

Table of Contents

Timeline for College Admissions.....	5
11th Grade College Checklist.....	7
12th Grade College Checklist.....	9
50 Ways to Spend Your Summer.....	10
Oxbridge Academic Programs.....	13

The College Search Process

Naviance Log in Information	16
Career & Interest Inventories	17
Sizing Yourself Up Survey.....	19
Naviance College Search.....	23
Reach, Target, and Safety Schools	27
College Information Gathering	29
Creating a College List.....	30
25 Common Myths About College.....	31
College Representatives at SCA.....	35
College Rep Visit Request Form.....	36
What to ask College Representatives	37
College Visit Day Form.....	39
Campus Visit Checklist.....	40
Campus Visit Score Card	41
College Fair Checklist.....	42
Proper Etiquette	43

The Testing Process

Commonly Asked Questions About Testing.....	46
The ACT.....	49
SAT Frequently Asked Questions.....	50
SAT/ACT Comparison.....	52
ACT/SAT-Which Test to Take.....	54
ACT & SAT Test Dates	56
How to Send Scores.....	57
Comparing SAT & ACT Scores.....	59
Test Prep Resources & Companies.....	60

The Application Process

College Glossary of Terms.....	62
Post-Secondary School Options.....	65
What Does It Take to Get Into College	66
The Basics of Applying to a Military Academy	67
What To Consider- Performing & Visual Arts Schools	68
College Admissions Plans	70
Early Action vs. Early Decision.....	71
College Application Process	73
Should I Use the Common Application.....	76
Common App Tips & Best Practices.....	78
Common App Previous Essay Prompts	79
The College Admissions Interview.....	81
Top College Interview Tips	82

Recommendation Guidelines 84

Getting Letters of Recommendation..... 85

Naviance Letters of Recommendation Guide..... 86

Student Profile for Letter of Recommendation..... 88

Requesting a Transcript.....90

Transcript Request Form.....91

Resumes.....92

High School Activity Plan.....100

The College Essay.....102

Student Athletes Interested in Competing in College 105

NCAA Eligibility.....106

NAIA Eligibility110

Thanks, but No Thanks Letter111

The Financial Process

Financial Aid Glossary114

Financial Aid Wisdom - Practical Tips 115

Financial Aid Checklist & Timeline.....123

Expected Family Contribution.....124

FAFSA Information125

FAFSA Step-by-Step..... 130

Student Aid Report.....131

Western Undergraduate Exchange132

Common Scholarship Scams133

Scholarship & Financial Planning Directory..... 134

Arizona Colleges & Universities Processes

Arizona Christian University.....	136
Arizona State University	138
Grand Canyon University	141
Maricopa Community Colleges.....	143
Northern Arizona University	145
University of Arizona.....	148

TIMELINE FOR COLLEGE ADMISSIONS

Junior Year-General

- Identify important factors in choosing a college (majors, location, Christian, size, etc.).
- Use Naviance to search and list colleges you are considering, then collect information.
- Check out college information provided by schools in Naviance.
- Decide on the form of your name to be used on all applications. (Ex. John D. Doe) It should be consistent with your Social Security card.
- Develop a filing system for college materials you are receiving.
- Create a professional email address for communication with colleges.

Fall of Junior Year

- Take the PSAT
- Register for ACT and/or SAT by December 1
- Attend College Fairs (SCA hosts the Christian College Fair each October).
- Visit with College Representatives who come to our campus.

February of Junior Year

- Register for your senior year of high school. Remember, colleges place a lot of value on your course load your senior year.

Spring of Junior Year

- Take the SAT and/or ACT
- Research websites of three to five schools that interest you most.
- If possible, make arrangements for a visit and/or an overnight stay at colleges that you are considering.
- Visit with your counselor to discuss college options, testing, and other topics.

Summer between Junior and Senior Year

- Visit schools you are considering attending.
- Obtain a summer job or internship that might be related to your career interests.
- Continue to do volunteer work.
- Attend conferences and seminars.
- Create a resume.
- Write two essays.
- Create an application and scholarship timeline.

Fall of Senior Year

- Register for fall SAT/ACT if needed.
- Narrow your college choices to no more than five. Make sure you have applications.
- Update your Naviance account with the colleges you've chosen.
- Make sure that you have completed a resume to help with teacher recommendations.
- Start applying to colleges. Analyze application instructions to see what information is required and all due dates. (i.e., SAT/ACT test scores, SAT Subject Test scores, essays, recommendations, housing and financial aid deadlines)
- Contact admissions office at each school that interests you.

- Begin asking teachers, guidance counselor, and employers for letters of recommendation for admissions and scholarship applications. Be sure to give them two weeks AND include a resume with each recommendation. After personally asking the teacher for a recommendation, log in to Naviance and request the transcript.
- Schedule a senior appointment with your counselor to discuss current plans and progress.
- Attend College Fairs that are offered in the Valley.
- Visit with College Representatives who come to our campus.
- Apply for private scholarships as they become available.
- If you are planning on applying "Early Decision" at a college, your application will be due by November 1.
- If the college you are interested in requires an essay as part of your application, begin working on your essay. Share your essay with teachers and see what they think.
- If you have not visited the colleges you are interested in or set up admissions interviews, if appropriate, do so immediately.
- Order graduation announcements and cap and gown.
- Have your parents attend the Financial Information Night offered by SCA.

October of Senior Year

- Mail your FAFSA as soon as possible after October 1.

January of Senior Year

- Request 7th semester transcripts to be sent to the colleges of your choice.

February of Senior Year

- Promptly respond to any requests from the college admission or financial aid offices.
- Check on housing arrangements at the colleges where you have applied.

Spring of Senior Year

- Students should write a polite note declining admissions to colleges where you have been accepted but will not be attending.
- Let your guidance counselor know of your acceptance(s) and decision on the college of your choice and financial aid you have been awarded.
- May 1st is decision day for many colleges.

• HIGH SCHOOL GRADUATION!!!

Summer after Senior Year

- Invest in yourself-get a job!!
- Complete necessary loan applications.
- Complete any financial aid information you received.
- Finalize budget for your first year in college.

PLEASE NOTE: This is a general timetable. Students should draw up a timetable of deadlines recognizing his or her own school workload, senior activities, and the extra work such as essays and references required by applications for more competitive colleges.

11th Grade College Checklist

Counselor Responsibilities:

- Administer PSAT and explain how to use results for college planning.
- Present basic information regarding the college application process and financial aid to parents and students during classroom visits and the College Information Night.
- Help students through classroom visits to identify 5-8 colleges that they want to apply for and encourage them to start the application process during the summer before their senior year.
- Encourage them to visit as many of these colleges as possible.
- Encourage students to register for the SAT and ACT by the end of their junior year.
- Publish information regarding college fairs and college rep visits on campus.
- Review transcripts and register students for 12th grade courses through classroom visits and individual consultation as needed.
- Be available for individual meetings with parents and/or students as needed.

Student Responsibilities:

- Check your GPA with your guidance counselor and continue to keep up grades so you can have the highest GPA possible.
- Do your best on the PSAT and use the results to help you make college decisions.
- Continue attending college fairs, participating in college rep visits and visiting college campuses. Build relationships with college admissions counselors.
- Begin certification process if you are interested in participating in college athletics (NCAA and NAIA).
- Start application process for Military Academies if interested.
- Narrow down your college choices to 5-8 options and start applying in the summer before your senior year.
- Register for the SAT and ACT early in the year and take them by the end of your junior year.
- Stay involved with extra-curricular activities. Colleges look for consistency and depth in activities. Volunteer in your community.
- Keep a record of all activities and accomplishments through use of a portfolio, resume builder, or file system.
- Create resume.
- Continue to read and develop your writing skills.
- Make sure you are in the process of meeting all graduation requirements.
- Register for 12th grade courses and make course decisions based on future plans.
- Meet all deadlines for course registration forms, AP/Honors applications, and SAT and ACT signup.
- Continue to build a relationship with your guidance counselor and seek out answers to questions.

Parent Responsibilities:

- Attend College Information Night and take an active role in knowing, understanding, and implementing the material given there.
- Be involved in your child's education by attending Parent-Teacher-Student Conferences, checking teacher websites, and keeping in contact with teachers.
- Be supportive of how student's balance their time and responsibilities during the challenging junior year.
- Support your child in good study habits and extra-curricular activities.
- Help your child narrow down college choices to 5-8 options and encourage child to meet college application deadlines.
- Go with child to college fairs and continue visiting college campuses.
- Review results of PSAT, SAT, and ACT.
- Develop a relationship with the guidance counselor. Set up meetings when you have questions or concerns.

12th Grade College Checklist

Counselor Responsibilities:

- Meet individually with students during first semester to make sure they are on track with completing college applications.
- Present Financial Aid Parent Night to explain scholarships, loans, grants, and work study programs.
- Teach students about college life and how to make a positive transition from high school to college.
- Continue helping students define college majors as they relate to career choices.
- Continue to review completion of graduation requirements.
- Be available for additional individual meetings with parents and/or students as needed.

Student Responsibilities:

- Continue to keep up grades in order to have the highest GPA possible.
- Make sure you are in the process of meeting all graduation requirements.
- Verify that you have met all qualifications to participate in college athletics if applicable.
- Continue to participate in extra-curricular and volunteer activities.
- Male students must register for the Selective Service by their 18th birthday.
- Meet deadlines for college admission, financial aid, and scholarship applications. Keep copies of everything submitted.
- Complete a resume in your English class.
- Give recommendation forms and resume to appropriate people at least two weeks in advance of the deadline date. Request recommendations in Naviance.
- Request transcripts for colleges in Naviance.
- Retake the SAT or ACT if necessary.
- Continue to visit colleges, participate in college rep visits, and attend college fairs to confirm your college choices. Develop a relationship with college admissions counselors.
- Fill out and submit FAFSA form online in order to be eligible for financial aid.
- Make final college choice and notify all schools of your intent by May 1.
- Complete follow-up paperwork for the college of your choice.

Parent Responsibilities:

- Attend Financial Aid Parent Night to learn information regarding scholarships, loans, grants, and work study programs.
- Fill out and submit FAFSA form in order to be eligible for financial aid.
- Work with your child to apply to colleges early and meet all deadlines.
- Develop a relationship with financial aid counselors at potential colleges.
- Assist your child in making their final college choice before May 1.
- Be involved in your child's education by attending Parent-Teacher-Student Conferences, checking teacher websites, and keeping in contact with teachers.
- Be supportive of how students balance their time and responsibilities.
- Support your child in good study habits and extra-curricular activities.
- Continue relationship with guidance counselor. Set up meetings when you have questions or concerns.

50 Ways to Spend Your Summer

by Kevin McMullin

If your family has the means to send you to shear sheep in Tibet this summer, knock yourself out. But please don't do it because you think you need a splashy or expensive summer experience to get into college.

One of the many ways the college admissions process has spun out of control is kids planning their summers based on what they think will be most impressive to colleges, often at great expense. What colleges are really interested in is how *you* chose to spend your time, and a summer spent bagging groceries can have just as much meaning as one spent at Harvard Summer School. In fact, one of the best essays I've ever read was a student who worked at a hamburger stand who began his essay, "I make a mean hamburger. In fact, I'm a professional."

In 2009, I started publishing this list of 50 ways to spend your summer, all of which are free or almost free, and none of which require that you forgo hanging out with your friends, sleeping in occasionally, or goofing off with regularity. Pick one that looks interesting, or use it as motivation to think of your own way to carve out a great summer for yourself.

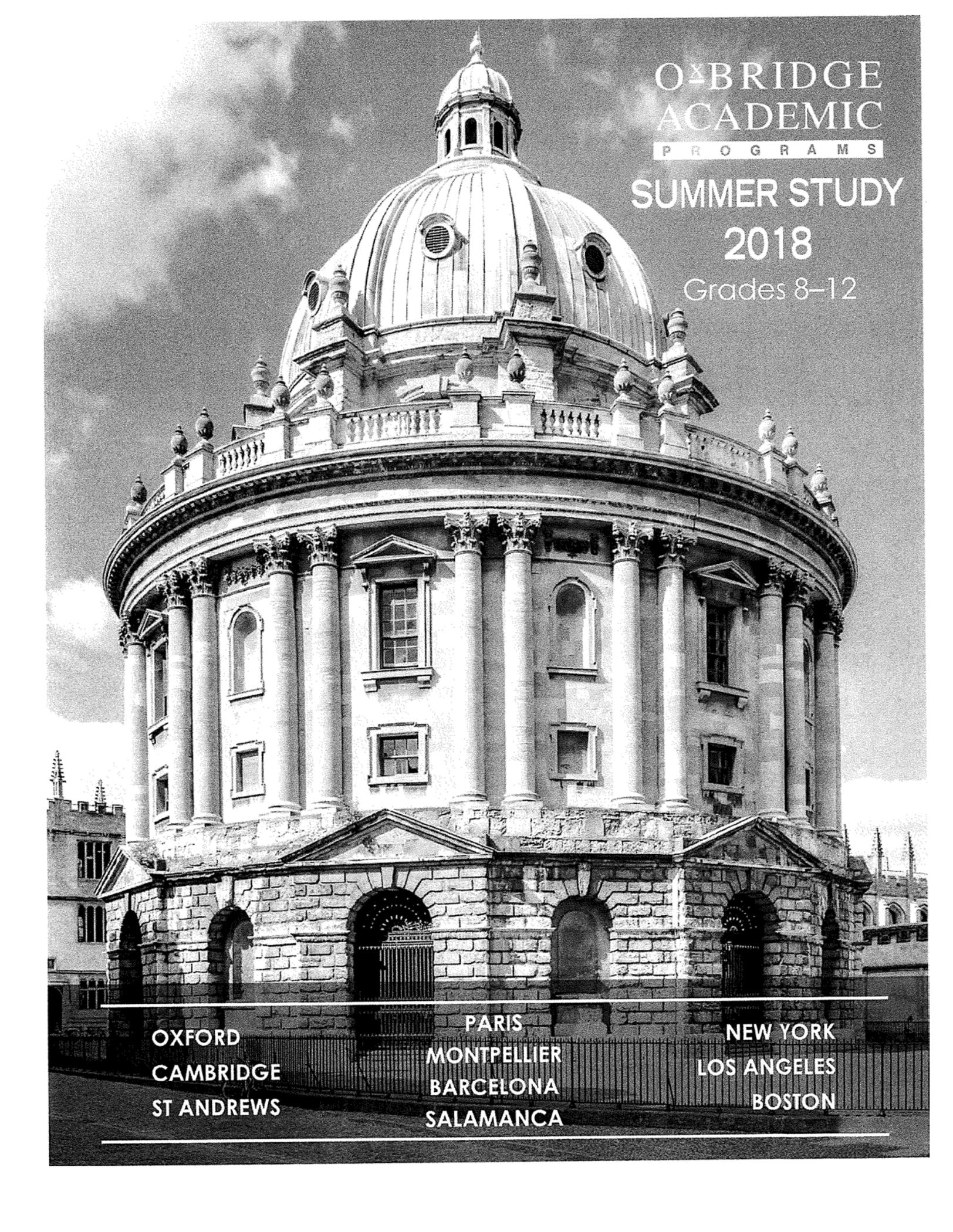
50 Ways to Spend Your Summer

1. Take an interesting class at your local community college.
2. Get a part-time job at the mall.
3. See how many books you can read this summer.
4. Work in your family's business. Consider doing so for free.
5. Think of ten people—teachers, coaches, family members, relatives—who deserve your thanks. Write them a hand-written letter of at least one page expressing your appreciation and detailing how they've impacted you. Tell them what you're going to do to make them proud and spend the summer doing it.
6. Take saxophone lessons.
7. Coach little league. Or basketball. Or soccer.
8. Work at a summer camp.
9. Volunteer at the local mobile health clinic, or the animal shelter, or the public library.
10. Tutor kids.
11. Start a business with your friends.
12. Set a goal that you are 99% certain you won't be able to achieve this summer. Then go all out and try to achieve it as though your life depended on it. You'll either get there or get much, much closer than you were at the beginning of the summer.
13. Learn how to write computer programs.
14. Read to the blind.

15. Teach something.
16. Learn to paint.
17. Pick something that really interests you and see how far you can go with it.
18. Take classes to become an emergency medical technician.
19. Learn sign language.
20. Pick a cause in your community that you care about. Find groups who care about it, too.
Organize people.
21. Offer to intern for free someplace where the work seems interesting, like the city councilman's office, or an advertising agency, or the local newspaper.
22. Play guitar at coffee shops and see how much money you can make this summer.
23. Learn CPR.
24. Cook dinner for your family once a week. Each time, learn a new dish that you prepare.
Write your recipes down and make your own family cookbook.
25. Volunteer to lead tours of local state parks.
26. Buy a college guidebook and learn as much as you can about 20 colleges you know nothing about today.
27. Raise money for someone or something that needs it.
28. Learn something that is pure fun, like bongos or hip hop dance or how to make your own purses (check out your local community colleges' "community education" programs).
29. Pick something you love and figure out how to use it to make contributions to others, like playing piano in a jazz band, teaching residents at a retirement home how to use a computer, or helping run the lights for a play at the community theater.
30. Work full time and give all the money to a charity of your choice at the end of the summer.
31. Pick a subject that fascinates you and challenge yourself to learn as much as possible about it.
32. Learn karate.
33. Teach karate.
34. Join a book club.
35. Organize a book club.
36. Go to your school principal and ask what you could do, for free, to improve the school. You could paint a classroom, clean lockers, or refurbish the lunch benches. Better yet, enlist five friends to do it with you. Don't just tell colleges you want to make an impact. Make one.
37. Set a goal to learn as many new things as possible this summer-facts, skills, concepts, etc.
Write a blog detailing what you've learned so you can share it with cyberspace.
38. Build an iPhone app.
39. Master one subject or skill you currently don't know anything about.
40. Hold informal soccer conditioning workouts, or barbecues for the new student council

members so you can get to know each other better, or meetings at Starbucks with your co-editors to brainstorm story ideas for the paper this fall. Show colleges you can organize people and lead them.

41. Have a neighborhood bake sale for the French Club in which all sales are conducted in French.
42. Get a group of kids from the drama club together and enroll in an improv class.
43. Pick a classic author and read all of his or her works. Find out what all the fuss is about Twain or Hemingway or Plath or Dickinson.
44. Take the hardest college class you can find and enroll in it "not-for-credit" so you can challenge yourself with impunity.
45. Visit as many colleges as you can in a 30 mile radius of your house. Take your friends with you. Write your own reviews of each school and share them with people.
46. Learn to cut and style hair. You'll be a savior during prom season.
47. Vow not to watch any TV this summer. Not one single second. Pick something cool and fun and productive to do instead.
48. Find a class offered at a local college that looks fascinating. Email the professor and ask if you can sit in on a session or two just to experience what the class is like.
49. Train to run a 10k, or a half-marathon, or a marathon, or to do a triathlon. And get your friends to join and train with you. Consider raising money with your efforts and donating to a worthy cause.
50. Pick the five most enticing things on this list and do them. At the end of the summer, email me at [kevinm \(at\) collegewise.com](mailto:kevinm@collegewise.com) and tell me about your experiences. I'd love to hear from you, and if you give me permission, I'll share your story here on our blog.



OXBRIDGE
ACADEMIC

PROGRAMS

SUMMER STUDY

2018

Grades 8–12

OXFORD
CAMBRIDGE
ST ANDREWS

PARIS
MONTPELLIER
BARCELONA
SALAMANCA

NEW YORK
LOS ANGELES
BOSTON

Welcome from the Founder

Dear Students, Parents, and Teachers,

I am delighted to introduce Oxbridge Academic Programs, an organization that, for 33 years, has brought thousands of bright, enthusiastic eighth-through-twelfth grade students to study first in Oxford, then in Paris, Cambridge, Barcelona, Montpellier, New York, Salamanca, St Andrews, Los Angeles, and Boston. As we look forward to 2018, we continue to emphasize our founding principles: imaginative teaching, experiential learning, and cultural enrichment, all charged with the excitement of living in some of the most fascinating cities in the world.

One key to our success over the years has been our truly outstanding faculty. I cannot be modest about a group of teachers whose credentials include Rhodes, Gates, Marshall, and Fulbright Scholarships, as well as Mellon Fellowships, teaching posts at Oxford, Cambridge, the Sorbonne, Pompeu Fabra, Harvard, Columbia, and other top institutions, not to mention awards for excellence in the arts and sciences, in scholarship, and in teaching. If you could see them in the classroom, where their energy and passion for their subjects and their talent for inspiring students shine so brilliantly, then you would understand why I believe they are the finest faculty assembled anywhere for this kind of program.

Ultimately, the program depends on the students who enroll, the interests they bring, and the energy they contribute. Our students come from everywhere in North America - from New York to Los Angeles - and the world - Australia, Brazil, England, France, Italy, India, South Africa, Japan, China, Singapore, Turkey, the Philippines, the UAE, Lebanon, and more than 80 other countries.

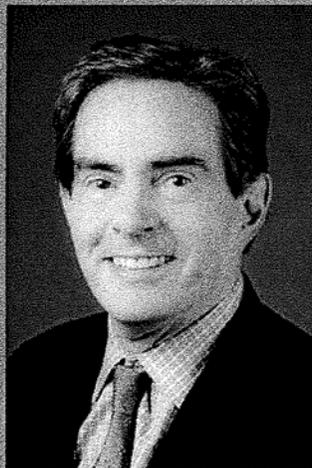
Some students come to pursue a subject they love, others to try one they've never done; some to polish their writing or build a background for college; others to escape the pressures of GPA and class rank; and others to experience living in a foreign country or to indulge their love of different cultures. Most bring a mixture of purposes. But judging from the feedback of thousands of students we have had over the years, they all have a special experience. Not just an incremental increase in factual knowledge, but a transformation in their sense of themselves, their own capabilities, and the place of learning and creativity in their lives.

This coming year will be especially exciting. In all the programs there are new courses and more distinguished guest speakers than ever. I hope that as you read this literature and talk to our former students, you will come to share their feeling about the unique opportunities our programs offer. For the right student, there is nothing like it. I look forward to meeting many of you this year, or, even better, in 2018 in Europe or the U.S.

Sincerely,



James G. Basker
Founder



ABOUT THE FOUNDER

Educated at Harvard (AB), Cambridge (MA), and Oxford (DPhil), where he was a Rhodes Scholar, Professor Basker taught at Harvard for seven years before coming to Barnard College, Columbia University, where he was appointed the Richard Gilder Professor of Literary History in 2006. Professor Basker has directed student programs in Oxford, Cambridge, Paris, Montpellier, Barcelona, Salamanca, and New York. He has written many books on history and literature (including most recently American Anti-Slavery Writings, 2012) and he has been an invited guest lecturer at the Sorbonne, Cambridge, and Oxford, a Visiting Fellow at Sidney Sussex College, Cambridge, and a James Osborn Fellow at Yale. Professor Basker is also President of the Gilder Lehrman Institute of American History in New York City, where he advises on educational projects in the public school system and on teacher seminars at Yale, Harvard, Oxford, Cambridge, and a dozen other universities.

**OxBRIDGE
ACADEMIC**

PROGRAMS

A WorldStrides Organization

THE COLLEGE SEARCH PROCESS



NAVIANCE

Family Connection from **Naviance**, a Web-based service designed especially for students and parents. It is a comprehensive website that you can use to help make decisions about courses, colleges, and careers. Family Connection also provides up-to-date information that's specific to our school. It also lets us share information with you about up-coming meetings, news, and events, as well as other Web resources for college and career information.

Name: _____

Go To:

<https://connection.naviance.com/family-connection/auth/login/?hsid=scottsdaleca>

or use the link on the SCA Academic & College Advisement Webpage

Naviance Login: User ID#: *_(studentid# 120_____)*

Naviance Password: Eagles1 (*current MS and any new student for the 2016-2017 school year*)

Eagles16 (*any HS returning student from the 2015-2016 school year*)

Use Naviance to:

- Create a resume
- Research Colleges
- Create a College List
- Research Careers
- Know more about yourself through the self-assessments
- ACT & SAT Test Prep
- Request Letters of Recommendations
- Request Transcripts
- Sign-up for College Rep Visits
- And much more

Career & Interest Inventories

Naviance Tools

- o Free Career and Interest Inventories can be found in your Naviance Family Connection. Just log in to Naviance and click on the Careers tab or the About Me tab to get started.

Spiritual Gifts Inventory

- o Free Spiritual Gifts Analysis (<http://www.churchgrowth.org/cgi-cg/gifts.cgi?intro=1>) All sophomores take a spiritual gifts inventory in Bible II
Use resources and pastors through your church.

College Compatibility Inventories

- o **Big Future by College Board** (<https://bigfuture.collegeboard.org/get-started/know-yourself>)
Has numerous inventories from personality to career to college type of inventories that can help you find the *right fit* when it comes to college and career.

Career Inventories

- o **Roadtrip Nation** (<http://roadtripnation.com/>)
A website that has thousands of interviews with people who are in every type of career.
 1. Get Guidance
 2. Define Your Road
 3. Leaders with Similar Roads & Stories from our Community**(Roadtrip Nation can also be found under the Careers tab in Naviance)**
- o **Kuder Career Assessment (free through ASU)**
Using the Kuder Assessment Tool/Log-In Instructions:
Please follow the log-in instructions below to begin using the Kuder Career Planning System.
 1. Direct your web browser to **asu.kuder.com**.
 2. New users register by selecting **New Users**.
 3. Create a unique user name and password. Be sure to **write down your user name and password** for future reference.
 4. Complete the registration information. **I/ you are in high school, register as a college freshman** so that you have access to the resources that ASU provides.

o **Career Compass (free through GCU)**

<http://www.gcu.edu/Career-Services/Career-Compass.php>

1. Start your Assessment
2. Create an account using **Purpose** as your access code.
3. Complete all of the bolded fields. *{This information does not get sent to admissions so you shouldn't be contacted by GCU for admissions purposes.}*
4. *First time users*
 - a. *Understand the career planning process*
 - b. *Self-Awareness, learn about yourself by using the Self-Assessments.*
 - c. *Explore career field and occupations that appeal to you.*
 - d. *Explore Major Areas of Study Offered at your school that match your interests and support your careergoals.*
5. Keep your login information so you can return to Career Compass for further exploration.
6. Save Occupations and major Areas of Study that appeal to you as you are working through the different sections.

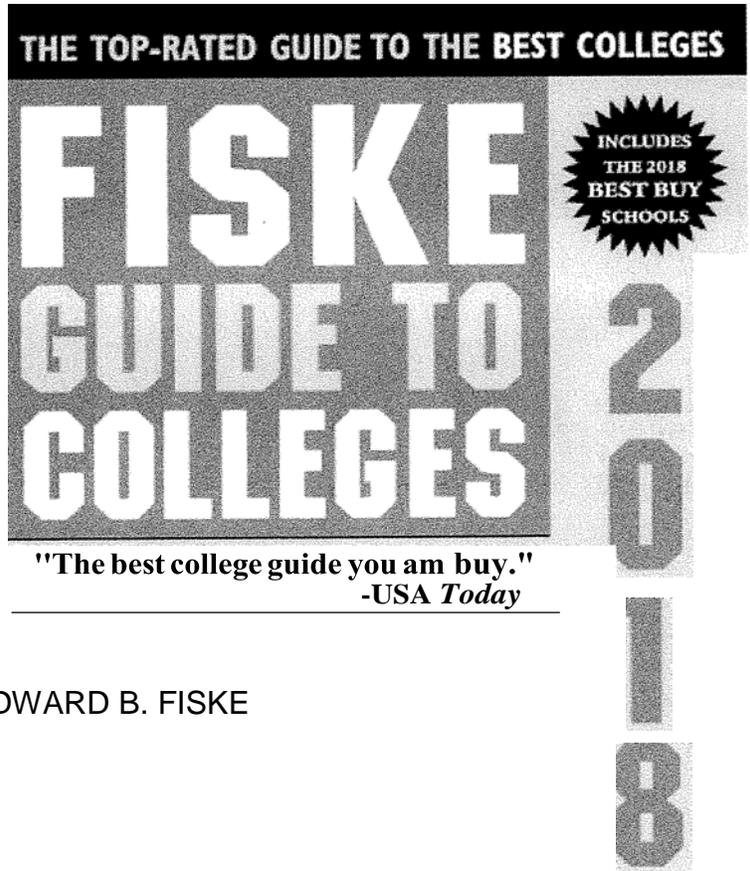
o **ACT Profile**

ACT has a comprehensive career program that is easy to explore and has great information.

1. Create an account through ACT Profile (www.actprofile.org)
2. My Plans ... contains several inventories
3. Search careers, majors, and schools

o **Big Future by College Board**

<https://bigfuture.collegeboard.org/explore-careers>



EDWARD B. FISKE

Fiske's Sizing-Yourself-Up Survey With apologies to Socrates, knowing thyself is easier said than done. Most high school students can analyze a differential equation or a Shakespearean play with the greatest of ease, but when it comes to cataloging their own strengths, weaknesses, likes, and dislikes, many draw a blank. But self-knowledge is crucial to the matching process at the heart of a successful college search. The 30-item survey on page xxvi offers a simple way to get a handle on some crucial issues in college selection-and what sort of college may fit your preferences. In the space beside each statement, rate your feelings on a scale of 1 to 10, with 10=Strongly Agree, 1=Strongly Disagree, and 5=Not Sure/Don't Have Strong Feelings. (For instance, a rating of 7 would mean that you agree with the statement, but that the issue is a lower priority than those you rated 8, 9, or 10.) After you're done, read on to "Grading Yourself" to find out what it all means.

Fiske's Sizing-Yourself-Up Survey

Size

- ___ 1. I enjoy participating in many activities.
- ___ 2. I would like to have a prominent place in my community.
- ___ 3. Individual attention from teachers is important to me.
- ___ 4. I learn best when I can speak out in class and ask questions.
- ___ 5. I am undecided about what I will study.
- ___ 6. I want to earn a Ph.D. in my chosen field of study.
- ___ 7. I learn best by listening and writing down what I hear.
- ___ 8. I would like to be in a place where I can be anonymous if I choose.
- ___ 9. I prefer devoting my time to one or two activities rather than many.
- ___ 10. I want to attend a college that most people have heard of.
- ___ 11. I am interested in a career-oriented major.
- ___ 12. I like to be on my own.

