

# Milford Mill Academy School Counseling Department Senior Handbook



Milford Mill Academy  
School Counseling Department  
2009-2010

## **Table of Contents**

- 1. Seniors**
- 2. The Question: What's Next**
- 3. The Answer: The 5 Gateways**
- 4. Maryland High School Graduation Requirement**
- 5. The Plan: Decision-Making Skills**
- 6. College Choice Factors**
- 7. Develop Your College Application Plan and Establish  
Deadlines or Timelines**
- 8. Writing the College Essay**
- 9. Financial Aid Information**
- 10. Community College**
- 11. Vocational and Technical Schools**
- 12. Apprenticeship**
- 13. Military**
- 14. SAT and ACT Examination Information**
- 15. NCAA Freshman Eligibility Standards Quick Reference  
Sheet**
- 16. Poem "Our Deepest Fear" by Marianne Williamson**

# SENIORS!

Welcome "Upperclassmen"! Your senior year will be filled with great opportunities and challenging academic classes. We hope the next months are exciting, fun and fulfilling for you.

Keep the following in mind:

- Stay focused on academics. We know you are busy with extracurricular activities and outside jobs, but you must keep your schoolwork your priority! Stay focused on academics. Your GPA counts!
- Keep an accurate calendar/planner. You will need to keep track of many things: testing dates, admission dates, and scholarship deadlines.
- You must begin to decide what you are going to do after you graduate and prepare for that choice. Be it at a university, community college, apprenticeship, or the military, there are steps you must begin now to be prepared for entrance.
- Career exploration activities can be helpful. These include, but are not limited to talking to relatives, job shadowing someone in a position you have an interest in, and researching careers on the internet. Ask your counselor for assistance.
- Continue to develop your hobbies and interests.
- Research your options for next year.
- Know where to find scholarship information at your school.
- Talk to your counselor early and often!
- Make use of the many resources available to you: this handbook, the internet, the Career Center.
- Become familiar with SAT and ACT dates.
- Listen to or read the announcements everyday!

We cannot over emphasize the importance of your continued success and achievements during this year.

This handbook contains valuable information for you. Keep it handy and refer to it often during the school year. Now is the time to begin creating the life you have envisioned for yourself.

Have a great year!

## THE QUESTION: WHAT'S NEXT?

Life is full of questions. Some are relatively easy to answer, such as what to wear or what movie to see; but answering questions about your future can be confusing. There are so many things to think about, it's difficult to know where to start. For instance:

- Do I want to go to college? Do I want to go directly to work? Maybe it isn't an either/or situation.
- Will I be happy with a job I can get right out of high school? Do I want a job that requires more training? Can I get on-the-job training?
- Should I go directly to a four-year college? Should I go to a community college for two years? Could I transfer after two years if I decide that I want a four-year degree?
- Do I want to look only at in-state colleges? Would I like to look at colleges farther away? What about Canada or an international school?
- Will I go away to college? Will I live at home and commute?
- Should I go to work to earn money for college? Should I obtain a loan to pay for college? Could I get a paid internship or co-op while attending school?
- Should I enlist in military service now? Should I wait until I am out of high school? What can the military provide in terms of education, training, financial aid, and benefits?
- Do I want to go to a technical or specialized school? Should I check out the community college?
- Do I want to live at home? Should I get an apartment with my friends?
- How can the classes I choose now influence future decisions?
- What can I do in high school that could help me prepare for the workplace of tomorrow?

The more you know about your interests and abilities, your career possibilities and educational options, the easier it will be to make sound decisions about your future. Since the U.S. Department of Labor predicts that you will make five to ten career changes in your lifetime, the decision-making skills you develop now will

be valuable to you throughout your life. The purpose of this handbook is to help you understand the career decision-making process and explore the options available to you after high school.

