



Park Tudor School

College Planning Handbook 2018-2019

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COLLEGE COUNSELING AT PARK TUDOR

The goal of the college counseling program is twofold: 1) to assist students and their parents in understanding the procedures, opportunities and complexities of the college admissions process; and 2) to help them accurately assess academic and personal needs, leading to an appropriate selection of institutions to which to apply. Every student's academic schedule is carefully planned each year in grades 9 through 12 to establish a solid foundation for higher education.

The college counselors speak individually with the sophomores in the spring semester, focusing on academic and extracurricular planning for the junior and senior years. The formal program of college planning begins with a series of meetings on college admission procedures during the junior year. The initial meeting is with the student, followed by a second meeting that we encourage parents to schedule and attend in the spring. These sessions include discussions about students' academic credentials and personal preferences. Then colleges are explored to match the students' abilities and desires, and an initial list of colleges is drawn up for further exploration. It is hoped this further investigation will include reading, reviewing college websites, visiting several campuses and discussing options with parents and alumni.

Over 100 college representatives visit Park Tudor each fall. Meetings with these admissions representatives afford excellent opportunities for students to ask specific questions. The schedule of college visits is posted in advance so juniors and seniors can sign up to attend sessions that interest them. In addition, a major College Day is held in September when over 40 admission representatives from out-of-state schools meet with students to explain their institutions' offerings and answer questions, and this is followed by an Indiana College Fair incorporating both public and private in-state schools.

In the fall of the senior year, students narrow down their list to a small number of colleges (usually six to eight) to which they will apply. Sessions are held to discuss completing the application, with particular emphasis on writing the college essay. A comprehensive school report is prepared by the counselor for each student based on the academic and extracurricular record, comments of teachers, the student's autobiographical and activities questionnaire and the counselor's knowledge of the student. This supportive recommendation is included with each application along with the transcript and school profile.

The counselors often communicate with the colleges to supply further information and provide the most complete picture of the student. Notification from colleges can come as early as December (for Early Decision and Early Action candidates) but reaches a peak in March and early April. Students must decide on one college by May 1, send in their enrollment deposit, and inform any other colleges to which they have been admitted of their decision not to attend. (Procedures for waitlist decisions should be discussed with the counselors.)

While Park Tudor School has achieved an impressive college acceptance record over the years, the school cannot guarantee students' acceptance by the college of first choice, especially in this era of heightened competition at the nation's most selective institutions. Careful guidance is given to assist each student in making a good match. It must also be emphasized that Park Tudor School, through its counselors, serves only in an advisory capacity. The final decision regarding application and college choice is made by the students and their parents. We wish you every success in this process and look forward to working with you!

Dave Stemen, Director of College Counseling

PARK TUDOR COLLEGE COUNSELING PROGRAM BY GRADE LEVEL

9th Grade

- **Group college planning sessions** with students to discuss course selection, building of transcripts and extracurricular participation in preparation for college
- **Evening program for parents** to introduce college planning and discuss academic preparation, standardized testing, service, leadership, extracurricular and summer activities
- **College Corner Coffee sessions** are offered in the spring to give parents an opportunity to visit with college counselors and ask questions in an informal setting

10th Grade

- **Group college planning sessions** to discuss academic preparation and testing requirements for college
- **Administration of PSAT:** this is the preliminary practice SAT test composed of three sections (critical reading, math and writing), taken during a school day in October
- **College Day at Park Tudor:** representatives of nearly 50 selective out-of-state colleges and universities make classroom presentations and meet students
- **Full-day bus tour of two campuses in the Spring:** students visit a large public university and a small private college to develop skills in distinguishing between types of schools and become acquainted with admissions requirements and terminology
- **Northside Indianapolis College Fair:** Park Tudor participates in this evening program in the spring for students and parents to explore college opportunities
- **Evening Program for Parents** to discuss academic preparation and testing requirements for college
- **College Corner Coffee sessions** are offered in the spring to give parents an opportunity to visit with college counselors and ask questions in an informal setting.
- **Consultations with Students and Advisors** in the spring to plan academic and extracurricular program for junior and senior years.

11th Grade

- **Frequent group college planning sessions** with students to discuss the college search and admission process in detail
- **College information program for parents in the fall** to discuss the Junior Year College Planning Calendar, including registering for SAT/ACT exams, activity profile, questionnaires (student and parent), individual family conferences and college campus visits
- **Administration of PSAT/NMSQT test:** this preliminary practice SAT also allows juniors to compete for National Merit Scholarships based on the Selection Index (cumulative score) of their critical reading, math and writing scores
- **Presentations to students by college admission representatives** who visit Park Tudor in fall

- **Administration of Career and Personality Inventory:** for use in college planning and major field choice
- **College Day at Park Tudor:** representatives of nearly 50 selective out-of-state colleges and universities make classroom presentations and meet students
- **Indiana College Fair:** Representatives of in-state public and private colleges meet with students at Park Tudor
- **Alumni College Panel:** recent Park Tudor graduates return in early January to discuss college choice process, major fields and adjustment to college life
- **College Admissions Forum** for parents and students in the spring featuring several deans of admission: topics include advice search, how admissions decisions are made, and how to stand out as an applicant
- **Individual conferences with college counselor** begin in February to develop potential list of colleges, review career inventory, discuss testing options, course selection and campus visits. Counselors meet first with students, followed by family meetings.
- **Registration for SAT Reasoning /ACT/SAT Subject** tests as appropriate.
- **Northside Indianapolis College Fair:** Park Tudor participates in this evening program in the spring for students and parents to explore college opportunities.
- **College Corner Coffee sessions** are offered in the fall before school to give parents an opportunity to visit with college counselors and ask questions in an informal setting.

2th Grade

- **Individual conferences and group college planning meetings:** students finalize and submit college applications in the fall, including essays, recommendations and activities; research and apply for scholarships; discuss and prepare for interviews; make final college choice in the spring.
- **Registration for SAT Reasoning/ACT/SAT Subject** tests as necessary for college applications
- **College planning evening program for parents** in the fall
- **College Day at Park Tudor:** representatives of nearly 50 selective out-of-state colleges and universities make classroom presentations and meet students
- **Indiana College Fair:** Representatives of in-state public and private colleges meet with students at Park Tudor
- **Presentations to students by college admission representatives:** who visit Park Tudor in fall
- **Campus visitations:** as appropriate; interviews scheduled as needed
- **Transition Seminar in spring:** on issues surrounding academic, social and emotional transition to college
- **College Corner Coffee sessions** are offered in the fall to give parents an opportunity to visit with college counselors and ask questions in an informal setting.

2018-2019 JUNIOR YEAR COLLEGE PLANNING CALENDAR

DATES	COLLEGE PROCESS	TESTING
SEPTEMBER	<ul style="list-style-type: none"> • Listen to presentations of at least three college representatives of the 100-plus who visit Park Tudor between September and November • August 22, College planning for Juniors during advisory • September 12, 1:35-3:05 PM, College Day at Park Tudor School (Grades 10-12) • September 17, 7:00-8:15 PM, Junior Parent College Information Meeting, in the Wood Room • September 20, 9:00AM-12:00 PM & 6:00-8:00 PM, NACAC National College Fair, at the Indiana Convention Center 	<ul style="list-style-type: none"> • Prepare for Oct. 10 PSAT
OCTOBER	<ul style="list-style-type: none"> • Continue to attend sessions/college presentations • October 3, Indiana College Day during Advisory • October 16, 9-Noon, attend Junior College Planning Seminar @ Park Tudor • October 23, 7:00-8:15 PM, ISM Scholarship & Financial Aid program, Lecture Hall 	<ul style="list-style-type: none"> • Take PSAT on Oct. 10 @ school
NOVEMBER	<ul style="list-style-type: none"> • Continue to attend sessions/college presentations 	
DECEMBER	<ul style="list-style-type: none"> • Forget college; study for semester exams! 	<ul style="list-style-type: none"> • PSAT scores returned to students • SAT Reasoning and Subject Test Date Dec. 1 (optional) • ACT Test Date Dec. 8 (optional)
JANUARY	<ul style="list-style-type: none"> • Consider signing up for the optional College Counseling iBlock • Individual conferences with College Counselors begin • January 9, 9:20 – 10:30, YouScience Kick-off/Alumni return to discuss their college choice, in the Wood Room • January 24, 7:45-9:00 AM College Corner Coffee for Grade 11 Parents in Foster Hall 	<ul style="list-style-type: none"> • Review PSAT results • Register by Jan. 11 for Feb. 9 ACT • Register (at school) for AP Exams
FEBRUARY	<ul style="list-style-type: none"> • February, Review proposed course schedules with Advisor and College Counselor • February 6, College Planning for all Juniors in homerooms during advisory • Naviance training for parents, February 23, 9:00-10:00 AM and February 25, 6:30-7:30 PM @ PT 	<ul style="list-style-type: none"> • Register by Feb. 8 for March 9 SAT (Reasoning Only) • ACT Test Date Feb. 9
MARCH	<ul style="list-style-type: none"> • Individual conferences continue • Visit several colleges during Spring Break • March 12, College Admissions Panel for all juniors and their parents in PT Commons • March 13, Greater Indianapolis Northside College Fair @ the Grand Park, Westfield 	<ul style="list-style-type: none"> • Register by March 8 for April 13 ACT • SAT Reasoning Test Date March 9

APRIL	<ul style="list-style-type: none"> • Individual conferences continue • Continue research on colleges • April 10, College Planning for Juniors during Advisory 	<ul style="list-style-type: none"> • Register by April 5 for May 4 SAT • ACT Test Date April 13
		<ul style="list-style-type: none"> • Pre-Administration for AP Exams Date TBD
MAY	<ul style="list-style-type: none"> • Forget college; study for semester exams! 	<ul style="list-style-type: none"> • May 6-17 AP Exams at school • SAT Reasoning and Subject Test Date May 4 • Register by May 3 for June 1 SAT • Register by May 3 for June 8 ACT
JUNE	<ul style="list-style-type: none"> • Continue research and visit campuses 	<ul style="list-style-type: none"> • SAT Reasoning and Subject Test Date June 1 • ACT Test Date June 8 • Register by June 14 for July 13 ACT
JULY	<ul style="list-style-type: none"> • Begin work on application essays 	<ul style="list-style-type: none"> • ACT Test Date July 13
AUGUST	<ul style="list-style-type: none"> • Review college websites • Visit colleges and interview when possible • Attend College Application Workshop for rising seniors, Date TBD 	<ul style="list-style-type: none"> • Review SAT or ACT practice tests to practice and to spot weaknesses

