



Academic HANDBOOK

Upper School Edition
2022-23



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Introduction

The Mission

The mission of DC is to educate students who will serve God and impact the world through biblical thought and action.

The Vision

Delaware County Christian School (DC) will be an exemplary educational institution in the greater Philadelphia area, providing a comprehensive PK-12 college preparatory education that is grounded in the Word of God. Firmly rooted in Christian community, DC will seek to continue building rigorous, innovative programs in academics, the arts, and athletics. The school will provide students a liberal arts education, engaging the mind and body as well as developing servant leaders who will be equipped to impact the world for Christ. Moreover, DC will aspire to be an institutional leader and model for schools both nationwide and globally.

Academic Handbook 2021-2022

This handbook is designed to provide important information to students and parents regarding course offerings, graduation requirements, academic support services, testing, college and career counseling, and school policies pertaining to these areas. We encourage all students and parents to become familiar with this handbook in order to make the most informed choices regarding course selection.

ACADEMIC INFORMATION

Course Flow Chart - Delaware County Christian - Upper School 8/1/2021

<i>9th Grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
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Bible (Required to take each year you attend DC)				
ARCHE Bible	Christian Doctrine	Pentateuch and Romans	Apologetics & Christian Thought	
English (4 credits required)				
ARCHE English Honors	English 10 Honors	AP English Language	AP English Literature	
ARCHE English	English 10	English 11	English 12	
Math (You are required to take 3.0 credits of Math in 9th-12th grade at least through Algebra II)				
Algebra II (Honors)	Pre-calculus (Honors)	AP Calculus AB	AP Calculus BC	
		Calculus (Honors)	AP Statistics	
Geometry (Honors)	Algebra II (Honors)	Pre-calculus (Honors)	AP Calculus AB	
		Pre-calculus	Prob/Stat Honors (.5 credit)	
Geometry	Algebra II	Algebra III/Trig	Calculus (Honors)	
Algebra I	Geometry	Algebra II	Probability/Stat	Finance
			Pre-calculus (Honors)	
Science (You are required to take 3.0 credits of Science from 9th-12th grade)				
Biology (Honors)	Chemistry (Honors)	AP Physics 1	AP Physics 2	
Biology	Chemistry	AP Biology	AP Biology	
		AP Chemistry	AP Chemistry	
			AP Physics 1	
		Physics Honors	Anatomy/Physiology Honors	
		Anatomy/Physiology Honors	Physics Honors	
		Forensics (.5 credit)	Physics	
		Earth and Env. Science (.5 credit)		
		Physics	Earth & Env. Science (.5 credit)	
			Forensics (.5 credit)	
History (You are required to take 3.0 credits of History from 9th-12th grade)				
ARCHE World History I Honors	AP World History	AP US History	AP European History	
			AP Gov't and Politics	
ARCHE World History I	World History II Honors	US History (Honors)	Amer Gov't & Econ (Honors)	
	World History II	US History	Amer Gov't & Econ (Honors)	
			American Gov't & Econ	
World Language (You are required to take 2.0 credits of World Language from 9th-12th grade at least through level II)				
			AP German Language	
Spanish II (Honors)	Spanish III (Honors)	Spanish IV (Honors)	AP Spanish Language	
Spanish II	Spanish III	Spanish IV	Spanish IV/IV (Honors)	
Spanish I	Spanish II	Spanish III		
Mandarin II	Mandarin III (Honors)	Mandarin IV (Honors)	AP Chinese Language	

Additional Requirements			
Physical Education *(.5)	Physical Education* (.5)		

