



UNIVERSITY OF DETROIT
JESUIT HIGH SCHOOL AND
ACADEMY

COLLEGE
COUNSELING
HANDBOOK

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I. Welcome Letter

Dear Parents and Students:

Welcome to College Counseling at U of D Jesuit High School. We are so excited to walk with you on your college journey. The college search process is a great opportunity for students and their families to engage in discernment and reflection, all for the purpose of finding the right college for each student. Of course there will be moments of stress and we are here to help you in those moments, as well as celebrate your accomplishment.

This guide is designed to supplement our work with your sons in this process. It will serve a reference for your family as your son completes his paperwork and journeys through this process.

Our expectation is that we will all be active participants in this process. Although this information should provide you with answers to many of your immediate questions, we in the College Counseling Office want to assure you that our office maintains an “open door” policy. We welcome your calls, your e-mails, and your visits. We truly believe that regular and honest communication between counselors, students, and parents is the key to a positive experience.

We look forward to working with you during the coming year.

Sincerely,

Mrs. Holly M. Markiecki-Bennetts, MS, MEd, SCL, NCC
Director, College Counseling

Ms. Heidi S. Hudson, MA, SCL
College Counselor

Ms. Lynn Rinke
Administrative Assistant

WHAT'S IMPORTANT FOR FRESHMEN:

AT THE BEGINNING:

Get off to a good start with your high school academic record. To maximize your college options as a graduating senior, you will need a strong four-year academic record. **Course selection and grades are the primary criteria used by colleges in making admission decisions.** READ-READ-READ! Reading improves many skills including vocabulary and critical thinking. So make sure to take the time to read outside of class.

CHALLENGE YOURSELF:

- Build strong academic, language, mathematics, and critical thinking skills by taking challenging courses.
- Study hard and work toward the best grades you can earn.
- Become involved and begin building your portfolio of activities, awards, and accomplishments. Do not limit yourself by first impression likes and dislikes. This is a time of exploration. STRETCH YOURSELF. SURPRISE YOURSELF. APPLY YOURSELF.
- Take the Explore test, which takes place during the school day in November.
- Start a folder in which you can place an inventory report of your activities, accomplishments, strengths, and positive qualities. This information will be useful in completing college applications, preparing for campus visits and college interviews, and providing background material for those who write your letters of recommendation.
- Strengthen your vocabulary by increasing your reading.
- Attend the Freshmen student/parent college night.
- If you are an athlete, know the NCAA (National Collegiate Athletic Association) www.eligibilitycenter.org or the NAIA requirements for eligibility www.naia.org.

IF A SELECTIVE COLLEGE/UNIVERSITY IS A POSSIBILITY:

- Talk with your parents about it.
- Talk with your school counselor and develop a master course schedule that will enable you to achieve this goal.
- You will need to take 4 years of math, science, language, social studies and science. (3 years of science if you did not have science your first year).

WHAT'S IMPORTANT FOR SOPHOMORES:

Maintain the strongest possible academic record by enrolling in the most challenging courses appropriate for you. Work hard on your academics. Make good grades.

READ-READ-READ! Reading improves many skills including vocabulary and critical thinking. So make sure to take the time to read outside of class.

FALL SEMESTER:

- Continue getting involved and building your portfolio of activities, awards, and accomplishments. Keep STRETCHING and PUSHING yourself. This is the time to build depth not breadth of activity. Colleges would rather see increased responsibility in a few activities rather than general membership in many.
- Add to your folder in which you are placing a record of your activities, accomplishments, strengths, and positive qualities. This information will be useful in completing college applications, preparing for campus visits and college interviews, and providing background material for those who write your letters of recommendation.
- Take the PSAT in mid-October. This is a practice for the PSAT you will take as a junior and provides a base-line for National Merit Scholarships.
- Take the PLAN- Pre-ACT in November. This is a benchmarking test for the ACT you will take 2nd semester of your junior year.
- Make sure you are 'on top' of your academic work. If needed, meet with your teachers for additional help.
- Begin researching colleges by attending local college fairs.
- In December you will receive your PSAT/PLAN scores. You will receive both the score report and the actual test that you completed so that you may see where you excelled and where you need improvement.

WINTER/SPRING SEMESTER:

- Keep Studying!
- Look for volunteer and school activities to develop your interests.
- Select courses for your junior year that will meet your academic needs and the requirements for college admission.
- Attend the Sophomore parent/student college night.
- You will gain access to Family Connection – our College portal. In the workshop we will work on career inventories.
- Create an email account that you will use for the college process. Something with first/last name if possible.
- Explore summer enrichment opportunities. Make your summer productive.
- READ-READ-READ!

WHAT'S IMPORTANT FOR JUNIORS:

Realize that this will most likely be your toughest year academically. Commit to excellence in the classroom. Maintain the strongest possible academic record by enrolling in the most challenging courses appropriate for you. Work hard on your academics and make good grades. READ-READ-READ! Reading improves many skills including vocabulary and critical thinking. So make sure to take the time to read outside of class.

FALL SEMESTER:

- Add to your folder in which you are placing a record of your activities, accomplishments, strengths, and positive qualities. This information will be useful in completing college applications, preparing for campus visits and college interviews, and providing background material for those who write your letters of recommendation.
- Begin the college selection process. Attend college fairs and parent and student meetings. Learn as much as you can about the college admission process.
- Attend the Junior student/parent college night.
- Take the PSAT/NMSQT in October. (This is an important test and it is IMPORTANT that you put this date on your calendar and come to school prepared to take this test.) Prepare by spending time reviewing the PSAT Student Bulletin and taking the sample test. This is the qualifying test for the National Merit Scholarship Program.
- Become proactive with your college search. Utilize Family Connection for your College Search Process. Request information from colleges that have caught your initial interest and plan visits to college campuses. Use the internet to secure information from colleges. All schools will have web page, which you can link to right from Family Connection.
- In January you will receive your PSAT scores. You will receive both the score report and the actual test that you completed so that you may see where you excelled and where you need improvement.

WINTER/SPRING SEMESTER:

- Take the SAT or ACT. Remember registration dates are typically about 4 weeks before the testing date. You must register on your own and you may pick up registration forms in the Guidance Office or register on-line at www.collegeboard.com for the SAT or www.actstudent.org for the ACT. Test scores are important factors in helping your College Counselor assist you in identifying appropriate college choices for you.

U of D Jesuit encourages all rising seniors to have at taken at least one ACT or SAT prior to the Fall semester of the senior year.

- You will be assigned a college counselor and schedule your family planning meeting. Three days prior to the meetings, students must complete the Game Plan, Junior Year Survey and Personality Type on Family Connections. Parents should complete the Parent Brag Sheet.
- Schedule classes your senior year that will meet your academic needs and the requirements for admission to the schools where you are planning on applying.
- Attend the Michigan MACAC College Fair in April.

- Continue developing portfolios, audition tapes, writing samples, or other evidence of talents required for college admission and/or scholarships.
- Take AP exams in May for all Advanced Placement classes in which you are enrolled.
- Take SAT Subject Tests if they are required by schools to which you are applying.
- During spring and summer breaks visit schools and keep list of general impressions.
- Keep an ongoing journal of your activities and record possible ideas for college essays.
- Complete your resume on Family Connection. This information will be used by persons writing your recommendations.
- Student/Athletes planning on playing an NCAA Division I or II sport play a sport at an NAIA college must register with the NCAA Eligibility Center at www.eligibilitycenter.org no later than October 1st of their senior year or at www.naia.org for NAIA schools. After you register request a transcript to be sent through the College Counseling Office.

WHAT'S IMPORTANT FOR SENIORS:

Your senior year record is important. RESIST the temptation to alter your senior schedule in any way that will reduce its rigor or reduce the number of core courses (English, foreign language, science, math, history/social science). Strength of curriculum and performance in it is the most important factor in college admission decisions. READ-READ-READ! Reading improves many skills including vocabulary and critical thinking. So make sure to take the time to read outside of class.

AUGUST/SEPTEMBER/OCTOBER:

- Add to your folder (which should have been started freshmen year) in which you are placing a record of your activities, accomplishments, strengths, and positive qualities. This information will be useful in completing college applications, preparing for campus visits and college interviews, and providing background material for those who write your letters of recommendation.
- Secure applications and the proper forms for admission, scholarships, and financial aid from the colleges to which you plan to apply. Most schools accept applications (and prefer them be sent) on the web. If you apply online, be sure to download forms that must be completed by your College Counselors or Teachers and submit these when you request to have your transcript sent. Common Application forms are exempt from this.
- Check the U of D Jesuit College Counseling and Family Connections websites at least twice a week to check for information on events, deadlines, scholarships, financial aid, testing, and any other information pertinent to your college search and selection process. MAKE THIS A HABIT!
- Take time to visit with College Admission representatives who visit U of D Jesuit. Remember that these people are often the ones who will be presenting your application to an admissions committee. Even if you have visited a college campus and had an interview, stop by to say “hello” to these representatives.
- Make a chart with all deadlines for your applications for admission, scholarships, and financial aid. Be sure that you meet these deadlines.
- Student/Athletes planning on playing an NCAA Division I or II sport play a sport at an NAIA college must register with the NCAA Eligibility Center at www.eligibilitycenter.org no later than October 1st of their senior year or at www.naia.org for NAIA schools. After you register, please request a transcript through the College Counseling Office.
- Be sure that you have an updated resume on Family Connections.
- Register for the SAT, ACT, and SAT Subject Tests (if necessary) in October, November, and December. Remember registration dates are typically about 4 weeks before the testing date. You must register on your own on-line at www.collegeboard.com for the SAT or www.actstudent.org for the ACT.

SEPTEMBER - OCTOBER:

- Finalize the list of schools to which you will apply.
- Visit college campuses if at all possible. (Review the College Visitation Policy in the U of D Jesuit Handbook.)
- Attend college nights, college open houses, college fairs, and other special events.
- Check the College Counseling web page and Family Connection web page for current information.

- Request a teacher recommendation for the applications that require them. Please note in a strong majority of applications only one letter is permitted. Teachers require 3 weeks to write letters.
- Write, proofread, and revise your application essays; get feedback from others.
- For each school you apply to, submit a transcript request form to the College Counseling office at least 10 school days prior to the deadline.
- We suggest you have all of your applications completed and ready to go before you go trick-or-treating. This means every piece of your application should be submitted by November 1st. Keep in mind that the earliest deadline colleges are allowed to set is October 15.
- Approach teachers for recommendations well in advance of deadlines. Provide teachers with the teacher recommendation request form – fully completed – at least three weeks prior to the deadline.
- Be aware of any independent scholarship deadlines for which you are applying.
- Be sure that your parents attend the Financial Aid Workshop in late fall.
- Visit the CSS profile website to determine if any of your schools are participatns/require completion of this profile. This is used in determining grants and aid. <http://student.collegeboard.org/css-financial-aid-profile>
- RESIST THE TEMPATATION TO ALTER YOUR SPRING SCHEDULE IN ANY WAY THAT WILL REDUCE THE NUMBER OF CORE COURSES YOU ARE TAKING. DOING THIS COULD HAVE UNDESIREED CONSQUENCES WITH ADMISSION DECISIONS.