To register for the SAT visit:

www.collegeboard.org

To register for the ACT visit:

www.actstudent.org

PARK TUDOR SCHOOL CODE FOR SAT & ACT: 151720

2018-2019 SENIOR YEAR COLLEGE PLANNING CALENDAR

DATES	COLLEGE PROCESS	TESTING	APPLICATIONS
AUGUST	<ul style="list-style-type: none"> • August 13, 1:45 – 3:45 PM or 19, 1:00-3:00 PM College Application Workshop for seniors in the US Lecture Hall • August 22, College Planning for Seniors during advisory • August 23, 7:00-8:15 PM Senior Parent College Information Meeting in the Lecture Hall 	<ul style="list-style-type: none"> • Register by Aug. 4 for Sept. 9 ACT • SAT Test Date August 26 	
SEPTEMBER	<ul style="list-style-type: none"> • Student meetings with College Counselor to review plans, revise list of colleges and update activity list • September 12, 1:30-3:00 PM, College Day at Park Tudor (Grades 10-12) • September 20, 9:00AM-12:00 PM, NACAC National College Fair, at the Indiana Convention Center 	<ul style="list-style-type: none"> • Register by Sept. 8 for Oct. 7 SAT • ACT Test Date Sept. 9 • Register by Sept. 22 for Oct. 28 ACT 	<ul style="list-style-type: none"> • Request campus interviews
OCTOBER	<ul style="list-style-type: none"> • October 3, Indiana College Day during Advisory • October 4, 7:45-9:00 AM College Corner Coffee for Grade 12 parents in Foster Hall • October 10, No classes, college visit or application work day • October 16 & 17, Senior college visit or application work day • October 18 & 19, Fall Break • October 23, 7:00-8:15 PM, ISM Program for Financial Aid & Scholarships, Lecture Hall • October 23, College Planning for Seniors during FLEX Block 	<ul style="list-style-type: none"> • SAT Reasoning and Subject Test Date Oct. 7 • Register by Oct. 5 for Nov. 4 SAT • ACT Test Date Oct. 28 	<ul style="list-style-type: none"> • Oct. 1, Transcript request deadline for in-state public universities, Early Decision and Early Action applications • Oct. 1, PT recommended submission date for IU and Purdue • Oct. 1, request teacher recommendation and notify all recommenders of earliest application deadline • Oct. 1, Register for customized PROFILE app. (financial aid form for selective private colleges) at www.collegeboard.com Submit at least one

			<p>week prior to financial aid priority deadline</p> <ul style="list-style-type: none"> Oct. 1, Register for FAFSA; Submit FAFSA after Oct. 16, but no later than Feb.1
NOVEMBER	<ul style="list-style-type: none"> Complete private college applications and essays November 14, College Planning for Seniors during advisory 	<ul style="list-style-type: none"> Register by Nov. 2 for Dec. 2 SAT Register by Nov. 3 for Dec. 9 ACT SAT Reasoning and Subject Test Date Nov. 4 	<ul style="list-style-type: none"> November 1, EA, merit scholarship, and direct admission deadline at IU November 1, merit scholarship, Honors College application deadline at Purdue
DECEMBER	<ul style="list-style-type: none"> December 5, College Planning for Seniors during advisory 	<ul style="list-style-type: none"> SAT Reasoning and Subject Test Date Dec. 2 ACT Test Date Dec. 9 	<ul style="list-style-type: none"> December 1, Deadline for final college list December 1, Deadline for all transcript requests
JANUARY	<ul style="list-style-type: none"> 7th semester grades sent to colleges 	<ul style="list-style-type: none"> Register by Jan. 12 for Feb. 10 ACT Register (at school) by Jan. 30 for AP Exams 	
FEBRUARY		<ul style="list-style-type: none"> ACT Test Date Feb. 10 	<ul style="list-style-type: none"> Send updated list of accomplishments to colleges ED round II decisions arrive from colleges around Feb. 15
MARCH	<ul style="list-style-type: none"> Visit colleges where accepted 		
APRIL	<ul style="list-style-type: none"> April 24, Senior Transition Seminar during advisory 	<ul style="list-style-type: none"> Pre-Administration for AP Exams 	<ul style="list-style-type: none"> Accept offer of admission to one college only. Inform other colleges of your decision by May 1
MAY	<ul style="list-style-type: none"> May 1, Common reply date: Response must be postmarked to your college. DO NOT MISS IT! TBD, College Sweatshirt Picture Day 	<ul style="list-style-type: none"> AP Exams May 6-10 and May 13-17 	<ul style="list-style-type: none"> Speak to your counselor about any wait-list questions or decisions

To register for the SAT visit: www.collegeboard.org

To register for the ACT visit: www.actstudent.org

PARK TUDOR SCHOOL CODE FOR SAT & ACT: 151720

ADMISSION TESTING

Admission requirements vary from school to school, and students should check college websites to determine the policy of each school in which they have a serious interest. With a number of notable exceptions, some form of college admission testing is required. Brief descriptions of the tests are included in this booklet. Also included is a calendar of test dates (which remain basically the same from year to year) and specific information about registering for the various tests. The college counselors at Park Tudor School can be of assistance to the student in determining which examinations should be taken for each particular college or university, but it is the responsibility of the student to make certain they register themselves for those examinations.

College admissions testing can begin as early as the sophomore year when students enrolled in Algebra II or Pre-Calculus may choose to take the College Board SAT Subject Test in Math (level I or II). The Preliminary Scholastic Assessment Test (PSAT) is given in October of both the sophomore and the junior year; the junior score is the basis for selection for the National Merit and several other scholarships. In the junior year, students usually take the SAT Reasoning Test in January or April. In May or June, some students take two or three SAT Subject Tests. Many students repeat the SAT Reasoning Test in October and the SAT Subject Tests in November of the senior year. Most students also take the ACT assessment in the spring of their junior year and/or fall of their senior year.

Students are responsible for sending test scores to all colleges to which they apply directly from the testing agency. They may do so either when registering for an examination or after scores are reported. Students are strongly encouraged to request official test scores be sent at least two weeks before an application deadline.

A student should participate in the Advanced Placement program (AP Exam) of the College Board with the recommendation of his/or her teacher in the AP course.

Which tests to take, and when, is a matter of great individual variation depending upon each student's abilities, prior coursework, and college goals. Always consult with a member of the college counseling staff for advice.

REGISTRATION

PSAT/NMSQT: Park Tudor administers this test to all of its sophomores and juniors during a school day in mid-October. Students are advised of the test date and are given literature which describes the test and provides practice exercises. Students do not pre-register for the PSAT; registration is handled automatically by the school. It is free for sophomores (paid by the state); for juniors, the small charge is bill on their school account.

Scores attained on this test - in the junior year only - are used by the National Merit Scholarship Corporation to determine semi-finalists and commended students in the National Merit Scholarship competition and the National Achievement Scholarship competition.

SAT Reasoning & SAT Subject Tests: Students register for these tests online by going to the College Board website: www.collegeboard.org Practice tests are available on the testing websites.

AP: Teachers of courses satisfying the description of the Advanced Placement Program discuss the examinations with their students and make recommendations to them regarding the advisability of taking the exams.

It is the responsibility of each student to make the final decision about taking the exams. Tentative registration and payment is collected in late January, but students do not formally register for the examinations until the day of each individual test in May.

ACT: Most colleges require the SAT Reasoning Test or the ACT. Some students score better on one than the other, so all students are encouraged to take both exams. To register for the ACT online, visit their website: www.actstudent.org.

The school can advise which tests to take and when to take them, but registration is the responsibility of the student.

Extended Time Candidates have to qualify through special procedures; be sure to check with the Upper School Psychologist at least several months in advance.

TEST REGISTRATION

<u>Name of test</u>	<u>Where to register</u>
PSAT	school registers you
AP	at school
SAT Reasoning	with testing agency at www.collegeboard.org
SAT Subject(s)	with testing agency at www.collegeboard.org
ACT	with testing agency at www.actstudent.org

PARK TUDOR SCHOOL CODE FOR ACT AND SAT (also referred to as the CEEB code): 151720

TEST DESCRIPTIONS

PSAT/NMSQT: Gr. 10 & 11

Stands for Preliminary Scholastic Assessment Test and National Merit Scholarship Qualifying Test. It is a test of three sections (critical reading, mathematical problem-solving and writing skills) which yields scores from a low of 20 to a high of 80 in each section. Sophomores and juniors may take the test in October, but only juniors are eligible to compete for National Merit Scholarships. A National Merit Selection Index is obtained by adding together the three sub-scores. Those students with a Selection Index in the top 1/2 of 1% in each state are named Semifinalists. Other high scorers may be designated Commended Students.

SAT REASONING TEST: Gr. 11 & 12

The SAT Reasoning Test is a three-hour and 45 minute test of verbal, mathematical and writing abilities. Students typically take the SAT Reasoning Test in the winter or spring of their junior year and many take it again in the fall of their senior year. The critical reading section consists of passage-based reading comprehension questions and sentence completions; the mathematics section covers arithmetic, algebra, geometry and numerical reasoning; and the writing section consists of both multiple choice questions and a written essay. The scaled scores reported for the critical reading, math and writing sections range from a low of 200 to a high of 800. The essay is graded on a 12-point scale.

ACT: Gr. 11 & 12

American College Testing Assessment Program is another college entrance exam taken by many juniors and seniors. The three and one-half hour test consists of four sections (English, mathematics, reading and science reasoning) designed to measure the level of educational development. Standard scores, from a low of 1 to a high of 36, are reported for each subtest, and a composite score is given as an average of the four scores. There is also an optional writing test: taking the 30-minute writing test does not affect the subject scores or the composite score. We strongly advise students to take the Writing Test, which is required by many colleges.

