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A revision of "*Guide for Applying to Graduate and Professional Schools*,"
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TABLE OF CONTENTS

	Page
GRADUATE DEGREES	1
TIMETABLE FOR APPLYING TO GRADUATE SCHOOL	2
STEPS FOR CHOOSING A GRADUATE PROGRAM	3
• Choose a Specialization and Research Schools	
• Reputation of Graduate Programs	
GRADUATE ADMISSION TESTS	4
OBTAINING APPLICATION MATERIALS	6
LETTERS OF RECOMMENDATION	7
• Who Should Write Letters for You	
• Credentials Service	
WRITING ESSAYS FOR APPLICATIONS	8
• How to Organize Your Essay	
ADMISSIONS CRITERIA	9
FINANCIAL AID FOR ADVANCED STUDY	10
• Need-Based Aid	
• Merit-Based Aid	
BIBLIOGRAPHY	12
• Graduate/Professional School Directories and Resources	
• Graduate Admission Tests	
• Financial Aid Sources	

GRADUATE DEGREES

Graduate education has become increasingly important to society over the past several decades. Through scholarship and intellectual discovery, graduate education addresses society's needs in technical, professional, and cultural ways. Graduate and professional degrees are highly valued in the marketplace, in part because fields are becoming so specialized that graduate study is often essential to enter a profession.

When considering graduate study, it is important to understand that graduate education generally falls into two areas: traditional graduate education, which emphasizes adding to existing knowledge through intellectual creativity and original research and has as its highest earned degree the Doctor of Philosophy (Ph.D.); and professional school in such areas as medicine, business, engineering, and law, in which knowledge and skills are applied to meeting requirements for professional practice. Degrees in these areas include the Doctor of Medicine (M.D.), the Juris Doctor (J.D.), and the Doctor of Business Administration (D.B.A.).

In addition, master's degrees can be earned in almost any field and may also be academic or professional. Those who intend to pursue doctorates may even elect to earn a master's degree first; most doctorate recipients have completed a master's degree first. This has the advantage of allowing a person to select a different university or a somewhat different program of study for his/her doctoral work. The total period of graduate study needed to obtain a doctorate could be somewhat lengthened by proceeding via the master's degree route, but probably not by much. It takes on average five to eight years to earn a doctorate. In many fields, such as fine arts, library science, education, and social work, the master's may be the only professional degree needed for employment. For a complete listing of graduate degrees and corresponding abbreviations, you may want to refer to *Peterson's Annual Guides to Graduate Study*.

It is important to note that the distinctions between traditional graduate study and professional programs are less well-defined than they traditionally have been. It is possible to combine the pursuit of a graduate degree, with its emphasis on research, with professional studies; for example, one might pursue a master's degree in history simultaneously with a law degree.

TIMETABLE FOR APPLYING TO GRADUATE SCHOOL

Applying to graduate school is very similar to the process you used in applying to an undergraduate college at Cornell: there are basic requirements and deadlines to meet. It is typical to begin the process nearly a year and a half before you anticipate matriculating, though this time frame may vary, particularly for applicants who are applying for national scholarships and for study in the area of health, who may need to begin as much as two years prior to their anticipated entering date. Application procedures and timing for health-related schools are somewhat different from other degree procedures. If you will be applying to medical school or law school, please refer to the guides appropriate to those areas available in Barnes Hall.

The following timetable provides guidelines on applying for most graduate or professional programs:

Six months prior to applying:

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|---------------|---|
| Spring | <ul style="list-style-type: none">• Become familiar with graduate school admissions criteria and degrees offered• Research area(s) of interest, institutions, and programs• Register and prepare for appropriate graduate admission test(s)• Investigate fellowships and scholarships at Career Services in Barnes Hall and online at cuinfo.cornell.edu/Student/GRFN/ |
|---------------|---|

Three months prior to applying:

