (also known as the PSAT --see below), sponsored by the Unit- ed States government and several hundred private cor- porations and colleges and taken by high school students in the fall of their junior year. Scoring well on this test is the first step toward recognition in the National Mer- it Scholarship competition. National Merit Semi-Finalists are those students who score in the top 1% of all students in their state. The NMSQT index is the sum of the verbal, math and writing scores.

PSAT: Preliminary Scholastic Assessment Test (also known as the NMSQT --see above) --a test of scholastic aptitude administered to high school juniors throughout the country. Sophomores also take this test for practice. Scores are giv- en for verbal, quantitative and writing aptitude in two-digit figures (multiply by ten to approximate SAT equivalents).

Postgraduate: (more commonly referred to as “gradu- ate”) In reference to a student, postgraduate describes one who is working beyond the bachelor’s degree; in ref- erence to a school, post-graduate describes an institution that trains in a specific professional field and grants a post-undergraduate degree.

Quarter: A college term of ten to twelve weeks. Some colleges divide the calendar year into four approximately equal portions, or into three terms (trimesters; fall, win- ter, and spring), plus a slightly shorter summer term. In schools using either the quarter or the trimester system, the student normally studies fewer subjects at one time and changes his/her schedule more frequently than a stu- dent at a school using the semester system.

Rolling Admissions: A system of admissions decision notification whereby a college informs the applicant of his/her status within a short time (usually four to six weeks) after the application is complete. Most public uni- versities employ this admissions practice.

SAT Reasoning Test: A multiple choice test made up of verbal, math and writing sections, designed to measure abilities that are related to college success. Each section is scored on a scale of 200 to 800. The SAT Reasoning Test does not measure other factors and abilities – such as creativity, special talents, and motivation that may also help you do well in college.

SAT Subject Tests: Curricular-based tests given by the Col- lege Entrance Examination Board (College Board) to mea- sure achievement in a particular subject. Fifteen one-hour achievement tests are offered, scored on a scale of 200 to 800. It is advisable to take an SAT Subject Test while studying or immediately upon completing study of the subject.

Scholarship: Money or aid for an academically talented student. Some scholarships are based on need. Corpora- tions, professional organizations, civic organizations, or religious groups give many such funds away. Each schol- arship opportunity has different eligibility criteria.

Selectivity: A term used by admissions offices to de- scribe the ratio of admitted applicants to total applicants at a given institution.

Semester: Half of the normal school year. The usual col- lege year has two semesters (fall and spring/winter), each 15 to 17 weeks.

Transcript: The official complete copy of a student’s aca- demic record including courses and grades. In the college admissions process, this document is traditionally given the most weight.

Undergraduate: A college student who is a candidate for a bachelor’s degree; a program of study leading to a bachelor’s degree.

University: An institution of higher learning comprised of several colleges. An undergraduate division confers bach- elor’s degrees and provides facilities for learning to take place through teaching. This undergraduate division may include a College of Arts & Sciences, a College of Engi- neering, a College of Business, a College of Nursing, and/ or others. A graduate division confers master and doctoral degrees and provides facilities for learning to take place through research as well as through teaching.

Wait List: List of students who meet the admission re- quirements but will only be offered a place in the class if space becomes available. Most offers of admission from the wait list are made prior to the end of the school year. Most wait lists are not ranked; instead, they will admit stu- dents based on the college’s needs and student interest.

Yield: The percentage of students admitted to a college who ultimately attend that college. The yield is often extre- mely high at selective colleges.
NOTES
Manual de Consejería Universitaria para Colombia
Manual de consejería universitaria para Colombia

Enero Grado Once
• Registrarse para el PreSABER oficial de marzo/abril
• Investigar y visitar universidades en Bogotá y sus programas
• Estar pendiente de las visitas planeadas por el colegio y de las fechas límite de los permisos y requisitos

Febrero Grado Once
• Hablen con amigos y familiares en las distintas universidades colombianas para conocer más sobre ellas

Marzo/Abril Grado Once
• Tomar el PreSABER 11 a conciencia
• Escoger las clases para doce pensando en que les interesa y que los va a preparar mayor tanto para el SABER 11 como para las entrevistas de admisiones en las universidades
• Registrarse para el PreSABER oficial de agosto/septiembre si no se tomó el de marzo/abril
• Asistir a las charlas ofrecidas por los College Counselors sobre el proceso de inscripción a las universidades colombianas