SAT SUBJECT TESTS: Gr. 9-12 (varies)

These are one-hour tests that cover subjects often studied in school. There are seventeen examinations to choose from in the following subjects: Literature, United States History, Biology, Chemistry, Chinese, French, German, Modern Hebrew, Italian, Japanese, Korean, Latin, Mathematics (two levels), Physics, Spanish, and World History. Students may take up to three exams on a single test date. It is best to take a subject test at the conclusion of the corresponding academic course; therefore, at the end of the freshman, sophomore and/or junior year as appropriate. Colleges that require the SAT Subject tests typically ask for the Math test (Level I or II) and one or two other tests of the candidate's choice. Some students submit as many as four or five subject tests to demonstrate their breadth and depth of knowledge.

AP EXAMS: Gr. 9-12 (varies)

The College Board Advanced Placement Program offers examinations based on subject matter outlined in Advanced Placement course description booklets. These three-hour exams are available to students during the month of May who complete college-level work in secondary school and who would like to enter college with advanced standing. Most examinations have a multiple-choice section and an essay section. Examinations are available in the following: Art History, Art-Studio which includes drawing and general art, Biology, Calculus AB and BC, Chemistry, Chinese Language and Culture, Computer Science A and AB, Economics-Macro and Micro, English Language, English Literature, Environmental Science, French Language, French Literature, German Language, Government and Politics-Comparative and U.S., History-European, History-United States, History-World, Human Geography, Italian Language and Culture, Japanese Language and Culture, Latin:Vergil and Latin Literature, Music Theory, Physics-B, C-Mechanics and C-Electricity and Magnetism, Psychology, Spanish

Language, Spanish Literature and Statistics. Scores are reported on a scale of 1-5. College credit or placement is often awarded for scores of 4 and 5, and sometimes for a score of 3.

2018-2019 SAT & ACT Test Dates and Registration Deadlines

The Park Tudor School Code for both the SAT and ACT is **151720**.

2018 – 2019 School Year SAT Reasoning & SAT Subject Tests Schedule

Test Date	Test(s) Offered	Regular Registration Deadline	Late Registration
August 25	Both	July 27	August 15
October 6	Both	September 7	September 26
November 3	Both	October 5	October 24
December 1	Both	November 2	November 20
March 9	Reasoning Only	February 8	February 27
May 4	Both	April 5	April 24
June 1	Both	May 3	May 22

Note: SAT Reasoning Test and SAT Subject Tests may not be taken on the same date. Up to three SAT Subject Tests may be taken on the same test day. Certain Subject Tests are not offered on every administration date. Check www.collegeboard.org for more information.

ACT Schedule 2018 - 2019

Test Date	Regular Registration Deadline	Late Registration Deadline
September 8	August 10	August 26
October 27	September 28	October 14
December 8	November 2	November 19
February 9	January 11	January 18
April 13	March 8	March 25
June 8	May 3	May 20
July 13	June 14	June 24

For online registration and information check the SAT website: www.collegeboard.org and the ACT website: www.actstudent.org.

Advanced Placement Exams

Registration at Park Tudor prior to exams.

Test Dates

May 6 - 10
May 13 - 17

Table 1 Concordance between ACT Composite Score and Sum of SAT Critical Reading and Mathematics Scores		
SAT CR+M (Score Range)	ACT Composite Score	SAT CR+M (Single Score)
1600	36	1600
1540–1590	35	1560
1490–1530	34	1510
1440–1480	33	1460
1400–1430	32	1420
1360–1390	31	1380
1330–1350	30	1340
1290–1320	29	1300
1250–1280	28	1260
1210–1240	27	1220
1170–1200	26	1190
1130–1160	25	1150
1090–1120	24	1110
1050–1080	23	1070
1020–1040	22	1030
980–1010	21	990
940–970	20	950
900–930	19	910
860–890	18	870
820–850	17	830
770–810	16	790
720–760	15	740
670–710	14	690
620–660	13	640
560–610	12	590
510–550	11	530

Table 2 Concordance between ACT Combined English/Writing Score and SAT Writing Score		
SAT Writing (Score Range)	ACT English/Writing Score	SAT Writing (Single Score)
800	36	800
800	35	800
770–790	34	770
730–760	33	740
710–720	32	720
690–700	31	690
660–680	30	670
640–650	29	650
620–630	28	630
610	27	610
590–600	26	590
570–580	25	570
550–560	24	550
530–540	23	530
510–520	22	510
480–500	21	490
470	20	470
450–460	19	450
430–440	18	430
410–420	17	420
390–400	16	400
380	15	380
360–370	14	360
340–350	13	340
320–330	12	330
300–310	11	310

Phase I: Self-Reflection

Before you can evaluate whether or not a college is right for you, you need to reflect on what type of environment will suite you best. Ask yourself questions such as, what kind of student am I? What kinds of students do I want to be around? How do I want to spend my free time? And in what type of environment will I learn best? Honest answers to these questions will help you narrow your school choices and focus on the right fit for YOU!

THE COLLEGE SEARCH: 34 QUESTIONS TO GUIDE YOU

The questions which follow can help you focus college selection and admission where it belongs: on you as an individual. You may feel embarrassed or self-conscious when you first consider these questions. However, an honest and thoughtful self-evaluation can reveal what you should look for in colleges and prepare you for statements you will be asked to make about yourself in essays and interviews when you apply to college. If you are willing to look seriously at yourself, you can find the colleges which are right for you and present yourself effectively to them.

YOUR GOALS AND VALUES

1. What aspects of your high school years have you enjoyed the most? Have you missed anything during this time? If you could live this period over again, would you do anything differently?
2. What values are most important to you? What do you care most about? What concerns occupy most of your energy, effort and thoughts?
3. How do you define success? Are you satisfied with your accomplishments to date? What do you want to accomplish in the years ahead?
4. What kind of person would you like to become? Of your unique gifts and strengths which would you most like to develop? What would you most like to change about yourself?
5. Is there anything you have ever secretly wanted to do or be? If you had a year to go anywhere and do whatever you wanted, how would you spend that year?
6. What events or experiences have shaped your growth and way of thinking?

YOUR EDUCATION

7. What are your academic interests? Which courses have you enjoyed the most? Which courses have been most difficult for you?
8. What do you choose to learn when you can learn on your own? Consider interests pursued beyond class assignments: topics chosen for research papers, lab reports, independent projects; independent reading; school activities; job or volunteer work. What do your choices show about your interests and the way you like to learn?
9. How do you learn best? What methods of teaching and style of teaching engage your interest and effort? Do you flourish in small seminar-style discussions, or do you prefer the anonymity of a lecture hall?
10. How would you describe your school? Is learning and academic success respected here? Has your school environment encouraged you to develop your interests, talents and abilities? Have you felt

limited by your school environment in any way? What would you preserve or change about your school if you had the power and money to do so?

11. What has been your most stimulating intellectual experience in recent years?
12. How well has your school prepared you for college? In what areas of skill or knowledge do you feel confident or inadequately prepared for college study? Have you been challenged by your courses?
13. Have you worked up to your potential in high school? What do you consider the best measures of your potential for college work?
14. Are there any outside circumstances (in your recent experience or background) which have interfered with your academic performance? Consider such factors as: after-school job, home responsibilities or difficulties, excessive school activities, illness or emotional stress, parental pressure, English not spoken at home, problems of course scheduling or other factors which are unique to your recent experience or background.

YOUR ACTIVITIES AND INTERESTS

15. What activities do you most enjoy outside the daily routine of school and other responsibilities? Which activities have meant the most to you? Looking back, would you have made different choices?
16. Do your activities show any pattern of commitment, competence or contribution?
17. How would others describe your role at your school or in your community? What would they consider your most significant contribution?
18. After a long, hard day, what do you most enjoy doing? What do you do for fun or relaxation?

THE WORLD AROUND YOU

19. How would you describe your school, your family and city? How has your environment influenced your way of thinking? How have your interests and abilities been acknowledged or limited by school and home?
20. What do your parents and friends expect of you? How have their expectations influenced the goals and standards you set for yourself? What pressures have you felt to conform?
21. What has been the most controversial issue at your school or in the community? How does the issue concern you? What has been your reaction to the controversy? What is your opinion about the issue?
22. Have you ever encountered people whose thoughts and actions differ from yours? What viewpoints have challenged you the most? How did you respond? What did you learn about yourself and others?
23. What distresses you most about the world around you? Assuming the obligation and opportunity to change the world, where would you start?
24. Do you have any current heroes or heroines? Historical heroes?

25. What books have you read which have changed your way of thinking?

YOUR PERSONALITY AND RELATIONSHIPS WITH OTHERS

26. How would your best friend describe you? Your finest qualities? Your most conspicuous shortcomings? Would you agree with their assessment? How have you grown or changed during your high school years?

27. Which relationships are most important to you and why? Describe the people whom you consider your best friends. Your best critics. Your best advocates. In what ways are they similar to or different from you?

28. How are you influenced by others who are important to you? What kind of people do you associate with and admire? Generally, how do you respond to people who think and act differently?

29. How are you influenced by others who are important to you? What pressures have you felt to conform? How important to you are approval, rewards and recognition?

30. How do you feel about choices and making decisions for yourself? What are the best decisions you have made recently? How much do you rely on direction, advice or guidance from others? Have you ever chosen anything because it was new or interesting?

31. What degree of academic challenge seems right for you? Do you want an academic program where you must think hard and work hard or one where you can make respectable grades without knocking yourself out? (Be honest.)

32. How well do you respond to academic pressure and competition from others? Would you be satisfied to be in the middle or bottom end of your college class?

33. How would you enjoy living in a different part of the country? (How often do you want to be able to go home? Would you find living in a new area to be exciting or distressing?)

34. Do you feel secure or do you feel restless in a small school such as Park Tudor?

—

Phase II: Researching and Evaluating Colleges

Now that you've spent some time getting to know yourself better, it is time to get to know schools better. Pay attention to the criteria you have set and do not get distracted by the wants and needs of others.