Location

- ___ 13. I prefer a college in a warm or hot climate.
- ___ 14. I prefer a college in a cool or cold climate.
- ___ 15. I want to be near the mountains.
- ___ 16. I want to be near a lake or ocean.
- ___ 17. I prefer to attend a college in a particular state or region.
- ___ 18. I prefer to attend a college near my family.
- ___ 19. I want city life within walking distance of my campus.
- ___ 20. I want city life within driving distance of my campus.
- ___ 21. I want my campus to be surrounded by natural beauty.

Academics and Extracurriculars

- ___ 22. I like to be surrounded by people who are freethinkers and nonconformists.
- ___ 23. I like the idea of joining a fraternity or sorority.
- ___ 24. I like rubbing shoulders with people who are bright and talented.
- ___ 25. I like being one of the smartest people in my class.
- ___ 26. I want to go to a prestigious college.
- ___ 27. I want to go to a college where I can get an excellent education.
- ___ 28. I want to try for an academic scholarship.
- ___ 29. I want a diverse college.
- ___ 30. I want a college where the students are serious about ideas.

Grading Yourself

Picking a college is not an exact science. People who are total opposites can be equally happy at the same college. Nevertheless, particular types tend to do better at some colleges than others. Each item in the survey is designed to test your feelings on an important issue related to college selection. "Sizing Up the Survey" (below) offers commentary on each item.

Taken together, your responses may help you construct a tentative blueprint for your college search. Statements 1-12 deal with the issue of size. Would you be happier at a large university or a small college? Here's the trick: Add the sum of your responses to questions 1-6. Then make a second tally of your responses to 7-12. If the sum of 1-6 is larger, you may want to consider a small college. If 7-12 is greater, then perhaps a big school would be more to your liking. If the totals are roughly equal, you should probably consider colleges of various sizes. Statements 13-21 deal with location. The key in this section is the intensity of your feeling. If you replied to number 13 with a 10, does that mean you are going to look only at schools in warm climates? Think hard. If you consider only schools within a certain region or state, you'll be eliminating hundreds of possibilities. By examining your most intense responses—the 1s, 2s, 9s, and 10s—you'll be able to create a geographic profile of likely options.

Statements 22-30 deal with big-picture issues related to the character and personality of the college that may be in your future. As before, pay attention to your most intense responses. Read on for a look at the significance of each question.

SIZING UP THE SURVEY

- 1. I enjoy participating in many activities.** Students at small colleges tend to have more opportunities to be involved in many activities. Fewer students means less competition for spots.
- 2. I would like to have a prominent place in my community.** Student-council presidents and other would-be leaders take note: it is easier to be a big fish if you're swimming in a small pond.
- 3. Individual attention from teachers is important to me.** Small colleges generally offer more one-on-one with faculty both in the classroom and the laboratory.
- 4. I learn best when I can speak out in class and ask questions.** Students who learn from interaction and participation would be well-advised to consider a small college.
- 5. I am undecided about what I will study.** Small colleges generally offer more guidance and support to students who are undecided. The exception: students who are considering a preprofessional or highly specialized major.
- 6. I want to earn a Ph.D. in my chosen field of study.** A higher percentage of students at selective small colleges earn a Ph.D. than those who attend large institutions of similar quality.
- 7. I learn best by listening and writing down what I hear.** Students who prefer lecture courses will find more of them at large institutions.
- 8. I would like to be in a place where I can be anonymous if I choose.** At a large university, the supply of new faces is never-ending. Students who have the initiative can always reinvent themselves.
- 9. I prefer devoting my time to one or two activities rather than many.** Students who are passionate about one activity—say, writing for the college newspaper—will often find higher quality at a bigger school.
- 10. I want to attend a college that most people have heard of.** Big schools have more name recognition because they're bigger and have Division I athletic programs. Even the finest small colleges are relatively anonymous among the general public.
- 11. I am interested in a career-oriented major.** More large institutions offer business, engineering, nursing, etc., though some excellent small institutions do so as well (depending on the field).

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12. **I like to be on my own.** A higher percentage of students live off campus at large

- schools, which are more likely to be in urban areas than their smaller counterparts.
13. **I prefer a college in a warm or hot climate.** Keep in mind that the Southeast and the Southwest have far different personalities (not to mention humidity levels).
 14. **I prefer a college in a cool or cold climate.** Consider the Midwest, where there are many fine schools that are notably less selective than those in the Northeast
 15. **I want to be near the mountains.** You're probably thinking Colorado or Vermont, but don't zero in too quickly. States from Maine to Georgia and Arkansas to Arizona have easy access to mountains.
 16. **I want to be near a lake or ocean.** Oceans are only on the coasts, but keep in mind the Great Lakes, the Finger Lakes, etc. Think about whether you want to be on the water or, say, within a two-hour drive.
 17. **I prefer to attend a college in a particular state or region.** Geographical blinders limit options. Even if you think you want a certain area of the country, consider at least one college located elsewhere just to be sure.
 18. **I prefer to attend a college near my family.** Unless you're planning to live with Mom and Dad, it may not matter whether your college is a two-hour drive or a two-hour plane ride.
 19. **I want city life within walking distance of my campus.** Check out the neighborhood(s) surrounding your campus. Urban campuses—even in the same city—can be wildly different
 20. **I want city life within driving distance of my campus.** Unless you're a hard-core urban dweller, a suburban perch near a city may beat living in the thick of one. Does public transportation or a campus shuttle help students get around?
 21. **I want my campus to be surrounded by natural beauty.** A college viewbook will take you only so far. To really know if you'll fall in love with the campus, visiting is a must.
 22. **I like to be surrounded by people who are freethinkers and nonconformists.** Plenty of schools cater specifically to students who buck the mainstream. Talk to your counselor or browse the *Aske Guide to Collegesto* find some.
 23. **I like the idea of joining a fraternity or sorority.** Greek life is strongest at mainstream and conservative-leaning schools. Find out if there is a split between Greeks and non-Greeks.
 24. **I like rubbing shoulders with people who are bright and talented.** This is perhaps the best reason to aim for a highly selective institution, especially if you're the type who rises to the level of the competition.
 25. **I like being one of the smartest people in my class.** If so, maybe you should skip the highly selective rat race. Star students get the best a college has to offer.
 26. **I want to go to a prestigious college.** There is nothing wrong with wanting prestige. Think honestly about how badly you want a big-name school and act accordingly.
 27. **I want to go to a college where I can get an excellent education.** Throw out the *US News* rankings and think about which colleges **will** best meet your needs as a student.
 28. **I want to try for an academic scholarship.** Students in this category should consider less-selective alternatives. Scholarships are more likely if you rank high in the applicant pool.
 29. **I want a diverse college.** All colleges pay lip service to diversity. To get the truth, see the campus for yourself and take a hard look at the student-body statistics in the *Fiske Guide's* write-ups.
 30. **I want a college where students are serious about ideas.** Don't assume that a college necessarily attracts true intellectuals merely because it is highly selective. Some top schools are known for their intellectual climate—and others for their lack of it.

How To Use Naviance As A College Search Tool: Part 1



As a parent of a high school junior, I am happily supporting my son during his college admissions process, standing ready to be his co-pilot during this very exciting journey. Certainly, there is no shortage of college planning resources available to families, however, I want to highlight Naviance as comprehensive college and career planning software used by many public and private high schools. Naviance helps students plan for their futures by connecting their academic interests and achievements to college and career options. This program really serves as a "one stop shop," allowing students to identify their potential college options based on established criteria. Naviance also serves as a robust college application management system, helping families to streamline an often overwhelming process. Perhaps most importantly, Naviance has proven to be extremely beneficial to my son thus far during this process - and has proven to be a college search tool we can use together.

Naviance works with high schools to provide students with college planning and career assessment tools. The software is comprised of a series of related modules entitled "Colleges," "Careers," "About Me," and "My Planner." Within those selected modules, there are myriad tools and resources to support students, both from a self-discovery perspective as well as from a career and college exploration purpose.

Generate a College List

One of the most useful features of Naviance is the **College module**, which allows students to find schools that match their college preferences from a remarkable database of over 4,000 colleges. In the "SuperMatch" College Search link, students can develop their search parameters, including criteria important to them, such as size and geographic location of the college, major, student makeup, selectivity, and activities and programs offered on campus. Students can decide with their parents which qualities they may want in a college, and Naviance then generates a list of schools tailored specifically to their wants and needs in a college. The more criteria that a student specifies, the more tailored the college list Naviance will produce. Students can modify their parameters as many times as they want, so play around and see what types of lists you get based on different parameters!

After the list is generated, Naviance also rank orders the colleges on the students list based on how closely the college fits the student's criteria. This feature gives students a keen sense of their best matches.

Begin Your Research

After developing their base list, students should then move into research mode. Parents and students can discover additional information about the college by navigating to a school of interest, clicking on the school name, and landing on information and statistics specific to the college. Basic information includes data on admissions, financial aid, student life, tuition, school size, majors, and student retention rates. As the student decides which schools he or she is interested in, they can be added to the "Colleges I'm Thinking about List." Naviance will automatically insert available information about admissions processes, including corresponding application deadlines and the application portal used by the college. I've found this to be one of the best organizational features of Naviance. Once the full list of colleges is developed, students can also contact colleges to request more information, email them with questions, or link to the college's website.

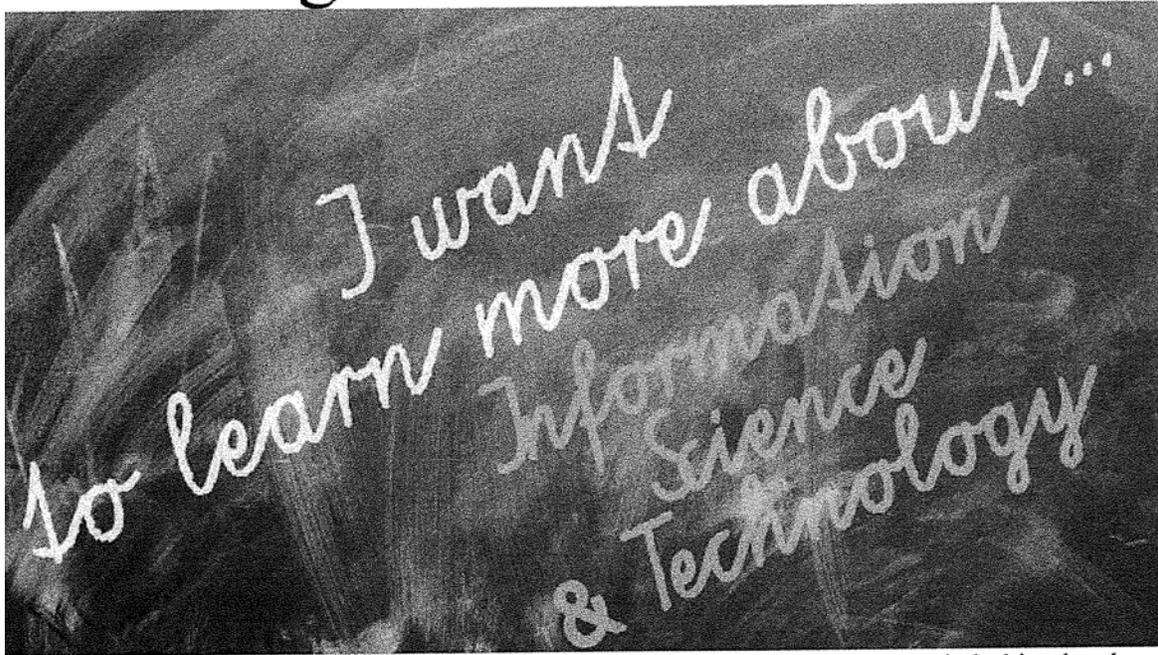
Narrow It Down

Of course, getting to that final list can be difficult. While Naviance has already helped you narrow down from 4,000 schools to the colleges and universities that best meet your student's search parameters, it is important to help your child narrow down their college list to an appropriate number. Coach recommends applying to between seven and ten schools. And Naviance can even help you with this pruning process! The program also allows you to compare schools side-by-side by selecting the "Pin It" function on several schools. Using this function, the specific facts of many schools can be compared in an easy-to-see format. After reviewing, students can then adjust their college list accordingly.

Printed from the CollegeCoach website:

<https://-wvv1v.getintocollege.co1n/>

How To Use Naviance As A CollegeSearchTool:Part2



In the last post, I covered how I've been using Naviance with my junior son to help him develop a long list of colleges to research and (later) a short-list of schools to which he will apply. This week I want to share some of Naviance's other great features. In the **Career Module**, students can explore different types of careers and discover majors that may be of interest to them. While it's not necessary for a student to be certain of their major before entering college, it's always fun to imagine the possibilities.

The "**Career Cluster Finder**" and "**Career Interest Profiler**" are simple assessments which help a student discover career matches based on activities of interest, personal attributes, and most-enjoyed subjects. The results of the assessment include the student's strongest fields of interest and those of lesser interest. Students can also view matching careers and career clusters that may be of interest to them based on the results of the assessments.

Career clusters are a way of grouping careers with common features and skills. Careers in the same cluster typically require similar education and training.

Exploring careers as clusters can be a useful way to find a good career match, especially if a student has general areas of interest but is not sure which specific careers match these interests. Students can link to the Bureau of Labor Statistic's Occupational Outlook Handbook to research their career interest, including information on job duties, required education and training. pay and benefits, and future outlook for job growth.

I have found that this is a great exercise for a high school student! Encourage your child to add possible careers to their "career list" in Naviance, but don't worry if your child can't decide on a specific major; many students change their major at least once during their college career! If students do not know what they would like to major in, using the tools in the Career module can help them narrow down their choices. In addition, these exercises can help a student better understand how their high school coursework prepares them for certain types of careers and majors.

Under the **About Me** tab, there are additional tools for your child to use. Students can set goals and reminders for tasks that need to be completed, and there is a useful function that helps students create a resume. Students can use templates to create a well-formatted resume, listing honors and awards, activities and clubs, volunteer and service, and outside jobs.

The **MyPlanner** section serves as a great reminder tool and online "to do" list for students, helping them stay organized and on track throughout the entire process. If you have access to Naviance as a parent, this is a great place to keep track of your student's progress through the application process without having to nag.

Finally, one of the most helpful features of Naviance is that the program allows your school's guidance counselor to communicate with students directly as they move through the college application process. Students can request transcripts, school reports, and letters of recommendation from their school counselor, all through Naviance. In addition, Naviance integrates with the popular admissions application portal, The Common Application, simplifying the application process on the high school end. To be able to use that functionality when applying to colleges, students need to sign up for the Common App with *the same email address they use for their Naviance login*.

If your child's high school subscribes to this software platform, I encourage you to dive in and join your child in his or her journey to college. Whether developing a college list based on a student's academic and career interests, tracking applications throughout the admissions process, or comparing admissions rates at the colleges on your child's list, Naviance is a valuable college planning tool that helps students and families make informed decisions and stay organized during the college process!

Reach, Target and Safe Schools

July 15, 2014 Jessica Velasco

When you start thinking about building your college list, the terms reach, target, match and safety will be used. However, what do these terms really mean? They refer to the type of colleges you should consider.

Safety School

A safety school is one that will most likely accept your application for admission. The college is most likely to accept you if your high school grades and test scores are well above the school's average.

Target or Match School

A target or match school is one that will probably accept your application for admission. Your high school grades and test scores will fall into the middle range when looking at the school's profile

Reach School

A reach school is a college that you might have a chance of getting into, but something in your academic profile is on the low side when looking at the school's profile.

Far Reach School

While a reach school is one that you might have a slight chance of acceptance, a far reach school is one that is very unlikely to offer admission. Your academic profile will fall short of the admissions averages when looking at the school's profile.

School Profile?

You should be able to find the school's academic profile somewhere on their website, usually in the admissions section. Another place you can find this information is Collegeboard's Big Future website. Not only does it provide a college matching search engine, it has admissions statistic provided directly from the colleges.

Now that the types of schools have been defined, college applicants need to understand that there is no guarantee that a student will be admitted to any school - safety, target or reach.

- **Deadlines are important.** If even one part of your application is not turned in on time, your application may not be considered at some colleges.
- **You must follow directions.** Admissions committees are looking for specific items and if you do not follow directions, it can ruin your chances of being admitted.

The holistic admissions approach considers a lot more than the numbers. While GPA and test scores are important, many colleges consider more. In addition to the essay, extracurricular and volunteer activities and interview, other things may be considered. Did you know that things such as your social media presence and your expressed interest in a college could come into play in the admissions decision? Holistic admissions decisions can be very subjective.

Note About Top Colleges and Universities

Many of the top colleges and universities in the United States have very low acceptance rates. For example, Stanford University had the lowest acceptance rate in 2014, accepting only five percent of the students who applied. While many of the students probably met and/or exceeded the average GPA and test scores of the previous year's accepted students, many were not admitted. Therefore, top colleges and universities with low acceptance rates should never be considered a safety or target school.

How Many Of Each College Should Students Apply?

There is no specific rule that says that a student should apply to a certain number of schools. Some students apply to only one, while others apply to many more.

There was even a recent article that told the story of a student who applied to 43 colleges. Most students apply to 5 - 7 colleges. These numbers are much more realistic.

There is also no rule that says you need to apply to a specific number of safety, target and reach schools. While I do not think you have to apply to a reach school, you should definitely have a few target and safety schools on your list. Reach schools are a dream, and if you think there may be a shot, I say go for it! You do not want to ask yourself in the future, "What if?"

If you ever have questions about your chances, get someone else's opinion. Your guidance counselor or an educational consultant should have some insight into your chances of admission. You can also reach out to the admissions office at the colleges you are considering. The admission counselors at many colleges make the admission decisions, or at least play a role in the decision process. Reach out to them and ask questions not only about the college, but also about your chances. Some counselors will be more open than others, but most will give you some information.

Last Piece of Advice

Do not select a safety school just because you have to have a safety college on your list. While I hope you get into your first choice, it might not happen. All of the colleges on your list should be places you feel you will enjoy. Dig deep - a college that could be a considered a safety school for you could be the best fit. Research and visit colleges to make sure they feel right for you.

COLLEGE INFORMATION GATHERING

Information Sessions & College Fairs

* Information Session
At SCA

*College Fair Checklist

*Why it is Important to Get
To know Your College Rep

*Questions to Ask

Internet Search

* Naviance SuperMatch

* College Board

* ACT Profile
* College Websites

* Google
* Video Tours

Campus Visits

* Campus Visit Checklist

* Overnight Stays

* Appointment with
Program and Dept.
Heads, Coaches,

* Attend Classes and
Chapels

Creating a College List

Start broad and narrow down your options. By the spring of your junior year, your college search should be in high gear.

You should be able to winnow your list of twenty to thirty "possibles" down to a more manageable list of ten or twelve by about May or June.

By August you need to have it narrowed down to five to eight schools to which you will actually apply.

A rule of thumb would be to have 1 to 2 "*Reach Schools*", 2 to 4 "*Probable Schools*", and 1 to 2 "*Safety Schools*".

Ideally, **EVERY** college on your list will be a good fit.

Reach School. A college you'd like to attend, but will be difficult for you to get in. Your GPA and test scores may be below average for this school, but some other aspect of your application may make up for that. You should apply to one or two reach schools.

Probable School. You can establish that a school is a probable admit for you by examining these characteristics: your SAT or ACT scores are in the top twenty-five percent for that college; your course choices are well above the expectations for the average admitted student; your grades are consistently higher than their reported averages; your place in your high school class is higher than their typical admitted applicant; their selectivity rate in general is in the 60 percent range or higher, depending on your qualifications; and soon.

Safety School. A college you'd like to attend that's also sure to accept you. Usually a public institution in your state that is not selective in its admission criteria or practices open admissions. You should apply to at least one safety school.

25 Common Myths About College

The college selection process is tough enough. Don't let the myths about college scare you away from a college or university that might be just right for you. Year after year students settle for a second and third choice college because they listened to the half-truths or downright false statements concerning the college selection process. We want to explode these myths so you can choose the college or university that is best for you.

MYTH 1: It's better to get good grades than take challenging courses.

Even modest success in advanced or accelerated courses indicates to a college that you seek and can handle challenging courses -- like those you will find in college. A challenging college preparatory program or some advanced placement courses will help you get into more selective colleges.

MYTH 2: The standardized tests (ACT, PSAT, SAT) are more important than your high school grades.

Your performance in high school is a better predictor of college success than the standardized tests. Colleges know that. That does not mean that most colleges won't look at your SAT or ACT scores. Some state institutions where they have far more applicants than they can fairly assess may use scores to determine if you are eligible.

MYTH 3: I need to decide on my career before I can choose a college.

College is a time to explore. Except in a few specific cases, you can choose a major in your sophomore year and still complete the degree in four years. A surprising number of students discover the field for them while taking a course they didn't expect to like. Don't let well-meaning friends pressure you into deciding on a major field or a career at this time. Take your time.

MYTH 4: You can't get into a selective college if you did poorly in ninth and tenth grade.

Colleges look for improvement in performance as a sign that you can and will do the work. In fact, a vast improvement as a junior and senior indicates to a college that you have settled down. However, do not expect to catch up for three poor years in one good semester as a senior.

MYTH 5: If I haven't heard of a college or university, it can't be very good.

You may not hear of many of the nation's finest colleges until you are well into your adult life. Athletics on television is how most colleges get to be known, but many colleges do not get that kind of exposure. Some of the nation's finest colleges don't play big-time athletics. Judge a college on its own merits. Don't let name recognition determine a good or bad college.

MYTH 6: A lot of out-of-class activities will compensate for poor grades.

Admittedly, colleges consider out-of-class activities such as athletics, student government, and music when they review an application. But colleges look at your academic performance first. Lots of out-of-class activities help only if the college already believes you can do the work. "The thicker the file, the thicker the child" is an expression admissions counselors use when a prospective student submits materials on all that they have done, but they have poor high-school grades.

MYTH 7: Colleges need students so it's easier to be admitted.

Selective private colleges and most state-supported colleges and universities get more qualified applicants than they could possibly accept. While some colleges are having difficulty attracting students, many of these have chosen to get smaller rather than admit unqualified students. Some colleges have lowered their standards, but this also can be a problem for you. The admissions standards might have been lowered, but what a college and its faculty expect of students might not have changed. If you are a border-line student at a college that has lowered standards, you have a good chance of getting in over your head.

Extracted from the CollegeTrends Website. <http://pics.collegetrends.org/mvths.cfm>

MYTH 8: You should go to the most prestigious college to which you are admitted.

You should go to the college that "fits" you best. If it happens to be prestigious, that's fine. However, fit has to do with how you feel when you are on campus, the match with how you learn and how the professors teach, and the academic pressure you can handle. If the college and you are not a good match, you will be unhappy regardless of the prestige.

MYTH 9: Big colleges are best if you haven't decided on a major field.

Many students think because there are more courses to choose from, a large college offers greater options for undecided students. However, choices alone should not be the deciding factor. If you are undecided, the best college is one that has core requirements or distribution requirements that ensure you will explore new areas and fields. Also, look for colleges with the strongest academic advising and career counseling programs regardless of their size. Good advising can help you choose an academic and career path you will enjoy rather than one you think you might like right now.

MYTH 10: The quality of the academic program in which I am interested is the most important characteristic of a college.

About two of five students change their major field of interest before they actually enroll in college and about one of two change their major field once they enroll. Look for a college that has your current field of interest, but is also strong in all its areas. It's worth noting that the research on success in graduate school and in employment after college suggests the best way to master a major field is a combination of learning theory and active, hands-on learning by doing. The opportunity to do research on your own or work side by side with a professor on a project tends to be more valuable than simply taking more courses in the field.

MYTH 11: The best time to visit colleges is after you have been admitted.

Many students have fallen for this myth only to find that none of the colleges to which they were admitted "felt" right when they visited. If possible, visit before you apply and again after you have been admitted. If you can visit only once, make it before you apply.

MYTH 12: College is only for four years.

This is wrong on two fronts: 1) You can't trade in your degree for another one if you didn't go to the best college for you the first time. Your college is with you for life. 2) Only about one of five students completes college in four years. In fact, only two of five students complete college in six years. If you plan to be out of college in four years, learn what each college's four year graduation rate is.

MYTH 13: Your life will be ruined if you don't get admitted to your first choice college.

Thousands of students each year do not get admitted to their first choice college and most are happy, healthy individuals today. Yes, rejection is hard on your ego, but you will not be alone. Additionally, the vast majority of students who settle for their second choice end up happy at that institution anyway. Remember, college admissions, especially at the more selective colleges has to be subjective. With thousands of applications and only a small staff, it is impossible to assess each applicant objectively. Some applications stand out. Some don't.

MYTH 14: You only have to take the minimum college prep courses to get into college.

Technically, this is true. In reality it is not. The more mathematics, science and languages you take the better your chances are that you will get into a good four year college.

MYTH 15: You will have a better chance getting into professional or graduate school if you go to a university that has these graduate programs.

Many students and parents mistakenly think that attending a university with a law school, medical school or graduate school guarantees admission into that program at graduation. Very few universities give their students special preference for graduate study and those that do reserve it for only the very best students. Many small colleges and universities have excellent records in placing students in professional schools and graduate programs. The key to admission is succeeding in a strong major program at a challenging college, not where you go. Regardless of where you attend there are no guarantees.

MYTH 16: Liberal arts colleges do not have good science programs.

The "liberal" in liberal arts means "broadening" and "freeing" -- as in freeing one's mind from narrow thinking. The term "liberal arts" is a shortened version of the full title: liberal arts and sciences. Most liberal arts colleges have been emphasizing science for all students for a century or more. Since the best way to learn science is by doing science, small colleges with small classes and fewer students in laboratories often have an advantage. Proportionally, far more Ph.D.s in the sciences and physicians have earned their undergraduate degrees from small liberal arts colleges than large universities.

MYTH 17: Residence halls are simply a place to sleep.

This is true at many large institutions, but it is not at smaller colleges. At "residential colleges" the staff take advantage of the 24-hour learning experience. Many small colleges have regular activities in the residence halls ranging from those focusing on wellness and personal growth to film festivals and Superbowl parties. A residential college offers a unique time in your life to blend your academic, social, personal and recreational life. The famous college tradition, the late night "bull sessions," often deal in subject matter from academic courses, personal beliefs, and arguments over the views of famous philosophers. Residential life can add a great deal to your college experience.

MYTH 18: Large universities have greater diversity.

This is true if "diversity" simply means having greater numbers of African-Americans, Hispanic-Americans, Asian Americans, Native Americans and international students. Unfortunately, the size and nature of a large university often means there is little interaction among those of various ethnic and racial backgrounds. At large universities, groups of students can often choose to live and learn together and separately from other students. This is generally not true at smaller colleges. All students are interspersed throughout the residence halls. Classes are small, so you really get to hear the views and learn from all students. The student population is small so you will get to know well or in passing virtually all students. If the value of diversity is to learn to understand and appreciate other cultures and groups, then small colleges often offer greater diversity.

MYTH 19: Your college experience will be pretty much like everyone else's.

This can be true at large universities where the number of students makes "personalizing" the experience difficult. It is generally not true at smaller colleges and universities. At these institutions, students can and are encouraged to study overseas, do an internship, pursue an independent study project, conduct research with a professor, major in two fields, cluster courses on a single topic and so forth. In fact, at most smaller institutions you can even design your own major.

MYTH 20: Colleges are only concerned with my intellectual and academic development.

Many colleges and smaller universities pride themselves on their ability to "develop the whole person." Some of this personal development comes from requiring a broad-based general education that contributes to your understanding of the world and our society. Some of the personal growth takes place in residence halls where you learn things like tolerance and how to get along with different kinds of people. In some cases, personal and professional development is intentional. At these colleges, there are workshops open to students on time management, developing relationships, handling yourself at a job interview and your responsibilities as a citizen.

MYTH 21: Only the very best students receive financial aid from colleges.

If you are admitted and have financial need, colleges generally want to make it possible for you to attend. In fact, the greatest proportion of financial assistance at a private colleges tends to go to students in the middle of the class. High-ability students or students with special talents may receive "merit-based scholarships."

MYTH 22: State supported institutions offer more financial aid than private colleges.

State-supported colleges and universities offer very little of their own resources for financial assistance. As the name suggests state-supported institutions are subsidized by their respective state that allows them to charge less. However, state institutions are also more likely to offer only loans to students who do not have a high need.

MYTH 23: The federal government provides most of the financial aid.

Government funds comprise only a very small proportion of the financial aid available. In fact, the government continually reduces the amount of grant money -- money that does need to be paid back.. Private colleges, especially, supply the largest portion of financial aid.

MYTH 24: Even if I get financial aid, I will have large loans to repay when I graduate.

To see that you don't have too much debt at graduation, most colleges only allow you to borrow a reasonable amount. Nationally, on average, students will usually have only \$2500 - \$3500 per year in loans. At most private colleges this represents less than 20 percent of the annual charges. Depending on the loan, you will usually have 10 years to repay and you don't start the repayment until after you graduate. The difference between what you can pay plus a loan, if there is one, will be made up by grants that you will not have to repay.

MYTH 25: You can't trust the college about financial aid.

Financial aid is not a "you versus me" business. The job of a college's financial aid officer is to make it possible for all admitted students to attend their college. They also must stay within the federal guidelines. Anytime you have a question about financial aid, call the financial aid officer at the colleges you are considering. They are eager to help.

College Representative Visits on the SCA Campus

Every year we have numerous college reps visiting campus. This is a **GREAT** opportunity for you to find out about colleges you have heard of and many you may not have heard about.

Where are College Rep Visits posted?

- Daily Announcements
- Naviance under Colleges tab, Upcoming visits
- Bulletin Board outside of Miss Graden's Office
- Emails sent to students

When are College Rep Visits?

College Rep Visits are during the day, Advisory, lunch hour, or right after school. If a college rep visit is during the school day and you will miss class, you must obtain permission from your teacher **the day before** the visit to attend. (See *College Representative Visit Request Form*)

Why do I need to visit with a college rep?

- Students have a chance to meet face to face with a representative from the college and to ask specific questions.
- Students can let the college know they are seriously interested.
- **Since in many cases, the reps are admission officers from the college, students have a unique opportunity to make contact with a person who may be evaluating their application in the future.** Oftentimes the rep is the student's advocate for receiving scholarships and financial aid.
- The meeting provides students with a specific contact at the college to whom they can send questions.
- Sometimes reps, particularly ones from state universities, will give an early read on students' transcripts, test scores, course selections, and so on during their visits, which helps students assess their fit at that institution and figure out what they can do to improve their chances of getting in.