## THE ANSWER: THE 5 GATEWAYS\*

High school graduation is just around the corner! Most students don't realize there are 5 options to consider after high school. These options are called "gateways" and are listed below:

### 1. POST-SECONDARY EDUCATION

*4- year Colleges and Universities*  
*2- year Colleges and Community Colleges*  
*Technical and Professional schools and colleges*



### 2. MILITARY

*Army*  
*Navy*  
*Air Force*  
*Marine Corps*  
*Coast Guard*



### 3. WORKFORCE

*Full-time permanent jobs*  
*Combination of two or more part-time jobs*  
*Contract services on short-term basis*



### 4. APPRENTICESHIP AND INTERNSHIPS

*Carefully monitored work experiences with intentional learning goals*

### 5. SELF-EMPLOYMENT AND ENTREPRENEURSHIP

*Start a business*  
*Buy a business*  
*Take on a franchise*  
*Consult or freelance*



\* The gateway model is taken from *The Real Game™* Facilitator's Guide. *The Real Game™* can be found at <http://realgame.com/> .

## **MARYLAND HIGH SCHOOL GRADUATION REQUIREMENTS**

Milford Mill Academy is requesting that one additional math and one additional science credit be required.

## **THE PLAN: DECISION-MAKING SKILLS**

### **The Solution**

#### **What Do You Plan To Do With Your Life?**

Decisions, decisions, decisions! Choosing a post-high school pathway essentially boils down to a decision-making process. The effectiveness of your decision-making relies heavily on the information available to you at the decision-making point. Information is power. The more information you have the easier it is to make a decision. Often an inability to choose one career path over another is an indication that you do not have sufficient information. Planning for life requires understanding self, exploring occupations, making decisions, and acquiring work skills. Enjoy the process.

“The future was plump with promise.” - Maya Angelou

While considering your next step, the following 7-step Decision-Making Model will help give you structure, while processing and identifying the necessary information.

#### **Decision-Making Model**

##### ***Step One: Identify the decision to be made***

Before you begin gathering information, it is important that you have a clear understanding of what it is you are trying to decide. Think about what you want to achieve and state that as your goal. Some decisions you might be facing could include:

1. What do I want to do after graduation?
2. What will I do to prepare for the next phase of my life?
3. What are my short term and long-term goals?
4. Where do I want to be in five years and what is the best way to get there?

##### ***Step Two: Know yourself (self-assessment)***

Before you begin exploring careers and trying to identify jobs and careers which will prove satisfying, you must first get a sense of what makes you “YOU” - your skills, interests, values, and personality characteristics. Your journey of self-knowledge will never end, but to get started, use an interest inventory and other available assessments in the Career Center available for use at school or at home using your school’s password (your career center specialist or counselor can give you the school password).

Questions you may want to ask yourself are:

*Skills—*

1. What can I do best?
2. What are my strengths and weaknesses?
3. What are my most prominent skills and abilities?
4. What skills do I want to use on the job?
5. What skills do I need to acquire?

*Interests—*

1. What am I interested in doing?
2. What activities have I enjoyed the most?
3. With what kinds of people would I like to go to school/work?
4. What kind of school/job settings would I enjoy?

*Values—*

1. What satisfactions do I seek in a career?
2. In what ways must I be challenged and rewarded on the job?
3. In what type of school/work environments would I be happy?

*Personality—*

1. What personal qualities do I possess that will help me on the job?
2. How will my personal style influence my career choice?
3. How will I get along with my supervisor? Co-workers?

*Dream—* (Dream BIG. Your crazy idea might not be so crazy.)

1. If I could do anything, what would my life look like?
2. What do I feel passionate about?
3. Imagine what your best workday would look like 10 years from now?
4. What makes you feel energized or connected?

**Step Three: Identify options**

1. Post Secondary-education.
2. Military.
3. Workforce.
4. Apprenticeship and internships.
5. Self-employment and entrepreneurship.
6. Other.

**Step Four: Gather information and data**

1. Examine the information and resources available to you.
2. Visit your counselor, career center, library, and the Internet.
3. Network – take advantage of all networking opportunities – with peers, recent graduates, parents, staff, college and military reps, business contacts, and community members.
4. Identify what additional information and resources you will need.

5. Seek out and utilize new information.
6. [www.fcps.edu/careerconnections](http://www.fcps.edu/careerconnections) - Use the career connections website for academic and career planning.
7. Seek out learning through experience opportunities (volunteer, job shadow, etc.).