Health (.25) (DL modules available)	Sophomore Seminar (.1)	Career Stewardship (.2 credit - full year)	
	Sophomore Externship (20 Hours)	Junior Practicum (40 Hours)	Senior Seminar (50 Hours)
*PE is required for all 9th grade students. To earn the additional .5 credit of PE, students may play a sport between 9th-12th grade			
**Each season of a sport that a student completes counts as .50 credit toward the 1.0 credit P.E. requirement			
Electives (must complete .5 credits of Fine Art)			
		AP Psychology (.5 - 1 st Semester)	AP Psychology (.5- 1 st Semester)
	AP Comp Science Princ	AP Computer Science Principles	AP Computer Science A
		Art History Honors	Art History Honors
	Modern Amer Issues	Modern American Issues	Modern American Issues
	Business at Work	Business at Work	Business Mgmt/Leadership
Art Elective (.5)	Fine Art I (.5)	Fine Art II (1.0)	Fine Art III (Honors) (1.0)
		Ceramics	Ceramics
	Comp Graphics I (.5)	Comp Graphics II (.5)	Comp Graphics III (.5)
	Comp Graphics I (1.0)	Comp Graphics II (1.0)	Comp Graphics III (1.0)
Vocal Workshop (.25) Concert Choir (.5)	Concert Choir (.5)	Concert Choir (.5)	Concert Choir (.5)
Concert Band (.5)	Concert Band (.5)	Concert Band (.5)	Concert Band (.5)
Theatre Elective (.5)	Theatre I (.5)	Theatre II (.5)	Theatre III (.5)
Yearbook (1.0)	Yearbook (1.0)	Yearbook (1.0)	Yearbook (1.0)
Journalism (.5)	Journalism (.5)	Journalism (.5)	Journalism (.5)
Creative Writing I, II (.25)	Creative Writing I, II (.25)	Creative Writing I, II (.25)	Creative Writing I, II (.25)
Math Club (.25 or .5)	Math Club (.25 or .5)	Math Club (.25 or .5)	Math Club (.25 or .5)
Electives listed below DO NOT appear on the student's daily class schedule, though they do appear on any listing of classes the student is taking. The class work is done outside of the classroom schedule. Credits are earned as listed.			
Knight Tones (.5) audition required	Knight Tones (.5) audition required	Knight Tones (.5) audition required	Knight Tones (.5) audition required
Mock Trial (.5)	Mock Trial (.5)	Mock Trial (.5)	Mock Trial (.5)
Hi-Q (.5)	Hi-Q (.5)	Hi-Q (.5)	Hi-Q (.5)
Robotics (.5)	Robotics (.5)	Robotics (.5)	Robotics (.5)
Tech Crew Fall/Spring (.25/.50)	Tech Crew Fall/Spring (.25/.50)	Tech Crew Fall/Spring (.25/.50)	Tech Crew Fall/Spring (.25/.50)

Graduation Requirements

All students in grades 9 and 10 are required to take a minimum of 6 School of Liberal Arts (SLA) credits per year. Students in grades 11 and 12 must take a minimum of 5.2

and 5 SLA credits respectively. All upper school students must successfully complete the 25 required credits for graduation.

Bible	<i>Each year at DC</i>	Sophomore Seminar	.1 credit
English	<i>4 credits</i>	Career Stewardship	<i>.2 credit</i>
History/Social Studies	<i>3 credits</i>	Electives	<i>3 credits</i>
Science	<i>3 credits</i>	<i>Internship Hours</i>	<i>see above</i>
Math	<i>3 credits</i>	SAIL	<i>Must be enrolled in SAIL courses</i>
World Language	<i>2 credits#</i>		
Fine/Performing Arts	<i>0.5 credit</i>		
Physical Education/Health	<i>1 credit</i>		

If a student transfers to DC with world language credits in a language DC does not offer, those credits count towards the graduation requirement.

RESOURCE ROOM (varying times) may be selected or required for student

Course Weighting

Courses are weighted based on degree of difficulty, which reflects itself in class rank, the honor roll, and grade point average (GPA) according to the following criteria:

- Honors sections – add .4 points to the CP (College Prep) grade points given
- Advanced Placement courses – add 1 point to the CP grade points given.
- Final grades are calculated with each quarter grade having a weight of two and the mid-term exam and final exam each having a weight of one toward the final average grade. The formula for calculating each end-of-course grade is:

$MP1 (x2) + MP2 (x2) + MP3 (x2) + MP4 (x2) + (\text{final exam})$

Divide by 9 and round to the nearest whole number (at the end of the course).

If there is not a final exam divide by 8

If a one-semester class, divide by 5 (or 4 with no final)

Student grades are reported on transcripts to colleges and scholarship committees on a five-point weighted scale.