College Representative Visit
Request Form

Location: Room 804

Today's Date: _____

Date of Visit: _____

Student Name: _____

Grade: _____

College Representative Visit I would like to attend:

Information I wish to gain from this visit:

This form **MUST** be returned to the HS Office
by 1:00 PM the day **BEFORE** the visit.

I will miss _____ / _____
(Name of Class) (Teacher)

I realize I am responsible to check with my teacher before the day of the visit, and if dismissed from class to attend the college visit I must request class work and/or make up any work missed.

Student Signature: _____ Date: _____

The student has made arrangement with me to make up any work or test missed due to the College Representative Visit.

Teacher Signature: _____ Date: _____

QUESTIONS FOR STUDENTS TO ASK COLLEGE REPRESENTATIVES

Application Procedures

What are the most important classes to complete in high school?
When would you encourage an applicant to apply for early decision or early action? Will you look at late applicants?
What kind of decision making process do you use in determining your freshman class?
How do you use an interview in your decision making process?
Describe the ideal student on your campus.

Testing

What role do tests play in your decision making?
Which tests do you value most?
What is the range of SAT/ACT scores of your accepted students? How many times should I take the same test?

Student Body

What percent of students are in state, foreign, out of state? Is diversity an important part of your campus?
What percent of students are in the Greek system?
What kind of impact do groups such as sororities/fraternities have on campus? What kinds of housing are available? Dorms, Co-ed, Frats & Sororities, etc.
What are the housing regulations?
Do students stay on campus during weekends?
What do students do during "break times"?
Are athletics a major part of the social life on weekends?
Are museums, concerts, theaters, lectures, etc., easily and cheaply available to all students either on campus or in the community?
How active is the student government? How involved are they in running the campus? How are roommates selected?
How available are laundry and shopping facilities?

Academics

What is the average class size for freshmen (such as English or chemistry)? Who teaches freshmen?
What is the registration process like?
What are the most popular majors at your college/university?
What are the strongest academic programs or new academic programs? How adequate is the library for the number of students using it?
What laboratory facilities are available for science majors or language majors?
How available is the academic advisor assigned to me?
What are the most challenging courses at your college/university? Can you transfer from one major to another with ease?
Is it important that I choose a major when entering?

What percentages of students who begin at your university/college complete a degree at your institution?

What percentage of students goes on to graduate work?

What percentage of your students graduate in four years?

Financial Aid

What percentage of your students is on financial aid?

What is the typical package for freshmen? What percentage is scholarship or grant money? Loan? Work?

What grade point average is required to keep any grants/scholarships given by the school?

Will I know what my financial aid award will be before I have to let you know if I am going to attend your university/college?

Are jobs available on campus? What about jobs off campus?

Do you have scholarships for athletics? Art? Music? Merit?

Think of Other Questions You'd Like to Ask:



Scottsdale Christian Academy
REQUEST FOR COLLEGE VISIT DAYS

Grades 11-12 (only 2 college visit days per year)

Student: _____ Grade: 11 12

Date(s) of Absence: _____

College Name: _____

Parent Signature: _____

Guidance Counselor's Signature: _____

Attendance Office Signature: _____

Turn form into the office BEFORE the absence.

Period/Teacher Signature	Assignments/Comments
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____

Students are only allowed 2 "College Visits" during their Junior year and 2 "College Visits" during their Senior year. These days do not accumulate from year to year.

Campus Visit Checklist Make the Most of Your Trip

Here are things you shouldn't miss while visiting a college. Take a look at this list before planning campus trips to make sure that you allow enough time on each campus to get a sense of what the school-and the life of its students-is really like.

- Take a campus tour.
- Have an interview with an admissions officer.
- Get business cards and names of people you meet for future contacts.
- Pick up financial aid forms.
- Participate in a group information session at the admissions office.
- Sit in on a class of a subject that interests you.
- Talk to a professor in your chosen major or in a subject that interests you.
- Talk to coaches of sports in which you might participate.
- Talk to a student/ counselor in the career center.
- Spend the night in a dorm.
- Read the student newspaper.
- Try to find other student publications-department newsletters, alternative newspapers, literary reviews.
- Scan bulletin boards to see what day-to-day student life is like.
- Eat in the cafeteria.
- Ask students why they chose college.
- Wander around the campus by yourself.
- Read for a little while in the library and see what it's like.
- Search for your favorite book in the library.
- Ask students what they hate about the college.
- Ask students what they love about the college.
- Browse in the college bookstore.
- Walk or drive around the community surrounding the campus.
- Ask students what they do on weekends.
- Listen to the college's radio station.
- Try to see a dorm that you didn't see on the tour.
- Imagine yourself attending this college for four years.

Campus Visit Score Card

College Name: _____

Date of Visit: _____

To download more copies of this handout, please go to www.collegeboard.com/scorecard

Visit Checklist

Here are some ways to round out your visit. The main thing is to explore and get a sense of what it would be like to attend.

- Take a campus tour.
- Take pictures.
- Eat in the cafeteria.
- Pick up an application.
- Pick up financial aid forms.
- Look at bulletin boards for day-to-day life.
- Check out a real dorm room.
- Read student newspapers.
- Sit in on a class or two.
- Talk to a professor in a subject of interest.
- Talk to a coach in your sport.
- Walk around town.
- Go to a campus event—game, concert.
- Ask current students what they love/hate About the college.

Contacts

Write down the names of anyone you want to remember or contact later—admissions and financial aid staff, professors, coaches, or students.

name: _____
contact: _____
name: _____
contact: _____
name: _____
contact: _____
name: _____
contact: _____
name: _____
contact: _____

Campus Ratings

Rate these areas from 1 (low) to 5 (high). Jot down your impressions— things you like or don't like, things you want to remember.

Campus	① ② ③ ④ ⑤
Dorms	① ② ③ ④ ⑤
Classes/Academics	① ② ③ ④ ⑤
Library	① ② ③ ④ ⑤
Food	① ② ③ ④ ⑤
Fitness Center	① ② ③ ④ ⑤
Social Life	① ② ③ ④ ⑤
Overall Feel	① ② ③ ④ ⑤

Other Notes: Can you picture yourself here?

College Fair Checklist

Before You Go

- For those fairs using an information scan system, register for the fair beforehand.
- Find out which colleges will be at the fair (a list may be posted on the fair's website) and write down the names of the ones you want to learn about
- Make a list of any questions you have.
- Bring your list, a pen, paper and a bag to hold college brochures.
- Make sure the email address that you give out won't embarrass you.

While You're There

- Get a map of the fair and plan a route that will take you to the booths of all the colleges on your list. If there is no map available, do a quick survey of the room to locate your colleges.
- Visit booths and ask college representatives questions. (See Questions to Ask Handout)
- Take a minute to jot down any information you think is important before moving on to the next booth.
- Check out some of the other booths when you're done with the colleges on your list. You may stumble onto a great college you hadn't considered.
- Attend an information session, if any are offered. Typical topics include applications and financial aid. These sessions are good opportunities to get expert advice.

When You Get Home

- Ask yourself which colleges stood out and why.
- Organize the college material you collected and review it that week while it's fresh in your mind.
- Go over any notes you took during the fair.
- Throw out the pamphlets of colleges you've ruled out so you can focus on the colleges you're interested in.
- Do more research on the colleges you're thinking about. Explore websites, contact the admission office or plan a campus visit. If you liked what you saw at the fair, it may be time to see the college in person.

Resource: College Board Website, <https://bigfuture.collegeboard.org/find-colleges/how-to-find-your-college-fit/col/eqe-fairchecklist>

Proper Etiquette - Don't forget your manners!

When you meet a college representative at a fair or school visitation pick up a business card and write a personal note. It doesn't need to be long ... just the facts. Few people take the time to write a thank you". If you do, they will remember you!

Dear (name of the rep),

Thank you so much for coming to the college fair at *(location)*. I really appreciated learning more about *(the name of the college)*.

Sincerely,
(your name)

Mannerly gestures such as writing a personal note can carry you a long way in life! Welcome to the real world! An email response to the rep may get deleted, but a personal note will go in your file.

THE TESTING PROCESS

Commonly Asked Questions About COLLEGE TESTING

1. **Do all colleges require SAT or ACT tests?** Although there are a few four-year institutions which do not require college entrance tests, most require either the SAT (Scholastic Assessment Test) or the ACT (American College Test).
2. **Is either the SAT or ACT acceptable?** With a few exceptions, almost every college in America will accept scores from either of these tests.
3. **How important are my scores in the admission process?** Colleges use your SAT/ACT scores along with your class rank and high school courses taken or in progress to make admission decisions. Many colleges also look carefully at the number of advanced courses you have taken, your involvement in extracurricular activities, the quality of your teacher/counselor recommendations, personal essays, as well as your SAT/ACT scores.
4. **What is the purpose of the tests?** Since high school courses, the quality of instruction, and GPA/Ranking systems vary from school to school, these tests allow colleges to have a standard of comparison between you and other students across the country.
5. **Should I take both the SAT and ACT and how often?** Although most students' SAT & ACT scores tend to be about the same, there are a significant number who score higher on one than the other. Oftentimes, it is this higher score that gets them into their first choice college. Therefore, it is in your best interest, if you are not certain of your admissibility, to take each test at least once and see which one you scored the best on. Please note: The best time to take the SAT/ACT is during the spring or summer of your junior year. If your score meets the college's requirement, relax and enjoy your senior year! If your score is not high enough, or if it is a good score, but you are applying for an academic scholarship and/or admission to a highly selective college, retake the SAT or ACT in the fall of your senior year.
6. **What is the highest score possible?** The ACT composite score ranges from 1 to 36. The SAT I (reasoning test) includes three sections: Verbal, Math and Writing and the scores range from 200 to 800 in each section so the highest score is 2400. However, most colleges are still using the Verbal and Math section only for admittance so the highest score would be 1600.
7. **How will my scores be used?** The importance and use of SAT/ACT scores varies from college to college. Obviously, some institutions, primarily state universities, place more emphasis on these scores. However, a national poll of admission directors each year indicates the most important factors are numbers of college preparatory courses taken and grades in these courses. Admission directors expect that student's SAT/ACT scores will only corroborate his/her high school record. Students who do not test well should work hard to maximize all other areas of their high school record (quality of courses, GPA, rank, recommendations, extracurricular, essays, interview, etc.). Students who test very well but whose academic performance is less than stellar need to make serious changes or they may be viewed by an admissions office as a bright, but lazy and unmotivated student.
8. **Do I need to take a "prep course"?** Great controversy exists over whether or not SAT/ACT preparation courses improve student scores. SCA recommends that ALL students prepare as much as possible for these tests. Since admission to college, as well as scholarship opportunities often hinges on your scores, these tests should NOT be taken lightly. Most college students who are preparing for the CPA exam, the law, medical or graduate school exams prepare for their exams and so should high school students.

Preparation Options:

- Take a course sponsored by a local SAT/ACT test preparation agency (Kaplan, Princeton Review, etc.).
- Use a private tutor to work on your areas of weakness.
- Purchase a software program to tutor yourself.
Purchase an SAT/ACT preparation book and work through it.
- Use the free preparation materials and sample test provided by both the SAT and ACT available from the Counseling Department or on the College Board or ACT websites.
- Take the SAT prep course through Sevenstar Academy.
- Use other internet sites that offer testing help.

SAT and ACT state that to prepare for the test students should

- Take challenging courses
- Take the PSAT
- Take the PLAN
- Read, read, read
- Read *Taking the SAT 1: Reasoning Test*
- Visit the SAT Prep Center at www.collegeboard.com
- For Act visit the ACT Prep Center at www.act.org

9. **What are the SAT Subject Tests?** Some highly selective institutions require students to take SAT Subject Tests as well as the SAT or ACT. These tests are offered in different subject areas and last one hour each. The tests are similar to taking a "mini" final exam of the subject. You can take up to three tests on a given test date and you register for the tests using the same process as the SAT Reasoning Test. Once you have made a preliminary list of colleges, check to see if they require SAT Subject Tests. If they do, the best time to take the test is as close to completion of the course you have taken at school in the same subject area as the subject test.

10. How much do these tests cost and how do I sign up?

- The cost of the SAT Reasoning Test is \$60.00. Subject Tests are \$26 each. Students select one of two options for the ACT. The ACT is \$46.00 no writing and the ACT Plus Writing is \$62.50.
- Registration deadlines range from four to five weeks prior to each test date. Both the ACT and SAT offer students a late registration deadline; however, there is an addition fee. The late fee for SAT is \$29.00 and for ACT it is \$29.50.
- SCA offers the SAT and ACT on our campus.
- When taking the tests at other centers, choose a test center that is convenient for you. If you are given a center you have never been to, try and drive to it before the test date or get specific directions so you will not get lost.
- Registration materials are available on-line or from the Guidance Counselor.
- You can register by mail or online. If you've taken the SAT or ACT before, you can reregister by mail, online, or by telephone.

11. **What is a school code number?** You will be asked to provide your high school code number on almost every form you fill out related to the college process. Our school code is 030305.

12. **Is it a good idea to "hide" my SAT/ACT scores until I see how I do?** When you register for the SAT/ACT you are given the opportunity to have your scores sent to four colleges as part of your basic testing fee. Scores may be sent to more colleges at this same time for an additional fee. It is usually not a good idea to "hide" your scores. If you take the test more than once, most colleges take your highest score anyway. Only a few colleges average the scores.

13. **What do I do if the college I want to attend is not one of the schools to which I originally reported my scores?** Additional score reports may be requested for additional fees by filling out the proper form available on-line. Rush reporting is also available by phone.
14. **Should I guess?** ACT-yes. You are not penalized for guessing, so never leave a blank. SAT- yes, but only if you can eliminate at least two or more of the answers as being incorrect. Educated guessing is encouraged since only 1/4 or 1/3 of a point is subtracted for a wrong answer. Never randomly or haphazardly guess on the SAT. It is better to leave a totally unknown answer blank on the SAT.
15. **What type of identification do I need to take to these tests?** Students are always required to bring an official photo ID (driver's license) with them to gain entrance to either the SAT or ACT and their registration form. If you do not have a driver's license check other approved forms of ID listed in the SAT/ACT registration bulletins or on your admission ticket.
16. **How will I know where I will be taking the test?** You will receive an admission ticket when you register on-line. Be sure to print it and bring it with you. If you register through the mail you will receive your admission ticket a few days before the test.
17. **May I use a calculator?** Yes, as long as it is only a four-function scientific or graphing calculator. See the booklet of unacceptable calculators.
18. **How long will it take to get my scores?** It takes about five weeks to get your SAT/ACT scores. Colleges usually receive them about one week earlier. If you need your scores "rushed" to a college, the SAT does provide a rush grading service, which cuts about two weeks off the normal time. You can also view your scores on-line.
19. **Can I see my test after I receive my scores?** Yes. See the SAT/ACT registration bulletin for specific information.
20. **Can I change my test center or date?** Yes. See registration bulletins for specific information and charges.
21. **Can I switch from the SAT Reasoning Test to the SAT Subject Tests?** Yes, by using the SAT's telephone registration service, you can do so, but it must be done 2 ½ weeks before the test date.
23. **If I cannot afford to pay for the SAT/ACT, can I obtain financial help?** Yes, both agencies give fee waivers under certain conditions. A special form must be filled out.
24. **Can I cancel my SAT/ACT scores after I have already taken the test?** Yes. Either tell the test center supervisor the day of the test you want to cancel your scores or notify the testing agency by the first Wednesday (SAT) or Thursday (ACT) following your test. See registration bulletins for details.

The ACT

The ACT, another standardized *college* admissions test, is administered by the American *College* Testing Service located in Iowa City, Iowa.

The ACT is composed of four 35 to 50 minute sections in English usage, mathematics usage, social studies reading, and natural science reading. The main difference between the ACT and the SAT is the ACT is a yardstick of both reasoning ability and knowledge of specific subject matter *covered* in classes. If students *need more* information about the ACT, they should go to the www.act.org website.

Test	Questions	Time	Content
English rhetorical skills.	75 questions	45minutes	Measures standard written English and
Mathematics	60 questions	60minutes	Measures mathematical skills students have typically acquired in courses taken up to the beginning of 12 th grade .
Reading	40 questions	35minutes	Measures reading comprehension.
Science evaluation, reasoning, and problem-solving skills required in the natural sciences.	40 questions	35 minutes	Measures the interpretation, analysis,
Optional Writing Test 1 prompt emphasized in high school English classes and in entry-level college composition courses.		30minutes	Measures writing skills

Fee Waivers

Fee waivers are available to students who *need* financial assistance. Students that are granted fee waivers are also eligible for free *college* applications. If the cost of making application to *college* will be an obstacle, it is important to ask for the SAT fee *waiver* to ensure this *benefit*. Fee waivers are also available for the SAT Subject Tests.

Test Scores and Score Reports

Students' score reports will be mailed to their *home* address about *five weeks* after the test. They are accessible on-line earlier than this. If students request that their scores be sent to colleges or scholarship programs, a report will be sent to each, usually within four *weeks* after the test. *The* high school will also receive a *score* report if students provide our high school code number, 030305 For both the ACT and the SAT, students may select which scores to forward to colleges.

If it is necessary to send test scores to additional colleges, this can be handled through the collegeboard.org site, too. This *service* is also available by phone at an additional charge. Requests should be made at least five weeks before the date colleges and scholarship programs need to receive a report. College and scholarship *codes* appear in the Registration Bulletin and on-line.

SAT Frequently Asked Questions

Why should you take the SAT?

The SAT is the nation's most widely used college admission test, a distinction that it has held for more than *seven* decades. The SAT is taken by more than two million students *every* year and is accepted by virtually all colleges and universities. The SAT measures knowledge of subjects learned in the classroom, including reading, writing and math - and how well you can apply that knowledge outside of the classroom. The SAT helps colleges get to know you better by giving them insight into how you think, solve problems and communicate.

When should I take the SAT?

The College Board recommends that you take the SAT in the spring of your junior year and again in the fall of your senior year, if you feel you can improve your score. Students *receive*, on average, a 40-point increase across all three sections when they take it a second time. Score increases are lower on subsequent retesting.

How is the SAT developed?

Meticulous care goes into developing and evaluating each test. Test developers write the questions for the SAT, sometimes incorporating questions submitted by high school and college teachers from around the country. A test committee made up of high school and college faculty and administrators reviews each test before it is administered. To ensure that the SAT is a valid measure of the skills and knowledge specified for the tests, as well as fair to all students, the SAT Program maintains rigorous standards for administering and scoring the tests and for reporting test scores.

What else does the SAT provide?

The SAT experience does not start or end with the test. The College Board is there for you at each step on your path to college. From the moment you register for the test, you can take advantage of the College Board's free online practice materials and many useful tools which helps you understand what skills are tested on the SAT; a college search tool; financial aid and scholarship information; and a profile of several careers and majors. The College Board also helps you understand the details of your scores with My Online Score Report.

How fair is the SAT?

The SAT is carefully designed to be a fair test for all students. It is also the most rigorously researched and analyzed standardized test in the world. Each question on the SAT goes through an in-depth pretesting and review process to ensure that *every* single question is fair to all students across genders and ethnicity groups.

How valid is the SAT in predicting college success?

The SAT, along with high school grades, is the best predictor of success in college. The SAT gives you an opportunity to show colleges what you know and what you know you can do. Taking the SAT is the first step in finding the right college for you - the one where you'll best succeed and discover the tools necessary to pursue your passions and achieve your career goals.

How many questions must I answer correctly to get an average score on the SAT?

The average score on the SAT is about 500 on the critical reading section, 500 on the writing section and 500 on the mathematics section. Some of the questions are easy, and some are hard, but the majority are of medium difficulty. Medium difficulty questions are answered correctly by about one-third to two-thirds of students. The SAT is designed so that a student who answers about half the questions correctly will receive an average score.

College Admission Testing and the SAT

Students planning to attend college after graduation should take the SAT and/or the ACT. Some students take the PLAN, the practice test for the ACT, or the PSAT, the practice test for the SAT. The PSAT is offered once a year in October at Valley Christian High School for sophomores and juniors. Students should plan to take the SAT Reasoning Tests and, if appropriate, the SAT Subject Tests in the spring of the junior year and probably again in the fall of their senior year. Most Colleges accept the ACT in lieu of the SAT and the SAT Subject Tests together.

The SAT Reasoning Test is about a three hour and forty-five minute exam that measures ability to critically reason and apply mathematical concepts and write. The **SAT** is required by most four-year colleges and some two-year colleges. To see a list of schools that **DO NOT** require standardized testing, visit www.fairtest.org. Students may register on-line at www.collegeboard.org.

SAT Subject Tests are required by some private colleges, usually the more competitive institutions. Those colleges that do require these often require two. It is the student's responsibility to check with each college and learn the requirements. It is not advisable to rely on books published by outside sources for this information.

Tests are offered in Literature, American History and Social Studies, World History, Mathematics Level I, Mathematics Level II, Biology, Chemistry, Physics, Chinese with Listening, French and French with Listening, German and German with Listening, Modern Hebrew, Italian, Japanese with Listening, Latin, Spanish and Spanish with Listening.

All SAT Subject tests last for one hour, and a student can take a maximum of three on a given test date. Students should confer with their counselors to determine if and when to take a specific test. For example, students should plan to take the Math I test after the Advanced Algebra/Trigonometry sequence, usually June of the junior year.

There are two ways to send your scores to colleges, universities, or scholarship programs:

1. During Registration

You receive four score reports every time you register for the SAT. These four score reports must be used at the time of registration or up to nine days after the test date. We highly recommend that you take advantage of these score reports, as additional reports are subject to a fee.

2. After Registration

You can send score reports at any time from your "My SAT" account. The time frames for score delivery vary based upon each institution's method of receiving scores. Please remember that an additional week may be needed for the score recipients to process your scores once they receive them. There is a fee for sending score reports starting ten days after the test date. However, if you are a fee-waiver-eligible student, you may have additional score report credits.

Because last minute cramming is not likely to be of much use, a student who decides to take an SAT Subject Test in a subject he or she has not studied recently should review the course material over several weeks. In addition, preparation books for specific SAT Subject Tests are commercially available in many bookstores. Our school's College Examination Board (CEEB) High School number is 030305 and is listed on-line. There are many test centers in the area.

Students are reminded to bring a picture I.D. with them to the test. They should also bring the admission ticket, an appropriate calculator and two, #2 pencils.

SAT/ACT Comparison

	SAT	ACT
When is it administered?	Seven times per year	Six times per year
What is the test structure?	Ten-section exam: Three Critical Reading, three Math, three Writing, and one Experimental. The Experimental section is masked to look like a regular section.	Four-section exam: English, Math, Reading, and Science Reasoning. An Experimental section is added to tests on certain dates only, and is clearly experimental.
What is the test content?	Math: up to 9 th grade basic geometry and Algebra II Science: none. Reading: sentence completions, short and long critical reading passages, reading comprehension.	Math: up to trigonometry. Science: charts, experiments. Reading: four passages, one each of Prose Fiction, Social Science, Humanities, and Natural Science. English: stresses grammar.
Is there a penalty for wrong answers?	Yes	No
How is the test scored?	200-800 per section, added together for a combined score. A 2400 is the highest possible combined score.	1-36 for each subject, averaged for a composite score. A 36 is the highest possible composite score.
Are all scores sent to schools?	Yes. If a student requests a score report be sent to specific colleges, the report will include the scores the student received on every SAT taken.	No. There is a "Score Choice" option. Students can choose which schools will receive their scores AND which scores the schools will see.
Are there other uses for the exams?	Scholarship purposes.	Scholarship purposes. Certain statewide testing programs.
Best time to register?	At least six weeks before the test date	At least four weeks before the test date
Send your scores and web site	The College Board www.collegeboard.org	www.actstudent.org

SAT vs. ACT

The road to college can be a confusing and hectic one. Choosing the right admissions test to take - SAT or ACT - doesn't have to be. While most colleges across the country accept scores from either test, the SAT and ACT are significantly different, and in many ways they measure different skills.

Check with your guidance counselor and preferred colleges. Then use the information below to decide which test is right for you.

Differences at a Glance:

SAT	ACT
<ul style="list-style-type: none">no science section	<ul style="list-style-type: none">science reasoning section
<ul style="list-style-type: none">no trigonometry section	<ul style="list-style-type: none">math sections include trigonometry
<ul style="list-style-type: none">vocabulary emphasized	<ul style="list-style-type: none">vocabulary less important
<ul style="list-style-type: none">non-multiple choice questions included	<ul style="list-style-type: none">entirely multiple choice
<ul style="list-style-type: none">guessing penalty	<ul style="list-style-type: none">no guessing penalty
<ul style="list-style-type: none">no English grammar	<ul style="list-style-type: none">English grammar tested
<ul style="list-style-type: none">math accounts for 50% of your score	<ul style="list-style-type: none">math accounts for 25% of your score
<ul style="list-style-type: none">questions go from easy to hard in most sections	<ul style="list-style-type: none">easy and hard questions mixed within sections
<ul style="list-style-type: none">report scores only from the test dates you choose	<ul style="list-style-type: none">report scores only from the test dates you choose

ACT vs. SAT: Which Test Should You Choose?

ACT vs. SAT

Are you facing the registration deadlines, feeling pressured to choose, and wondering which is better? Relax! The reality is that neither test is superior to the other.

The decision of which one to take may be determined simply by whatever admission criteria is laid out by your school of choice. However, if the school doesn't specify which test they want, making the "best" choice doesn't have to be difficult.

Although there is no hard science that proves that the ACT or SAT is easier, you probably want to determine which test format is better suited to your strengths. Each test has different emphases and familiarity with their individual structures may help you sort out which is better suited to you. Take a look at the following comparison of the ACT and SAT to help you decide.

About the ACT

The ACT sports four trademark *multiple-choice* subject tests covering English, Math, Reading, and Science. These are designed to evaluate your overall educational development and your ability to complete college-level work. You'll have 2 hours and 55 minutes of dedicated test time to complete the subject tests, not including breaks.

As far as scoring goes, your subject test scores (ranging from 1 to 36) are determined after throwing out any incorrect answers -only correct responses count! The four areas are then averaged together to come up with your overall, or composite, score.

The ACT also includes an optional 30-minute writing test designed to measure your skill in planning and writing a short essay. This segment is your chance to highlight your writing skills! If you opt to take it, the additional scores will be reported, along with comments about your essay. These scores are reported separately.

So, if writing is a weak area, you might want to take the ACT and skip the writing section, since it's currently optional (although some schools require it). If writing is your strength, having extra kudos passed on to your choice schools may benefit you.

About the SAT

When looking at the SAT in comparison to the ACT, a clear difference is that the SAT is designed to evaluate your general thinking and problem-solving abilities. It kicks things off with a required 25-minute essay. This is the start to the Writing section, which you'll complete in addition to the Critical Reading and Math sections. The SAT differs from the ACT in terms of the amount of time you'll have to complete it (3 hours and 5 minutes) and the format in which you provide your answers.

Similar to the ACT, the SAT has multiple-choice areas, but it also has a part in the Math section where you'll be required produce your answers -no chance of guessing from a set of choices here! And unlike the ACT, the SAT doles out a slight penalty for wrong answers on the multiple choice questions (but not on the student-produced ones).

When considering the ACT vs. the SAT, keep in mind that both tests allot ample time for completion, but the SAT has fewer questions -140 compared to the 215 on the ACT. The SAT also focuses heavily on vocabulary, while the ACT hones in on grammar and punctuation.

Extracted from Peterson's:

http://www.petersons.com/common/article.asp?id=493&sponsor=1&path=ug_pft.advice

SAT Subject Tests

The SAT also provides you with the chance to take Subject Tests. A few schools may require you to take some of these tests as additional requirements to your admission application. It's possible you won't need to take any, but you may want to consider it if you have strengths in particular areas. All of your scores from these additional tests will be reported, whether they were required or not.

If you're concerned that your scores on the required SAT sections may be less than stellar, consider registering for additional Subject Tests in areas that can demonstrate your skills in specific subjects like English, history, mathematics, science, and various languages.

ACT or SAT: It all depends on you

In spite of their differences, neither test is more likely than the other to produce a great score. In fact, when viewing a comparison of the ACT and SAT, the vast majority of students perform comparably on both tests.

You may not even need to think in terms of ACT vs. SAT. If the colleges you're interested in accept scores from either test, you may want to consider taking both admissions tests. Each one tests you in a different way, so you might opt to take both to see which one you perform better on.

However, if you're short on time and money and want to put your efforts towards preparing for only one of the tests, your best bet is to take a few practice exams. There are free and low-cost practice exams available electronically and in-print.

If you're undecided about taking the ACT or SAT, you may feel more strongly about one or the other once you become familiar with the format of both. You can then evaluate your test performance before heading off for the real thing.

Extracted from Peterson's.

<http://www.petersons.com/common/article.asp?id=493&sponsor=1&path=uq.pft.advice>

Scottsdale Christian Academy

SCA High School Code for ACT & SAT: 030305

ACT Test Center Code for taking ACT at SCA: 208480

SAT Test Center Code for taking SAT at SCA: Test Center Code: 03187

Register for the ACT at www.act.org

Register for the SAT at www.collegeboard.org

2017-2018 ACT Test Dates

ACT Test Dates	ACT Registration Deadlines	ACT Scores Posted Online
December 9, 2017	November 3, 2017	December 19, 2017–February 2, 2018
February 10, 2018*	January 12, 2018	February 21, 2018–April 6, 2018
April 14, 2018	March 9, 2018	April 24, 2018–June 8, 2018
June 9, 2018	May 4, 2018	June 19, 2018–August 3, 2018
July 14, 2018*	June 15, 2018	July 24, 2018–August 27, 2018

2017–2018 SAT® Test Dates

SAT Test Dates	SAT Registration Dates	SAT Scores Back*
December 2, 2017	November 2, 2017	December 15–21, 2017
March 10, 2018	February 9, 2018	March 23–29, 2018
May 5, 2018	April 6, 2018	May 18–24, 2018
June 2, 2018	May 3, 2018	July 11, 2018

How to Send Your Scores with Registration

1. Choose four score recipients for FREE during registration

You can make updates to your score recipients for up to nine days after your test date. To make updates, [log in to My SAT](#).

2. Send additional scores

Four score sends are included free with your registration. If you choose to send more than four, or to send scores outside the registration time period, you will be charged \$11 - \$12 per score send.

How Score Choice Works

Select which scores you want to send to your score recipients

Score Choice gives you the option to choose which scores (by test date for the SAT and by individual test for SAT Subject Tests™) you send to colleges – in accordance with an institution's stated score-use practice.