JANUARY:

- Keep your College Counselor advised of both the admission decisions and scholarship offers regardless of your desire to accept these offers. Please bring copies of any scholarship letters you receive to the College Counseling Office.
- FAFSA forms should be submitted as soon after January 1st as possible at www.fafsa.gov and preferably before February 15.
- Complete any applications due this month. Be aware of any independent scholarship deadlines for which you are applying.

Once your semester exams are scored and fall grades are computed, U of D Jesuit will send an updated transcript with your seventh semester grades to each school that received an initial transcript. It is in your best interest to maintain the quality of your academic work through your senior year. “TAKING IT EASY” is something best saved for the summer months. ***Remember that all offers of admission are contingent upon the successful completion of your high school career, and the classes you are registered for at the time of application.*** Final transcripts will be sent in June.

FEBRUARY/MARCH/APRIL/MAY:

- Visit schools to which you have applied and been admitted so that you may see them from a new perspective.
- Respond to financial aid and scholarship offers.
- **Notify all colleges that accepted you of your final decision NO LATER than MAY 1st, which is the Universal Decision Date.** Make your final decision before this date and send a deposit to the school you wish to attend.

- Pay your deposit to the one school you will be attending. It is unethical to deposit more than one school.
- Notify all other schools to which you have been admitted that you will not be attending. *(If you have paid a refundable deposit, make sure to ask for this deposit back.*
- Provide the College Counseling office with information regarding the scholarships you have received and the amounts of these scholarships. Let your counselors know where you want your final transcript sent (i.e. which school you will be attending).
- Write Thank You notes to all those teachers and admission people that assisted you during this process.
- Sign up for orientation at the school to which you are attending.

CONGRATULATIONS!

III. Standardized Testing

U of D Jesuit Testing Code: 231-225

Standardized testing is an important factor in the college admission process. We want our students to understand the importance of standardized testing, but more importantly we want all of the students to keep testing in perspective. Students' academic achievements in the classroom (grades and curriculum) are definitely the most important part of a student's complete academic record. (Disclaimer: Extracurricular activities are extremely important, however, they WILL NEVER supersede your performance in the classroom and on standardized tests.)

Here at U of D Jesuit, we have found that students who enroll in the most challenging curriculum appropriate for their abilities, and those who plan and carefully familiarize themselves with the test format through the use of practice materials, are able to attain scores which accurately reflect their school performance.

TESTING OVERVIEW:

All U of D Jesuit students should have at least one test score (ACT or SAT Reasoning Test) on record when they return to school as a senior. We advise our students to begin taking the exams after Christmas of their junior year in hopes that they will have a score they are happy with by the end of that year. In reality, many students will take either or both tests again in the fall of their senior year, which may be recommended. The number of times a student takes these tests will vary depending upon the student's level of satisfaction with their scores. Statistics show that the most improvement takes place between the 1st and 2nd testing and between the 2nd and 3rd testing. Students should rest assured that most, if not all, admission offices will focus on the student's top score, whether that be on the ACT or SAT.

ACT vs. SAT:

Typically, U of D Jesuit students prefer the ACT to the SAT. We advise students to take the test they are most comfortable with and that they are predicted to receive the best score on (based on PACT and PLAN). In some cases, students will be encouraged to take the SAT based on the colleges on their list. Also, some schools may require or strongly recommend SAT subject tests. If a school recommends subject tests, take them. The differences between the ACT and SAT are as follows:

ACT: The ACT tests what a student knows.

- 4 Sections: English, Math, Reading, and Science (Writing Section is optional)
- There is now an optional writing section that may be required by some colleges
- 36 points are possible in each section
- Sections are averaged together to get a Composite Score (the writing score is not averaged into the composite score)
- The website is www.actstudent.org

SAT Reasoning Test: The SAT Reasoning Test is an aptitude test. It differs from an assessment in that critical thinking and problem solving skills are more significant to success on this test.

- 3 Sections: Critical Reading, Math, and Writing
- Each section is scored on a 200-800 point scale
- The website is www.collegeboard.com

Sending Scores to U of D Jesuit and Colleges:

U of D Jesuit's school code (231-225) must be included on the registration form. This will ensure that we will receive your test score. We keep each test score on file, however, only in extremely rare situations, we cannot submit these scores. Colleges and Universities require the scores come directly from the testing agency. Therefore, every senior will need to have their test scores sent directly from the testing agency (ACT or SAT) to the college where he/she is applying. This will be necessary in order for the application for admission to be complete. This can be done by contacting ACT at www.actstudent.org or The College Board for SAT at www.collegeboard.com.

We strongly encourage you to use the "free scores" that come with each test administration. This means you can send scores up to 4 schools as part of your test fee. Colleges are not looking for scores to keep you out, they are looking for the scores that make you competitive.

SAT II (Subject Tests):

The SAT II Subject Tests are tests in specific subject areas such as Biology, US History, and Math. Not all colleges require SAT II Subject Tests. Typically, only selective schools require these tests. When registering for the SAT II, if it is required by a school to which you have applied to, be absolutely positive which tests are required or recommended. When choosing which SAT II tests to take, look no further than the curriculum in which you have immersed yourself throughout high school. Only take tests in which you know you have a solid grasp of the subject. For more in-depth information on the SAT II Subject Tests please visit: www.collegeboard.com.

Non-Standardized Testing:

Non-Standardized testing is helpful to those who have a diagnosed and properly documented learning disability or physical handicap. The ACT and College Board (SAT) offer extended time or untimed testing for those who qualify. If you believe you will qualify for non-standardized testing, you MUST meet with your School for specific information about registration and testing plans.

Test Preparation:

This is very important because just like practicing shooting a free throw can increase your shooting percentage; practice for standardized testing can improve your score. Getting started is easy. At U of D Jesuit, freshmen take the EXLPURE and sophomores take the PLAN which are the precursor to the ACT. As sophomores and juniors, all students take the PSAT. These tests are helpful in multiple ways. First, they help students learn the format of the tests and how they will be administered. Second, they can be good indicators of how the students will perform when they take the official ACT and SAT. The college counseling office, offers test prep for both the SAT and ACT through the Family Connection package. Students are encouraged to utilize this program, entitled Prep Me. This comprehensive program is free and is tailored to each student based on results from a practice test.

Fee Waivers:

Fee waivers are possible for students who are receiving financial aid. If you have questions about this, please contact the college counselors.

**U of D Jesuit School
Testing Code:
231-225**

IV. The College Search

WHY COLLEGE?

The first step in this process is assessing why you want to go to college. In essence you are assessing your goals and what you want out of the college experience.

A couple questions to consider when doing this are:

- 1) Why do you want to go to College?
- 2) What do you hope to attain through your years of undergraduate education?
- 3) What are your career goals?
- 4) In your best estimation, is graduate school in your future?

Many U of D Jesuit students go to college because they have an idea of what they want to do with their lives, such as attending medical school or pursuing a law degree. However, just as many U of D Jesuit students go to college because it is the next step in their life, and they want to broaden their education. By assessing your goals, you want to evaluate the situation and make sure you are going to college for the right reasons. You do not want to go to college just because your friends are going. That could lead to resentment and failure. Be sure you are doing it for the betterment of yourself.

Rest assured that going to college as an undecided major is ACCEPTABLE. You do not need to know exactly what you want to do for the rest of your life, because odds are that you will change your mind during your time in college. Go with an open mind and a thirst for knowledge and experiences, and you will surely find success.

Resources for Beginning your College Search:

“If all you want is a good education (and you want that more than you want a name-brand degree), you can get a good education just about anywhere.” – Paul Marthers, Dean of Admission, Reed College

Before beginning your college search, we believe it is important to address the mindset that you should have when going into the search. If all you are looking for is a name-brand bumper sticker for your car, then you might want to sit back and rethink what factors are most important in your educational decision. Is a name-brand school more important than the fit or feel of a school? We believe that rankings and name-brands should come secondary to fit and feel.

The list usually begins with the schools in which the students are most familiar, such as places their parents, relatives, and friends have attended. In many cases U of D Jesuit students talk about schools for which they have grown up cheering during football season. This is a good way to start a list, but it is important to expand upon this and go deeper in your search.

The *Internet* is the single best source of information for students to use when starting a search and for attaining more in-depth knowledge of a school.

There are regular college fairs scheduled through the metro-Detroit area during the fall semester, you are encouraged to participate in these.

Mail from colleges can be good as well. However, sometimes it can feel as if you are trying to find a needle in a haystack. Make sure to organize all college mail that you receive into a ‘definite-schools-to-look-at’ pile, ‘possible-schools-to-look-at’ pile, and the ‘not-in-a-million-years’ pile.

Talk to former students, older friends, and teachers. They just may have a few great suggestions about schools which you have never thought about considering.

College Guide books (The College Board's [College Handbook](#), Princeton Review's [Best 351 Colleges](#), and [The Fiske Guide to Colleges](#) are a few examples) are always a great place to look.

Developing a College List:

Our goal for you is to start talking in detail about colleges after our Junior Parent meeting and your individual meeting with your College Counselor in the spring of your junior year. When you have your meeting with one of the college counselors, hopefully you will have some ideas about schools. However, that meeting between the student, parents, and College Counselor will be the time when a preliminary college list is put on paper. Coming into the meeting, we hope that you have thought about characteristics that you find important in a school. Some things to consider are these: location, distance from home, quality of academic or extracurricular programs, etc. Throughout the coming months your list will be updated frequently and the college counselors are here to help you talk through any adjustments that may be made to your list of colleges.

We want each student to develop a final list of between four to six schools to which they are comfortable applying. Each school on the list will fit into one of three categories; Reach, Possible, and Likely (see the definitions below for these terms). These terms refer to the likelihood of admission to a particular school. The college counselors will help you categorize schools based on selectivity and we promise not to "sugar-coat" possible decisions. If we think the school will be a reach for you, we will not hesitate to tell you, as we do not want to give any false hopes. We want each student to have a good balance of schools, as well. It is not smart to have all your schools fall into the Reach category. The goal is to have a balance. For example, one Reach school, two Possible schools, and one Likely school.

Reach: This type of school is where your credentials are not as strong as those of students who are typically admitted. This type of school is also one in which the percentage of admitted applicants is extremely small, thereby affecting the chances of admission for all applicants.

Possible: This type of school is where your credentials for admission are very competitive. The college counseling office would define your chances of admission to one of these schools as at least 50-50.

Likely: This type of school is where your credentials for admission are extremely competitive. At a Likely school, the college counseling office would be willing to say with confidence that you should be admitted. However, we cannot guarantee an acceptance.

*It is important to remember that there are over 4,000 schools in the country and there are multiple schools in which you could be happy attending. We do not recommend that you put all your hopes for college on acceptance to only one school. We want you to come up with a list of four to six schools at which you could go and enjoy your four, or more, years.

Factors to Consider in Compiling Your College List:

This is a valuable tool for discussion during the initial phase of developing your list of colleges. Check those categories that will be important to you when deciding on schools. Please make any notes on the line provided.