Verano Grado Once
• Mejorar su comprensión de lectura y vocabulario
• Buscar una oportunidad de una pasantía o trabajo en el área de interés

Agosto/Septiembre Grado Doce
• Finalizar lista de universidades a las cuales aplicar
• Registrarse para el SAT, ACT, and TOEFL de acuerdo a las necesidades de inscripción
• Aprovechar cada clase y aclarar dudas de conceptos
• Hacer un plan de lectura en español para mejorar la comprensión de lectura
• Estar pendientes de las visitas a las universidades y traer el permiso y pre-arranged a tiempo
• Ver noticieros y estar al día en temas de actualidad, sobretodo lo relacionado con política, economía y asuntos internacionales.

octubre/noviembre Grado Doce
• Continuar al tanto de las visitas a las universidades locales y cumplir con la documentación requerida
• Tomar los exámenes de SAT y/o ACT necesarios y registrarse para los siguientes si es el caso

Enero Grado Doce
• Revisar nombre y documento de identidad en Skyward para el registro del SABER 11
• Estar pendiente de las fechas para finalizar el registro al SABER 11 una vez dadas las indicaciones por el colegio

Febrero Grado Doce
• Continuar al tanto de las visitas a las universidades locales y cumplir con la documentación requerida
• Seguir leyendo mucho como preparación para el SABER 11
Manual de consejería universitaria para Colombia

Marzo/Abril Grado Doce
- Tomar el SABER 11 con calma y tranquilidad
- Estar pendiente de las fechas del proceso de inscripción a cada una de las universidades a las cuales van a inscribirse
- Empezar a recolectar los documentos necesarios para los procesos de admisión
- Participar en los simulacros de entrevistas ofrecidos por el colegio

Mayo Grado Doce
- Una vez publicados los resultados de la prueba SABER 11, finalizar los formularios de inscripción y revisar pasos a seguir (pruebas específicas, entrevistas, audiciones)

Junio Grado Doce
Seguir las indicaciones para el pago de matrícula en la universidad escogida

EXAMENES A TOMAR
El ICFES es la entidad responsable de la evaluación de la educación colombiana. El Instituto realiza la evaluación de la calidad de la educación básica (pruebas SABER, aplicadas periódicamente a estudiantes de tercero, quinto y noveno grados). Asimismo, tiene a su cargo los exámenes de Estado de la educación media (SABER 11°.)

LA ALINEACIÓN DE SABER 11 EN EL SISTEMA INTEGRADO DE EVALUACIÓN.

<table>
<thead>
<tr>
<th>3</th>
<th>5</th>
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<th>11</th>
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<tbody>
<tr>
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<td>Language</td>
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<tr>
<td>Razonamiento Cuantitativo</td>
<td>Razonamiento Cuantitativo</td>
<td>Matemáticas (Incluye Razonamiento Cuantitativo)</td>
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<td>Ciencias Sociales y Competencias Ciudadanas</td>
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<td>Inglés</td>
<td>Inglés</td>
<td>Comunicación Escrita</td>
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</table>

Pre SABER Oficial
- Se puede tomar varias veces y requiere que el estudiante se inscriba en la página www.icfesinteractivo.gov.co
- El colegio recomienda que se tome por lo menos una vez antes del SABER 11

Simulacros
- Estos son exámenes tipo SABER pero no son dados por el ICFES
- Son pruebas dadas dentro del horario escolar y son mandatorias para todos los estudiantes
- Se llevan a cabo en los siguientes cursos y meses:

<table>
<thead>
<tr>
<th>GRADO</th>
<th>PRUEBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9°</td>
<td>5 Simulacros al año de octubre a marzo. Pruebas de 45 minutos que incluyen todas las materias del saber 11.</td>
</tr>
<tr>
<td>11°</td>
<td>5 Simulacros al año de octubre a marzo. Pruebas de 45 minutos que incluyen todas las materias del saber 11.</td>
</tr>
<tr>
<td></td>
<td>1 Simulacro voluntario de un sábado completo en el mes de noviembre. En el colegio.</td>
</tr>
<tr>
<td>12°</td>
<td>1 Simulacro voluntario de un sábado completo en el mes de noviembre. En el colegio.</td>
</tr>
</tbody>
</table>