If you decide not to use Score Choice, all of your scores will be sent to your recipients. Students should still feel comfortable sending all scores, since most colleges consider a student's best score.

Score Reports and Score Sending

- Sending official SAT score reports is the only way to ensure that colleges receive your scores.
- Four SAT score reports are included free with your registration.
- Sending scores with your registration is the fastest way to send scores to colleges and scholarship programs.
- Many colleges view receiving your scores early as a demonstration of your interest.
- SAT Program recommends that students send all of their scores if they are unsure of which scores to send.

FAQs

- [Does Score Choice affect how many scores I send or receive?](#)

Any or all of your scores can be sent to a college on a single report. It does not cost more to send multiple test scores, or all of them. If you choose not to use Score Choice, all of your scores will be sent automatically in each score report.

Also, Score Choice applies only to the score reports that you send to colleges. You and your high school still receive scores from all of your test dates.

- Should Score Choice influence how many times I take the SAT?

No. While you may see a small score increase if you take the test a second time, there is no evidence to suggest that taking the SAT more than twice is beneficial to your score. Remember: Score Choice allows you to choose your scores only by test date, not by test section.

- How will I remember to send my scores?

The College Board will send e-mails to you and your counselors to remind you to send your scores.

- Why should I use my registration score reports if I can't see my scores?

Using the registration score reports ensures that test scores are sent to colleges at the earliest possible moment. Colleges use standardized test scores for admission as well as scholarship awards, course placement, or selection to a specific program or major. Sending your registration score report ensures that colleges have the most complete set of information about you for use in their review processes.

- Should I send my scores early?

If you know which schools you'd like to send your scores to and are comfortable sending your scores in the spring of your junior year, you should do so. Some colleges see this as a sign of interest. They may also use scores to qualify you for special campus visit programs, information sessions in your hometown or scholarships.

- Should I send all my scores?

If you are unsure of which scores to send or your college has not indicated their preference, then the SAT Program recommends that you send all scores. There are benefits to sending colleges all of your scores and colleges are particularly interested in your best scores.

- Is there a way to view a list of individual score-use practices by college or university?

Yes. The SAT Score-Use Practices List provides an alphabetical listing of college and scholarship programs that have submitted their score-use practice. Download the [SAT Score-Use Practices List](#).

CONCORDANCE: SAT to ACT

New SAT	Old SAT	ACT	New SAT	Old SAT	ACT	New SAT	Old SAT	ACT
1600	2390	36	1200	1670	25	800	1060	14
1590	2370	35	1190	1650	24	790	1040	14
1580	2350	35	1180	1640	24	780	1030	14
1570	2330	35	1170	1620	24	770	1010	14
1560	2300	35	1160	1610	24	760	990	14
1550	2280	34	1150	1590	23	750	980	13
1540	2260	34	1140	1570	23	740	960	13
1530	2230	34	1130	1560	23	730	950	13
1520	2210	34	1120	1540	22	720	930	13
1510	2190	33	1110	1530	22	710	910	12
1500	2170	33	1100	1510	22	700	900	12
1490	2150	33	1090	1490	21	690	880	12
1480	2130	32	1080	1480	21	680	870	12
1470	2110	32	1070	1460	21	670	860	12
1460	2090	32	1060	1450	21	660	850	12
1450	2080	32	1050	1430	20	650	840	12
1440	2060	31	1040	1420	20	640	830	12
1430	2040	31	1030	1400	20	630	820	12
1420	2020	31	1020	1390	20	620	810	11
1410	2000	30	1010	1370	19	610	800	11
1400	1990	30	1000	1360	19	600	790	11
1390	1970	30	990	1340	19	590	780	11
1380	1950	29	980	1330	19	580	770	11
1370	1930	29	970	1310	18	570	760	11
1360	1920	29	960	1300	18	560	750	11
1350	1900	29	950	1280	18	550	740	
1340	1880	28	940	1270	18	540	730	
1330	1870	28	930	1250	17	530	730	
1320	1850	28	920	1240	17	520	720	
1310	1840	28	910	1220	17	510	710	
1300	1820	27	900	1210	17	500	700	
1290	1810	27	890	1200	16	490	690	
1280	1790	27	880	1180	16	480	680	
1270	1780	26	870	1170	16	470	670	
1260	1760	26	860	1150	16	460	660	
1250	1750	26	850	1140	15	450	650	
1240	1730	26	840	1120	15	440	640	
1230	1710	25	830	1110	15	430	630	
1220	1700	25	820	1090	15	420	620	
1210	1680	25	810	1070	15	410	610	
						400	600	

Test Prep Resources and Companies

Test Registration Sites:

SAT/College Board: www.collegeboard.org

ACT: www.actstudent.org

Online Rest Prep Resources:

ACT (<https://www.opened.com/>)

*Free Practice, Games, Tests

ACT (<http://actstudent.org/testprep/index.html>)

- Question of the Day • Free Practice Questions & Tests • Online Courses

Kaplan Test Prep <https://www.kaptest.com/college-prep/free-resources/free-events>

- Free SAT & ACT Quiz Banks • Live Online Courses

Number2.com: (<http://www.number2.com/>)

- Free SAT & ACT Prep • Vocab Builder • Word of the Day

SAT (<http://sat.collegeboard.com/practice/>) / Khan Academy (<https://www.khanacademy.org/test-prep/sat>)

- Question of the Day • Free Practice Questions & Tests • Online Courses

Group & Individual Tutoring:

(This list of services is for informational purposes only. They are not endorsed by SCA nor are they meant to be a complete list of available tutors.)

A+ Tutoring & Test Prep, LLC (www.tutorarizona.com/ 602-703-3901)

Contact Person for SCA: Cheryl Ginsbert, cginsberg@tmo.blackberry.net

- In-Person Individual and Class SAT Prep

Buddy System (www.buddysystem.com/ 888-98 TUTOR)

- One-on-One in Home & On-Site Tutoring

Chyten Education Services (www.chyten.com/ 480-990-7374)

- In-Person Individual and Class SAT & ACT Prep

ClubZ (www.clubztutoring.com/ 602-482-2318 & 480-860-0730)

- In-Person Individual SAT & ACT Prep

Huntington Learning Center (www.huntingtonlearning.com / 480-538-5398)

Contact Person for SCA: Douglas Henson, dhenson@cvberhotline.com

- In-Person Individual SAT & ACT Prep

Kaplan Test Prep (www.kaptest.com)

Contact Person for SCA: Maggie Barry, Margaret.barry@kaplan.com, 602-448-5078

- In-Person Individual and Class SAT & ACT Prep • Online Prep Courses

Linda Edgar (www.lindaedgartutorandsatprep.com/ 602-795-6312)

Contact Person for SCA: Linda Edgar, ledgar@cox.net

- In-Person Individual and Class SAT & ACT Prep

On-Track Tutoring (www.ontracktutoring.com/ 480-563-5588)

- In-Person Individual and Small Group SAT & ACT Prep

Scottsdale Education Center (www.sectutoring.com / 480-538-0828)

- In-Person Class SAT & ACT Prep Course

Sue Gould (Askmrs Gould@gmail.com)

Contact Person for SCA: Sue Gould, Askmrs Gould@gmail.com

- In-Person Individual and Small Group SAT Prep • Mock Testing • Test Skills & Strategies

Revolution Prep (www.revolutionprep.com/ Ph: 1-877-REV-PREP)

Contact Person for SCA: Kristy Martin, kristv.martin@revolutionprep.com 480-747-0727

THE APPLICATION PROCESS

GLOSSARY OF TERMS

(for College-bound Students and Parents)

Acceptance: Candidate is in; most colleges notify students by April. Student should reply if she/he will or will not attend the college.

Accreditation: Recognition of a college or university by any of the regional or national accrediting bodies indicating that the institution as a whole has been judged to be meeting its objectives.

ACT Assessment (ACT): The group of tests administered by the American College Testing Program and required or recommended by many colleges as part of the admission process. They measure educational development in English, Mathematics, Reading, and Science Reasoning and are given at specified test centers throughout the year.

Advanced Placement (AP): Granting of credit and/or assignment to an advanced course on the basis of evidence that the student has mastered the equivalent of an introductory course. High schools implement the courses and administer the exams.

Associate degree: A degree granted after the satisfactory completion of a two-year full-time program of study or its part-time equivalent. In general, the Associate of Arts (AA) or Associate of Science (AS) degree is granted after completing a program of study similar to the first two years of a four-year college curriculum.

Baccalaureate degree: The degree of "bachelor" conferred upon graduates of most U.S. colleges and universities.

Bachelor's degree: A degree received after the satisfactory completion of a four or five year full-time program of study at a college or university.

College Calendars:

Traditional semester: Two approximately equal semesters

Early semester: Two semesters, first semester completed before Christmas

Quarter: Three equal terms of about 12 weeks each

Trimester: Calendar year divided into three equal semesters, third semester replaces summer school

4-1-4: Two equal terms of about 16 weeks each, with a four-week interim term

Career-oriented program: A group of courses which prepares students primarily for employment, often in a specific occupation. Such a program, which can last a few months or more than two years, may lead to a certificate, diploma or associate degree.

College transfer courses: Courses intended for transfer of college credit to bachelor's degree programs elsewhere.

Cooperative work-study education: A program in which the student alternates between full-time college study and full-time paid employment related to the area of study. Under this plan, the Bachelor's degree often requires five years to complete.

Credit by examination: A program through which some colleges grant course credit based on results of ACT scores or SAT Achievement scores, the ACT Proficiency Examination Program, the CEEB College-Level Examination Program (CLEP) or other examination.

CSS Profile Form: A form which is required by some colleges as a supplement to FAFSA.

Deferred Admission: The practice of some colleges of allowing an accepted student to postpone enrollment for one year.

Dual Enrollment: A program that provides the opportunity for high school students (primarily juniors and seniors) to earn both high school and college credits.

Early Action: Under early action, you follow an accelerated application process and apply by approximately November 1, depending on the particular school. Students are notified of a decision by mid-December, but, if accepted, do not have to let the institution know their decision until May 1.

Early Decision: Under early action, you follow an accelerated application process and apply by approximately November 1, depending on the particular college. Students are notified of a decision by mid-December, but, if accepted, do not have to let the institution know their decision until May 1. Unlike Early Action, this decision is binding.

EFC: The Expected Family Contribution (EFC) is a measure of your family's financial strength and is calculated according to a formula established by law. The information you report on your Free Application for Federal Student Aid (FAFSA) is used to calculate your EFC. Schools use the EFC to determine your federal student aid eligibility and financial aid award. **Note:** Your EFC is **not** the amount of money your family will have to pay for college **nor** is it the amount of federal student aid you will receive. It is a number used by your school to calculate the amount of federal student aid you are eligible to receive.

Federal Pell Grant: Financial assistance, awarded by the federal government on the basis of need, designed to provide the "floor" of an aid package for post-secondary education. The grant may be used toward tuition, room and board, books or other educational costs, and requires no repayment.

Free Application for Federal Student Aid (FAFSA): A form used by The American College Testing Program and the College Scholarship Service to collect information about the student's total family income, assets and expenses, and to analyze the family's potential contribution toward college expenses.

Grade Point Average (GPA): An indicator of the student's overall scholastic performance. The GPA is computed by totaling the number of grade points earned in each course (generally, A=4, B=3, C=2, D=1, F=0) and then dividing by the sum by the total number of courses carried.

Honors program: Any program offering opportunity for superior students to enrich their educational experience through independent advanced or accelerated study.

Independent study: An arrangement which allows the student to earn college credit through individual study, usually planned with and supervised by a faculty advisor.

Major: The subject of study in which the student chooses to specialize; a series of related courses, taken primarily in the junior and senior years.

Open Admission: The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications such as high school grades and admission test scores.

Preliminary Scholastic Aptitude Test (PSAT): A program designed to provide a practice test for juniors as a warm up for the SAT.

Rank: A student's standing in his/her high school graduating class. Rank is based on grade point average and is expressed in percentiles or rank order.

Reserve Officers Training Corps (ROTC): Air Force, Army and Navy programs on certain campuses which combine military education with baccalaureate degree study, often when financial support for those students who commit themselves to future service in the Armed Forces.

Rolling Admission: An Admissions procedure by which the college considers each student's application as soon as all the required credentials, such as school record and test scores, have been received. Students are admitted on a continuing basis.

SAT Reasoning Test (SAT): A standardized test of math, critical reading, and writing given by the College Entrance Examination Board (CEEB) at specified test centers throughout the year. Required or recommended by colleges as part of the admission process.

SAT Subject Tests: One-hour tests also administered by the College Entrance Examination Board to measure the level of achievement in specific academic subjects. Review college requirements to find out whether they require these scores for admission, and if so, how many tests and what subjects are required.

Score Choice: A new score-recording feature that gives students the option to choose the SAT scores by test date and SAT Subject Test Scores by individual test that they send to colleges.

Superscore: When a college takes the highest sub scores from various test dates to get a new higher superscore.

Transcript: Official record high school or college courses and grades generally required as part of the college application.

Post-Secondary School Options

Military

- Direct Enlistment
- National Guard
- ROTC Programs
- Military Academies

Gap Year

- Mission/Ministry (YWAM/DTS, KVVU Global Discovery, etc)
- Study Abroad Opportunities
- Prep Schools (Athletic, Military)

Specialized Institutions/Colleges

- Technical (Computers, Welding, Mechanic, etc)
- Other (Fashion, Art, Medical Tech)

Community College

- Specialized Programs (nursing, technology, etc)
- Associates Degree
- General Ed Requirements to transfer to a 4-Year College

Four-Year Colleges & Universities

College - only offers and focuses on undergraduate programs

University - Offers both undergraduate and graduate degree programs

- Liberal Arts Colleges
 - Liberal arts colleges focus on broad skills in thinking and writing, not narrow pre-professional skills. Courses such as religion, philosophy, literature and sociology are often required of all students.
- Research Universities
 - A university differs from a liberal arts college in that it is usually larger, has a broader curriculum, and offers advanced degrees in addition to undergraduate degrees. There is a greater emphasis on research by faculty and by the institution as a whole.
- Public vs Private
 - Size
 - Cost
 - Scholarships/Endowments
- In-State vs Out-of-State
 - Size
 - Cost

What does it take to get into College?

Application

General Student & Parent Information

Essay(s)

Recommendations (Counselor, Academic, Personal, Professional, etc)

Portfolio

For majors such as art, digital media, theater, etc, many times a portfolio of work is required to be admitted into that particular program.

Academic Record

Transcript

Official Record of High School Grades

Combination and type of courses taken throughout high school

SAT & ACT Scores

Activity Resume

Colleges care about:

How you've made a meaningful contribution to something;

What your non-academic interests are;

Whether you can maintain a long-term commitment;

Whether you can manage your time and priorities;

What diversity you'd bring to the student body;

Areas of Involvement:

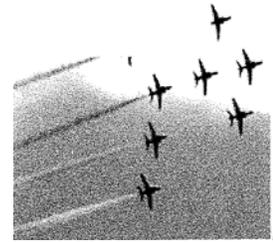
Honors & Awards (*Honor Roll, class awards, National Honor Society, Scholar Athlete, etc*) **Clubs & Organizations** (*School Theater productions, Youth Group, National Honor Society, Boys/Girls Charity League, Stugo, Invisible Children, Cultural Club, etc*)

Athletics & Extracurricular (*School Athletics, Club Athletics, Choir, Band, etc*)

Community Service (*Student Ambassador, Mission Trips, Volunteer work, etc*)

Employment

The Basics of Applying to a Military Academy



Attending a military institution can provide the chance to gain a prestigious college education while serving your country and exploring the world. Service academies also boast a campus culture that is both fun and meaningful: the close friendships that academy students forge tend to last a lifetime. But be aware that the admissions process for military academies is not for the faint of heart. Candidates must obtain an official nomination from a U.S. Congressperson (except Coast Guard), and all must undergo stringent physical examination. If attending a service institution appeals to you, this article can help you determine your next step.

Meet the Academies

In the United States, there are five military training academies, which are sometimes collectively known as the "Five-Pointed Star." If you're unsure which branch of the military to pursue, you can explore the history, admissions procedures, and eligibility requirements for each at their respective websites.

The United States Military Academy is known as West Point. It is a four-year, coeducational military academy whose "cadets" graduate as second lieutenants in the U.S. Army.

- The United States Naval Academy, is often referred to as USNA, Annapolis, or Navy. It grants bachelor's degrees to students based on academic, militaristic, and athletic performance.

- The United States Air Force Academy is the youngest of the five academies, and its graduates are commissioned second lieutenants in the U.S. Air Force.

- The United States Coast Guard Academy in New London, Connecticut, offers eight majors and, like its four counterparts, requires graduates to complete five years of active duty service.

- The United States Merchant Marine Academy trains "midshipmen" in marine engineering, maritime law, and other subjects related to military and civilian sea transport.

Basic Eligibility and Application Process

To enroll in a U.S. military academy, you must be:

- U.S. citizen (or an eligible non-citizen with proof of intergovernmental authorization)
- At least 17 years old, but younger than 23, by July 1 of admission year (for the United States Merchant Marine **Academy** the upper age limit is **25**)
- Unmarried
- Not **pregnant**
- Without dependents

Students interested in enrolling in one of the five **military** academies should **begin** preparing **early** in high school, and ideally complete a preliminary application in their junior year. You can request the application from a regional command office or from the institution itself, or you can apply online to view the online preliminary application for West Point.) You will later be required to complete additional applications for Congressional nomination and regular admissions. These applications will, in many cases, be accompanied by face-to-face interviews.

While specific admissions requirements vary somewhat between institutions, military academy candidates are required to take the standardized college admissions tests that are required of most civilian students—the SAT and/or the ACT.

Medical, Physical, and Academic Testing Requirements

Both a medical examination and a physical fitness test are required for entry into a U.S. military academy. The medical exam is administered by the Department of Defense Medical Examination Review Board (DODMERB). Information about the physical tests can be found by visiting your prospective academy's website.

What to Consider When Choosing a Performing and Arts College

By Jennifer Gross, NACAC Writer



Students who wish to study visual or performing arts face some unique challenges during their college search. The type of college, application process, and school philosophy are just a few of the important things to consider.

A Difference of Degree

Prospective arts majors have two degree options: the first, a Bachelor of Arts (BA) degree with a major in the arts; the second, a Bachelor of Fine Arts (BFA) for artists/performers or Bachelor of Music (BM) for musicians. The BA degree is the typical liberal arts degree, with a survey of courses in different areas and a specialty chosen in one area: students who major in English, history, and other humanities majors also earn BA degrees. The BFA or BM degree is more intensely focused in the arts.

There is a world of difference between a BA in Music and a BM in Music. A BA in Music consists of a lot of courses outside of the music major and approximately 12 or so courses within it. It may not be enough for the student who wants a passionate musical experience. A BM in Music, however, is essentially a professional degree with rigorous study through coursework in music history and theory.

Which degree you choose depends on your college and career goals. If you have a high degree of commitment to your art and desire an arts-focused college experience, a BFA or BM might be right for you. If you would rather study a variety of subjects along with your arts major, a BA may be the way to go.

Types of Colleges

Visual and performing arts students have several types of colleges to consider. Conservatories and stand-alone arts schools offer an immersion-type experience for students earning BM or BFA degrees. All students will be artists, and the atmosphere is often highly competitive.

Some larger universities offer BFA/BM degrees as well as BA degrees in the arts. You may find somewhat self-contained music or arts schools within the larger university. In this atmosphere, students can pursue the more specialized degree while keeping the door open to taking a few liberal arts courses (which may be unavailable at specialized music or arts schools). In addition, a university-based arts program might give you the option of pursuing a double degree, such as a BM in Music and a BA in History.

The Application Process

In addition to completing a typical college application, students in the visual or performing arts will need to prepare a portfolio or audition. Each school will have different requirements, listed in their collateral and on their website.

Keep in mind that although a portfolio or audition is an important part of the application, arts programs do consider academic records and test scores. Most colleges balance students' creative talent with their academic achievements.

Assessing Your Abilities

If you're interested in pursuing an arts major and career, now is the time to seek objective opinions of your abilities in the field.

In addition to asking for honest advice from high school and private teachers, students can also get outside assessment from professionals at a local symphony, dance troupe, or theater company. Visual arts students can receive portfolio evaluations from college representatives at one of the many National Portfolio Days. See www.portfolioday.net for details.

Other Considerations

All students benefit from visiting the colleges that interest them and asking questions about academics, student life, and other facets of the college experience. As an arts student you have additional questions to consider.

Location

The location of your chosen college may be more important to you than to students with other majors. For example, arts students attending school in urban areas will have access to professional venues such as museums, galleries, theaters, and concert halls. Additionally, the opportunity to perform, exhibit and have active internships is vital to a young artist's education.

Facilities

In addition to checking out dorm rooms, classrooms, and athletic facilities, art students should look at a college's studio space or practice rooms, performance or exhibit venues on campus, computer resources, and any other resources specific to your field of study. And ask questions about how accessible these resources are to students: attractive studios are of no help if there aren't enough to go around.

A Good Fit

Finally, as for every student, visual and performing arts students need to find a college that fits their personality, interests, and goals. It's easy to be dazzled by the prestige of a top professional school or arts department and overlook the question of whether the program is right for you. No matter how talented the student and how wonderful the school, fit is always crucial.

College Admissions Plans

The types of application plans students encounter during the college admissions process are explained below. Be sure to read each college's literature carefully and consult your counselor if you have any questions about the different admissions plans.

Regular Admissions

Many colleges establish an application deadline by which all applications must be received or postmarked, such as January 1, January 15, or February 1, etc. All students are then notified of the colleges' decisions at a uniform response date, typically on or before April 1.

Early Decision

This plan is offered by many colleges to applicants who are sure they want to attend the college. This college clearly should be the applicant's first choice. Traditionally, the deadline for early decision applications has been November 1 or 15. Colleges then render a decision by mid- December. Some colleges also have a second round of early decision (usually in January or February). These later plans have the advantage of giving students more time to think through their decisions. You should not apply under an early decision admission plan unless you are certain that you want to attend that college. If accepted under this plan, the acceptance is binding which means the student is under an obligation to attend the college and to withdraw or forego applications to all other colleges. Beware! Some colleges exchange lists of students accepted under early decision plans.

Early Action

This program is another option for early notification of acceptance. However, under this plan, if admitted the applicant is not obligated to attend that college and the student may apply to other colleges. The student has until May 1st to decide just as with a regular admissions plan. Colleges typically have either an early decision option or an early action option, although some colleges now offer both.

Rolling Admissions

Under this program a college considers a student's application as soon as all the required credentials have been received. Notification of acceptance or rejection is mailed as soon as a decision is made. Colleges that follow this practice may make their admissions decisions continuously over several months in contrast to the practice of other colleges which accumulate their applications until a deadline date and then announce all their decisions at the same time.

Deferred or Delayed Admission

Most colleges allow an accepted candidate to postpone enrollment in a college, generally for one semester or one year. The accepted student must send a letter to the college of his/her choice requesting deferred enrollment and must send in a deposit by May 1, to hold his/her place.

Candidate's Reply Date

May 1 is the common date by which accepted applicants must indicate their intention to enroll at the college they choose to attend. By use of a common reply date, students may evaluate all notices of admission and financial aid awards before deciding on any one college, allowing students to make informed decisions.

SHOULD YOU APPLY EARLY ACTION VS EARLY DECISION?

You've put together your list of dream, match, and safety schools, and there's one on there that makes your heart beat a little faster. Should you prove your love by applying early?



Many colleges allow applicants to submit their materials for an early deadline (sometime in the fall) that falls before the regular deadline (usually sometime in January or February). Here's what you need to know.

Advantages of applying early

Show You're Serious

Applying early lets your favorite school (or schools) know that you are serious about attending. Schools track how many applicants accept their offers of admission and release those numbers to the public. A school looks good when a high percentage of accepted applicants chose to attend. So if they think you're likely to accept their offer of admission, it may give your application a leg up.

Cut Down on Admission Stress

If you are accepted to your dream school, you won't have to bother with the time and expense of applying elsewhere. You can put your focus back on right now instead of one year from now.

Some students and high school counselors believe that applying early decision gives them better odds of acceptance, but the truth is early acceptance rates and admissions standards vary from school to school. You can find early decision application numbers and acceptance rates for many schools in our *Best Colleges* book, and don't be afraid to ask an admission counselor at your dream school directly about their early admission practices.

There is a (potential) disadvantage to applying early, however. You may not have the opportunity to compare financial aid packages offered by other schools.

Early Action vs Early Decision

Most schools allow you to apply early in one of two ways: early decision or early action.

Early decision

Early decision is binding. This means if you are accepted through early decision, you are committed to attending that school, and will withdraw any applications you may have submitted for the regular deadlines at other schools. You may not apply to more than one college under early decision. If you are not accepted, you will either be rejected or deferred. Rejected applicants may not apply again that year. Deferred applicants will be reconsidered during the regular admission period, and are free to apply to other schools.

Early decision deadlines are often in November, and students are typically notified of the decision in December.

Early action

Early action is non-binding. This means you are not bound to attend if you are accepted. You may also apply early action to multiple colleges. Early action deadlines usually fall at the same time as early decision.

The obvious advantage of early action over early decision is the opportunity it gives you to apply to, and ultimately compare financial aid packages from several schools. If you are accepted early decision, you risk missing the admission deadlines of other schools while you wait for your award package to arrive. If that award is lackluster, your options are fewer.

Our Advice

If you're sure that you've found your best-fit school, you know it's one you want to attend, you're a strong candidate for admission, and you know that you can afford the tuition, go ahead and apply early decision.

That is a whole lot of research and comparison to have done by fall of your senior year, though, and if you're uncertain about any of those factors, you're not alone! Keep your options open by applying early action, or by the regular deadline.

Looking for strategic college advice?

Get one-on-one help from former Ivy League and top tier admission officers. Our College Counselors will help you find, apply, and get accepted to your dream school.



ABOUT ROB FRANEK

Rob Franek, Editor-in-Chief at The Princeton Review, is the company's primary authority on higher education. Over his 24-year career, he has served as a college admissions administrator, test prep teacher, author, publisher, and lecturer.

The College Application Process

The Application Package: Putting It Together

There are two parts to the application package: the *student portion* and the *high school portion*.

The ***student's portion*** includes the application, essays, and supplemental questions. The student should fill out his/her portion of the application and mail it to the college.

***If you want to mail the application with the letters of recommendation and official transcript, you may. Please inform the counselor and registrar that you would like to mail it all in one package. All letters of recommendations and transcript will be placed in sealed envelopes and given to the student to mail.*

The ***school's portion*** of the application, or transcript and recommendation package, is mailed through Naviance or from the Counselor's Office. The package can include:

1. A transcript of high school courses with grades, level designations, weighted and unweighted grade point averages.
2. Scottsdale Christian Academy Profile which includes descriptive and other statistical information about the community, school and class.
3. A counselor recommendation and teacher recommendations.
4. Secondary School Report and Teacher Evaluation Forms for the college's application.

Application Options

In applying to college many students fill out the application which the college itself publishes. Following are a number of other ways to submit a college application. Colleges accept these services equal to their own applications.

Common Application

The Common Application greatly simplifies the college application process for students by allowing them to use one form to apply to many schools. The Common Application is accepted by over 150 colleges. A student fills out the application once and sends photocopies to each of his/her colleges. It is also available online at www.commonapp.org. Common App and Naviance work together to complete your application process.

Electronic Applications

Many colleges and universities are using and accepting electronic applications. In the electronic application process, students can complete their application by producing a hard copy which is sent to the college or by sending the application online directly to the college. Students may obtain electronic applications from the colleges that use them.

When Applying for Admission to College. Be Sure ...

1. That when you select your list of colleges/universities you have (a) one or two "safety" schools [this category refers to colleges that almost always accept students with GPAs & SAT scores that are comparable to those of the candidate], (b) one or two "match/realistic" schools [this category refers to colleges that generally accept half or more of the students with GPAs & SAT scores that are similar to those of the applicant-probably of admission is even to slightly better than even], and (c) one or two "reach" schools [this category is a student's top choice. A reach refers to colleges that generally accept students with higher GPAs & SAT scores than those of the applicant.].
2. To call, email and/or write to your college choices for applications.
3. Make a copy of each application and use the copy as a rough draft. If you can, type or print neatly with black/blue pen.
4. With an electronic application, print out the application prior to sending to proof read and to insure that all fields have been completed.
5. Fill out the applications as legibly as possible. Type, use your computer or use a black or blue ink pen.
6. Give yourself time to complete the application procedure by starting as early as possible in the school year. Be aware that many schools require you to write an essay. This takes time!
7. You have the responsibility for knowing specific details applicable to each school to which you are applying. Make sure you check deadlines, admission requirements, tests to be taken, etc.
8. Make a hard copy of anything that you send and date your copy of when you sent it.
9. Make sure to send thank you notes to anyone who has written you a letter on your behalf.
10. To send your college board test results (SAT and/or ACT directly from the College Board to the colleges that you are applying. {See the SAT/ACT Registration Booklet}).
11. To arrange for an interview, if possible, and schedule your first choice school interview last. This will allow you some practice with the interview procedure and you will probably be more relaxed and self-confident at the last interview than you will be at the first interview. Be sure to dress appropriately and bring a copy of your transcript with you.
12. Make sure you have checked the transcript request deadline posted by the Registrar's office. The Registrar's Office needs at least two weeks prior to a college application deadline in order to process the sheer volume of transcript requests.
13. To complete a Transcript Request Form for each specific application you are submitting.
14. To see your guidance counselor if you encounter any difficulty in this process. If you have any questions, concerns and/or need any assistance with this and/or any other matter, please drop by and see guidance counselor.

Tips for Making the Application Process More Manageable

1. Make a one page chart on which you list all of the colleges/universities to which you plan to apply including their deadlines, costs and other requirements, as well as the dates that you mailed or delivered your application to your counselor/registrar.
2. Get a file box in which you should keep one folder for each college to which you are thinking of applying. Keep applications, essays and any correspondence you have with each specific college/university in each file folder.
3. Your application is your portfolio and your propaganda. Every piece of paper portrays you. Take the time to portray yourself well, professionally and completely.
4. Make copies of all applications before you fill the original out. Make all your mistakes on your draft copy, then complete a final draft on the original. Typing is recommended but not required on most applications.
5. Read and follow all directions carefully and know how to package each application.
6. Whenever possible, type, but it is not necessary. If you do write out your application, make it neat with straight lines, in blue or black ink (keep the pen consistent).
7. If you want to include extra information, do not squeeze it in. Use a separate sheet of paper including your name, address and social security number on each separate sheet.
8. When talking about your extracurricular activities, be truthful and use discretion. It is better to concentrate on one activity, rather than to come across as scattered and unfocused. Be consistent.
9. Keep careful records of everything you do. Make a copy of final drafts of applications and essays.
10. When you or your parents have a question, ask your counselor. We are here to help.

