



BEYOND ISB

Your path to successful college/ university placement

2012 - 2013





Dear Student,

Applying for college can be a confusing process. It is true that there are a lot of things to consider and a lot of work to do. However, we are very experienced in taking students through this process, and we are always there to support you each step of the way.

This guidebook is designed with you in mind. We have structured it to take you through the entire process. This is a four-year journey that begins in 9th grade.

The handbook begins with an overview *timeline* that describes the process, grade by grade. You can use this timeline to keep track of what you should be doing each year. The remainder of the book will have all the supporting materials that link to this timeline.

We then ask you to look at *who you are*. We ask you questions, such as: *What are my strengths? How could these relate to possible professions? How do I describe myself to potential colleges/universities? How can I keep track of my achievements in school?*

Once you have started the process of narrowing down potential areas of study, it is time to start thinking about the *right college/university* for you. There are many things to consider when choosing a college/university. We have dedicated another section of this book to talking you through this important stage of the process.

Finally, when you have decided on where you want to go to college/university, it is time to start thinking about *how to apply*, and what an application looks like. All the work you have completed in the previous years will be useful in the application process.

We have excellent counselors with a vast amount of experience and knowledge. They will be your guides through this book, and they are the best resource that you have. Be sure to stay in touch with them throughout this whole process.

Good luck!

Félim Bolster
High School Head

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1. How Do I Use This Book?

Welcome to the college and university admissions process! This book is meant to be a guide for you to refer to throughout your four years of high school. It will help you prepare to apply to university, and it will provide you with clear expectations of what you should expect throughout the college admissions process and how best to plan ahead before your senior year. You can use the timeline in Chapter 2 to give you an overview of the process and to help you break it down into steps, year by year. You can then refer to the main body of the handbook to read the more detailed information

We are excited to be working with you. The university process is both straightforward and complex. Students may have to make difficult choices about what is best for them, in terms of what university represents the best fit for intellectual, academic, social and career opportunities.

At times it may seem confusing and there may be lots of information coming your way, but remember, you have your teachers, parents, administrators and guidance counselors all here to support you. So sit back, relax, and get ready to learn all about the university application process!

Johanna Fishbein, Mary Ellen Cochran & Maura Murphy
Head of CCC Counselor Counselor

2. What Does the Process Look Like?

Applying to University is a four year process at ISB. We want you to start thinking in Grade 9 about what you can do to put yourself in the best possible situation for applying to university during your senior year. You will have lots of guidance along the way, but it is important to keep the timeline below in mind at the start of each school year; make sure you know what you should be accomplishing throughout the year, and check-off the boxes as you attain each goal. It is a good idea to keep this timeline in a place where you can see it often (perhaps the refrigerator or a bulletin board). If you are checking off all of the boxes and asking your counselor questions whenever you have them, the college application process will become much easier by the time you are in Grade 12/13!

2.1 Timeline

The Four Year College Application Process Timeline: 9th to 12th Grade

Getting ahead in the college/university planning process helps ensure that ISB students arrive in their final year of High School well prepared for the fast approaching transition to life after ISB. Remember your High School Transcript is built up over four years from Gr. 9 to Gr. 12/13. Many colleges around the world require a 4 year transcript as part of the college application process, so it is important to think about your 4 year plan at the start of Gr 9. The following checklist highlights some of the key steps that grades 9 – 12/13 students will need to take. Career and college research should be fun – so enjoy discovering more about your future!

Grade 9 – things to do throughout the year

- Gr 9 is the first year of a 4 year programme leading to a High School Graduation Diploma. This is the time to think about your long term plans and goals. What would you like to do when you leave school?
- Read! A wide vocabulary is the most useful prep for SAT/ACT/TOEFL and other college entry tests.
- Begin to think about your strengths and weaknesses, your likes and dislikes (academic and personal). What qualities and skills do you already have that you can build on as you progress through High School? (Are you a linguist? Super-organized? A team player? A tech wizard?)
- Get involved in extra-curricular activities that interest you. Long term interests show a determination to succeed in something and look impressive on a college application. There are many opportunities at ISB – sport, MUN, arts.
- Develop good work habits that will be helpful as you progress to stimulating and challenging work in Gr. 10 and beyond.
- Research the world of work and research different professions. Talk to your parents, relatives, family friends, teachers and counselors about the many opportunities that exist.
- **Course Selection in Spring**
Though much of the Gr 10 curriculum is set, when given a choice of electives be sure to register for appropriate classes based on your talents and general interests and on

what you hope to do in 10th, 11th and 12th grades. Familiarize yourself with the different academic paths, (IB, Academic Diploma, General Diploma), available in the High School. **You must also think about Graduation requirements.** These details are available in the Course Description Booklet.

Grade 10

Fall

- Get involved with extracurricular activities. These can help you demonstrate leadership/teamwork skills which are important for college, and they can be linked to CAS.
- Although not essential, you may wish to take the PSAT in 10th grade. If so, you must contact your Counselor, by the end of the first week in September. Only the PSAT taken in 11th grade can be valid for NMSQT.
- You will be given an introduction to Naviance. You can use this, (with your parents), to help you discuss possible careers and colleges. You will also be shown how to begin building a CV on Naviance.
- **CAS – Creativity, Action and Service.** You will learn more about CAS at the start of 10th grade, but remember to keep up to date with CAS Graduation requirements throughout 10th grade.
- Work on good study habits/time management skills. These will help you earn good grades for your transcript.
- Compile a list of university majors/courses

of study that interests you.

- Attend college fairs in the area as well as presentations made by university representatives visiting ISB.

Spring

- You will be assigned a Counselor and will meet them at least once in the spring term.
- Using the Course Handbook, you will find out about the requirements for the various diplomas available (eg Academic, General, IB, Individualized), and discuss these, along with possible career options, with your assigned Counselor.
- You will complete a careers and personality test on Naviance. Discuss these results with you parents and Counselor.
- Using websites familiarize yourself with college/university entrance exams.
PSAT & SAT – www.collegeboard.org
ACT – www.act.org
UK Admissions Test – www.ucas.com
- Plan to take practice tests using one of the commercially available college entrance exams prep books. (Ask your Counselor for recommendations).
- Explore summer opportunities such as jobs, internships, volunteer work, or summer school programs.
- Talk to your parents about financing your university studies, research scholarships and financial aid options.
- **Summer**
Consider participating in a Pre-College Summer Programs.
- Read! A wide vocabulary is the most useful prep for SAT/ACT/TOEFL and other college entry tests.
- Visit colleges you are interested in if possible.
- Continue researching possible college destinations

Grade 11

All Year

- Keep up those grades! Wherever in the world you apply, your grades and external exam predictions will be very important. Put your best effort into good academic performance and try to improve where possible so that you present the best possible transcript.
- If you are a US citizens or permanent resident, obtain a Social Security number for use on college applications
- Meet with visiting college representatives and attend local area fairs (There are fairs in Belgium and Holland if you are considering Europe). Even if you are not planning to attend a particular school, you might change your mind after their presentation! At the very least, you learn about universities, what they offer and what they expect of applicants.
- Think about/plan college visits during school holidays or attending Open Days in the UK or Europe.
- Compile a 'long' list of colleges (you began this last year).
- If relevant, prepare for SAT and/or ACT via test prep books or online. (Family Connection has an SAT/ACT test prep section). Studying/revising just 15 minutes per night over the course of several months can make a big difference in your college admission test results!
- Discuss college costs and funding, including the financial considerations of pursuing a university education in one country over another with your parents.

Fall

- You will attend grade level College Planning Workshops at the beginning of the school year.
- Continue researching possible college destinations and updating Naviance. A further workshop will be provided mid-way through the fall term.

- If you have any questions or concerns, schedule an appointment with your Counselor.
- Take the PSAT offered in October to all 11th graders.
- Review the courses you are taking and extracurricular activities pursued. Colleges typically weigh rigorous classes more heavily, and they appreciate a well rounded person.
- Plan your CAS activities. Remember you must have planned, started or finished your Superproject by the end of 11th grade as well as completed the required hours.

Spring

- In January you should attend, (with your parents), the Grade 11 College/University Information Evening.
- Your Counselors will make appointments to discuss your plans and progress with you. You need to be prepared for these meetings.
- Continue college research via college websites, Family Connection, references/catalogues in the Guidance Office.
- Register for required US College Entrance Examinations, (ACT & SAT) in February. Your Counselors can give you details. *Plan to take both exams, if possible.*
- If necessary, take the TOEFL (Test of English as a Foreign Language).
- Evidence of English proficiency is usually required of foreign passport holders from countries where English is not the official language. *(Note: The TOEFL/IELTS requirement is often waived for students pursuing the full IB Diploma).*
- Check the specific requirements for demonstrating English proficiency of the universities you target.
- Research scholarship and/or sponsorship options: these may require early applications or a specific application process.
- For the UK, check out BMAT/UKCAT for

medicine, LNAT for law courses, TSA for Oxbridge, and any other entry tests, eg HAT, ELAT.

- Start work on college essays and personal statements. There will be workshops on these and your counsellors and advisors will help you.
- Update Family Connection with your college choices.

May – June

- Request 2 or 3 written references from teachers who know you well. See Reference Request Form on Blackboard. You can also attach a resume to this if you wish.
- If applying for Early Decision in the US or to certain courses that require early applications (e.g., Oxbridge, medicine, dentistry, and veterinary science in the UK) make sure that you have checked entry test deadlines. You may be able to register for some tests at the end of 11th grade or during the summer.
- Contact colleges and universities for their brochures and information on open house events or campus tours.
- Finalize arrangements for summer university visits.

Summer holidays!

- Spend your summer wisely! Consider studying a subject of interest, read, travel, visit colleges, volunteer or gain some work experience. This adds strength to your application.
- Do you need a summer SAT/ACT prep course?
- Applicants for medicine, veterinary science or teaching in the UK must have some related work experience. This is helpful for other areas of the world too.
- If you are doing an Extended Essay – write a good draft now!
- Work on your college essays and personal statements so that you are in a good

position to complete your college applications early in 12th grade.

Grades 12 & 13 (FINAL YEAR)

All Year

- Keep up the good work. Colleges will be reviewing your transcript and/or predicted grades looking for a strong academic record and extracurricular involvement.
- Remember, Naviance deadlines are strict so make sure you know all the deadlines.

August - September

- Your Counselor will meet with you to review your academic record and to ensure that you are on target with application plans. Advise your counsellor if you are applying early.
- **Narrow down your choices to the maximum ten applications that ISB will process with you**, based on the criteria most important to you: location, size, majors offered, activities offerings, etc.
- Keep a calendar/spreadsheet to record all application and scholarship deadlines.
- Students applying to European and Canadian colleges should check application deadlines as these vary enormously
- Complete your application essays, personal statements or motivational letters. Review with your counsellor for advice.
- Attend College Application Workshops that are offered by Counselors.
- Register for UKCAT, LNAT, BMAT, TSA, HAT, PAT, ELAT, TOEFL, SAT and SAT subject tests if required.
- Take every opportunity to meet with college representatives visiting ISB.
- UCAS (UK) online applications begin in September.
- Teachers references – remind those you have already asked or ask those you would like to write your references if you have not already done so.

October

- If you are submitting a paper application, complete a draft and review with your counselor before transferring the information to the original document.
- Take required admissions tests and check deadlines, (if appropriate).
- Students applying to Canadian universities in Ontario can register on OUAC.
- Continue to keep track of all application and scholarship deadlines and update your college lists in Family Connection.
- ***Give all supporting application materials to the Guidance Office at least 3 weeks in advance of stated deadlines to allow processing time.***

November - December

- If appropriate, arrange to release your standardized test scores to your chosen colleges before application deadlines.
- Take November and/or December SAT or SAT Subject Tests (if required). These will be the final set of SATs for most graduating seniors.
- Some UK Oxbridge entry tests held in school in early November – TSA, HAT, ELAT, BMAT. Check with your counsellor.
- **Applications for December/January must be completed now so that they can be processed and sent before the school vacation.**
- Gap Year students start thinking about how you might like to spend your year. You may need to research employment, travel or community service options.

January-February

Remember that admissions officers will be reviewing your senior year transcript, so keep working.

- Many European, Canadian and Asian university applications open in January or

February, so check that you have the necessary documentation in plenty of time.

- If you are beginning the application process now, remember to meet with your counselor to discuss your plans.
- UK applicants can track the status of applications online. You should be receiving offers from universities, via UCAS in the coming months.
- Keep your counselor informed of offers made. Update Family Connection.

March - April

- For UK students: you do not have to make any decision until you have received answers from all your colleges. UCAS will give you a deadline by which you must reply to offers. Discuss your Firm and Insurance choices with your counselor.
- US students must respond with their final decision by May 1st or the place may be lost!
- European and Asian university applicants: check application deadlines and requirements, if you have not already applied.
- Keep track of acceptances, denials, and financial aid awards and notify your counselor of all admissions decisions.
- Check all information received from your chosen university, e.g., deposits to secure a place, housing application forms and deadlines.

May - June

- UK students must reply to offers online via Track.
- Write “thank you” emails to the colleges you have decided not to attend and decline their offers of admission. This is a courtesy and allows the college to offer the place to

another applicant; it might be an ISB student. UK applicants do not need to do this.

- Fill out the housing request form at the college you will be attending. If you forget to do this, you may not be entitled to on-campus or college housing.
- All students complete the graduation survey so the Registrar can send in a final transcript.
- Check out student visa requirements.

GRADUATION

But you are not finished yet! Just when you thought it was all over...a few reminders:

Summer

- For those requiring student visas – start the procedures.
- Check the mail for housing and orientation information from the college you will be attending.
- Pay close attention to all payment deadlines.
- IB results will be out in early July. If you have not requested your results to be sent to your colleges (the IB co-ordinator will discuss this with you in semester 1) you may need to forward these quickly to colleges in order to get firm acceptance.

2.2 What is Important to Keep in Mind on the Path Ahead?

1. **High School Achievement:** There is a lot of conflicting advice about what is most important to admission officers. Every year the National Association for College Admission Counselors polls thousands of admissions officers and every year the answer is the same. Academics, doing well in challenging classes, are the most important factor in admissions. As you work through the college process, remember that it is critical that you stay focused on your academic course work.
2. **A Logical Plan** – The Counselors hold numerous required meetings/seminars throughout the spring and fall. Through group meetings, individual sessions and special programming, we help each student understand the opportunities at different colleges, different countries and different continents, create a testing plan and go through the self-analysis that leads to self-advocacy and strong applications. We encourage you to view the counseling office as a resource that can help you achieve success.
3. **Common Sense** – If you hear comments regarding colleges or the college process that do not make sense to you, discuss your concerns with your counselor. There are many strange rumors that can give you false impressions. If it sounds outlandish or too good to be true, it probably is.
4. **Selectivity** – It is true that many colleges continue to set records for numbers of applications received while remarking that the quality of the applicants is also increasing. More than ever, colleges are looking to fill their classes with an array of interesting, diverse students. This environment means that you must focus on creating compelling cases at each college. The only way to accomplish this is to stay focused on each step and not to spread your energies too thin. There are always more possible standardized test prep questions to answer and more college applications to potentially complete, but given your demanding schedule, time is a finite resource.
5. **One College** – After all is said and done, you can only attend one college. The process is not about trying to get into as many colleges as possible, nor is it about seeing where one might be able to gain admissions; it is about finding an educational community that will appropriately challenge and support all of your needs and aspirations.

3. Who Am I?

Learning at ISB requires that you as a student attain the skills to learn independently, so before you begin thinking about what you hope to do after ISB, it is important to reflect on who you are as a learner. Talk to adults about their careers, and think about what kind of courses and careers may interest you. The first part of the college application process is to think about how you learn best, what you might be interested in learning more about, and how you will gain the most out of your university years.

3.1 Naviance

We're fortunate to have Naviance—Family Connection, a Web-based service designed especially for students. Naviance is a comprehensive website which students use to research universities, colleges and careers. Although developed primarily for US college admission, Naviance now provides information on colleges worldwide.

Naviance will allow you to:

- **Get involved in the planning and advising process** – Complete on-line surveys and manage timelines and deadlines for making decisions about colleges and careers
- **Research colleges** –Compare entry requirements such as standardized test scores, and other statistics to actual historical data from ISB students who have applied and been admitted in the past; find links to university websites; maintain list of universities of interests and those apply to
- **Prepare for the SAT/ACT**

Naviance also lets the counselors share information with students.

We believe that Naviance is a useful tool for students to use. If students have further questions about Naviance, they should be sure to contact their counselor. This important tool should be used extensively in the College Search Process so it is very important for the student to make sure the information in Naviance is up to date and correct.

To log in: (<http://connection.naviance.com/brussels>)

If students in Grades 11 or 12/13 do not know their login and password details, they should email (registrar@isb.be)

Career Profiling (Naviance)

In addition to providing students, parents, and counselors with comprehensive information regarding the college application process, *Naviance* has programs that can help with the career and college major search. Choosing a career can seem like a daunting task; that's because it is, and it is helpful to realize that just like college, choosing a career is a process and not necessarily an easy decision to make. To help with career choice, *Naviance* has developed a personality profile, an interest profile, and career clusters to provide students with insight about themselves and how their individual preferences and strengths may ultimately affect the career in which they gain the most satisfaction. Starting in the 10th grade, your counselors will lead a workshop to help you navigate the Careers part of Naviance and help you interpret the results to plan for your future!

3.2 Art of a Good Resume

Life at ISB involves learning inside and outside of the classroom. All of the activities you do outside of the classroom are considered your **Extracurricular Activities** and universities around the world will want to know out them to see what things interest you and what your passions may be. Extracurricular activities include involvement or leadership in: school sports teams, community service, student government, the newspaper, internships, or any other outside of classroom activities. A resume should be created to keep track of all of your activities and so that this information can be sent to universities in an organized, clear fashion.