- | | |
|---------------|--|
| Summer | <ul style="list-style-type: none">• Take required graduate admission test(s)• Write for application materials or request them from schools online• Visit schools of interest, if possible• Work on application essay• Begin applying for fellowships and scholarships• Check on application deadlines |
|---------------|--|

Fall, a year before matriculating:

- Obtain letters of recommendation from professors and other references
- Attend Cornell Career Services programs to learn about the application process and to talk with graduate/professional school representatives
 - Guidelines for Applying to Graduate School, September 12, 2006, 4:35 p.m., 103 Barnes Hall
 - Graduate School Day, September 27, 2006, 11:00 a.m.-2:30 p.m., Barton Hall
- Have application essays critiqued (optional)
- Take graduate admission test(s) if you did not earlier

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|---------------|--|
| Winter | <ul style="list-style-type: none">• Submit completed graduate school applications• Send in completed financial aid applications and appropriate standardized forms• Check with schools before deadlines to make sure your file is complete |
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|---------------|---|
| Spring | <ul style="list-style-type: none">• Keep track of acceptances, wait lists, and rejections• Visit schools that accept you |
|---------------|---|

- April/May**
- Decide which school you will attend. You can usually wait until the middle of April (or later, if the school has not finalized your financial aid package) before making a firm commitment.
 - Notify other schools that accepted you of your decision so they can admit students on their wait lists
 - Send thank-you notes to references

This timetable is based on the ideal, and many applicants will not be able to follow it if they decide to attend graduate school at the last minute, or if their programs' deadlines are different than those suggested. Overall, keep in mind the various requirements for applying and be sure to meet all deadlines.

STEPS FOR SELECTING A GRADUATE PROGRAM

Choose a Specialization and Research Schools

Talk with professors, advisors, and graduate students knowledgeable about your area of interest. Heed their advice on emerging trends in the field, reputation of schools, the degree of competitiveness in admissions, and career opportunities.

The Cornell Career Services Library in Barnes Hall has graduate school directories from which you can compile a list of schools (and their addresses) offering the type of graduate study you seek. They briefly outline, for each field of study, the academic programs, research facilities, current faculty, financial aid resources, cost of study, cost of living, student body, geographic area, and application requirements. One of the best general guides to graduate study is *Peterson's Annual Guides to Graduate Study*. Also, consult the Internet where sites abound.

In addition to these resources, the Career Library has a variety of graduate school directories that are discipline-specific. They include guides for graduate programs in psychology as well as other social sciences, performing arts, urban and regional planning, museum studies, and the sciences, to name a few (see the Bibliography).

To choose an appropriate school you will want to be aware of the publications being written on current research in the discipline. Your decision about a field of study may have developed out of your exposure to the literature during a substantial undergraduate program. Use Mann or Olin Library to find related professional journals, and research the specializations that appeal to you. Also, note the schools represented on editorial boards located on the inside cover of these periodicals; such recognition usually reflects a department's strength in the discipline.

Being aware of who the top people are and where they are is important for several reasons. (1) A graduate department's reputation rests heavily on members of the faculty, and, in some disciplines, it is more important to study under someone with a noted reputation than to study at a school with a prestigious name. (2) Certain types of graduate funds are tied to specific research projects and, as a result, to working with particular people. (3) Most Ph.D. (and nonprofessional master's degree) candidates must pick faculty chairpersons and one or more committee members; this is often done during the first semester. These committees are frequently your major source of direction and are responsible for evaluating your work. These are crucial reasons for learning as much as possible about a school's faculty members.

Reputation of Graduate Programs

The Career Library has graduate program ratings and updates these rankings as the results

of new surveys are published. Ratings of professional schools, including law, medicine, business, and engineering, are available as well as selected graduate programs. Online consult U.S. News's America's Best Graduate Schools at usnews.com.

Most rankings of graduate programs are done by "peer rating," that is, by asking respected scholars in the academic disciplines to rate graduate departments in their fields. Many academicians feel that these rankings are too heavily based on traditional concepts of what constitutes quality and perpetuate the idea of a research-oriented department as the only model of excellence in graduate education. Therefore, more than one ranking should be consulted, and rankings should be supplemented by other resources.

