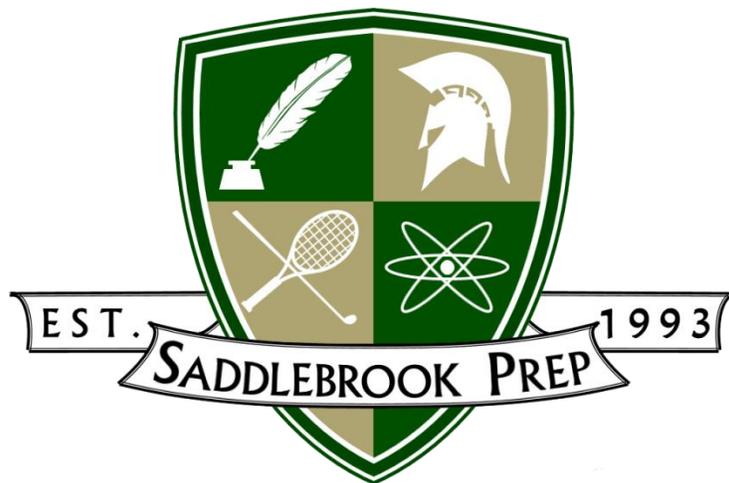


COLLEGE PLANNING HANDBOOK

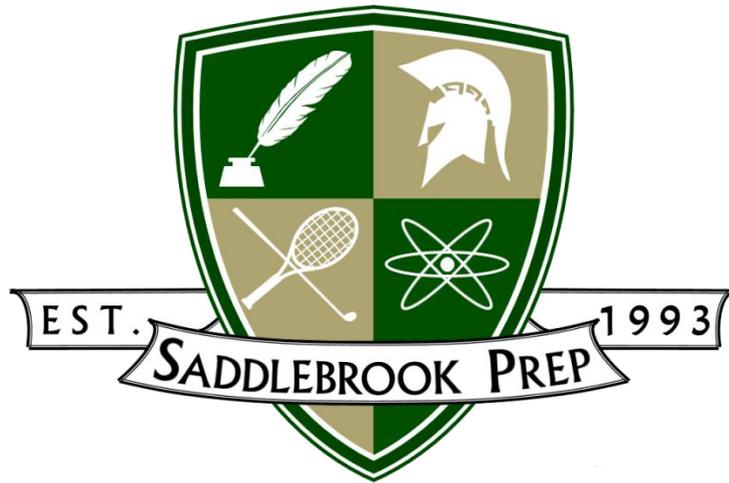
2020 - 2021

Expanding the Mind, Building the Body, Shaping the Character



Home of the Spartans

College Entrance Examination Board: CEEB SAT/ACT: 101-810



COMMITMENT TO EXCELLENCE

MISSION - BELIEFS - PHILOSOPHY:

Saddlebrook Preparatory School offers students a challenging environment that encourages creativity, curiosity and healthy competitiveness in a safe, supportive community. Our academic program, encompassing elementary through high school, offers small classes and innovative instruction in a college preparatory curriculum. Our school works in unison with rigorous tennis and golf programs to develop responsible citizens and promote a commitment to lifelong learning. Our student body assures a learning environment enriched by multicultural experiences that encourages students to exchange ideas and gain an understanding of different ways of life.

VISION:

Saddlebrook Preparatory School will be a dynamic educational community that inspires optimal student achievement and lifelong learning. Our school's efforts to expand the mind, build the body, and shape the character will prepare our students to meet the daunting challenges and high expectations of the twenty-first century. They will become responsible and competent world-wide leaders who make a positive difference in their communities.

CORE VALUES:

❖ Expanding the Mind

Saddlebrook Preparatory School students pursue knowledge with curiosity and creative thinking. They build self-discipline and life management skills that lead to future success, and they respect ideas and opinions that may conflict with their own through open-mindedness and cultural diversity.

❖ Building the Body

Saddlebrook Preparatory School students utilize strong work ethics and well-developed time management skills to achieve their maximum athletic potential.

❖ Shaping the Character

Saddlebrook Preparatory School students develop mental toughness, persistence, dedication, and ethics through the rigors of competition. They also promote compassion and respect for others, demonstrate leadership and service to community, and strive for futures founded upon virtue.

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Saddlebrook Prep School - College Placement Plan

As part of our mission to “Expand the Mind, Build the Body, and Shape the Character” of every Saddlebrook Prep student-athlete, our college placement plan lays the foundation for each student's post-secondary future. Our College Placement Plan team works with each student-athlete to create a customized college pathway which allows them to maximize their academic and athletic potential. The CPP team consists of academic counselors, student planners, coaches, and the student-athlete. All stakeholders meet regularly to create individualized short-term and long-term athletic and academic goals for each student-athlete.

The Saddlebrook College Placement Program begins in the elementary classroom with the students creating their individual Goal Achievement Plans. These plans require the students to write their academic and athletic short term and long range goals for the year. Meetings are held each quarter to discuss their progress on their goals. In the middle school, we introduce and discuss transcripts, grade point average, final exams, SAT, ACT, and TOEFL Tests, college academic programs, and the college recruitment process. These students are also required to write their Goal Achievement Plans, which are reviewed on a quarterly basis.

Starting in grade 9 – PG, the students have individual CPP meetings with staff. During these meetings, we will review the following topics:

- **Academic Standing**- full review of high school GPA, and academic progress (transcripts) and NCAA Core Classes.
- **College Application Process**- guidance with applications, transcripts, and deadline reminders.
- **Review** –www.collegeboard.org for individual potential college options
- **Review**-www.collegesimply.org for SAT, ACT, and Grade options for potential college options.
- **College Visits**-assist with planning and what questions to ask
- **SAT/ACT**- registering for tests, review of results, and registration for tutorial programs.
- **TOEFL**- registration, review of score results, review of score requirements for colleges.
- **Tennis** – Review UTR (Universal Tennis Ranking), strategies for improving student rankings.
- **Golf** – Review Tournament results and scoring averages.
- **Resumes**- instructions on developing a golf or tennis resume, and timelines for creating and updating resumes based on tournament results.

The CPP team works with each student to create a roster of potential universities they have an interest in, and then to determine the academic and athletic requirements for admission into those universities. Students have regularly-scheduled college placement planning meetings throughout the school year.

SPS also offers group tutorial classes in: SAT/ACT Prep, ESOL, and other core academic classes - in preparation for college admission, at an additional cost. The CPP team collaborates with each student-athlete to develop their own set of goals with a concise blueprint to meet athletic and/or academic requirements for college acceptance. Our CCP team will support and guide each Saddlebrook Prep student-athlete, to help them realize their full potential.

COLLEGE PLANNING TIMELINE

As you look ahead to life after high school, it is nice to have a plan to follow from early on in your high school years. This guide has been prepared to serve as a guide to assist you year to year in your planning for college athletics (tennis and/or golf). Hopefully, by the time a choice is made about enrollment in a college, a student-athlete would have gathered all necessary information to make a sound decision.

We are not asking you to choose the college or university you want to attend by your Freshman or Sophomore Year in high school, but you need to be working on developing a resume of educational and athletic (tennis and/or golf) experiences.