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 ISB.

A good resume will often include information on the following:

- Your name, where you live, your phone # 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!

3.3 Sample Resume

Suzie Smart
College Lane 16
Brussels, Belgium 1050
suzie.smart@gmail.com

Education:

2010 – present International School Brussels
2004 - 2010 Francis Parker School, San Diego, CA

Honors: National Honor Society

Awards: Most Valuable Player – Volleyball (Year)

Leadership: class officers as well as leadership position in clubs, captain of sports team, first chair in music, etc.

Languages: Bi-lingual English/French/ Dutch
Conversational Spanish – or just list years of language taken (French-3 years)

Clubs: number of clubs is not as important as commitment / number of years involved (list positions held and years)

Activities: i.e., lead in drama production, Special student committee to the Superintendent

Community Service: what kind and for how long (one week Habitat or every week for 2 years?)

Sports: if you play sports, put them here with the years and the levels (do not put athletic awards here, as that should be under a different category)

Interests: some of this may be self-evident from the information above, but if you like gourmet cooking... here is the place to add it.

Employment: had a job (summer, babysitting, washing cars, etc.)

Objective: Explain what it is you hope to accomplish.

Make sure that this resume is attractive, the spelling/grammar are perfect, and it highlights your strengths. It should NOT be longer than one page.

3.4 Career Planning Resources

Interest inventories are only as good as the information that is put into them. These are oriented to U.S. students and look at the full range of careers; vocational to post graduate careers. Interest inventories do not work for everyone but are a good starting point even if you know what you want to do. You may discover a career that you had not thought of before.

Academic and Career Information Center, Kansas State University

Explore careers by your major. Excellent (www.k-state.edu/acic/exploration)

Bridges

This top-notch subscription site, also known as Career Explorer, has daily updates on careers written in a highly readable, informative style. Archived articles provide current career information on countless occupations. (<http://usa.cx.bridges.com/>)

Career Click

Information on 700 careers, some with streaming videos one click away. (<http://www.workforceinfo.state.il.us/>)

Career Zone

Excellent, quick and easy way to explore a variety of occupations quickly. (<http://www.nycareerzone.org>)

College Board

Career search questionnaire and lots of career information. (www.collegeboard.org)

Get That Gig

Great site on careers, interviews with professionals, internships with links to find one's own field of interest in a teenage-friendly format (<http://www.getthatgig.com/>)

Job Profiles

Experienced workers share the rewards of their job; stressful parts of the job; basic skills the job demands; challenges of the future; and advise on entering the field. (<http://www.jobprofiles.org/index.htm>)

Job Star

This site is packed with information about planning your career. What kind of training or education is required? What can you earn? What kind of environment will you work in? What's hot? What's not? Some sites include personal stories from people working in the field. (<http://jobstar.org/tools/career/spec-car.cfm>)

The Source

Australian site for help about searching for jobs, getting a job, starting a business, or volunteering (www.thesource.gov.au/find/career)

Michigan Occupational Information System Self-Assessment Career Survey

If you are interested in finding out what careers you might like to pursue, this site offers a brief survey of career cluster areas divided into interests and aptitudes. (<http://mois.org/moistest.html>)

My Future

Focuses on college and career information especially for teens. Build a resume online, find out about college finance options, roommate stories, the military as an option and more. (<http://www.myfuture.com/>)

Naviance

Explore careers through My Personality Type, Career Interest Profiler and Explore Careers and Clusters. (<http://connection.naviance.com/isbangkok>)

Occupational Outlook Handbook

Put out by the U.S. Department of Labor, excellent information on a variety of career areas, job prospects, income potential, training required, etc. (<http://www.bls.gov/oco/>)

O'Net Online

Find occupational information, do a skills matching search. (<http://online.onetcenter.org/>)

Princeton Review

Career questionnaire, profiles of many exciting careers, SAT review information. (www.review.com)

The Riley Guide

Everything one needs to know about looking for a job. Searching for a job, resume writing and cover letters, interviewing, negotiating salary. (<http://www.rileyguide.com>)

The Testing Room

Take free on line tests to help you clarify your values, career interests, competencies and work personality. More extensive testing for a fee. (<http://www.testingroom.com/logon.jsp>)

4. Where Do I Want to Go and What is a Good Fit?

When choosing a university to apply to, it is important that you think about the “fit” of the university. “Fit” can refer to things like: the location, the courses, the cost, and the size of a university. You must think about where you can see yourself being happy for the next stage of your life. A good university for you may not be a good choice for your friend, so make sure to keep this an individual decision. It is also important to remember that while the “famous” universities are excellent institutions, it is also important to look at schools you may not have heard of and consider what it would be like to live and learn in different places. Finding a “fit” is not an easy thing to do, but with the help of your counselor, your parents, and talking to alums of ISB you will find a university that is right for you.

4.1 Factors to Consider when Choosing a University

Step 1: Know yourself

After identifying your own style and desire, it becomes easier to find schools which are a match for you, or more often, those that are not a match!

Ask yourself these questions (there are no right or wrong answers):

- **What are your goals and values?** Which values are most important to you? How have these developed and evolved? How do you define success? What unique gifts and strengths do you possess? What kind of person do you aspire to become? Is there any secret desire to choose one particular profession or path in life? What experiences have shaped who you have become and your way of thinking? Which do you value more, people or things, action or reflection?
- **What emphasis do you place on education?** What are your academic interests? What courses have you enjoyed most? If on your own, what would you choose to learn? How do you best learn? Are particular teaching methods more effective for your learning style? What has been your most stimulating intellectual experience? What is your attitude towards studying?
- **What about your academic record?** Have you taken the most challenging courses available? What are your grades? What are your SAT scores? How does your academic record represent you? Have there been circumstances that have affected your academic performance?
- **On what type of activities have you spent your time outside of the classroom?** Which have been the most fulfilling? Is there a pattern of commitment and success? What is your roll in your high school and community? What would others recognize as your contributions to the school or community?
- **How do you perceive the world around you?** Has the school environment encouraged your skills, interests and talents? How has your family influenced your outlook on life? Have your interests been nurtured or limited? Have you found a cause for which to stand up? How do you react when faced with people who thought or behaved differently to you? What issues do you feel strongly about? What is your social style, solitary or comfortable in large groups? How do you make difficult decisions?

Step 2: Know about the university

The following list is not meant to be the only means of evaluating a university. Each individual must determine the order of importance or weight each factor carries. You will need to review catalogs, handbooks, brochures, online listings, speak to current students, alumni and college reps; do your research!

Type of school

- public vs. private (state)
- religious or secular
- coed or single sex
- liberal arts or pre-professional (engineering, business, nursing, etc.)
- conservative or liberal student body
- traditional or progressive

Enrollment

- number of undergraduates
- male/female ratio; co-ed or single sex
- % of international students
- residential or commuting
- retention rate after one year

Location and Surroundings

- geographic location
- weather/climate
- proximity to family and friends
- size of town/city

Curriculum and academic environment

- degree of competitiveness
- availability of professors (student to faculty ratio)
- quality of faculty; teaching vs. research
- what are the core curriculum classes which must be taken
- majors offered
- academic pressure and workload
- study abroad programs

Campus life

- clubs, fraternities, sororities
- weekend events/activities
- religious organizations
- housing: co-ed/single-sex, required for first year/off campus housing possible
- meal plans
- honor system
- class attendance required
- security
- recreational facilities/extra-curricular activities

Expense

- cost of tuition, room/board, books and supplies
- travel expense
- financial aid available, percent of students receiving aid
- work study programs

Entrance requirements

- course prerequisites
- application process/ deadlines
- Standardized or entry tests
- IB requirements
- selectivity; % of applicants admitted
- average scores of freshman/first year student profile

- TOEFL/IELTS; English proficiency requirements

Balancing your needs with your choice

- Some considerations will be in conflict with others.
- You must prioritize and weigh the importance of these and other considerations that are unique to you.

4.2 University Representatives Visiting ISB

What happens in a university visit?

- A representative from the university (an Admissions Counselor, Tutor or Dean) will visit the school and lead a presentation telling students and parents about the University: academics, location, size, etc. Sometimes these presentations include a PowerPoint so you can get a “virtual tour” of the campus.
- These representatives are often the people reviewing applications, so they will inform parents and students about the entry requirements for their university.
- Meeting these representatives is a great opportunity for you to establish a one on one relationship at a university where you may apply. Remember, a face with a name on an application is always a good thing!

Many universities visit ISB throughout the year. These visits are always listed in the Daily Bulletin, the ISB College and Careers Counseling website, and on posters throughout the school. **For all parents and students (Grades 10-12/13), it can be useful to attend these visits.** Even if it is not a university you are interested in, it is always helpful to learn about other universities and to hear questions your peers may ask.

In October, there will be a college fair sponsored by the Fulbright Foundation. This fair will be at ISB or at St John’s and is attended by multiple American or American-style universities throughout the world. This is a great opportunity for students and parents to learn about a large variety of schools and meet with representatives or alumni from the universities.

In April, ISB hosts a similar college fair featuring European universities. Again, all students and parents are encouraged to attend.

4.3 Visiting a University Campus

Visiting a college/university campus is very important: it is a way to verify your assumptions about that school, city, region, or country. A visit gives you the opportunity to: ask important questions, to let the school know of your interest to attend and, to try to get a sense of your comfort level there. Don’t just drive around campus and look at the buildings and trees. Here are some ideas of some activities that might help you get a feel for the school:

- Take a tour. Arrange this ahead of time. Remember that some tour guides are enthusiastic and dynamic; others are not. Don’t use this as your only measure of the school.
- Attend an information session if offered. This will provide you with a well-rounded foundation for decisions and help to distinguish features of the school. It might also provide some tips for admissions.

- Eat a meal. It may not be the best cuisine, but you will get an idea of how you will survive if you attend that school. Notice the ambiance—is it friendly, how much diversity do you see?
- Stay overnight in the dorm if possible at your top choice schools. This will give you an opportunity to meet students and ask questions. If the university does not provide this opportunity (you must call IN ADVANCE and find out) then contact an ISB alum (if possible) at the school and ask to stay with him or her.
- Attend a class or two. Choose to see one of the large lecture style classes and a smaller seminar class if possible. Again, ask to set this up in advance. During the class, take note of the level of involvement of the students in the class. See if you can determine if the professor is actively engaged with the students or just going through the motions.
- Visit with students in the academic setting. If possible, meet some students enrolled in the area of study in which you are interested. Ask about academic and extracurricular activities.
- Arrange an interview with an admissions officer (if they are offered).
- Read the university newspaper. Get an idea of what is going on around campus and the community. Search for controversial issues to discuss with students or faculty.
- Check out the bulletin boards around campus. This will help to identify the activities that are available in the area and may imply something about the student body in general.
- Write down your impressions, especially if you are visiting more than one campus! The impressions of one can easily get jumbled up with others. Pay attention to your “gut” reaction. Take note of things that strike you as interesting, positive or negative. How would you describe this school to someone who had not had the chance to visit it?

Remember to dress appropriately as you may have the chance to meet an admissions counselor while on campus. It is necessary to phone ahead to set up campus tours and interviews. Do your homework! Read the college catalog and prepare questions for the interviewer and tour guides. If you are interested in or will need financial aid, set an appointment with a financial officer to find out what is available and what guidelines need to be followed.

4.4 Learning Differences and the University Experience

Students with learning issues have to put the services and programs available to them at college at the top of their list of priorities. Going to a college or university because friends go there, or the sports teams are excellent, isn't a good reason for any student but it can be disastrous for a student with special needs. The best schools for students with learning differences are those with:

- A comprehensive and structured support program for LD students
- Small class sizes (20-25 per class is ideal)
- Classes taught by professors, not teaching assistants (TA's)
- A culture of understanding about learning differences within the learning community
- A history of working with students with learning differences.

Students are eligible for services for learning differences if they have recent, comprehensive evaluations to present to their college. The more detailed the paperwork, the more the school can help the student to obtain the services that will benefit them most in having a successful college experience.

Some universities in the United States have the reputation as being the most committed for services for students with learning differences. The following schools are known for their support of and success in helping students with learning differences achieve success in university and beyond. (This is not a comprehensive list but a good starting point).

University of Denver	Lynn University	Fairleigh Dickinson University
American University	Landmark College	Marymount College
New England College	Southern Illinois Univ.	Southern Vermont College
University of Vermont	Hofstra University	Adelphi University

In the UK, **DeMontfort University**, **Oxford-Brookes University**, and the **University of Leeds** have programs to support students with learning differences. Canadian schools are mandated by law to help students with learning differences navigate the ins and outs of university study and life. In other countries, it is best to write schools directly to ask what services are available to students.

Some useful links to find out more about learning differences and higher education are

- (<http://www.ldonline.com/>)
Web site on learning disabilities for parents, teachers, and other professionals. Great general information site.
- (http://www.ldonline.org/abcs_info/articles-info.html)
Very informative LD Online site that gives definitions/descriptions of the different types of learning disabilities, there is a general and an in-depth area for learning disabilities
- (<http://www.schwablearning.org>)
A Parent's Guide to Helping Kids with Learning Differences
- (<http://www.ldanatl.org/>)
National non-profit membership organization, with state and local chapters, that conducts an annual conference and offers information and various publications.
- (<http://www.nclld.org/>)
NCLD seeks to raise public awareness and understanding, furnish national information and referrals, and arrange educational programs and legislative advocacy. NCLD provides educational tools to heighten understanding of learning disabilities.
- (<http://chadd.org/>)
Through family support and advocacy, public and professional education and encouragement of scientific research, CH.A.D.D. works to ensure that those with ADD reach their inherent potential.

Thanks to a greater understanding of learning differences and continuing research in how people learn, students with learning differences are finding university courses and programs more accessible with each passing year. With some research and planning, finding a great fit for a young person with learning differences can result in an outstanding university experience and success in the world of work beyond.

4.5 Resources

Making a List and Checking it Twice

Understanding universities in relationship to what you want is very important. This part of the form should be completed **before your visit** to the university and this information; this will streamline the basic information about the university for you. You can obtain all of this information from Naviance or from the university website.

Size _____ (small, medium, large)
Geographical location _____ (rural, urban, small city...etc)
Student body diversity: _____ (male/female, international students)

Requirements for admission:

English _____
Math _____
Social Studies / History _____
Science _____
 Lab/biological? _____
Foreign languages _____
Fine Arts _____
Other _____

Test Scores:

SAT (mid 50%) Verbal _____ Math _____ Writing _____ ACT composite _____
IB predicted total _____

Criteria for admission (what is most important)

Majors:

Other factors:

University Campus Visit Notes

Name of University: _____ Location: _____

Names of people you spoke with and their position:

Campus Facilities: Comment on how the campus strikes you:

Student Life: Your impressions of student life on campus:

Academic Factors: How do the academic aspects of the school met with your needs and expectations?

Overall impressions:

What you liked best: _____

What you liked least: _____

Other factors you want to remember about this university:

Overall assessment: how well this university fits you:

Not very well 1 2 3 4 5 Extremely well

University Comparison Worksheet

UNIVERSITY NAME			
LOCATION Rank _____ <ul style="list-style-type: none"> • Geographic • Close to family/friends • Weather/Climate 			
SIZE Rank _____ <ul style="list-style-type: none"> • % of international students • Enrollment • Physical size of campus 			
ENVIRONMENT Rank _____ <ul style="list-style-type: none"> • Type of school (2-4 years, private/public) • School Setting (urban, rural) • Location & size of nearest city • Coed, male-female ratio • Religious affiliation • Conservative/liberal, traditional 			
ADMISSION REQUIREMENTS Rank _____ <ul style="list-style-type: none"> • Deadline • Test required, minimum scores • Average test scores • Application process • Prerequisites 			
ACADEMICS Rank _____ <ul style="list-style-type: none"> • Your major offered • Workload • Accreditation • Student-faculty ratio, availability of professors • Typical class size 			
COSTS Rank _____ <ul style="list-style-type: none"> • Tuition, room & board • Estimated total budget • Work study program • Application fee, deposits • Travel expenses 			

<p style="text-align: right;">FINANCIAL AID Rank _____</p> <ul style="list-style-type: none"> • Deadline • Required forms • % receiving aid • Scholarships 			
<p style="text-align: right;">Housing Rank _____</p> <ul style="list-style-type: none"> • Residence hall requirements • Availability • Types and sizes • Food plan 			
<p style="text-align: right;">FACILITIES Rank _____</p> <ul style="list-style-type: none"> • Academic • Recreational • Other 			
<p style="text-align: right;">ACTIVITIES Rank _____</p> <ul style="list-style-type: none"> • Clubs, organizations • Greek life • Athletics, intramural • Other 			
<p style="text-align: right;">CAMPUS VISITS Rank _____</p> <ul style="list-style-type: none"> • When • Special opportunities 			

5. How do I apply?

Research is the most important part of the college application process, and it is by far, the most difficult part. There are so many choices that it can be overwhelming, but once you have done your research and narrowed down your list, you are all ready to apply!

Throughout the application process, the most important thing to remember is that you need to be in constant contact with your guidance counselor and stay informed about upcoming deadlines for application materials. Organization is the key to success, so get started early and use Excel, Naviance, and other tools your counselors may suggest to make the college application process as easy as possible.

5.1 The Application

A completed application has two parts: “yours” and “ours.” You have your responsibilities to fulfill and the Guidance Office has our own.

You, the student are responsible for sending:

- Your personal information (the application itself)
- One or more essays, if required
- Various supplements, if required
- The application fee
- Your SAT or ACT test scores, sent directly from the testing agency

We, the Guidance Counselors, are responsible for sending:

- Your transcript, if required
- Secondary School Report, if required
- Teacher recommendations, if required
- The ISB profile

Remember, your counselors are here to help you along the way, so make sure to stay organized and get materials in early!