General

_____ Campus Atmosphere (diversity, school spirit, relaxed, competitive) _____
_____ Distance from home _____
_____ Cost (financial aid, merit scholarships) _____
_____ Size (small = less than 2,000; medium = 2,000-10,000; large = more than 10,000) _____
_____ Location (urban, suburban, rural) _____
_____ Region (Northeast, Southeast, West, Midwest) _____
_____ Social Life (fraternities & sororities, outdoor activities, off-campus life) _____
_____ Housing (dormitories, off-campus housing, suites, on-campus apartments) _____

Academics

_____ Academic Reputation _____
_____ Liberal arts college or university _____
_____ Flexibility of curriculum (core, no requirements, etc.) _____
_____ Specific programs (engineering, architecture, business, etc.) _____
_____ Strength in specific academic areas (science, performing arts, math, English, etc.) _____
_____ Class size _____
_____ Availability of Professors _____

Activities

_____ Athletics (club, varsity, intramural) _____
_____ Community service _____
_____ Performing Arts (music, dance, theatre) _____
_____ Visual or Graphic Art _____
_____ Speech/Debate _____
_____ Religious Groups _____
_____ Other _____

Summarize here those qualities which emerged as important to you from the above list. Include any other which may not be listed above.

Requesting Admissions Materials from Colleges:

- 1) The best and most efficient way to request materials from colleges and universities is to use their websites. Links to school websites and be easily accessed through Family Connections. Additionally, you can directly email our school admission representative through Family Connections. Then from the admissions homepage at almost any college/university, you should be able to click on a tab called 'request information' (or a similar tab). By entering your mailing address, the college will send the information that you request.
- 2) You may also call the admission office directly and request information.

Helpful Hints on a Successful College Visit:

- 1) Check the U of D Jesuit Handbook for the College Visit Day procedures.
- 2) Always plan ahead. Call each college ahead of time to inquire about their visit policy, schedule information sessions and tours, and interviews. Reservations may be required.
- 3) Inquire about the opportunity to observe a class, if so desired. Class visits are a great way to learn about class size, accessibility of faculty, and classroom facilities.
- 4) Inquire about the opportunity to meet with a member of the faculty in your desired area of study, if so desired. If you meet with a member of the faculty, make sure you are well prepared with questions to ask about their program and what it can offer you as a prospective student.
- 5) If you are an athlete, you may want to inquire about meeting with the coach of your chosen sport. Make sure you are well prepared with questions to ask about their program and what it can offer you as a prospective student/athlete.
- 6) Make sure you have adequate directions and arrive in plenty of time to find the admissions office. You should inquire about parking before arriving.
- 7) Once you have set up a tentative itinerary, call the school and ask for written confirmation of your appointment and for any current materials if you don't already have them.
- 8) Do not schedule more than two schools per day. Make sure to give yourself ample time to roam the campus after your scheduled events are complete.
- 9) Dress appropriately. If you have questions about what is appropriate, please speak with your college counselor.
- 10) BE PUNCTUAL!!!! If you know you are going to arrive late, call the admissions office to let them know of your situation.
- 11) Because the campus visit is so important, and in some cases can play a role in the admission decision, make sure the school makes record of your visit.
- 12) Compile a list of questions. This is particularly important if you have an interview scheduled or a meeting with the department you are interested in. Sample questions follow this section.
- 13) Take good notes. Schools can seem similar after the first few visits so it is important that you remember your impressions of each.
- 14) While visiting, it is important to keep in mind that you are interviewing the school as much as it is interviewing you. Make sure you ask questions, but remember that the questions you ask describe you and your interests as well. Be thoughtful and articulate.
- 15) Pick up a school newspaper and read the events that are going on campus at any kiosks you may pass. This will give you a good idea as to the hot topics on campus.
- 16) Make an allowance for free time. (1) During this free time make sure to talk to students on your own without admission professionals around. The students are more likely to be completely candid with you in this environment. (2) Also, you may want to have a meal to check out the food services (Remember, it is never going to be as good as mom's cooking.) (3) And finally, if you did not visit a first-year student residence hall during the tour, make sure you see a few before you leave campus.
- 17) Take note of whether or not you can see yourself there. How comfortable are you?
- 18) ALWAYS FOLLOW UP! Make sure you take note of any admissions professionals you spoke with during your visit. You should write a handwritten Thank You letter to whoever was your main contact during the visit.

Questions for the College Tour

Academics

- What is the average class size of introductory classes? Who teaches those classes?
- How easy is it to meet with a professor for additional assistance?
- What is the average class size of upper-level courses?
- How easy is it for an underclass student to get the classes they want?
- What types of Academic Advising are available?
- What type of honors societies, professional fraternities and professional organizations can students be members of? What are they?

Academic Perks

- How many undergraduates have the opportunity to participate in research?
- What types of living/learning communities do you have?
- Is it rare for an undergraduate to get published?
- Do you have any affiliations with graduate programs (i.e. direct admit agreements)?

Financial Aid

- What percentage of financial need does the school typically meet?
- Is there a separate application process for merit aid, or is the part of the admissions process?
- What work-study opportunities are there?
- Are there non-work-study jobs available?

Graduation Track Record

- What is your four-year graduation rate?
- What is your five-year graduation rate?
- What percentage of freshmen return for sophomore year?
- What percentage of graduates:
 - Are employed in their chosen career field upon graduation?
 - Are accepted into graduate or professional school upon graduation?
 - Percentage of those accepted into one of their top choices?

Pre-Professional Programs

- What is the advising process for the pre-professional programs (Pre-Med, Dent, Vet, Law)?
- Do I have to have a particular major to be in one of the pre-professional programs?
- What type of assistance is there for the graduate level standardized tests (GMAT, GRE, MCAT, DAT, and LSAT)?
- What type of mentoring do you provide?

Academic Support

- What type of tutoring program do you have?
- How easy is it to get assistance from a professor?
- What kind of learning disability resources do you have?

Outside Opportunities

- What type of support do you offer for required vs. non-required internships?
- How many of those internships turn into job offers after graduation?
- What percentage of students study abroad?
- Does studying abroad change the time line for graduation?
- What type of career services do you have?
- How does the school network Alumni and students for internships and potential jobs?

Student Life

- As a first year student, where would I live on campus?
- What are my options after my first year?
- Is there a first-year residency requirement (i.e. – do I have to live on campus my first year)?
- What percentage of student live on campus? After the first year?
- Is there enough room in the halls to live on campus for 4 years?
- What do students do on the weekend?
- What percentage of the study body belongs to a sorority or fraternity?

- What is the most popular club/organization on campus?
- If I chose to not join a fraternity, will I have anything to do on campus? (for those campuses with a Greek System)
- Can first-year students have cars on campus? If not, how do they get around?
- What is the food like?

Athletics

- Are the Varsity Athletic games well attended?
- What is the intramural program like?
- Is there a club program?
- What is the most popular sport?

Questions for your tour guide

- What is the best thing about coming to ... ?
- If you could change one thing, what would it be ?
- What do you do in your free-time?
- What other schools were you looking at?
- Why did you pick ... ?

College Visitors to U of D Jesuit High School and College Fairs

Colleges Visiting U of D Jesuit

We host over 80 colleges and universities during the months of August through October. These meetings are scheduled based on the availability of the college representative. Students are required to sign up for these visits at least 3 days prior to the visit. The visit list is updated regularly on Family Connection and through homeroom mail. U of D Jesuit reserves this meeting time for seniors only. In most cases, the person meeting with the students is the person making or recommending the admission decision, and the visit time can be an informal interview. We recommend students not submitting an application to a school that is visiting prior to the visit. There may be something said during the visit that prompts a great “why this school” essay. This is also a great time to check out schools that you may not have heard of. It is not uncommon for these “hidden gems” to turn into first choice colleges for students.

**College Information Sessions throughout metro-Detroit **

Many selective colleges/universities will also hold evening information sessions at designated locations throughout metro-Detroit, typically at local hotels. These information sessions are designed for large crowds, but typically if you wait after the session, you can always speak with the college representative. These are great ways to make contacts and keep your face in front of a school’s admission staff.

* For a complete schedule of when and where these sessions will take place, please check the Family Connection and College Counseling websites

Local College Fairs at other High Schools

There are many schools that host large-scale college fairs in September and October. These fairs are open to all students in the area. At times, schools that are unable to meet with us during the U of D Jesuit school day will be at these fairs. In the past fairs have been at Troy Athens, Grosse Pointe schools and Andover. This list is updated on Family Connection and the College Counseling website.

NACAC/MACAC National College Fair

Each spring (typically in mid- to late-April), the National Association of College Admission Counselors (NACAC), hosts a National College Fair at Cobo Hall downtown. Approximately 150-200 schools typically participate in this event. Admission is free, and students must pre-register. Information will be provided through Family Connection. This is a wonderful opportunity for rising juniors and seniors (i.e. current sophomores and juniors) to start their college search.

V. Application Process

In this section we will walk you through what you will need to do to complete your college applications.

The first thing you must accomplish is obtaining applications. This may be accomplished in a variety of ways:

- 1) When possible, use The Common Application. This is an application used by over 400 colleges and universities. It is highly compatible with the system we use to electronically submit transcripts. You may access this form at www.commonapp.org.
- 2) If The Common Application is not an option, complete the application for admission online via the college's webpage.
- 3) A paper application that you download from the college's website or retrieve from the college counseling office.

Colleges do not give priority to one type of application over another. But there are a few things for which to look:

- 1) A college may have a preferred way for you to apply. If this is the case, you may want to make the extra effort to apply in that particular fashion. Many schools prefer you submit the online application.
- 2) Some schools may offer a FREE Application via the internet. Be sure to check!

The Student's Part of the Application:

After obtaining the application, you must complete your sections of the application. This generally consists of background information and general information.

- 1) Use black ink when filling out the paper applications.
- 2) When completing the sections that have to do with your Extra-Curricular involvement it is VERY important, even if you plan on sending a resume, that you fill in the table provided. This gives you a chance to really highlight your activities and positions.
- 3) Check and double check to make sure you have answered all questions.
- 4) Check and double check accuracy.
- 5) Please double check deadlines. In the Common App there are two places to mark decision plan (early action, early decision, regular, etc). It is important these match on the main Common App and on the School Supplements.

Counselor Recommendations:

We will automatically write a recommendation letter for you if a school requires the letter. These letters are submitted with the transcript, electronically. Before we can write a letter for you a completed resume on Family Connection is required.

You must turn in a transcript request 10 school days prior to an application deadline.

Teacher Recommendations:

Some schools may require you to have a recommendation from a teacher. Typically, schools will ask that the recommendation come from a teacher in an academic area (English, math, science, foreign language, or social sciences). It is best if you can ask a teacher who has taught you during your junior or senior year, and who knows you and your abilities well. In general we can only submit one letter of recommendation per school. Therefore, it is recommended you ask the teacher who knows you best. In some cases, based on individual consultation with your college counselor, additional letters may be sought. **WE ASK THAT YOU DO NOT REQUEST MULTIPLE LETTERS** without consultation with your college counselor when the final application list is complete. In many cases, schools only accept one – and if we send more, the software will only submit one. It benefits you to have the best letter possible go – and this process should not be taken lightly.

1. Student will ask the teacher if they would be willing to write a letter of recommendation.

2. Students will complete the Teacher Evaluation request form and give it to the teacher at least 3 weeks prior to the deadline.
3. The letter will be based upon the student's performance in the teacher's class and the teacher's association with the student.
4. Student will provide the teacher with a copy of his/her resume and/or his/her reflection paper.
5. If a non- Common Application Teacher Report Form is part of the student's application; the student will provide this form for the teacher to use.
6. Letters are uploaded by the teacher and sent electronically with the transcript.