SABER
- Solo se puede tomar en marzo/abril de grado 12, unas vez el colegio haya hecho la preinscripción
- Después de graduados se puede volver a tomar con el número de registro del acta de grado

PREPARACIÓN PARA EL SABER 11

Simulacros ofrecidos en el colegio – Ver explicación en el punto anterior

Libros de práctica – Se pueden conseguir en librerías y hay algunos en la biblioteca en CNG

Clases de Pre-ICFES Saber 11 – Hay muchos cursos de preparación que ofrecen un repaso completo de los temas a tratar y de familiarización con el tipo de preguntas de la prueba. Muchos de los estudiantes toman los de La Javeriana, El Bosque, IPLER, Helmer Pardo, Tutorya, ect.

Cursos en línea – Se consiguen de duración y precios diferentes

Clases Pre-Saber 11 – En la semana de CWW, el colegio ofrece un curso intensivo de 6 días para aquellos estudiantes de grado 12 que lo deseen. El colegio asume los costos del curso siempre y cuando los estudiantes asistan a más del 80% del curso.

Profesores Particulares – Algunos ofrecen clases en sus casas y otros a domicilio y las clases son individuales o en grupos
INSCRIPCIONES A UNIVERSIDADES

La mayoría de las universidades colombianas abren el proceso de inscripciones para el segundo semestre del año en marzo o abril. Cada universidad tiene un proceso específico y una vez está la información disponible, mandaremos un correo con los detalles tanto a los de grado doce como a sus padres. Si se está considerando la Universidad Nacional como una posibilidad, es importante tener en cuenta que este proceso comienza mucho antes (por lo general en febrero) y tiene un procedimiento muy distinto.

El primer paso en este proceso es por lo general el llenar el formulario de inscripción ya sea en línea o en persona. En el formulario los estudiantes deben esco- ger la carrera a la cual se están presentando. Las universidades que exigen el puntaje del SABER 11 en el formulario no permitirán que éste sea enviado hasta que los resultados estén disponibles.

El pago de la inscripción fluctúa entre los $80.000 y 160.000 y la mayoría permite el pago por internet. Es importante guardar todas las constancias de estos pagos ya que pueden ser exigidas más adelante.

Algunas universidades exigen documentos adicionales como fotos, notas del bachillerato y constancia de estudio del colegio. Estos documentos deben ser pedidos a Lígia Cárdenas con antelación, permitiendo por lo menos 8 días para su elaboración.

Una vez salgan las listas de los admitidos, se debe seguir las instrucciones para el pago de matrícula en la universidad elegida.

La mayoría de las universidades locales cuentan con la posibilidad de la reserva del cupo o aplazamiento del comienzo de los estudios una vez admitidos a la universidad. Para ello, es necesario dirigirse a la oficina de admisiones y cumplir con los estipulado, que en algunos casos implica el pago de parte de la matrícula.

Para información específica sobre el proceso en las universidades locales, deben dirigirse a la página de admi- siones de cada una de ellas.

Universidad de Los Andes
http://www.uniandes.edu.co/institucional/admisiones/admisiones

Pontificia Universidad Javeriana
http://www.javeriana.edu.co/admisiones

Universidad del Rosario
http://www.urosario.edu.co/admisiones/

Universidad de La Sabana
http://www.unisabana.edu.co/unidades/admisiones/forma-parte-de-esta-comunidad-de-personas/

CESA
http://www.unisabana.edu.co/unidades/admisiones/forma-parte-de-esta-comunidad-de-personas/

Universidad Externado de Colombia
http://www.uxternado.edu.co/

Universidad de Bogotá Jorge Tadeo Lozano
http://www.utadeo.edu.co/es/link/admisiones/86/infor- macion-general

Universidad Nacional de Colombia
http://www.admisiones.unal.u.co/home/pregrado

Las universidades colombianas ofrecen muchas oportunidades adicionales a sus estudiantes. Entre ellas están:

**Doble programa** – Los estudiantes tienen la posibili- dad de cursar más de una carrera simultáneamente en la mayoría de las universidades nacionales, con algunas excepciones de carreras. De acuerdo a la reglamenta- ción de la institución, la segunda carrera se puede iniciar a partir de un determinado semestre y dependiendo del número de clases en común, puede alargar el tiempo de estudio por uno o varios semestres.