5.2 Parts of an Admissions Folder

1. **Application:** Most applications can be downloaded or completed on line. If this is not an option, you can obtain one directly from the university. Request one early to allow for international mailing! The application must be done neatly, thoroughly and with extensive thought. You must proofread it many times and ask others to do the same for you! Many schools in the U.S. accept the “Common Application” which is available on line. UK applications are completed online only. You should always keep a copy of your completed application for your records.
2. **Test Scores:** Standardized tests give the university some foundation to compare you to other applicants. 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.
3. **Essay/Personal Statement/Motivational Letter:** This is your chance to distinguish yourself to an admissions officer. Depending on where you are applying, you may want to write about: extracurricular activities, internships, or suitability for a course.
4. **Recommendations:** Teachers are a great source of information for the admissions officers. Be selective in who you ask for a recommendation; choose someone who knows you well academically. All recommendations sent from ISB remain confidential.
5. **Transcript:** You must request a transcript to be submitted on your behalf. Be sure to request these on Naviance by the announced deadlines.

6. **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.
7. **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.
8. **School Profile:** An ISB school profile will be added to your packet at the time of submission.
9. **Secondary School Report:** Counselors will prepare and submit a Secondary School Report that provides additional information about ISB and how the student fits into the class as a whole.
10. **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. ISB will submit a mid-year report to all universities to which the student applied to in the US and Canada.
11. **Certification of Finances:** Some colleges may require financial documentation; make sure to check application requirements.

5.3 The Personal Essay

The essay is your chance to shine! Do not wait to the last minute to begin working on it. You should have time to write several drafts before you begin the proofreading stage. It is important that you write your essay yourself. Avoid letting parents, teachers or other adults interfere in the actual writing of the essay. Certainly consult those people in the proofreading stage but depend on yourself for the actual writing. Your essay should answer the question asked, so read it carefully. Remember the admissions officer is reading perhaps hundreds or thousands of essays; you have to make yours stand apart from others and keep the reader involved!

Universities and ISB expect that students are submitting applications, including essays, which they have completed themselves with integrity and honesty concerning the content of the application. An admissions officer will often download any essay students have written on the SAT Reasoning Test and can identify the voice of the writer. For students who are tempted to have essays over-edited or have someone else write them, the discrepancy will be obvious to the admissions officer. Honesty is not only an ISB value; universities in the application process also require it. Here are some helpful hints for the personal essay:

1. **Don't repeat information from other parts of the application.** Repeating information is a waste of space (and bores the reader). If the essay is to explain which activity means most to you, don't spend time listing all the activities you put on your resume. Make a choice and talk about its importance.
2. **In general, avoid generalities.** Write about particular events or give specific examples. Don't write, "My involvement in extra-curricular activities is important to me." Write about when something specific happened or a particular event that allows the reader to get to know you better. If the question is why you want to attend this school, don't write about how the reputation of the school is important and you

want a good all around education. Pick out details about the program, the major, the campus, etc. that you can expand upon. The less vague your answer is the more interesting your essay will be. It is the details that the reader remembers not the broad general statements.

3. **Be humorous, but be careful!** If you can make the admissions officer laugh, your file will probably never be lost in the shuffle. But beware! Most people think they are funny, but others may not! According to admissions officers, most applications who attempt to be funny really aren't and this attempt is counterproductive to their application. Use humor carefully and sparingly! Stick to your own life if you chose to relate a humorous story. Don't make up jokes and don't write, "A funny thing that happened...." If it is funny, the reader will know it.
4. **Listen to the tone of your essay.** Your essay should flow and be easy to read. It should not be written like an analysis for a classroom assignment, but should not be sloppy either. Don't confuse memorable with outrageous. You should not put something in just for the shock value! It is important to read your essay aloud and listen to it. This allows you to hear what the reader will see in your essay.
5. **Don't write about what everyone else is writing about.** According to Parke Muth, Assistant Dean and Director of International Admissions at The University of Virginia, his university received approximately 16,000 applications for 2,600 places. Out of those, he read 3,000 essays on summer travels around Europe and Asia with the theme of "It's a small world after all." Avoid these topics:
 - Your relationship with your boy/girl friend. Admissions counselors are not really interested.
 - Religious beliefs unless applying to a university with a strong religious orientation.
 - Your political views. Ever heard the phrase, "I can't discuss politics with that person?" People tend to get upset very quickly when their political beliefs are challenged. Avoid politics and do not risk offending the reader. If you write about a political experience (working on a campaign during the summer) don't focus on the ideology but on the experience and the learning that took place.
 - The evils of drugs, sex and rock and roll.
 - How good you are. It translates into self absorption and readers are turned off by it. Write about things that make you different rather than claiming glory straight out.
 - The importance of a college education. The reader knows that already.
 - Your personal philosophy about life, the world and what it all means. Not too interesting to anyone other than you.
 - Your SAT scores.
 - Any topic mentioned in any "how to get into college" book! Thousands of other kids, or their parents, read it, too!
6. **Remember why you are writing the essay!** Remember that the reader wants to know what kind of writer you are and will use your essay to judge that. Being able to write is one thing, but being able to answer the question is important too. Keep in mind to whom you are writing. Make sure your topic is appropriate.
7. **Write about what you know about or what you care about!** A badly written essay that is authentic is better than one that is contrived. The best topic is one that you want to write about. Don't write about something just because you think it is what you should write about.

Commonly Asked Essay Questions:

1. Evaluate a significant experience or achievement that has special meaning to you. (Common Application)
2. Discuss an issue of personal, local or national concern and its importance to you. (Common Application)
3. Indicate a person who has had a significant influence on you and describe that influence. (Common Application)
4. Which book or books have affected you most and why? (Harvard)
5. Discuss the academic experience (course, project, paper, event) that has meant the most to you. (Harvard)
6. Comment on an experience that has helped you to discern or define a value that you hold. (Williams College)
7. A successful college community depends greatly on the intellectual and personal contribution of its individual members. Please share what you believe another student could learn from you, both inside and outside the classroom. (Wesleyan University)
8. We would like you to write an essay on any topic that is of genuine interest to you. (Emory University)
9. This school community abides by an honor code that governs academic as well as personal life.....As a prospective member of our community, please use the space below to discuss the benefits and drawbacks of an honor code and your role in it. (Davidson College)
10. You have just completed your 300 page autobiography. Please submit page 217. (University of Pennsylvania)
11. Describe a situation in which your values or beliefs were questioned by someone you respect. How was it resolved? (Dartmouth)
12. The late William Burroughs once wrote that "language is a virus from outer space." We at the University of Chicago think he's right, of course, and this leaves us wondering what else came here with it. Could this finally explain such improbable features of modern life as the Federal Tax Code, non-dairy creamer, Dennis Rodman, and the art of mime? Name something that you assert cannot have originated any other way. Offer a thorough defense of your hypothesis for extraterrestrial origins, including alternate explanations and reasons for eliminating them from consideration. (University of Chicago)

5.4 UCAS Personal Statement

The personal statement on the UCAS application is the best way for admissions tutors to hear your voice. It is the one chance you will have to provide insight into your personality and goals. There is no specific required format, but specific recommendations are made by the UCAS admissions tutors. The personal statement cannot exceed 4000 characters or 47 lines. Seventy percent of the personal statement should relate to the course of study and your high school preparation. The other 30 percent can be about personal interests and out of school activities. The organization of your personal statement will reflect on your academic habits and abilities. Structure is important! Use clear paragraphs or sections that are easy to follow and read. Tutors recommend that the first paragraph explain why you have chosen the course of study. Forgo the obvious like “History is my favorite subject.” It is better to explain what it is about the subject that you enjoy. It is important to articulate your commitment to the course. Other paragraphs should be used to describe your interests and activities as well as part time work or volunteer activities. This helps the tutors to identify students who can organize their time and have demonstrated commitment. Do not just list activities, but do describe what importance the activity has for you or what you have gained from the activity. Avoid things that are a distraction to your viability as a potential student like, “I enjoy socializing.” Check your essay for grammar, clarity and punctuation.

Rules of Thumb:

Be specific	Start early
Use 5 sections	Avoid obvious statements or cliché
Redraft	Always keep the chosen course in mind
Construct bridges	Avoid passive writing
Stick to what you know	Demonstrate maturity
Be enthusiastic	State things about yourself
End sentences and paragraphs with nouns	
Don't start all sentences with I	
Give evidence rather than simply stating an interest/skill/etc.	

Five Section Structure for a Personal Statement:

1. Why: Why have you chosen this course?
 - First paragraph must grab the reader's attention
 - Demonstrate your thorough understanding of the course
 - Demonstrate your suitability for the course
 - Before writing identify: reasons you enjoy the subject, what particular aspect of the subject intrigues you, what do you want to learn more about, experiences that confirm your interests, what skills are linked to the subject, what career goals will it lead to
 - Make your first sentence personal—something specific about you!
2. What: What evidence can you give that shows your interest in the subject
 - How is your interest gone beyond the classroom?
 - How can you demonstrate curiosity about the subject?
 - Be genuine in your interest.
 - Keep in mind that questions at interviews may come from what you provide.
 - Demonstrate interest in materials related to your field that is outside of the classroom (other readings, films, books, conferences, classes outside of ISB).
 - Present relevant work experience.

- Keep in mind your course of study!
3. Academic: How do your ISB courses relate to your chosen field of study?
 - Explain your course selection and how it ties into your chosen field of study.
 - How do the “secondary” subjects link to your area of interest?
 4. Interests-Sports/activities: What have you learned outside the classroom that is linked to your course or field of study?
 - How does your general experience prepare you for studying?
 - Demonstrate self-motivation, discipline and independence.
 - Explain how you have balance in your life.
 - Focus on recent events/activities (not from childhood)
 - Offer your willingness to face new opportunities and challenges
 - Embed the characteristic in a description rather than list characteristics you possess.
 - What qualities do you want the reader to associate with you?
 - Keep your course of study in mind. Be specific about how it ties in.
 - What volunteer work or activities have you done that highlight the characteristics you feel are necessary for your field of study?
 5. Conclusion: What is your goal? Where do you hope that your university studies will lead you?
 - Refocus the reader to your chosen field of study
 - Bridge together the pieces of information offered and your field of study.
 - Link personal experience or ambition to the course of study.

General Recommendations for Personal Statements and Essays:

1. Start with a pre-write session. Brainstorm what you want the reader to know about you. Keep that handy. Refer back to it as you read your essay/statement over.
2. Read your essay aloud. Listen to the tone.
3. If given a prompt, answer the question—all parts of it!
4. Be specific! Avoid generalities!
5. Don't write something that anyone could write. Demonstrate your understanding of the course of study, university or program!
6. Re-write, re-write, re-write!
7. Organize your paragraphs and worry about connecting sentences later.
8. Provide evidence of your ability, character or passions.
9. Don't repeat material already in your application elsewhere.
10. Concentrate on substance not style!

5.5 Letters of Motivation

In some countries, such as the Netherlands, a Letter of Motivation is required with an application. Please use the guidelines for writing a personal statement, but make sure to put it in a letter format.

5.6 Personal Interview

A personal interview allows a student to meet directly with a university official, a current student, or an alumni representative of the university. More selective universities may require an interview. If a university does not require one, it is a good idea to take advantage of the opportunity. It is a good way to learn more about the university, and it shows a student's interest (never a bad thing)! Students need to be proactive and seek out these interview opportunities if they are available. Here is some advice on interviewing:

- Be yourself! Let the interviewer learn more about you as an individual. Tell him/her about your interests, skills, abilities, dreams and goals. Have a clear understanding of why you want to go to university and why you are interested in this particular university.
- Be informed! Read the information sent by the university and in the guidebook before arriving for your interview.
- Be prepared to ask questions that cannot be answered easily on a university's website. Create a list of 3-5 questions that reflect your interests and goals. Ask those questions that are important to you and those that will help you decide if this college is a good match for you.
- Bring your resume and a notebook to the interview, along with any other materials the university requests.
- Arrange your schedule so that your top choice universities are the last you visit. This will give you some experience and you will be more confident with the process.
- Do not try to do more than two interviews or school visits in one day.
- Dress business casual; be neat!
- Be on time! No, be early!
- Always introduce yourself and offer your hand for a handshake.
- The interview is with you. If your parents are with you, don't allow them to take over! Your parents should wait outside the office.
- Remember to maintain good eye contact.
- Listen carefully and answer all the questions honestly and confidently. Don't just use one or two word answers—explain!
- Be sincere. Remember honesty is the best policy. Don't be afraid to say you don't know the answer if you don't.
- At the end of the interview, thank the person for their time and shake hands as you leave.

- Ask for a business card from the interviewer. It will certainly cause them to take note when you send a thank you note after the interview.

SEND A THANK YOU NOTE OR EMAIL! Mention specific details of the interview and make sure to proofread. This may be kept for your file so make sure it is carefully written.

Questions You May Be Asked During an Interview

If you are interviewing after you have submitted your application, review the essays in your application as you may be asked about them!

Here are some examples of the types of questions you may be asked during an interview. Take some time to think about how you might respond to these questions. Even if you are not asked these particular questions, if you take time to think about how you might respond, you will be preparing to answer any question the interviewer asks you.

- Why do you want to go to college?
- Why are you interested in this college?
- Tell me a little bit about yourself.
- What has been your favorite subject in school? Why?
- Who has been your favorite teacher and why?
- What major are you interested in studying?
- What are your career goals?
- What is unique about you (talents, academic achievements, etc.)?
- What three adjectives would you use to describe yourself?
- What is your greatest strength as a person, as a student?
- How has going to an international school influenced you?
- Tell me about your most positive experiences? Most negative?
- What significant events have occurred in your life thus far?
- What activity in high school has been most meaningful to you and why?
- How have you contributed to your high school community?
- What other colleges are you considering applying to?
- Tell me about your favorite book or author?
- What have you done during your summers?
- Tell me about someone who has influenced your life.
- What do you do in your free time? What are your hobbies or interests?
- If you could change something about your high school, what would it be?
- Do you have any questions? **(Always have a list of questions prepared and make sure they can't be answered on the website! Ask the interviewer about him or herself; this is a good way to learn more about the university.)**

5.7 Tests for University Admissions

Entrance examination scores are useful to admissions officers throughout the world in making admission decisions. Although the best predictor of success at the college level is academic success at the high school level (reflected by a high school transcript), a combination of a student's high school grades, course selections and test scores is an even better indicator.

SAT and ACT Testing

ISB's School Code for both exams is: 716 240.

Most American universities require the **SAT I** or the **ACT**. Since the tests are different, sometimes students do better on one or the other. If unclear as to which test you should take, check with your counselor. Some of the more selective colleges require two **SAT II: Subject Tests**. Other universities may also want to see **SAT or ACT** scores; it is very important to read university websites carefully regarding their entry requirements.

It is recommended that by the end of eleventh grade, juniors should have taken at least one **ACT** or one **SAT I**, and, in some cases, both. In addition, if the student is taking a high level subject e.g. IB Biology, it may be advantageous to take the **SAT II: Subject Test** in June of the junior year. For seniors the crucial testing dates are in October, November and December. Check (www.collegeboard.org) for details on the SAT and (www.actstudent.org) for details on the ACT.

Please Note: If an applicant has missed a specific deadline and wishes to take the SAT examination, the applicant can fill out a "Stand By" registration form to do so. This form is found in the HS Counseling Office. Students wishing a "Stand-By" status for the ACT must do this on-line and bring their registration number with them on the day of the examination.

NOTE: It is important that students send their scores from the ACT or SAT I or II exams to the universities directly. Universities require official scores sent directly from the testing agency and NOT from ISB.

TOEFL (IBT) Internet-Based Test

Some universities may require the TOEFL or IELTS from students for whom English is not their first language or from students who have been instructed in a language other than English for their high school education. It is important to check the entry requirements for all universities carefully.

1. Register online – (www.toefl.org)
2. Upon registering you will be informed as to where to go in Brussels to take the exam. At times there may be a back log of students trying to take the exam so **PLAN AHEAD**. If possible it is best to try to take your TOEFL exam during the summer between grades 11 and 12.

IELTS

Some university applicants may be required to take this English language test. This may depend on the university or the visa requirements for passport holders from certain countries. See (www.ielts.org) for more information.

NOTE: It is the student's responsibility to: know what tests each of the colleges/universities require, to register for the required test(s), and to have official test results sent directly from the testing agency to the colleges that require them.

5.8 Admissions Decisions

Once the university has reviewed your application, they will notify you about your acceptance. Universities using "rolling admissions" usually notify applicants six to eight weeks from the time they have a completed application folder.

Many of the highly selective universities use a notification date and send out a decision on or around that date. In general students are notified about admissions decisions between the months of January through late April.

Acceptance

It used to be that thick envelopes were a sure sign of an acceptance. These days you are much more likely to receive your decision online, either through an email or through your account on the college website. Since email decisions are sent in batches, it's entirely possible that a decision email ends up in your spam folder. Around decision time, get into the habit of looking in your spam folder before you automatically delete all of the messages. Some colleges still send decisions in the regular mail. Thin envelopes are generally rejection letters, since it only takes one piece of paper to say, "Thanks for applying. We are unable to offer you a place in our freshman class." Don't throw the letter away without reading it thoroughly, though. Some colleges send thin acceptance letters saying, "Congratulations! More materials will be sent in a separate packet." As soon as you have received your acceptance (and even your denial), please come and let your counselor know and update Naviance.

Deferral

Students who apply Early Decision or Early Action sometimes get a letter of deferral, which means the college will wait until they read the regular decision applications to decide whether or not to accept you. Deferrals can be due to the need to see your first semester senior grades, or because the admissions office is unsure of the strength of the rest of the applicants. A deferral is not necessarily a bad thing. Some students who are deferred are admitted later. If you are deferred, you are released from any binding commitment. You can apply, be admitted, and choose to go to any college that accepts you.