How to Request a Transcript:

Every college/university to which you apply will require you to send an Official Transcript documenting your school work during your time at U of D Jesuit. To request that your transcript be sent, you must:

- 1) Fill out a transcript request form. (These forms are located in the college counseling office and under "Document Library" in Family Connection.
- 2) Return the completed form at least 10 school days prior to the deadline to Mrs. Rinke.
- 3) Follow up with the college/university to make sure your transcript and any supporting documents arrived safely. This can easily be checked after your on-line applications have been submitted to schools through each school admission portal.

Essay Advice:

Many schools require students to write an admission essay or a personal statement. Some schools say that you may turn in an optional essay if you wish (a good idea if your admission is questionable). Beginning in 2013, the Common Application will enforce word limits for all essays. Therefore learning how to communicate concisely is important.

General Guidelines:

- Always type your essay
- Length: conform to the guidelines: if guidelines are not given, then two pages double spaced is appropriate.
- Write directly from your own experiences. (You are the only one who should be able to write the essay.)
- Use your own voice – informal, conversational, not stilted.
- Essays are not the place to be funny, unless you are really, really funny.
- USE SPELLCHECK! There is a reason Bill Gates invented it.
- Avoid overly familiar quotations and topics.
- Do not repeat lists of activities that may be found elsewhere.
- DO NOT let someone else write the essay.
- Think small – anecdotes and rich details work.
- Be free with format.
- Accentuate the positive – even in a painful situation.
- The first few sentences are critical and must engage the reader.
- Have an English teacher or someone else who knows you well read it.

Goals of the Essay:

- The essay enables the college admission staff to evaluate your communication skills and should be thought of as an informal interview. Through your essay they can assess the clarity of your thinking and your ability to convey your thoughts in written form. While this is not an academic piece, it does need to be well-written. Think of it as a written conversation/interview.
- The essay enables the college admission staff to learn more about you as a person, beyond what grades and standardized test scores can convey. A well-written essay can speak worlds about your attitudes, feelings, personal qualities, imagination, and creativity. For the admission staff, it adds another important piece to the puzzle because it distinguishes you as an individual, different from any other student who is applying.

* Taken from "Writing Your College Essay" John C. Conkright, Dean of Admission, Randolph-Macon College.

The following is reproduced from:

"Writing a Good College Application Essay"

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Most Important

- Think about your audience. Ask yourself, "How will this essay motivate them to admit me?" .
- Analyze – do not just describe a situation or tell a story. Self-awareness is key.
- Do not write about a common experience unless your take on it is unique.
- Do not just repeat information that is already in your application.
- Make sure the essay is about you no matter what the prompt is.
- Use details to show – do not just tell.
- Proofread every word.

Deciding What To Communicate

Examples of things they would like to read about:

These are just suggestions to get you going – feel free to write about something else.

- . A lesson you learned (Avoid determination, gratitude, perseverance, and self-confidence – they are very common topics.)
- . Something that is distinctive or interesting about you (Ask family or friends.)
- . Your fears and how you deal with them (Stay positive.)
- . Something you hope to learn in college or in life
- . An impact you would like to have on society
- . Your values and/or how they have changed
- . A discovery you made about yourself
- . Where you see yourself in 10 years
- . Your hopes and dreams

If you're stuck, think about what the following might reveal about you:

You don't have to write about them, but they might give you some ideas.

- . A member of your family whom people say you resemble (Make sure this essay is really about you.)
- . A situation where you felt inadequate and how you handled it
- . An unusual nickname, if you have one, and how you got it
- . Something you want to do before you die and why
- . Your relationships with your family members
- . A situation where you felt uncomfortable
- . A small experience that had a big impact
- . Your proudest moment (Don't brag.)
- . Your most embarrassing moment
- . An unusual hobby or pastime
- . Things that make you smile
- . Things that make you angry
- . A dilemma you faced
- . A phobia

Choosing A Topic

1. Before you respond to the prompt, think about what you would like to communicate about yourself.
2. Write about something that the admissions officers may not learn from the rest of your application. For example, if you have done a lot of community service, you can tie your essay into that, but don't just write about how much you enjoy helping people – that is obvious.
3. If you write about an interesting experience, make sure it shows something appealing about you. Think about a revealing moment and not just a broad story.
4. DO NOT WRITE ABOUT A MISSION TRIP OR A BOOK THAT EVERYONE READS.
5. Consider a creative approach to a standard prompt:
Someone who has influenced you – a literary character or a historical figure
A work of art – a classic car or a beautiful building

Do not write about a common experience unless you have a unique situation or creative perspective.
Essays on the following topics usually sound the same:

- Community Service/Mission Trip: gratitude, primitive conditions, joy of giving, materialism
- Getting a job: responsibility, independence, self-confidence, future career
- Sports: teamwork, overcoming injury, “practice makes perfect,” demanding coach
- Someone who overcame illness or adversity: inspiration, determination, giving something back
- Eye-opening travel: new perspectives, courage, different kinds of people, common bonds
- “Harry Potter,” “The Great Gatsby,” Miley Cyrus songs
- Moving/Transferring to a new school: self-reliance, personal growth, intellectual challenge
- Global warming – unless you have a specific plan to address it

Hints:

- . Consider the essay prompts from all the schools you're applying to and see whether you could write an essay that would work for more than one prompt – make sure it truly addresses both questions.
- . You can add humor if it comes naturally, but do not just tell a funny story.
- . If one of the options is “A topic of your choice,” feel free to write about something unrelated to the other prompts. You can also submit an essay that you wrote for another school as long as it's the right length and doesn't mention the other school.
- . Do not do this for a prompt that asks why you want to go a specific school.
- . Don't reuse an essay you wrote for class unless the assignment was to write an admissions essay.
- . Don't criticize political views, religious beliefs, or other schools.

Suggestions for Common Topics

Your reasons for choosing your major

- Discuss related activities or hobbies to show you have pursued your interests in high school.
- Describe what you like about that department at the school you are writing for.
- Suggest a field you might want to study – they will not hold you to this.
- Do not spend more than two sentences describing your childhood interest in the subject – they are not planning to admit you at age 10.

Why you want to go to a specific school

- Do not write a generic essay that would apply to all schools.
- Explain how the students, professors, or programs at that school seem different.

- Identify professors you would like to work with and explain why. (The research focuses of the professors in your major may be listed on the school’s website.)
- Do not write about anything obvious like Carolina’s basketball program or Appalachian State’s beautiful location – these are very common topics.

A current issue you would like to address

- The essay should be about you – do not just describe the issue and its importance.
- Consider an issue that ties into an activity or interest mentioned in your application. For example, if you have attended engineering camps, consider an issue with an engineering solution.
- Do not write about a common issue like global warming or obesity unless you have a specific, innovative plan to address it – make sure to mention your plan in the introduction.

Writing the Essay

1. Write in a style that “sounds” like you. The essay should reflect your personality.
2. Introduction – Start with a “hook” to capture your reader’s interest. A “hook” can be:

- . An unusual or unexpected statement
(Note: make sure you explain how this strange statement is related to your thesis.)
“Cockroaches, unite” was my battle cry.
- . An unrealistic, contradictory, or apparently nonsensical statement
I opened the jar of mayonnaise as carefully as if I were defusing a nuclear warhead.
- . A thought-provoking question
Why do teenagers think that all advice that comes from parents is wrong?
- . A confession or admission
Sometimes I think that I have xanthophobia: fear of the color yellow.

- If you start by describing a scene or setting, make sure it is interesting and intriguing.
- Be careful about starting or ending your essay with a quote, statistic, or definition. This is common and only stands out if it is done exceptionally well.
- Do not begin with an overused sentence like
From experience, I learned that .

3. Tell the reader something about yourself even if the prompt just asks about an activity or opinion.

Good: Teaching autistic kids to swim last summer, I learned to measure success by how hard I work and not how much I achieve.

Bad: Last summer I taught autistic kids to swim and helped them succeed.

4. Give specific, detailed explanations and examples.

Good: If my mother had not forced me to eat all those new foods, I might not be so eager to study in a country where I don’t speak the language.

Bad: Without my mother, I would not be who I am today.

5. Use details to show – do not just tell.

Good: Because of the student-faculty forums I suggested, students can now study teenage psychology instead of just memorizing the areas of the brain.

Bad: Because of my programs, students have more input in the school and can make the curriculum relevant to themselves.

6. Use vivid images instead of generalities.

Good: After sleeping on the rocky ground for two weeks, our simple cabin seemed like a palace.

Bad: When we finished backpacking, the cabin seemed very comfortable.

7. Be concise – a good example does not need to be explained.

Good: As my manager glowered at me, I realized I had only seconds to explain why the \$100 dollar bill was in my hand. (It is obvious that this made the writer look guilty.)

Bad: As my manager looked at me with a frown on his face, I could see that he was angry. Having the valuable \$100 dollar bill in my hand made me look guilty. I knew I had to come up with an explanation that would satisfy him quickly. (This explanation of the example is a waste of words.)

8. Avoid clichés – they are shortcuts for real thought.

Good: Ellen taught me to build relationships based on shared experiences.

Bad: Ellen pulled me out of my shell.

Hints:

- . Write an essay within 50 words under the word limit. If no length is suggested, aim for 500 words for the main essay and 200-300 words for smaller ones.
- . Make sure every sentence in your essay adds to what you are telling the admissions officers about yourself. Do not add extra details just because they occurred to you.
- . Don't use the words "I" and "me" too much.

Finishing It Off

1. Proofread every word. Don't offend the admissions officers with grammar or punctuation errors or misspelled words. Spell Check and Grammar Check can create errors.

2. Important errors to proofread for:

- Singular/Plural Pronoun Agreement

If a person wants to get into a good college, they need a high GPA.

Error: "a person" is singular, "they" is plural

Correction: A person who wants to go to a good college needs a high GPA.

- Unclear Pronouns

When I got into my first-choice college, it was very exciting.

Error: "it" does not refer to anything

Correction: Getting into my first-choice college was very exciting.

- Passive Voice:

It is the lure of leaving home that makes me want to go to college in California.

Error: the construction using a "to be" verb is awkward

Correction: The lure of leaving home makes me want to go to college in California.

3. Have someone knowledgeable proofread your paper for clarity, grammar, and content, but do not let that person change your writing style. Admissions officers can spot sentences written by adults.

Original: When the elephant charged toward me, I was terrified. My brain was filled with panic and the fear of being trampled.

Good Edit: When the elephant charged, I was terrified by the fear of being trampled.
This is more concise but keeps the original structure and word choice.

Bad Edit: Seeing the elephant hurtling across the savannah, I was petrified of being trampled.
This is also more concise but has a different sentence structure, advanced vocabulary, and detail added by the editor – it does not reflect the writer’s original work.

Note: If you have a teacher proofread, ask what the essay tells her about you. Teachers sometimes approve well written essays that don’t reveal very much about the writer.

4. When finished, ask yourself:

- How will this make the admissions officers want to admit me? • Does this sound like me?
- What image of me does this present? • Is it interesting?
- Does this add information that is not in the rest of my application?

Interviews:

Interviews may be an important part of the college application process. As an applicant, it is imperative that you check into what role an interview may play in your application process.