The following pages will give you some guidelines to follow as you start looking at schools more in depth.

CRITERIA TO COMPARE AND SELECT COLLEGES

STUDENT ENROLLMENT	
Enrollment	Total. Percent of undergraduate students. Freshman class size.
Retention	Percent of freshmen who graduate.
Background	Male/female ratio. Percent of commuter/resident. Geographic origin. Percent of minority. Percent with Financial Aid.
LOCATION AND SURROUNDINGS	
Location	Geographic region. Distance from home. Travel costs and convenience.
Setting	Urban/suburban/rural. Weather. Nearest city or countryside. Recreational opportunities. Relationship between campus and town.
Facilities	Library. Laboratories. Studies and Practice Rooms. Fine Arts. Sports. Student Center. Residence Halls.
COLLEGE TYPE AND PHILOSOPHY	
Type	Two/four year. Church/state/private or public control. College/university.
Purpose	Liberal Arts. Pre-professional for business, education, engineering, fine arts, etc. Technical or vocational institute. Degrees offered.
Philosophy	Traditional/experimental. Deeply scholarly/career-oriented. Comprehensive.
Calendar	Semester/trimester/quarter/module. Interterm program. Acceleration.
CURRICULUM	
Academic Requirements	Proportion of study devoted to general education, concentration, electives. Required freshmen courses or curriculum/distribution requirements in curricular areas/elective curriculum.
Academic Offerings	Majors offered in your areas of interest. Breadth and depth of courses offered in your area of interest. Interdisciplinary courses and majors. Strongest departments.
Independent	Individual tutorials. Seminars. Research.

Study Opportunities	
Special Study Program	Field work. Internships. Exchange programs. Foreign study, joint degree programs. Cooperative work/study plan. Pre-professional programs.
Standards	Accreditation. Degree requirements. Grading systems. Grade/distribution. Honor system.
Course Descriptions	Introductory/advanced/specialized courses. Courses for majors/non-majors. Number of courses required for major.
ADMISSIONS	
Deadlines	Application. Notification of Decision. Reply to offer of admission.
Application Requirements	Fee. Information forms. Specific high school courses. Transcripts. Secondary School Report. Recommendations. Interview required?
SAT/ACT	SAT Reasoning/ACT. SAT Subject Tests required?
Admission Selectivity	Percentage of applicants offered admission. Rating of most competitive/highly competitive/competitive. Average SAT/ACT scores of freshmen. Freshman class profile.
ACADEMIC ENVIRONMENT	
Faculty	Percent with PhD's. Original faculty research/scholarship. Teaching course load. Expectation for teaching/scholarship/advising and other college services. Emphasis on undergraduate teaching and learning.
Faculty-Student Relationships	Faculty-student ratio. Advising. Accessibility for conferences, assistance, departmental clubs, colloquia, committees with student representatives. Class size: average; classes under 20 students/over 50 students. Opportunities for discussion/student presentation/exchange of ideas. What percentage of classes are taught by Professors vs. Teaching Assistants.
Academic Demands	Workload. Course expectations. Types of assignments. Academic pressure/competition.
Intellectual	Student attitude toward learning. Flexibility/Structure for study. Vitality. Exchange of ideas. Interest in political, social or world issues
Career Preparation	Pre-professional programs. Career Advising and information programs. Percentage who go on to graduate school. Graduate school and job placement.

CAMPUS AND STUDENT LIFE	
Types of Students	Diversity and tolerance of differences. Importance of money/material possessions/social appearances.
Community Type	Homogeneous. Pluralistic. Cohesive. Fragmented. School Spirit. Controversial campus issues. Liberal/Directive/Restrictive social regulations.
Living Arrangements	Predominantly large dorms/housing/clusters/small houses. Availability of single rooms/doubles/suites/multiple rooms. System of housing allocation/roommate selection. Centralized/decentralized dining. Alternative dining programs.
Campus Activities	Activities related to your interests. Emphasis on social life, fraternities, sports or other dominant interests. Clubs and organizations -- traditional/creative/competitive issue-oriented. Presence of religious, ethnic or cultural groups. Cultural opportunities on campus or in community. Focus of social life on campus/fraternities/community/other college campus/home.
COST AND FINANCIAL AID	
Costs	Minimum-maximum total costs per year. Student budget for tuition and fees/room and board/books and personal expenses/travel costs. Admission and enrollment fees. What does the Net Price Calculator report?
Family Resources	What can you/family pay toward college expenses? Your earnings and savings.
Awards	Percentage of students receiving aid. Range of awards. Average award. Does the school meet 100% of demonstrated need?
Financial Aid	Merit awards or need-based awards only? Loan and job expectations.
Application	Federal/state/college forms required. Federal government prints the FAFSA (used by most public universities). College Scholarship Service (CSS) produces PROFILE (used by many private colleges).

COLLEGES COAST TO COAST

Following is a list of four-year colleges and universities, sorted by geographic region, which have been of interest to Park Tudor students over the years. This list is by no means complete, but it may serve as a preliminary guide in selecting a group of colleges for further investigation.

MIDWEST

Illinois

Bradley University
Columbia College
DePaul University
Illinois College
Illinois Institute of Technology
Illinois Wesleyan University
Knox College
Lake Forest College
Loyola University – Chicago
Millikin University
Northwestern University
Principia College
School of the Art Institute of Chicago
Southern Illinois University
University of Chicago
University of Illinois – Chicago
University of Illinois – Urbana
Wheaton College

Indiana

Ball State University
Butler University
DePauw University
Earlham College
Franklin College
Hanover College
Indiana University
Indiana State University
IUPUI
Manchester College
Purdue University
Rose-Hulman Institute of Technology
St. Mary's College
St. Mary-of-the-Woods College
University of Evansville
University of Indianapolis
University of Notre Dame

University of Southern Indiana
Valparaiso University
Wabash College

Iowa

Central College
Coe College
Cornell College
Drake University
Grinnell College
Iowa State University
University of Iowa

Kansas

University of Kansas – Lawrence

Michigan

Albion College
Eastern Michigan University
Ferris State
Grand Valley State University
Hillsdale College
Hope College
Kalamazoo College
Michigan State University (E. Lansing)
University of Michigan (Ann Arbor)

Minnesota

Carleton College
Hamline University
Gustavus Adolphus College
Macalaster College
St. John's University
St. Olaf College
St. Thomas University
University of Minnesota

MIDWEST continued***Missouri***

Drury University
Saint Louis University
Stephens College
Truman State University
University of Missouri
Washington University (St. Louis)
Westminster College
William Woods College

Nebraska

Creighton University
University of Nebraska – Lincoln

Ohio

Baldwin-Wallace College
Case Western Reserve University
College of Wooster
Denison University
John Carroll University
Kent State University
Kenyon College
Marietta College
Miami University
Oberlin College
Ohio Northern University
Ohio State University
Ohio University
Ohio Wesleyan University
University of Cincinnati
University of Dayton
University of Findlay
Wittenberg University
Wright State University
Xavier University

West Virginia

Marshall University
West Virginia University

Wisconsin

Beloit College
Lawrence University
Marquette University
Ripon College
University of Wisconsin – Madison

NEW ENGLAND***Connecticut***

Connecticut College
Fairfield University
Trinity College
University of Connecticut
U.S. Coast Guard Academy
Wesleyan University
Yale University

Maine

Bates College
Bowdoin College
Colby College
College of the Atlantic
University of Maine

Massachusetts

Amherst College
Babson College
Bentley College
Boston College
Boston University
Brandeis University
Clark University
College of the Holy Cross
Emerson College
Hampshire College
Harvard University
Massachusetts Institute of Technology
Mount Holyoke College
Northeastern University
Olin College of Engineering
Pine Manor College
Simmons College
Smith College
Stonehill College
Tufts University
University of Massachusetts – Amherst
Wellesley College
Wheaton College
Williams College
Worcester Polytechnic Institute

NEW ENGLAND continued

New Hampshire

Colby-Sawyer College
Dartmouth College
Saint Anselm College
University of New Hampshire

Rhode Island

Brown University
Johnson & Wales University
Providence College
Rhode Island School of Design

Vermont

Bennington College
Marlboro College
Middlebury College
University of Vermont

MIDDLE ATLANTIC

Delaware

University of Delaware

District of Columbia

American University
Catholic University
Georgetown University
George Washington University
Howard University
Trinity University DC

Maryland

Goucher College
Hood College
Johns Hopkins University
Loyola College
McDaniel College
Mount St. Mary's College
St. John's College
U.S. Naval Academy
University of Maryland
Washington College

New Jersey

Drew University
Princeton University

Rutgers University
St. Peter's College

New York

Bard College
Barnard College
Canisius College
Colgate University
Columbia University
Cooper Union
Cornell University
Elmira College
Fordham University
Hamilton College
Hobart & William Smith Colleges
Ithaca College
Manhattanville College
New York University
Parsons School of Design
Rensselaer Polytechnic Institute
Rochester Institute of Technology
St. Lawrence University
Sarah Lawrence College
Skidmore College
Syracuse University
Union College
University of Rochester
U.S. Merchant Marine Academy
U.S. Military Academy
Vassar College
Wells College

Pennsylvania

Allegheny College
Bryn Mawr College
Bucknell University
Carnegie-Mellon University
Curtis Institute of Music
Dickinson College
Drexel University
Franklin and Marshall College
Gettysburg College
Haverford College

MIDDLE ATLANTIC continued

Pennsylvania continued

Lafayette College
Lehigh University
Muhlenberg College
Pennsylvania State University
St. Joseph's University
Swarthmore College
Temple University
University of Pennsylvania
University of Pittsburgh
Ursinus College
Villanova University
Washington and Jefferson College

SOUTH and SOUTHEAST

Alabama

Auburn University
Birmingham-Southern College
Samford University
Spring Hill College
University of Alabama

Arkansas

Hendrix College
University of Arkansas

Florida

Barry University
Eckerd College
Florida A&M University
Florida Institute of Technology
Florida State University – Tallahassee
Jacksonville University
Lynn University
New College of Florida
Rollins College
Stetson University
University of Central Florida – Orlando
University of Florida – Gainesville
University of Miami – Coral Gables
University of South Florida
University of Tampa

Georgia

Agnes Scott College
Berry College
Clark Atlanta University
Emory University

Morehouse College
Oglethorpe University
Oxford College of Emory University
Spelman College
Savannah College of Art & Design
University of Georgia

Kentucky

Centre College
Transylvania University
University of Kentucky
University of Louisville

Louisiana

Centenary College of Louisiana
Louisiana State University
Loyola University – New Orleans
Tulane University

Mississippi

Millsaps College
Mississippi State College
University of Mississippi

North Carolina

Appalachian State University
Davidson College
Duke University
Elon University
Guilford College
North Carolina State University
St. Andrew's Presbyterian College
Salem College
Wake Forest University
Warren Wilson College
University of NC – Chapel Hill
Univ. of NC – Greensboro, Wilm.