The following items can be useful in judging the educational quality of graduate programs.

Faculty

- Academic training
- Research activity
- Research productivity
- Teaching effectiveness
- Concern for student development
- Involvement in program affairs
- Group morale or "esprit de corps"

Resources

- Library
- Financial support
- Laboratory equipment and facilities
- Computer facilities

Students

- Academic ability at entrance
- Achievements, knowledge, skills at time of degree completion
- Professional accomplishments of graduates
- Judgments on program quality
- Satisfaction with various aspects of program
- Group morale or "esprit de corps"

Operations

- Admission policies
- Course and program offerings
- Degree requirements
- Evaluation of student progress
- Program leadership and decision-making
- Job placement of graduates
- Advisement of students
- Student-faculty interaction
- Internships, assistantships, and other opportunities for relevant student experiences

Once you have narrowed your list of schools, if possible, visit the schools and talk with faculty and current students. Write or call a week in advance of your visit to give those in charge of admissions a chance to set up appointments with faculty members and students. You may want to talk to the schools' alumni also; contact the academic departments to request names of alumni in your geographic area. Often alumni can be identified among Cornell's faculty.

GRADUATE ADMISSION TESTS

There are several examinations used in graduate/professional school admissions. The most common are the Graduate Record Examinations (GRE), the Law School Admission Test (LSAT), the Graduate Management Admission Test (GMAT), the Miller Analogies Test (MAT), and the Medical College Admission Test (MCAT). Bulletins for these tests and others can be found in the 103 Barnes Hall corridor racks.

GRE

For academic graduate study, the examination required is usually the GRE. The GRE consists of a General Test and Subject Tests in specific disciplines. The General Test is composed of three sections: verbal (30 minutes), quantitative (45 minutes), and analytical writing, previously called the Writing Assessment, (75 minutes). Each section produces a score. There may be an unidentified experimental section that does not count towards your score. Scores are based on the number of correct answers without penalty for wrong answers.

The GRE General Test can be taken only in the Computer-Based Testing (CBT) version. Some graduate programs will require the Subject Test in a specific discipline in addition to the GRE General Test, if prior knowledge of the field is essential to graduate study. The Subject Test covers basic terminology and concepts and uses a traditional, paper-and-pencil administration; currently there are no computerized Subject Tests.

The GRE General Test is administered by appointment at Prometric Testing Centers across the country. The closest Prometric Centers to Ithaca are located in Binghamton (607) 797-5720 and East Syracuse (315) 433-9038. Register for the test online at gre.org, by calling Prometric Candidate Services Call Center at (800) 473-2255 or the Binghamton or East Syracuse Centers, or by using the *GRE Information and Registration Bulletin*. Subject Tests are administered at Cornell in November and December. Register for Subject Tests online at gre.org, or by using the GRE Bulletin.

If you are receiving substantial financial aid, visit the Office of Financial Aid (203 Day Hall) to find out if you are eligible for a GRE fee waiver.

MAT

The Miller Analogies Test is occasionally required for psychology and education programs. The MAT consists of 100 analogies arranged in order of difficulty, and you are allowed fifty minutes to work through the test. The MAT is administered monthly throughout the academic year by Cornell Career Services, 103 Barnes Hall. Call Kristine Goggan, Senior Administrative Assistant, at (607) 255-6927 to register for the test.

Visit the Career Services website at career.cornell.edu for additional information on these tests and on other national tests including the GMAT, LSAT, MCAT, etc.

Graduate Test Preparation

Test preparation materials and information for the GRE, GMAT, LSAT, MCAT, and MAT are available in the Career Library, in local bookstores, and on the Internet.