Rules for a Better Application

- Give the admission committee a reason to vote for you.
- Think about your assets and how you want to package and present them in your portfolio. It is important to be remembered for something. Reinforce those parts of your application. Do not lie, exaggerate or make up things.
- It is not what you say, but what the admissions committee hears that counts. Re-read your application(s), particularly your essays; have them reviewed prior to submission and ask for feedback.
- Avoid doing writing at the last moment.
- Packaging the application means communicating effectively. Work hard and use a critical eye.
- Never accept your first draft as your final draft. The admissions committees look for both substance (how you say what you want to say) and presentation (neat, legible, instructions followed).
- Never use your message to repeat information that appears somewhere else in your application. Expound, explain, draw lessons from, but just do not repeat.

Should I Use The Common Application?

Consider the pros and cons of submitting one application to multiple schools.

Many students have heard of The Common Application but aren't exactly sure what it is or how to use it. This week, our question focuses on the pros and cons of The Common App, and we get to hear responses from former and current members of The Common Application's board of directors.

Q: What exactly is The Common Application and what are its advantages and disadvantages? A: The Common App adds efficiency, but use it wisely.

Eric Furda, dean of admissions, University of Pennsylvania, This is an interesting question for me to answer since I was just elected to serve on The Common Application's board of directors. I think of The Common Application as a "standard vehicle or instrument" for a student to apply to more than 400 colleges/universities. The benefit for students is that they fill out responses to questions that all of these institutions have in common but used to ask independently (and the student completed multiple times). Obviously, this is more efficient.

Colleges that utilize The Common Application and still have their own institutional application do not put students at a disadvantage. The University of Pennsylvania uses The Common Application exclusively, along with a Penn-specific supplement. The only disadvantage, which students can directly control themselves, is that they should not apply to schools that may not be the best match for their interests, simply because it is easy to add more schools to their list in The Common Application.

A: The Common App is a powerful tool, so use it!

Ralph Figueroa, director of college guidance, Albuquerque Academy Full disclosure: I am a former member of the board of directors of The Common App and currently sit on the advisory committee of The Common Application Outreach Committee. The Common Application is a nonprofit organization of colleges dedicated to promoting college access through the use of holistic admissions. This means that the 456 member institutions will take the time to evaluate your application beyond just the numbers.

Even more helpful, you can fill out The Common Application once and send it to any of the 456 Common App schools. This is a huge time saver. Don't be afraid that colleges will pay less attention to The Common App than their own application-they won't. So if you have two or more Common App colleges on your list, use it!

A: The Common App facilitates the college application process.

Don Fraser Jr., director of education and training, National Association for College Admission Counseling (NACAC) Competitive college admissions is a time-consuming process that has become increasingly intricate; therefore, students appreciate any effort that helps to facilitate completing and sending college applications. The Common Application offers students the ability to complete one application and essay and send it to multiple member schools, as opposed to having to complete each individual college's application. Furthermore, The Common Application can be done online, which helps students stay organized. Students need to keep in mind that many colleges have supplements that also need to be completed. This could mean writing additional short essays, so make sure to budget appropriately.

1.

Common Application Advice

- **Many schools use the Common App, but not all.** If any of the schools you want to apply to aren't on here, you'll need to submit a separate application directly with them.
- **It's worth double checking** important application information.
- **Fill out application questions slowly** and deliberately.
- **Prepare longer answers ahead of time.** For the activities section, personal statement and any writing supplements, you're best off writing and editing offline. One good reason: There isn't spellcheck on the Common App (although some browsers will provide this).
- **List your most impressive classes and activities first.** Instead of entering classes and extracurriculars in the order you attend them each day, put the most impressive and relevant ones up top.
- **Report your highest test scores where you can.** The Common App will ask which test scores you *wish* to report, giving you the freedom to put your best foot forward and choose your best scores.
- **Add recommenders.** If your school uses Naviance, ask your high school counselor for instructions on submitting letters of recommendation to colleges.
- **Review, pay and submit.** Submitting your application is a three-step process. First, review the application. Be on the lookout for things like formatting issues on the essay or cut-off descriptions in the extracurricular section.
- **Submit supplements separately from the application.** If your school asks for a writing or arts supplement, you'll submit it after you've submitted your application materials.
- **Don't be caught off guard by technical glitches.** One year the Common Application crashed during the height of early application season so don't wait until the last minute.

Common App Tips

If you are applying to lots of schools, it's convenient to only have to fill in such things your contact information, your coursework, extracurricular activities and your parents' background one time. Each school, however, inserts its own supplemental questions into the application so applying to each school will take extra effort.

1. You can create more than one application.

Students can create up to 10 versions of their application, but 97% of applicants generate three or fewer. Ninety percent of students stick with the original application.

2. You can upload a new essay.

Students can create an alternate version to update or correct an essay (or any other part of the application). The process is explained in detail on the main instructions page of the student's account. Students should NOT use alternate versions to tailor essays to individual colleges. That is what the supplements are for.

3. Watch the essay word count.

Because the essay is an uploaded document, the online system cannot enforce a word count. Nonetheless, applicants are expected to adhere to the instructions specifying a range of 250-500 words."

4. No need to update an application to add the latest ACT or SAT scores.

There is no need to update testing via the application itself. Students are asked to self-report testing already taken and indicate future tests to be taken. Thus colleges know if a student has new scores pending, and the student should send those scores directly to the colleges from the testing agencies.

5. Don't forget to preview.

Students often forget to preview the application, which allows them to see exactly what the college will see. Once they hit submit, they cannot retrieve the application. If they discover errors afterward, it's too late for that application.

6. Make sure you really did submit the application.

The application, supplement, and payment submissions are three distinct processes. Students sometimes misunderstand this and think that submitting a payment or supplement also submits the application. Their *My Colleges* page will always show the correct status for each submission at each college, but some students fail to check this information and incorrectly assume a college has received an application when in fact it has not.

7. Communicate with your high school counselor.

If counselors are submitting their school forms online, the forms will not arrive at their destination college until and unless the student submits a Common App to that college. About two thirds of our members accept alternate applications, so it is important for students to communicate with counselors if they elect not to submit a Common App.

8. You can mix online and snail mail forms.

Students want to know if they can submit online if their counselors and teachers elect to mail school forms, and the answer is absolutely yes. They also want to know if the submission sequence matters (app before school forms or school forms before app), and the answer is no.

9. If you don't know, ask.

Have a question, just ask by heading to the **Common Application's Support Center**.

All of our support emails come from the **commonapp.net** domain. We always respond to requests for help—usually within about 35 minutes—but SPAM filters can get in the way. This is especially problematic for AOL users. All applicants and school officials should make sure that email domain is on their safe list.

10. Low-income students can obtain fee waivers for their applications.

All schools that use the Common App accept both the **NACAC** and **College Board fee waivers**. As long as students meet the criteria outlines by these organizations, members will accept the waiver. Students indicate their intent to submit a fee waiver in the *Payment* section of the application.

Written by Lynn O'Shaughnessy Best-Selling Author/Journalist: The College Solution: A Guide for Everyone

2014-15 Common Application Essay Prompts

The Common Application will retain the current set of first-year essay prompts for 2014-2015 without any edits or additions. The essay length will continue to be capped at 650 words. The feedback received from member colleges and school counselors has been positive. The essay prompts will be reviewed on an annual basis to ensure that they continue to serve students and member colleges well.

The essay prompts are as follows:

- Some students have a background or story this is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
- Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
- Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?
- Discuss an accomplishment or event, formal or informal that marked your transition from childhood to adulthood within your culture, community, or family.

2015-16 Common Application Essay Prompts

The essay length will continue to be capped at 650 words. The feedback received from member colleges and school counselors has been positive. The essay prompts will be reviewed on an annual basis to ensure that they continue to serve students and member colleges well.

The essay prompts are as follows:

- Some students have a background, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?
- Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
- Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma – anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
- Discuss an accomplishment or event, formal or informal that marked your transition from childhood to adulthood within your culture, community, or family.

The College Admissions Interview

While the trend at colleges and universities is moving away from the once-all-important personal interview toward a more relaxed, general information meeting, some colleges still require an interview, some recommend it (which is an offer students should not refuse), and still others leave it up to the applicant. Although generally not as important as other parts of the application process, a good interview can be helpful when admission decisions are made. Students should write or call the admissions office of the colleges in which they are interested two or three weeks in advance to make arrangements for a personal interview, if possible, and a tour of campus facilities. Some colleges, usually large universities, will grant only group interviews. At a few colleges, typically the most competitive schools, students need to schedule an interview several months in advance. Some Ivy League schools will not be able to grant a personal interview; they rely on alumni interviews which are arranged after an application is on file. Here are a few tips to keep in mind:

1. Arrive promptly, dressed in a manner which you feel represents your best foot forward.
2. Conduct yourself in a friendly, inquisitive, and interested manner. Phonies are easy to spot, but the person with no enthusiasm or questions can be equally as unimpressive.
3. While it is not necessary, feel free to bring your parents. They probably won't sit in on the interview but they, too, may have questions and concerns which may be answered on campus.
4. Avoid being overly impressed by a "super salesman" in the admissions office. On the other hand, don't be "turned off" by an unimpressive admissions officer. Try to gain information and don't be influenced unduly by a personality.
5. Be sure to prepare in advance a list of questions to ask about the school. Bring a written list, if necessary, to be sure you don't forget your questions due to nerves or excitement in the interview.
6. Avoid asking questions that can be readily answered by reading the catalog. This approach enables you to make the most effective use of your limited interview time and may show a knowledge of the catalog and a thoroughness of planning on your part.
7. Bring with you a copy of your transcript (available through the Registrar's Office). You might also want to write in your SAT scores on the transcript.
8. Make note of the name and address of your interviewer and write a thank you note after the interview.

Questions you might be asked during an interview

1. Tell me about yourself.
2. Why have you selected this particular college?
3. In what academic areas are you interested? Why? (Be prepared to speak on sciences, social studies, English, etc.)
4. What are your long-term goals? How do you see yourself in ten years?
5. What do you like most about your high school?
6. In what extracurricular activities do you participate?
7. What do you think our college can do for you? What can do for our college?
8. Have you done volunteer work in your community? If so, describe and tell why you chose to volunteer in that area?
9. What are your strong points and your weak points?

Top College Interview Tips

Many colleges encourage you to interview with an admissions representative or alumnus as part of the college application process, either on campus or in your hometown. Admissions officers will consider the interview when evaluating your application (although they'll be much more interested in your grades, test scores, and college essays). A few schools require interviews or have a specific process for them.

In most cases, the interview will not make or break you, but if you do arrange an interview, take it seriously. It's a chance to show off the unique personality traits you can bring to campus, and build a personal relationship with the admissions gatekeepers. Our college interview tips will help you get prepped for the big day.



1. Bring specific questions.

Your interviewer will expect you to ask some questions about the school and talk about why you want to go there. Put some energy into coming up with creative questions with answers that cannot be easily found on the college's website

2. Practice like a prizefighter.

Being interviewed is a skill, and it requires practice. Sit down with one of your parents, a teacher, a college counselor, or a friend and have him or her ask you their best college interview questions.

Answer them honestly and seriously. Then ask your "interviewer" how you came across. You'll also get better after each college interview, so try to arrange your schedule so that your last interviews are with the schools you care about most.

3. Prepare for common college interview questions.

Interviewers tend to ask about the same topics. If you're prepared to answer the following interview questions, you'll be golden:

- Why do you want to attend this college/university? (Hint: Specific examples are always key! Your interviewer *wants* you to be as excited as they were-and are!-about their college).
- What's your favorite subject in high school?
- What do you want to study in college?
- What do you enjoy doing when you're not in class?
- What are three interesting things about you that I wouldn't know from your application?
- What's an example of an obstacle, a failure, or a mistake that you learned from?

4. Be yourself...

Remember, the key to getting admitted (and being happy at college) is finding your best fit school. You want to be yourself so that the person interviewing you can discern what you would add to the campus community. Before your interview, think about why the school appeals to you, what you want to study, and what you might do after graduation.

5. ..but be your best self.

You have many sides, so showcase the side of yourself that is professional, mature and poised. Don't show up looking like you just peeled yourself off the couch-wear what makes you feel comfortable and confident. Smile, and remember your interviewer wants the interview to go well too!

6. Stop worrying about the clock.

Most interviews run approximately 30 minutes to an hour. Students are sometimes told that the sign of a good interview is a long one. But on-campus interviews are usually scheduled back-to-back, and off-campus interviews are usually performed by alumni who are working professionals-so your interviewer is likely on a tight schedule. If you notice them checking the time, it's not (necessarily) because they think you're boring.

7. Be thankful.

Send a thank-you note. If there's something about the interview that was helpful to you, let your interviewer know. If you connected with your interviewer over a book, common experience, or a band you're both into, then mention it!

Otherwise, simply express your continued interest in the school and thank your interviewer for taking the time to meet with you. (Read our advice on e-mail etiquette before you hit send).

Recommendation Guidelines

Although college requirements vary with respect to teacher recommendations, we suggest that each student should ask two academic teachers for a recommendation and one counselor/ administrator. Colleges strongly prefer or may even require recommendations from teachers of courses taken in junior and senior years. Some colleges require an English teacher's recommendation. An elective teacher can be asked to write a third reference if it is desirable.

Some students request recommendations from coaches and employers.

Please check with your counselor for his/her opinion on the advisability of extra inclusions. Most colleges consider more than four recommendations to be excessive.

Allow counselor/teachers at least two to four weeks to write a recommendation.

Letter of Recommendations

Student's Responsibility

Provide counselor/teacher with a timely request to write a letter of recommendation.

Provide the counselor/teacher with any and all extra forms that are needed for the teacher to fill out.

Provide the counselor/teacher with a resume.

For each college, provide an addressed envelope with correct postage (one stamp) unless you are also including teacher evaluation forms from a college (then two stamps).

It is the student's responsibility to keep the counselor/teacher informed of relative deadlines and to provide the teacher with enough notice of when recommendations are needed. **(Allow counselor/teachers at least two to four weeks to write a recommendation.)**

Teachers' recommendations are between you and the teachers.

Write a thank you note to each counselor/teacher for taking the time to write your recommendation.

Guidance Counselor's Responsibility

Write counselor statement in a timely manner.

First responsibility is to those students who follow the deadlines provided.

If an official transcript is also requested, request transcript in Naviance. If mailed, pass the form to the Registrar to enclose an official transcript and mail to the indicated college/university/scholarship.

GETTING LETTERS OF RECOMMENDATION

1. **Ask the Right Teacher**

- Take the "Am I Asking the Right Teacher?" True or False Quiz!
- This teacher has taught me in a class junior or senior year.
- This teacher can reflect on my intellectual growth.
- This teacher agreed to write my letter of recommendation without hesitation.
- This teacher knows me outside the classroom.
- This teacher can assess my academic and personal achievements and potential.
- This teacher has taught me in a core academic discipline.
- This teacher would be able to tell a good story about me.

Did you have more than 3 "F's"? You may want to ask a different teacher who passes this test.

2. **Make the Request Early**

You can ask as early as junior year!

3. **Give Your Teacher Some Direction**

A. **Provide a Clear Deadline**

The colleges you're applying to might have different deadlines, so give your teacher one deadline:

B. **Giving your teacher a bit of guidance on what they should express about you to admissions officers will only make their job easier. Name three qualities of yours that you'd want your recommendation to express:**

for each quality, provide some proof! Remind your teacher with examples of how you exhibited these qualities. You can cite projects, papers, awards, honors or other accomplishments in or out of the classroom. Write your examples below.

C. **Write Your Own Letter**

In a thoughtful and concise letter to your teacher include what you brainstormed above and a brief summary of why you want to attend the colleges you're applying to.

4. **Package it Nicely**

After a teacher has agreed to write your recommendation, request it in Naviance and provide them with an organized folder that includes a resume or list of activities and accomplishments.

5. **Extra Tips**

Send a thank you note to your teacher. Check to see that all materials have reached your college.

NAVIANCE Student Letters of Recommendation QuickGuide

Overview: Students have a new work-flow for requesting letters of recommendation in Family Connection.

Letter of Recommendation Features

- New letters of recommendation page, accessible from the Colleges tab in Family Connection via a link
- Students will see the min/max requests allowed for colleges in their Colleges I'm Applying to list
- Students can select the specific college(s) they want a specific teacher to write a recommendation
- Students can select *All current and future colleges I add to my Colleges I'm Applying to list* be sent (Students are prevented from requesting more than the max number of letters of recommendation allowed by the college)
- Students are prevented from requesting more than the max number of letters of recommendation allowed by the college
- Students will see their requests as well as the current status (*Requested, In Progress, Submitted, Cancelled*)
- Students will see submission date and time of each letter of recommendation for each college/university requested
- Students will see the date/time of each status change, as well as the name of the user who made the change
- If a student deletes an application, the associated letter of recommendation requests will not be displayed on the LOR status page; if the application is restored, the LOR requests will re- appear in the student's list of requests
- A daily summary email - which will eliminate the multiple emails coming into recommenders (teachers) at the time of the recommendation request

Recommendation Status Page

Column Headings	Description
Recommendation For	The application associated with the request
Deadline	The deadline associated with the application, based on when the student indicated she/he is applying
Recommender	The recommender associated with the request

NAVIANCE Student Letters of Recommendation QuickGuide

Column Headings	Description
Status	<p>The status of the LOR request:</p> <ul style="list-style-type: none"> • Requested: Student has requested the letter of recommendation • In Progress: Teacher has written the letter of recommendation • Submitted: High school faculty member has sent the letter of recommendation to the designated college(s), date and time of submission will be displayed for each college/university • Cancelled: Either the student, teacher, or counselor has cancelled the request
Cancel Request	<p>Students will have the option to cancel a LOR request in the "Requested" state; in any other state the student see messaging to contact their teacher or counselor for help.</p>

To request a letter of recommendation:

1. From the Colleges tab in Family Connection, students will click on a new link under the My Colleges section, titled **Letters of Recommendation**.
2. On the recommendation request page, students will click on the blue **Add Request** button to submit their requests, one teacher at a time or for all applications.
3. The student should select a teacher from the drop-down list. *It is important to note that teachers will only be available in this drop-down list if they have been added to Naviance, given a user account, and had the box checked to appear in this teacher drop-down list. If the teacher is missing from the drop-down list, students should contact the guidance counselor.*
4. The student should determine if they want the teacher to write a letter of recommendation for specific colleges on their College's I'm Applying to list or for all current and future colleges they add to their list. Click the **Radio** button for selection.
5. **Scenario 1:** If the student selects Choose specific colleges from your Colleges I'm Applying To list, all colleges show in student's list. The student should check the box for the specific college (s) teacher should write recommendations.
6. **Scenario 2:** If the student selects All current and future colleges I add to my Colleges I'm Applying To list, colleges on student's list are not shown. (Selecting this option indicates you want the teacher's recommendation to be submitted to every college you apply.)
7. The student can add a personal note (up to 3000 characters) to the teacher and highlight any important aspects of their applications (such as first choice schools, early decision applications, intended major or degree of study), that they may want the teacher to consider when writing a letter of recommendation.
8. The student should click the **Submit Request** button at the top or bottom of the screen which returns them to their recommendation status page. At the top of the screen, a green status bar shows the teacher's name and the number of request for the student.
9. From here, he or she will see the status for all Teacher Recommendations requests that have been made. (All applications or college specific)

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**Student Profile for
Letter of Recommendation**

DEAR STUDENT: Some of the teachers or administrators whom you are asking to write recommendations for you may not know you very well. This form will provide them with valuable information about you. Fill in the information and then give a copy of this completed form to the recommending person at least 2 weeks (ideally 1 MONTH) before the deadline. PRINT CLEARLY!

(ENCLOSE YOUR PERSONAL STATEMENT, A LIST OF ACCOMPLISHMENTS, AND/OR A RESUME)

DEAR RECOMMENDER: Thank you so much/or writing a letter of recommendation for me. I have included some information that should describe my accomplishments, goals, and interests. I will be in contact with you in the next two weeks. "When you have completed the recommendation please upload it into Naviance so it can be sent to the colleges.

Student's name _____ Today's Date _____

_____ Grade _____ Date letter is to be completed by _____

Student email _____

College(s) to which I am applying

Award(s)/Scholarship(s) for which I am applying

Please write a generic letter ("To Whom It May Concern") that may be used again.
Please address the letter specifically to:

Name _____ Title: _____

_____ Name of College/Scholarship _____

Address: _____

Extra-curricular activities grade(s) of participation. Example: Mixed Choir - 10, 11, 12

Letter of Recommendation Form (page 2)

Community/volunteer activities and grade/year. *Example: Church Youth Group 9,10,11,12*

Awards and honors I have received, or leadership positions that I have held, with grade/year.

Work experiences, travel experiences, or unique educational experiences you have had & when.

Interests and hobbies:

These are my strengths:

THIS is what I hope you will (want to) talk about in the letter...

Thank you in advance.

Requesting a Transcript

When:

- As a part of the initial college application;
- As a part of a scholarship application;
- As a part of the NCAA Clearing House (*athletics*);
- As a part of the mid-year/7 semester transcript;
- Final transcript which would include all 8 semesters;

How:

Option 1: Naviance

- A. Log in to Naviance
- B. Click on Colleges Tab
- C. Click on transcripts on the left column
- D. Click on Request transcripts for my college applications
- E. Select Colleges you would like to send transcripts to
- F. Click on Request Transcripts at the bottom to submit request
- G. Mrs. York will then electronically send your transcript to the schools selected. ACT/SAT scores are not included - request them from ACT/SAT website).

Option 2: Through the SCA Registrar, Kay Hewitt

- A. Location: Form located in turntable in the High School Office, in the Counselor's Office, or online in the Counselor's Documents & Files folder.
- B. Paper copy & mailed through the USPS.
- C. Allow a 1-2 week turn-around.
- D. Free service.
- E. Fill out a transcript request form and turn into Kay Hewitt, the SCA registrar.
- F. ACT/SAT scores can be included.

Notes:

- >-- Whether a transcript is sent either by Naviance or directly from SCA, it usually takes approximately 2-3 weeks for a college/university to process the transcript.
- >-- Requesting a recommendation through the counselor is NOT requesting the official transcript.
- >-- Submitting a request online through a college is NOT an official transcript request.

Scottsdale Christian Academy
Middle School /Senior High School



OFFICIAL TRANSCRIPT REQUEST

Today's Date _____

Student Name _____

Grade 06 07 08 09 10 11 12

Please send a transcript for the above-named student to:

Office of Admissions

School/College/University _____

Street Address _____

City _____ State _____ Zip _____

Specific Date(s): _____
(Test/Month/Year) (Test/Month/Year)

Date Transcript Needed _____

****PLEASE ALLOW AT LEAST FIVE WORKING DAYS FOR PROCESSING****

For Office Use Only

Date Transcript Sent _____

Sent By _____

Resumes

"Marketing Yourself"

Telling others your strengths and accomplishments

A resume is simply a well-organized report of your accomplishments. This packet provides suggestions and samples for resumes that high school students can use when seeking scholarships, honors, college admission, and jobs. Caution: resumes in the adult business world require a different format. (Your high school business teacher or local employment office can provide samples of those.)

Create a resume that focuses on your strengths. If your work experience/skills are your strong area, list those higher on the page. If your athletic/activity honors are greatest, place them first, and so on. Each sample in this packet provides a different focus.

Save your resume on a computer where it can be updated periodically. Many word processing programs provide resume templates; you provide your information and it is formatted for you. These can be frustrating, however, if your information requires major changes to the pre-formatted form. In some cases, it's easier to create it yourself.

Include details about specific skills you've acquired. List equipment, tools, software, instruments, etc. that you have skill in using. Some students find it helpful to sit with an adult who asks about their jobs, coursework, and hobbies. AS they talk, the list of skills becomes longer and longer!

Print your resume on a GOOD PRINTER. If a selection committee had to make ten copies, would it copy well? Nothing is worse than a resume so pale you can hardly read it. Printing your resume on a nice quality paper adds a touch of class. Avoid bright colors. Keep it looking business-like. Avoid clip art and printer fonts that are distracting. Ask for adult feedback on your first draft.

Check for spelling and typing errors. Then give it to someone else to double check!

Name
Address
City, State ZIP
Phone: (#1#f.) ###-4#1##
Email: *****@*****.com

RESUME

- **Educational Objective:** I plan to pursue an undergraduate degree in the field of medicine and continue on to medical school to achieve a doctorate.
- **Educational Background:** Four years at Scottsdale Christian Academy with cumulative weighted GPA of#.# and a cumulative unweighted GPA of#.#. I have also earned college credits from Rio Salado Community College.
- **Intended Graduation:** May 2018
- **Curriculum:** College Preparatory, Honors, and Advanced Placement courses.

HONORS AND AWARDS

- **Honor Roll:** Grades 10, 9 - minimum GPA of 3.33
- **National Honor Society:** Grades 12, 11 - minimum cumulative 3.5 GPA, traits of leadership, character, service, and scholarship
- **Christian Character Award:** Grade 9, Algebra I - demonstrated positive Christian characteristics in the classroom
- **Club Volleyball MVP:** Grade 9 - awarded Most Valuable Player Award for my position as middle blocker

COMMUNITY SERVICE

- **Church Name Sunday School Teacher Assistant:** Grades 11, 10 - 2 hrs/month. Help teach the three and four year old Sunday school class at Church Name.
- **Mission Trip to Las Vegas, NV:** Grade 9 - 1 week. As a member of the Las Vegas Missions team, I fed the homeless, painted over graffiti, and served on the team's worship team.
- **Mission Trip to San Francisco, CA:** Grade 10 - 1 week. As a member of the San Francisco Missions Team to San Francisco, I worked at a homeless shelter feeding the homeless, handed out blankets and hot chocolate to the homeless on the street, and was a part of the drama team.

CLUBS AND ORGANIZATIONS

- **National Honor Society:** Grades 12, 11 - 5 hrs/month. Selection based on maintenance of a minimum 3.5 GPA and demonstration of excellence in character, leadership, service, and scholarship. Responsibilities include attending monthly meetings and taking part in service activities. I served as an after school tutor one hour a week.
- **Church Name Youth Group:** Grades 12, 11, 10, 9 - 6 hrs/month. As a member of the youth group at church we meet once a week, organize social events, and participate in monthly outreaches.

ATHLETICS

- **Powder-puff Football:** Grade 12, 11 - 10 hours. For homecoming, I helped lead the junior team to victory over the senior team in an aggressive game of flag football. As a senior, we held on to our title defeating the junior team.
- **Junior Varsity Volleyball:** Grade 9, 10 - 8 hrs/week for 8 weeks. I was middle blocker for the junior varsity volleyball team.

EMPLOYMENT

- **Babysitting:** Grades 11, 10, 9 - 6 hrs/month. I babysit for various families with children ranging from 6 months to 12 years of age.

Name
Academy
Address
City, State ZIP
Phone: (###) ###-####
Email:

Scottsdale Christian

14400 N. Tatum Blvd.
Phoenix, AZ 85032
Phone: (602) 992-5100
*****@*****.com

Resume As Of August 20, 2017

Educational: Four years at Scottsdale Christian Academy with cumulative weighted GPA of #.## and a cumulative unweighted GPA of #.##. I have also earned college credits from Rio Salado Community College.

Intended Graduation: May 2018

Curriculum: College Preparatory, Honors, and Advanced Placement courses.

Educational Objective: I plan to pursue an undergraduate degree in the field of business and continue on to graduate school to earn my MBA.

HONORS AND AWARDS DESCRIPTION GRADE LEVEL/HOURS

Principal's List Received a grade of "A" in all courses 12, 11

National Honor Society Minimum cumulative 3.5 GPA, traits of leadership, 12, 11 character, service, and scholarship 1 hrs./week Sept. – April

Honor Roll Minimum GPA of 3.33 10, 9

Christian Character Award Demonstrated positive Christian characteristics in my 9 Algebra I class

Varsity Track Team Captain Was named the team captain for the Varsity Track Team 11

ATHLETICS AND ACTIVITIES DESCRIPTION GRADE LEVEL/HOURS

National Honor Society Member of the SCA National Honor Society
12, 11 **12:** Tutor to younger students **11:** Christian College Fair
1 hrs./week Sept. – April Usher

Varsity Track Member of SCA Varsity Track Team as a 300m Hurdler,
(12), 11, 10 200m Sprinter, 4 by 100m relay member
15 hrs./week Feb.-May **12:** Will run in the spring of 2011 **11:** Received Varsity Letter
10: Received Varsity Letter

Phoenix Honors Cotillion Elected a member of the Phoenix Honors Cotillion by the
12 Cotillion Board, representing a high school senior in
3 hrs./week Sept-April Phoenix who has established herself in society as a successful young woman,
who will serve as a role-model for others.
Classes and volunteer work are required for membership throughout the year.

VOLUNTEER WORK AND EMPLOYMENT DESCRIPTION GRADE LEVEL/HOURS

Sunday School Teacher Assistant Help teach the three and four year old Sunday school class at 11, 10 Church Name.
2 hrs/month.

Mission Trip to Las Vegas. NV As a member of the Las Vegas Missions team, I fed the 9 homeless, painted over graffiti, and served on the team's 1 week in March worship team.

Mission Trip to San Francisco. CA As a member of the San Francisco Missions Team to San Francisco, I worked at a homeless shelter feeding the 10 homeless, handed out blankets and hot chocolate to the homeless on the street, and was a part of the drama team..

Babysitting I babysit for various families with children ranging from 6 months to 12 years of age.
6 hrs/month.