DC Grading Scale/G.P.A. Conversion Chart

Number Grade	Letter Grade	CP GPA	Honors GPA	AP GPA
100	A+	5.0	5.4	6.0
99	A+	4.9	5.3	5.9
98	A+	4.8	5.2	5.8
97	A	4.7	5.1	5.7

96	A	4.6	5.0	5.6
95	A	4.5	4.9	5.5
94	A	4.4	4.8	5.4
93	A	4.3	4.7	5.3
92	A-	4.2	4.6	5.2
91	A-	4.1	4.5	5.1
90	A-	4.0	4.4	5.0
89	B+	3.9	4.3	4.9
88	B+	3.8	4.2	4.8
87	B+	3.7	4.1	4.7
86	B	3.6	4.0	4.6
85	B	3.5	3.9	4.5
84	B	3.4	3.8	4.4
83	B	3.3	3.7	4.3
82	B-	3.2	3.6	4.2
81	B-	3.1	3.5	4.1
80	B-	3.0	3.4	4.0
79	C+	2.9	3.3	3.9
78	C+	2.8	3.2	3.8
77	C+	2.7	3.1	3.7
76	C	2.6	3.0	3.6
75	C	2.5	2.9	3.5
74	C	2.4	2.8	3.4
73	C	2.3	2.7	3.3
72	C-	2.2	2.6	3.2
71	C-	2.1	2.5	3.1
70	C-	2.0	2.4	3.0
69	D+	1.9	2.3	2.9
68	D+	1.8	2.2	2.8
67	D+	1.7	2.1	2.7
66	D	1.6	2.0	2.6
65	D	1.5	1.9	2.5
64	D	1.4	1.8	2.4
63	D	1.3	1.7	2.3
62	D-	1.2	1.6	2.2
61	D-	1.1	1.5	2.1
60	D-	1.0	1.4	2.0
59-0	F	0	0	0

Scheduling

Selecting Courses

In the spring of each year, counselors meet with students to explain the course selection process. Students in grades 8 through 11 receive a personalized course selection form (in Google Sheets) indicating the courses for which they are approved, courses that are recommended for them, and/or courses they are required to take the following

academic year. They have two weeks to confirm these selections and/or request approval for a course outside of these parameters, in which case they must get the department head's signature. This form is also shared with the parents so they are aware of the courses their child selects. On August 1st, student schedules are accessible in FACTS. Questions about making a course change should be addressed to a counselor in the Guidance office before fall classes begin.

DC Course Drop/Add Policy

- Students may drop or add a course by the end of the second Friday of the semester (drop/add period).
- To drop any course within the drop/add period, an official drop/add form must be obtained from the Guidance Office and signed by a parent, the teachers affected by the change, and the Guidance Office. Students must remain in the course they are dropping until they have received a new course schedule that reflects the change.
- Any course that is dropped after the drop/add period and prior to the end of the second Friday of the 2nd semester must be approved by the teacher, parent, and Guidance Office.
- Prior to the end of the first quarter, a dropped course will not be recorded in the cumulative record.
- If a student moves up a level (e.g., college prep to honors), lower level grades do NOT transfer to the higher level course. If a student moves down a level, it is up to the teacher's discretion on how to handle the transfer of grades.
- At the start of the second quarter and prior to the end of the second Friday of the 2nd semester, a dropped course will be recorded as withdrawn, passing or failing (WP or WF).
- If a course is dropped after the drop/add period of the 2nd semester (for full credit classes) the student will receive a grade of F, which will be included in his/her GPA.
- SAIL – A student may drop or add a SAIL course before the second meeting of the course by obtaining a SAIL Drop/Add form in the DC Guidance Office and getting it signed by a parent, the teachers affected by the change, and the Guidance Office.

Dual Credit

DCCS partners with Colorado Christian University to offer several dual enrollment courses for college credit. CCU Christian liberal arts universities located in Lakewood, CO. The classes are taught during regular class time here on our campus by our faculty members, who have been approved to teach these courses based on CCU's criteria for teaching dual credit courses. Additionally, our courses have been reviewed and accepted by CCU for this partnership. When students complete the course, they may request a transcript from CCU in order to transfer credits to other colleges and universities according to the receiving university's criteria. Regional accreditation is one

of the standards used by receiving institutions in the acceptance of transfer credit. You can review CCU's Dual Credit information [here](#).