1. Use previously administered tests. Taking released or sample tests produced by the test makers is probably the best way to prepare for these tests. Work through the examples and explanations carefully, and then take the sample tests under simulated test conditions by observing time limits. The Career Library has a number of these tests, and the addresses where you can write to obtain more (or your own copies) are in the GRE, LSAT, and other test bulletins. The Cornell Store usually has good materials in small amounts along with the other commercial test preparation guides. The official ETS test preparation software, POWERPREP, which has a computer-adaptive GRE General Test, is available for purchase.
2. Commercial test preparation books abound, and local bookstores carry some of them. Few of them have any clear-cut exposition of problem-solving strategy.

Since they cannot legally use copyrighted test materials, their questions tend to be of inferior quality at best and sometimes are quite misleading in emphasis. This is particularly true of the numerical questions, which usually put far too much emphasis on computation and too little on reasoning.

Commercial test preparation courses are a growing business. Many are franchises and courses may cost over \$1,000. The cost of commercial courses doesn't necessarily correlate with quality; courses may be taught by graduate students or professionals in the community, and there may be little training and no quality control of teaching. It will be important to investigate courses carefully and to learn who will be teaching the courses and what materials will be used. Feedback from Cornell students suggests that commercial courses can help build confidence, motivate test takers to prepare, and provide a structured program of study.

While it is essential to prepare for graduate admission tests, the method(s) you select to prepare will depend on your individual needs. Talk with people who have taken the test previously to find out how they prepared and what test preparation methods they thought were beneficial. Whatever way you decide to prepare, you will need to participate actively in the process. It is sometimes easy to assume a passive-receptive attitude when paying considerable money for prep courses. Skills improve with practice; listening and looking alone will not help you perform well on the test.

Disclosure packets are usually available from the test publisher. If your score on a test was low and you are considering retaking the test, be sure to obtain the disclosure packet so that you can see your weak areas and improve your test performance.

Taking Graduate Admissions Tests

There are certain general guidelines and approaches that pertain to nearly all standardized tests. Test-wise people often describe admission tests as games; working from there, they try to discover the rules and strategies. These people recognize that standardized tests are altogether different from most course exams and should be approached with a different attitude. Clearly, there are specific skills involved which are different from other academic skills. Useful analogies for these tests are work or lab experience, rather than papers or quizzes. Standardized tests are not exercises in creative speculation, but rather jobs to be done with the tools and materials at hand. Keep that point of view in mind during the test.

People who believe they cannot do well on such tests are often unnecessarily intimidated by the very idea of the exam. They ask how they can be expected to think of an admission test as a game when their future rides on the result. Attitude is probably a factor in performance; the anxious test taker may not do as well as the confident one. In any case, it is clear that anxious people suffer more both before and during the exam. One solution to this problem is to make sure that you do not have all your eggs in one basket, that is, develop more than one career plan so that no one exam feels as though your whole career depends on it. Students who would like some help or advice with the problem of developing an alternative career should contact college career offices, faculty advisors, academic advising offices, or Cornell Career Services in Barnes Hall.

OBTAINING APPLICATION MATERIALS

Visit websites of schools in which you are interested to download application forms; you may find you are able to apply electronically to some schools. Or, send postcards to request applications, financial aid forms, and bulletins. Refer to directories of graduate and professional schools for information about whom you should contact for these materials. If

you have a number of specific questions, however, you should put them in a separate letter. All such requests should be addressed to either the admissions director or department chairperson, and it is a good idea to write a coherent, grammatically correct letter since your initial correspondence may be kept in your application file.

LETTERS OF RECOMMENDATION

Letters of recommendation are requested for almost every application to graduate school. If they are not required, it is still helpful to add them. In letters of recommendation, admissions committees look for information not provided elsewhere in the application. A good letter will describe you in ways that are impossible to measure by grades on tests. Letter writers will measure you in comparison to your peers and will distinguish you from other applicants.

Who Should Write Letters for You?

Choosing reference people can be difficult, and most graduate schools require two or three letters. Identify a few faculty members, administrators, or employers with whom you have become acquainted through classes, extracurricular activities, or jobs. Recommendation letters from professors are highly valued, especially if you have helped them with research or served as their TA, or they supervised your honors thesis.