***Step Five: Evaluate options that will solve the problem***

If you have completed your research, you are now ready to evaluate each of the options that you have identified:

1. Identify the pros and cons of each alternative.
2. Identify the values and needs that are satisfied by each.
3. Identify the risks involved with each alternative.
4. Project the probable future consequences of selecting each.

Ask yourself these questions:

1. Will I feel good about this choice? How will my parents feel about it?
2. Will certain risks be involved? Am I willing to take such risks?
3. Will it be satisfying for me? How will I feel about this choice five years from now?

***Step Six: Select one of the options***

Based on the information you have gathered and analyzed, you should now be able to choose one of the options. Do you have enough information to choose one option over another? If not, you might need to do more research. Consult with your parents, counselors, school staff, experts in your field of interest, or other community members.

Don't forget to talk with graduates who have just experienced a similar option.

***Step Seven: Design a course of action to implement the decision***

Having chosen one of the options, you can now begin developing and implementing a plan of action. Ask yourself these questions:

1. What information or resources are needed to complete each step?
2. What are the obstacles to implementing my decision and how can I overcome them?
3. Identify steps to implement the decision.
4. Identify when to begin and end each step.
5. Identify the information or resources needed to complete each step.
6. Take time to review your course of action and/or change direction if necessary.

Remember, not every course of action or career pathway is direct. Sometimes, it is during the process that we learn what the next step needs to be. Decision-making is a life long skill, so know you will have lots of opportunity to practice this important process. The more you are willing to contribute to the process and to be open to the variety of resources and people available to you, the more likely it is you will meet with success! A little luck helps, too!

## COLLEGE CHOICE FACTORS

Deciding which colleges to apply to, much less which to attend, is a significant life choice that will affect you for years. What are your values? What kind of environment do you want to live in? These and other questions will help guide you to select the proper school.

### **Location**

How far away from home would you like to go to school? 10 miles/ 2,000 miles?

### **Size of College**

Would you prefer to attend a school with a large enrollment (30,000 or more students), or a small one (around 1,500 students), or something in the middle? How large would you like the physical size of the campus to be?

### **Environment**

Would you rather attend a community college or other 2-year institution, or a 4-year university? An urban, suburban, or a rural school? Is the location and size of the nearest city important to you? Do you prefer a co-ed or single-gender school? Does the school's religious affiliation make a difference to you?

### **Admissions/Requirements**

At what schools do you have a high enough GPA, class ranking, and test score to be admitted?

### **Academics**

Which schools offer the major(s) you that are considering? What kind of student-faculty ratio and typical class size are you looking for, and which schools offer them?

### **College Expenses/Financial Aid**

Does your college choice match your financial ability? How expensive a school can you afford to attend? Consider tuition, room and board, and other expenses including the application fee, deposits, etc. How many students receive financial aid at the schools you are considering?

### **Housing/Facilities**

Would you rather live on campus in a dorm or commute to school from home? What type of academic, medical and recreational facilities should your college have?

### **Activities**

What kind of clubs and organizations (including fraternities and sororities) do you want your college to offer? What types of athletic activities (including intramural teams) should be offered by the school you choose to attend?

### **Special Programs**

Do you need a school with services or programs for the learning disabled? Have you thought you would like to study abroad? Do you plan to continue your ESL studies in college? Are you looking for an honors program?

## **DEVELOP YOUR COLLEGE APPLICATION PLAN AND ESTABLISH DEADLINES OR TIMELINES**

- Get applications
- Take college entrance exams
- Request transcripts
- Request recommendations
- Write essays
- Complete applications
- Schedule interviews or auditions
- Apply for scholarships
- Attend a financial aid workshop
- Apply for financial aid
- Complete NCAA Clearinghouse forms
- Visit colleges
- Meet deadlines

**For seniors, the college application process falls into three stages:**

1. **Applying** – This will take most, if not all, of the first semester. The application process involves visiting colleges, making decisions, taking tests, filling out applications, and meeting deadlines.
2. **Waiting** – Once all the applications have been sent, the replies will come in either on a rolling basis, or by an early April date, depending on the policy of individual colleges. Remember, there is a college for you.
3. **Deciding** – This is the time for discussing, revisiting schools, and comparing financial aid packages. Most schools want to be notified of your decision by May 1st. NACAC ([www.nacac.com](http://www.nacac.com)) lists colleges that are still taking applications after this date.