South Carolina

The Citadel
Clemson University
College of Charleston
Converse College
Furman University
Presbyterian College
University of South Carolina
Wofford College

SOUTH and SOUTHEAST continued

Tennessee

Belmont University
Fisk University
Rhodes College
University of Tennessee
University of the South – Sewanee
Vanderbilt University

Virginia

College of William and Mary
George Mason University
Hampden-Sydney College
Hollins University
James Madison University
Lynchburg College
Mary Baldwin College
Mary Washington University
Randolph College
Randolph-Macon College
Roanoke College
Sweet Briar College
University of Richmond
University of Virginia
Virginia Military Institute
Washington and Lee University

SOUTHWEST

Arizona

Arizona State University
University of Arizona
University of Northern Arizona

Colorado

Colorado College
Colorado School of Mines
Colorado State University
Fort Lewis College
Regis University
U.S. Air Force Academy
University of Colorado at Boulder
University of Denver

New Mexico

St. John's College
University of New Mexico

Oklahoma

University of Oklahoma
University of Tulsa

Texas

Austin College
Baylor University
Rice University
Saint Edward's University
Southern Methodist University
Southwestern University
Texas A&M University
Texas Christian University
Texas Tech University
Trinity University
University of Dallas
University of North Texas
University of Texas at Austin

WEST

California

Azusa Pacific
Cal Poly – San Luis Obispo
California Institute of the Arts
California Institute of Technology
Chapman University
Claremont McKenna College
Deep Springs College
Harvey Mudd College
Loyola Marymount University
Menlo College
Mills College
Occidental College
Pepperdine University
Pitzer College
Pomona College
Saint Mary's College of California
San Diego State University
San Jose State University
Santa Clara University
Scripps College
Stanford University
Thomas Aquinas College
University of California – Berkeley
University of California – Davis
University of California – Irvine
University of California – Los Angeles
(UCLA)

WEST continued

California continued

University of San Francisco
University of California – Santa Barbara
University of California – Santa Cruz
University of the Pacific
University of Redlands
University of San Diego
University of Southern California
Westmont College
Whittier College

Colorado

Colorado College
University of Colorado - Boulder
University of Denver

Montana

University of Montana
Montana State University

Nevada

University of Nevada Las Vegas

Oregon

Lewis and Clark College
Linfield College
Reed College
University of Oregon
University of Portland
Willamette University

Utah

Brigham Young University
University of Utah

Washington

Gonzaga University
University of Puget Sound
University of Seattle
University of Washington
Whitman College
Whitworth College

Wyoming

University of Wyoming

Alaska

University of Alaska

Hawaii

Chaminade University of Honolulu
Hawaii Pacific University
University of Hawaii at Mānoa

CANADA

Dalhousie University – Halifax
McGill University – Montreal
University of Toronto

INTERNATIONAL

Aberdeen University, Scotland
American College of Paris
American College of Switzerland
Cambridge University, England
Franklin College, Switzerland
Oxford University, England
Richmond College, England
St. George's University, Grenada
Saint Louis University, Madrid
Schiller College, Germany
Trinity University, Ireland
University of Durham, England
University of East Anglia, England
University of Edinburgh, Scotland
University of London, England
University of St. Andrews, Scotland
UCAS Universities, England

<http://www.ucas.com/instit/index.html>

THE COLLEGE VISIT AND THE INTERVIEW

Make an appointment by calling the admission office. You may also go online and check visit options. Some colleges allow you to schedule a campus visit and tour directly from their website. You do not need to speak with an admission officer to make an appointment; an office assistant usually arranges visits. Arrange to be excused from school, if necessary, by checking with the college counselor and completing a Request to Visit College form one week in advance of your visit.

WHEN YOU VISIT A CAMPUS

1. Take a tour, check facilities, including dormitories.
2. Talk to students, a very useful source of information about a college, but remember that students' personal opinions must be considered with care. What drew them to this college? How would they describe the workload? The quality of student – faculty relations? The social life?
3. Visit a class: talk with a faculty member if possible.
4. Have a meal on campus; visit the coffee shop, snack bar, or dining room as a place to meet students.
5. Read the campus newspaper as a means of finding out what the issues are on campus during your visit; check the bulletin boards in the student union or cafeteria.
6. Immediately after your visit, write down your impressions for future reference. What was distinctive about the college? What do you want to know more about?

WHEN YOU HAVE YOUR INTERVIEW

1. Be prompt.
2. Be neat: appropriate dress is still an easy way to make a good impression.
3. Be well-prepared: study the website prior to your interview and prepare questions based on what you read.
4. Answer questions to the best of your knowledge and ability: Don't be afraid to admit that you don't know something.
5. Be ready to volunteer information: know your scores, latest grades, what courses you have taken, and what activities you have participated in.

6. Be yourself--don't pretend to be something or someone you are not! Be well-versed in your strengths and weaknesses.
7. Don't be concerned if your interviewer is someone other than the dean or director of admission. If the interview is an important part of the admission process at a college, all interviews given on campus have equal weight. All interviewers are trained and prepared to represent the institution. An interview with a senior staff member is not essential. When you get home, consider writing a thank you note to your interviewer or tour guide.
8. Above all, relax!!! Interviews are meant to be informative to both parties. Try to get as much out of an interview as you provide for it.

QUESTIONS YOU MIGHT BE ASKED AT A SELECTIVE COLLEGE:

1. Why do you want to attend college? Why this college?
2. What can you do for this college once you're accepted?
3. What do you think you'll be doing ten years from now?
4. What do you think has been your most valuable experience?
5. What type of relationship do you have with your family?
6. If you could be granted three wishes, what would you ask for?
7. How do you spend your free time?
8. What are the most important things that high school has taught you?
9. What is your opinion about (some issue of current interest)?
10. How would your best friend describe you?
11. What do you want to study?
12. What book, author or intellectual experience has most affected you?
13. Do you consider yourself a leader? How?
14. How have you spent your summers?
15. What would you choose to change about your school?

QUESTIONS YOU MIGHT ASK YOUR INTERVIEWER:

1. What makes your college different from others?
2. How would you describe the classroom environment here?
3. What kind of student thrives here?
4. What qualities are you looking for in applicants?
5. Given my grades, test scores and activities, would I have been an acceptable candidate to this year's freshman class?

CHOOSING THE COLLEGES FOR YOUR APPLICATIONS

1. ASCERTAIN WHICH SCHOOLS MEET YOUR CRITERIA.

Talk frequently to your counselor who will make many suggestions.

Write early for information about each of the colleges on your list.

Read this College Handbook, take some notes and decide whether to keep a particular college on the list. (Remember that college literature is promotional, i.e., designed to attract students.)

Talk to people who may have had experience with one or more schools: faculty, friends, family, Park Tudor alumni currently attending college.

Attend meetings conducted at school by college representatives. Over 100 colleges send representatives each year.

Try to visit most of the colleges on your list. But remember that you can get an understanding of size by visiting campuses or institutions in or near Indianapolis.

2. TRY TO DETERMINE IF YOU MEET THEIR CRITERIA.

Have you demonstrated that you can do the kind of academic work each college demands of its students?

Although test results are only one factor in the selection process, they do count. Are your scores within the range presented by most successful candidates to a particular college? If not, are you being realistic?

Do you think you have some special talent or interest that will supplement a solid academic record and enhance your candidacy? Do you play a sport or a musical instrument? Are you involved in community service? What have you done at your school besides attend classes that might help you to stand out?

3. USE COMMON SENSE. DON'T APPLY TO A DOZEN OR MORE COLLEGES!

You should apply to no more than eight schools unless there are very unusual circumstances. You should have at least one -- preferably two or three -- about which you and your counselor are fairly confident of acceptance. At least two or three on your final list should seem to be reasonable, though perhaps not likely, possibilities. You may want to include one or two that are a "reach" given your record of grades, scores and activities. But it is imperative to be very serious in the selection of schools for your final list. It's okay to dream, but keep one foot on the ground. Do not be led astray by the prestige of a school or its popularity with other members of your class. There are no "best" or perfect colleges. But there are certain colleges

which are most appropriate *for you* given your particular needs, desires, goals, interests and abilities. Remember:

“College is a match to be made, not a prize to be won.”

Types of Applications

Restrictive Applications:

Early Decision (ED):

An application process that typically has an application deadline by November 1 or November 15 and decisions are sent to applicants by mid-December. Early Decision is a **binding** plan; students who are admitted are expected to withdraw any outstanding applications, pay the enrollment deposit and commit to attending the school. Students will receive an estimated financial aid package but a final financial aid package will not be calculated until approximately April.

Schools that offer Early Decision include: Duke, Northwestern, Washington University in St. Louis, George Washington University and Boston University

Is Early Decision Right for you?

You should only submit an Early Decision application if you are 100% sure you want to attend the college. You are making a commitment to attend if admitted. If financial aid is a significant factor in your college decision, you should talk to your counselor about whether this is the right option. Applying early decision does not allow you to compare financial aid packages.

Restrictive Early Action (REA):

A **non-binding** application plan that prohibits an applicant from applying simultaneously to any other institution via an ED process. Students will typically have until the Candidates Reply Date (May 1) to decide if they will enroll.