Please do not wait until your Senior Year in high school to be worried about your grades and a good athletic (tennis and/or golf) history. As a freshman, you need to be concerned about developing a good class ranking, a good grade point average, and a good athletic (tennis and/or golf) resume. Keep a complete record of your competitive tournaments (tennis and/or golf) or experiences, including all sanctioned match play and high school level play, especially noting important successes. Try to achieve a ranking. Whether it be sectional, state, national, or international. A ranking is probably one of the only gauge or measurement that a college or university coach has in order to evaluate an individual athlete's performance. Remember that you are *competing* for attention with other players who are trying to play for the same school. Although you have faced competition in matches or tournaments, there is also another form of competition, the competition of recognition and acceptance where there are so many other athletes to choose from. The question should always be, how can I stand out amongst the many? How can I seem or appear important in a coach's eyes? The answer is a difficult one. But, it always lies with one's unique power of self-expression and confidence. How one carries him or herself on and off the court, field, green, pitch, etc., is as important as how one performs in school. Character, humility, and perseverance are the keys to success. Each coach takes into account these qualities, because of the impact they have on their team's success.

Make visits to different colleges or universities when you travel with your parents. If you are vacationing near a college or university, take some time to visit or at least drive through the community.

Attempt to go to a college or university athletic (tennis and/or golf) match or tournament if one is held near your area. Talk to players or students, if you have an opportunity. Maybe you will want to cheer on your team of choice. At the very least, you will get to see the atmosphere in which the teams compete.

WHAT DO COLLEGES OR UNIVERSITIES DESIRE?

Much like each student, the colleges or universities desire to succeed, as well. Colleges succeed when they recruit, admit, retain, and graduate students who are an appropriate match for what they offer. Just as each student has unique qualities and characteristics, each college or university is special and different in some way. First and foremost, colleges are looking for students who will thrive in the particular environment. Similarly, each student should look for an institution where they truly fit academically, socially, athletically, artistically, or according to whatever dimension is important. If a student is visiting or applying to their first-choice school, the admissions office at that particular school is probably interested in knowing this.

It is important to note that because colleges are multidimensional, they tend to want students who are, too. If a student has a specific talent or has had some unusual experience, it is important and encouraged that this information is shared with admissions committee.

Indeed, it is no secret and no surprise that most colleges and universities place a high emphasis on academic ability. They will weigh a student's performance in high school most heavily because this is (statistically) the strongest predictor of academic success in college. Admissions committees will look for rank in class, the type (academic and college preparatory vs. vocational and activity-oriented) and depth (honors, accelerated, advanced vs. remedial) of courses taken, and the overall pattern of grades.

A high school transcript communicates a wealth of information about a particular student, but a thoughtful letter of recommendation can help an admissions committee see the whole person. A number of colleges ask applicants for letters of recommendation to assist them make decisions when many candidates have similar academic credentials.

Many admissions committees like to see evidence of a student's writing ability, and they may require an essay. A thoughtful and well-prepared essay will also give the college an impression of the student as a unique individual. The

student must be aware that colleges do look at the little (often overlooked) details such as the neatness and accuracy of the essay or paper application and the student's ability to follow instructions.

The results of a standardized college entrance examination, such as the SAT or ACT, are often considered by college admissions officers, in conjunction with the candidate's other credentials, as the school makes its decisions. Very selective colleges may also request that the student take Advanced Placement (AP) examinations, as well.

What do colleges really want? They want to make admissions decisions that result in a win-win situation. They want to select the students who have the best chance of succeeding in order that both they and their students thrive.

FACTORS TO CONSIDER IN SELECTING A COLLEGE

Deciding On A College or University As An Athlete

Since colleges vary appreciably, you need to investigate them carefully and not presume that the college that meets your friend's needs is a good one for you. **You need to consider all factors, but some of the most important factors to consider are:**

I. College – University Factors:

1. Majors and areas of interest, and possible internships
2. 2. Size --- small (under 2,000), medium (under 8,000) or large (over 10,000 students)
3. Co-ed, Men's, Women's
4. Setting --- urban, suburban, or rural
5. Geographic location and climate
6. Selectivity or academic intensity – Academic Advisors and Tutorial Services
7. Type: Liberal Arts, Sciences, Social Sciences, Humanities, Business, Technical
8. Public, private or religious affiliation
9. Cost – Athletic Scholarship Money Available
10. Safety and Security – Condition of Sports and Training Facilities
11. Diversity of students
12. Division the Athletics Compete In: NCAA Division I, II , III, NAIA, or NJCAA
13. Dormitories and living Conditions
14. Food Service
15. Community Life – Social Activities – Recreational Activities

II. Coaching Staff and Team Factors:

1. Coach and Team Personality
2. Coach's Win and Loss Record
3. Team's Ranking and Win and Loss Record
4. Coaching Philosophy
5. Organization of Team Practice, Training Sessions and Summer Camps
6. Team Clothing and Equipment Contracts
7. Contact current or former players

III. Coach and Player responsibilities Factors:

1. Player:
 - a. make a contract with a coach
 - b. provide state, national, and international rankings
 - c. provide player record
 - d. provide player recommendations from coaches and trainers
 - e. complete eligibility requirements for NCAA Clearinghouse
 - f. meet all academic requirements
 - g. visit campus and facilities
2. College or University Coach:
 - a. to respond to a student's contract
 - b. to send students a media guide and all college or university information and an application
 - c. to provide information on training and coaching philosophy

- d. to provide information on scholarship money available
- e. to organize a recruiting visit for a student once he or she has met all athletic and academic requirements and cleared the NCAA Clearinghouse.

IV. Follow-up:

- a. it is important that the students continue to communicate with the college or university coach. Communication by the student, the coach, the high school coach and trainer, and the guidance counselor is important throughout the college selection and recruiting process.

Universal Tennis Rating

Saddlebrook tennis coaches prepare individual tennis tournament schedules for their players, with the intent on assisting them to raising their UTR score. The results of tournaments are discussed with each athlete to determine future goals for the season. The desired outcome is to help the tennis athletes raise their UTR Score, which in turn will enhance college placement opportunities.

GolfRecruiter.com

Saddlebrook Golf Academy for the past 25 years has been helping student athletes achieve their dreams of playing college golf. At this time, we have decided to add an additional technology program to aide in the recruitment of our athletes.

This program uses a technology platform allowing the golf instructors to assist this students search every college golf program across the nation and determine a player's capability with that school. Along with an educational portal with recruiting videos, email templates, and phone scripts, Saddlebrook is staying ahead of the curve giving our students every advantage we can in the college recruiting process.

Using this program, a student can search, save, and continually edit his profile as he/she lowers their stroke average, raise their Grade Point Average, raise SAT score, or raise ACT score.

FRESHMAN YEAR

1. Arrange to meet with your counselor to discuss your college plans. Review your schedule with him or her to make sure you are enrolled in challenging classes that will help you prepare for college. Colleges prefer four years of English, Social Science, Math, Science, and Foreign Language.
2. Start a calendar with important dates and deadlines.
3. Sign up for the PSAT/NMSQT, which is given in October. More information is offered at the Guidance Office.
4. Attempt to be more involved with extracurricular and community service activities.
5. Use college search to find out required courses and tests of colleges you might be interested in attending.

Other Freshman Activities:

- A. Develop athletic resume (Player Record); keep records.
- B. Work on ranking.
- C. Record high school (tennis) (golf) results.
- D. Visit college or university campuses (when available).
- E. Attend college or university athletic matches or tournaments (tennis and/or golf) – where available.
- F. Strive for a good GPA and class rank.

SOPHOMORE YEAR

1. Arrange to meet with your counselor to discuss your college plans. Review your schedule with him or her to make sure you are enrolled in challenging classes that will help you prepare for college. Colleges prefer four years of English, History, Math, Science, and Foreign Language.
2. Sign up for the PSAT/NMSQT, which is given in October. More information is offered at the Guidance Office.
3. Use College Search to find out required courses and tests of colleges that you might be interested in attending.
4. Start calendar with important dates and deadlines.
5. Attempt to be more involved with extracurricular and community service activities.
6. Attend several college fairs in your area, in order to gain valuable insight with the college admissions process.