## WRITING THE COLLEGE ESSAY

When the college essay is required as a part of the admissions process, it is important to give serious effort to its composition. Probably no other piece of admissions criteria receives as much attention or generates as much discussion. Here is the opportunity to reveal your intelligence, sense of humor, maturity, sincerity, enthusiasm, and writing ability.

**Areas of Evaluation** - in general, colleges look for the following:

1. Skill in using standard written English
2. Depth of insight as reflected in content and substance and ability to reflect true feelings or opinions about a subject
3. Creativity and uniqueness evidencing fresh and original viewpoints

**Essay Directions** - be careful to address what the directions request:

1. Discuss something that has significantly contributed to your growth as a person.
2. Assess your uniqueness as an individual; tell something about yourself not learned from other application information.
3. Address your particular opinions or feelings on a specific topic.
4. Reflect on your goals and aspirations by explaining how your education at that college will help you meet them.

**Tips for Composing the Essay** - using these tips will help develop an essay that conveys your personal qualifications:

1. *DO NOT WAIT UNTIL THE LAST MINUTE TO WRITE YOUR ESSAY!*
2. Make lists of your qualities as you know them (particularly any you know the college seeks), aspirations and goals, activities, honors and awards, personal or academic shortcomings you are trying to overcome, persons or courses which have influenced you and any specific strengths of the college (if you know them) and how you wish to avail yourself of them.
3. Write a draft, making sure to address the particular directions for discussion.
4. Put your draft aside for 24 hours and read again.
5. Make corrections in sentence construction, grammar, punctuation and spelling. Read aloud what you've written to help you locate any rough spots you'll wish to rework.
6. If possible, let someone else, whose opinion you respect, read and evaluate your paper.
7. Rewrite the essay, revising it with your evaluation in mind. Put it aside again and repeat the process until you're satisfied.
8. Type your essay unless a handwritten version is requested. Proofread for any errors. Make it look as perfect as you can.
9. Make a photocopy for your own files.
10. Follow instructions for mailing your essay and do so on time!

## FINANCIAL AID INFORMATION

College is not inexpensive, so seeking financial aid opportunities is important for everyone. It is important to understand that scholarships and financial aid are often available for students based on the following:

- Outstanding grades
- Special talents
- Special needs
- Athletic ability
- Focused career interests
- Ethnicity or heritage
- Leadership ability

Applying for state and federal student aid is free! You begin by completing the (FAFSA) Free Application for Federal Student Aid that is available in the counselors' office or career center.

You can also find the FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You can complete and file the FAFSA on line for quicker processing. Your answers are edited and transmitted with less room for error. Our recommendation is that you complete your FAFSA on paper and transfer the information to the computer on line.

Financial Aid is most often based on need and this computes into a simple formula:

$$\text{College Cost} - \text{Your Expected Family Contribution} = \text{YOUR FINANCIAL NEED}$$

There are various types of financial assistance and it is important that you understand the differences between them.

**Grants-** Repayment is not required. Grants are given for athletics, academics, special talent, need based, etc.

**Scholarships-** Repayment is not required. They are awarded based on athletics, special talent, or academic excellence.

**Loans-** Must be repaid. Generally you begin paying after you have completed or stopped your education. Student loans are available from federally sponsored or commercial institutions.

**College Work Study-** This allows colleges to hire students for employment to pay their own way as they go to college. You do not repay money earned.

## **COMMUNITY COLLEGE**

Community Colleges, also known as 2-Year or junior colleges are regionally accredited post-secondary institutions at which the AS or AA (associates of art or science) is the highest credential awarded. A Bachelor of Science (BS) or Bachelor of Arts (BA) is awarded from 4-year colleges and universities. Community colleges offer technical, transferable and continuing education and specialized curriculums.