Schools that offer REA include: Georgetown and Boston College

Single Choice Early Action (SCEA):

A **non-binding** application plan that prohibits an applicant from applying simultaneously to any other institution via an ED, EA, REA or SCEA process. Typically, schools that offer Single Choice Early Action allow students to apply to public universities as long as they apply under a non-binding (EA or rolling) application process.

Schools that offer SCEA include: Harvard, Princeton, Yale, and Stanford (Stanford uses the term "Restrictive" but their policy is more in line with "Single Choice")

Non-Restrictive Applications:

Early Action:

An application process that typically has an application deadline by November 1 or November 15 and decisions are sent to applicants by mid-December. Early Action is a **non-binding** plan; students will not receive a financial aid package until April, the same time as regular decision applicants. Students will typically have until the Candidates Reply Date (May 1) to decide if they will enroll.

Schools that offer Early Action Include: Villanova, University of Chicago, Tulane, University of North Carolina and the University of Michigan

Rolling Admissions

The practice at some colleges and universities of making decisions on applications *as they are received*. Since, under this plan, colleges are accepting students every day, the later one applies, the more difficult it may become to be admitted. Many (but not all) state systems operate with rolling admission.

Schools that offer Rolling Admission: Ball State University

Priority Deadline

Priority deadlines have been instituted by some colleges and universities to indicate a date by which students should apply in order to receive maximum consideration for admission. These deadlines are commonly implemented for scholarship consideration (USC, Purdue, and IU) or admission to more selective academic programs within the university (pre-vet, nursing, architecture, and fast-track pre-med programs are some typical examples).

Special Interests

- Athletics
- Gap Year
- Financial Aid
- Glossary

Athletics

Athletic talent can provide opportunities for student athletes in the college search process. While it can present unique advantages for students, it also can bring unique challenges. The following guidelines should help to answer some basic questions about the recruiting process.

Junior Year Guidelines

- If you are an athlete who desires the opportunity to play at the collegiate level, you must speak to your Park Tudor and/or outside coach regarding your ability level.
- Ask your coach for an honest and realistic assessment of your prospects in collegiate athletics. At which level does he or she believe you can compete? You should use the information as a guideline for targeting schools at which you can realistically compete.
- After speaking to your coach, you should begin to create a balanced preliminary list of schools based on your athletic ability. For example, if your coach's assessment places you at the Division III level, you should begin to think about most Division I schools as "reach" schools and some Division III schools as "probable" and "possible" schools in terms of your athletic ability.

Once you have identified a preliminary list of schools, you should visit each athletic website of those schools to complete the prospective-athlete questionnaire online.

- a. Not all schools have a questionnaire online.
- b. This data will be placed in the individual school database and will supply each school's coaching staff with your contact data.
- c. This is a preliminary step in the recruiting process that only places your name in a database and does not mean that you are going to be recruited by the school. Thousands of students fill out these forms, but it is necessary to get the information to the schools in which you have interest. Be sure to include involvement with club teams or other teams outside of school.

Once you have visited some college campuses and have identified some of your favorite schools, you should contact the coaching staff at those schools to learn about the possibility of attending a camp in the summer.

- a. Athletic camps give the individual coaching staffs the opportunity to evaluate you as a potential player at that particular school. Although coaches do evaluate students who attend their summer camps, they do not limit their recruiting to those students.
 - b. If you do attend a camp, you should take the opportunity to speak to the college coaches about your ability as a player. They will be able to provide you with feedback regarding your potential as an athlete at the collegiate level.
- If you are a spring sport athlete, because of the college admission deadline calendar, junior year is a key indicator of your ability to be recruited.
 - a. You must be proactive in the recruiting process and market yourself. While your coach will be helpful in the process, you must take the lead and contact coaches at the schools for whom you wish to play.
 - b. Please use the assessment your Park Tudor and/or outside coach provided you as a guiding factor in your decision regarding which colleges may be a good match.
 - c. Please be advised that the only other time before the application process that you will be able to be seen by college coaches will be in the summer. Thus, you must notify coaches when you have contests so they can have the opportunity to evaluate your ability.

d. You should request a copy of your best game film to send to coaches upon their request. Your coach should be able to help you with this process.

- During your junior year, email is the best way to remain in contact with coaches. For most sports, July 1 of the summer before your senior year is the earliest that coaches are able to call you on the phone or speak with you in person when they are traveling on the road. *If you intend on competing in athletics at the Division I or II level, you must register with the NCAA Eligibility Center (see Glossary for more details). Preferably you will be registered by the end of the summer prior to your senior year.*

Senior Year Guidelines

- You may begin to feel as though you are being recruited when college coaches contact you over the telephone or by email. Understand that coaches will contact a large number of athletes. If you are offered an official visit to a Division I level school, it may be an indication of strong interest on the part of the coach, however, this does not automatically result in an offer. You are restricted to taking only five official visits at the Division I and II levels combined.
- An official visit is one that is paid in part or in full by the college. An unofficial visit is one in which the student incurs the cost of travel, food and lodging and does not count against your five official visit opportunities.
- There are no restrictions to the number of overnight visits you can take at the Division III level. Thus, the level of commitment from coaches at the Division III level is not as strong as at the Division I and II levels in terms of the visit.
- In some cases, coaches will push you toward deciding to apply to their school Early Action or Early Decision. You must understand that they are also encouraging other athletes they are recruiting to do the same, and therefore admission is not guaranteed. If you elect not to apply early, know that if a coach only has “x” spaces and if “x” players are admitted, he or she has completed their recruiting for the year.
 - a. This is by no means a reason to apply early, but it is a reality of the recruiting process. You should not apply Early Decision to a college unless you are 100% sure it is the right school for you.
- If you are offered a visit and elect to take it, you need to ask direct questions of the coaches.
 - a. For athletes:
 - i. Will I receive a *likely* letter of admission? (Division 1 only)
 1. A *likely* letter states that you are “likely” to be admitted to the institution unless your performance drops in or out of the classroom. (These are offered mostly at Ivy League and Patriot League institutions.)
 - ii. Has the admission office deemed me as an “admissible student” through an early read process?
 - iii. Has an admission officer reviewed my application and made a decision?
 - iv. Where am I on your recruitment board?
 1. Many coaches rank order their players in terms of their needs, positions, etc.
 2. How many athletes are you supporting and what does your support mean in the admission process? — Do you get slots? Are there academic bands?
- Choose the school that is the right place for you; coaching is a unique profession and coaches tend to switch college positions often. Choose the college for the community and the program, not for the coach you most admire.

- The athletic recruiting system is not designed to protect you as a student athlete; instead, it is designed to protect the schools and the coaches. No matter how supportive a coach may seem, only the admission office can make the final decision.
- The recruiting process is not over until you receive an official letter of acceptance from the admissions office. For example, even if a coach brought your application to the admissions office for a pre-read, even if admissions deemed you acceptable, and even if the coach guarantees his or her full support of your application, there is still a chance you may not be accepted to the school. It is imperative that you continue to work with all parties involved in your college process to craft a balanced list of schools that you believe will offer you a successful and enjoyable experience.
- A Division I level recruit may be asked to sign a National Letter of Intent. Since restrictions exist upon signing an N.L.I., it is critical that the student read the letter carefully and share it with his or her parents, coaches and college counselor.
- Throughout a recruitment cycle, a college coach's recruiting list can change dramatically. Needs of the team, academic credentials of the recruits and interest—or lack thereof—of the recruits can all play a major role in the shifting of a recruitment list. Communicate with coaches to gain a sense of where you stand on their list. It may become clear—if the communication is not reciprocated—that you may not fit in the recruiting scheme of a particular coach or program. Since every student-athlete's recruiting experience is unique, and as recruiting varies from sport to sport and from college to college, it is imperative that students communicate closely with the college counselor and the Park Tudor coach. *If you are a senior who plans on competing at the Division I or II level and have not yet registered with the NCAA Eligibility Center, you should do so as early in the senior year as possible.*

Gap Year

Each year, more and more students are choosing to defer their admission to university and take what is usually referred to as a Gap Year. Colleges and universities will typically allow students to defer entering college for up to a year, but may require some documentation of how a student plans to use their time. Students who take a gap year commonly engage in community service, non-credit language immersion, travel or internships and/or work experience. A student who has deferred admission is still committed to the college or university where they submitted an enrollment deposit. Students are not allowed to apply to other schools and should check with their college or university to see if taking college courses with the intent to receive college credit is allowed. Students will receive revised admission and financial aid information during their gap year so they are fully prepared to enroll as a full-time student.

Gap/Interim Year Resources

Lonely Planet: The Gap Year Book, Joe Bindloss, Charlotte Hindle and Andrew Dean Nystrom

Taking a Gap Year (4th edition), Susan Griffith

Teaching English Abroad, Transitions Abroad

The Gap-Year Advantage, Karl Haigler and Rae Nelson

- www.americorps.org—AmeriCorp 10-month residential national service program
- www.interimprograms.com—Center for Interim Programs
- www.cityyear.org—City Year urban city corps in seven cities in the United States
- www.conservation.org/—Conservation International, 1-202-429-5660
- www.usexperiment.org—The Experiment in International Living
- www.icye.org—International Cultural Youth Exchange
- www.nols.edu—National Outdoor Leadership School (NOLS)
- www.outwardbound.org—Outward Bound outdoor leadership wilderness programs
- www.wheretheyouheaded.com—Time Out Associates
- Volunteers in Service to America (VISTA), 1-800-424-8867

Financial Aid Overview and Resources

Information compiled from sources such as, FastWeb (www.fastweb.com), FAFSA (www.fafsa.com) and the U.S. Department of Education (<http://www2.ed.gov/fund/grants-college.html>)

Financial Aid Timeline

July/August

- Visit colleges. If you have specific questions about financial aid, set up a meeting with a financial aid officer while you are on campus.

September/October/November

- Review your list of colleges and the financial aid websites for each school. Contact the financial aid offices to find out which financial aid forms each schools requires and confirm deadlines for submission.
- Go to college website to review their Net Price Calculators to estimate financial aid packages.
- If you are applying to schools that require the CSS/PROFILE, you can begin completing this application by going to www.collegeboard.com
- Begin exploring scholarship opportunities using online resources or files kept in the College Counseling Office.