Other Sophomore Activities:

- A. Continue to develop athletic resume (Player Record); keep records.
- B. Continue to Work on ranking.
- C. Continue to record high school (tennis and/or golf) results.
- D. Continue to visit college or university campuses (when available).
- E. Continue to attend college or university athletic matches or tournaments (tennis and/or golf) – where available.
- F. Continue to strive for a good GPA and class rank.
- G. Begin looking up college or university information (internet, library, handbooks, etc.).

JUNIOR YEAR

The Junior Year is the most important year of all. You must start doing the research on schools that you are interested in attending. Talk with your parents, friends, teachers, counselors, and coaches and instructors.

Make a list of colleges and/or universities you might be interested in learning more about. List of choices may vary in size, depending on each student. Please note that the list should be narrowed. By the senior year, the Top Five colleges or universities must be identified. Contact the colleges and/or universities identified on the list. Prepare a letter to send out to coaches letting them know that you have some interest in their school. The letter should include a resume of your academic and athletic (tennis and/or golf) accomplishments.

The summer after your Junior Year in high school is extremely important if you want to play Division I athletics (tennis and/or golf). Coaches will be watching players at all levels of play, including your local district events, sectional events, and all national events. Keep in mind that coaches can not only watch you in person but also can

watch you on the Internet. Coaches regularly view all tournament results on the Internet and will see your name in print regularly.

Beginning July 1st coaches can make contact with players. They can call you at home once a week.

Getting Started in your Junior Year

As a junior, there are important steps you can take now to get ready for college. Planning for college may seem overwhelming at times, but it doesn't have to be hard if you take it one step at a time.

1. Review course plan with guidance counselor and plan senior schedule.
2. At school, sign up early to take the PSAT/NMSQT in October. Additional information is offered at the Guidance Office.
3. Explore your college options. Start with you: Make lists of your abilities, preferences, and personal qualities. List things you may want to study and do in college. Jumpstart your college planning by reading about majors and careers.
4. Start thinking about financial aid. Talk to your counselor about your college plans and attend college fairs.
5. Get ready for the SAT and/or ACT. Be prepared. Enroll in study groups or SAT Tutorial Programs.

Other Junior Activities:

- A. Keep Player Record.
- B. Make a list of colleges or universities you are interested in.
- C. Contact colleges or universities and request a catalog from each.
- D. Prepare a letter to send to college or university coaches (Letter of Introduction).
- E. Plan your match or tournament (tennis and/or golf) schedule for maximum visibility.

SENIOR YEAR

Summer Before Senior Year

1. Visit colleges or universities that interest you. Call ahead for the campus tour schedule. Schedule an on-campus interview with an admissions representative.
2. Finalize your lists of colleges and/or universities. Be sure your list includes "safe" schools, as well as "reach" and "realistic" schools. Request college applications and informational packets. Organize materials into separate files by college.
3. **Keep a college calendar of all admission deadlines.**
4. If you plan on competing in Division I or Division II college sports and want to be eligible to be recruited by College coaches, you must register with the NCAA Initial Eligibility Clearinghouse. **Refer to page 23**
5. If you took the AP (Advanced Placement) Examination in May, you will receive your AP Grade Reports in July.
6. Register early for fall SAT's ,ACT's, and TOEFL if applicable.

7. Register early for fall TOEFL (Test English as a Foreign Language) – if applicable.

Sept-Oct

- Narrow long list of colleges;
- Submit applications to colleges; make sure to include writing samples.
- Ask teachers, counselor, and other adults **early** for letters of recommendation you might need;
- Take or retake ACT/SAT Reasoning Test or SAT Subject tests;
- Make campus visits;
- Meet with visiting college representatives.

November

- Submit all early decision/action applications for those with early January deadlines by the end of the month for processing. Keep in close touch with your counselor about secondary school reports/recommendations.
- Attend local college night.

Winter

- File FAFSA, financial aid form;
- Forward mid-year reports to your counselor if applicable;
- Request mid-year transcripts.

Spring

- Decide which college you will attend;
- Take advanced placements tests if applicable;
- Request final transcripts;
- Write thank you notes to adults who wrote letters of recommendation on your behalf.

Try to shorten your list of colleges and/or universities to something manageable. The Top Five is strongly recommended. Identify criteria that is important to you such as location, quality of the academics, specific course of study you are interested in, size of the school, quality of the athletic (tennis and/or golf) program(s), the coach, the team members, the quality of life in the campus and the surrounding community, etc. List your criteria by priority.

Early in your Senior Year you must register with the NCAA Clearinghouse (September), if you plan on attending a NCAA Division I or Division II college and/or university. For enrollment papers or procedures to the NCAA Clearinghouse, contact the Guidance Department. The NCAA Clearinghouse guides your eligibility into any NCAA Division I or Division II college and/or university. All coaches have to first make sure that a prospective student-athlete is registered and accepted by the NCAA Clearinghouse before pursuing a relationship.

In the fall of your senior year try to schedule visits to the Top Five colleges and/or universities of your choice. These can either be official (paid for by the college and/or university) or unofficial visit (paid for on your own) visits. The NCAA allows a maximum of 5 paid visits per athlete (and only 1 paid visit per college and/or university per athlete). Students may make unlimited unofficial visits to any college and/or university. Before making any visits, be sure that the college and/or university has a record of your most recent test scores (ACT and/or SAT) on file. Remember, college or university coaches are trying to sell their program and themselves. Try to look at the whole picture. The athletic (tennis and/or golf) experience will only be one portion of your college or university experience.

When you visit a college and/or university, you must be prepared. You should have already (at the very least) read about the college or university, the athletic program (tennis and/or golf), and the coach. Prepare a list of questions that you have. **During your visit do not be afraid to ask relevant questions.** An example of some questions are:

1. Describe a typical practice session.
2. The facility itself – is there indoor and outdoor available?
3. The schedule – full fall and spring schedule available?
4. How far do you usually travel to matches or tournaments?
5. What means of transportation is used (van, bus, airplane?)
6. Will the coach work with players individually?

7. Does the college or university allow players to play non-collegiate tournaments during the school year? If so, who pays?
8. What sport equipment does the school supply?
9. If a scholarship is being offered, what all does it include? Be specific.
10. Will I be able to play in the starting line-up on this team?

During your visit, be sure to present an image that the coach is looking for. Dress appropriately, listen when the coach speaks, and speak up when it is your turn to talk. All coaches are looking for “team players” – they want to know that you can get along with others, and make good choices that would influence, in a positive manner, the success of the team as a whole.

Once you have made all of your visits, take at least one week to make your decision. Make a list of all the positives and negatives for every school that you are considering. The list should reflect your original list of priorities. (Keep in mind at this point that your list of priorities may have changed. That is fine. It is a normal response. It only means that you have learned more about yourself and the college or university athletics, during this whole process.)

National Letters of Intent are sent out two times a year – November and April. (The exact dates vary from sport to sport). If a student-athlete is unsure of what college or university to attend, then it is recommended that the student wait until the April signing period. If a college or university really wants you, they will hold the scholarship for you until April. Most coaches do have their top choices, and they try desperately to sign these in November.

The highest percentage of student - athletes sign in April. Any signing of a National Letter of Intent needs to be thoroughly discussed with family members. *Remember, once you sign you are committed to attend that college or university.*

College or University applications can seem overwhelming at first glance for students entering their senior year in high school. What needs to be done, and when? Use this calendar to obtain a bird’s eye view of the college or university application process.