Denial

Unfortunately, not everyone can be admitted everywhere. Admissions decisions have little to do with you personally and more to do with the other students who applied that year. You can do everything right, and still not get in. If you happen to be denied admission to a college you especially wanted to attend, never call the admissions office to vent your anger. If you are contemplating transferring a year later, you don't want to have had a bitter encounter with the admissions office. Only in extraordinary circumstances is an "appeal" possible.

Appeals are rarely successful unless the college has made an honest mistake. If you think a mistake was made, meet with your counselor as she is the one who should advocate on your behalf.

Wait List

All colleges admit more students than they have room for in a freshman class, because they realize not all students they admit will choose to enroll. It is hard to believe, perhaps, but even Harvard only gets approximately 75% of their accepted students to enroll. Guessing the “yield” is a difficult task—especially as more students apply to more schools each year. If a school underestimates the number of accepted candidates who enroll, there will be holes in the incoming freshman class, which are filled from the wait list. Even so, the wait list is usually a long shot. Final notification may not come until well into the summer so, for safety’s sake, accept an offer of admission from another school, even if it means sending in a nonrefundable deposit. Only choose to remain on a waitlist if you really plan to attend should you be admitted later. If this is the case, you can also send additional information supporting your application (new grades, a letter, etc). Some colleges waitlist almost as many students as they admit, so the chances of being admitted off the waitlist at these institutions is minimal.

May 1st 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 (possibly ISB) 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 receive with the acceptance letter to see how you should take care of these matters. Thank all those who proofread your essays and wrote letters of recommendation. Teachers asked to write recommendations feel hurt when seniors forget to say thank you or fail to tell them the outcome of the colleges’ decisions.

UCAS Offers

As explained thoroughly in the UK section, each time a UK university makes a decision on one of your applications, UCAS will notify you of the offer details. You will be asked to code all of your offers (you could have as many as five) as “Firm,” “Insurance” or “Decline.” Choose one firm and one insurance offer; all others must be declined. Since most offers are conditional upon IB examination score results and you won’t have received the exam results, this can be a difficult decision. If you are confused about any offers, check with your counselor before submitting your decision. Once you have made a commitment to particular courses you cannot change your mind. Ask your counselor for advice regarding which offers to accept. UCAS asks for prompt replies, but you do have until early May to make your decision. If you did not receive any offers, you can participate in a process called “Clearing” in which you can apply one at a time to additional courses until you receive an offer. See your counselor for help with this process.

Canadian University Decisions

Some universities in Canada have coordinated their decision period to coincide with the US. However, it is still common for others to not make decisions until after receiving final senior year grades, especially if a candidate is on the borderline between admit and deny. The final quarter of senior year is no time for “senioritis” if you are waiting to hear from Canadian universities. If you don’t get a reply by late April, email or phone the admissions offices to check if all required documents were received.

Senior Slump

After the college decisions have been announced, seniors often go through a “senior slump.” You have been accepted and you feel high school performance is no longer important. Beware! The fine print on the acceptance letter will probably say that your acceptance is contingent upon continued progress during your senior year. Each year, some students have acceptances revoked, are put on probation or have to attend summer school at the university due to final semester grades. Don’t let this happen to you.

****It is very important that you respond to ALL admissions decisions, especially if you are offered admission to ANY university and you are deciding not to accept the offer. Remember, your response could create a place for another student anxiously waiting to attend that university!****

6. How do I Pay for my University Education?

University can be a large financial investment for you and your family, so it is important to discuss the cost when considering where you will apply for university and how you will pay for the cost of attending if you are admitted and you enroll. Part of your research should involve finding out how much a university costs, how to apply for scholarships (if you are eligible), and what forms you will need to submit to apply for financial aid. As always, your counselors are here to help you and Financial Aid offices are very nice, so feel free to call them directly!

6.1 Finances and Financial Aid

One of the most important decisions made about attending university is how to pay for it! Families must have many discussions about what is expected and what can be provided before the student applies to university. There must be a clear understanding of who will pay for the cost of university and how much is available to invest in this venture. The best information about financial aid or scholarship at a particular university is available through that university. Many universities require a separate application for financial aid be completed in conjunction with an application for admission. The deadline dates may not coincide with the admissions deadlines so careful attention is needed to this. In addition, U.S. universities may require that additional information be submitted from the FAFSA or CSS Profile.

Types of Financial Aid

Financial aid can be need based or merit based. Need based financial aid is awarded to students who have shown that his/her family does not have sufficient funds to cover the cost of education. Students prove eligibility through submitting documents to show assets and income which could be used to pay for college tuition and costs. Need based aid is often given in the form of loans, work-study and grants. Merit based aid is awarded to students based on academic excellence, talents, or achievements. Merit based is usually given in the form of scholarships.

Grants: May be awarded by government or by the university. No repayment is necessary for aid awarded in the form of a grant. US students may qualify for the Federal Pell Grant which the university will award in the form of a grant. The (US) Federal Supplemental Educational Opportunity Grant (FSEOG) is a campus based program that is administered by the Financial Aid Office at participating universities. Some universities may offer institutional grant money to students with demonstrated financial need.

Work-Study: A campus based program (supported by the US government or by the individual university) where a student is employed part time on campus in order to earn money towards university expenses.

Loans: Money borrowed by a student or a student's parents must be repaid with interest. US students with demonstrated high need may qualify for the Federal Perkins Loan Program. The most common loans are the Federal Stafford Loan (student) and Federal PLUS Loan (parent). In most cases repayment is begun six months after the student's graduation from university.

Scholarships: Most scholarships awarded are merit based awards. These are based on academic achievement, special ability, and extra ordinary talent. Funds may be from individual universities or from private sources.

6.2 Applying For Financial Aid in the U.S.

FAFSA: Free Application for Federal Student Aid

(<http://www.fafsa.ed.gov/>)

Federal Student Aid is an office of the U.S. Department of Education which oversees the award of financial aid to U.S. citizens. Financial aid can be awarded through grants, loans and work study programs. The FAFSA is the form used to identify students who qualify for such awards. The FAFSA can be completed after January 1 of the student's senior year. Parents must provide income, tax, expenditure, asset and debt information in order for the financial need of the student to be determined. After completing the form, the student will be notified of the expected level of family contribution to the student's continued education. This information is sent to the

universities identified by the student and is the basis of the decisions made by the universities regarding a financial aid package.

PROFILE

<https://profileonline.collegeboard.com>

Many private universities require that students complete the CSS PROFILE to be considered for financial aid. Please note – there is now an International Version of the Profile for those students seeking financial aid who are not US citizens. See your counselor about this form.

Financial Aid Information for US and Non-US Citizens

Financial Aid Spread sheets are available from the Council of International Schools' website

(<http://highered.cois.org/page.cfm?p=272>)

On this website, you can view, print and download a wealth of information regarding universities. The most current summary information is available including: Total enrollment, percentage of international students, tuition, room and board costs, and availability of need based, merit based and athletic based scholarships for US and non-US citizens, as well as the average award.

On this site, information is available for the following categories of schools:

- US colleges and universities
- US style colleges and universities in Europe
- Canadian universities
- UK universities
- Australian, New Zealand and other universities

Resource:

Financial Aid Site primarily for education in the U.K. (<http://ucas.com/students/studentfinance/>)

Financial Aid/Scholarship Web Sites (primarily for education in the US)

Extensive site that provides links to other sites about scholarships, loans, savings and military aid.
(www.finaid.org)

To help students through the various stages of post secondary education regarding federal (U.S.) student aid.
(www.studentaide.ed.gov)

Free college and scholarship searches.
(<http://www.fastweb.com/>)

Scholarship listings and search engine
(<http://www.scholarships.com/>)

Free search for world-wide university scholarships
(www.fastaid.com)

Online scholarship search engine.
(www.scholarshipcoach.com)

Research university choices as well as financial aid information.
(www.collegeboard.com)

Guide to studying in the US. Includes information on admissions, financing, scholarship searches, visas, language testing, and cultural differences.
(www.edupass.org)

Association of International Educators for financial aid. **(www.nafsa.org)**

Information on universities with Financial Aid for International Undergraduate Students.
(www.edupass.org/finaid/undergraduate.phtml)

7. I have been accepted into College and/or I want to take a Gap Year; What do I do Now?

Once you've made your college decision and graduated from high school it seems like you should finally be able to take it easy. Not so fast. Yes, we are incredibly proud of you and we want you to relax, but first, you must make sure that you have gotten all the forms to the university to make sure they know you are attending and they can provide you with housing if you are requesting to live on campus. Keep an eye on your email as most of the information will be sent to you via email (or possibly snail mail) and make sure to respond quickly! Housing is often on a first come, first served basis so stay on top of things. If you are going to be on holiday for the summer, have someone check your mail and make sure to let the university know how to contact you!

7.1 Forms Required To enroll in a University

Housing Contract

Housing information is usually included in the acceptance packet. Send this form in early to better your chances of receiving a good housing assignment. In the housing contract, there is a form asking about your likes and dislikes. This information is used to match you up with a compatible roommate. You may be asked to comment (honestly) on areas such as neatness, study habits, smoking habits, and taste in music (remember to complete this form honestly; it could make a big difference in your roommate selection). A college won't guarantee to match you up with a perfect roommate, but they'll try. Once you find out who your roommate will be (usually in July), contact him or her. Several colleges now have online roommate selection. You are able to post information about yourself and see information about others. Roommates are then able to mutually choose each other.

Address Changes

If you leave Brussels right after graduation and return to your home country for the summer, file an address change with your college in late May. Otherwise, you might miss some important mailings, such as information about orientation programs, course registration, roommate assignment, and housing.

Getting a Visa

If you are an international student going to college in the US or another country, you may need a visa. If you are an international student going to the US, you should receive a "Form I-20" from the college's international student office with your acceptance letter. The US Embassy requires this form when you apply for your visa. You can't enter a foreign country for university study unless you are a citizen, a permanent resident, or have an appropriate student visa stamped in your passport. Do not enter the US on a tourist visa!

Health Documents

You will receive health forms, which need to be completed by a physician. You will also be asked to include an official copy of your immunization history. You will not be able to begin classes unless this form is completed. If your family does not have a record of your immunization, you should contact the ISB nurse before the end of the school year.

Travel Plans and Orientation

Most US colleges begin in August, and many expect new students to arrive on campus a week or two before classes actually begin to go through an orientation program. Do not skip orientation. It's a great way to meet new people and to get over freshman jitters before classes begin. ISB graduates always report that attending orientation was a big help in their adjustment to college. Because August is a major vacation season, finalize your airline reservations as early as possible. Otherwise, it may be impossible to get to campus on the proper date. If necessary, contact the college to find out when you should arrive.

Transferring

It is possible to transfer from one university to another. Transfers most often occur after the second year. By that time, a student has demonstrated he/she can do college work. Usually decisions are made in late spring. Colleges often expect transfer applicants to have a good reason for wanting to switch schools. Simply being unhappy at their present school isn't enough. The best reason is deciding on a major which the previous school doesn't have. The case has to be convincing. If a student comes across as the type of student who would be unhappy anywhere, he/she is not the type of student most colleges would want.

7.2 Gap Year Opportunities and Internships

Taking a year off before studying at university is becoming a more popular option with high school graduates. Having that year to reflect on interests, skills and desires can give a new direction or provide a strong motivation to move ahead with one's education. Taking a Gap Year experience is advisable if there is a plan and a goal that is to be achieved during that time. Drifting aimlessly will not provide a strong foundation for future studies. Universities, or employers, will want the individual to be able to articulate the goal and what was accomplished during the Gap Year. Traveling to learn about a new culture or immerse oneself in a home culture (after being an expat), community service or volunteer work, additional language training and culture immersion, and full time work are all seen as positive experiences by university admissions officers. The decision to take a Gap Year should be carefully considered. Students who take a Gap Year often apply to university during their Senior year, get accepted to the university of their choice, and then "Defer" their actual enrollment for one year while they work, study, or travel. Not all universities have this "Deferral" option.

7.3 Resources

Gap Year

Find out what opportunities await those planning to take a gap year between high school and university. (<http://www.gapyear.com/>)

Internships

This site is a data base of over 2,800 programs and 200,000 positions where students can locate internships and employers can list internship opportunities. (<http://internships.wetfeet.com/home.asp>)

Amigos de las Americas

This organization creates opportunities for young people to excel in leadership roles promoting public health, education and community development. AMIGOS is a non-profit organization that provides leadership training and volunteer opportunities in the U.S. and Latin America. (<http://www.amigoslink.org>)

City Year

A national youth service organization that unites diverse young people ages 17-24 for a demanding year of full time community service, civic engagement and leadership. Corp members receive a weekly stipend of \$175 and upon graduation are eligible for a \$4,725 post service award for educational pursuits. (<http://www.cityyear.org>)

Bridges Across Border Southeast Asia, Thailand

Formed to address the root causes of violence and hatred in the world. (www.babsea.org)

Disney World College Program

If you wish to work/intern at Disney World you may be interested in exploring this work/internship program for college students. (www.wdwcollegeprogram.com/html_home/index-ie)

The Experiment in International Living

An international nonprofit organization promoting intercultural learning through home stays, educational group travel, study abroad, language training, work exchange, and other cultural immersion programs. (<http://www.experiment.org>)

Leap Now: Lifetime Education Alternatives

Internships, volunteer experiences, work exchanges, experiential academic programs. (<http://www.leapnow.org/home.htm>)

National Outdoor Leadership School

Teacher of outdoor skills and leadership; offers courses 10 days to full semesters in the most spectacular wilderness classrooms. (<http://www.nols.edu/NOLSHome.html>)

Outward Bound

Through its 5 wilderness schools, 2 urban centers and whole-school learning model, expeditionary learning, Outward Bound programs emphasize personal growth through experience and challenge. In all programs, students develop self-reliance, responsibility, teamwork, confidence, compassion and environmental and community stewardship. (<http://www.outwardbound.com>)

Hobson's

A guide to international study in Europe. (<http://sites.hobsoms.com/studyeurope/>)

Taking Off

A highly personalized program which works with young people, ages 16-25, who are taking time off from a traditional classroom setting either before, during or after college. Works closely with the student to develop and implement a well-thought-out plan which maximizes the individual's time and experience and ensures that taking time off does not become "dropping out." (<http://www.takingoff.net>)

Taking Time Off

Getting a job or internship, learning a new language, traveling the world, heading back to the classroom. Links to a variety of opportunities. (<http://www.takingtimeoff.com/>)

Corporation for National and Community Service

Programs for people of all ages and backgrounds to serve others. (www.cns.gov)

8. What Does the Process Look Like Around the World?

While all of the information in this handbook is useful, it is important to remember that every country and every university has their own process for applying, and part of staying organized is making sure to be aware of different deadlines, processes, entry requirements, etc. Below, you will find a brief overview for some of the specific processes found in a variety of countries around the world. Remember, do your research and meet with your counselor regularly. We can help you sort all of this information out and make sure you are meeting the requirements for the individual country or countries to which you will apply.

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 IB results are received in July.
- Many countries that require IB results may have alternative forms of admission if you are not a full IB Diploma Student
- Financial aid may not be available in many countries.

8.1 University Admissions by Country

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 students (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.
- Application procedures vary with each university. Generally, however, students complete an application through each university’s admission office (either in paper or online) and submit their application along with a copy of their high school transcript.
- For Australian universities, the successful completion of an IB certificate program may be enough to gain entrance into the university, although various programs have specific IB scores that must be earned, and the IB Diploma is the most direct route to gain admission.
- Most universities require the SATs or ACTs 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 (Monash University).
- Australian students (living in Australia or abroad) apply through the state-based Tertiary Admissions Centers for semester one admissions. These Centers manage and promote the application procedure, receive and process applications for most university courses within their state, and

inform applicants of outcomes. Each university is responsible for the selection of its own students. The Centers calculate standardized tertiary entrance ranks or the University Admissions Index used in the admissions process. These are not scores/grades but are rankings calculated out of 100 in increments of 0.05. Entry scores for Australian undergraduate courses are expressed as the Tertiary Entrance Ranks (TER). Different states call these ranks different names, for example: in Victoria ENTER (Equivalent Tertiary Entrance Rank); NSW and ACT use UAI (Universities Admissions Index) and Queensland uses OP (Overall Position on a scale of 1-25). IB aggregate scores are equated to TER's on a translation agreed to by state universities. (See www.vtac.edu.au/general/ibaggregate.html). The Tertiary Admissions Centers issue offers to successful applicants on behalf of the universities in January for first semester intake. Students only receive one offer—for the course listed highest in their preferences for which they have met the entry requirements.

Australian University Web Sites:

Australia Education Network
(<http://www.edna.edu.au/>)

Australian National University
(www.anu.edu.au)

Group of Eight
(www.go8.edu.au)

Monash University
(www.monash.edu.au)

University of Adelaide
(www.adelaide.edu.au)

University of Melbourne
(www.unimelb.edu.au)

University of New South Wales
(www.unsw.edu.au)

University of Queensland
(www.uq.edu.au)

University of Sydney
(www.usyd.edu.au)

University of Western Australia
(www.uwa.edu.au)

Western Australia
(www.tisc.edu.au)

Federal Government
(www.education.gov.au)

New South Wales
(www.uac.edu.au)

Victoria
(www.vtac.edu.au)

Queensland
(www.qtac.edu.au)

South Australia
(www.satac.edu.au)

Belgium

(Information attained from Fulbright Belgium: <http://www.fulbright.be/>)

University education in Belgium is the responsibility of the French and Flemish Communities and as a result, most Bachelor's courses are offered in either French or Dutch. The English language courses available are limited and can be found here:

(<http://www.fulbright.be/study-in-belgium/university-education/university-programs-in-english/>)

Among the larger Belgian universities, two are "official" or governmental institutions: the French-language Université de Liège, founded in 1816; and the Dutch-language Universiteit Gent, 1817. The remaining four major universities are private, but very heavily subsidized institutions. The first, the Catholic University of Louvain, founded in 1425, split into two universities in May, 1970. The French-speaking Université Catholique de Louvain, which has approximately 17,000 students, is located in the town of Louvain-la-Neuve; the Dutch-speaking Katholieke Universiteit Leuven, in the Flemish city of Leuven, has about 22,500 students. The University of Brussels, founded in 1834 on the principle of "libre examen", also became two universities in the spring of 1970: the French-speaking Université Libre de Bruxelles, with some 12,500 students; and the Dutch-speaking Vrije Universiteit Brussel, with approximately 6,000 students.