December

- Attend Financial Aid Night sponsored by Park Tudor to hear and overview of the financial aid process
- Review the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov and make a copy of the FAFSA worksheet
- Start gathering personal and financial documents that will be required for completion of the FAFSA
- In order to complete the FAFSA you will need to obtain a PIN. You may already have a PIN if you have completed the FAFSA previously. If you are requesting a PIN for the first time, go online to www.pin.ed.gov and complete the form.
- Begin applying for scholarships. If transcripts are needed, your college counselor can send them for you but transcripts must be mailed directly from the College Counseling Office. We do not release official transcripts to students. Please give your counselor at least one week notice for any materials that need to be gathered and submitted.

January

- Complete the FAFSA (www.fafsa.ed.gov). The FAFSA becomes available January 1st.
- After submitting the FAFSA, check your email to make sure you receive a confirmation.
- Complete any supplemental financial aid forms that individual colleges may require
- If you need assistance, attend a local College Goal Sunday in your area. Go online to <http://www.collegegoalsundayusa.org/> to find one in your area.
- Continue to apply for scholarships.

February

- Continue to check deadlines. Many financial aid deadlines fall in February.
- The FAFSA Processing Center will send you a Student Aid Report (SAR) via email or regular mail. Please review to ensure information is correct and update if necessary.

March/April

- You will begin receiving Financial Aid Awards.
- Compare packages, being careful to note if full cost of attendance is met. (Please see following pages for tips on comparing awards).
- Once you have made a decision on which school you will attend, be sure to sign any award letters and documents.

May

- Submit your enrollment deposit to make sure you guarantee a spot in the freshman class of your choice.
- Create a file to house all financial aid documents.

June

- Confirm all required documents have been received by the school you will be attending.

Information Needed to Complete Financial Aid Forms

- Student's and Parent(s) Social Security Number
- Student's driver's license number (if any)
- Student and Parent(s) alien registration card (if not a U.S. citizen)
- Student's and Parent(s) most current income information. A Federal Income Tax Return will be the most accurate information but if it is not yet completed, you can estimate this information with the documents listed below.
 - W-2 Forms and other records of money earned
 - Last pay stub(s) from the end of December
 - Previous year's Federal Income Tax Return (if your income has not changed drastically since the previous year)
- Student's and Parent(s) current untaxed income records - Social Security, Temporary Assistance to Needy Families, welfare, or veteran's benefits records.
- Student's and Parent(s) end-of-year bank statements.
- Student's and Parent(s) business and investment mortgage information, business and farm records, stock, bond, and other investment records.

Loan Information

Always borrow federal loans before pursuing private/alternative loans.

(courtesy of FastWeb www.fastweb.com)

Loan Limits	Dependent Student	Independent Student*
Perkins		
Annual Limit	\$5,500	\$5,500
Aggregate Limit	\$27,500	\$27,500
Subsidized Stafford		
Freshman Year	\$3,500	\$3,500
Sophomore Year	\$4,500	\$4,500
Junior Year	\$5,500	\$5,500
Senior Year	\$5,500	\$5,500
Aggregate Limit	\$23,000	\$23,000
Unsubsidized Stafford**		
Freshman Year	\$5,500	\$9,500
Sophomore Year	\$6,500	\$10,500
Junior Year	\$7,500	\$12,500
Senior Year	\$7,500	\$12,500
Aggregate Limit	\$31,000	\$57,500
Parent PLUS Loan		
Annual Limit	***	Ineligible
Aggregate Limit	None	Ineligible
* or dependent student whose parent was denied a Parent PLUS loan		
** Annual limits reduced by amount of subsidized Stafford loans.		
*** Cost of Attendance minus other aid received		

Federal Stafford Loans:

Subsidized

Interest accrues starting 6 months after graduation.

Fixed interest rate is 4.5% if loan originated on/ after July 1, 2010 for undergraduate students. 1% fees.

Unsubsidized

Interest accrues during school.

Fixed interest rate is 6.8% if loan originated on/ after July 1, 2006. 1% fees.

On loans first disbursed on or after July 1, 2009, annual limits have increased by \$2,000 for independent and dependent undergrads.

REPAYMENT begins 6 months after graduation or after dropping below half-time enrollment status.

Federal Parent PLUS Loan

If loan originated on/after July 1, 2006:

Direct PLUS fixed interest rate is 7.9% with 4% fees.

REPAYMENT begins 60 days after full disbursement, or 6 months after student graduates or drops below half-time. Interest continues to accrue during deferment.

Federal Consolidation Loan

Combine loans to one lender.

Fixed interest rate is the weighted average of the loans rounded up to the nearest 1/8 of a % and capped at 8.25%. For more information, visit loanconsolidation.ed.gov

Private/Alternative Loan

Eligibility, interest rate and fees based on better of borrower and cosigner credit scores

Glossary

ACT Plus Writing The *ACT Plus Writing* is a standardized test accepted by all U.S. colleges and universities. It is a multiple choice test scored from 1 to 36. There are four subtests: English, mathematics, reading, and science reasoning. If a student elects to take this test, the College Counseling Department recommends students register for the optional writing test. A composite test score is the rounded average of the four subscores. The website is www.actstudent.org.

AP Advanced Placement: these are college-level courses offered by Park Tudor and endorsed by the College Board. After an AP course is completed, students generally take AP exams, which are scored on a 1-5 scale (5 being the highest possible score). Colleges may offer either credit, or advanced standing, to any student who has received a recommended AP exam score.

ASPIRE A practice ACT test, similar in content and structure to the ACT itself. PLAN helps students prepare for and predict success on the ACT. It is an optional test offered to sophomore students in the spring term.

Candidates Reply Date *The National Candidates Reply Date* is May 1 and is the national deadline for submitting a deposit to guarantee a spot in the freshman class of **one** college.

CEEB Code same as “School Code” Park Tudor’s school code is 151720

CSS College Scholarship Service is a division of the College Board devoted to the financial aspects of a college education. CSS processes information provided by financial aid applicants on the PROFILE form and distributes that information to colleges.

College Board A not-for-profit membership association whose mission is to connect students to college success and opportunity. Among its best-known tests and programs are the PSAT/NMSQT, SAT, SAT Subject Tests and the AP Program. Their website (www.collegeboard.org) offers several test preparation products (including “SAT Question of the Day”) and descriptions of each test/product.

Common Application A standard application form accepted by more than 450 colleges. A student completes one application form and submits it online to member colleges. Many colleges require individual application supplements be submitted as well. The website is www.commonapp.org.

Deferral This is an admission decision which may be received if a student has applied under an Early Decision or Early Action plan. A *deferral* means that the applicant has not yet been admitted or denied; the application will be placed in the regular round for another review, and an admission decision will be rendered in March or April. Students who apply Early Decision and are deferred are no longer bound by the Early Decision Agreement and may apply to other colleges.

Double Deposit Committing to enroll at more than one college by sending a financial enrollment deposit to multiple colleges is considered unethical. Don’t do it!

Division I, II, III These are designations for college athletic programs as defined by the National Collegiate Athletic Association (NCAA). Division I and II programs are the most competitive athletically and are the only programs that may award athletic scholarships. Division III programs, most commonly found at smaller colleges and universities, do not require NCAA certification* (see below). Potential athletic recruits should meet with their college counselor *early* in the process, to be certain that all the appropriate requirements will be met before graduation and to insure that students understand the process of working with college coaches.

**Students interested in playing at Division I or II colleges must register with the NCAA Eligibility Center (formerly known as the NCAA Clearinghouse) at the end of their junior year.*

Early Action (EA) A process whereby an application is submitted and a decision received early in the senior year. Usually, an application is submitted by November 1 and decisions are sent by mid-December. Early Action is a *non-binding* plan; students will not receive a financial aid package until April, the same time as regular decision applicants. Students will typically have until the Candidates Reply Date (May 1) to decide if they will enroll.

Early Decision (ED) A process whereby application is made to one Early Decision school early in the senior year, and if accepted, the student agrees to enroll at that institution and withdraw applications to all other colleges. This is a *binding* agreement among the student, the college, and the parents. For financial aid applicants, an estimated award is provided with the admission decision and finalized once tax returns are completed. Some institutions offer both an EDI and an EDII plan; the EDII plan is later and allows more time for students for testing, additional academic work, etc. (Most EDI application deadlines are November 1 or 15; EDII deadlines are typically January 1 or 15 and often coincide with Regular Decision deadlines.)

Early Decision Agreement A form requiring the signature of an ED candidate, their parent and their college counselor, declaring that if admitted, the student will enroll. Some colleges now use an online system to collect these signatures.

FAFSA *Free Application for Federal Student Aid*: As the name implies, a no-cost Federal form used by colleges to determine a student's and family's eligibility for Federal financial aid funds.

Federal Methodology The formula used (via information provided on the FAFSA) to determine eligibility for Federal funds; some states use it as a rationing device for state funds as well.

Fee Waiver Those students who demonstrate a substantial need for financial assistance may be eligible for a waiver, exempting them from paying some application and/or testing fees. Specific eligibility guidelines must be met.

Financial Aid Need-based aid offered by the Federal government and by colleges; packages generally include *grants* (which do not need to be repaid), *loans* (which must be repaid) and often *work-study* (funds earned by the student through on-campus employment during the school year). Need is determined through a combination of the PROFILE form, the FAFSA, and the college's own form (if they have one). International students generally complete a different form and are not eligible for Federal funds unless they are permanent resident aliens and have a "green" card.

Gapping A term used to describe a financial aid package that does not meet demonstrated need. The package leaves a "gap" between a family's need and the offered financial assistance.

GPA *Grade Point Average*: a number (such as 3.0), which indicates the average of all grades for courses earned in a term, a year, or cumulatively. An unweighted GPA reflects the numeric value of a student's grades divided by the number of courses in which they were enrolled for credit. A weighted GPA gives additional numeric

“weight” for Advanced Placement classes as well as classes that exceed graduation requirements in math and world languages. Park Tudor provides both the weighted and unweighted GPA on the student’s transcript.