You can read more about DC's dual credit partnership with Colorado Christian University [here](#).

Advanced Placement (AP) and Honors Courses

To view a complete list of Advanced Placement and Honors courses, please see the *Course Flow Chart* or course descriptions at dcs.org>Academics>Upper School>Curriculum. Criteria to be recommended or approved for an AP or honors course is included in the course descriptions. See the teacher or department head for more information. Students enrolled in AP courses are required to take the AP exam in May at the cost of \$100 per exam.

Required Internship Hours

In line with our philosophy at DC that students must be able to impact THE WORLD through Biblical thought and action, all sophomores, juniors and seniors are required to complete a minimum number of internship hours in order to graduate. Sophomores are required to complete 20 hours (Sophomore Externship), Juniors are required to complete 40 hours (Junior Practicum) and Seniors are required to complete 50 hours (Senior Co-op). You can view the course description of each course at the link below.

School of Liberal Arts and SAIL Course Descriptions

Please click [here](#) to access the course descriptions for all courses in our School of Liberal Arts and SAIL (Schools of Applied and Innovative Learning)

Student Support Services

Upper Campus Services Offered

Upper School Resource Room

Resource room enrollment is recommended by a classroom teacher(s), by parents, or as a result of testing. Resource Room is scheduled in place of study halls, and meets for a minimum of two or as many as four periods per week. Small group instruction and individualized help is given in executive functions, note-taking, study skills, and academic support. Students are assisted through reinforcement of new concepts, re-teaching of material, and strengthening of academic skills in areas such as reading, math, spelling, and written expression. Students receive help with establishing short- and long-term goals, planning for long-term assignments, test preparation, and

organization of time and materials. The goal of Resource Room is for each student to achieve independence and success in the classroom setting. This is a contracted service available at an additional cost. For more information about the resource room, contact Student Support Services at 610-353-6522, ext. 2147 or jpuckett@dccs.org.

Psycho-educational Testing

A teacher or parent can request that a student be considered for testing to determine if accommodations are needed for success in school. Testing includes a psycho-educational battery of standardized tests, typically including a Wechsler Intelligence Scale for Children or Adults and an achievement assessment. Results are reported to parents and a written report is reviewed, from which an accommodation plan can be developed, if appropriate. A licensed and certified school psychologist is a part-time member of the DC faculty. In addition to seeking testing through our school psychologist (fee charged), parents can pursue testing through their public school district (no charge), or a private psychologist (fee charged).

Accommodation Plans

Students with documented disabilities, attentional problems and/or serious health concerns may qualify for an accommodation plan. Current documentation (within the last three years, or more recently in the case of a medical issue) is required and must be given to the Director of Student Support Services for consideration.

Accommodations for College Entrance Examinations

Students with current psycho-educational evaluations (completed within the last 3-5 years, depending on the college entrance exam) and accommodation plans can apply for accommodations on PSAT, SAT (College Board) and ACT testing. Testing must show that accommodations have been approved and an accommodation plan is active for the student. Please call the Guidance Office if you need assistance with the application process. Instructions on applying for accommodations for both the ACT and SAT are on the DC website under [ACADEMICS>College and Career Planning>Applying For ACT, AP, PSAT, SAT Accommodations](#).

Guidance

Services

- A.** Counseling for academic, personal, and post-high school planning

- B.** Consulting with parents, teachers, pastors, and other professionals about student concerns

- C.** Administering and overseeing course selection, financial aid seminars, Freshman Seminar, Career Stewardship Seminar, college planning and financial aid resources,

student academic records, the college application process, orientation to upper school, and guidance publications.

D. Overseeing assessments and standardized tests such as the freshman and junior PSAT, the sophomore Pre-ACT, the junior and senior SAT and ACT, AP exams, and test preparation services.

Personal Counseling

A. While DC is not a counseling center, our counselors have advanced degrees and experience in helping young people and adults with a wide variety of personal concerns. School counselors are available for all students throughout the school day. Counselors, in consultation with parents, refer serious concerns to other helping professionals outside of DC.