There are quite a few other universities, having one or more "Facultés/Faculteiten", corresponding to American schools or departments. There are also university-level professional and technical schools, as well as academies of art and music offering higher, non-university education of the short or long type.

DEGREES AND DIPLOMAS

Degrees and diplomas are defined by law and are the following: bachelors, masters and doctoral degrees.

For official equivalency evaluation please contact NARIC:

French speaking community: (<http://www.enseignement.be/index.php?page=24808&navi%3D2087>)

Flemish speaking community: (<http://www.ond.vlaanderen.be/hogeronderwijs/naric/>)

Belgium has recently adopted the BOLOGNA system of education and thus it now offers a three- year Bachelor Degree which is then followed by a one or two year Masters and then a Doctorate (this can vary in length but has a time limit). The diplomas issued from 2006 onwards are to be accompanied by a diploma supplement which explains the student outcomes and grading system. The Bologna diplomas and supplements are designed to create more mobility and transparency among systems within the Bologna framework. Belgium and Luxembourg are part of the European Higher Education Area (EHEA) and they have adopted the European Credit Transfer System (ECTS).

Additional information can be found at the following websites:

(<http://diplomatie.belgium.be/http://www.diplomatie.be/en/belgium/belgiumdetail.asp?TEXTID=10457>)

LIST OF BELGIAN UNIVERSITIES:

Universities in the French Community:

- [Université de Mons](#)
- [Facultés universitaires catholiques de Mons](#)
- [Faculté universitaire des sciences agronomiques de Gembloux](#)
- [Fondation universitaire luxembourgeoise](#)
- [Facultés universitaires Notre-Dame de la Paix](#)
- [Facultés universitaires St. Louis](#)
- [Université Catholique de Louvain](#)
- [Université Libre de Bruxelles](#)
- [Université de Liège](#)

Universities in the Flemish Community:

- [Katholieke Universiteit Brussel](#)
- [Katholieke Universiteit Leuven](#)
- [Limburgs Universitair Centrum](#)
- [Universiteit Antwerpen](#)
- [Universiteit Gent](#)
- [Vrije Universiteit Brussel](#)

- **Hogeschool University College Gent:** (http://www.youtube.com/watch?v=F_7K9Tcmmac)
- **University of Ghent (UGent):** (<http://www.youtube.com/watch?v=wio3Yj6TzP4&feature=related>)
- **Vesalius College:** (<http://www.youtube.com/user/FulbrightBe#p/u/0/1eVUzGwVtV0>)
- **Free University of Brussels (Vrije Universiteit Brussel):**
(<http://www.youtube.com/user/FulbrightBe#p/u/1/1cF2Yo1BG3U>)
- **University Louvain-La-Neuve (UCL):** (http://www.youtube.com/user/FulbrightBe#p/u/44/67uF5fYDE_o)
- **University of Leuven (Katholieke Universiteit Leuven):**
(<http://www.youtube.com/user/FulbrightBe#p/u/45/L3WpawC4tZs>)
- **University of Leuven (Katholieke Universiteit Leuven):** (<http://www.youtube.com/watch?v=s2CWJB7iCe0>)
- **University of Brussels (Université Libre de Bruxelles – ULB):**
(<http://www.youtube.com/watch?v=t1NUJK8SYJ0>)
- **Université de Liège:** (<http://www.youtube.com/watch?v=9c6JU38Tbpl>)
- **University of Antwerp:** (<http://www.youtube.com/watch?v=qxlecnhLVw8>)
- **Lessius University College Antwerp and Mechelen:** (<http://www.youtube.com/watch?v=5EUqqhQEQgM>)
- **HEB – ISTI Brussels:** (<http://youtu.be/y-6T9uEpsgk>)
- **The Performing Arts Research and Training Studios (P.A.R.T.S.):**
(<http://www.youtube.com/watch?v=G2JmVewJLm0>)

Canada

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

Please note that students receiving an ISB academic diploma will probably be required to take the ACT or SAT and perhaps the SAT Subject Tests.

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. Degrees conferred from Canadian universities include Bachelor's, Master's and PhD's.

There are many resources available with information about Canadian universities and the admissions process. *MacLean's* magazine usually does a review of Canadian universities in October and is a useful place for information (www.macleans.ca). The Association of Universities and Colleges in Canada (AUCC) is another good source of information. Again it is necessary to check with each university regarding procedures and requirements either on line or by writing to the admissions 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.

Please refer to the CIS Canadian Member Admissions Resources, found on the Council of International Schools website: <http://highered.cois.org/CHEC/CanadianAdmissions.xls>

Canadian University Websites:

Association of Canadian Community Colleges

Information about facilities, services and academic programs offered by AUCC member universities as well as links, expert information, stats and deep content -- it's all here. (<http://www.accc.ca>)

Maclean's

Magazine published in Canada with one issue focused on university ranking, profiles and financial information. (<http://www.macleans.ca/universities/index.jsp>)

Nova Scotia Department of Education and Culture

Information about colleges and universities in Nova Scotia. (<http://www.international.ednet.ns.ca>)

Study in Canada

Learn how a Canadian education can make a difference. Find out about ESL, CAEL Assessment and TOEFL scores and how to get a student visa. Find the right program for you. (<http://www.international.ednet.ns.ca>)

British Columbian Universities

Online applications for British Columbian universities. (www.pas.bc.ca)

Canadian Universities

Information about and links to all Canadian universities and information about financial aid and scholarships. (www.aucc.ca)

Ontario Universities

Online applications for Ontario universities. (www.ouac.on.ca)

Why Canada?

This site explains the differences between the US and Canadian post secondary system and offers reasons why studying in Canada might be a good choice. It also provides links to Canadian school web sites. (<http://www.gapyear.com>)

Canadian Bureau for International Education

Information on studying in Canada and scholarships. (www.cbie.ca)

Schools in Canada

Provides information on studying in Canada. (<http://www.schoolsincanada.com>)

CIS: Higher Education in Canada

Information for students, parents and guidance counselors about higher education in Canada. (<http://highered.cois.org/CHEC/Canada.htm>)

Germany

German universities are state-run, non-profit institutions and all follow similar rules and regulations concerning admission and language requirements, tuition and degree requirements.

German University admissions are in a state of revision and change. Be sure you have the latest/newest information about qualifications, deadlines, and programs.

Students applying to a German university must hold either a German Secondary School Certificate (*Abitur*) or the International Baccalaureate Diploma (applies to German and foreign nationals) Note: IB Math Studies is not recognized for enrollment in German universities.

If a foreign national is applying to a German university and the high school diploma is not considered equivalent to the German qualifications, the applicant will not be admitted directly to an academic program. The applicant will be required to take standardized admissions examinations. All foreign applicants must prove they are proficient in German before being admitted to university. German nationals must provide credentials called the *abitur* (13 years in Germany) or the equivalent (IB diploma), evidence of four years of foreign language (for those studying outside of Germany), and have completed a minimum of 12 successive years of full time education.

The Ministry of Cultural Affairs will review an applicant's alternative credentials and classify them as Class I, II or III. The IB diploma is usually Class II which is not equal to the *abitur* (Class I). The IB diploma applicant must present the following subjects with a minimum grade of 4: two languages (one continuously taught at Higher Level), one natural science (physics, chemistry or biology), mathematics, and one social science (history, geography, economics, social studies, and organizational studies). Other additional requirements may be requested.

Information regarding admissions to German universities can be obtained from the university foreign student offices (Akademische Auslandsaemter) and the Studienkollegs or see below:

German Citizens:

Sekretariat Der Standingen Konferenz
Der Laender in der Bundesrepublik Deutschland
Nasser Strasse 8
D-5300 Bonn 1
Federal Republic of Germany

Non-German Citizens:

Deutscher Akademischer Austauschdienst
Kennedyallee 50
D-5300 Bonn 2
Federal Republic of Germany

German University Websites:

International University of Bremen

(www.iu-bremen.de)

Colleges and Universities in Germany: (<http://www.mit.edu:8001/people/cdemello/de.html>)

Application Process and Courses Available in German

(www.zvs.de)

Online German Magazine with University Information

(<http://www.focus.de/wissen/campus>)

International University of Germany

(www.i-u.de)

German Universities, sorted by city:

(<http://www.arab.de/gunivers.htm>)

German Academic Exchange Services

(www.daad.de)

India

The Association of Indian Universities (AIU) has agreed since 1994 to accept the IB diploma as an approved entry qualification to all universities in India. The IB Diploma must be legalized and submitted for processing through the IBO. Students wanting to attend Indian universities must inform the IB Coordinator in order to facilitate this process. A fee is charged for the legalization of the document.

Once IB results are released, students can apply for professional programs (medicine, pharmacy, nursing, and engineering) or subjects of their choice through the AIU or directly to the department of the university they wish to attend.

Requirements for professional courses:

Medical Courses: HL passes in physics, chemistry and biology with SL passes in English A1, A2, or B. Medical degrees include MBBS, BDS (Dentistry), B. Pharm (Pharmacy), nursing and BPT (Physical Therapy).

Engineering Courses: HL passes in physics, chemistry, and mathematics with SL passes in English A1, A2,, or B. Engineering includes a B. Eng. in civil, mechanical, electrical, electronics, instrumentation, computer, aeronautical, etc.

Students of Indian nationality with the IB diploma may compete with other students from the State Level/All India Entrance Exam.

ISB can provide you with the proper “Marks Sheet”, “Certificate of Character”, and “Certificate of Matriculation” required by Indian Universities. It should be noted that the “Marks Sheet” will not represent only the second semester senior grades as your “final mark”. Instead, ISB will average all two-year (four semesters) IB course grades, and average one-year (two semesters) grades as the “final mark” for the purposes of the “Marks Sheet”.
Additional Information:

Association of Indian Universities
16 Kotla Marg
New Delhi 110002
India

Mrs. FB Dohadwalla
IB South Asia Regional Rep
Taheri Manzil, Ground Floor
Nesbit Road, Mazagaon
Mumbai 400010
India
Phone: +91-022-3717470
Fax: +91-022-6746007

Republic of Ireland

All applications to universities in Ireland must go through the Central Applications Office (CAO). Course descriptions, entry requirements and point equivalents are all available on the CAO website (www.cao.ie). The CAO Handbook is on the web site and can be downloaded. On that site, a reference list of Higher Education Institutions is available. Specific application requirements and procedures are explained. Guidelines should be review prior to an application being submitted. A single online application must be submitted. Students with an IB Diploma are considered to have a non-standard application. Non-standard applicants must submit supplementary forms identifying their IB courses of study with predicted grades within seven (7) days of completing the online application. Applications are accepted up until 1 February and late applications may be submitted until 1 May. The basis for admissions to Irish universities is on a points-scoring system. Students with equal points scored are chosen by a randomly generated number.

Central Applications Office Tower House Eglinton Street Galway Ireland Phone (091) 509 800 Fax (091) 562 344 Email: help@cao.ie	Royal College of Surgeons – Ireland <ul style="list-style-type: none">• (http://www.rcsi.ie/)• Established 1784.• 3384 students (from 60 countries), 800 staff.• A major, reputable medical school (admission directly from high school)• RCSI is the surgical college for the training in surgery in Ireland.• Private, non-profit.• RCSI has programs in Malaysia, Bahrain, and Dubai.
Irish University Web Sites:	(www.i-studentadvisor.com/studying-in-Ireland.html)
Central Applications Office www.cao.ie	Nursing Careers Center www.nursingcareers.ie

Japan

It is important to schedule a conference with Dr. Mariko Ishida (ishidam@isb.be) at the earliest possible time to insure appropriate preparation process.

Main Documents needed for Application (1-4 must be requested by ISB deadline)

1. Transcript of grades from Grades 9-12 (issued one week after the graduation)
2. Certificate of Attendance
3. Certificate of Graduation
4. Letter of recommendation
5. Student Application

Preparation Process of Application Documents

- Recommendation Letter: Complete Teacher Recommendation Form at least 3 weeks before ISB deadline. Most universities request one letter. If more are needed, please consult your counselor.
- Submit Transcript Request Form to the registrar before ISB deadline. Indicate on the form the delivery method for application documents. ISB will send by express mail free of charge if requested.
- A maximum of ten applications will be processed by ISB for each student.
- In case a university requires a prescribed form for a letter of recommendation, submit the form as soon as obtained.
- If translation is necessary, request must be made 3 weeks before deadline.

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.
- Hagwon – which one(s). How to select: It is also important to choose a Hagwon that provides a program aimed at some specific university examinations students plan to take. Research for the results of all those admitted to universities at the Hagwon webpage and consult Hagwon directly.
- 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 I, II, AP, Awards, IB Diploma, Language proficiency, Academic excellence, Leadership so on.
- "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 3 years, including 1 year of the grades 10-12
 - #3: Korean students who have graduated from foreign/international schools after completing more than 2 years of study from Grades 10 - 12.
- Become an Expert in the Different Universities: Students should submit on-line applications as soon as each university open its application webpage (normally Feb- July). Students should research each university's admission policies, with particular focus on any differences and/ or special requirements.

Korean Universities: Things to do and think about

- Make a timeline
- Check for changes year to year
- Each school is different!
- Verify rumors by checking with the university itself
- Can you visit schools in the summer?
- Meet with your counselor and tell him/her your plan!
- Do documents need to be certified?
- Ask teachers for recommendations well ahead of time.
- Allow AT LEAST three weeks for all official school documents to be prepared; request them early! The limit of 10 transcripts for your 10 university choices is firm.
- We are all on the same team with the same objective! Good luck!

Links to websites for all Korean universities are available at (www.braintrack.com)

The Netherlands

Higher Education institutions in the Netherlands offer more than 1,450 study programs and courses that are taught entirely in English or, in some cases, in another foreign language. These programs cover a broad range of fields. Most study programs lead to a bachelor's, masters' or PhD degree, a diploma or certification.

The following international bachelor's programs are taught in English:

- Agriculture, Forestry and Fishery
- Architecture and Town Planning
- Arts and Humanities
- Business Administration and Management
- Education and Teacher Training
- Engineering
- Environmental Science
- Fine and Applied Arts
- General Programs
- Law
- Mass Communication and Information Sciences
- Mathematics and Computer Science
- Medical and Health Sciences
- Natural Sciences
- Service, Tourism & Leisure
- Social and Behavioural Sciences
- Transportation and Communications

Where to find more information:

- www.grantfinder.nl – Online search engine that brings together information on a range of Dutch scholarships for international students.
- www.ind.nl – Information on Dutch immigration laws.
- www.internationalstudy.nl – Code of Conduct and list of higher education institutions in Holland that have signed the Code.
- www.minbuza.nl/en/home - Dutch Ministry of Foreign Affairs' international homepage with addresses of Dutch embassies abroad.
- www.nuffic.nl – Netherlands organization for international cooperation in higher education.
- www.nuffic.nl/studentpanel - Student Panel for international-orientation, open-minded students who would like to share their experiences and the ins and outs of studying abroad.
- www.studyinholland.nl – The most recent list of international study programs and courses for the current academic year, including: General information, scholarships, preparing your way, staying in Holland.

“Preparatory Year”

- If you are not yet admissible for entrance to a Dutch university, a Preparatory Year allows a student to prepare for a study program at a Dutch High Education institution. Students who apply to a Dutch university and are given a conditional offer may be referred to a school that offers preparatory courses in its own geographic region.

Poland

Entry into higher education in Poland is dependent on successfully passing two exams:

1. The matura exam is taken by all students completing performance education and is controlled by the Ministry of Basic Education. The type of matura a student takes will depend upon the type of school attended: lyceum, technical college or professional school.
2. University entrance exam – controlled by the Ministry of Higher Education (Department of University and Economic Studies). This is a highly competitive exam and is taken in July. The subjects required are determined by the university and major but usually include one modern language and one modern history. Any applicant with non-Polish credentials must take the university entrance exam. Only students who are attending school in Poland and are finalists in the annual Olympiad competition are exempted.

Polish universities are becoming more familiar with the IB Diploma and accepting that as an equivalent to the Polish Matura. In most cases, IB diploma students still must sit the university entrance exams. Application to Polish universities is started late in the spring semester of the senior year and completed after IB exam scores are received.

Application process varies at different universities but most will require:
evidence of graduation from high school (ISB official transcript)
official record of IB scores
application (which may include an essay or personal statement)
in some cases, an interview.

It is best to contact the university directly to verify the requirements and process for admissions.