Senior Tasks

I. Pulling Your Application Together

1. Narrow your list of colleges to between 5 and 10. Then begin to eliminate and narrow your selection to the top 5 colleges or universities that satisfy your geographic, demographic, academic, athletic, and financial requirements. Please note that although you may have a desire to attend certain colleges or universities, you must satisfy their own individual admission requirements. You must do the research on each of the top 5 colleges or universities you have selected, prior to beginning the first stage of applying for admissions.

Please note the deadlines for Early Decision, Early Action, and Regular Registration for each college or university (dates are usually the same, but never assume the obvious. Always do the research), usually by November 1st.

3. Make a master calendar or college application checklist and note:
 - A. Test dates, fees, and deadlines
 - B. College application due dates
 - C. Required financial aid applications and their deadlines
 - D. Recommendations, transcripts, and other necessary materials
 - E. Your high school’s deadlines for application requests
4. Ask for recommendations from teachers, coaches, employers, and community leaders.
5. When writing application essays ask teachers, coaches, parents, and friends to read first drafts.

STANDARDIZED TESTING

Admissions tests are considered by many scholars to be an integral part of the admissions process. They are thought to “level the playing field”. A single test taken by students from across the nation gives the college comparative data to use in evaluating students from different high schools. **It is very important that you prepare for these tests.**

A. College Entrance Tests

1. **ACT- American College Testing Program-** A three hour and thirty minute test measuring understanding and ability in English usage, writing, mathematical usage, reading comprehension, and science reasoning. Students usually take the ACT in the spring of their junior year, and often repeat the test in the fall of their senior year.
2. **SAT Reasoning Test-** A three hour and forty-five minute test measuring students’ critical reading, writing, and mathematical abilities. Testing is usually done in the spring of the junior year and is often repeated in the fall of the senior year.
3. **SAT Subject Tests-** These one-hour subject matter tests, formerly called Achievement Tests, are required by selective colleges. These tests are taken in the junior year or senior year. Students considering applying early decision to selective schools must complete these tests no later than the November testing date in their senior year. It is wise to take the tests at the completion of your study of a subject if you will not be continuing in that area.
4. **TOEFL -** The TOEFL test measures the ability of non-native speakers of English to use and understand English as it is spoken, written and heard in college and university settings.

Who uses the TOEFL:

- Students who want to study further: For non-native speakers who hold degrees or diplomas from post-secondary institutions in English speaking countries.
- Academic institutions: To determine academic readiness and make admissions decisions for international applicants. Individuals who are applying for professional licensure or certification; and
- Many government, licensing and certification agencies, as well as exchange and scholarship programs also use TOEFL scores as a decision-making tool.

B. Advanced Placement Tests

These are exams taken at the conclusion of study in an Advanced Placement courses. See Saddlebrook Preparatory School Profile for AP course options.

TESTING DATES

2020 - 2021

SAT, our school code no. 101810, register online at www.collegeboard.com

<u>Test Date</u>	<u>Regular Registration Deadline</u>	<u>Late Registration Deadline</u>
August 29, 2020	July 31, 2020	August 18, 2020
September 26, 2020**	TBD	TBD
October 3, 2020	September 4, 2020	September 22, 2020
November 7, 2020	October 8, 2020	October 27, 2020
December 5, 2020	November 6, 2020	November 24, 2020
March 13, 2021	February 13, 2021	March 2, 2021
May 8, 2020	April 9, 2021	April 27, 2021
June 5, 2021	May 7, 2021	May 26, 2021

Test will be administered at Wesley Chapel HS, Wiregrass HS and/or Wharton High School

ACT – Plus Writing, our school code no. 101810, register online at www.act.org

<u>Test Date</u>	<u>Regular Registration Deadline</u>	<u>Late Registration Deadline</u>
September 12, 2020	August 7, 2020	August 21, 2020
October 24, 2020	September 20, 2020	October 4, 2020
December 12, 2020	November 6, 2020	November 20, 2020
February 6, 2021	January 8, 2021	January 15, 2021
April 17, 2021	March 5, 2021	March 19, 2021
June 12, 2021	May 7, 2021	May 21, 2021
July 17, 2021	June 11, 2021	June 25, 2021

*****If you apply late there will be an additional charge for the test**

Advanced Placement Tests: Dates to be determined.

Call SPS Guidance Counselor at 813-907-4516 for information.

Test Sites; Wesley Chapel HS, Wharton HS, Wiregrass HS, Freedom HS, Hillsborough HS

SAT & ACT Differences

SAT

- No Science section
- No Trigonometry section
- Vocabulary emphasized
- Non multiple choice questions included
- No guessing penalty
- Math accounts for 50% of your score
- Questions go from easy to hard in most sections
- All your SAT scores reported to colleges

ACT

- Science reasoning section
- Math sections include trigonometry
- Vocabulary less important
- Entire multiple choice
- No guessing penalty
- Writing optional
- Math accounts for 25% of your score
- Easy and hard questions mixed within sections
- Report scores only from the test dates you choose

NEW ACT/SAT Score Conversion Charts

New SAT & ACT Score Comparison

ACT <i>If you scored...</i>	NEW SAT <i>or a...</i>	OLD SAT <i>It's about the same as a...</i>
36	1600	2400
35	1560-1590	2340
34	1510-1550	2260
33	1460-1500	2190
32	1410-1450	2130
31	1360-1400	2040
30	1320-1350	1980
29	1280-1310	1920
28	1240-1270	1860
27	1210-1230	1820
26	1170-1200	1760
25	1130-1160	1700

24	1090-1120	1650
23	1060-1080	1590
22	1020-1050	1530
21	980-1010	1500
20	940-970	1410
19	900-930	1350
18	860-890	1290
17	810-850	1210
16	760-800	1140
15	710-750	1060
14	660-700	1000
13	590-650	900
12	520-580	780
11	500-510	750

Source: <http://www.princetonreview.com/>

HELPFUL HINTS FOR MAKING GOOD USE OF A CAMPUS VISIT

On most campuses the tour guide is a student selected by the college for his or her ability to project an acceptable image of the institution to the prospective candidate. Some are a bit short on candor, and somewhat hesitant to contradict the catalog or admissions officer. Others are very honest and open about their experiences.

Remember, a guide may be “down” on a particular program or college because of some immediate and personal issue that has nothing to do with the overall college or university. If you have a negative experience, try to meet other students before leaving campus. Visit the student center, the athletic fields or the lobby of a residence hall.

Some academic questions you might ask your campus guide:

1. What's the largest class you've had here? How large are your classes now?
2. Who teaches you in these courses? (Graduate assistants or professors?)
3. Does the school have a required core curriculum? How restrictive is it? Is there a foreign language requirement?
4. How adequate is the library? Are you able to get the books you need when you want them?
5. When do you have to declare your major? What are the most popular majors?
6. Tell me about housing. Are some dorms much better than others? Do many students live off-campus? Is so, why?
7. How competitive is the student body? Do students seem to work primarily for grades? What is the attitude toward working hard?
8. Have you been in any faculty homes since you've been here? How available are your professors?
9. Can you tell me anything first-hand about the (French, English, History) department?
10. What's the biggest issue in local campus politics?
11. What are the biggest issues in national and international politics? Are students politically active? Aware?
12. What percentage of students study abroad at some time?
13. What impact do fraternities have here? Athletics?
14. What are weekends like? Do many students leave campus on the weekend? Are there alternatives to the typical party scene?
15. How active is the student government? What activities are popular?
16. Are the arts supported here? Which areas are strong? Are the courses oversubscribed?
17. What do you think is the greatest shortcoming of this college? What do students complain about?
18. What do you like the best about your experience and education here?
19. Is this a diverse community? Where do students come from?
20. If you could attend another college now, where would you go? Why?
21. Why did you choose this school? To what others did you apply?
22. What kind of students do you think are happiest here? Which ones are least happy?