Institutional Methodology The formula used by a college to determine eligibility for its own financial aid packages.

Naviance A college research database program utilized by Park Tudor. Students and counselors will use this program to manage the student’s “college list”.

NCAA National Collegiate Athletic Association: The governing body for many college athletic programs. The NCAA must certify an athletic recruit who wishes to compete at the Division I or II level. The website for the NCAA is: www.ncaa.org.

NCAA Clearinghouse See NCAA Eligibility Center.

NCAA Eligibility Center Formerly known as the NCAA Clearinghouse. A branch of the NCAA established to monitor the eligibility of student-athletes. If a student plans on competing in collegiate athletics at the Division I or II level, he or she must register at www.eligibilitycenter.org. The student must complete, print, sign and give to their college counselor Forms One and Two for submission to the NCAA. The Eligibility Center must also receive official transcripts as well as official test scores (sent directly from the testing agency) in order for a student to be in compliance.

Net Price Calculator A financial aid tool that allows students and families to calculate an estimate of the net price of attendance at an institution. Net price is defined as cost of attendance minus grant and scholarship aid and estimates are typically based on what similar students paid in a previous year.

PRIORITY An application deadline instituted by some colleges and universities to indicate a date by which students should apply in order to receive maximum consideration for admission. These deadlines are commonly implemented for scholarship consideration or admission to more selective academic programs within the university.

PROFILE The financial aid form processed by the College Scholarship Service (a division of the College Board) and used by approximately 600 colleges to further define a family’s need for financial aid funds.

PSAT Preliminary SAT: Required of all students for practice during their sophomore and junior fall semesters. The test is taken during a school day in mid-October. The junior sitting may qualify students for consideration in the National Merit Scholarship competition.

Regular Decision The most common admission plan. Most deadlines for regular decision applicants are in January or February, although some colleges/universities may have an earlier deadline (for example, the University of California system).

Restrictive Early Action A non-binding application plan by which an applicant may be restricted from applying to other institutions through an ED, EA or REA plan. Typically, an REA application carries a deadline similar to EDI/EA applications.

Rolling Admission The practice at some colleges and universities of making decisions on applications *as they are received*. Since, under this plan, colleges are accepting students every day, and classes begin to fill up, the later

one applies, the more difficult it may become to be admitted. Many state systems operate with rolling admission.

SAT A standardized exam administered by the College Board and accepted by all U.S. colleges and universities. The SAT consists of three multiple choice sections: critical reading, math and writing (including an essay portion). Each section has a maximum score of 800 with a combined maximum score of 2400.

SAT Subject Tests Formerly called SAT IIs. Individual subject tests (such as Spanish, Biology, and Math) may be required by particular colleges for admission.

School Code Sometimes referred to as a CEEB code (College Entrance Examination Code). National testing agencies assign a six-digit number to each secondary school for identification purposes. Park Tudor's school code is 151720.

Score Choice The College Board's SAT score reporting feature gives students the option to choose to send designated SAT scores by test date (not by test section; critical reading, math or writing) and SAT Subject Test scores by individual test. Score Choice is optional, and if students choose not to use it, all scores will be sent to the designated college or scholarship recipient.

Secondary School Report Form A required portion of the application that must be submitted to all colleges. The College Counseling Office submits this form on behalf of students.

Single Choice Early Action A non-binding application plan that prohibits an applicant from applying to any other institution via an ED, EA, "SCEA" REA or SCEA process. A SCEA application deadline usually corresponds with most EDI/EA applications.

Superscoring The process in which a college will combine the highest scores from individual sections of a standardized test (either the SAT or ACT), from multiple sittings of the exams, to create a higher combined score.

TOEFL iBT *Test of English as a Foreign Language*: This Internet-based test should be used by students whose native language is not English (regardless of citizenship) *and* whose SAT critical reading score is below 650. Students should work closely with their college counselor to determine whether this test is necessary. The TOEFL iBT exam is offered only at ETS-approved test centers, and appointments must be made in advance. Please contact the College Counseling Office for questions.

VIP Application A non-binding application that allows a student to apply earlier and receive a decision earlier than through Regular Decision.

Wait List A list of regular decision applicants who, although qualified for admission, are placed "on hold." Wait list candidates are usually given the opportunity to decide whether or not they wish to wait for a final decision, which usually occurs over several weeks. (In the meantime the student should deposit at another college by May 1st). Wait lists are usually maintained for the shortest possible period. Students sometimes remain on several waiting lists, but if admitted at one of the colleges will typically have only a week or less to decide.

Yield The percentage of accepted students who matriculate. Generally, the higher the yield, the more competitive the institution.

LINKS TO COLLEGE WEBSITES AND USEFUL RESOURCES

Naviance - <http://connection.naviance.com/parktutor> A web-based college guidance software system that is an excellent resource available to students and parents. It provides college search and comparison tools, college profiles, interactive resumes of student accomplishments, the schedule of college visits to Park Tudor and student sign-up opportunities, summer opportunities, and career information. Students and parents receive a password for access to this site from the College Guidance office at specific meetings throughout the year.

Students requesting transcripts for college applications, scholarships, etc., must make any request electronically through their Naviance account.

Career Information and Summer Opportunities

- Occupational Outlook Handbook - The Occupational Outlook Handbook on line.
<http://www.bls.gov/oco/>
- Peterson's Education Center - Peterson's summer opportunities database is available on this Home Page, as is other educational and career information.
www.petersons.com

College Search

- The College Board Online - The College Board's Home Page offers college and scholarship search capabilities, testing information, financial aid calculation and ads for CB publications and services.
<http://www.collegeboard.org>
- College Net - This is a searchable database of colleges, scholarship opportunities and academic resources. It offers a comprehensive college/university index with some interesting resources for financial aid and scholarships. It also offers "online" application processing for some schools.
<http://www.collegenet.com/>
- College Source – This website provides college catalogs online and includes information on college guides, college applications and career guidance.
<http://www.collegesource.org/>
- U.S. News Online - US News offers its annual "ranking the colleges" issue online. Included is a list of school sites offering online admissions applications. Also includes a 6-step approach to finding and attending college, Internet search tools, books and resources, college personality quiz, alphabetical index of over 1,400 schools, and a college comparison tool.
http://www.usnews.com/usnews/edu/college/rankings/rankindex_brief.php
- IPEDS College Information Online (COOL) - U.S. Department of Education site includes information on more than 9,000 schools nationwide.
<http://nces.ed.gov/IPEDS/cool/>
- Peterson's Education Center - Peterson's college search database is available on this Home Page, as is other educational and career information.
www.petersons.com
- Princeton Review – the Princeton Review provides general information on colleges as well as tools for standardized test preparation and resources for study abroad and gap year options.
<http://www.princetonreview.com/>

Student Reviews of Colleges: Websites providing you with student input on everything from academics and the surrounding community. * Websites devoted to student reviews are many times unfiltered and unmonitored, use these only as a supplement to your research

- www.UNIGO.com

- www.collegeprowler.com

Campus Tour Websites: Providing you with video and/or virtual tours of college campuses

- www.campustours.com
- www.ecampustours.com
- www.youniversitytv.com

Community Information:

- City Search – Allows students to find out information regarding cultural activities, restaurants and entertainment in nearby cities.
<http://www.citysearch.com/>

Financial Aid

- Naviance – An excellent source for financial aid information. <http://connection.naviance.com/parktudor>
- The Financial Aid Information Page - This NASFAA-sponsored financial aid information site is the "bible" for all financial aid information.
<http://www.finaid.org/>
- Federal Student Aid – Provides information from the Department of Education on types of financial aid, eligibility criteria, how to apply for aid, and a comprehensive overview of the FAFSA.
www.studentaid.gov
- FAFSA – If you plan on applying for need-based financial aid, the Free Application for Federal Student Aid is required by all public and private universities.
www.fafsa.ed.gov

Athletics

- NCAA Guide for the Student-Athlete - Information about eligibility, financial aid, recruiting, graduation rates, advice, etc. Clearinghouse/eligibility:
www.ncaa.org

Scholarship Resources

- www.fastweb.com
- www.collegeboard.org
- www.scholarshipexperts.com
- www.cicf.org
- www.lunch-money.com
- www.collegeanswer.com
- www.scholarships.com
- www.ed.gov
- www.finaid.org
- www.fafsa.ed.gov
- www.freschinfo.com
- www.scholarsite.com
- www.meritaid.com
- Check Naviance for a list of local community based scholarships.
- Be sure to take note of any university specific scholarships that may require a separate application or additional materials submitted.

Testing

- The College Board Online: SAT registration form. Also an SAT prep course available (both free and fee-based)
<http://www.collegeboard.org>
- ACT- ACT registration form. ACT preparation is available as well.
<http://www.actstudent.org/regist/index.html>
- FairTest – a list of schools who either do not require standardized testing or allow students more options for reporting testing
www.fairtest.org
- Kaplan Testing Center - Kaplan's products and services are presented, including some that are Web-only and free. A highlight is the fee-based online SAT Prep course. <http://www.kaplan.com/>
- The Princeton Review - This site offers college searches and ads for TPR's publications, software and services.
<http://www.princetonreview.com>

Gap Year

- www.americorps.org —AmeriCorp 10-month residential national service program
- www.interimprograms.com —Center for Interim Programs
- www.cityyear.org —City Year urban city corps in seven cities in the United States
- www.conservation.org —Conservation International,1-202-429-5660
- www.usexperiment.org —The Experiment in International Living
- www.icye.org —International Cultural Youth Exchange
- www.nols.edu —National Outdoor Leadership School (NOLS)
- www.outwardbound.org —Outward Bound outdoor leadership wilderness programs
- www.wheretheyouheaded.com —Time Out Associates

State-Funded College & University Scholarship Links

- Indiana University <http://www.scholarships.indiana.edu>
- Purdue University <http://admissions.purdue.edu/costsandfinaid/scholarships.php>
- IUPUI www.iupui.edu/~scentral/
- Ball State University <http://cms.bsu.edu/admissions/scholarshipsandfinancialaid>
- Indiana State University <http://www.indstate.edu/scholarships/freshman/>