POLISH UNIVERSITY WEB SITES

To Search for Polish Universities:

(www.pomaturze.pl)
(www.edustrona.pl/szkoly)

Akademia Sztuk Pięknych

(www.asp.waw.pl)

Akademia Wychowania Fizycznego (Jozef Pilsudski University of Physical Education)

(www.awf.edu.pl)

Karol Marcinkowski University of Medical Sciences, Poznan

(www.mdprogram.com)

KUL Katolicki Uniwersytet Lubelski (Catholic University of Lublin)

(www.kul.lublin.pl)

Medical University of Gdansk

(www.ed.amg.gda.pl)

Medical University of Lodz

(www.umed.lodz.pl/index.en.php)

SWPS Szkoła Wyższa Psychologii Społecznej (Warsaw School of Social Psychology)

(www.swps.edu.pl)

Uniwersytet Gdanski

(www.univ.gda.pl)

Uniwersytet Jagiellonski w Krakowie (Jagielonian University in Krakow)

(www.uj.edu.pl)

Uniwersytet Warszawski (Warsaw University)

(www.uw.edu.pl)

Warsaw School of Economics (Szkoła Główna Handlowa)

(www.sgh.waw.pl/index_en.html)

Singapore

Singapore Universities:

- James Cook University - James Cook University, Singapore
- Nanyang Technological University - Nanyang Technological University
- NUS - National University of Singapore
 - Department of Real Estate
 - Civil and Structural Engineering
 - School of Design and Environment
 - Singapore-MIT Alliance
- Singapore Management University - Singapore Management University, Singapore

Polytechnics:

- Nanyang - Nanyang Polytechnic
 - Ngee Ann - Ngee Ann Ngee Ann Polytechnic
 - Singapore Polytechnic - Singapore Polytechnic
 - Temasek Polytechnic - Temasek Polytechnic, Singapore
-
- Singapore does not have a 'common application' system for all universities, but as the online acceptance platform is common across the three local universities, namely NUS, NTU and SMU, you may be offered a course of study in each of the three local universities if you have met the admission requirements and selection criteria of each university. The online common acceptance platform will reflect the place(s) that have been offered to you (e.g.: if you are offered a place at NUS and NTU, the online acceptance platform will reflect the two courses). You are **only allowed to accept one offer** from one of the three universities if more than one university has offered you a place.
 - Each university has its own application process and timeline and within each university, there may be additional department/faculty admission requirements.
 - All Singaporean universities have extensive web pages and all application information is available on their websites.
 - Most universities in Singapore have application deadlines in spring (February) and usually their turn-around time for admissions results is fairly quick, about 6 to 8 weeks.
 - The application process varies, based upon your course of study in high school, but most universities like to see SAT score results from International School students. Students with an IB diploma will submit predicted grades.
 - Cost of living in Singapore can be high.
 - Private universities can be expensive whereas public universities are less so. Singaporeans will find public school options much less expensive. At present, undergraduate education at NUS is highly subsidized by the Government of Singapore, which pays for the bulk of the operating costs besides the infrastructural costs. The substantial tuition subsidy from the Government of Singapore comes in the form of a tuition grant which is administered by the Ministry of Education (MOE) and offered to all

admitted students. Students who apply for and are approved for the tuition grants need only pay subsidized fees (also referred to as the “Direct Payment” portion of fees).

- It is best to visit Singaporean Universities in the summer between grades 11 and 12.
- The academic calendar for Singaporean Universities is August to June.

Sweden/Scandinavia

There are several universities and colleges in Sweden that provide training and education in a variety of professions and degrees. The basic requirement is that a student has completed at least 11 years of school including the study of English and Swedish and the awarding of a diploma or secondary school certificate. A Swedish student who has completed high school abroad must sit for an exam at the Swedish Embassy to demonstrate that s/he meets the minimum requirements for university entrance. If Swedish is not a student's first language, s/he must take and pass the Swedish B IB exam. To apply to a Swedish school, a student should contact the Central Admissions Office.

More information can be obtained from the National Board of Universities and Colleges (VHS) (www.whs.se) See also www.studyinsweden.se and www.lu.se for the Lund University website. (Lund is known for its large international student population.)

The Danish website for university information and application is www.optagelse.dk Copenhagen Business School is a renowned institution with seven full-time programs in English. An IB diploma is usually required for admission. See more at www.cbs.dk

For an international business program in Helsinki, Finland, open to IB diploma students; check out (www.hse.fi/en/mikkeli) - concentrations in global business, business culture and communications, marketing, and management. Check the yearly weather patterns at the site!

www.braintrack.com has listings for just about all Scandinavian websites.

Switzerland

Switzerland's 12 university system is comprised of 10 Cantonal Universities and 2 Federal Institutes of Technology. The 12 universities are:

- Universität Basel
- Universität Bern
- Universität Freiburg / Université de Fribourg
- Université de Genève
- Université de Lausanne
- Universität Luzern
- Université de Neuchâtel
- Universität Zürich
- Universität St. Gallen
- Università della Svizzera italiana
- ETH Zürich
- EPFL Lausanne

The language of instruction is German at the Universities of Basel, Bern, Lucerne, St. Gallen and Zurich and at the Swiss Federal Institute of Technology Zurich (ETHZ).

The language of instruction is French at the Universities of Geneva, Lausanne, and Neuchatel and at the Swiss Federal Institute of Technology in Lausanne (EPFL).

The languages of instruction are German and/or French at the University of Fribourg; Fribourg is the capital of the bilingual Canton of Fribourg.

At the University of Lugano (USI), Switzerland's university in the Italian-speaking part of Switzerland founded in 1996, courses are mainly taught in Italian.

Recognition of non-Swiss credentials varies among the schools and circumstances. The IB diploma is recognized in some instances but there is no general agreement.

Applications should be submitted directly to the university, usually between 1 May and 15 July. Classes begin in October.

Information Service for International Students

Rectors' Conference of the Swiss Universities (CRUS)

Information and Documentation

Sennweg 2, CH-3012 Berne, Switzerland

Phone: +41 (0)31 306 60 44 (Mo–Fr 8.30–11.30), Fax: +41 (0)31 306 60 20

E-mail: iud@crus.ch, website: (www.studying-in-switzerland.ch)

Website: Information on Swiss Higher Education

(<http://www.crus.ch/information-programme/study-in-switzerland.html?L=2>)

Switzerland is also noted for its premier Hotel Schools:

Ecole Hôtelière de Lausanne

(www.ehl.ch)

Cesar Ritz Colleges Switzerland Le Bouveret

(www.ritz.edu)

Glion Hotel School, Glion-sur-Montreux

(www.glion.ch)

Hotel Institute Montreux

(www.him.ch)

LES ROCHES, Swiss Hotel Association, School of Hotel Management, Bluche

(www.lesroches.edu)

United Kingdom

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 fields of study such as education, art or music.

British universities are divided into several categories that are useful to know about.

- Oxford and Cambridge—have a unique status and different entrance system than all other schools. A student can apply to Oxford or Cambridge but not both. The UCAS application plus supplemental forms and submissions must be completed **before October 15.**
- Red Brick universities—sometimes called ‘civic’ universities. These were mainly built in the late 19th century and include schools such as Bristol, Leeds, Birmingham, Liverpool, Sheffield and Manchester. These are very competitive for entrance and the degree programs tend to be less flexible than the newer universities.
- “New” universities—built in the 1960’s such as York, Sussex, Essex, East Anglia. These vary in competitiveness. Programs at these schools tend to be more flexible and often interdisciplinary.
- “Technology” universities—also founded in the 1960’s such as Brunel and Aston. These schools offer very highly regarded degrees in pre-professional fields. Admissions may be very competitive.
- Former “Polytechnics”—these schools were granted university status in 1992. These tend to have a strong industrial or commercial links and often offer more applied and vocational courses using the sandwich program. These offer more science, technology, design and business oriented courses. Many have strong job placement records with industry. These tend to be less competitive for admissions and have a wider variety of students enrolling in their programs
- Scottish universities—usually offer four year programs that tend to be broader based than other UK courses. Edinburgh and St. Andrews are very competitive.

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 including the IB 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 to view the entry requirements for your specific course of study.

When applying 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 must apply to the UK through **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 in the fall term of the senior year, between mid-October, and mid-December (See page 18-19). **The deadline for applying to Oxford, Cambridge or any medical, dental or veterinary courses in the UK is October 15.** Please note that admissions 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 IB exams. 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 Websites:

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.ac.uk)

Department for Education and Skills

Our aim is to give children an excellent start in education, enable young people to equip themselves with life and work skills, and encourage adults to achieve their full potential through learning. (<http://www.dfes.gov.uk/index.htm>)

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/universityguide2004/>)

Hotcourses

Start with course of study and find UK universities that have your major. (www.hotcourses.com)

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)

United States

Much of the information in this handbook is relevant to the American University admissions process. There are over 4,000 colleges and universities in the United States, so it is important to do your research to determine the schools to which you will apply. U.S. Colleges often admit students based on a holistic review of an application, meaning they take all aspects of the application into account: extracurricular activities, the essay, the supplement, teacher recommendations, a counselor recommendation, testing, and any other supplemental materials. However, above all, a college in the U.S. places great emphasis on a student's four-year curriculum and will be looking at the transcript to assess a student's academic preparation for university.

Numerous visits by college recruiters, the Fulbright College Fair, College Board tests, parent/student information evenings and many individually scheduled counselor conferences ensure that, in their final year, Grade 12/13 students are kept very busy (students often refer to the college application process as an extra IB class). Although counselors are normally the primary source of information on appropriate colleges, numerous other resources, including college review books, individual college catalogues, college videos and college search internet resources, are readily available at the School.

Here are some websites and resources to help guide your decision; do your research!

- (www.collegeboard.com)
- (www.petersons.com)
- (www.educationusa.info)
- (www.ncaa.org)
- (www.collegeview.com)
- (www.campustours.com)
- The Fiske Guide to Colleges
- The Insider's Guide to College

Types of Admissions Programs in the U.S.:

Regular Decision

Regular Decision is the most common admission program for US colleges. Under regular decision the student applies to a college by a certain deadline, usually between January 1st-March 1st and is notified by April. Regular decision is not binding.

Early Decision, Early Decision II

Early decision and ED II are "binding" admissions programs in which the student applies by an early deadline and receives a decision four to six weeks later. If a student is accepted Early Decision, they MUST attend and withdraw all other active applications.

Early Action

Early Action is similar to Early Decision, in which a student applies for an early deadline, but this plan is not binding, so a student is not required to attend if he/she is admitted.

Rolling Admissions

Colleges that accept applications on a rolling basis will review candidate's credentials on a rolling basis, meaning students will receive a decision shortly after they apply. With rolling admissions, it is advantageous to apply earlier than later as spots may fill up.

Specific Guidelines for applying to US Colleges and Universities

- Every college and university in the U.S. has its own process for applying; you **MUST** read directions and websites carefully!
- Using Naviance and other internet research, find out how to apply to the universities you choose.
 - Over 400 Universities now accept the Common Application (www.commonapp.org) but they may require a supplement so read the website carefully
 - If you are applying to a non-Common Application school, make sure you fill out ALL required forms
 - Remember to look at guidelines for writing your college essay in this handbook! For the supplement, you want to take time and proofread. Make sure you answer all questions and that you show interest in the university to which you are applying.
- Using Naviance, you will invite at least two teachers to write you a letter of recommendation. Please give your teachers a copy of your Resume with your "Recommendation Request Form" and make sure to give **AT LEAST** three weeks notice!
- Your Guidance Counselor will complete a Secondary School Report and/or Counselor Recommendation which is a comprehensive view of you as an applicant. Remember to give your counselor adequate notice and meet all ISB deadlines.

****Students should remember to refer to, "The ISB College Counselors Guide to the Four Year College Application Process Timeline: 9th to 12th Grade" in this handbook as the US admissions process has many different pieces and deadlines.****

Universities in Europe with Instruction in English

American College Dublin

- (<http://www.amcd.ie/>)
- Programs focus on liberal arts core programs.
- Degrees: BA Behavioral Science-Psychology; BA International Business-Management; BA International Business-Marketing; BS Hospitality Management.
- The American College Dublin is a senior college accredited by the Accrediting Council for Independent Colleges and Schools to award diplomas and bachelor's degrees.
- All applicants under 23 on the 1 January, who are Irish or EU nationals, should apply through the Central Applications Office (CAO), Tower House, Eglinton Street, Galway (Tel: 091 509800), www.cao.ie. The closing date for applications is 1 February. Late applications may be accepted up to 1 May. All non-EU students should download the application form from the website. There is an application fee.

American Intercontinental University-London

- (www.aiulondon.ac.uk)
- American Inter Continental University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor's, and Master's degrees.
- Undergraduate degree programs in Business Administration, Fashion Design, Fashion Marketing, Interior Design, Media Production and Visual Communication.
- Students can graduate with both an American and British Bachelor degree.
- Campuses located: Los Angeles, CA; South Florida; Buckhead, Georgia; Dunwoody Georgia; Huston Texas; and London, England.
- Has an open admissions policy and welcomes all applications for admission.

American University in Bulgaria

- Blagoevgrad Bulgaria
- (www.aubg.bg)
- AUBG offers an American-style liberal arts education with English as the language of instruction
- There are nine major and ten minor programs taught at AUBG.

American University of Rome

- (<http://www.aur.edu>); admissions@aur.edu
- The American University of Rome is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award associates and bachelor's degrees.
- The American University of Rome is a private, independent American institution of higher education in Rome committed to offering liberal studies and professional courses in an international environment that promotes cross-cultural understanding. The university offers American degree programs primarily to undergraduate students.

The American University of Paris

- Paris France
- (www.aup.edu)

- You can graduate from AUP with one of two degrees, depending on your area of focus: either the Bachelor of Arts (B.A.), if you major in the humanities, economics, or business administration; or the Bachelor of Science (B.S.), if you major in computer science or applied economics
- admissions@aup.edu
- Has American accreditation

BI Norwegian School of Management

- (<http://www.bi.edu>)
- Oslo, Norway
- One of the largest business schools in Europe with over 22,000 students.
- Degrees offered in business administration taught in English
- Three year full time program
- Topics include: international business, intercultural communication, marketing and finance.

Delft University of Technology

- (<http://www.tudelft.nl>)
- TU Delft offers three-year Bachelor (BSc) programs, focusing on mathematics, mechanics and physics.
- The Bachelor programs are taught in Dutch, except for Aerospace Engineering which is taught in both Dutch and English.
- Public, urban, independent, coeducational
- Approximately 1200 students, 20% international
- Requires IB diploma with Math HL and Physics HL. American HS Diploma with SATII Math 2C and Physics.

Erasmus University Rotterdam

- The university concentrates its expertise on issues of management, organization and policy in the public and private sectors on the one hand, as well as on the field of sickness and health care
- Education and research in three domains in which the university has a national and international reputation: Economics and Management; Medicine and Health Science; Law, Culture and Society.
- (www.eur.nl) and (www.iba.eur.nl)
- Public, suburban, independent, coeducational
- Approximately 1,100 students, 50% international
- 3 year Bachelor of Science degree: BS in International Business Administration
- Requires an IB diploma, proficiency in Math (Math SL/HL), proficiency in English and a letter of motivation.
- EAA Nationals: tuition fee reimbursements of approximately 50% of tuition.
- Emphasis on learning additional languages.

European Business School

- (www.ebs.de)
- Offers programs in Bachelors of General Management and Bachelor of European Management.
- Private university located in Germany.
- Modular program of studies.

Franklin College Lugano

- (<http://www.fc.edu/>)
- Learning across a broad spectrum of human knowledge forms the basis of the Bachelor of Arts core curriculum at Franklin. Core studies begin with an interdisciplinary Seminar designed to explore contemporary issues through the use of classic texts.
- An integral part of the Franklin College curriculum is the Academic Travel Program. More than in any other part of the College's curriculum, the Travel Program encourages students to learn by experience.
- Bachelors of Arts degree programs include: Art History, European Studies, History and Literature, International Banking and Finance, International Communications, International Economics, International Management, International Relations, Literature, Modern Languages (French and Italian), and Visual and Communication Arts. Combined studies are available.

Geneva School of Diplomacy and International Relations-University Institute

- (<http://www.genevadiplomacy.com/>)
- Geneva, Switzerland
- GSD is a private university, currently with a campus in the domaine de Penthes. The student body is comprised of more than 30 nationalities.
- GSD offers internationally recognized Bachelor of Arts in International Relations (BA), Master of International Relations (MIR), Executive Master of International Relations (EMIR), and Doctor of International Relations (DIR) degrees.
- Among the many advantages of studying at GSD are the following:
 - the university, being at the heart of the most diplomatic neighbourhood, makes GSD the perfect location for students studying international relations or seeking to build a career in diplomacy and related fields
 - GSD teaching and instruction are in English
 - classes are small and interactive
 - the academic year is divided into four 10-weeks terms with flexible entry dates
 - professors, mostly active professionals, are highly qualified academically (Former Presidents, Ambassadors, UN Officials,...)
 - GSD is located in the heart of a beautiful and safe Swiss environment that blends intellectual and cultural stimulation
 - GSD recognizes and accepts the transfer of credits from other qualified institutions and universities

Helsinki School of Economics, Helsinki and Mekkeli Campus

- (<http://www.hse.fi/EN/frontpage>)
- Largest leading business school in Finland
- Two 3-year Bachelor's programs offered in English: Business Technology and Business Administration (International Business)

Herning Institute of Business Administration and Technology (HIBAT)

- (www.hih.dk)
- located in Herning, Denmark
- 1,500 full time students.

- Current international study programs include:
 - BS of Engineering in Global Management and Manufacturing
 - BS of Engineering in Interactive Media Development
 - BS International Management
 - BS in International Communications and Multimedia

Huron University-USA in London

- (www.huron.ac.uk)
- admissions@huron.ac.uk
- American style liberal arts education with American accreditation
- Degrees in Business Administration, Internet Computing, International Relations, Humanities, Studio Art, Art History and Communications.
- 250+ students

International University of Bremen

- Bremen, Germany
- admissions@iu-bremen.de
- (<http://www.iu-bremen.de/>)
- IUB offers accredited degree programs in engineering, the natural sciences, humanities and social sciences.
- Private, suburban, independent, coeducational
- 650 undergrads; 450 graduate; 91 nationalities; 70% international
- Requirements: IB diploma; SAT; SAT II (recommended)
- English language university with American style curriculum
- Highly selective.
- On campus housing available.