QUESTIONS FOR ATHLETES TO ASK DURING A VISIT

Before you decide to make your first visit, it's a good idea to think carefully about the kind of information you are going to need to eventually make a decision. Once you do, you'll be able to ask the right kinds of questions. Following are some good notes to get you started.

Ask the recruiter:

1. What position (event) do you want me to play (perform), and how many others are you recruiting for the same position?
2. What is your philosophy of offense? Defense? Are you considering any changes?
3. Will I be red-shirted?
4. If I need a fifth year, will you finance it?
5. What happens to my scholarship if I am injured or ineligible?
6. Who do I see if I have academic problems?

7. Has drug abuse been an issue at your school? In the athletic program?
Are all injuries handled by a team insurance policy?
8. If injured, may I use my family doctor? Who determines my fitness to compete after an injury?
9. What is expected of players during the off-season?

Ask the Players:

1. What does your typical daily schedule look like? In-season? Off-season?
2. Approximately how many hours a night do you study?
3. What generally are the attitudes of professors in different fields of study? In my field of study? Towards athletes?
4. How do you like the living arrangements?
5. Do you have an academic advisor? Is he/she any good?
6. Are the coaches available to help if you have academic problems?

Other suggestions:

1. Spend the night in a residence hall and sit in on several classes.
2. Pick up a copy of the latest campus newspaper.
3. Read the course catalog and check out the list of faculty, their degrees, and the courses they teach.
4. Meet a coach if you are interested in a sport.
5. Meet the head of an activity/interest you want to pursue in college.
6. Find a professor and get his/her perspective.
7. Go to the financial aid office and ask questions.
8. Find out about the quality of the career services office.

Recording your impressions:

1. Take a camera to take a visual record of the college, what you saw, what you did, etc.
2. Write down who your tour guide was – it can help later to recall parts of the campus and experiences.
3. Write down highlights or low points of the visit.
4. What residence hall did you visit? Would you want to live there? What other residence halls did you learn about? Write these things down.
5. Write down what you would tell your friends if they were planning to visit here.
6. Record your thoughts on being a student at this school. How did walking around campus make you feel?
7. Develop your own rating system – Is this a ★ ★★ ★★★★★?

College Visitation Days

You are allowed, ***a total of five excused school days*** to visit colleges during your Junior and Senior Year. All absences need to be approved in advance by the School Headmaster. Call the Office of Admissions and make an appointment. Have your parents submit a letter to your Guidance Counselor at least a week prior to your college day. Bring verification of your visit to your Guidance Counselor upon your return. If this procedure is followed, college days will not count against exemptions.

COLLEGE ADMISSIONS POLICIES

Colleges and universities have varying admission practices. Information pertinent to the policy of a prospective school will be found in its publications. Some of the more frequently mentioned practices are:

- A. **Early Admission:** Some colleges accept exceptional students applying for entrance directly after their junior year, usually without completing the requirements for the high school diploma.
- B. **Early Decision:** Students who have demonstrated sound academic ability apply for admission to their first choice college during the summer or very early in their senior year. Notification of admission is given usually in December or January. Restrictive policies vary with each school and must be checked carefully to see if early decision works to the individual's advantage. Generally, Early Decision, requires a commitment to attend if accepted and to withdraw any applications submitted to other colleges.
- C. **Early Action:** This plan allows students to indicate a first choice college and receive a decision in the senior year well in advance of the normal response date in the spring. Students are not committed to enroll if accepted. It is usually not good protocol to apply to more than one college on this plan.
- D. **Rolling Admission:** As soon as an application is complete (meaning that the form, the fee and all required credentials have been received and processed), a decision on that application is made and the student is notified. It is generally advantageous for students to apply well in advance of the posted deadline because it is impossible to know how quickly the available spaces are being filled.
- E. **Regular Decision:** This is the process whereby a college accepts applications from prospective students and delays the admission decision until all applications from the entire applicant pool have been received. Decision letters are mailed to applicants, all at once, traditionally in March or April. The most selective colleges mail their decision letters in early to mid-April.
- F. **Deferred Admission:** Students who have alternate plans for the year following high school may apply to many colleges for deferred admission. The application process and timetable remain the same as for regular admission, but students should indicate that they do not intend to matriculate until the following year. An explanation of how the student plans to spend the year and the benefits the student expects to derive from it is usually required by the college.
- G. **Open Enrollment:** A term now used by an institution that publishes a set of admission standards and pledges to admit any student whose credentials equal or exceed them. Most often used by community colleges.
- H. **Wait List:** The process used by selective colleges who do not initially offer or deny admission, but extend the possibility of admission to a later date (usually late May through July). Students should accept another college's offer since waiting list acceptances are very inconsistent. (Discuss all wait list situations with a counselor. Second semester grades and method of reply can be critical to your acceptance.)

Note: Students planning early action/early decisions are usually required to take SAT Subject Tests in the spring of the junior year.

ORGANIZATIONS THAT GOVERN COLLEGE ATHLETICS

The NCAA

The NCAA is the National Collegiate Athletic Association. It is the largest organization in the United States that governs athletics in colleges and universities. The NCAA establishes rules and regulations in all college sports programs, both men's and women's.

The NCAA is divided into three divisions, Division I, Division II, and Division III.

Division I: Division I colleges or universities compete at the top college level. Most Division I schools offer scholarships; however, there are some that do not.

Division II: Division II colleges or universities compete at this level based on criteria such as the size of their college or universities, their facilities, or how much emphasis they choose to place on the particular athletic or sports program.

Division III: More colleges or universities compete in the Division III level than any other level. Division III offers no scholarships based on athletics. They do, however, offer financial aid or assistance based on need and academics.

The NAIA

The NAIA is the National Association of Intercollegiate Athletics. This organization is yet another governing body for college or university athletics in the United States. The NAIA colleges or universities are usually comparable to NCAA Division III schools in size and commitment to athletics.

The NJCAA

The NJCAA is the National Junior College Athletic Association. This organization is the governing body of junior college athletics.

NCAA REQUIREMENTS

If you are planning to enroll in college as a freshman and you wish to participate in Division I or II intercollegiate athletics, your initial-eligibility status must normally be determined by the NCAA Initial-Eligibility Clearinghouse.

16 Required Core Courses

- Four years of English;
- Three years of mathematics (Algebra I or higher level);
- Two years of natural or physical science (including one year of lab science);
- One year of additional English, mathematics or science;
- Two years of social science; and
- Four years of additional courses (from any area above, foreign language, non-doctrinal religion, or philosophy).

You will be a non-qualifier if you do not meet the academic requirements listed above. As a non-qualifier, you:

- May not participate in athletics competition or practice during your first year in college;
- May receive financial aid based only on need (not athletics-based financial aid) in your first year in college; and
- May play only three seasons (to earn a fourth season you must graduate before your fifth year of college).

Important: The clearinghouse certifies your eligibility to compete as a student-athlete, but your college must accept you as a student.

The clearinghouse evaluates your academic record to determine if you are eligible to participate at a Division I or II college as a freshman student-athlete. (The clearinghouse is not the NCAA, but an organization that performs services relative to initial eligibility for the NCAA.)