Types of interviews:

- 1) No interviews – information sessions only.
- 2) Alumni interviews only – off campus.
- 3) Interviews are optional and informational only.
- 4) Interviews are encouraged and do become a part of the student’s application folder.
- 5) Make sure you know whether the interview will be informational or evaluative.

How to Prepare:

- 1) Read all available material on the college beforehand. DO NOT ask questions that are answered in published material.
- 2) Be prepared to comment on particular programs that combine your talents and interests.
- 3) Have a few questions prepared for the interviewer.
- 4) Be prepared to talk about yourself, your interests, and what you are looking for in a college.

Possible Questions:

- 1) Have you enjoyed U of D Jesuit? Talk about your positive experiences. What are some of your negative experiences? Is there anything you’d like to change about U of D Jesuit?
- 2) How would your teachers describe you as a student? As a person?
- 3) Talk about the contributions you’ve made to your school community.
- 4) Tell me what you are looking for in a college.
- 5) Talk about your goals – personal and career – for the future.
- 6) How much enjoyment have you taken from your participation in athletics (or student government, newspaper, the musicals, etc.)? What are the satisfactions?
- 7) How and in what ways do you expect, plan, hope to transfer your secondary school contributions, achievements, activities to the college level?
- 8) What subject have you enjoyed the most? Why?
- 9) Which classes have you enjoyed the most? Why?
- 10) Which teachers have you enjoyed the most? Why?
- 11) What are you thinking about studying in college?
- 12) Are there any books or particular authors who have made an impression on you? If so how?

- 13) Tell me about a character from a book to whom you have related.
- 14) What events, if any, would you deem critical in your life thus far? What has most influenced you?
- 15) How have you spent your summers?
- 16) How do you feel about the current events going on in the country and throughout the world?
- 17) How do you spend your free time?
- 18) Why do you think you are a good match for this college?
- 19) What's the most recent book you have read for pleasure?
- 20) How would your best friend describe you?
- 21) How did you first hear about our institution?
- 22) Tell me about the characteristics that you feel set you apart from others.
- 23) How would your friends describe you?
- 24) Tell me something about yourself that I won't find on your resume or application.

Types of College Applications:

EARLY ACTION

Applying early action to the university of your choice allows you to receive an admission decision well before the normal spring notification dates, typically even before the Winter Break. In the past, students who applied this way had a better chance of gaining acceptance to a particular university. However, because of the continually increasing applicant pool, many universities have restricted admission through this program.

When you receive your admission decision, you are under no obligation to the university to attend. You can wait to receive all of your other acceptance letters before making a final commitment.

EARLY DECISION

With this type of application, the student agrees to enroll if accepted and, depending on the college, to make no other applications or to withdraw other applications if he is admitted; therefore, the student is committed to attending that university. Students not admitted under Early Decision are usually reconsidered with the regular decision applicants. Applications to other colleges can still be processed in time to meet application deadlines. If you are interested in this program, contact the college early for specific details. Any student thinking about applying for early decision should see their college counselor early in their senior year.

Some colleges that offer early decision require SAT Subject tests. Because the early decision deadline is so early in your senior year, you may be pressed for time to take tests and have the college receive them in time, particularly if you plan to retake the SAT.

You must check with the college you have in mind to:

1. Find out if they require SAT Subject Tests for Early Decision applicants.
2. Find out if they must receive test results by the stated Early Decision deadline.

REGULAR DECISION

Submit your application later in the school year (typically by January 1st) and receive your decision by April 1st.

ROLLING ADMISSION

Admission decisions are made by the university as applications are submitted. Students can typically know their admission decision within a month if they apply this way.

VI. Special Talents

If you are thinking about playing a sport, majoring in an area within the fine arts, or applying to a service academy, then pay close attention to this section.

PROSPECTIVE STUDENT/ATHLETES:

If you are thinking about possibly playing athletics at the next level, then please pay close attention to the next few pages.

The College Counselors feel that two things should happen when considering playing a sport at the college level.

- 1) **Self-Assessment:** Take the time to be honest with yourself about your abilities and potential. If you have never been a starter at U of D Jesuit in your sport, can you really play on the college level? How good is the program at the schools at which you are looking? Do they welcome all to the program, with potential for development, or only those they recruit?
- 2) **Talk with others:** Talk to your coach at U of D Jesuit, your college counselors, or former U of D Jesuit students who were similar to you in ability. Ask for their help in your self-assessment.
- 3) **Be open-minded.** You may have dreamed of a D-I SEC offer, but in reality, your skill level places you more at the DII, DIII or NAIA level. Answer the question – do I want to play college athletics or do I want to play college athletics at _____?

After you have completed these steps and you feel you may be of some interest to college coaches, we recommend you do the following:

- 1) Talk to your coach at U of D Jesuit about the kinds of schools you are considering. Discuss other programs that might be of interest to you. Ask if he or she will contact these schools on your behalf. If you are in a sport where college coaches request videos or film of your play, start to discuss what you might send.
- 2) When communicating with the admission offices at these colleges, be sure to inform them that you are a varsity athlete and the sport(s) you play. They will often pass this information on to the respective coach(es).
- 3) Contact the college coaches directly. Let them know of your interest in applying to their school and in your intention to participate in their program. You should send an athletic resume (see the Athletic Director for assistance with this) and set up a visit to meet with the coach. Many coaches may also ask for film. **THESE DO NOT HAVE TO BE PROFESSIONALLY PRODUCED.** Talk with your U of D Jesuit coach, the Athletic Director or one of the counselors about the kind of tape a college needs.

To reiterate, it is very important that you are realistic in your self-assessment of your athletic ability and the teams on which you are most likely to play. It is also important to remember to be realistic when considering schools based on admission standards. Athletic participation is not a ticket to admission – you need to have the grades and test scores to justify and acceptance. If you have any questions about this, please talk to the college counselors.

Watch out for coaches' tactics. Remember that your interests and a coach's interests don't always overlap to your advantage. A coach's goal is to build the best team possible. Typically, a coach is allowed to present to the admissions committee a list of his or her most desired candidates from among the applicant pool. There is no guarantee that the admissions committee will admit all candidates on a coach's list nor follow his order of preference. Academic and personal factors have to be taken into consideration. For this reason, coaches often create their lists by striking a balance between an applicant's athletic ability and academic credentials, while factoring in a student's enthusiasm (or lack of interest) in attending that college.

A coach's promises should almost always be taken with a heavy dose of skepticism. Coaches who guarantee you admission are probably overstepping their bounds. **THE ADMISSION COMMITTEE MAKES ADMISSION DECISIONS, NOT THE COACHES.** A coach may lead you to believe that you will make his or her list, but there are never any guarantees. You could be bumped from a list at the last minute if the coach finds a better athlete or an equivalent or even a somewhat less talented athlete with stronger academic credentials who is more likely to make it through the admissions process. We have seen cases where promises have been made by a coach only to see the promises broken during the process.

It is not unusual for a coach to ask you to state which college is your first choice. After all, in choosing which athletes to support in the admission process, a coach does not want to waste energy or a high position on his or her list on a candidate who is not likely to enroll. Your personal integrity is key here. We do not want you to lie to coaches, nor do we want your honesty to put you at a disadvantage in the admissions process. If coaches start asking you to commit, it is of critical importance that you discuss this with your College Counselor, your coach at U of D Jesuit, and your parents before responding.

It is of utmost importance that you keep the lines of communication open between yourself, your coach(es), and your college counselors throughout the entire process. This will help ensure that all parties are on the same level.

NCAA and NAIA ELIGIBILITY CENTER:

The NCAA has established an Eligibility Center for both recruiting and eligibility purposes for student-athletes in Division I and II. **THIS DOES NOT APPLY TO DIVISION III APPLICANTS.** All students with an interest in Division I or II programs must complete the Eligibility Center forms no later than October 1 of their senior year. The forms may be found at www.eligibilitycenter.org. NAIA schools may also require you to complete a Eligibility Center form. Visit www.naia.org for more information. Upon completion of the forms online, you will need to bring in both signature pages to the college counseling office and request that your transcript be sent to the NCAA or NAIA. You will also need to request that your test scores be sent directly to the Eligibility Center from the testing agency.

The initial letter you receive from the NCAA will say that the student is ineligible. This is ok. You will not be fully eligible until we send your final transcript.

Performing and Visual Arts

If you are considering majoring in any area dealing with Performing or Visual Arts please read thoroughly.

THEATRE/DRAMA:

For students interested in pursuing a major in theatre, please pay close attention to the following points. If you have any questions, make sure to see the director of the Fall play or Spring musical.

1. Each college/university has different requirements. Start checking college websites during your JUNIOR year so that you do not miss any requirements (i.e. audition dates and audition requirements).
2. It is best to make a list of the schools you are interested in, what each school requires, and then pay attention to any CROSSOVER material.
3. When going to an audition, prepare more material than is required.
4. When creating a resume, be careful not to embellish your credentials as many auditioners may ask you to perform something from a past performance.
5. BE PREPARED! BE OVER-PREPARED!
6. Students interested in Technical Theatre: Keep a good visual (photos) record of all the work that you do.

MUSIC PERFORMANCE:

Music Majors:

Students planning on majoring in music should focus on certain classes depending on the specific emphasis (instrumental, performance, conducting, or choral) the student desires. It may be necessary to take advantage of on-line or community college offerings to supplement the curriculum.

Instrumental Music:

Instrumental music majors should take band or orchestra for four years. They should take private lessons for four years on their applied instrument and a year of private lessons on piano. They should also take at least one year of Music Theory, although continuing to AP Theory (available through Jesuit Virtual Academy) is recommended. Band or orchestra reinforces the fundamental aspects of instrumental music necessary and required by state and private universities, and liberal arts colleges.

Music theory teaches students to construct scales, understand and break down complex rhythms, construct small part writing examples, and understand realized bass lines. Theory may also expose students to ear training and sight singing.

Music Performance:

Music performance majors should take and participate in everything the instrumental major does. They should take one hour of private lessons. The performance major should make it a priority to take a music theory class, either on-line or through a local community college.

VOCAL PERFORMANCE:

Vocal performance majors should take choir for four years if at all possible. They should take private voice lessons for four years as well. At least one year of private piano instruction is recommended. A course in music theory would enhance and support the work done in private lessons and in choral rehearsals. They should also consider other opportunities to get further training and experience by participating in recitals as well as in such events as Solo and Ensemble festival.

VISUAL ARTS:

The following suggestions are intended for any students who are highly considering majoring in the visual arts in college. If you have done a significant amount of visual art work during your career at U of D Jesuit, it is highly recommended that you create a portfolio of your best work as part of your college application, regardless of whether you intend to pursue your art work in college.

FORMAT

- Colleges may differ, but most will be looking for a disc documenting your work. Usually no more than twenty samples of work are submitted.
- Each sample of work should be labeled with your name and a number which corresponds to a typed list accompanying your slides. The list should have a title for each sample, identification of the media, an indication of size, and a brief description of the project or work.
- You should also include a brief (half page, typed) artist's statement which describes your interests and investment in the visual arts.
- Other formats are possible, and may in some cases be advisable, depending on the scope and type of your work and the college you are considering. Consult your College Counselor, your art teacher, and the admissions offices of your target colleges.