B. School counselors observe biblical principles, the professional ethical standards of the American School Counselor Association, and the legal parameters of The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) for student records and confidentiality.

Academic Policies

Transfer Credits

If a student transfers to Delaware County Christian School after his or her 9th, 10th, or 11th grade academic year, the grades received at the previous school, as indicated on an official transcript, will be transferred on to the Delaware County Christian School transcript. However, only grades earned at DC, including DC Online (Sevenstar), will be included in the GPA on the DC transcript. If a student transfers from another school during the school year, it is at the discretion of the Head of the Upper School and the Guidance Department to determine what grades are transferred to the DC transcript.

Class Rank

As is the case with many independent schools, Delaware County Christian School does not include class rank or decile on student transcripts or report it to any college or scholarship organizations unless it is required in order to be considered. Rank is used only to determine Valedictorian/Salutatorian and the top four students in the senior class, who are recognized at graduation.

Valedictorian/Salutatorian

To be eligible for valedictorian or salutatorian at Delaware County Christian School one must:

- 1) Finish as the first (valedictorian) or second (salutatorian) in the class, using class rank determined by GPA at the end of the third quarter of the senior year.

- 2) Have attended Delaware County Christian School full-time for his or her junior and senior year
- 3) Meet all graduation requirements for Delaware County Christian School.

* All final grades earned at DC from 9th grade through the end of the third quarter of senior year will be considered when determining final rank for valedictorian and salutatorian. If a student transfers to DC after their 9th or 10th grade year, the grades earned at their previous school *may* be considered in order to look for consistency between grades earned at their previous school and grades earned at DC.

Honor Roll

The honor roll is determined at the end of each quarter, semester, and school year. A GPA of 4.3 or above is necessary for highest honor, a GPA of 3.7 - 4.29 is necessary for high honor, and a GPA of 3.3 - 3.69 is necessary for honor. A student is not considered for the honor roll if he/she has a grade lower than 73 in any subject, more than one C, or an incomplete grade in any subject.

National Honor Society

Delaware County Christian School is a member of the National Honor Society which was established “to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools” (NHS Constitution). Membership is an honor conferred upon juniors and seniors by the faculty in recognition of their outstanding accomplishments in the areas listed above. Students in the class of 2020 are required to have a GPA of 4.0 or better to be eligible to apply to NHS. Due to recent grading scale changes, students in the class of 2021 will be required to have a GPA of 4.3 or higher. An admitted student who does not live up to the standards of the society may be dismissed from membership.

Senior Review and Exams

- A. Seniors with an 87 average in a full year course are excused from the final exam.
- B. Seniors who are exempt from ALL of their final exams are not required to attend school during senior review days. Seniors with one or more final exams must attend the review periods for those exams.

Failures

Students who fail a required full-year course must make up that work in one of three ways:

1. Repeat the course in the upcoming school year, schedule-permitting. The new grade will appear on the transcript and will count toward the GPA. The failing grade will also appear on the transcript, but will not count toward the GPA.

2. If the failing grade is 55-59, pass a comparable course in a local summer school or an accredited online program, approved by the department head. Upon successful completion, the final grade of the failed course will be changed to a 60. This option is not available for Bible.

3. If the failing grade is 55-59, be tutored for 20 hours in the subject by a tutor approved by the department head, and pass a re-examination. Tutoring for a required *semester* course is 10 hours. After completing the required hours of tutoring, a student may be re-examined only one time to earn a passing grade for the course. Upon successful completion, the final grade of the failed course will be changed to a 60.

*For 9th-12th grade Bible, the student must successfully complete a project assigned by the Bible teacher.