International University of Geneva

- Accredited undergraduate and graduate programs in Business Administration (BBA, MBA), International Relations (BA), and in Media and Communication (BA, MA).
- The International University in Geneva seeks a diverse student body and encourages applications from around the world.
- Admission to the University is competitive and emphasizes the applicant's previous academic performance and intellectual capacity. Applications are considered on a rolling admission basis.

International University of Germany

- The International University in Germany is an English language institution that strives for academic excellence in Information Technology and Business Administration.
- While the course structure is grounded in the Anglo-American tradition, the university seeks to achieve an international reputation based on its close contacts to German companies and through its European orientation.
- Degrees offered: Bachelor of Science (Information Technology), Bachelor of Business Administration (International Management), Bachelor of International Communications (International Management)
- (www.i-u.de)

International University of Monaco

- (<http://www.monaco.edu>)

- An English language university offering degrees in business
- The Bachelor of Science in Business Administration program at IUM is specifically designed to encompass all areas of business studies. It includes a series of interdisciplinary courses in management, marketing, finance, accounting, strategy, economics, and quantitative analysis.
- The Bachelor of Arts in Business and e-Commerce has been tailored to provide a comprehensive education in business adapted to modern trends in technology.
- The International University of Monaco is accredited in the United States of America by the Accrediting Council for Independent Colleges and Schools (ACICS) to award bachelor and master degrees. ACICS
- 250 undergraduates, 85% international

Jonkoping University; Jonkoping International Business School, Sweden

- (www.jibs.se)
- For more information email: tomas.bengtsson@jibs.hj.se
- Three year Bachelor Programs in English: International Management, Business and IT Management, International Economics and Policy.
- Academic education on the bachelor level in Sweden is subsidized by the government and therefore tuition free for all students. Students pay for housing, literature and other living expenses.
- Students from outside the EU must obtain a student visa, where they must show that they can afford their expenses during their studies in Sweden.

LaSalle University-Barcelona

- (www.lasalleuniversities.net)
- Offers international Bachelor's Degree programs focusing on business skills combined with a rigorous academic program with practical application.
- Specializations: Bachelor's of Business Administration, Bachelor's of Science in Information Technology, Bachelor's of Business in International Relations, and Bachelor's of Business in Sports Management.
- All programs taught in English

Marist College-Florence, Italy Campus

- (<http://mlc.la.marist.edu/faculty/international.bachelors.html>) or (www.marist.edu/italy)
- ldmitaly@marist.edu
- Marist College is a four year liberal arts college in Poughkeepsie, NY.
- Four Bachelor's degree programs are currently offered in English on the Italian campus: Professional Studies in Fashion Design, Fine Art/Art History, Fine Arts/Studio Art and English/Theatre Concentration.

Regent's College London

- Includes: British American College London, European Business School London, Regent's Business School London,
- (www.regents.ac.uk)
- 2 systems, 6 colleges
- On campus facilities: library, IT, language labs, bookshop, dorms (only 250 slots, cannot guarantee housing)
- European Business College: 6 majors, all 3 ½ years, includes extensive work service (36 weeks), must take one or two languages with business major, 100% employment rate within 6 months, 800+ students

- Regent's Business School: International business with 4 degrees, no language or work service required; 400 undergrad; 90% international; Main subjects: international marketing, international finance/accounting, international business, international business with design management, international management, law; 3 years full time degree programs
- British American College: 400+ students, 4 year BA degree from Webster University St. Louis, 7 majors, apply directly not through UCAS, 5 study abroad locations.

Richmond, the American International University in London

- (www.richmond.ac.uk)
- enroll@richmond.ac.uk
- 1,100 students; 70% international; 2 campus locations
- private, urban, independent, coeducational
- US and British accreditation
- Credit for IB
- International internship programs; study abroad center (Italy)
- Bachelor of Arts and Science Degrees offered: Art Design & Media, Art History, Business Administration, Communication, Computing, Economics, History, International Relations, Literature, Political Science, Psychology, Sociology, Systems Engineering & Management, and Theatre Arts.

Saint Louis University, Madrid Spain

- (<http://spain.slu.edu>)
- admissions@madrid.slu.edu
- Can choose from six 4-year degree programs: International Business, International Relations, Economics, English, Communication and Spanish.
- All courses completed on the Madrid campus.
- More than 55 majors, such as engineering, computer science and psychology, can be started on the Madrid campus (4-5 semesters) and completed on the St. Louis campus.

Schiller International University

- (<http://www.schiller.edu>)
- Founded in 1964, Schiller International University (SIU), is an independent American university with campuses in the United States, UK, France, Germany, Spain and Switzerland.
- Study programs are offered in international business, resort/club management, international hotel and tourism management, management of information technology, international relations and diplomacy and study abroad programs in Europe.
- The language of instruction is English at all SIU campuses

State University of New York, Empire State College-Prague

- (www.unyp.cz)
- Over 500 students working towards an American bachelor's degree.
- IB credit of up to 30 semester credits.
- Bachelor degree programs are dual-degree: American degree from SUNY Empire State College and an accredited Czech bachelor's degree from UNYP.

The International University-Vienna

- (www.iuvienna.edu); marketing@iuvienna.edu

- Undergraduate programs in Business Administration and Diplomatic Studies.
- Academic programs are based on the American liberal arts education system providing a well rounded education and broad base of knowledge for any profession.

Tilburg University

- (www.tilburguniversity.nl)
- Public, urban, independent, coeducational
- 11,000 undergrads, 8% international
- Ranked #1 in Economics by the European Economic Association
- Three programs taught in English: International Business, International Economics and Finance, and Business Studies
- 3 year Bachelor's programs
- IB diploma required. American HS diploma considered based on individual records.
- EEA nationals, Dutch government reimburses 800 Euro per year on tuition.
- Study abroad offered.

Université IFM—Institute de Finance et Management

- (www.ifm.ch) or (www.universiteifm.com)
- Private, urban, independent, coeducational; Geneva, Switzerland
- 100 undergrads; 45% International
- English and French undergrad programs
- 3 year programs
- Degrees in: Business Administration, Business Finance, communications and Marketing, International Relations.

University of Bocconi

- Bocconi is a business and economics university. Its undergraduate courses are structured around nine three-year degree programs.
- Classes are generally held in Italian, with the major exception of Degree in International Economics and Management and BUSINESS ADMINISTRATION, where courses are wholly taught in English
- (www.unibocconi.it)

University of Business and International Studies, Geneva (UBIS)

- (www.ubis-geneva.ch)
- info@ubis-geneva.ch
- Offers 3 undergraduate programs: Business Administration, International Relations and Media and Communications.
- Seeking Accreditation

Vesalius College - Vrije Universiteit Brussels

- (<http://www.christusrex.org>)
- Programs: (Certificate and/or diploma): Bachelor of Arts, Bachelor of Science, and Bachelor of Engineering Science divided among 15 majors and 14 minors.
- Vesalius College combines the advantages of an American-style liberal arts college with the extensive facilities of a major European university.

Webster University

- (www.webster.edu)
- American curriculum in six international settings: Austria, Bermuda, China, The Netherlands, Switzerland, Thailand, UK.
- Search Webster web site by clicking on Campuses link.
- Geneva: 450 undergrads; 90% international; Credit for IB; Campus housing available; Limited scholarships based on academic merit and demonstrated need.

9. What Forms Do I Need?

On the next few pages you will find forms required by the Guidance Office for applying to college. Each form will be explained during the College Application Workshops, and more copies are always available in the Guidance Office. Remember, it is very important that you stay organized and pay attention to deadlines! Many of these forms are time sensitive, so get them in early.



9.1 Teacher Recommendation Form

Student name: _____ Advisory_____

I would very much appreciate it if you would act as my referee in support of my application to the following college, university or program. Information about my academics, activities and interests is provided. If you agree, please pass your reference to the registrar (cc counselor) at registrar@isb.be by _____ (date). THANK YOU!

Colleges or universities/country (is):

Career Interest/Ambition:

Languages spoken (& degree of fluency)

Extended Essay Subject & Topic (if relevant):

Academic Awards/Honors/Distinctions:

Example of work in class: paper, presentation, etc. This is directed to the teacher you are asking for a reference in a specific subject)

Most important activities or sports at ISB or outside of school:

Which 3 words best describe you in terms of this subject? (This can be subject-specific or it can apply to all subjects)

Teacher referees:

Please feel free to add any additional information that you think would help us portray you to an admissions officer, eg significant travel, special talents not covered above, life experiences that help to distinguish you from others; stuff that gives us the 'Big Picture'! You can write on the back.

10. Additional Information

The International School of Brussels

Kattenberg 19, 1170 Brussels, Belgium
Tel. +32 2 661 4200 Fax. +32 2 661 4200
www.isb.be



High School Profile 2012-2013

CEEB Code 716-240 IB Code 0050 UCAS Code 47457

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T +32 (0)2 661 4211

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Coordinator
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Lena Schuwer, AP
Coordinator / Assistant
IB Coordinator
schuwerl@isb.be

SCHOOL AND COMMUNITY

- Established in 1951, ISB the oldest and largest English-medium international school in Belgium.
- With 1550 students from 70 countries, it is driven by a powerful mission of inclusion, challenge and success for all students.
- A not-for-profit organization, ISB is accredited by the Middle States Association of Colleges and Schools and by the Council of International Schools. The most recent re-accreditation occurred in 2010.
- In a major recent study conducted by NAIS, ISB was selected from thousands of candidates as one of six 'Schools of the Future' and praised for its outstanding integration of tradition and innovation.
- The ISB High School has 58 full time teachers, representing 14 nationalities with an average of ten years of teaching experience. There are 425 students in grades 10-12 (with an optional grade 13), with 59% of the students having first languages other than English.
- ISB is currently in the second phase of a major campus building project. A world-class, innovative facility, designed to reflect latest research on learning environments, reflecting key principles of the ISB Common Ground Curriculum, is scheduled to open in August 2013.
- ISB is a member of the National and Overseas Associations for College Admissions Counseling, the National Association of Independent Schools (NAIS), The College Board, and the National Honor Society.
- Brussels, the capital of Belgium, is a multicultural city of one million people. It is home to the European Commission, NATO, and the headquarters for many Belgian and international expatriates. ISB serves this community by being a local school for international families and an international school for local families. Currently, 11% of the school community are host nationals. Dutch, French and German are the three official languages in Belgium of the school community are host nationals. Dutch, French and German are the three official languages in Belgium

THE HIGH SCHOOL ACADEMIC PROGRAMME

- ISB is recognized as a global leader in international school curriculum development. The school has developed an innovative, standards-driven curriculum – The Common Ground Curriculum – specifically designed to achieve our goals of developing Independent Learners and International Citizens. This coherent, challenging learning continuum leads to the High School Diploma and the International Baccalaureate (IB) Diploma examinations or Advanced Placement (AP) examinations. ISB offers 3 forms of High School Diploma: academic, general and individualized. The Individualized Diploma is awarded to students in our Special Education Unit who have achieved individually tailored goals set by the staff.
- **ISB Academic Diploma (23 credits)**

English (one credit beyond ELD)	4 credits
Mathematics	3 credits
History/Social Studies	3 credits
Science	3 credits
Arts (or equivalent)	2 credits
Foreign language	3 credits (or 4 in the case of 2 languages)
Electives	5 credits

ISB General Diploma (19.5 credits)

English (one credit beyond ELD)	4 credits
Mathematics	2 credits
History/Social Studies	2 credits
Science	2 credits
Arts (or equivalent)	2 credits
Electives	7.5 credits

THE HIGH SCHOOL EXTRA-CURRICULAR PROGRAMME

The ISB learning experience is enhanced by its after-school programme. The school offers the largest athletics programme in Europe, an International Award programme at Bronze, Silver and Gold levels, as well as an outstanding visual and performing arts programme. Many students will also be actively involved in one of a number of after-school clubs offered each year. ISB is consistently amongst top European schools in both maths and speech & debate competitions.

In addition, many of our students each year are involved in our Beyond ISB programme, gaining valuable work experience through structured internships before leaving school.

EXTERNAL EXAMINATIONS

- The IB Diploma
ISB has been authorized to offer the IB Diploma Programme since January 1977, and currently about 75% of ISB students follow the rigorous 2-year course of study spanning subjects in literature (English or mother tongue), science, mathematics, humanities, language and the arts. Students must complete six 2-year courses, a Theory of Knowledge course and a 4,000 word Extended Essay. They are also required to participate in CAS (Creativity, Action, Service).

ISB has an open enrolment policy which produces a widely diverse student body. Unlike many schools that are highly selective, students from ISB must only satisfy the minimum requirements in mathematics and language to be eligible to enter the programme. Full IB Diploma students are **not** encouraged to take 4 Higher Level courses, rather 3 Higher Level and 3 Standard Level courses. ISB also strongly discourages students from taking 7 IB subjects.

In May 2012, 122 ISB students took IB exams of which 93 were full diploma candidates. Of the 93 diploma candidates, 90 met the requirements to receive their diploma. The average grade obtained at ISB by candidates who passed the Diploma was 5.46. The average Diploma points total per candidate was 34. Twenty-two students (18%) sat their IB exams with special educational needs accommodation. The highest score in the IB diploma at ISB was 44.

- The AP Programme
ISB students are offered the opportunity to follow a rigorous programme of 1-year courses spanning subjects in English, modern languages, science, math and humanities.

In May 2012, 65 students sat a total of 106 AP Exams; 52% of the students scored 4 or 5 and 75% of all AP students scored 3 or above. Four AP students (6%) sat their AP exams with special educational needs accommodation.

- SAT Reasoning Test Class of 2012
A total of 62 students were tested, including students for whom English is not a first language.

Section	Mean
Critical Reading	561
Math	632
Writing	573
Total	1766

GRADING AND RANKING

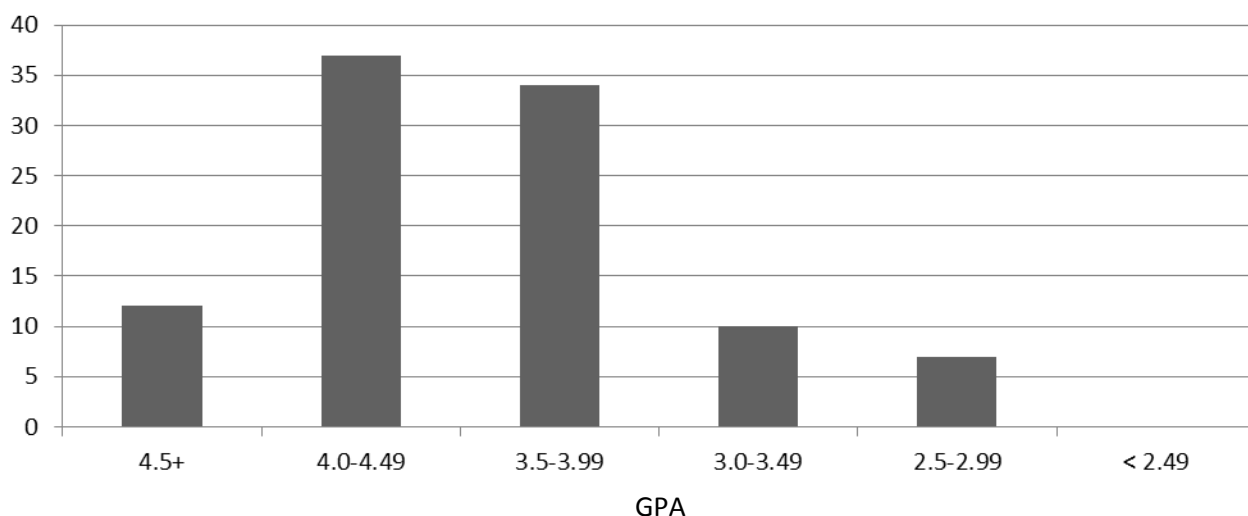
Grades are recorded at the end of each quarter and reported at the end of each semester. ISB does not rank its students.

- Internal Grading Scale (up to June 2011)

A+ 97-100	B+ 87-89	C+ 77-79	C+ 67-69
A 94-96	B 84-86	C 74-76	D 64-66
A- 90-93	B- 80-83	C- 70-73	D- 60-63

- Internal Grading Scale (from August 2011)
- | ISB | Descriptor | α-system | |
|-----|------------------------------|----------|------------------|
| 7 | Excellent | A+ | Credit given |
| 6 | Very good | A | |
| 5 | Good | B | |
| 4 | Satisfactory | C | |
| 3 | Below expectations | D | |
| 2 | Seriously below expectations | F | Credit not given |
| 1 | Serious intervention | F | |

GPA – Class of 2013 (Junior year only)



HIGH SCHOOL CURRICULUM AND GRADE DISTRIBUTION: Grades 10 & 11

The following is a list of courses offered and the distribution of grades for the most recent semester.