PROCEDURE

- Start off on the right path. As a freshman consider enrolling in Art I, if possible.
- Sophomore year enroll in Art if possible. If not seek outside avenues for art instruction.

- As you progress through the art curriculum, the art instructor can assist in the planning of your advanced courses.
- Collect all of your work from these courses including sketchbooks, finished pieces, and things you may have done outside of your coursework at U of D Jesuit.
- Before creating your portfolio, review your collected works with an art faculty member. The goal of this is to identify the most important and most representative works you have created. You should select about twice the number of pieces that you may finally include in your portfolio.
- Be sure to know the preferred format in which your chosen colleges want you to submit your portfolio.

General Guidelines for Applying to the Service Academies

These guidelines on the admissions process to attend United States service academies are general in nature. You should consult literature published by each service academy for specific information regarding admissions qualifications and programs.

1. Overview of Service Academies

As a student considering your options for obtaining a quality college education, you are encouraged to consider the unique aspects the service academies have to offer. Service academies are the most highly respected, quality education programs in the nation. To become a cadet/midshipman, you must meet stringent academic, physical and medical requirements specified by public law. Each candidate must also obtain a nomination from a Member of Congress (Vice President, Senator or Congressman) or from the Department of the Defense in one of the service connected categories. Service academies annually admit between 1,150 to 1,200 young men and women from all corners of the United States and represent nearly every race, religion and culture in the country. Nurtured by the military environment, this diversity of background helps cadets/midshipmen gain a cultural as well as a rich educational experience.

As a candidate you are evaluated for admission on the basis of academic performance (high school record and SAT or ACT scores), demonstrated leadership potential, physical aptitude and medical qualification. Academies seek class composition of top scholars, leaders, athletes, women and minorities to maintain a diversified collegiate environment and student body. Candidates with outstanding qualifications in one or more areas and those who have extenuating social, financial, or family circumstances limiting athletic, academic, or leadership opportunities may receive special consideration for admission.

Attendance at a service academy includes a fully funded four-year college education.

Tuition, room, board, medical and dental care are provided by the Department of Defense. As members of the Armed Forces, you also receive an annual salary of more than \$7,200 (amount in 2001, subject to increases by Congress). This pay covers the cost of uniforms, books, personal computer, and living incidentals. By law, graduates of service academies are appointed on active duty as commissioned officers and serve in their respective service for a minimum of five (5) years.

1. Basic Requirements

a. General Requirements

Each candidate must:

- Be 17 but not yet 23 years of age by July 1 of year admitted (25 years for US Merchant Marine Academy).
- Be a U.S. citizen at time of enrollment.
- Apply to the Service Academies
- Not be pregnant or have a legal obligation to support a child or children

b. Academic Qualifications

Each candidate should have:

- An excellent high school or college academic record.
- Strong performance on the standardized American College Testing (ACT) Assessment Program Exam or the College Board Admissions Testing Program Scholastic Assessment Test (SAT).
- Service academies use the results of your ACT/SAT, high school class rank, cumulative grade point average and the recommendations of your faculty to determine your academic qualification. Consideration is also given to the types of courses taken and the percentage of students from your school who attend four-year colleges after high school, as reported by the Education Testing Service.
- Service academies encourage a strong college preparatory academic background as a prerequisite for admission. Recommended areas of preparation are:
 - Four years of English, with a strong emphasis on composition, grammar, literature, and speech.
 - Four years of math: algebra, plane geometry, intermediate algebra, and trigonometry.
 - Two years of a foreign language.
 - Two years of a laboratory science such as chemistry, biology or physics.
 - One year of U.S. history.
 - Courses in geography, government, and economics will be helpful as well.
 - If your school includes a course in pre-calculus and calculus in its curriculum, along with a basic computing course, you are encouraged to take these courses as they will be helpful during your first year at an academy.
 - College courses taken prior to entrance to may be substituted for similar courses in the curriculum.

Standardized Tests (SAT/ACT)

The SAT and ACT are administered at test centers throughout the world. A testing fee and advance registration of several weeks are required. For information on SAT or ACT testing in your area, consult any high school counselor or refer to:

SAT

College Board ATP
Rosedale Road
Princeton, New Jersey 08541-6200
(609) 921-9000
www.collegeboard.com

ACT

Registration Department
ACT Assessment Program
Post Office Box 414
Iowa City, Iowa 52243-0001
www.actstudent.org

DEADLINE: Candidates should check with their School Counselor for the dates and deadlines for the ACT and the SAT examinations. The final date for taking the ACT for admission for the next class is normally the scheduled February ACT examination or the January SAT examination of your senior year.

Candidates must take the standardized timed version of either the American College Testing (ACT) Assessment Program exam or the College Board Admissions Testing Program Scholastic Assessment Test (SAT). We recommend that candidates take both tests.

Service academies do not accept non-standardized scores for academic evaluation. ACT and SAT scores are updated electronically. By agreeing to electronic test score updates, you can speed the application process, especially if completing Early Action Plan requirements by the first Monday in December.

Although not required for admission, Advanced Placement Examinations are considered in several subject areas to include mathematics, physics, chemistry, history, and social sciences. Results are evaluated for award of formal credit for course completion or scheduling individuals into higher level sections or classes.

To ensure service academy admissions offices receive your test results, list the SAT and ACT college code numbers the registration forms. These code numbers are:

	SAT	ACT
United States Air Force Academy:	4830	0530
United States Coast Guard Academy:	5807	0600
United States Merchant Marine Academy:	2923	2974
United States Military Academy:	2924	2976
United States Naval Academy:	5809	1742

To ensure your Congressional representatives receive your test results, follow one of these procedures:

Scholastic Aptitude Test (SAT)

Contact your Congressional representatives to obtain their College Board code number and record each number on the registration form; or if your Congressional representatives do not have a specific College Board code number, contact the College Board at to obtain the proper code number and place it on your registration form. Your test results will be mailed directly to your congressional representatives.

American College Testing (ACT)

To ensure your Congressional representatives receive your test results, also record special code number 7000 on the registration folder (one for each Member of Congress desiring your results). You will receive a sealed copy of your ACT score report. Mail it to your local congressional representative.

c. Medical Qualifications

Candidates must:

- Be in good physical and mental health.
- Pass the Department of Defense Medical (Physical) Examination

Take Qualifying Medical Exam

Although medical evaluation standards differ among the various commissioning programs of the Armed Services, only one medical examination is needed to meet the application requirements of all service academies and four-year ROTC scholarship programs. If you are a competitive candidate, you will receive instructions for taking the qualifying medical examination directly from:

Department of Defense Medical Examination Review Board (DODMERB)
 8034 Edgerton Drive, Suite 132
 U.S.A.F. Academy, CO 80840-2200
 (800) 841-2706 (scheduling ONLY)
 (719) 333-3562 (status)

You may be scheduled at an Army, Air Force, Naval, or civilian facility near your home. DODMERB will forward your medical test results to you. Questions on your medical status should be directed to DODMERB.

Please Note: Tattoos and brands visible on the neck, face, or head are prohibited.

Tattoos that are prejudicial to good order and discipline and/or detract from a military appearance are prohibited.

d. Physical Qualifications

Each candidate should have:

- Above-average strength, endurance and agility.
- Adequate performance on Physical Aptitude Exam (PAE).

To prepare for the rigorous military training, physical education, and intercollegiate athletic programs, you should improve your physical strength and endurance in the following ways:

- Participate in vigorous competitive team sports.

- Participate in individual sports that require sustained physical effort.
- Perform distance running regularly; two miles are recommended.
- Perform strenuous conditioning exercises – push-ups, pull-ups, and sit-ups.

The best way to prepare is by starting off slowly and building on your physical accomplishments. Start with a two-mile run, alternating between running, walking, and gradually increase the amount of running. If you start early, you will be prepared to deal with the physical aspects of the service academy challenge.

Physical Aptitude Exam

Your physical aptitude qualification is determined by assessing your performance on the Physical Aptitude Examination (PAE). The exam consists of five events: pull-ups for men (palms away from the face) or flexed-arm hang for women (for time); basketball throw (from kneeling position); standing long jump; two minutes of pushups and a 300-yard shuttle run. You should remember that your score is a combination of your best efforts on each of the five events. You will be mailed a PAE test form and instructions for your coach or physical education instructor to conduct the test.

In order to qualify for admission, you must pass the PAE. A good way to prepare is to practice the unique events of the PAE. Each service academy may have different requirements for passing the PAE.

To prepare for the PAE and for the physical demands which will be placed upon you, it is important you reach the level of physical conditioning required for participation in a strenuous team sport. Vigorous conditioning exercises, cross country running and swimming are recommended. You should place emphasis on a variety of strenuous activities rather than on one sport.

e. Leadership Qualifications

You should strive to develop the personal traits that will allow you to be an effective leader in school, church and community activities. Participation in secondary school extracurricular activities, both athletic and non-athletic, and the attainment of responsible positions in those activities, provides valuable leadership experience. The following high school experiences will develop and demonstrate your leadership potential:

- Class, club, or student government position.
- Awards in academic societies, such as the National Honor Society.
- Participation and achievement in athletics.
- Participation and success in public speaking and other non-athletic activities.
- Participation and achievement in Boy Scouts, Girl Scouts, Civil Air Patrol, or Junior Reserve Officer Training Corps (Junior ROTC).
- Membership in community or church organizations.

The service academies consider it more valuable for you to achieve distinction in a specific activity, rather than participation in a number of activities without any evidence of leadership achievement. If you have to work to provide financial assistance for your family, service academies view that working experience as a demonstration of your leadership potential even though it will limit participation in school activities. If so, that should be noted in your application.

2. Start A File

Admissions Offices will start your candidate file upon receipt of a completed Pre-Candidate Questionnaire (CQ). This should be done in the spring of your **junior year** in high school or as soon thereafter as possible. Your pre-CQ will be reviewed, and you will be notified of your qualification to compete for admission.

You may complete a Pre-Candidate Questionnaire by contacting the appropriate Admissions office or by filling out the online request form. Addresses, telephone numbers and websites for all service academies are listed on Appendix A.

For the U.S. Coast Guard Academy, you actually complete the online Application for Appointment, rather than completing a pre-CQ. You can find the application at <http://www.cga.edu/apply/>.

3. Apply For Nomination

You must obtain a nomination (except US Coast Guard Academy) in order to compete for admission. Appointments are allocated by law to the Vice President and Members of Congress and the Department of Defense for service connected nominations. They may have five (5) students in attendance at each service academy at any given time and may select up to ten (10) young people to compete for each vacancy they may have.

You should apply for a nomination from each source for which you are eligible during the **Spring of your junior year**. As a minimum, you should apply by writing a separate letter to your two U.S. Senators, your member in the House of Representatives, and the Vice President. Candidates should contact their local congressional office for the proper mailing address for nomination request letters. Because some Members of Congress will not accept applications for a nomination after a specified date, interested candidates should request a nomination as early as possible using letter format shown on Appendix B.

4. Candidate Kit

Pre-Candidate Questionnaires are reviewed by the Admissions Office. Candidates who pass the initial screening will receive a Candidate Kit and scheduling instructions for their Physical Aptitude Exam. Medical examinations will be scheduled as candidates become competitive for offers of admission. Candidates who do not pass the initial screening will be notified.