	54 and Below	55-59	60-75
Upper School Bible	Successfully complete a project assigned by the Bible teacher	Successfully complete a project assigned by the Bible teacher	
All Other Courses	Must repeat course	Credit recovery through a comparable summer school course or an accredited online program (course must be approved by department head) OR 20 hours of tutoring by tutor approved by department head, must pass a re-examination (10 hours for a required semester course) OR Repeat the course in the upcoming school year, schedule-permitting	
World Languages and Math	Must repeat course	See "All Other Courses" requirement above	10-20 hours of tutoring <u>strongly</u> recommended

Additional Notes:

- A.** All first semester required courses a student fails must be made up by the end of the third report period.
- B.** A senior student doing a make-up Bible project or receiving tutoring after second semester exams will not be evaluated to determine his/her passing status until after senior graduation.
- C.** Failure/Low Grades in World Languages:

Any upper school student who completes level I or II of Spanish, German, or Mandarin with a passing final average of 60% - 75% should receive 10-20 hours of tutoring during the summer on topics recommended by his/her teacher in order to be successful in the next level.

Rationale:

Language study is cumulative and language acquisition requires a solid foundation upon which to build subsequent skills. Since students must pass level III of their language to meet graduation requirements, it is imperative that they demonstrate sufficient mastery in levels I and II.

Deficiency/Unsatisfactory Notices

A. Deficiency notices are emailed home in the middle of each report period, and at other times as necessary, for students who are failing a subject (below 60).

B. Unsatisfactory notices are emailed home in the middle of each report period for students who are not doing well academically (60-69), and at other times as necessary.

Academic Probation

Purpose of Academic Probation:

1. To assist students experiencing academic difficulty by providing a support structure and accountability aimed at raising their academic performance to an acceptable level.
2. To give a strong warning that a student is experiencing academic difficulty, and in danger of not continuing at Delaware County Christian School.

Criteria for Academic Probation:

1. A student who fails two or more major subjects in a report period (quarter).
2. A student with an overall D average or below in a report period (quarter).

Steps Leading to Academic Probation:

1. Students who have deficiencies in two or more major subjects will be given a cautionary letter from the Guidance Office. This letter will alert the student and parents that a continued slide would mean the student is in danger of academic probation.
2. Students who fail two or more courses at the end of a quarter or have an overall D average or below (below 70%) in a quarter will be placed on academic probation. A probationary conference will follow with the Head of the Upper School.

Counseling During Probation

A student on probation will have a personal conference each school week with an administrator or guidance counselor, who will receive written input from faculty members and will provide periodic reports for parents.

Activities Limited

During the probationary period, a student may not participate in extracurricular activities, relinquish all positions of leadership and responsibility and/or may not run for class office.

Length of Probation

Students on academic probation are evaluated at the conclusion of each marking period. If a student has passed all of the subjects in that marking period and does not have a failing cumulative average in two or more courses, or an overall D average or below, he or she is removed from academic probation.

- A. A student who does not earn the grades necessary to be removed from academic probation after two successive grade reports may be recommended for non-continuance.
- B. Continued enrollment on academic probation beyond two successive marking periods requires approval of the Head of the Upper School.
- C. Continued enrollment by a student who is placed on academic probation on more than two occasions requires approval by the Head of Upper School.
- D. A student may not enter the junior or senior year on academic probation except by approval of the Head of the Upper School.

Ineligibility

A student can be removed from participation in a leadership position or extracurricular activity by action of the Head of the Upper School if he or she is failing two or more subjects at any time during the year.

Note: Athletes should read all of the special school and PIAA regulations for athletic eligibility in the Athletic Handbook. Grades are checked every Monday morning to determine eligibility.

Promotion Policy

- A. A ninth grade student must pass Bible, English, history, math, science, and physical education to be promoted to tenth grade.
- B. A tenth grade student must pass Bible, English, history, math, science and physical education to be promoted to eleventh grade.
- C. An eleventh grade student must pass Bible, English, history, math, and science to be promoted to twelfth grade.
- D. Any variation of these requirements must be approved by the Head of the Upper School. Please see graduation requirements under the Course Flow Chart.

Participation in Commencement Exercises

Participation in Commencement exercises is a privilege extended to seniors who have completed all of the requirements for graduation.

1. A student who has not fulfilled the requirements and needs no more than one (1.0) credit to complete them may also participate in graduation exercises but will not receive a diploma until all of the requirements have been met.

2. A student who is more than 1.0 credit from meeting the requirements and for whom there are extenuating circumstances (including but not limited to extended illness, family crisis, etc.) may appeal to the Upper School Leadership Team for permission to participate in Commencement exercises. A diploma will not be awarded until all of the graduation requirements have been met.