Name
 Address
 City, State ZIP
 Phone: (###) ###-####
 Email: *****@*****.com

Scottsdale Christian Academy
 14400 N. Tatum Blvd.
 Phoenix, AZ 85032
 Phone: (602) 992-5100

Resume

Honors and Awards

<u>Name of Award</u>	<u>Year Received</u>	<u>Description</u>
Honor Roll	10, 9	Minimum GPA of 3.33
National Honor Society	12, 11	Minimum cumulative 3.5 GPA, traits of leadership, character, service, and scholarship
Christian Character Award	9	Awarded in my Algebra I class for demonstrating positive Christian character in the classroom

School Clubs and Organizations

<u>Name of Club</u>	<u>Years Involved</u>	<u>Time Commitment</u>
National Honor Society	12, 11	5 hrs/month
Selection based on maintenance of a minimum 3.5 GPA and demonstration of excellence in character, leadership, service, and scholarship. Responsibilities include attending monthly meetings and taking part in service activities. I served as an after school tutor one hour a week.		
Mission Trip to Las Vegas	9	1 week+2hr/5 weeks
As a member of the Las Vegas Missions team, I fed the homeless, painted over graffiti, and served on the team's worship team.		
Mission Trip to San Francisco	10	1 week+2 hr/5 weeks
As a member of the San Francisco Missions Team to San Francisco, I worked at a homeless shelter feeding the homeless, handed out blankets and hot chocolate to the homeless on the street, and was a part of the drama team.		
Powder-puff Football	12, 11	10 hrs
For homecoming, I helped lead the junior team to victory over the senior team in an aggressive game of flag football. As a senior, we held on to our title defeating the junior team.		
School Theatre Productions	12, 11, 10, 9	12 hrs/11 weeks
Participated as a member of the cast for the productions of <i>Done to Death</i> , <i>Oklahoma!</i> , <i>An Actor's Nightmare</i> , and <i>Bye, Bye Birdie</i> .		
Church Name Youth Group	12, 11, 10, 9	6 hrs/month
A Christian Youth Group from my church that meets to discuss the Bible and its practical application to our everyday lives.		

Community Service

<u>Name of Organization</u>	<u>Years Involved</u>	<u>Time Commitment</u>
St. Joseph's Hospital	11, 10, 9	120 hrs/year

Junior Volunteer

I participated in the Junior Volunteer program for 5 years, completing 667 hours of service. Duties included clerical work, filing, and offering assistance to visitors to the hospital.

Church Name Sunday	11, 10	2 hrs/month
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School Teacher Assistant

Help teach the three and four year old Sunday school class at Church Name.

Student Ambassador	12, 11, 10, 9	1 hr/6 weeks
---------------------------	---------------	--------------

Student Ambassadors is a ministry for returning students to welcome new students and help them through the adjustment to a new school. Responsibilities include contacting and meeting new students during the summer months prior to the start of school, answering any questions the new student may have regarding SCA, attending New Student Orientation with the new student, and helping the new student around campus, lunch, school routines the first couple of weeks of school.

**Name
Resume**

Scottsdale Christian Academy
14400 N. Tatum Blvd.
Phoenix, AZ 85032
Phone: (602) 992-5100

UnWTD GPA: 3.488
WTD GPA: 3.628
Street Address ZIP

RESUME

ACTIVITIES

Activity	Grade Level	Hours/Week	Description/Position
Yearbook	12, 11	1/36	Photo, Articles, and Layouts
Student Government	11, 10, 9	2/36	Class Representative
Varsity Tennis	12, 11	8/16	Singles and Doubles Player
JV Tennis	10,9	8/16	Singles and Doubles Player
Cultural Club	12, 11	1/9	Member

COMMUNITY SERVICE

Activity	Grade Level	Hours/Week	Description/Position
National Charity League	12, 11, 10, 9	6/10	Social Service/Secretary
Big Sisters	12, 11		Mentor
St. Mary's Food Bank	12, 11, 10, 9	1/9	Volunteer Kitchen & Food Worker

WORK EXPERIENCE

Activity	Grade Level	Hours/Week	Description/Position
Babysitting	12,11,10,9	15/4	Watched children ranging from 6 months to 12 years of age
Kids Tennis Camp	11	15/5	Teaches Fundamentals, Instructor

SUMMERS

Activity	Grade Level	Hours/Week	Description/Position
Babysitting	2017, 2016, 2015, 2014	4	Babysat many various children
Tennis (Competitive)	2016	10	Participated in Tournaments

HONORS, AWARDS & LEADERSHIP

- **Honor Roll:** 8 Semesters (*minimum GPA of 3.33*)
- **Christian Character Award:** 2015 (*Awarded by Algebra I Teacher*)
- **Most Improved Player, Tennis:** 2016 (*Awarded by Coaches and Team Mates*)
- **Who's Who Among American High School Students:** 2017 (*Awarded to Students showing involvement in Community and Leadership while maintaining a 3.0 UnWTD GPA*)

High School Activity Plan

Colleges care about:

- How you've made a meaningful contribution to something;
- What your non-academic interests are;
- Whether you can maintain a long-term commitment;
- Whether you can manage your time and priorities;
- What diversity you'd bring to the student body;

Areas of Involvement:

- **Honors & Awards** (*Honor Roll, class awards, National Honor Society, Scholar Athlete, etc*)
- **Clubs & Organizations** (*School Theater productions, Youth Group, National Honor Society, Boys/Girls Charity League, Stugo, Invisible Children, Cultural Club, etc*)
- **Athletics & Extracurricular** (*School Athletics, Club Athletics, Choir, Band, etc*)
- **Community Service** (Student Ambassador, Mission Trips, Volunteer work, etc)
- **Employment**

Activity Log

Activity _____

Grade: 9 10 11 12

Hours/Week: ___

Weeks/Year: ___

Description: _____

Activity _____

Grade: 9 10 11 12

Hours/Week: ___

Weeks/Year: ___

Description: _____

Activity _____

Grade: 9 10 11 12

Hours/Week: ____

Weeks/Year: Description: _____

Activity Log

Activity _____

Grade: 9 10 11 12

Weeks/Year

Description: _____

Activity _____

Grade: 9 10 11 12

Weeks/Year_

Description: _____

Activity _____

Grade: 9 10 11 12

Weeks/Year_

Description: _____

Activity _____ Grade: 9 10 11 12

Description: _____

The College Essay

The college essay is the one part of the application process that gives students the opportunity to inform admissions officials about their special abilities, interests, and qualities, or about any significant factor might set them apart from a large number of qualified applicants. As some colleges begin to doubt the usefulness of standardized test scores, college essays are being given more weight than ever in the admissions process. While a superb essay will not cancel out a poor high school record, a well-written essay can make a student with decent grades stand out from other applicants.

Colleges that ask students to write essays really do want to know the person behind the numbers. The essay helps the admissions officer reading the application know the student in a way that four years of statistics, scores and grades will not. A good essay can present the student as an interesting and valuable person, one who is worth knowing, who is genuine, thoughtful, engaging and capable. An essay can also reflect any setbacks the student has suffered or explain any gaps in the academic record.

Essays are evaluated on three basic criteria:

- The student's ability to use standard written English that is correctly written, punctuated, and contains correct grammar, usage and syntax.
- The content, substance, and depth of insight which reflects the student's ability to think about himself or herself and to convey authentic feelings or opinions about a topic.
- Creativity and originality which reflects an individual who would bring qualities such as intellect, initiative, energy and a fresh viewpoint to the college community.

Students writing college essays would do well to avoid the following:

- Inflating experiences, trying too hard to impress, or adopting a pompous or intellectual tone.
- Expressing feelings of anger or hostility toward others.
- Repeating information that is already available elsewhere in the application. For example, an essay on being a soccer captain should go beyond a repetition of a fact that is already outlined on the student's list of activities.
- Relying on parents or other adults in the writing of the essay. The voice of an adult can easily come through an essay and drown out the authentic voice of the student writer.
- Making general statements and cliches that make the essay unremarkable from hundreds of similar essays which are read by admissions officials. Telling details and specifics makes the essay lively.
- Being overcautious or too eager to please the admissions committee. A mediocre essay won't hurt the applicant much, but a truly good one can help immensely.

Five Fundamentals of a Successful College Application Essay

- Show, don't tell.** If you want to convince the reader that you never give up, don't tell the reader, "I never give up." Instead, describe how you were cut from the basketball team in ninth grade, sat on the bench in tenth grade, and finally made the team as a junior. A skillful writer lets evidence show that a proposition is true; a clumsy one tells because his writing is not powerful enough to show.
- Use your own experiences.** The most interesting essay puts you in the starring role and features real life thoughts and feelings. Anecdotes from your world are always more interesting than abstractions. Give the reader a piece of your mind.
- Use the first person.** Nine out of ten essays should be in the first person, the best vehicle for revealing your thoughts and beliefs. Says Christoph Guttentag of Duke University, "The better we get to know the students as people, the more likely they'll be admitted."
- Begin with a flourish.** The most important sentence in any essay is the first one. Polish it like a precious stone. Good writers often try to hook the reader with a first sentence that surprises or piques curiosity. Often, it is an autobiographical anecdote.
- Proofread.** Applicants are told over and over again and still they don't proofread! Arrggh! Nothing is more damaging than an essay sull of typos, speling mistakes, and grammar that ain't no good.

Essay Turnoffs

The *Fiske Guide to Getting into the Right College* gives step-by-step advice on every aspect of the college search. It also offers advice on how to write a winning college essay, including what not to do:

- Trite phrases.** Most admissions officers are near nausea with applicants who "want to help people." Think of something that is unique about you.
- Slickness.** An essay that reads as if it has been churned out by Dad's public-relations firm will not impress. Let the real you shine through.
- Cynicism.** Colleges want bright, active people-not wet blankets. A positive approach to life, and to the essay, will score points.
- Life histories.** Make sure your essay has a point. An endless stream of phrases like "then I did this, and then I did this" is sleep-inducing and doesn't say anything meaningful.
- Essay that goes on forever.** More is not better. The colleges want a concise, well- reasoned essay-not the sequel to War and Peace. Try not to exceed the amount of space allotted for each essay.
- The thesaurus syndrome.** Don't over utilize ostentatiously pretentious language to delineate the thematic observations you are endeavoring to articulate. Big words aren't impressive; a clear, direct style is.

Extracted from the Fiske Guide to Getting Into the Right College.

Essay Tips

1. Pick a topic that is unique to you.

Your subject doesn't have to be earth-shattering; just something that shows your unique perspective. Your views on world politics are great, but if someone who really knows you knows that you're at your happiest when you're doing origami, then that's what you should write about.

2. Use humor when possible.

The essay is an important part of your application, but it really is OK to lighten up a bit. Getting playful with your topic will make the essay more fun for you to write and much more fun for the admissions officer to read. You don't have to be fabulously witty or stick in a bunch of jokes—just show that you can see the humor in life.

3. Use self-effacement (poke fun at yourself).

A big shiny essay about how unrelentingly terrific you are may ring false with admissions officers. They often prefer applicants who admit that they are less than perfect and who can find humor in their imperfections, for example:

"I am not a natural-born athlete. I figured that out on the day of my first track meet, when I knocked over three hurdles and, during the shot put, managed to put the shot on my own foot. I've kept at it, though, and all the extra work I had to put in made finally making the varsity team this year even sweeter ..."

4. Do not exceed the word limit (typically 500 words).

Most schools put a word limit on essays. Stick to it. Writing an overlong essay may feel like going the extra mile to you, but to the admissions officer who still has hundreds of essays to get through, it just seems inconsiderate.

5. Be informal.

The admissions officer wants to get to know the real you, not read a carefully crafted glossy press release or hear your imitation of how an important professional should sound. Keep your own style and voice, for example:

- **Formal:** *"It is with great certainty that I will enter the world of medicine. I will do my best to make a difference in people's lives, young and old, rich and poor."*
- **Informal:** *"The first winter I tried snowboarding, I dislocated two fingers and twisted my ankle. The next winter, I fractured a bone in my right foot and sprained my wrist. But it wasn't until the third winter (three cracked ribs, a bruised tailbone, and a hairline fracture on the left ulna) that I really understood why I want to be a doctor."*

6. Do not copy an essay.

Don't even think about copying an essay from a collection or ripping one from the Internet. If you've seen it, so have the admissions officers—dozens of times. No school will admit a known plagiarist.

Student Athletes Interested in Competing at the College Level

1. Inform their counselor that they are interested in competing in athletics at the college level. Counselors can outline the athletic recruiting process and what the role of the student should be in that process.
2. Inform their high school coach that they are interested in playing that sport in college. Ask the coach if he or she is available to the college coaches.
3. Prepare and mail a short letter of introduction and an athletic resume to college coaches.
4. Become familiar with the NCAA and/or NAIA rules regarding the recruitment of athletes.
5. Register with the **NCAA Clearing House** if planning to play a sport at a Division I or Division II college www.ncaaclearinghouse.net and/or with the **NAIA Eligibility Center** www.playnaia.org if planning on playing at a NAIA college.

Students Pursuing the Arts

Students interested in studio art, music, architecture, dance, ceramics, photography, or drama have a number of options available to them. Some students may wish to pursue the arts within the framework of a liberal arts education or they may wish to enter into a pre-professional program or specific school in their area of interest. It is important that students considering one of these areas discuss the various options with their family, their counselor with the appropriate teacher at SCA, and in some cases, with private art, music, or dance instructors.

Students who intend to major in art will often be required to submit a portfolio of their work to the college admissions office or art school. Students contemplating doing this are encouraged to begin their portfolio in the spring of their junior year.

Those music or drama students applying to a pre-professional program may need to plan on an on-campus audition, and should contact the school to determine when the audition dates occur. If you are applying to a liberal arts program, it is unlikely that a portfolio or audition will be required.

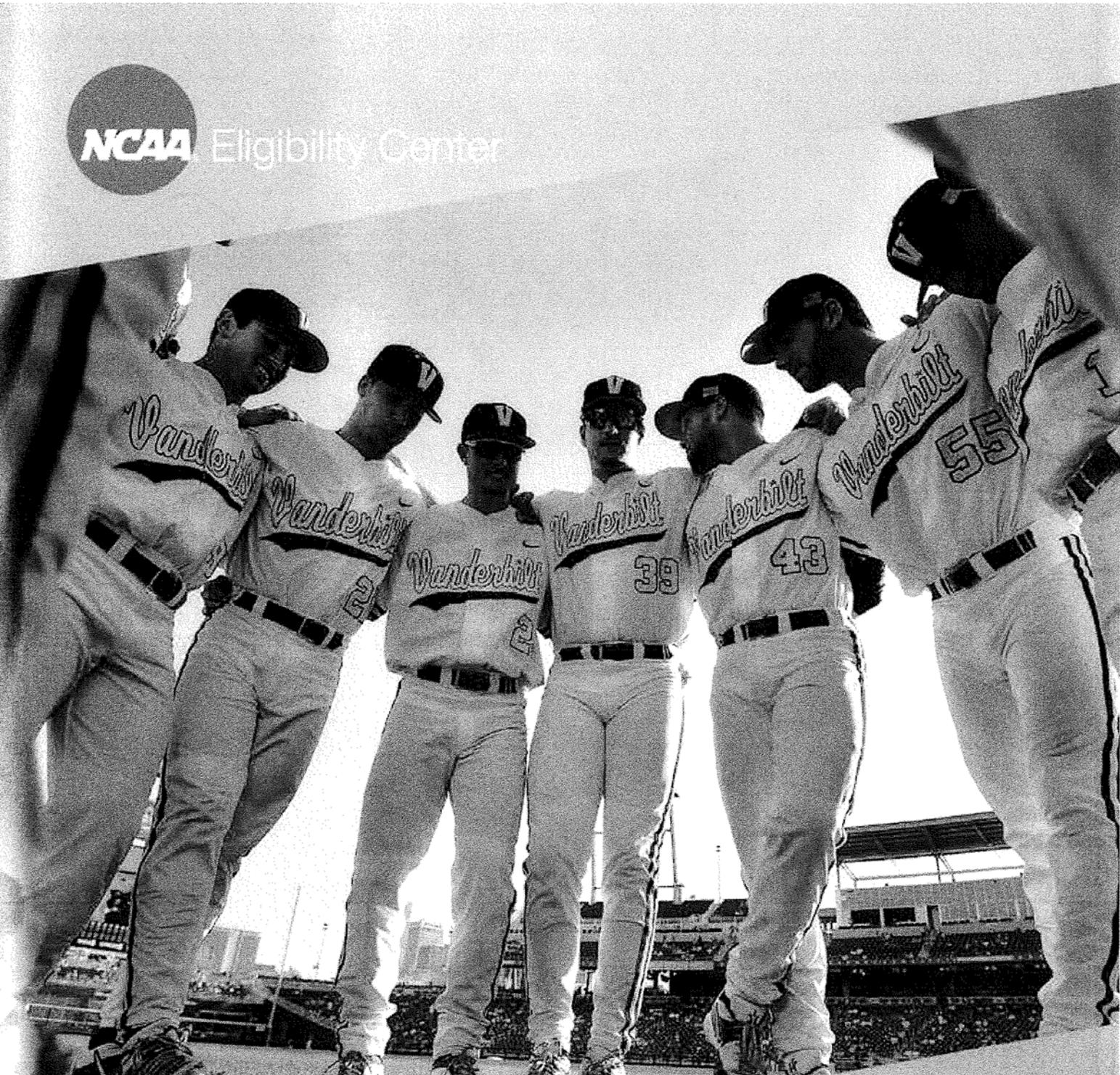
Reserve Officers' Training Corps (ROTC)

ROTC programs are located at approximately 600 colleges and universities across the US; in addition to the institutions that serve as hosts or extensions, there are another 1,800 institutions in which an ROTC student can cross-enroll. Graduating high school seniors who qualify for competitive four-year ROTC scholarships will receive the costs of tuition, fees, and books, and a monthly stipend. Students who receive ROTC scholarships must meet certain physical and academic requirements and agree to accept an appointment as commissioned officers in the military after graduation. (A min. of four years active and two years reserve duty are required.)

In addition, some ROTC scholarships may be available for students who decide to join as college sophomores or even juniors, as well as for students who originally joined ROTC units as non-scholarship student. The requirements and obligations are somewhat different for these students than for four-year scholarship students.

There are different requirements, procedures, and benefits associated with the ROTC program operated by the various military services. In addition to ROTC programs, there are also other special programs which provide college financial assistance to students who promise to fulfill a term of military service after graduation.

NCAA Eligibility Center



2016-17 GUIDE FOR THE
**COLLEGE-BOUND
STUDENT-ATHLETE**

Initial Eligibility

Initial-eligibility standards help ensure you are prepared to succeed in the first year of college. The eligibility process also protects the fairness and integrity of college sports by ensuring student-athletes are amateurs.

If you want to practice, compete and receive an athletics scholarship during your first year at a Division I or Division II school, the NCAA Eligibility Center must certify you as eligible. Throughout the process, NCAA Eligibility Center staff members partner with students and their families, as well as high school administrators and coaches.

As a college-bound student-athlete, you are responsible for your eligibility---- that means planning ahead, taking high school classes seriously and protecting your amateur status. It can be a difficult first step, but the benefits of being a student-athlete are worth the effort.

Get Ready. Get Set. Go!

Grade 9

Start planning now: take the right courses and earn the best grades possible.

Find your high school's list of NCAA-approved courses at NCAA.org/courselist

Ask your counselor for a list of your high school's NCAA-approved core courses to make sure you take the right classes.

Grade 10

Register with the NCAA Eligibility Center at eligibilitycenter.org

If you fall behind, ask your counselor for help with finding approved courses you can take.

Grade 11

Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses.

Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.

At the end of the year, ask your counselor to send or upload your official transcript to the NCAA Eligibility Center.

If you took classes at more than one high school or program, submit an official transcript for each school.

Make sure you are on track to graduate on time with your class.

Grade 12

Complete your final NCAA core courses as you prepare for graduation.

Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.

Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org

After you graduate, ask your counselor to send or upload your final official transcript with proof of graduation to the NCAA Eligibility Center.

Only students on an NCAA Division I or NCAA Division II school's certification request list will receive a certification.



NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- **NCAA Division I requires 16 core courses.** 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 now requires 16 core courses as well.** See the breakdown of core-course requirements below. Please note, Division II began requiring 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 page two of this sheet.
- **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 make 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 Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- **The Division II** grade-point-average requirement is a minimum of 2.000.

DIVISION I
16 Core-Course Rule

16 Core Courses:

- 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).

DIVISION II
16 Core-Course Rule

16 Core Courses:

- 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).
- 3 years 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).

FAST. FREE. SECURE.

UPLOAD DOCUMENTS

Once you are connected to your school's profile, you can help your students complete the eligibility process by submitting required documents - such as transcripts, class rank letters, and fee waivers - through the **Student List** tab. Click on the red button that corresponds to the document you'd like to upload.



The National Association of Intercollegiate Athletics (NAIA), headquartered in Kansas City, Mo., is a governing body of small athletics programs that are dedicated to character-driven intercollegiate athletics. Since 1937, the NAIA has administered programs dedicated to championships in balance with the overall college educational experience. Each year more than 65,000 NAIA student-athletes have the opportunity to play college sports, earn over \$600 million in scholarships, and compete for a chance to participate in 25 national championships. Learn more at naia.org.

#PlayNAIA

playnaia.org/highschoolportal

Example: Thanks, but No Thanks Letter

Your Name
Street Address
City, State, Zip

April_, 2018

Admissions Office
College/University
Address
City, State, Zip

Dear (name of person on your acceptance letter)

I am writing to let you know that I must decline your offer of acceptance. I have decided to attend (name of college you are going to) instead.

Thank you for accepting me. I consider it an honor.

Sincerely,

(your signature)

THE FINANCIAL PROCESS

Glossary of Key Terms

Award Letter: The financial aid award letter is a notification telling you about the financial aid offered to you by your college (including estimated costs, financing information, types of aid, amounts offered, specific program information, etc.). You may choose to accept some or all of what is offered. Unfortunately, colleges do not increase the grants in the financial aid package if you turn down student employment and/or loans.

Credit/Unit (or Credit Hour): A credit hour is a unit of measurement for fulfilling course requirements. Most colleges require that you complete a certain number of credits/units in order to graduate.

Cost of Attendance: The cost of attendance includes all costs associated with attending college: tuition & fees, room/board, books, supplies, transportation, personal expenses and a personal computer. Ask the school about increasing your cost of attendance if you have dependent care or disability-related expenses.

CSS/Financial Aid PROFILE: The PROFILE form is used to apply for financial aid at about 250 colleges. It calculates the student's expected family contribution (EFC) under the Institutional Methodology (IM). It is used to apply for the college's own financial aid funds and does not affect eligibility for government aid. It is filed online at profileonline.collegeboard.com.

Demonstrated Financial Need: Demonstrated financial need is the difference between the cost of attendance and the expected family contribution.
(Financial Need = COA - EFC)

Enrollment Status: Indicates you attend school full-time or part-time. In general, you must attend at least half-time to qualify for financial aid.

Expected Family Contribution (EFC): Amount toward the cost of attendance each year a student; and his or her family are expected to contribute from their own financial resources.

Financial Aid Package: A financial aid package is a combination of multiple types and sources of financial aid. It may include money from the federal government, state government, the college itself and private sources.

Free Application for Federal Student Aid (FAFSA): The Free Application for Federal Student Aid or FAFSA is a national form used to collect demographic and financial information from applicants for Federal, state, and some institutional financial aid programs. The form collects information from the student (and family, if applicable) such as prior year income, current net value of assets, family size and the number of children who will be enrolled in college on at least a half-time basis in the coming academic year.

Net Cost: The net cost is the difference between the cost of attendance and the need-based financial aid package.
(Net Cost = COA - Financial Aid)

Net Price: The net price is the same as the out-of-pocket cost, the difference between the cost of attendance and just grants. The net price is the amount the family pays, earns or borrows to cover college costs.
(Net Price = COA - Grants)

Open Admissions: Students are admitted regardless of their academic qualifications. Most community colleges and for-profit colleges have an open admissions policy.

Out-of-State Students: Generally applies to students attending a public university outside of their home state. Out-of-state students usually pay a higher tuition rate unless they establish legal residency for the state where they attend school or a reciprocity agreement is in place between the student's state and the state of the school.

Rolling Admissions: There is no set admissions deadline date; qualified students are accepted until classes are filled.

Student Aid Report (SAR): The Student Aid Report lists the data elements submitted on the FAFSA, some intermediate calculations, the student's expected family contribution along with other information such as the graduation rates of the colleges being considered.

Unmet Need: The unmet need, sometimes called a gap, is the difference between the full demonstrated financial need and the student's need-based financial aid package. (Unmet Need = Financial Need - Financial Aid)

A Compilation of Financial Aid Wisdom, Advice and Insights

This quick reference guide presents a compilation of short rules of thumb about paying for college. These tips were developed by FinAid and Fastweb over the last two decades. Many of these rules of thumb are now in common use, a sign that the rules of thumb are effective.

We devote a considerable amount of effort to designing and writing rules of thumb that are memorable, immediate and effective. A good rule of thumb does not require any computation, but may involve simple comparisons. Good rules of thumb can be personalized. They are tangible and specific. They express a crisp thought in just one or two sentences.

For example, guidance concerning excessive debt has historically involved debt-service-to-income ratios, which argue that monthly student loan payments should represent no more than 10% to 15% of gross monthly income. But calculating monthly loan payments requires solving a set of simultaneous equations, too complicated for most people. Translating this advice into a comparison of total student loan debt with annual income, on the other hand, yields a much simpler tip: If total student loan debt at graduation is less than the annual starting salary, the borrower will be able to repay the student loans in about 10 years. By linking debt with income, this rule of thumb elegantly demonstrates the limits to thinking about education debt as an investment.

Tips about Saving for College

College costs double every decade and triple in the 17 years from birth to college enrollment.

It is cheaper to save than to borrow. If you save \$200 a month for 10 years at 6.8% interest, you will accumulate \$34,433. If instead of saving, you borrow \$34,433 at 6.8% interest with a 10-year repayment term, you will pay \$396 a month, almost twice as much.

Time is your greatest asset. Start saving for college as soon as possible. If you start saving at birth, about a third of the college savings goal will come from interest on the contributions. If you wait until your child enters high school, less than 10% will come from interest.

It is never too late to start saving. Every dollar you save is about a dollar less you will have to borrow. Every dollar you borrow will cost you about two dollars by the time you repay the debt.

The one-third rule: Plan on saving a third of projected college costs or the full 4-year costs the year the baby was born. Like most life-cycle expenses, college costs will be spread out over time with about one third coming from past income (savings), about one third from current income and financial aid, and about one third from future income (loans). Since college costs increase by about a factor of three over any 17-year period and $3 \times 1/3 = 1$, that suggests that your college savings goal should be the full 4-year cost of college the year the baby was born.

You might not be able to predict which college your child will attend, but you probably can predict the type of college such as an in-state public 4-year college, out-of-state public 4-year college or a non-profit 4-year college. For a baby born in 2012 this means saving \$250/month, \$400/month and \$500/month, respectively, from birth to college enrollment. Save in the parent's name, not the student's, as this will reduce the impact on eligibility for need-based financial aid. A dependent student's 529 college savings plan is treated

as though it were a parent asset.

College savings may count against you in the need analysis formulas, but the penalty for saving is minimal. Less than 4% of dependent students have any contribution from parent assets in the calculation of the expected family contribution. The need analysis formula shelters many parent assets, including retirement plans, the net worth of the principal place of residence and small businesses owned and controlled by the family. There is also an asset protection allowance based on the age of the older parent that typically shelters about \$50,000 in parent assets. The remaining assets are assessed on a bracketed scale, with a top bracket of 5.64%. So every \$10,000 saved in a 529 college savings plan will reduce need-based aid by at most \$564. That leaves the family with \$9,436 to pay for college costs. Families who save for college have more options than families who don't save.

When choosing a 529 college savings plan, choose the plan with the lowest fees. This will maximize your savings. You can invest in any state's plan. Likewise, choose the direct-sold version instead of the advisor-sold version, since the fees are lower. If the fees are similar, choose your own state's plan if it offers a state income tax deduction on contributions to the state's plan. Pay yourself first. Before spending your paycheck, set aside some money for your children's college savings. The best way to do this is by making saving automatic, so you don't have to take any extra steps each month to save. Set up an automatic monthly transfer from your checking account or paycheck to the college savings plan. You will quickly get used to having a less money to spend. Start saving what you can, and gradually increase it, especially when a regular expense like diapers or day care ends. Redirect at least half of windfalls, like income tax refunds and inheritances, to college savings.

Distributions from non-reportable assets, such as a grandparent-owned 529 college savings plan or a tax-free return of contributions from Roth IRA, count as income to the beneficiary. This can have a severe impact on financial aid eligibility. Rather than take a return of contributions from a Roth IRA when it can hurt eligibility for need-based financial aid, wait until after the financial aid applications are filed for the senior year to take the return of capital to pay down debt.

Tips about Scholarships

Search for scholarships at free sites like www.Fastweb.com. (Other free scholarship matching services are listed at www.finaid.org/scholarships.) Every dollar you win is about a dollar less you'll have to borrow. Start searching for scholarships as soon as possible. There are scholarships with deadlines throughout the year, so the sooner you start searching, the more scholarships you will find. If you wait until the spring of the senior year in high school, you will miss the deadlines for about half of the scholarships available to high school seniors. But students in younger grades can also win scholarships. There are also many scholarships that are available only after you have enrolled in college. The sooner you start searching for scholarships, the more you will find.

Ask your employer and/or your parent's employer about employer tuition assistance programs. Some employers provide tuition assistance for employees, their dependents and sometimes even grandchildren. In any targeted scholarship matching service, answer the optional questions in addition to the required questions. Students who answer the optional questions match about twice as many scholarships, on average, as students who answer just the required questions. The optional questions are there to trigger the inclusion of specific awards.

To win more scholarships, apply to every scholarship for which you are eligible. It's a numbers game. Even among talented students, winning involves a bit of luck, not just skill. Pursue less competitive scholarships, such as small awards and essay contests. They are easier to win and help you win bigger scholarships. You can't win if you don't apply. It gets easier after your first half dozen applications. Essays can be reused and tailored to each new application. If you have difficulty writing essays, record yourself as you answer the question out loud and transcribe the recording. Most people think and speak faster than they can write or type. Write an outline afterward to organize your thoughts.

Google your name to ensure that you have a professional online presence. Use a professional email address, such as first.last@gmail.com. Review your Facebook account, removing inappropriate, immature and potentially embarrassing material. Beware of Scholarship Scams: If you have to pay money to get money, it is probably a scam. Never invest more than a postage stamp to get information about scholarships or to apply for scholarships. Legitimate scholarship programs do not charge application fees. If it sounds too good to be true, it probably is. Nobody can guarantee that you will win a scholarship. Do not give out bank account, credit card, Social Security numbers or other personal information. Beware of the unclaimed aid myth. The only money that goes unclaimed is money that can't be claimed.