Ultimately, the ideal letter writer is someone who can describe you and the work you have done positively and in some detail. The rank or title of the writer is not nearly as important as what he/she says. If a teaching assistant knows you much better than a chaired professor, ask the TA, not the professor. A good person to ask for a reference will meet several of the following criteria:

- Knows your work in the field well and can comment on it in detail
- Has a high opinion of you
- Knows you well in more than one area of your life
- Can make a favorable comparison of you with your peers based on having taught or worked with a large number of students
- Knows about the particular places to which you are applying as well as the type of study you are pursuing
- Is known by the admissions committee and is valued as someone whose judgment should be given weight
- Writes a good letter of recommendation

No one person is likely to satisfy all these criteria, so choose those persons who meet as many of the criteria as possible.

Once you have decided whom to ask, you may wonder how to ask. Probably the best approach is to ask your recommenders if they think they know your work well enough to write a meaningful and positive letter. If you sense reluctance, you can politely say "thank you" and find someone else. Be aware that the closer to schools' deadlines you ask, the more likely faculty are to hesitate because of time constraints. If possible, ask early in the fall semester of your senior year if you plan to attend graduate school immediately following graduation.

As you line up two or three suitably enthusiastic recommenders, make appointments to talk with them. Go to appointments with the recommendation forms in hand; be sure to include addressed, stamped envelopes for the writers' convenience. Provide them with supporting information along with the recommendation forms, and include a draft of your application essay (if possible), a resume or curriculum vitae, and a transcript. Be sure to outline on a separate piece of paper the contact you have had with them, including course number(s),

course title(s), research papers, etc. Also, make sure writers know when your application deadlines fall.

On the recommendation forms you will be asked to signify your choice of either waiving or retaining the right to see the recommendation. Before you decide, discuss the confidentiality of the letter with your writers. Many faculty members will not write a letter unless it is confidential. This does not necessarily mean it is a negative letter, but rather that they believe it will carry more weight as part of your application if it is confidential. Waiving the right to see a letter does usually increase the perception of its validity. After discussing the confidentiality of the letter, talk to the writer about your goals and why you are applying to certain schools. This information will help him/her prepare a meaningful letter that will help support your candidacy.

Verify that your recommendation letters have been received by the graduate schools before the deadlines. You may send along with your application materials stamped postcards asking the schools to acknowledge when your files are complete, or you can call schools and inquire about the status of your applications. If your files remain incomplete because letters of recommendation are missing, don't be shy; you will need to contact the writer (or his/her administrative assistant), who may need a tactful reminder of the deadlines.

Credentials Service

If you are planning to wait a year or more before applying to graduate school, or you want to make sure all letters are written and compiled in one place before applying, you may want to establish a credentials file, a repository for letters of recommendation and other documents. However, generalized letters of recommendation, such as those sometimes written for credentials files, are not as effective as those composed by a writer with a specific field of study in mind. For more information, visit the website of the vendor with whom Cornell has contracted to maintain credentials, Interfolio.com.

WRITING ESSAYS FOR APPLICATIONS

If you are applying for a graduate research degree, you will probably be asked to write a "statement of purpose." Admissions committees will be interested in how focused your research interests and ultimate career goals are. They will also want to know how your undergraduate studies, work experience, and other background relate to your proposed graduate field.

Your essay should not merely reiterate what is on your resume, but instead should highlight and expand upon what has been particularly important in your life, especially as it relates to your intended field of study. Schools will be seeking information about your personal qualities, motivation to learn, what is unique about you, and what distinguishes you from other candidates. Before writing anything, stop and consider what your readers might be looking for; the application or general directions should convey this.

Any essay or personal statement for an application must, of course, be your own work. Your essay will serve as an indicator of your writing abilities, but keep in mind that in most cases clarity and development of your ideas are the main considerations. Stick to a style you are comfortable with and don't try to sound like someone else. Your main aim will be to write a clear, succinct statement showing your self-determination and enthusiasm for the field of study.