Eligibility Center Services

Mailing Address:

NCAA Eligibility Center
P.O. Box 7136
Indianapolis, IN 46207

Web Address:

<http://www.ncaaclearinghouse.net>

Clearinghouse customer service

Representatives are available from 8 a.m. to 6 p.m., Eastern Time, Monday through Friday.

U.S. callers (toll-free) 877/262-1492

Fax: 319/968-5100

CLEARINGHOUSE (ELIGIBILITY) CENTER REGISTRATION: send transcripts at the end of junior year and after graduation.

To register with the clearinghouse you must complete and sign the Transcript Release Form (SRF) and send it to the clearinghouse along with \$50 – 75 registration fee. (Please note that currently all student-athletes can register online). This form does two things:

- It authorizes each high school attended to send the clearinghouse your transcript, test scores, proof of graduation and other necessary academic information.
- It authorizes the clearinghouse to send academic information to all colleges that request your eligibility status.

Go online to www.ncaaclearinghouse.net. Select **Prospective Student-Athletes** and click on **Transcript Form for US Students**. Print the Transcript Release Form, sign it, and give to your counselor.

Fee Waiver: Student-athletes are eligible for a fee waiver if they have already received a fee waiver for the ACT or SAT. The high school counselor will also be required to submit an electronic fee waiver on their behalf.

Be sure to enter “9999” code when registering for the ACT or SAT, which requests your official test scores to be sent directly to the eligibility center.

THE NCAA CLEARINGHOUSE (ELIGIBILITY CENTER)

What is the NCAA Clearinghouse? And, How does it work?

As the governing body of most college sports, the National Collegiate Athletic Association (NCAA) Clearinghouse is the first place students must go to receive athletic scholarships if they are interested in playing Division I or Division II level sports. Athletes who want to compete at the college level must register with the NCAA Clearinghouse to find out if they are eligible to play. The registration form is available online at the NCAA website www.ncaaclearinghouse.net.

The first thing to consider is whether or not the student is truly and naturally talented, in top physical form, and has athletic abilities that surpass most others they have competed with in high school sports across the country. The second thing students should consider is the background of each school they are interested in attending and its sports programs. Each college and university regulated by the NCAA has established rules on eligibility, recruiting, and financial aid, and falls into one of the three membership divisions (Division I, II, and III). Divisions are based on school size and the scope of their athletic programs and scholarships. Collegiate sports are very intensely competitive that the NCAA advises students to consider this factor.

The best way for students to prepare for a future in college athletics is to take appropriate coursework. Indeed, more students fail to qualify to play NCAA sports because of lack of appropriate coursework than for low-test scores. Potential student-athletes should not only focus on the athletic details of the institutions they are applying to, but also they must find out if they are on track to meet academic eligibility and core-course requirements (of each respective school). Investigate what the graduation rate of each athletic program of each college or university you are applying,

and research if the athletes in their sport are at or have been selected from the colleges in which they are interested. Ask what academic support services are available and how academic progress is tracked.

Initial Eligibility of College Freshman Athletes for Division I and II

All students who plan on being intercollegiate student-athletes in Division I and II must be certified by the NCAA Initial-Eligibility Clearinghouse (www.ncaaclearinghouse.net). To do so, incoming freshman must meet the provisions of NCAA Bylaw 14.3, also called the “freshman eligibility rule,” which are different for each division and based on GPA and standardized test scores (SAT/ACT). Minimum scores are set annually, but have generally gravitated around a GPA of 2.0 with a core curriculum of 14 academic subjects (16 for class of 2008), a minimum ACT sum score totaling between 68, and a minimum SAT (combined verbal and math only) score of 820. (Please also check the academic requirements of each of the college or university for which you are applying, for comparison.) Eligibility is determined exclusively by the Clearinghouse and not by the college or university the student hopes to attend. Complete one or the other of the registration form (paper or on-line registration). You must choose the type of method in which you want to apply and pay a one-time fee. Students must then send the Clearinghouse all registration materials, including the student release form, processing fee, and official transcript. Upon registration, the Clearinghouse determines each student’s eligibility for practice as well as eligibility to receive athletic scholarships that have been offered by a college or university coach.

Eligibility of Division III Athletes

NCAA Clearinghouse eligibility requirements differ for this division. Students’ eligibility for practice and competition for Division III student-athletes are determined by institutional, conference, and other NCAA regulations.

The NCAA recommends that high school students interested in Divisions I, II, III register with the clearinghouse after completion of their junior year. A complete transcript along with SAT or ACT test scores should be forwarded directly to the clearinghouse as soon as they are available. At the end of the school year, the school guidance counselor will submit to NCAA Clearinghouse the final transcript of each student.

For more information regarding NCAA eligibility, visit the NCAA website at www.ncaa.org.

THE ATHLETIC LETTER OF INTRODUCTION AND RESUME

The following is a brief summary of what should be included in an student-athlete or athletic resume. Keep in mind that there are no standards for an athletic resume, but you should take the time and invest in putting it together in a manner which demonstrates a serious effort.

The Athletic Resume plays an important part in the recruiting process. Time and care should be exercised in the preparation of these documents. The purpose of the resume is to highlight the student-athletes accomplishments and goals and to peak a college or university coach’s interest. This is generally the first contact that a coach might have with the student-athlete.

A typical athletic resume should consist of the following items, usually 1 page per item:

1. Letter of Introduction
2. Athletic Profile
3. Athletic Accomplishments and Honors
4. Academic and Extra-Curricular Profile
5. Current High School or Club Game, Match, or Tournament Schedule
6. Letters of references from Coaches and Trainers

Item 1 – Should consist of a one page letter introducing the athlete to the college or university coach. Address the coach by using his or her name not “Dear Coach.” Use the school name instead of saying “I’d like to find out more about your school...” The letter should be from the athlete NOT the parents. Give specific information about yourself: your name, high school, year of graduation, club teams, coaches’ names, addresses and phone number. Also include a brief description, height, weight, skill level or

ability/mastery. Mention your GPA and your college or university goals and major interests. Remember this letter is an introduction, not a detailed summary of your abilities.

Item 2 – Include an athletic profile and on this page, give more specifics about you and your sport: height, weight, abilities in skill areas, mastery in techniques, hand preference, high school coaches, current age, birth date, running speed, vertical jump, averages, other sports participated, current GPA, and class ranking. If available, include SAT, ACT, and TOEFL scores. This page is a “free format” page, one on which you can list the data in an eye appealing format. Please do not make it all a text or narrative. This is also a good page to include a color photo of yourself. Once the page has been typed, attach a color photo then take the page to a copy shop and have them photocopy it in color. This way the picture becomes part of the page. On a second, page you may want to include your current or previous season statistics or records.

Item 3 – Include athletic accomplishments and high school year, list all your athletic awards, most improved, mvp, athlete of the year, scholar athlete, captain and/or all around team selection. Include records held and any other athletic honor received.

Item 4 – Include academic/extra-curricular profile. People tend to build up only their athletic background. Coaches want to know about you, the person, also. List your academic accomplishments, honor roll, student offices, national honor society, and club offices. Try to list community service activities, church, hospitals, retirement homes, shelters, etc. This shows that you are well rounded and can succeed and continue to be involved with other social activities. Many high school athletes fail to become involved in areas like these, but it is really a benefit to be able to add to your resume.

Item 5 – Include current high school tournament or match schedule. No explanation is needed, but suggest a time the coach time in order that he or she might be able to see you in action. If you do not have this available, send the information to him or her in the follow-up letter as soon as you receive the schedule from your coach.

Item 6 – include letters of references from coaches and trainers. Do not overdo it. 1 or 2 will be sufficient.