The Free Application for Federal Student Aid (FAFSA)

File the Free Application for Federal Student Aid (FAFSA). The FAFSA is the gateway to financial aid from the federal and state governments and most colleges and universities. You can file the FAFSA online at www.fafsa.ed.gov. File the FAFSA as soon as possible after October 1 of your senior year in high school and each subsequent year. Do not wait until you have been admitted or you file your federal income tax returns. Some states have very early deadlines for state grants, as early as February 1, and other states give out money on a first-come first-served basis until the money is gone.

Use the IRS Data Retrieval Tool, if possible, to prefill some of the answers on your FAFSA. This **will** reduce the chances your FAFSA will be selected for verification. If you can't use it to file the initial FAFSA due to timing considerations, use it to update the FAFSA after you've filed your federal income tax returns. Apply for financial aid every year even if you think you won't qualify or even if you didn't qualify last year. The need analysis formulas are complicated enough that it is difficult to predict whether you will qualify without applying. Changes in the number of children in college at same time can have a big impact on aid eligibility, as can changes in income and the amount of assets. Families often overestimate their eligibility for merit-based aid and underestimate their eligibility for need-based aid. Remember: You can't get aid if you don't apply.

Tips about Negotiation and Professional Judgment

There's a common myth that families can bargain with the college to get a better deal. Colleges are not car dealerships, where bluff and bluster can get you a better deal. Colleges do not engage in bidding wars for top students. Most colleges do not negotiate. Even among the colleges that negotiate, the process is rigidly formulaic.

Most such negotiation is really "professional judgment". The professional judgment process is sometimes called a special circumstances review or financial aid appeal. Professional judgment refers to the authority of a college financial aid administrator to make adjustments to the data elements on the FAFSA when there are unusual circumstances, especially when the circumstances were beyond the family's control. Unusual financial circumstances may include anything that has changed from last year to this year or anything that differentiates the family from the typical family. Examples include job loss, salary reductions, death of a

wage-earner, high dependent care expenses for a special needs child or elderly parent, public K-12 tuition for siblings, and unusually high unreimbursed medical or dental expenses.

Other examples of unusual circumstances include one-time events that are not reflective of the family's ability to pay during the award year. For example, the family's income might have been artificially increased by a one-time bonus, Roth IRA conversion or unusual windfall. Or the family may have suffered from a job loss or natural disaster.

The professional judgment process is driven by documentation, so it is best to provide the college's financial aid administrator with a photocopy of documentation of the unusual circumstances and the financial impact on the family's ability to pay for college. The best type of documentation is verifiable and from a neutral third party.

Tips about Comparing Financial Aid Award Letters

Compare colleges based on the *net price*, the difference between the total cost of attendance and just gift aid (grants, scholarships and tuition waivers). This is the true bottom-line cost, the amount you and your family will have to pay from savings, income and loans to cover college costs.

This is in contrast with the *net cost*, the difference between the cost of attendance and the financial aid package or award. The financial aid package may include loans, which must be repaid, usually with interest.

The net cost will be similar for most colleges, about the same as the expected family contribution (EFC). The net price, on the other hand, may vary significantly among colleges, depending on the mix of grants and loans in the financial aid package.

When evaluating the net price of a college, ask the college whether it practices front-loading of grants. Colleges that practice front-loading of grants provide more grants during the freshman year, making them look less expensive. Likewise, ask about a college's outside scholarship policy. Some colleges will reduce grants instead of loans and/or student employment when a student wins a private scholarship.

More than six dozen elite colleges offer generous "no loans" financial aid policies that replace loans with grants in the financial aid package. This can yield a net price that is as inexpensive as an in-state public college. A list of no loans colleges can be seen at www.finaid.org/noloans.

Tips about Student Loans

Always borrow federal first. Federal student loans are cheaper, more available and have better repayment terms than private student loans. Federal student loans are eligible for income-based repayment and public service loan forgiveness, while private student loans are not. The unsubsidized Stafford and PLUS loans do not depend on financial need, so you do not need to be poor to qualify for low-cost federal education loans.

Before you spend student loan money on anything, ask yourself if you'd still buy it at twice the price, since that's realistically what it is going to cost you. Every dollar you spend in student loan money will cost you about two dollars by the time you repay the debt.

Education debt may be good debt because it is an investment in your future. But too much of a good thing can hurt you. Don't borrow more than \$10,000 for each year in school. Undergraduate students who borrow \$10,000 per year will graduate with more debt than 90% of their peers. Undergraduate students who borrow

\$7,500 per year will graduate with more debt than 75% of their peers. If you have no choice but to borrow from a private student loan or the PLUS loan program, it may be a sign that you are overborrowing and should consider ways to cut college costs.

Do not treat loan limits as targets. You can and should borrow less than allowed under the annual and aggregate loan limits. Bachelor's degree recipients earn 70% to 80% more, on average, than high school graduates who did not go to college. But this is an average. Some students will earn less, making it more difficult for them to afford to repay their student loans. Consider tuition installment plans as a less expensive alternative to student loans. Tuition installment plans let you pay the college bills in equal monthly installments over the academic year. Tuition installment plans do not charge interest, but typically charge an upfront fee of \$50 to \$100.

Pay the interest on unsubsidized loans during the in-school and grace periods to prevent the loan balance from growing larger due to interest capitalization. Try to keep your student loan debt in sync with your earning potential after graduation. Total education debt at graduation should be less than your expected annual starting salary, and ideally a lot less. You can estimate debt at graduation by multiplying your first year's debt by the length of the education program (e.g., 4 for a Bachelor's degree). If your debt is less than your annual income, you will be able to repay your student loans in about 10 years. If your debt exceeds your annual income, you will need an alternate repayment plan like extended repayment or income-based repayment in order to afford your monthly loan payments. These repayment plans reduce the monthly payment by stretching out the term of the loan to 20 or more years. This means you will still be repaying your own student loans when your children enroll in college. You won't have saved for their college education and you will be less willing to borrow for their college education because you'll still be repaying your own student loans. If you borrow more than twice your starting salary you will be at high risk of default.

The harsh reality is that students who major in liberal arts tend to earn less than students who major in STEM (science, technology, engineering and mathematics) and nursing. This doesn't mean you should abandon your dreams, just that you should borrow less for your education. Consider how much you will have to borrow before you enroll and how you will be able to repay that debt after you graduate. It is easier to reduce debt before you incur it than afterward. If you borrow too much you may ultimately be forced to abandon your dreams because of the need to repay your education loans. Students who graduate from undergraduate school with no loans are twice as likely to go on to graduate school as students who graduate with some debt. Students who graduate with too much debt are less likely to pursue careers in public service. Older students and parents should borrow no more than they can afford to repay in 10 years or by the time they retire, whichever comes sooner. All debts including credit cards, auto loans, mortgages and student loans, should be paid off in full by retirement, since there's no new income coming in after retirement, just assets. It doesn't make sense to be paying a higher interest rate on a loan than you are earning on your investments. But if there aren't enough retirement assets to pay off the debt and still have money left over for a comfortable retirement, you may have no choice but to stretch out the loan as long as possible, so that the monthly loan payments are as small as possible. Federal education loans, including the Parent PLUS loan, are discharged when the borrower dies and so won't count against your estate.

A creditworthy cosigner can increase your chances of qualifying for a private student loan and may yield a lower cost loan, since eligibility for a private student loan and the interest rate are based on the higher of the two credit scores. More than 90% of new private student loans require cosigners. But a cosigner is a co-borrower, equally obligated to repay the loan. Cosigning a private student loan doesn't just enable the

student to qualify for the loan. It also gives the lender two fish on the hook instead of just one. The loan will show up on the credit history of both borrower and cosigner. If the borrower is late with a payment or defaults, it will ruin both credit scores. If a cosigner cannot afford to repay the debt on their own, he or she shouldn't cosign the loan application.

Parents should consider the federal Parent PLUS loan before cosigning a private student loan. Most parents who qualify as cosigners on private student loans should also qualify for the federal Parent PLUS loan. Beware of variable interest rate loans. They may seem to have lower interest rates, but the interest rates can change significantly over the life of the loan and may ultimately cost you more than a fixed-rate loan.

Tips about Consolidating Student Loans

Consolidation is a form of refinance, in which a new loan pays off the old loans. A consolidation loan may provide a different interest rate than the original loans. A key benefit of consolidating is that it streamlines repayment, replacing multiple loans with a single loan. (If all of a borrower's loans are with a single lender, however, the lender may offer unified billing so that the borrower receives only one bill for all the loans.) Consolidation may offer an opportunity to switch from one lender to another.

Some borrowers use consolidation to release the cosigner on their private student loans from the obligation to repay the loans by obtaining a consolidation loan without a cosigner. The consolidation loan pays off the old loans, effectively releasing the cosigner from the obligation to repay the debt.

Consolidation of federal student loans does not save money, as the interest rates are already fixed. The interest rate on a federal consolidation loan is the weighted average of the interest rates on the loans being consolidated. Consolidation of private student loans may yield a lower interest rate, but only if the borrower's credit score (and the credit score of the cosigner, if applicable) has improved. The interest rate on a private consolidation loan is based on the current credit score of the borrower *and* cosigner. If the original loans were made with a cosigner and the new loans are made without a cosigner, the borrower's credit score must be better than both credit scores. Typically, the credit scores decrease with each successive year in school, since each year adds more loans. It takes several years after graduation for a borrower's credit score to improve. The borrower must pay all debts, not just student loans, on time per the agreement. On-time means no late payments, not even a day late. It is very easy to get a bad credit score, but very difficult to build a good credit score.

It is more difficult to qualify for a private consolidation loan than a private student loan, because lenders are wary of adverse selection, where borrowers who are struggling financially are more likely to seek a private consolidation loan. It isn't always beneficial to consolidate student loans. If a borrower has student loans with interest rates that differ a lot, keeping the loans separate provides an opportunity to accelerate repayment of the highest interest rate loan first after making the required monthly payments on all the loans. This will save money by reducing the average interest rate paid on the loans. Borrowers who consolidate their student loans aren't able to selectively accelerate repayment of the highest interest rate loan, since consolidation replaces the previous loans with a single new loan that has just one interest rate.

Tips about Repaying Student Loans

Get organized. It is easy to overlook a loan when you graduate with 8-12 loans. Make a list of all your loans, including contact information for the lender, the loan id number, the interest rate, the loan balance and the date the first payment is due. FinAid's student loan checklist can help. It is available at www.finaid.org/studentloanchecklist. Put a reminder in your calendar two weeks before your first payment

is due. You must make a payment even if you don't receive a statement or coupon book from the lender. Choose as short a repayment term as possible. Increasing the loan term on an unsubsidized Stafford loan from 10 years to 20 years cuts the monthly payment by a third, but more than doubles the interest paid over the life of the loan.

After you graduate, accelerate repayment of the highest interest rate loan first. Student loans do not have prepayment penalties. Making an extra payment can save you money. After you make the required payments, direct any extra money toward accelerating repayment of the most expensive debt first. The most expensive debt is the debt with the highest interest rate, not the lowest monthly payment. Usually this is credit card debt and private student loans. Paying an extra \$100 on a 10% loan is like earning 10% interest, tax-free, regardless of the amount you borrowed, and may save you more than \$200 over the life of the loan depending on the type of loan.

Avoid extended periods of non-payment, as interest continues to accrue. If the interest is not paid as it accrues, it will be capitalized (added to the loan balance). A year of capitalized interest increases the size of the loan by 7%, and ultimately 25% when you consider the cost of paying interest on interest. Sign up for auto-debit with electronic billing, where the monthly loan payments are automatically transferred from your checking account. Many education lenders will reduce your interest rate by 0.25% or 0.50% for this. Up to \$2,500 in student loan interest on federal and private student loans can be deducted as an above-the-line exclusion from income on your federal income tax return. You can claim the student loan interest deduction even if you don't itemize.

If you are unemployed, consider volunteering with the AmeriCorps program. The education awards volunteers earn can be used to pay down education debt. For each year you volunteer on a full-time basis, you will earn an education award that is equal to the maximum Pell Grant. Volunteering also gives you experience that may help you get a job.

If you will be working full time in a public service job, such as police, fire, EMT, military, public school teacher, public librarian, city/state/federal government, public defender, prosecutor or any 501(c)(3) tax exempt charitable organization, look into public service loan forgiveness. If you repay your loans using income-based repayment in the federal Direct Loan program, the remaining debt will be forgiven after 10 years of full-time employment in a public service job. See www.finaid.org/ibr and also www.finaid.org/publicservice for additional information.

If you run into financial difficulty, talk to your lender before you default. You lose options if you default first. Federal student loans have many options for financial relief, such as temporary suspensions of the Obligation to repay (e.g., deferments and forbearances) and flexible repayment plans (e.g., extended repayment, income-based repayment and graduated repayment). The monthly payments under income-based repayment will be less than the wage garnishment amount for most students, so there isn't any benefit to defaulting. Don't default. The penalties for defaulting are severe. The government can garnish (seize) up to 15% of wages. It doesn't end when you retire, as the government can offset up to 15% of Social Security disability and retirement benefits. The government can seize your federal and state income tax refunds and lottery winnings. 25% of each voluntary and involuntary payment will be deducted for collection charges, slowing the repayment trajectory of the loan. You won't be able to get a FHA or VA mortgage, you won't be able to enlist in the military and the government can block renewal of professional licenses. Your credit will be ruined, making it difficult for you to get a credit card, auto loan or mortgage. You may have trouble renting an apartment or getting a job, as some landlords and employers will check your

credit history. It is also almost impossible to discharge student loans in bankruptcy.

If you are having trouble obtaining a mortgage or other credit because of student loans, switching to an alternate repayment plan that reduces the monthly loan payment may help you qualify. Mortgage lenders focus more on the percentage of income that is used to repay debt than on the ratio of total debt to annual income. For a typical mortgage most lenders require student loan payments to be no more than about 10% of gross income. Another option for cosigners who are having difficulty refinancing a mortgage is to ask the primary borrower to seek a co-signer release or private consolidation to remove the loans from the cosigner's credit history.

Tips about Student Employment

Work part-time during the school year and work full-time during the summer to earn money for college. Even if you don't qualify for Federal Work-Study, there are usually plenty of part-time jobs on or near college campuses. Working 10-12 hours a week during the semester will help improve your grades by forcing you to learn time management skills. Working a full-time job during the school year will hurt your performance by taking away time from academics. Students who work full-time during the school year are half as likely to graduate. Enroll full-time and work part-time, not vice versa.

Some colleges provide free room and board to students who work as Head Residents or Resident Assistants. Some colleges pay students in leadership positions in student activities, such as president of the student body or editor of the student newspaper. There are also ROTC scholarships for students interested in pursuing a career in the military.

Tips about Education Tax Benefits

You can get a Hope Scholarship Tax Credit (also known as the American Opportunity Tax Credit) on your federal income tax return. The Hope Scholarship provides a tax credit of up to \$2,500 (of which \$1,000 is refundable) based on \$4,000 in qualified higher education expenses, which include amounts paid with cash or loans for college tuition, fees & course materials (textbooks).

Tips about Cutting College Costs

Live like a student while you are in school so you don't have to live like a student after you graduate. Your primary purpose in going to college is to get an education. Minimize your personal expenses, such as eating out, specialty beverages and paid entertainment. Purchasing a \$10 pizza each week will cost about \$2,000 by the time you graduate. If you pay for the pizza using student loan money, it will cost you about \$4,000 by the time you've paid off the debt.

Don't bring a car with you to college. Parking spaces in preferred parking lots may be limited and oversold. Parking on campus can also be expensive. Check with your college campus to see if they offer a service like ZipCar.

One of the most effective ways to save on college costs is to enroll at an in-state public college. You may need an extra year to graduate with Bachelor's degree at public colleges, but you'll still graduate with less debt and a better return on investment.

Financial Aid Checklist & Timeline

- => Apply for Admissions
 - o *This should be priority. Students should have all application submitted by the end of January.*
- => Apply for Scholarships - outside scholarships and university based scholarships
- => Get your Federal Student Aid PIN www.pin.ed.gov
- => Get to know (name, direct line, email, etc) of a financial aid assistant at the university
 - o *These individuals are invaluable in the information they know and the questions they can answer- you want to talk to the same person so that they get to know you and your individual circumstances.*
- => Find out the Priority Deadline for the University(s) to which you are applying.
 - o *Priority Deadline is the deadline set by the individual universities in which they will review and begin to distribute the available moneys to that group of students who have submitted their FAFSA by the priority deadline. **You are not required to apply by the priority deadline, but it is highly recommended due to the limited availability of grant funds.***
 - o *The national priority deadline is March 1, but individual states and univers,1ies may set a different date. Here are a few dates: ASU is February 1, NAU is February 14, U of A is March 1, Azusa Pacific is March 1, Baylor is March 1, Bio/a is March 1, SMU is February 15, Whitworth is March 1;*
- => File Your FAFSA before the Priority Deadline
 - o www.fafsa.ed.gov
 - o *FAFSA application is available October 1.*
 - o *For ease, fill out the FAFSA Worksheet prior to filling out the online application.*
 - o **Priority Deadline - Each college and university has their own priority deadlines.*
 - o *Applying early increases your chances for grants and other sorts of financial aid.*
- => Review Your Student Aid Report (SAR)
- => Monitor Financial Aid Status & Submit Requested Documents
- => Receive Your Financial Aid Notification (FAN)
- => Accept, Reduce, or Decline Awards under Financial Aid
- => Search for Jobs, *Work study or other on campus employment*
- => If needed apply for loans etc.
- => Receive Your Funds
- => Maintain Satisfactory Academic Progress

Expected Family Contribution (EFC)

The Expected Family Contribution (EFC) is a measure of your family's financial strength and is calculated according to a formula established by law. Your family's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are your family size and the number of family members who will attend college during the year.

The information you report on your Free Application for Federal Student Aid (FAFSA) or your *FAFSA4caster* is used to calculate your EFC. Schools use the EFC to determine your federal student aid eligibility and financial aid award.

Note: Your EFC is **not** the amount of money your family will have to pay for college **nor** is it the amount of federal student aid you will receive. It is a number used by your school to calculate the amount of federal student aid you are eligible to receive.

For more information about the EFC, see *Funding Your Education: The Guide to Federal Student Aid* at: <https://studentaid.ed.gov/resources#information-on-getting>. To request a free copy of *Funding Your Education: The Guide to Federal Student Aid*, call the Federal Student Aid Information Center at **1-800- 4-FED-AID (1-800-433-3243)**.

Need Money

For College?

Complete the 2017-18 & 2018-19 FAFSAs now!

FAFSA

Use your 2015 tax information for the 2017-18 FAFSA

Use your 2016 tax information for the 2018-19 FAFSA

Steps for Filling out a FAFSA

1 Before Starting A FAFSA

Get organized.

Determine your dependency status

FAFSA on the web worksheet.

Search for school codes.

Students apply for a PIN.

Check application deadline

2 Filling Out A FAFSA

Fill out the application.

- Fill out your FAFSA.
- Open your saved FAFSA or correction application.
- Sign electronically with your PIN.

3 FAFSA Follow-Up

View your results online
Check status of a submitted FAFSA or print signature page.

Make corrections to a processed FAFSA

Add or delete a school code

View and print your student aid report

Introduction to the FAFSA

This document provides information to help you complete and submit the 2018-19 *Free Application for Federal Student Aid* (FAFSA®) form. It provides a brief overview of the FAFSA form and the financial aid application process. It also lists the help topics that are provided for each question of the FAFSA form.

Throughout this document, "you" and "your" refer to the student. "School" refers to the college, career school, or postsecondary institution the student is attending (or applying to).

What is the FAFSA form?

The FAFSA form is the application you will use to apply for federal student aid programs offered by the U.S. Department of Education (ED). Completing and submitting the FAFSA form is free, and it gives you access to the largest source of financial aid to help pay for college or career school. Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, transportation, and other related expenses, such as a computer and dependent care. In addition, many states and colleges use your FAFSA information to determine your eligibility for state aid and school aid, and some private financial aid providers may use your FAFSA information to determine whether you qualify for their aid.

ED awards more than \$120 billion a year in federal student aid (grants, work-study funds, and loans). Learn more at [StudentAid.gov/types](https://studentaid.gov/types).

How do I complete the FAFSA form?

Most students and families complete the FAFSA form online at fafsa.gov. We recommend the online form because

- fafsa.gov has built-in help to guide you through the application process;
- fafsa.gov uses "skip logic" that allows you to skip questions that don't apply to you; and
- the schools you list on your application will receive your processed information faster.

If you are unable to fill out the online form due to slow or nonexistent internet access, try one of these options for completing the FAFSA form:

- You can download and complete a PDF FAFSA form (go to fafsa.gov and scroll to FAFSA Filing Options) or have someone download and print out the PDF for you.
- You can order and complete a printed version of the PDF FAFSA form (you may request up to three copies of the printed PDF FAFSA form by calling 1-800-4-FED-AID [1-800-433-3243]).

In some cases, you might be able to apply directly through your school. You can check with the financial aid office at the school you are interested in attending to see if the school can assist you with your application. Some schools use special software to submit your FAFSA form for you.

When do I submit my FAFSA form?

For the 2018-19 academic year (July 1, 2018, to June 30, 2019), you can file your FAFSA form as early as Oct. 1, 2017. The following table provides a summary of the key dates for submitting the FAFSA form depending on when you plan to go to school.

If you plan to attend college from	You will submit this FAFSA	You can submit the FAFSA from	Using tax info from
July 1, 2017-June 30, 2018	2017-18	Oct. 1, 2016-June 30, 2018	2015
July 1, 2018 – June 30, 2019	2018-19	Oct. 1, 2017-June 30, 2019	2016
July 1, 2019-June 30, 2020	2019-20	Oct. 1, 2018-June 30, 2020	2017

Note: Keep in mind that while the 2018-19 FAFSA deadline for federal aid is June 30, 2019, your state and school probably have earlier FAFSA deadlines for students who want to receive the state's or school's aid. For some states, the deadline is "as soon as possible after Oct. 1." Some states may have limited financial aid funds-and you could miss out on aid if you wait until the last minute to apply. Check with your school's financial aid office or consult its website to make sure you are aware of the school's financial aid deadlines. To maximize your potential aid, you should submit a FAFSA form as early as possible after Oct. 1.

If You Previously Submitted a FAFSA Form

If you filed a 2017-18 FAFSA form, you will see a "FAFSA Renewal" button. Selecting the "FAFSA Renewal" button will allow you to prefill your 2018-19 FAFSA form with certain information from your 2017-18 FAFSA form. This process will allow you to complete the 2018-19 FAFSA form in less time.

Using an FSA ID to Sign Your FAFSA Form

An FSA ID is a username and password that you will need if you plan to sign your FAFSA form electronically. While you are not required to use an FSA ID to sign a FAFSA form electronically, it is recommended since it's the fastest way to complete the application process. If you are a dependent student, then your parent(s) will need to provide some information, and one parent whose information is reported will need to sign the FAFSA form. Your parent will need his or her own FSA ID if he or she plans to sign the FAFSA form electronically.

It's important that you and your parent each create your own FSA ID. You should not create an FSA ID for your parent, and a parent should not create an FSA ID for you. Your FSA ID has the same legal status as a written signature and is used to sign legally binding documents electronically. Don't share your FSA ID with anyone-even if that person is helping you complete the FAFSA form. Sharing your FSA ID could put you at risk for identity theft or could result in problems or delays with your financial aid.

For additional information on the FSA ID and to create your FSA ID, go to **[StudentAid.gov/fsaid](https://studentaid.gov/fsaid)**.

What happens after I apply?

After receiving your completed application, the FAFSA processor will analyze your FAFSA information and provide a *Student Aid Report* (SAR) or a *SAR Acknowledgement* that summarizes the information you provided on your FAFSA form. Whether you receive your SAR online or on paper depends on whether you provided an email address on your FAFSA form. If you have a valid email address on file, you should receive an email within three to five days that provides a link to view an online copy of your SAR. If you did not provide an email address when you submitted your FAFSA form, you will receive a paper SAR or *SAR Acknowledgement* in the mail within three weeks.

When you get your SAR, review it carefully to make sure it's correct and complete.

Your FAFSA information is shared with the colleges and/or career schools you list on the FAFSA form. The financial aid office at each school will use your information to determine how much federal student aid you may receive at that school. If the school has its own funds to use for financial aid, it might use your FAFSA information to determine your eligibility for that aid as well. You can learn more about what happens after you submit your FAFSA form at **[StudentAid.gov/fafsa/next-steps](https://studentaid.gov/fafsa/next-steps)**.

What financial aid will I get?

Your eligibility for federal student aid depends on your Expected Family Contribution or EFC (an index number calculated using your FAFSA information and a formula specified by law), your year in school, your enrollment status, and the cost of attendance at the school you will be attending. You can learn more about how aid is calculated at **[StudentAid.gov/how-calculated](https://studentaid.gov/how-calculated)**.

The financial aid office at your school will determine the types of and how much financial aid you are eligible to receive. Your school's aid office will send you a financial aid offer (sometimes called an award letter) explaining the types and amounts of financial aid you may receive from federal, state, private, and school sources. This combination of aid is your financial aid package.

If you have any questions about your aid offer, contact your school's financial aid office. If you've applied to several schools, be sure to compare aid offers to see which school will be the most affordable once aid is taken into account.

How will I get my financial aid?

Your school will distribute your financial aid. How you will receive your aid will depend on the type of aid. The school will provide you with information on how and when your aid will be distributed. Typically, the school first applies your aid money toward your tuition, fees, and (if you live on campus) room and board. Any money left over is paid to you for other education-related expenses. For more information on receiving aid, go to **[StudentAid.gov/fafsa/next-steps/receive-aid](https://studentaid.gov/fafsa/next-steps/receive-aid)**.

Additional Resources

After reviewing this document, if you have additional questions about how to complete the FAFSA form, you can call the Federal Student Aid Information Center (FSAIC) at 1-800-4-FED-AID (1-800-433-3243) or contact the financial aid office at the school you are interested in attending. You can also go to Federal Student Aid's primary website-[StudentAid.gov](https://studentaid.gov). [StudentAid.gov](https://studentaid.gov) provides in-depth information on preparing for and funding college, career school, and graduate school.



Student Bulletin

FAFSA: Step-by-Step

What is it? FAFSA stands for Free Application for Federal Student Aid. The federal government uses this form to determine your eligibility for federal financial aid for college, which may include grants, scholarships, work-study and loans.

Why fill it out? The FAFSA is used to apply for financial aid from the federal and state government(s) and from most public and private colleges. Private colleges may have their own supplemental forms in addition to the FAFSA for awarding their own aid funds. For example, about 250 private colleges require an additional form called the CSS/Financial Aid PROFILE. The FAFSA is a prerequisite for the unsubsidized Stafford and Parent PLUS loans, which do not depend on financial need.

EFC stands for Expected Family Contribution. According to the government's calculation, you and your family should be able to contribute this amount in the coming academic year to your college costs. The EFC is a harsh assessment of you and your family's ability to pay for college. It does not consider the impact of consumer debt on a family's financial strength.

How does it work? The college you plan to attend will try to meet your demonstrated financial need with a package of different types of aid from multiple sources, including federal, state, school and private sources. You can do the following on www.fafsa.ed.gov: Electronically sign your FAFSA, Check the status, Make corrections, Add additional colleges and universities Fill out an online renewal FAFSA next year

- To obtain a FSA ID, eligible students should visit <https://fsaid.ed.gov/npas>.
- Fill out the form to create a FSA ID and follow all instructions.
- Keep your FSA ID confidential. It allows you to electronically sign federal student aid and loan documents and access your confidential FAFSA information.

Step 1: Assemble forms needed to complete FAFSA

You and your parents (if you are dependent) need the following to fill out the form:

- Social Security Number
- Current bank and brokerage account statements
- Driver's license (if any)
- Current mortgage and investment records (if any)
- Alien registration card (if not a U.S. citizen)
- Current federal tax return (estimates are OK on tax questions, if you or your parents haven't filed yet)
- Current untaxed income records (if any)
- Current W2 and 1099 forms and other record of money earned
- Parents' current income tax return (if dependent)

Step 2: Complete the FAFSA

- Download, print and complete the FAFSA on the Web worksheet.
- Complete FAFSA on the Web at www.fafsa.ed.gov. The online version is used by over 99% of the applicants since it includes skip logic to avoid asking you unnecessary and redundant questions. Processing is quicker and more efficient with built-in edit-checks to reduce errors on the form.
- In order to maximize the amount of aid, fill out the
- FAFSA as soon as possible after October 1.
- Once finished, print the FAFSA summary as well as
- the "Submission Confirmation" page (or write down
- your confirmation number and date). If you complete
- the paper version, make a copy for your records.

Step 3: Review your Student Aid Report (SAR)

The SAR is proof that your FAFSA was received. You should receive your electronic SAR in 1-3 days if you filed electronically (paper filing: 2-3 weeks).

What if I find errors on my Student Aid Report (SAR)?

- Report errors immediately to your financial aid office.
- You can also make corrections online using your FSA ID at www.fafsa.ed.gov.
- If you don't receive your SAR in 3-4 weeks, call 1-800- 433-3243 (1-800-4-FED-AID) or visit www.studentaid.ed.gov.

What is the Student Aid Report (SAR)?

The SAR is a summary of the information you Entered on the Free Application for Federal Student Aid (FAFSA). It tells you how much federal student Aid the government thinks you can reasonably pay for your school expenses. The SAR also notifies you if you are eligible for a Federal Pell Grant. You will receive a SAR in 1-3 days after you filed an Electronic FAFSA or 2-3 weeks after you filed a paper version. Check immediately for your EFC and any mistakes or errors.

What is the Expected Family Contribution (EFC)?

The EFC is the amount you and your family will be expected to pay for the coming academic year based on your financial situation. Some colleges do not satisfy the student's full demonstrated financial need, leaving the family with unmet need (a gap). Some need may be met with loans, which need to be repaid, usually with interest.

How is the EFC calculated?

The U.S. Department of Education uses the Federal Methodology (FM) to calculate your aid eligibility. The FM takes into account your family's income, the number of family members, in college, net value of assets and your enrollment status, among other factors. To estimate your EFC, utilize the Expected Family Contribution Calculator: www.finaid.org/efc.

What happens after I receive my SAR?