### **Community Colleges are:**

- community based institutions that establish links and partnerships with high schools and the community
- institutions that deliver high quality programs at various times and places for the convenience of the student
- institutions with open admissions to those with a high school diploma or its Equivalent

### **Some of the wonderful features that attract most students are:**

- annual tuition and fees are approximately 1/2 the cost of a 4 year college
- ability to live at home and save on room and board
- advising on class scheduling
- smaller classes
- greater accessibility to instructors

Most community colleges offer a full range of counseling and career services designed

to help students make the most of the educational opportunities.

### **Community Colleges offer:**

- an AGEC – Maryland General Education Curriculum that is a 2 year curriculum which is transferable to a 4 year bachelors program. The MGEC is specific in regards to business, medical, liberal arts, education, etc.
  - occupational-technical programs that prepare students for employment
  - programs that will assist those students already employed to upgrade their skills
  - developmental education programs that help students improve their basic academic skills
- Community colleges offer the associate degree as well as certificates in specific programs that require varying amounts of study. Some certificates take a few weeks to earn, while associate degrees may take two or more years to complete. Contact the community college in your area or one of interest to you to find out about specific programs and degrees they offer.

## VOCATIONAL AND TECHNICAL SCHOOLS

The purpose of a career or vocational-technical education is to prepare a high school graduate to obtain and hold a job. The relationship between education and work is important. The more you invest in your education, the more valuable you are to your employer and the more you will earn!

I. A good high school education is critical to whatever field you wish to enter.

Employers want you to:

- be able to read and write well
- communicate effectively with other people
- get along with other people and your co-workers
- be able to think and reason in safe acceptable creative ways

II. Career educators state that high school graduates really need to continue their education and get a degree. It is no longer an option.

III. Vocational-Technical schools provide:

- hands-on educational experience
- classrooms that represent actual job experiences
- instructors who are experienced in the subject area
- assistance when entering the workforce once your training and education are complete

IV. Visit the vocational or trade school of your choice and take time to:

- speak to students who are attending classes
- visit during class time
- ask students why they chose that institution
- ask students their opinion of their education

V. Continuing education throughout your lifetime will become more and more necessary as the job market becomes more competitive.

VI. Students with a vocational-technical education will have the advantage when the time comes to learn new skills. Their training will provide them with basic thinking and problem-solving skills that make it possible to absorb new technologies.

## APPRENTICESHIPS

An apprentice is an inexperienced worker who signs a contract to participate in a trade training program for a set period of time. The apprentice is working at perfecting their skills. They are usually given a period of time to complete their training.

Today's high school graduates have the choice of many apprenticeships. These may include but not limited to construction, plumbing, electrical, musical, fashion, landscaping, auto, etc. This is another option to prepare students for a career that will allow them to work while attending classes. This is ideal for students who need a steady income immediately after completing high school or have a desire to go to work.

I. Apprenticeships provide:

- challenging curriculum for individuals 16 years of age or older.
- a planned training entry-level position on a career pathway.
- a combination of on-the-job training and related classroom training.
- certification of competency measured by industrial standards.

II. Apprenticeship programs require:

- you to complete certain course work.
- a high school diploma or currently attending high school.
- that you pass an aptitude test.
- proof of physical ability to perform the duties of the trade.
- proof of a valid driver's license.

III. Apprenticeship programs are looking for people who have the mechanical and mental abilities to master a skill. Requirements emphasize four qualifications:

- age
- education and solid background in reading, writing and basic mathematics
- physical condition
- aptitude

The best sources for assistance and information in apprenticeships are vocational and career counselors at local, state and national employment agencies. Students can also get information:

Division of labor and Industry  
Maryland Apprenticeship and training Program  
1100 North Eutaw Street – Room 606  
Baltimore, MD 21201  
410-767-2246

## MILITARY

Military service is a wonderful option for career preparation. The various branches of the armed services compete with industry, colleges, trade and technical schools for recruits.