The application packet contains all the administrative forms that must be completed as you progress through the application process. Promptly return all forms you receive from the Admissions Offices and the Department of Defense Medical Examination Review Board.

5. Follow-up Nomination

Each year, nearly 13,000 candidates open files for admission to each service academy. Only about 5,000 receive congressional or service-connected nominations. A nomination is the legal authority to offer admission and the nomination is independent of the service academy admissions evaluation. It is important that you aggressively pursue every nomination available to you.

6. Await Status

A formal offer of admission is possible as early as November for fully qualified, outstanding candidates who have completed all admissions requirements and receive a nomination.

Admissions decisions are made on a rolling basis with the majority of offers of admission announced by mid-April. Files not completed by deadline will be closed from further consideration. It is possible that a few candidates will not be notified of acceptance until shortly before entrance in June. Offers of admission are conditional from the time of offer to date of admission.

Candidates found fully qualified for admission but not selected for the specified vacancy for which they were nominated are placed on a national waiting list. Several hundred nominated candidates are offered admission from this list annually.

A number of fully qualified students not offered admissions may be selected to attend a service academy preparatory school or nominated by the admissions office for a limited number of scholarships to attend a civilian preparatory school.

US Air Force Academy	Preparatory School USAF Academy, CO	Civilian Prep Sponsors Falcon Foundation 3116 Academy Drive, Suite 200 USAF Academy, CO 80840 719-333-4096
US Military Academy	Fort Monmouth, NJ	Association of Graduates US Military Academy 698 Mills Road West Point, NY 10996 845-446-1602
US Naval Academy	Newport, RI	US Naval Academy Foundation 48 Maryland Avenue Annapolis, MD 21404 410-267-8651

7. Visits to Service Academies

Admissions Offices conduct orientation visits for prospective candidates (high school sophomores or older). Cadets/midshipmen volunteer to escort each candidate individually, offering the candidate an opportunity to visit a class, view the barracks, eat lunch in the Dining Hall, and attend an admissions briefing. Competitive applicants should take full advantage of this opportunity to see the service academy first hand. It will help you make a better decision if you are offered admission. A group orientation is provided simultaneously for parents. Two weeks' notice is required to schedule an orientation visit. During the summer and holiday periods, no orientation visits are conducted.

8. Prepare for Entrance to a Service Academy

Candidates should prepare for the academic, physical, and leadership demands a cadet or midshipman faces. If you have met the academic qualifications for admission you will most likely be ready for the challenges of the curriculum. Candidates are encouraged to become physically conditioned before reporting for induction day. Vigorous conditioning exercises, swimming and cross-country running are recommended. It is especially important that a candidate train through a variety of strenuous activities. Participation in school and community activities helps prepare for leadership positions. Active members of youth clubs, school class activities, scouts, civic programs, and athletic teams build leadership experience for themselves.

Summer Academic Program

The service academies conduct weeklong summer programs for academically gifted high school students completing their junior year. The program, normally conducted in June, consists of academic workshops, military training, physical fitness training and intramural athletics.

US Air Force Academy - Summer Scientific Seminar
 US Military Academy - Invitational Academic Workshop (IAW)
 US Naval Academy - Summer Seminar

Additional information on Summer Academic Programs is available from the service academy admissions office, your high school counselor or respective service academy liaison officer.

APPENDIX A

Service Academy Addresses

☒ **United States Air Force Academy** www.usafa.af.mil

2304 Cadet Drive, Suite 200

Colorado Springs, CO 80840

(800) 443-9266

(719) 333-1110

(719) 333-2520

United States Air Force ROTC www.flyairforce.com

☒ **United States Merchant Marine Academy** www.usmma.edu

300 Steamboat Road

Kings Point, NY 11024

(800) 732-6267

(516) 773-5391

☒ **United States Military Academy** www.usma.edu

606 Thayer Road

West Point, NY 10996

(800) 822-2769

(845) 938-4200

United States Army ROTC www.usarotc.com

☒ **United States Naval Academy** www.usna.edu

117 Decatur Road

Annapolis, MD 21402-5017

(800) 638-9156

(410) 293-4361

United States Navy ROTC www.cnet.navy.mil/nrotc

☒ **United States Coast Guard Academy** www.cga.edu

31 Mohegan Avenue (nomination not required)

New London, CT 06320

(860) 444-8500

APPENDIX B

Sample Letter

Date _____
The Honorable _____
United States Senate
Washington, D.C. 20510-0001

The Honorable _____
House of Representatives
Washington, D.C. 20515-0001

Dear Senator _____

Dear Mr./Mrs. _____

OR

Vice President _____
The Old Executive Office Building, Room 490
Washington, D.C. 20501

Dear Vice President _____

I desire to attend the United States (service academy) and to be commissioned in the (branch of service). I respectfully request that I be considered as one of your nominees for the class entering (service academy) in the summer of _____.

The following data are furnished for your information:

Name of Applicant: _____

Permanent Address: _____

Telephone Number: _____

Temporary Address and telephone number (if different from preceding):

High School: _____

Date of Birth: _____

Social Security Number: _____

Names of Parents: _____

I have/have not requested that a pre-candidate file be initiated for me at the (service academy) Admissions Office.

Sincerely,

APPENDIX C

NOMINATING SOURCES

VICE PRESIDENT of the UNITED STATES

Vice President
The Old Executive Office Building, Room 490,
Washington, D.C. 20501

UNITED STATES SENATORS

Find your Senators:

http://www.senate.gov/general/contact_information/senators_cfm.cfm?State=MI

MEMBERS of CONGRESS

Find your Representative:

<http://www.house.gov/representatives/find/>

VII. Financial Aid

The best advice that can be given with regard to financial aid is PLAN AHEAD! Finances will obviously come into play at some point during your college application/admission/selection process. Make sure you have requested and read all financial aid materials from colleges you are considering. NOTE AND MEET ALL DEADLINES!

Questions to ask when visiting a college:

- 1) Are you 'need-blind' in your admission policy? A college that is 'need-blind' makes admission decisions without regard to the student's ability to pay. What this means is that admissions decisions are made by the committee prior to viewing the student's financial circumstances.
- 2) Do you meet 100% of demonstrated need? To be eligible for financial aid a student (parent) completes several forms (discussed below) and a determination is made regarding a family's economic need. Some schools meet 100% of your demonstrated need with an aid package that includes grants (scholarships), student loans, and work-study. If they do not meet 100% of demonstrated need, you will likely incur private loans for the student and family.
- 3) What is your 'packaging policy'? Most schools give an aid package that includes grant money (scholarships), loans, and/or work study. Ask the following questions:
 - A) What percentage of your aid packages are grant vs. self-help (loans/work study)?
 - B) How does an aid package change over four years? Some colleges entice freshmen with large grants for the first year and then switch to a much heavier self-help burden (loans/work study) in subsequent years. An increase in loans is normal; however you want to avoid a complete 'bait and switch' situation.
 - C) Do you have a 'preferential packaging' policy? i.e. If two students have equal demonstrated financial need, do they give more grant aid (or better overall aid packaging) to the student who has a stronger academic profile? Are students entering certain fields given better aid packages? Are students who apply under early deadlines as compared to regular deadlines given any special consideration?
- 4) What is your policy regarding outside scholarships? Some schools deduct money earned in outside scholarships from your financial aid package. Some schools reduce your loan burden, but other schools reduce your grant money.
- 5) How much indebtedness can you expect after four years?
- 6) Are there any tuition payment plans that will allow you and your parents to spread out your payments over a period of months?

Things to think about:

- 1) Your list of schools should include at least one economically safe school - that means a school that meets your academic needs and is affordable. This type of school is most likely a state university in Michigan. In some cases the Jesuit schools are also extremely generous.
- 2) WATCH OUT FOR SCAMS!!!! The U of D Jesuit College Counseling Office highly encourages you to be aware of services that charge you to do scholarship searches for you. Check with your college counselors before you pay for any such service. IT IS UNLIKELY WE WOULD EVER RECOMMEND PAYING FOR A SCHOLARSHIP service.
- 3) Watch out for websites that may try to trick you. For example, www.fafsa.gov is the CORRECT website for the Free Application for Federal Student Aid, whereas, www.fafsa.com is a website that will try to get your information, and then charge you to submit the form. Note the first word in the application FREE! Always be careful!
- 4) You may wish to schedule an appointment with a financial aid officer at one or two schools so that he or she can advise you on special programs, tuition plans, loan or payment programs that might be beneficial to you. Make sure you have prepared your questions ahead of time. Summer and Fall visits are more ideal for financial aid officers as Spring is their busiest season.
- 5) University of Michigan Office of Financial Aid will schedule individual family appointments in the Detroit Office during January and February to help ANY Michigan resident with their forms. You do not have to be attending U of M nor, have applied there to get help. Take advantage of this! Appointments are recommended and begin in mid-January. Call call 313-872-7608 to schedule your appointment.

- 6) College Goal Sunday is a national event taking place the Sunday after the Superbowl. Financial aid professionals are available to assist you in filling out your forms. To see metro-Detroit locations, visit <http://www.micolllegegoal.org/>

Financial Aid Forms:

Parents: It will be imperative that you are familiar with the Financial Aid forms and which forms are required by the schools to which your sons/daughters have applied. PAY ATTENTION TO FILING DEADLINES!

Free Application for Federal Student Aid (FAFSA):

All colleges require this form to be considered for federal aid, grants, loans work-study and need-based aid. In some cases they may require it for merit aid as well. The FAFSA's purpose is to determine your eligibility for all forms of federal aid. In early December of each year the College Counseling Office hosts a Financial Aid Workshop with the University of Michigan Financial Aid Outreach program for all students and parents, regardless of application to U of M. During this workshop you will learn about FAFSA, CSS and other aspects of financial aid. The FAFSA is not available until January 1st. It is highly recommended you file the on-line FAFSA.

To file the FAFSA online visit www.fafsa.gov. First you and your student must obtain a PIN number which may be done through the FAFSA website.

The FAFSA is completed for each year of college attendance.

CSS/Financial Aid Profile:

Many private colleges (along with some private scholarship programs and public colleges) require this form. Most of your questions about the PROFILE can be answered at www.collegeboard.com.

The CSS is completed online at <http://student.collegeboard.org/css-financial-aid-profile>. This is only completed once, not yearly as in the case of the FAFSA. In many cases this is required to receive university grants. To see if a school you are applying to is on the CSS, visit

<https://profileonline.collegeboard.org/prf/PXRemotePartInstitutionServlet/PXRemotePartInstitutionServlet.srv>

Please note there is a charge for filing the CSS.

Institutional Forms:

Many colleges have their own aid forms in addition to the ones above. Check with each college and follow their instructions. This information can be viewed on each college financial aid site.

Additional Information:

If your family has a special financial need or financial circumstances that are not covered on any of the forms above, write a letter describing your situation and send it to the Financial Aid offices of the colleges to which you are applying. DO NOT attach letters or tax forms, etc. to the CSS PROFILE or FAFSA.

KEEP A COPY OF ALL THE FORMS FOR YOUR RECORDS!!!