**Opción/Concentración/Énfasis** – Adicionalmente a su carrera escogida, los estudiantes pueden optar por tomar un número predeterminado de clases en un área específica y conseguir una opción, énfasis o concentración (cada universidad tiene su propio término para lo que en inglés se conoce como minor) en ese campo.

**Intercambios y convenios con universidades naciona- les e internacionales** – Cada universidad tiene una lista de convenios con instituciones nacionales y extranjeras que permiten que los estudiantes haga un intercambio de un semestre o un año durante su carrera. Para eso, las universidades cuentan con una oficina que le ayuda al alumno a conocer las condiciones de los intercambios, los requisitos previos y los costos.

**Doble titulación** – Algunas universidades tienen convenios de doble titulación en algunos de sus programas. A través de esta opción académica, el estudiante tiene la oportunidad de obtener su título de pregrado en la universidad de Colombia y otro título simultáneo otorgado para la misma carrera en una universidad en el exterior, tras haber cursado los últimos semestres del pregrado en dicha institución. Algunas instituciones también tienen convenios en donde la doble titulación se refiere a un diploma de pregrado y otro de maestría.

**Prácticas, pasantías e investigaciones** – Los estudiantes tienen la posibilidad de adelantar prácticas en empre- sas o proyectos sociales en los cuales pueden aplicar los conocimientos adquiridos en la carrera. Adicionalmente, las universidades cuentan con centros y grupos de inves- tigación tanto locales como en el exterior para aquellos estudiantes que deseen participar y cumplan con los re- quisitos necesarios.

**Créditos AP** – Algunas de las universidades colombia- nas reconocen los créditos de las asignaturas Advanced Placement (AP) tomadas en el colegio. Entre ellas están Los Andes, El Rosario, CESA y la Universidad Nacional. Cada universidad cuenta con un reglamento propio para este proceso, y los estudiantes deben seguir los pasos indicados ya que el reconocimiento no es automático en el momento del ingreso.

**Homologación de los créditos de inglés** – Muchas instituciones exigen clases de inglés cómo parte de sus planes académicos. Sin embargo, han establecido ma- neras de homologar estas clases ya sea por medio de la presentación de un examen de nivelación en la universidad, presentando los resultados de exámenes como el TOEFL o IELTS, o un diploma oficial de High School. Es importante que los estudiantes revisen los reglamentos al respecto para poder así evitar tomar las clases de inglés.
OPORTUNIDADES DE ORIENTACIÓN PROFESIONAL

Visitas programadas a las universidades locales

Cada año el colegio programa visitas guiadas a 7 de las universidades locales para los estudiantes de grado once y doce. El fin de estas visitas es el conocer el campus de cada universidad, oír la presentación general de la institución, entender el proceso de admisiones, conocer la oferta de programas y profundizar en uno de ellos. Las universidades que visitamos son Los Andes, Javeriana, La Sabana, Rosario, CESAB, El Externado y la Jorge Tadeo Lozano. Es muy importante que los alumnos estén pendientes de los anuncios de estas visitas y que cumplan con los requisitos, permisos de salida, formularios necesarios y fechas límites de entrega de cada uno.

Charlas por carreras de exalumnos y padres

Por medio de la oficina de desarrollo y relaciones para la comunidad, se organizan charlas para que profesionales en diferentes áreas, compartan con los alumnos de 11 y 12 sus experiencias en relación a su trabajo, el camino para llegar a donde están y las oportunidades que estas experiencias les brindan.

Pasantías, Cátedras de Introducción a la Profesión y Talleres

Algunas de las universidades locales ofrecen a los alumnos de grado once y doce oportunidades únicas para conocer un poco más acerca de las diferentes carreras. Los estudiantes recibirán la información pertinente a estos programas por medio de su correo electrónico, así como las indicaciones para su inscripción. Entre las oportunidades más destacadas tenemos:

- **Pasantías en Ciencias de la Salud en La Javeriana**
  
  Es una experiencia de observación guiada en el contexto de las carreras de Ciencias de la Salud (Medicina, Odontología y Enfermería), que contribuye a la formación de estos profesionales. Participan en calidad de observadores, en las actividades académicas y los estudiantes reciben una certificación del colegio que demuestra su participación.