How to Organize Your Essay

There are two primary approaches to organizing an essay. One way is to make an outline of

points you want to cover and then to expand upon them. If you are comfortable with this method, it will probably yield a well-organized essay. The other approach is to put your ideas down on paper as they come to you and then to go over them, possibly eliminating a great many sentences and pushing others around ruthlessly until you have achieved a clear, logical sequence. You could find this approach more difficult, but it may produce a more inspired piece of writing than the outline method.

After you have gotten your first draft down on paper, go over it for style. One of the most common pitfalls applicants encounter is the habit of making "I" the subject and first word of nearly every sentence. Many people also use the simple declarative sentence almost exclusively, which tends to result in monotonous reading and often to obscure the development of ideas. For instance, cause and effect relationships are often lost in a series of simple sentences. Look carefully through what you have written for ideas or statements that have a cause and effect relationship.

Another weak point of many essays is the tendency to oversell through the use of adjectives and adverbs. If, when reading over your essay, you find yourself saying that certain experiences or ideas are "interesting," "educational," or "rewarding," or if you find the words "very" and "extremely" appearing frequently, you need to do some editing. Ask yourself not how interesting your independent research project was, but what was interesting about it and what you learned from it. Rather than using vague adjectives, either be specific or simply let your experience and qualifications stand on their own merit.

You may want to have someone critique your essay. The Walk-In Service, located in 174 Rockefeller Hall, will be quite helpful in this regard since it employs highly skilled students to help students with writing concerns. Also, you may want one of your recommenders, especially if he/she is in the discipline you are planning to pursue, to critique the content of your essay. Don't be surprised, though, if you get differing opinions; in the end, only you can decide on the best way to present yourself.

ADMISSIONS CRITERIA

The usual criteria are the academic record, including an appropriate undergraduate degree, letters of recommendation, admission test scores, application essay, and evidence of creative talent (e.g., evidence of previous work related to the discipline). Usually the total student record is examined closely, and weight assigned to specific criteria may fluctuate from school to school and from student to student. Few, if any, institutions base their decisions purely on numbers (test scores and GPAs).

The actual process graduate schools follow in making decisions also varies. Generally, schools employ clerical personnel whose job it is to make sure files are complete. Files are then typically sent directly to the academic departments. Here a faculty committee (or the department chairperson) will make recommendations to the chief graduate school officer (usually a graduate dean or vice president), who is responsible for the final admission decision.

There are several common barriers to graduate and professional school admission about which you should be aware:

- Deadlines not met
- Unrealistic assessment of admissions criteria and unreasonable expectations of admissibility
- Unrelated undergraduate curriculum
- Inappropriate application essay

- Weak or ineffective recommendation letters
- Incomplete application and inadequate follow-up checks (often transcripts and recommendation letters not received)
- Weak academic record (poor grades) and/or low admission test scores
- Lack of research experience

FINANCIAL AID FOR ADVANCED STUDY

The astute financial aid applicant will investigate all types of financial assistance and pay careful attention to deadlines, tests, and other requirements. The Cornell Career Services Library in 103 Barnes has a number of useful sources to help you locate funding for graduate study. Refer to the bibliography at the end of the Guide for a representative listing. The Internet can be helpful also. Two sites you may want to visit are the Council of Graduate Schools' resources for students page at cgsnet.org and the National Association of Graduate and Professional Students at nagps.org. Applicants should be aware that some sources require application one year in advance.

At the time of application to a university program, students should write directly to the department chairperson where they are applying and indicate that they wish to be considered for department or university-administered funds. Many graduate school applications include a section about financial aid. The majority of university funding is handled in this manner.

Students attending graduate or professional school who are U.S. citizens or permanent resident aliens are considered financially independent by the Federal government. Credit history is becoming an important issue in obtaining private loans for educational purposes. **Establishing good credit is essential before applying for loans.** To assist you in locating outside funding sources for advanced study or research, we have included a bibliography at the end of this guide that lists resources available in the Cornell Career Services Library in 103 Barnes Hall. In addition, the Graduate School maintains a searchable database of fellowships at cuinfo.cornell.edu/Student/GRFN/.