This is only a brief overview of an athletic resume, but it should give you an idea on how to start it. As stated in the beginning, this is a sample of what an athletic resume should include. This is not only one format available, but it is outlined for you in order to offer you an idea of what to include on your athletic resume. There are no set rules as to how in-depth you should go or even what to include. This is your chance to catch the coach’s interest and to obtain a immediate response from him or her. In short, your athletic resume should tell the college or university coach:

1. Who are you?
2. What you are?
3. What have you done?
4. What would you like to do?
5. What can you do for the college or university you have chosen to apply?

Sample Letter Introduction to a Coach

Date: ____ / ____ / ____

Coach's Name
University of Where-ever
123 College Blvd
University Town, State, 12345

Dear [Address to a specific person, do your research to find the name and address of the coach: look at the website, and contact admissions and get names and addresses, check each year, they change often.]:

I am very interested (*explain that you are interested in participating in an intercollegiate athletic program*) at the University of Wherever. (*Mention the school and something specific about their athletic program. Coaches will pay more attention to a personalized letter.*) Basically, the cover letter should briefly explain who you are and why you would make a good student-athlete.

I am sending you a copy of my athletic profile/resume and a tournament schedule.
(*If it is not ready yet, mention that you will send it when it is out.*)

I've been playing tennis or golf, (your sport) for the past 5 years (your time). Mention if you will be playing a tournament or exhibition game (where the coach can come and watch). You could include your team's website here.

Sincerely,

John Doe

PARTS OF AN APPLICATION

Applications vary from college to college or university to university, but most require some or all of the following parts: Everything has to be sent officially to each university and the NCAA

A. **Application Form:** Today you can apply online, entering your information only once. Indeed, applying to college used to be an easy process, submitted an application form, and the school notified you if you were admitted. But things have changed.

These days, application requirements vary, but most schools require that you submit more than only a form. The supporting documents assist the admissions committee to decide if you and the school are a good fit.

Most colleges and universities have at least two ways to complete the application form: paper format or online version. Some schools allow you to submit the Common Application. The Common Application is an application you complete once and submit to several schools. Information about this form and the schools that accept it is available at www.commonapp.org. The information on your form will help the committee match materials to the correct person, so make sure the information is correct and legible.

B. **Application Fee:** The average college application fee is around \$25.00. (Some colleges charge up to \$60.00 or \$100.00, while others do not have an application fee at all.) The fee is usually nonrefundable, even if you are not offered admission. Many colleges or universities offer fee waivers for applicants from low-income families. If you need a fee waiver, call the college's or university's admission office for more information.

C. **High School Transcript:** This form is filled out by an official of your high school. If it comes with your admission materials, you should give it to the guidance office to complete as early as possible. Some colleges or universities send this form directly to your school after receiving your application.

You must request copies of your high school transcripts to be sent directly to the colleges or universities to which you apply. The transcripts should show classes taken and grades earned. Committees will look at your overall grade and the progress you have made.

D. **Admission (Standardized) Test Scores:** At many colleges and universities, **you have to submit SAT Reasoning Test, SAT Subject Test, or ACT Test Scores.** Test scores are standard way of measuring a student's ability to do college-level work. Test scores help admission committees measure your probable success in college. Some college or universities take your highest composite score, while others take the best combination of scores from different sections. Contact each school to which you are applying to see how they consider scores. It may determine whether or not you take the SAT or ACT and how many times you take the standardized test.

E. **Letters of Recommendation:** Many private and/or public colleges or universities ask you to submit one or more letters of recommendation from a teacher, athletic coach and trainer, counselor, and/or adult who knows you well. When asking someone to write such a letter, be sure to do so well before the college's deadline.

Please make the attempt to provide the instructions well in advance of the application deadline. The letter should include your full name, in what capacity he or she knows you, and the length of time he or she has known you.

The person should attest to your capabilities and character. Solicit recommendations politely and appreciatively.

Last minute letters of recommendations are not done with thought. No one wants to be rushed, in order to write a recommendation that will capture all of the positive attribute of a student. A letter of recommendation to be written in an appropriate manner that it deserves must be given to the teacher, coach and/or trainer, counselor, or any other adult in a timely manner. You must make an attempt on a regular basis to follow-up with each individual that you are requesting a letter from.

Provide relevant information, in order that the recommendation will be specifically about you and your qualifications. Indicate the purpose of the recommendation. If it is to accompany your college or university application, provide the college's or university's name and background information, in order that the recommender can discuss how you are an appropriate candidate. If it is for a scholarship, provide a copy of the application or a description of the scholarship and the sponsoring organization's mission. Supply a copy of your resume listing your GPA, activities, leadership

roles, awards, community service, employment experience, special skills, and athletic statistics, tournament participations, and ranking.

Indicate the person to whom a recommendation letter should be addressed. If you do not know the name, the letter may begin "Dear Selection Committee." Offer an addressed, stamped envelope with each request. If the recommendation has to be mailed in an official envelope from the recommender's institution, supply a postage stamp. A letter that is to be submitted with the application should be returned to you in a sealed envelope.

Have your recommenders save their letter if you are applying to several colleges or universities, or several scholarships. Although each recommendation should be tailored to the application at hand, the original passage contains basically what the recommender wants to share about you. Revising an original recommendation is more convenient than writing a new one.

Thank your recommender – preferably in writing. Surprisingly, few students express their appreciation for recommendations. Expressing your gratitude is appropriate and advisable. If you were not appreciative the first time, the recommender may be reluctant to assist you when you ask for another recommendation. If you receive the acceptance or the award, thank the recommender again, for contributing to your success.

F. Essay: If you are applying to public or private colleges or universities, your essay often plays a very important role. Whether you are writing an autobiographical statement or an essay on a specific theme, take the opportunity to express your individuality in a way that sets you apart from other applicants.

Writing a personal essay may be the toughest and most time consuming document to put together. It is important to find your voice because this is the chance for the committee to get to know you beyond the academic grades, numbers, and statistics. Read the questions carefully and follow directions. You will want to brainstorm ideas, create rough drafts, and have others read your essay. Certain characteristics are true for a number of students; therefore, talk about what makes you special. It is not enough to only say you have lived in an interesting place or had a unique experience. You need to elaborate on what you learned or how you have changed because of this experience. Most importantly, proofread your essay for grammatical and spelling errors.

G. Interview: This is required or recommended by some colleges or universities. Even if it is not required, it is a good idea to set up an interview because it gives you a chance to make a personal connection with someone who will have a voice in deciding whether or not you will be offered admission. If you are too far away for an on-campus interview, try to arrange to meet with an alumnus in your community. Please note that yes/no answers in an interview will make the interview quite boring and uninteresting. Therefore be able to elaborate on answers and to have a real conversation with the other person. The admission representative may ask you if you have any questions. It is best to have a few questions prepared.

H. Athletic Screening Try-Out (Recruiting Purposes): If you are applying for an athletic program, you may have to document prior tournament statistics in on your accomplishment and performance section of your resume: master levels, ranks, areas of strengths and weaknesses, etc.. You may want to work or develop a videotape that will market or showcase your talents in a certain area of expertise (Must follow NCAA Division I and II policies and procedures pertaining to activities of recruitment and scouting).

I. Audition / Portfolio / Video Recording DVD Application: If you are applying for a program such as music, art, or design, you may have to document prior work by auditioning on campus or submitting a audiotape, slides, videotape, or some other sample of your work to demonstrate your ability.

J. The Sum of the Parts: Your entire application should create a consistent portrait of who you are and what you will bring to the college or university. The more the pieces of the puzzle support one impression, the more confident the admission committee will be in admitting you. If the essay or interview contradicts information you gave on the other forms, you may cause them to have doubts about accepting you.