Look for mistakes or errors. Any colleges you listed on your FAFSA will also receive an electronic copy of your SAR. If you find an error notify your school's financial aid office immediately to let them know. Errors can also be corrected online using your FSA ID at www.fasfa.gov.

What if I find mistakes on my SAR?

Let your college know and go to www.fafsa.ed.gov. Under "FAFSA Follow Up," click "Make Corrections to a Processed FAFSA." Check the items you want to change and make corrections. On paper, on the last pages of the SAR, find your original FAFSA info. Make changes and only fill in the areas that need be changed and/or corrected. You and your parents must sign and mail the corrected FAFSA to the central processor or send to each school to which you are applying to for admission and financial aid.

Pages 5-8 FAFSA summary: Review the summary. Make corrections or changes in the spaces provided. You can also make changes online at:

www.fafsa.gov.

SAR Information Acknowledgement: Correct any wrong information on pages 5 through 8 of the SAR or online.

When do I receive my financial aid?

Once your college reviews your SAR and verifies your eligibility, it will create and notify you of your aid eligibility and send an award letter. You do not need to accept all

of the aid that's offered to you; accept only the aid you want. Rejecting one form of aid, however, will not result

in increases in the other forms of aid. Federal aid will first be applied to certain school charges, such as tuition, fees, room and board. Excess may then be disbursed to the student or credited to his or her student account.

***Why is there an asterisk next to my EFC?**

An asterisk (*) means you have been selected for verification and you must provide documents to your college to verify that information submitted on the FAFSA is correct. If your college asks verification documents, send as soon as possible to avoid a delay

in the aid process. The US Department of Education has switched to a targeted verification process. About

a third to half of all FAFSAs will be selected for verification. Some colleges verify 100% of their aid applicants, they find that this increases the accuracy of the information used to award financial aid. This helps ensure that the most deserving/needy students receive financial aid.

WESTERN UNDERGRADUATE EXCHANG (WUE) Land your tuition discount! Important tips for students & parents:

1. **Are you a resident of a WICHE member state or U.S. Territory (CNMI or Guam)'?** Are you planning to study at a public college or university in another WICHE state?
2. **Select from 160+ WUE network schools. Download a PDF list, or check our database for each school's details.**
3. **Do the schools on your list offer your chosen area of study? Verify!** Most majors are eligible for the WUE tuition discount at most universities and colleges, but not always. Selected schools may exclude high-demand majors from WUE rate eligibility.
4. **Do you meet your top-choice schools' WUE admissions criteria?** Your residency alone doesn't guarantee you the WUE discount. Many colleges and universities have additional criteria such as ACT/SAT test scores or high school GPA. Some schools use WUE as a merit award and set more rigorous criteria for WUE applicants.
5. **Apply directly to the schools.** WICHE doesn't process applications (there is no general WUE application); WICHE does not participate in the student-selection process. When you apply, indicate you want to be considered for the WUE discount. Usually the admissions office handles WUE requests, but at some schools you work with their scholarship or financial aid office.
4. **Apply early.** Many schools have an early application deadline for WUE applicants; check your choice schools' WUE webpages for the most current deadlines. If you apply after your school has reached its quota of discounted WUE seats, you could miss out!
5. **Be informed.** Read our comprehensive WUE FAQ and see how much you could save with WUE (updated every December). *NOTE: The WUE discount (150% of resident tuition or less) only applies to the tuition. Fees are typically standard for residents and nonresidents; they must be paid in addition to tuition.*
6. **Got WUE?** Congratulations! If you've been admitted and awarded the WUE rate, keep all correspondence confirming your WUE award. To keep your WUE discount for the duration of your studies, study hard and remain in good academic standing. Some schools require a minimum number of credit hours per term. Be sure to confirm all requirements directly with your WUE school.
7. **Still have questions?** If your questions are specific to a certain school, please call their admissions office. If you've read these tips, the WUE FAQ, your choice school's WUE information (their WUE profile on our website and the school's WUE website) and *still have questions*, contact us at info-sep@wiche.edu or 303.541.0270 and we will respond as quickly as possible.

Common Scholarship Scams

Fraudulent scholarships can take many forms; some of the most common types are presented here. If you receive an offer that uses one of these tactics, be suspicious (see our suggestions for [protecting yourself from scholarship scams](#)). If you believe the offer is a scam, [report](#) it. Sometimes a scam persists for years before people catch on to it. Even when people realize they've been cheated, few are stubborn enough to try to take advantage of guarantees or to file a complaint.

Scholarships that Never Materialize. Many scams encourage you to send them money up front, but provide little or nothing in exchange. Usually victims write off the expense, thinking that they simply didn't win the scholarship.

Scholarships for Profit. This scam looks just like a real scholarship program, but requires an application fee. The typical scam receives 5,000 to 10,000 applications and charges fees of \$5 to \$35. These scams can afford to pay out a \$1,000 scholarship or two and still pocket a hefty profit, if they happen to award any scholarships at all. Your odds of winning a scholarship from such scams are less than your chances of striking it rich in the lottery.

The Advance-Fee Loan. This scam offers you an unusually low-interest educational loan, with the requirement that you pay a fee before you receive the loan. When you pay the money, the promised loan never materializes. Real educational loans deduct the fees from the disbursement check. They never require an up-front fee when you submit the application. If the loan is not issued by a bank or other recognized lender, it is probably a scam. Show the offer to your local bank manager to get their advice.

The Scholarship Prize. This scam tells you that you've won a college scholarship worth thousands of dollars, but requires that you pay a "disbursement" or "redemption" fee or the taxes before they can release your prize. If someone says you've won a prize and you don't remember entering the contest or submitting an application, be suspicious. In a common variation the sponsor sends the student a check for the scholarship, but requires the recipient to send back a check for the taxes or some other fees. Or the sponsor sends a check for more than the scholarship amount and asks the recipient to send back a check for the difference. The scholarship check ultimately bounces, as it is a forgery, but by then the recipient's funds are long gone.

The Guaranteed Scholarship Search Service. Beware of scholarship matching services that guarantee you'll win a scholarship or they'll refund your money. They may simply pocket your money and disappear, or if they do send you a report of matching scholarships, you'll find it extremely difficult to qualify for a refund.

Investment Required for Federal Loans. Insurance companies and brokerage firms sometimes offer free financial aid seminars that are actually sales pitches for insurance, annuity and investment products. When a sales pitch implies that purchasing such a product is a prerequisite to receiving federal student aid, it violates federal regulations and state insurance laws.

Free Seminar. You may receive a letter advertising a free financial aid seminar or "interviews" for financial assistance. Sometimes the seminars do provide some useful information, but often they are cleverly disguised sales pitches for financial aid consulting services (e.g., [maximize your eligibility for financial aid](#)), investment products, scholarship matching services and overpriced student loans.

*"Common Scholarship Scams." [FinAid.org](#). Mark Kantrowitz. FinAid Page LLC. September 2011.
<http://Uwww.finaid.org/scholarships/orotecting.phtml>*

Scholarship & Financial Planning Directory

Online Scholarship & Financial Aid Resources

Official Federal Student Aid website (<http://www.fafsa.ed.gov/>)

Please Note: The FAFAS is FREE to file. There are many 'dummy,' for pay sites that use a similar URL to the government site.

Scholarship Search Websites

ConnectEDU (www.connectedu.net)

Fastweb (www.fastweb.com)

Chegg (<http://www.chegg.com/>)

Princeton Review (www.princetonreview.com/scholarships-financial-aid.aspx)

NextStudent (www.nextstudent.com/scholarship-search/scholarship-search.asp)

Cappex (www.cappex.com/scholarships/index.jsp)

College & Financial Planning Companies

College & Financial Planning Companies offer services ranging from college application help, college scholarship searches, long-term and short-term financial planning and navigational help through the college financial planning process. With any type of college planning and financial services, you are encouraged to do your due diligence in researching the company and their services.

(This list of services is for informational purposes only. They are not endorsed by SCA nor are they meant to be a complete list of available College & Financial Planning Companies.)

All in Education (www.allineducation.com)

Contact Person(s): Kyle Shelley, 877-323-4723

Katy Lander, 877-323-4723

Address: P.O. Box 1475, Newport Beach, CA 92659

BLAU Insurance Services (www.blaufinancial.com)

Contact Person(s): Mitchell R. Adler, madler@blaufinancial.com, 480-391-2005

Ronald Blau, rblau@blaufinancial.com, 480-391-2005

Address: 9449 N. 90th Street, Suite 205, Scottsdale, AZ 85258

Campus Advisors (www.campusadvisers.com)

Contact Person: Andrea Baumer, abaumer@campusadvisers.com, 602-840-5665, ext 4

Address: 432 North 44th Street, Suite 195, Phoenix, AZ 85008

The Elliot Group, LLC (www.theelliottgroup.biz)

Contact Person: Monica Felton, monica@theelliottgroup.biz, 602-903-3988

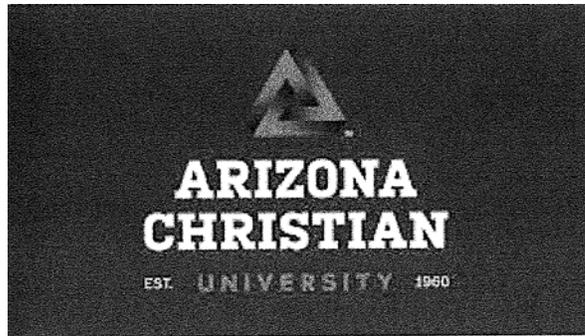
Address: 8973 E. Charter Oak Dr., Suite 100, Scottsdale, AZ 85260

HEFAR (Higher Education Financial Aid Resources) Group (www.hefar.org)

Contact Person: Christopher Ordway, ceordwoy@hefar.org, 602-396-7840

Address: 740 N. 52nd St., #100, Phoenix, AZ 85008

ARIZONA COLLEGES &
UNIVERSITIES PROCESSES



ACU is an accredited, private, non-profit, Christian university in Phoenix offering numerous bachelor's degrees including a recently added Psychology major and programs of study such as Criminal Justice, Healthcare Policy, Nonprofit Management, Coaching and Early Childhood Education. All students graduate with a minor in Biblical studies. With a notable student-to-faculty ratio of 13:1, ACU's distinguished professors are committed to developing the complete person through the integration of faith, learning, and Christian leadership. ACU competes as a member of the NAIA, with athletic opportunities including baseball, basketball, cross country, football, golf, soccer, softball, tennis, volleyball, and spirit squad. Students have multiple opportunities for campus involvement including mission trips, Urban Outreach, Fellowship of Christian Athletes, chorale, worship bands, and study abroad options.

MISSION:

Arizona Christian University provides a biblically-integrated, liberal arts education equipping graduates to serve the Lord Jesus Christ in all aspects of life, as leaders of influence and excellence.

Arizona Christian University exists to educate and equip followers of Christ to transform culture the truth.

ACU's CORE COMMITMENTS

Statement of Faith:

Arizona Christian University is the only accredited, evangelical Christian university or college in Arizona where all trustees, administrators, faculty, staff and students declare that they are followers of Jesus Christ.

Students at Arizona Christian University declare their faith in Christ through agreeing to the affirmations contained in this document: [Student Affirmation of Faith](#)

All **Trustees, Administrators, Faculty** and **Employees** of Arizona Christian University must sign the following Statement of Faith: [Employee Statement of Faith](#)

Freshman Applicants

We are thrilled that you are considering becoming a part of the Arizona Christian University family. ACU has rigorous academic standards and offers a variety of degree programs, honors courses, internship opportunities and multiple pre-professional tracks, including pre-law and pre-med. ACU is committed not only to the educational advancement of students, but to their spiritual formation as well. We provide our students with an education that prepares them for ministry and professional occupations as they continue to become passionate, sold-out followers of Christ!

Admissions Requirements for Freshmen:

High School GPA: 2.5

SAT Score (CR+M): 950 or ACT Score: 20

ACU Test Codes: SAT: 4736 /ACT: 0106

Spiritual Life Recommendation

Application Checklist for Freshmen:

Application Form:

Complete and submit the application form.

Application Fee: Pay your \$30 application fee online by credit card after you complete the online application. If you have a fee waiver you will receive a prompt to enter that code.

ACT/SAT Scores: Submit your SAT (#4736) or ACT (#0106) scores.

Transcripts:

Request that high school and/or college transcripts be sent. We provide the above form as a courtesy to help you request transcripts. Official high school transcripts are required of all applicants. Home-educated students should refer to the [Home-educated page](#) for additional instructions.

Note: Request official transcripts from all colleges attended even if no credit was earned or grades received. This includes college courses taken during high school. All transcripts should be sent directly from the institution you attended to Arizona Christian University.

Spiritual Life Recommendation Form:

We prefer all Spiritual Life Recommendations be done online. When you submit the Online Application it will prompt you to enter your mentor's email address. A pastor or mature Christian adult leader from the church you attend who has had the opportunity to observe your spiritual life should complete this form. The person should have known you for at least six months and not be a relative.

ASU Admission Requirements:

ASU welcomes applications from students with diverse academic backgrounds and interests. A freshman is defined as a student who has graduated from a regionally accredited high school and has completed fewer than 12 transferable college credits post-high school. Freshman applicants who possess a high school diploma and meet the following requirements will be admitted to ASU.

- English - 4 years (composition/literature based)
- Math - 4 years (algebra I, geometry, algebra II and one course requiring algebra II as a prerequisite)
- Laboratory Science - 3 years total (1 year each from any of the following areas are accepted: biology, chemistry, earth science, integrated sciences and physics)
- Social Science - 2 years (including 1 year American history)
- Second Language - 2 years (same language)
- Fine Arts or Career and Technical Education - 1 year

Applicants must also meet at least one of the following:

- Top 25% in high school graduating class
- 3.00 GPA in competency courses (4.00 = "A")
- ACT 22 (24 nonresidents)*
- SAT: 1120 (1180 nonresidents)**

* ASU does not require the writing portion of these tests

** Requirement for SATs taken prior to May 2016 is IDID (IID non-residents).

Applicants must successfully complete the ASU competency requirement. Admission may be granted with one deficiency in no more than two competency areas. Deficiencies cannot be in both math and laboratory science. Students must earn a minimum 2.00 in any subject area. Most competencies may also be met by test scores or college courses. See [Detailed Competency Requirements](#) for more information.

ASU admission decisions begin the first week of Sept. 1. If you do not meet initial eligibility, you may be placed into individual review and experience a longer wait time for an admission decision.

Self-Reported Admission Application To expedite admission decisions, ASU accepts self-reported high school grades on the undergraduate admission application. Submission of an ACT or SAT score is highly recommended for merit-based scholarship consideration.

Higher Requirements for Same ASU Schools and Colleges Some schools and colleges have higher requirements for admission to their majors. To learn more about admission requirements, find the major of your interest at [Degree Search](#). You should select a second major on your application if your first choice has higher admission requirements.

Individual Review All students who don't meet the above standards will be evaluated through a process called Individual Review. Through this process Admission Services will review all available information about a student's application, carefully considering all aspects of a student's academic background and accomplishments. Submission of an ACT or SAT test score is highly recommended. In some cases, additional information might be requested.

Application Steps:

1. **Complete an undergraduate admission application.** ASU prefers that you [apply online](#).
2. **Submit the nonrefundable application fee.** The application fee is not a processing fee, as it is required of all students and is nonrefundable under any circumstances.
 - o Arizona residents - \$50
 - o Nonresidents - \$70
3. **Request to have your ACT or SAT scores sent directly to ASU from ACT or College Board.** ACT or SAT scores are required for merit scholarship consideration and for ASU course placement. It is also required for some majors and can be helpful in the general admission process.
4. **Request transcripts from each educational institution attended.*** Official transcripts must be mailed or sent electronically directly to Admission Services by the records office of the issuing institution. Transcripts delivered by hand will only be accepted if they are sealed in the original high school envelope. ASU does not accept transcripts transmitted by fax. High school transcripts must show GPA and date of graduation. ASU requires an English translation of all foreign-language transcripts.

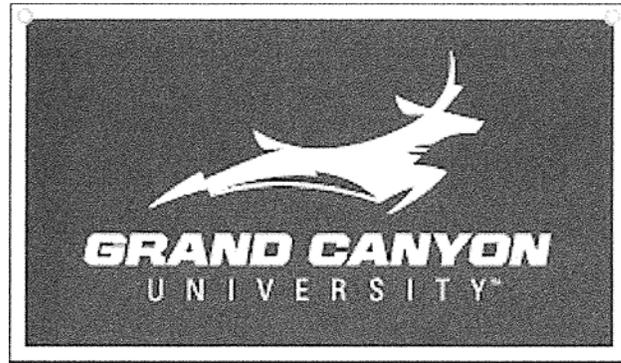
ASU will review your application file once you have submitted all materials.

***If you self-report your grades, you do not need to submit an official transcript to receive your admission decision.** An official final transcript will be required before you enroll in classes.

To see if you have any missing items and to view your admission status, sign in at [My ASU](#) using your ASURITE UserID, which is sent to you after you apply for admission.

Mailing Address (all materials, all campuses)

Admission Services
Arizona State University
PD Box 870112
Tempe, AZ 85287-D112



GRAND CANYON UNIVERSITY ADMISSIONS

Grand Canyon University (GCU) welcomes applicants 16 years old and older for admission consideration. We seek future graduates with diverse interests, experiences and perspectives, ready to capture academic opportunities with creativity and enthusiasm.

Although GCU seeks to integrate Christian faith and practice into all aspects of campus life, no statement of faith or religious affiliation is required of prospective students, with the exception of majors in the College of Theology. Theology majors are required to affirm GCU's Doctrinal Statement and the College of Theology Covenant.

Please note: Admission requirements may differ based on degree level, program and modality. All academically qualified individuals willing to uphold our established mission and standards are encouraged to apply.

UNDERGRADUATE CAMPUS AND ONLINE ADMISSION REQUIREMENTS

To be accepted for admission to Grand Canyon University's (GCU) campus or online undergraduate programs, you must submit acceptable high school or college transcripts to meet the admission requirements. If you cannot meet the GPA requirements with your transcripts, but have a test score that meets admissions requirements, you will still be eligible for full admission. Explore the admission requirements below for more information.

High School Students

Direct start applicants interested in attending GCU must meet one of the following requirements:

- High school graduate with an unweighted GPA of 3.0 or above
- High school graduate with qualifying college entrance exam score:
 - ACT: 19
 - SAT (math and reading only) on a 2400 point scale: 1380 (Test date before 3/1/2016)
OR on a 1600 point scale: 1000 (Test date after 3/1/2016)

Registration for Campus Students

Applying for admission to GCU is easy! We encourage you to work with an admissions counselor during the process. Below are steps to admission:

1. Help your admissions counselor get to know you! Fill out this [form](#) to start the college admission process with GCU.
2. Submit your transcript via the Student Portal by logging on at myportal.gcu.edu
3. Visit GCU's main campus in Phoenix. Get the real [college experience](#) at [Discover GCU](#).
4. Work with your admissions counselor to register for classes.

Maricopa Community Colleges

Your step-by-step guide to academic success

Step 1: Get admitted

Apply for admission online

In this step, you will...

- Create your Maricopa Enterprise ID (also known as MEID)
- Complete the admission application by adding your personal information
- Submit proof of your identification

Please note if you started your application more than 48 hours ago, you will need to start a new application

Apply for admission in-person

You can also apply for admission In-Person at the college of your choice. Bring a printed copy of the Student Admissions Application ([English version](#) | [Spanish version](#)) to the Admissions, Records and Registration Office at the college you plan to attend. We recommend you submit official transcripts of any high school and/or college credits to the Admissions, Records and Registration Office at the college of your choice. As you complete the Step One, record the following information on your Enrollment Steps guide.

- MEID
- Student ID Number
- Maricopa Email

Maricopa email: Activate your Maricopa email at google.maricopa.edu once you have completed the admission process.

For additional information and support with the admissions process, visit the resources on this page. To receive help with the admissions process, contact the college of your choice.

Step 2: Take the placement test

Placement tests help you begin your education at Maricopa County Community Colleges with the right classes for you. If you plan taking college-level English, reading, or math, and/or English is not your first language, you will need to take a placement test before you can register for classes. You may retake the Placement Test for English, math, or reading once after a 24 hour waiting period.

Preparing and Studying for the Placement Test is an important step.

Test preparation resources

- [Web-based Study App](#)
- [Accuplacer iTunes App](#)
- [What is the Accuplacer Test](#)

Scheduling a placement test

You can take your Placement Test at any of our colleges. Our colleges can provide Placement Testing in a variety of ways: • Walk-in • Appointment

- Please check with the Assessment and Testing Office at the college of your choice for your Placement Testing options. If you are an out-of-state student, you can schedule to take the test in a proctored environment. You must bring a valid photo ID with you on the day of testing. See a list of valid photo ID options.

Once you have completed your Placement Test, be sure to record your scores on your Enrollment Steps guide. Your academic advisor will review your test scores with you during your advisement session.

Step 3: Seek advisement and register for classes

Advisors will help you identify courses and create an educational plan to meet your academic goals. Our colleges can provide academic advisement in a variety of ways:

- Individual or Group

- Appointment or Walk-In
- Phone or Email

Please check with the [Academic Advising](#) Office at the college of your choice for your advisement options. As you prepare for your academic advisement session, explore your program and degree options. Be sure to discuss your academic goals and course options with your Advisor during your session. Make a note of the courses you and your Advisor discussed on your Enrollment Steps guide.

To make the registration process easier, review the recommended course subject(s) and number(s) (e.g., ENG 101, MAT152, etc.) you discussed with your Academic Advisor. To register for classes, go to your Online Student Center and click on Add a Class.

Register for Classes

New student orientation

Attending New Student Orientation (NSO) is a great way to get connected to resources and people on campus. New Student Orientation session formats vary from college to college. Click the button to access contact information for your college campus and learn about your college-specific New Student Orientation.

Step 4: Pay tuition and fees

Tuition is due 35 days prior to the start date of your first class. If you register less than 35 days before the start date of your first class, your tuition is due the same day.

If you do not pay the balance of your tuition and fees on time, you may risk being dropped from your classes. To check the due date of your tuition and fees, go to your Online Student Center at my.maricopa.edu. Explore you're paying for college options below.

You have four easy ways to pay tuition and fees

1. Make online payments using your Online Student Center, where you can use any of the four major credit cards to make your payment.
2. Make a payment in person at the college cashier's office using cash, credit card, or a check.
3. Enroll in a monthly payment plan (Nelnet Business Solutions).
4. Use financial aid funds such as scholarships, grants, and loans. They will apply to the balance of your tuition and fees automatically when awarded.

Financial aid

All financial aid starts with creating a FSA ID and completing the online Free Application for Federal Student Aid (FAFSA). To complete your FAFSA online, go to fafsa.gov. Review the five steps for Financial Aid to monitor the status of your application.

Scholarships

Numerous scholarship opportunities await. Scholarships can vary in amount, and eligibility is based on need or merit. We give you the ins and outs of scholarships, including how to find them, and how to apply.

Payment plans

If you plan to cover a portion of your tuition and fees out of pocket, you may want to enroll in a payment plan. Don't forget to record the balance of what you will need to pay to attend your classes, as well as the due date for payment on your Enrollment Steps guide.

PAY TUITION AND FEES

Explore Payment Options www.maricopa.edu/paying-for-college



Freshman Admission Requirements

Competency requirements for NAU freshman applicants

You are considered a freshman if you will graduate high school within one year, have earned fewer than 12 college credits since graduating from high school, or are dual-enrolled but have not yet graduated from high school.

You will be offered admission to Northern Arizona University if you have a 3.0 or higher core GPA (based on a 4.0 scale and calculated using only the 16 required core courses below) and have no deficiencies in those core courses.

You will be considered for NAU admission if you have a 2.5 core GPA and you have no more than one deficiency in any two areas of the required courses below. If you have a combination of a math and lab science deficiency, you are not admissible.

Note: The writing portions of the ACT and the SAT are not used for undergraduate admission.

Course Requirements for Undergraduate Admission

Freshman applicants must satisfactorily complete the following Arizona Regents coursework competencies:

English

Meet one of the following:

4 Years of high school English (composition/literacy-based)

ACT: 21+ English score

SAT: 580+ Critical Reading score (530+ if taken before March 2016)

One transferable three-credit college English Composition course

Mathematics

Meet one of the following:

4 years of high **school math courses, including** one **year each of** Algebra I, geometry, **Algebra ii, and an advanced class for which Algebra II** is a prerequisite

ACT: 24+ math score

SAT: 570+ math score (**540+ if taken before March 2016**)

One transferable three-credit college math course for which at least intermediate algebra is a prerequisite

Laboratory Science

Meet one of the following:

3 years of high **school laboratory science: one year each of biology, chemistry, earth science, or physics. An integrated science class may be substituted for one required** course.

Two years high school laboratory **science** (biology, chemistry, **earth science** or physics) plus one of the following **test** scores (test score may be used to satisfy one lab **science** unit other **than** high **school** credits earned):

ACT: 20+ **science** score

SAT: 600+ chemistry **score**, **590+** biology **score**, or **620+** physics score

Three transferable four-credit college lab sciences courses (One semester each of biology, chemistry, earth science, and physics). An integrated science or advanced level science class may be substituted for one required course.

Social Science

Meet one of the following:

History/Social Studies

One year **high school American History**

SAT II: 560+ **American History/Social Studies** score

One **transferable three-credit college American History** course

Social Science

One year high school **social science** (such as **European** history, world history, economics, **sociology, geography, government,** psychology or anthropology)

SAT II: 580+ **world history** score

One **transferable three--credit college social science** course

Second Language

Meet one of the following:

2 years of the same high school **second language** (foreign, **Native American** or sign **language**)

Attain minimum score on **national standardized** second/foreign language test (AP 3+, **CLEP 50+**, 1B **4+**, **SAT II 50th percentile** or higher)

One year of transferable **college study** in same **second language**.

Fine Arts

Meet one of the following:

1 year or a two-semester combination of high school fine arts or Career and Technical Education

One transferable three-credit college fine arts course.



University of Arizona Admissions

APPLICATION REVIEW PROCESS

Assured Admission

In recognition of the high level of academic aptitude and course work competency demonstrated by many Arizona students who seek admission to UA, we also offer Assured Admission. Students may earn admission to UA through the Assured Admission process if they are an Arizona resident, attend a regionally accredited high school, rank in the top 25 percent of their graduating class, and have no course work deficiencies as prescribed by the Arizona Board of Regents or earn a GPA of 3.0 or higher in their core coursework.

Arizona applicants who do not meet the Assured Admission criteria and all applicants not considered Arizona residents are still considered for admission through comprehensive review.

Comprehensive Review

Your personal excellence can and should be evaluated by more than just academic achievement. Through our comprehensive review process, the UA admissions team expands access to students who will bring unique life experiences and personal achievements to our campus community.

Academic Factors

Every application is reviewed by up to two different reviewers before a final decision is made. Factors such as class rank, strength of curriculum, performance in curriculum, grade point average in required core academic courses, and ACT and/or SAT test scores will be considered for students' admission, scholarship award, and consideration for the UA Honors College. During the review process students may be asked to provide additional information, such as test scores or 7th semester transcripts. *Please note: Official test scores must be sent directly from the testing agency.*

Extracurricular Factors

Other factors may include leadership, service, work experience and extracurricular activities; personal characteristics, attributes, and talents; and the ability to benefit from and contribute to a diverse and challenging learning environment. We are interested in learning much more about your preparedness, motivation, and potential in the unique context of your experience.

Your Personal Statement

The inclusion of an **optional** short answer, personal narrative or statement to the UA application gives you the opportunity to include unique life experiences and personal achievements in your application. Through this process, we create more comprehensive and individualized admission and scholarship decisions.

STEP 1 - REVIEW ADMISSIONS REQUIREMENTS:

Students can earn admission to UA in two ways:

1. Students may earn admission to UA through the Assured Admission process if they are an Arizona resident, attend a regionally accredited high school, rank in the top 25 percent of their graduating class, and have no course work deficiencies as prescribed by the Arizona Board of Regents or earn a GPA of 3.0 or higher in their core coursework. You can view a detailed list of the course requirements on our ABOR Course Competencies page.
2. All students not considered Arizona residents and students who do not meet the above requirements for Assured Admission will be evaluated through our Comprehensive Review Process. You can view more details about Comprehensive Review on our Applicant Review Process page.

You can view a detailed overview of our admissions review process on our Applicant Review Process page.

Please note some programs or colleges may require additional information and/or admission requirements as noted on their individual requirements page. ted application form*

STEP 2 – COMPLETE YOUR APPLICATION

A COMPLETE APPLICATION INCLUDES:

1. A Completed application form*
2. Payment of application fee

*A completed application form includes all self-reported grades through your 6th semester and courses in progress for initial admission consideration. You will need an unofficial high school transcript and/or access to your coursework in order to complete this section on the application. We will be verifying your coursework pending a final official transcript submission prior to the start of your freshman year at UA. Please visit our **Frequently** Asked Questions page to review answers to commonly asked questions related to our self-reporting process.

Submit your official SAT/ACT scores to be considered for merit scholarships or the UA Honors College.

Ready to apply? Complete the application through our UA Future portal. You can also find us on the **Coalition** and Common Applications. After you apply, check your email for more information regarding how to track your application status.

Or, download a printable application or request an application by mail.

STEP 3 - TRANSCRIPTS

Official high school transcript (s)

Please do not send us your official high school transcripts at this time. We will use your self-reported grades on your application for initial evaluation and review for the admission decision. Your official transcripts will be required before you enroll at the University of Arizona. More information will be provided upon admission. In the meantime, check out these frequently asked questions.

Official college/university transcript(s)

If you've completed any college or university course work during or post-high school, you will be asked to submit any/all official college transcripts at enrollment.

STEP 4 SUBMIT YOUR OFFICAL SAT AND/OR ACT SCORES

Submitting your official SAT/ACT scores is optional for admissions consideration. However, test scores are **REQUIRED** in order to be considered for merit **scholarships**, the UA Honors College, the College of Nursing, or the College of **Engineering**.

As of March 2016 the College Board has issued a redesigned SAT. The University of Arizona will accept the previous test scores for years to come.

Learn how, when, and where to submit your SAT/ACT scores.

Application Fees

Our application processing fee is:

- \$50 for Arizona Residents
- \$80 for non-Arizona Residents

We also accept fee waivers, please contact your high school counselor for more information.

Important Deadlines

Don't forget key deadlines, including application deadlines, tuition, federal financial aid (FAFSA), and scholarship deadlines.