GRADE 10							GRADE 11						
	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1	English	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1
English 10	14	37	56	16	1	0	AP English Lit. & Comp.	0	0	0	1	0	0
ELD B1 - Intermediate	0	4	7	2	2	0	English 11	0	0	2	0	0	0
ELD B2 - Intermediate	1	0	9	0	0	0	ELD B1 - Intermediate	0	0	0	1	1	0
ELD C - Advanced	1	3	6	1	0	0	ELD B2 - Intermediate	0	1	0	1	0	0
							ELD C - Advanced	0	4	6	1	0	0
Math	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1	IB English A Lang. & Lit. S/HL I	3	17	25	0	0	0
Algebra 2	0	1	17	4	0	0	IB English A Literature S/HL I	0	8	6	10	0	0
Algebra 2+	0	3	26	23	9	2	IB English B S/HL I	12	19	9	3	0	0
Algebra 2 & Trig. (Honors)	2	8	10	13	0	0							
AP Statistics	0	3	2	0	0	0	Math	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1
Math	0	4	4	8	2	1	Algebra 2	0	0	1	2	0	0
Topics/Geometry/Algebra													

Social Studies	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1	IB Math Studies S I	0	14	19	11	2	0
AP Comparative Gov. & Politics	8	8	9	3	2	0	IB Mathematics H I	10	5	8	6	2	0
ELD Social Studies B1	0	4	7	2	2	0	IB Mathematics S I	2	7	19	17	4	1
ELD Social Studies B2	1	0	9	0	0	0	Math Topics/Geometry/Algebra	1	0	1	1	0	1
Grade 10 Humanities	8	25	28	16	0	0	Social Studies	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1
Grade 10 Humanities in French	0	10	6	2	0	0	AP Comparative Gov. & Politics	0	0	1	1	0	0
Languages	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1	ELD Social Studies B2	0	0	3	0	0	0
Dutch 10	0	1	4	3	0	0	IB Geography H I	2	17	14	2	0	0
Dutch Language	1	3	9	2	2	0	IB Geography S I	1	9	5	0	1	0
French 1	0	7	6	7	2	0	IB History S/HL I	2	20	12	2	0	0
French 2	5	5	5	5	0	0	IB Economics S/HL I	4	11	7	2	1	0
French 3	3	2	7	1	0	0	IB World Religions S I	2	2	5	4	0	0
French 4	1	8	7	3	1	0	Languages	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1
French 10	2	18	21	8	1	0	French 1	1	2	1	1	1	0
Japanese 10	0	4	5	0	0	0	French 2	3	3	2	5	0	0
Spanish 1	0	2	7	0	0	0	French 3	2	0	2	5	0	0
Spanish 2	2	2	3	0	0	0	French 4	0	0	2	0	0	0
Spanish 3	5	3	1	0	0	0	IB French A Literature S/HL I	1	4	2	2	0	0
Science	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1	IB French B S/HL I	3	11	12	1	0	0
General Chemistry	0	41	34	16	0	0	IB Japanese A Lang. & Lit. S/HL I	0	4	10	0	0	0
General Biology Science & Society	0	0	1	2	1	0	IB Dutch A Literature S/HL I	1	0	6	3	0	0
Practical Physics	2	1	3	0	0	0	IB Spanish B S/HL I	0	7	2	0	0	0
General Physics	2	12	11	3	0	0	IB Tutored Languages A Lit. S I	4	0	2	1	0	0
Visual/Performing Arts	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1	IB French A Lang. & Lit. S I	1	15	15	4	1	0
Studio Art	3	8	14	0	0	0	Spanish 1	2	0	2	2	0	0
String Orchestra	0	1	1	0	0	0	Spanish 2	1	2	1	0	0	0
Symphonic Band	8	3	0	0	0	0	Spanish 3	0	0	2	0	0	0
Textile Design and Fashion	3	6	8	1	0	0	Science	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1
Theatre Practice and Perf.	6	16	6	0	0	0	General Chemistry	1	0	1	1	0	0
Theatre Design and Tech.	1	3	6	0	0	0	General Physics	0	0	0	1	0	0
Drawing	5	5	4	0	0	0	IB Biology H I	7	10	11	4	3	0
Digital Music	0	3	3	7	1	0	IB Biology S I	4	8	16	5	0	1
Choir	9	0	1	0	0	0	IB Chemistry H I	1	17	4	1	0	0
Technology	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1	IB Chemistry S I	6	5	7	5	0	3
Web Design	4	3	1	4	3	0	IB Physics H I	7	4	5	2	0	0
Graphic Design	9	19	5	0	0	0	IB Physics S I	1	1	4	15	4	0
							IB Environ. Systems & Societies S I	2	2	7	4	0	0
							Practical Physics Science & Society	1	4	1	0	0	0
								1	1	2	3	0	0

Computer Programming	3	1	1	3	0	0									
Health and Physical Ed.	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1	Technology and Business	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1		
Physical Education / Health	24	63	48	10	1	0	Computer Programming	1	0	0	0	1	0		
Visual/Performing Arts	7	6.5/6	5.5/5	4.5/4	3.5/3	2.5/1	Graphic Design	1	2	1	0	0	0		
Choir	4	0	0	0	0	0	Web Design	0	0	0	1	0	0		
Digital Music	1	1	1	0	0	0	IB ITGS S/HL I	1	3	1	2	1	0		
Drawing	7	0	2	0	0	0	IB Business S/HL I	1	3	15	5	4	0		
IB Music S/HL I	0	3	2	0	0	0									
IB Theatre Arts S/HL I	4	5	5	1	0	0									
IB Visual Arts S/HL I	2	14	10	0	0	0									
Studio Art	0	1	2	0	0	0									
String Orchestra	1	2	0	0	0	0									
Symphonic Band	5	1	0	0	0	0									
Textile Design and Fashion	1	0	0	0	0	0									
Theatre Practice and Perf.	0	0	1	1	0	0									
Theatre Design and Tech.	0	0	2	0	0	0									

INTEGRITY IN COLLEGE AND UNIVERSITY APPLICATIONS

- All students at ISB from grades 9 to 12 are supported by a dedicated team of college and careers counselors.
- Students are limited to a maximum of 10 university applications worldwide. Any university reading an application from an ISB applicant can therefore be sure that the student is a serious applicant.
- As part of this process, they are required to sign and adhere to the school's Integrity in Applications policy that includes: If an ISB student applies Early Decision, they agree it is their first choice for universities worldwide and, if admitted, will withdraw all other university applications.

COLLEGE LISTS

The following is a list of the College and University acceptances that students received during the 2011-2012 school year. This list does not indicate where students eventually decided to continue their studies.

ASIAN AND SOUTH PACIFIC UNIVERSITIES

Chiba University
 Chinese University of Hong Kong
 City University of Hong Kong
 International Christian University
 Kansai University
 Keio University
 Korea Advanced Institute of Science and Technology
 Kwansai University
 Kyushu University
 Musashino University
 Nagoya University
 Osaka University
 Royal Melbourne Institute of Technology
 Waseda University

UNITED STATES UNIVERSITIES

Acadia University
 American University
 Andrews University
 Auburn University
 Bangor University
 Boston College
 Boston University
 Brown University
 Buffalo State College of SUNY
 Clemson University
 Coastal Carolina University
 College of William and Mary
 Columbia College
 Columbia University
 Cornell University

CANADIAN UNIVERSITIES

McGill University
Queen's University
University of British Columbia
University of Guelph
University of Manitoba
University of New Brunswick
University of Toronto

UK, EUROPEAN AND AFRICAN UNIVERSITIES

Bournemouth University
Cardiff University
Catholic University of Leuven
École Hôtelière de Lausanne
ESAG Penninghen
European Business School, London
Glion Institute of Higher Education
Guildhall School of Music & Drama
Hotelschool The Hague
Hult International Business School
IE University
IHTTI School of Hotel Management
Imperial College of Science, Technology, and Medicine
Istituto Marangoni, London
Jonkoping International Business School
Keele University
King's College London
Lancaster University
Leeds Metropolitan University
London Metropolitan University
Maastricht Hotel Management School
Newcastle University
Oxford Brookes University
Queen Mary, University of London
Regent's Business School London
Rotterdam School of Management, Erasmus University
Royal Holloway, University of London
Royal Welsh College of Music and Drama
Suffolk University
Swiss Hotel Management School
Trinity College of Music
Universidad CEU San Pablo
Universidad Pontificia Comillas de Madrid

Dalhousie University
DePaul University
DePauw University
Drexel University
Duke University
Emerson College
George Mason University
George Washington University
Georgetown University
Georgetown University School of Foreign Service
Georgia College and State University
Georgia Institute of Technology
Harford Community College
Ithaca College
James Madison University
Kaplan Holborn College
Lewis & Clark College
Loyola University Chicago
Loyola University New Orleans
Macalester College
Massachusetts Institute of Technology
Miami University, Oxford
Morehead State University
Mount Holyoke College
New York University
New York University
Niagara University
Northeastern University
Northern Kentucky University
Northwestern University
Old Dominion University
Pacific Union College
Pennsylvania State University, University Park
Providence College
Purdue University
Randolph-Macon College
Rhodes College
Rochester Institute of Technology
Saint Mary's College of California
San Diego State University
School of the Art Institute of Chicago
Southern Adventist University
Southern Methodist University

Università degli Studi di Milano
Université Catholique de Louvain
Université Bordeaux
Université Libre de Bruxelles
Universiteit Maastricht
Universiteit van Amsterdam
University College London
University College Maastricht
University for the Creative Arts at Farnham
University of Aberdeen
University of the Arts London
University of Bath
University of Bristol
University of Buckingham
University of West London
University of Cambridge
University of East Anglia
University of Edinburgh
University of Essex
University of Exeter
University of Glasgow
University of Greenwich
University of Kent
University of Leeds
University of Leicester
University of Manchester
University of Nottingham
University of Portsmouth
University of Reading
University of Sheffield
University of St. Andrews
University of Stirling
University of Surrey
University of Sussex
University of Warwick
University of Westminster
University of York
Vesalius College
Webster University, The Netherlands

St. John's University - Queens Campus
Syracuse University
Tulane University
University of Alabama
University of Arizona
University of California at Berkeley
University of California at Davis
University of California at Los Angeles
University of California at San Diego
University of California at Santa Barbara
University of California at Santa Cruz
University of Dubuque
University of Florida
University of Georgia
University of Illinois at Chicago
University of Kentucky
University of Louisville
University of Miami
University of Michigan
University of Mississippi
University of Nevada, Las Vegas
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of Northern Colorado
University of Pennsylvania
University of South Carolina
University of Southern California
University of Tennessee, Knoxville
University of Texas, Austin
University of the Pacific
University of Vermont
University of Virginia
University of Washington
University of Wisconsin, Madison
Vanderbilt University
Villanova University
Washington State University
Wellesley College
West Virginia University
Western Kentucky University

10.2 Glossary of Terms for University Applicants

ACT (American College Testing Program): Test administered to high school juniors and seniors by the American College Testing Program. It includes sections on English, mathematics, social studies, and natural sciences. Although traditionally it has been used as an admissions criterion primarily by mid western and western schools in the US, the ACT is accepted at most US schools as well.

Arts and Sciences (also called Liberal Arts): A broad term that encompasses most traditional courses of student including the humanities, social sciences, natural sciences, mathematics and foreign languages. A liberal arts college is also a college of arts and sciences.

Associates Degree (AA): The academic title granted usually by a two-year college upon the student's successful completion of the school's academic work, and which is transferable to institutions that grant Bachelor's degrees.

Bachelor's Degree: This is an undergraduate degree granted upon completion of a three or four-year, full-time program of study or its part-time equivalent.

Candidate Reply Date: May 1 is the US national deadline for submitting a deposit to **one** college. All US colleges and universities abide by this deadline.

CEEB Code: College Entrance Examination Board Code. Used when signing up for and taking standardized test for U.S. colleges/universities. **ISB's CEEB Code is 716 240.**

Certificate of Finance: Form submitted to a university by a student which verifies an international student's ability to cover the costs associated with enrolling in the university. Must be supported by parent's bank statement or signature from bank official.

College Scholarship Service (CSS): The division of the College Board that is responsible for the **PROFILE** form. Many colleges and scholarships use the information collected on **PROFILE** to help them award nonfederal student aid. There is a registration fee that covers the cost of customizing your **PROFILE** application as well as a fee for each school or program to which you want information sent. Registration can be made via the internet on the World Wide Web (www.collegeboard.org). Registration materials are also available in the Counseling Center.

Combined Honors: (UK) study of several subjects, which may or may not be related, often narrowing as the course progresses to two or three subjects.

Common Application: The "Common Application" is a form that can be used to apply to many colleges in the US. The applicant needs to fill out only one form, and then duplicates of that form can serve as applications to any college that subscribes to the form. The Common Application is viewed as equivalent to a university's general application form. Supplemental forms may be required. (<http://commonapp.org>)

Community/Junior College: An institution at which students study toward a two-year Associate degree after completion of secondary school. Four-year colleges and universities will typically grant transfer students junior class standing after completion of the community/junior college degree program.

Conditional Acceptance: A student will be admitted to the college/university if s/he attains the specified combination of grades through external examination (IB Exams, A level, GCSE, IB Exams). The Conditional Acceptance is based on predicted grades.

Consortium: A group of colleges affiliated in some way. The extent of the association can vary widely. Some consortiums – usually located near one another – offer a range of joint programs that include cross-registration, inter-library loan, residential exchanges, and coordinate social, cultural and athletic events.

Cooperative Education: A program in which a university facilitates a student's employment during the course of study. Full time employment usually occurs within the time of full time study. May lengthen the time required to complete a degree program.

Core Curriculum:: A group of courses all students in a college must take in order to graduate.

Credit Hours: A unit of measurement usually awarded on the basis of one credit per hour of class per week. A course worth 3 credits/hours will generally meet 3 hours per week.

Deferred Admission: A practice of allowing an accepted candidate to postpone enrollment in a college, generally for a period of an academic term or year; also known as the **GAP** Year.

Degree: An academic title awarded by college and universities to signify completion of a course of study.

Distribution Requirements: Rules that require students to take courses in a variety of broad subject areas in order to graduate. Typically categories included the humanities, social sciences, fine arts, natural sciences, foreign languages and mathematics. Unlike a core curriculum, distribution requirements do not usually mandate specific courses that students must take.

Double Deposit: Committing to enroll at more than one college by sending a financial enrollment deposit to multiple colleges. This is unethical.

Early Action: Students apply early and, if accepted, are notified early in the senior year of secondary school – usually December 15th. Colleges do not require that the student commit to the institution upon acceptance. Some universities now have Single Choice Early Action whereby a student is bound to only that school for applying early. Early Action can be a risky choice for a student who seeks financial assistance.

Early Decision (ED): Notification of acceptance into college early in the applicant's senior year of secondary school – usually December 15th. Colleges stipulate that the student withdraw all other college applications if accepted under Early Decision.

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 programs. This form applies only to U.S. citizens.

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 or Expected Family Contribution.

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 Contribution). 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 financial aid, some states have specific financial aid programs. Forms and processes will be state-specific.

Foreign Student Financial Aid Application: provided by the College Board for non-American students who are applying for financial aid while attending college/university in the US. (Financial aid is extremely limited to non-American students. These students should investigate financial aid options in their home country as well.)

Grant: Money that is awarded to a student through the university and that does not have to be paid back.

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

Honors Program: Any special program for very able students, usually offering the opportunity for educational enrichment, independent study, acceleration or some combination of these.

Humanities: Subjects in which the primary focus is on human culture (history, philosophy, language, literature)

I-20: The form issued by a U.S. 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.

Interdisciplinary Major: A major that combines two complementary subjects from different fields; i.e., biology and psychology. Students completing these majors take courses in each area as well as courses that explicitly join the two.

Joint Honors: (UK) Study of two separate but equal subjects, which may or may not be related. Often there is little to no cooperation between departments and this translates into a double degree.

Legacy: An applicant for admission who has a family member who is an alumna or alumnus of that particular school. Students with legacy status are sometimes given preferential consideration in admissions.

Liberal Arts and Sciences: Liberal Arts College: A general program of 4 year study wherein the student takes courses in a wide variety of subjects such as history, literature, foreign languages, math, philosophy, social sciences, natural science, art, etc., majors in one of these areas and graduates with a Bachelor's Degree. The curriculum gives the student a sound basic education with the intention of developing general knowledge and reasoning ability, as opposed to training for a specific career. It does fulfill the requirement for entrance into graduate school where most liberal arts graduates specialize in a particular area of study.

Matriculate: To enroll in a program with the goal of successfully obtaining a degree.

Merit Scholarship: A financial grant usually awarded for academic achievement or special skill in an extra-curricular activity and not based about need.

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.

Priority Admissions: The date by which an application, whether for admission, housing or financial aid, must be received to be given the strongest possible consideration.

Private Schools: Refers to the control of the institution not being held by any level of government.

PROFILE: A U.S. College Scholarship Service form designed for certain colleges/ universities to determine a student's financial need. There is a fee charged per college, so it should only be sent to those colleges which request it.

Public Schools: Refers to an institution being owned or controlled by some level of government, usually state or county. Tuitions are usually different for residents and non-residents.

Minor: The subject which ranks second in concentrated courses to the major course of study. Minors are required at some colleges and universities.

Open Admissions: Colleges that admit all high school graduates without regard to additional qualifications.

Rolling Admissions: Colleges without a specific deadline for applications, notify applicants as soon as the admissions decision is made. Universities usually respond within 6 to 8 weeks of receipt of the application.

SAT I/SAT II (Subject Tests): Standardized tests that are often used as criteria for admission of college applicants. While the SAT I measures critical reading, mathematical reasoning and writing, the SAT II measures knowledge of particular subjects.

Sandwich Courses: (UK) Alternating periods of study and related work experiences, normally lasting four years.

Single Honors: (UK) study of one subject, within which a range of specialized options may be available.

TOEFL (Test of English as a Foreign Language): A national of English proficiency for students whose dominant language is not English and whose scores on the SAT I or ACT might not reflect their potential for higher education because of inexperience with the English language. ISB encourages students to take the TOEFL during the summer between grades 11 and 12.

Wait List/Alternate List: A number of qualified candidates who have applied at a selective college will initially receive neither a letter of acceptance nor a letter of denial, but may eventually be offered a space in the freshman class after the Candidate's Reply Date (May 1). Students who receive a Wait List letter will be asked if they want to remain on it.