I. Young people are attracted to the military for various reasons including:

- travel
- the need for employment
- a sense of civic duty and service for our country
- occupational training
- educational opportunities

II. The Armed Forces consists of 4 major branches

- Army
- Navy
- Air Force
- Marines

(there is also the Coast Guard and the Air National Guard/Reserve)

III. Each branch of the military has its own mission and character, its own incentives, bonuses and recruitment strategy. All service branches require:

- high school graduation or GED with college credits
- aptitude tests
- physical exams/drug screening/criminal background check
- the need for recruits in the area in which the enlistee has applied
- ASVAB (Armed Services Vocational Aptitude Battery) test

IV. Most active-duty programs range from 3 to 6 years. Enlistments are typically 3 to 4 year commitments. People who join the reserves are on active duty through basic training and job training.

V. The number one purpose of the military is to defend the United States of America, not to provide education and training.

There are some full-time educational programs that include full pay, allowances, tuition and/or related fees. Some programs allow enlisted personnel to take college courses that, together with additional military training, enable them to become commissioned officers. Apprenticeship programs are structured into Army, Navy and Marine training programs. Armed services enlistees train in the mechanical and technical areas. The ROTC is one such program that offers scholarships for students in college to take specified courses.

- ROTC scholarships pay tuition, required fees, textbooks and provide an allowance for each month a student is academically enrolled.

## **SAT AND ACT EXAMINATION INFORMATION**

All colleges/universities require some type of entrance or placement examination. Most colleges and universities in the U.S. will accept either the ACT (American College Test) or the SAT I (Scholastic Aptitude Test). You may take either or both tests several times to improve your score. Please consult with the college or university of your choice for specific requirements.

Some colleges/universities require the SAT II (subject tests.) Check with the College Board or your selected college/university to see if they require the SAT II for admission.

When college/universities require the SAT II tests they are measuring your ability in the areas of writing, mathematics and one area of your choice. Make a list of possible colleges/universities that you are considering and request your score to be sent to those schools. Deadlines are set for each test date. Late fees are assessed if it is past the deadline. Also, date changes and center changes after you have registered will be an additional charge.

**The School Counseling Department offers SAT and ACT workshop the Friday prior to the SAT test.**

### **Registrations Options:**

1. Online registration is preferred: Payment online is by Visa or MasterCard ONLY.

**ACT:** [www.act.org](http://www.act.org)

**SAT:** [www.collegeboard.com](http://www.collegeboard.com)

2. By Mail: Pick up an application form in the Counseling Center. Complete the application. Mail the application before the deadline. Enclose check or credit card information in the correct amount. A signature is required.

3. By Phone: After your first test, you may call and set up retest dates, request scores, or pay by phone. A credit card is needed (Visa or MasterCard). An additional \$10.00 fee is charged for this service.

### **Important Reminders:**

1. In order to register, you must have your high school code (see list below).
2. Athletes remember to send scores to the NCAA (National Collegiate Athletic Association). Registration must be done via internet. Please see your school counselor to complete the process.
3. You must take a picture ID to the test center to be admitted.

4. There are late registration deadlines for an additional fee.
5. You cannot take the SAT I and SAT II on the same day.
6. Some tests are available at your school.
7. Check the test packet for other schools in your area that offer the test.



## NCAA FRESHMAN – ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

### **KNOW THE RULES:**

#### **Core Courses**

NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.

NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note: Division II will require 16 core courses beginning August 1, 2013.

#### **Test Scores**

Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on the next page.

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to sure the score is reported to the Eligibility Center.

#### **Grade-Point Average**

Only core courses are used in the calculation of the grade-point average.

Be sure to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s Website to make certain that courses being taken have been approved as core courses. The Web site is [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

Division I grade-point average requirements are listed on the next page.

The Division II grade-point average requirement is a minimum of 2.000

<b>DIVISION I 16 CORE-COURSE RULE</b>	<b>DIVISION II 14 CORE-COURSE RULE</b>
<b>16 Core Courses:</b> 4 years of English 3 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 1 year of additional English, mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/ philosophy)	<b>14 Core Courses:</b> 3 years of English 2 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered by high school) 2 year of additional English, mathematics or natural/physical science 2 years of social science 3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

# Our Deepest Fear

**“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you *not* to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”**

**by Marianne Williamson**

**Congratulations**

**&**

**Goodluck**