If all the parts of your application are filled out honestly and carefully, with an attention to your conviction that each school is a good match for you, you will come across in the best light possible.

Deadlines: Make sure you meet all application deadlines. In most cases, you need to have a completed application file by the deadline, which means that all documents must be submitted by that date. Applications that are postmarked by the deadline may be acceptable by the college or university, but you will want to contact the school to find out what their policy is. Remember that each college and university is different. Communication is key.

The College Essay Is Important For Three Reasons:

1. It enables the college admissions office to evaluate your communication skills. Through your essay, they can assess the clarity of your thinking and your ability to convey your thoughts in written form.
2. It enables the admissions office to learn more about you as a person, beyond what grades and SAT scores can tell them.
3. For the more selective colleges, the essay is extremely important. It allows admissions officers to make final distinctions between similarly qualified applicants. The essay is also often the deciding factor. *****Remember there might be supplemental essays for some of you applications.**

Apply To The Common Application **Freshman Admission**

You are encouraged to complete this application online at: www.commonapp.org

A majority of public universities and some private schools use the Common Application. The application can be completed on paper or online

These are some suggestions for applicants:

1. Apply early
2. Spend time on the essays
3. Submit a detailed resume
4. Take it seriously and package it well
5. Hit each college application and SAT/ACT submittal deadlines

Listed below are the essays and Part II of the Common Application to help in your planning.

Essays:

Institutions do not require all four essays. See “General Application Information” on pages ii through iv to determine if you are required to write an essay or essays as part of your application for admission. Unless otherwise specified, your essay(s) should be typed and be no longer than one page (8 ½” by 11”). Put your name and Social Security number at the top of each page.

Topic A. Write an essay in which you tell us about someone who has made an impact on your life and explain how and why this person is important to you.

Topic B. Choose an issue of importance to you – the issue could be personal, school related, local, political, or international in scope – and write an essay in which you explain how & why this person is important to you.

Topic C. There may be personal information that you want considered as part of your admissions application. Write an essay describing that information. You might include exceptional hardships, challenges, or opportunities that have shaped or impacted your abilities or academic credentials, personal responsibilities, exceptional achievements or talents, educational goals, or ways in which you might contribute to an institution committed to creating a diverse learning environment.

COLLEGE AND CAREERS

Test Preparation

www.collegeboard.com

www.kaplan.com

www.princetonreview.com

www.testprep.com

SAT On-Line Registration/Information

www.collegeboard.com

ACT On-Line Registration/Information

www.act.org

TOEFL On-Line Registration/Information

www.ets.org/toefl

Kahn Academy

www.kahn.academy.com

ACT

<http://www.actstudent.org>

Colleges:

The College Board

www.collegeboard.com

CollegeNet

www.collegenet.com

College View

www.collegview.com

CollegeXpress

www.collegexpress.com

Peterson's Education Center

www.petersons.com

The Princeton Review

www.review.com/underg

NCAA Clearinghouse

www.ncaaclearinghouse.net

NCAA Website

www.ncaa.org

Study Abroad

www.studyabroad.com

www.collegesmart.com

www.universities.com

www.keycolleges.com

www.college.com

Careers:

The Monster Board

www.Monster.com

Career Web

www.cweb.com

www.careerbuilder.com

www.careermag.com

www.careermosaic.com

America's Job Bank

www.ajb.dni.us/

Kids and Jobs

www.pbs.org/jobs/

www.jobweb.com

My Future

www.myfuture.com

Career Resource Center

www.careers.org

Occupational Outlook Handbook

www.bls.gov/oco

www.self-directed-search.com

www.readyminds.com

www.coolworks.com

Career Interest Inventory

www.mymajors.com

GLOSSARY

Accreditation – This amounts to a stamp of approval by an educational or professional organization stating that the college meets the regulations determined by this group. Each section of the country has its own accrediting organization: Southern, Middle Atlantic, New England, Midwestern, Northeastern and Western.

Advisor – A member of the teaching faculty who advises students on course selections and curriculum concerns.

Application Fee - The cost to apply to a college or university

Audit – Attend a class without getting credit for it.

Baccalaureate Degree – the Bachelor of Arts, Bachelor of Science or any other bachelor’s degree granted by a college or university for a program that typically requires four years of full-time study.

Calendar – The system by which an institution divides its year into shorter periods for instruction. The most common calendars are semesters and quarters.

Candidate’s Reply Date Agreement – This agreement established a common date, May 1, as the earliest date a college or university may require an accepted applicant to say whether he or she plans to attend. Early Decision applications are exempt from this agreement.

Carnegie Unit – One Carnegie unit is given for successful completion of one year’s study of one college preparatory or academic subject in a high school. Some colleges refer to these as “academic units.” The name comes from the Carnegie Foundation for the Advancement of Teaching.

Church-related college – A private college that is financially supported and whose policies are influenced to a degree by a church

Class rank – A student’s standing based on his or her academic record as compared with that of the other members of the class. In a class of 100, the highest ranking student would be number 1; the lowest, number 100.

Core Curriculum – A group of courses in varied areas of the arts and sciences, designated by a college as one of the requirements for a degree.

Consortium – A voluntary association of two or more colleges providing joint services and academic programs to students enrolled in member institutions. Students at one campus are allowed to attend courses and use the facilities at other member campuses.

Cooperative Education – A program integrating classroom study and work experience while offering credit and salary.

Course Load – The number of hours taken in a given semester or quarter, a typical load is 15-18 semester hours or 15-17 quarter hours.

Honors Program – A plan designed to encourage superior students to engage in a more challenging program than is required. Students who succeed in meeting requirements of an honors program are usually granted “honor” degrees.

Humanities – These refer to the cultural world. The humanities are usually classified as art, the classics, dramatic art, English, general and comparative literature, journalism, music philosophy, religion and language. Many colleges divide their offerings into three divisions: humanities, social sciences, and natural sciences.

Internships – Short-term, supervised work experience, usually related to a student’s major, for which the students earn academic credit. The work can be full or part-time, on or off campus, paid or unpaid.

Liberal Arts – A broad course of instruction comprising the arts, natural sciences, languages, literature, philosophy, religion, and the classics. The Latin origin of the term, *artes liberales*, literally means “the arts that free” (the mind and spirit).

Matriculation – The process whereby a student is accepted, pays the fees, and enrolls in classes – officially becoming a student at the college. This term is only applied to freshmen or to a transfer student’s first enrollment.

Needs Analysis – the process used to evaluate an applicant’s financial situation to determine how much financial aid a student would be eligible for to meet post – secondary educational expenses.

Placement tests – A battery of tests designed to assess a student’s aptitude and level of achievement in various academic areas so that he/she may be advised to enroll in the appropriate level classes.

Private college and university – An educational institution of higher education that is not supported by public taxes. Private colleges may be independent or church-related.

Public College/University – An educational institution supported by public taxes.

Registration – A process at the beginning of each semester or quarter whereby the student selects the courses he or she will enroll in, pays the appropriate fees, and sets up a class schedule for the semester or term.

Rush Week – A period set aside with the approval of the college for fraternities and sororities to issue invitation to prospective members. “Delayed Rush” usually indicates this week is held during second semester.

Seminar – A course in which a small group of students, headed by a professional, engage in research and discussion.

Transcript – The official record of a student’s academic performance from the time of entrance in a given institution to the end of the last semester.

Tuition – The charge for instruction. Generally designated for a year or semester for a full-time student; for part-time students it is often designated by the credit hour of a course.