Need-Based Aid

Financial need is the difference between the total educational costs and the student's financial resources; it may be measured by the sponsor in various ways. Need-based financial aid programs include work-study programs on and off campus, private and Federal loans, and tuition remission programs often offered to employees by their employers, or to students by the professional or graduate school.

In most cases the applicant is required to complete some type of standardized form which is usually the FAFSA (Free Application for Federal Student Aid). The FAFSA is a financial questionnaire which is revised annually and is available online at fafsa.ed.gov/. After the FAFSA data is reviewed, a needs-analysis document called the Student Aid Report (SAR) is sent to applicants. The SAR is then sent electronically to schools listed on the FAFSA by the applicant. Schools decide whether to award assistance to students and make a decision on the level of the awards. Some schools may also require additional needs analysis forms in addition to the FAFSA. Students should contact the individual schools from which they are seeking aid to determine which needs-analysis document(s) is required.

Loans Loans can be obtained through the Federal Perkins Loan and/or the Federal Family Loan or the Federal Direct Loan programs. These loans must be repaid, and repayment begins six months (Perkins, nine months) after an individual ceases to be a student. Other

sources include loans from private companies, typically with higher interest rates, or school-sponsored loan programs.

Work-Study Program The Federal Work-Study Program provides employment for students on campus and off campus. Schools administer this program through their financial aid office. Not all on-campus employment is through Federal Work Study; there are ways of securing part-time employment that do not require a demonstrated financial need.

Merit-Based Aid

Many forms of financial assistance are awarded primarily on the basis of academic accomplishment, talent, or career intentions. The terms used to describe merit-based types of aid are not always clearly defined. Such terms as grant, scholarship, stipend, graduate assistantship, and fellowship are defined individually by an institution or department, so it is no surprise to find variations of meaning. One thing that merit-based awards have in common is that they all require an applicant's academic qualifications to fall within a certain eligibility range. Generally speaking, assistantships, fellowships, and grants are the most common forms of assistance available to graduate students.

Assistantships Assistantships, the most common type of graduate financial assistance, usually come in the form of teaching, research, or graduate assistantships. Students assist in the instruction, research, or other functions of an institution's schools, departments, and/or individual professors.

Because both research and teaching assistantships are generally allocated and administered by the graduate schools, department programs, or individual faculty members, early contact with the appropriate source is critical. This contact can be made either before or after applying and should involve identification of the applicant's academic interests and background.

Fellowships Fellowships are considered a highly prestigious form of financial assistance at the graduate level. They are used by universities to attract students with the highest qualifications. The range of the stipend will vary from school to school, but most fellowships will include full tuition coverage.

Grants Grants are sums of money awarded for specific activities on a project basis by funding sources such as government agencies, foundations, and corporations. Research grants made to institutions or individual faculty members form a major source of graduate student support through the provision of assistantships to carry out the terms of the grant.

Locating fellowships and grants is much more difficult than finding other forms of financial aid since there are so many possible sources. However, refer to the bibliography in this guide, which lists directories to these sources. On campus, the Cornell Career Services Library in Barnes Hall has the most comprehensive collection of directories and individual fellowship/grant listings. Also, the Graduate School's searchable database mentioned on the previous page can be helpful as you explore fellowships. It is highly recommended to explore resources as soon as you consider advanced study. The deadlines and requirements for the specific assistance programs vary greatly, and the number of opportunities may initially be overwhelming, so plan to spend a reasonable amount of time exploring these sources.

BIBLIOGRAPHY

The Bibliography contains a sample listing of resources in the Cornell Career Services Library, 103 Barnes Hall. The Library also maintains resources related to health career and law school education, which are not listed below.

Graduate/Professional School Directories and Resources

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Graduate Admission Tests

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