- **Cátedras Introductorias a la Profesión en El Rosario**
  
  Estas clases se ofrecen por las tardes y buscan un mayor acercamiento y sensibilización de los aspirantes a grado once y doce hacia los programas de su interés. Son equivalentes a una asignatura normal de la universidad, con una duración de 2 horas (16 sesiones) y 2 créditos académicos electivos. Estas clases tienen un costo que debe ser pagado por los estudiantes al inscribirse. Para los estudiantes que tengan a bien estudiar en la Universidad del Rosario, la aprobación de las Cátedras más el concepto favorable del docente, se homologará por la entrevista de admisión (a excepción del programa de Medicina).

- **Talleres Teórico-Prácticos de La Sabana**
  
  En estas sesiones presenciales se ofrece información detallada sobre el programa de interés de los estudiantes, su contenido académico, las oportunidades como graduados de esta carrera y demás dudas que tengan para así tomar la mejor decisión para un futuro profesional. Se ofrecen diferentes días de la semana incluyendo el sábado y pueden asistir juniors y seniors.

- **Escuela de Verano para Jóvenes de la Universidad de Los Andes**
  
  La Escuela es un programa interdisciplinario a través del cual los estudiantes dependiendo de sus intereses, pueden escoger uno de los módulos disponibles. En cada una de las áreas, los participantes tendrán la oportunidad de familiarizarse con sus disciplinas, conceptos y preguntas fundamentales. ¿Qué hace un profesional de estas carreras? ¿Cuáles son sus campos de acción? ¿Cuáles son las herramientas y enfoques que maneja? A través de casos de estudio, prácticas de laboratorio, desarrollo de proyectos, talleres y clases magistrales, los jóvenes podrán descubrir y explorar sus intereses para iniciar su proyecto de vida universitaria. Adicionalmente, se desarrollan talleres de reflexión acerca de la elección profesional que ayudan a los estudiantes a apropiarse de conocimientos y conceptos que contribuyen a su proceso de toma de decisión y definición de un proyecto de vida profesional. Su duración es de tres semanas y generalmente se lleva a cabo entre junio y julio.

CONVENIOS ENTRE EL COLEGIO Y UNIVERSIDADES LOCALES

El Colegio Nueva Granada cuenta con algunos beneficios por formar parte de convenios o programas especiales con tres de las universidades colombianas.

- **Universidad del Rosario**
  
  Gracias al Convenio de Cooperación Interinstitucional entre el colegio y el Rosario contamos con un proceso de admisión preferencial para 10 de nuestros estudiantes, los cuales serán examinados por el consejo de admisiones. Los estudiantes designados para estas becas serán escogidos por un comité conformado por el director del colegio y el principal de High School, teniendo en cuenta el promedio académico del estudiante, su interés en el Rosario, su participación en actividades extracurriculares, y su necesidad financiera.

- **Universidad Jorge Tadeo Lozano**
  
  Debido al alto nivel académico de nuestros estudiantes, la Tadeo Lozano ofrece un cupo en sus programas a todos los graduados del colegio. Para el proceso de admisiones, se debe cumplir con todos los requisitos indicados en la página de admisiones. Una vez cumplidos estos, se deben llevar todos los documentos personalmente a la universidad para proceder así con el proceso de admisión.

- **Universidad de Los Andes**
  
  La universidad tiene establecido un proceso de admisiones para los estudiantes graduados en el exterior. Debido a que nuestros alumnos obtienen un diploma acreditado de High School, la universidad ofrece una segunda oportunidad de admisión a los estudiantes que no hayan salido favorecidos en el proceso regular de admisiones basado en el resultado de la prueba SABER 11. Para esto, los estudiantes deben presentar un resultado del SAT igual o superior a 1650 en el formato sobre 2400, o uno del ACT igual o superior a 25, y seguir los pasos que se les dan en el momento adecuado. El puntaje requerido para el nuevo formato del SAT sobre 1600 está en estudio. Esta opción no es válida para los estudiantes que quieren entrar al programa de medicina.
NOTAS