If you have any questions about your financial aid award or the package that is sent to you in the spring, call the college and ask to speak with a financial aid administrator. The key here is not to panic or get angry. Be patient and polite with whomever you speak. Financial aid officers are usually very helpful. Review any special circumstances you feel may have been overlooked. It is possible that the financial aid officer can adjust your award based on new information. Be prepared to offer concrete information that will allow financial aid officers to review your award. Most colleges do not negotiate or match offers from other schools. Each institution has different priorities and policies that govern how its financial aid is distributed.

Commonly Used Financial Aid Websites:

www.fafsa.ed.gov	Electronic processing for the Free Application for Federal Student Aid (FAFSA)
www.collegeboard.com	Electronic processing for the College Scholarship Service (CSS) Profile Application
www.connection.naviance.com/uofdjesuit	Scholarship search resources such as scholarship match, scholarship list, and national scholarship search
www.scholaraid.com	Wide range of information and services regarding admissions and financial aid topics including a scholarship search site
www.finaid.org	U.S. Department of Education's student aid information site
www.fastweb.com	Outside scholarship search site
www.students.gov	Government-wide web portal making it easy for students to find any kind of federal service or information at a "one-stop shop"
www.gibill.va.gov	Information about veteran benefits and eligibility criteria
www.mappingyourfuture.org	Mapping Your Future is a free resource for career, college, financial aid, budgeting, and money management information. Their goal is to help individuals achieve life-long success by empowering students, families, and schools with free, web-based information and services

VIII. Glossary of Terms

ACT (American College Test): This is an achievement test for college bound students. It consists of math, science reasoning, reading, English, and an optional writing section. Scores in each section are out of a possible 36. Your composite score is the average of your scores in math, science reasoning, reading and English. The ACT website is www.act.org.

AP (Advanced Placement): Administered nationally in May, AP tests measure a student's mastery of advanced placement material. Scores range from 1-5. A student receiving a 3, 4, or 5 may receive college credit for their work depending on the specific credit requirements of the college where he or she matriculates.

CEEB Code: U of D Jesuit's code number is 231-225. This code will be used on the SAT test, the ACT test, and applications for admission and financial aid.

Common Application: An application used by as many as 415 colleges and universities across the country. The student completes one common application online and can send through the common application website to whichever colleges he or she chooses from the list of participating schools. Supplements are often required by each school, so make sure to check the website: www.commonapp.org.

Defer: This is a decision that a college may make if they want more information on a student before they either admit, deny, or waitlist him or her. Keep in mind that typically all the school wants is the student's latest grades or new test scores.

Deferred Admission: Many colleges will allow students to postpone enrollment (defer admission) for one year after acceptance.

Double Deposit: This term describes the unethical practice of submitting two or more enrollment deposits, signaling a student's intent to attend more than one college. The College Counseling office frowns on this practice.

Early Action (EA): Under an Early Action deadline, a student will receive an admission decision from an institution sometime before January 31st, but will not have to inform the college of his/her own decision until May 1st.

Single-Choice Early Action: This deadline is extremely similar to Early Action, however, there is a significant difference. The difference is that when you apply Single-Choice Early Action, you are agreeing NOT to apply to any other schools Early. You may apply Regular Decision but not Early Action (EA) or Early Decision (ED).

Early Decision (ED): Early Decision offers the students the opportunity to apply to their first-choice institution with the understanding that, if they are admitted, they will attend. A student should not enter into Early Decision lightly; it represents a moral commitment to a college.

ED I – refers to deadlines before December 1st.

ED II – refers to deadlines around January 1st.

Educational Testing Service (ETS): This organization is responsible for producing and administering a variety of standardized tests, among them are the SAT Reasoning Test and SAT Subject Tests.

Explore: This test is given to first year students in the fall semester and is a precursor to the ACT exam. Students receive a score report approximately 8 weeks after the test.

Fee Waiver: This can apply to ACT/SAT and college applications. If you receive aid to attend U of D Jesuit then you may qualify for a fee waiver. For college purposes this may allow you to apply to 5 colleges/universities free of charge. There are established guidelines for this program, so please speak to your college counselor.

NCAA Eligibility Center: The NCAA Eligibility Center processes academic qualifications for all prospective NCAA Division I and Division II student/athletes and determines whether they are eligible to compete.

PLAN-PACT: This exam is given to sophomores during the fall semester and is the final precursor to the ACT. Detailed score reports are distributed to students approximately 8 weeks after the exam.

PSAT (Preliminary Scholastic Aptitude Test): Administered in October of the sophomore and junior years, the PSAT is a practice test to better prepare you for the SAT Reasoning Test. Your scores from your junior year are used to determine eligibility for the National Merit Scholarship competition. Although teachers may use this as a diagnostic tool to determine a student's strengths and weaknesses, your scores will not be used in the college admission process.

Rolling Admission: A number of colleges, mainly state schools and many non-selective schools, will process and evaluate a student's application as soon as all the required credentials have been received and will then notify the student of the decision without delay. Colleges following this practice may make and announce their admission decisions continuously over several months as opposed to colleges with fixed deadlines and reply dates.

SAT Reasoning Test: This is an aptitude standardized test for college-bound students. The test consists of sections in Critical Reading, formerly known as the verbal section, Math, and Writing. Scores in each section are out of a possible 800.

SAT Subject Tests: These tests are one hour tests in specific subject areas, such as languages, math, sciences, and history. Students may choose which tests they would like to take. NOT ALL COLLEGES REQUIRE SAT II's, so be sure to check with the schools to which you are applying for their standardized testing requirements.

TOEFL (Test of English as a Foreign Language): This test is recommended for students for whom English is not a first language. Some colleges may require it of all international students from non-English speaking countries.

Transcript: This is an official document that contains all of the student's classes and grades starting from their freshman year and ending with their senior year. The transcript also includes all of the student's standardized testing scores.

Waiting List: A state of limbo between admission to a school and rejection for highly qualified students who rank slightly lower than those accepted. The number of students taken off the waitlist varies widely from year to year; predictions are hard to make. Some students on the waiting list may not know their fate until July.

Financial Aid Terms

CSS/Financial Aid Profile (College Scholarship Service): Provided through the College Scholarship Service and the College Board. Some colleges and scholarship programs require the CSS PROFILE to help them award nonfederal student aid funds. Students may submit the PROFILE as early as September 15th of the senior year. The CSS PROFILE may be submitted through a hard copy, which is available in the College Counseling office, or via the Internet (recommended), at www.collegeboard.com/profile

EFC (Expected Family Contribution): The EFC is the amount that FAFSA or CSS Profile ultimately determine that a family can pay after assessing the family's financial need.

FAFSA (Free Application for Federal Student Aid): One of the two forms used by colleges to determine a student's financial need. This form is also the student's application for the Tennessee Hope Scholarship. The FAFSA may be obtained from the College Counseling office in late November/early December, but it may not be submitted until after January 1st. The FAFSA may also be filed on the internet at www.fafsa.gov. Filing online is the suggested method.

Financial Aid Package: This term refers to the amount of aid that the student receives from a particular college. The Financial Aid Package may contain federal and nonfederal aid, such as loans, grants, work study, or any combination to meet the student's need.

Grant: Refers to the part of the student's financial aid package that does not need to be repaid.

Pell Grant: This is a need-based federal grant which students apply for when completing the FAFSA. Even if a student does not qualify for the grant, the Student Aid Index Number which every applicant receives can open other financial aid possibilities.

Perkins Loan: A federal loan program based on need. Loan applications are made through the college financial aid offices.

PLUS Loans: These are not need-based loans. They are low interest loans, made to help the parents. The college financial aid office or the state guarantee agency can help you find a lender.

Stafford Loans: Low interest loans made by a bank, credit union, or similar institution. The college financial aid office or the state guarantee agency can help you find a lender.

SAR (Student Aid Report): A student will receive the SAR from the processing center roughly 3-5 weeks after submitting the FAFSA. The SAR will be received sooner if it is completed online. The SAR contains all the information the student provides on the FAFSA. The SAR gives the student an opportunity to correct any information, to present any special or extenuating circumstances, or to have the information sent to up to six additional colleges.

Work Study: A part-time job funded by the government and administered by the college. Jobs are awarded on the basis of need and are factored into the aid package.

Forms

Secondary School Report Form (may also be called Counselor Report Form): Many colleges have a form such as this. This is the part of the application that the College Counseling office will fill out. The student will have to fill in a few lines of personal information at the top of this form and must then, upon request of their transcript, turn in the form to be completed by the College Counseling office. In the case of the Common Application – these forms do not need to be completed by the student, as they are filled out electronically.

Mid-Year Report Form: Many colleges ask that a mid-year report form be sent for every student with an active file after completion of the first semester of their senior year. In addition to this form, the U of D Jesuit College Counseling Office sends first semester transcripts to each school to which the student has applied.

U of D Jesuit College Application Agreement: This form, available in the College Counseling Office and through Family Connections is required to process any transcript. It must be returned 10 school days prior to the application deadline.

U of D Jesuit Teacher Recommendation Request: This form, available in the College Counseling Office and through Family Connections needs to be completed, in its entirety and submitted to one teacher at least 3 weeks prior to an application deadline. Your college counselor will assist in selecting the teacher if needed.

IX. Resources

- **Naviance/Family Connection** is an internet based program that you may access from any “connected” computer. It is a powerful and useful suite of tools that U of D Jesuit provides to you to assist with the journey from high school to college freshman. In conjunction with your college counselor, you will learn to utilize the career interest inventory, personality assessment, college search application, and be able to communicate directly with your college counselor and with college representatives.

When starting the college search process, your son will be able to keep links to every school in which he is interested and construct plans on how to proceed. Likewise, YOU and the Counseling Staff will have access to your son’s account and will have the ability to communicate with all those involved in the process about everything from deadlines, chances of admissions, and comparisons of your son to those students who were accepted to the same colleges from years past.

- **College Resource Materials** in the form of books, CD’s, and websites, are available in the main College Counseling Office.
 - College Guides: The following books provide summaries of information, cost, size, majors, and admission requirements: *College Board Handbook*; *Princeton Review: The Best 376 Colleges*; *Cash for College’s*; *College Quest*; *Top Colleges for Science*; *Making It Into a Top College*; and *Rugg’s Recommendations on the Colleges*.
 - Websites: These sites provide valuable information in almost all facets of the college search process: www.connection.naviance.com/uofdjesuit, www.collegeboard.com, www.commonapp.org, and www.actstudent.org. For career exploration, check out www.onetonline.org!
- **Testing Materials** (CEEB Code 231225): Refer to www.collegeboard.com, www.actstudent.org, or U of D Jesuits School Counseling website for registration deadlines and testing dates.
 - Naviance/Family Connection now offers “PrepMe,” which offers PSAT, SAT and ACT prep! This platform provides curricula, quizzes and tests that prepare students for the standardized tests they plan to take. We recommend viewing the video provided by Naviance before you get started.

- We recommend that you register for your standardized tests online for better access to scores and other testing information.

X. Recommended Reading

While not required reading, the following books provide insight into the college admission, selection and discernment process.

Colleges that Change Lives – Pope

The Hidden Ivies – Pope

Involving Colleges – Kuh, Schuh, and Witt

Four Critical Years – Astin

College Unranked – Harvard Publications

Don't Stalk the Admissions Officer - Lewak

XI. References

Your Steps to College (2001). Writing a good college application essay. www.yourstepstocollege.com