3. A student may also lose the privilege of participating in graduation if he or she violates the school's policies on student behavior.

Homework

General Homework Policy:

The purpose of homework is to reinforce concepts learned, to supplement content covered in class, to introduce new ideas for deeper thought and class discussions, and to formatively assess student learning. Due to individual differences, the amount of time needed to complete assignments varies from student to student. If a student is spending an inordinate amount of time on work, please inform the teacher of the class. Parents are also encouraged to discuss with their student his/her entire school load, including both academic classes and extracurricular activities. Further concerns about this policy should be addressed to the Head of the Upper School.

Daily Homework:

Due dates on assignments are to be taken seriously. Full credit cannot be given for daily assignments that are late. Students will lose up to 30% of the credit for being one day late.* Diminished credit will be given for work turned in up to the cut-off time (after which no credit will be given) determined by the individual teacher. In upper school, it will generally be one week or until the end of the testing unit. Late policies for daily homework reflect our belief that doing daily homework on time is an essential part of success in class. Failure to have practiced the skills and engaged with the concepts from the previous lesson will make it less likely that the student will understand the next lesson. Nevertheless, eventually completing the late homework and gaining the benefit of that practice is still valued. Therefore, we tend to have a significant penalty for being late even one day, but allow an extended period of time to get some credit.

*Pre-labs are an exception to this policy. Since pre-lab assignments are imperative in preparing students for conducting labs effectively, a teacher may give a zero on a

pre-lab that is not submitted on the due date. The pre-lab will not count for more than 25% of the overall grade for the lab.

Major Projects, Papers, and Long-term Assignments:

Major projects, papers, and long-term assignments will be due on the dates assigned. If unusual circumstances should occur, the student must contact the teacher before the due date and gain an approved extension or the work will be considered late. Ten percent will be deducted from the original value of the assignment for each school day an assignment is overdue. "Each school day" is to be clearly viewed as consecutive school days regardless of what specific days a particular course meets. All assignments under this section must be satisfactorily completed.

Make-up Work:

- A. When a student is absent, it is his/her responsibility to get assignments that were missed and complete them. A student will have one grace day for each absence plus one day for each day missed (e.g., if a student is out three days, he/she would have four days to make up any missed work), to get the work made up unless other arrangements are made with the teacher. Major projects, tests, quizzes, papers, and all long-term assignments, which are not completed within this time frame, will be handled as late work.
- B. If a grade of Incomplete (I) is not made up in the allotted time (normally two weeks), the missing work will be averaged as a zero and the lowered grade will be placed on the report card. Exceptions may be granted with the approval of the Head of the Upper School.

Field Trip/Tour/Drama Production Homework Policy:

For any field trips/tours scheduled for more than one day or when DC sponsors a very time-consuming extracurricular activity, the following procedures will be followed:

- A. Two days prior to the scheduled departure of a field trip/tour, students participating (including managers, statisticians, etc.) must be current in all assignments to date and turn in a trip clearance form.
- B. A two-day grace period will be built into this process. If all assignments are not current after the two-day grace period, students will not be allowed to go on the field trip/tour or continue in the drama production until their work is current.
- C. At least two checkpoints (dates) will be established for all those participating in drama productions. All participating students must be current in all assignments to date, both short- and long-term.

Testing

- A. Students may not be required to take more than two tests or quizzes that last a full period during any one school day. However, it is the responsibility of the student to notify the teacher whenever it becomes apparent that three tests have been scheduled for one day. This exception to an expected test will not be

enforced if the student fails to notify the teacher prior to the day in which three tests are scheduled.

- B. Mid-term and final examinations are given in most academic classes in grades 9-12; each one counts as 10% of the year-end grade. In semester courses, the final exam counts as 20% of the semester grade. Advanced Placement (AP) classes generally do not have a final exam since all AP students take the AP exam in May. Mid-term and final examinations are important experiences and careful preparation is needed. Two class periods are set aside for review for these examinations.
- C. A \$50 fee will be assessed for each mid-term or final exam a student requests to take outside of the scheduled exam time. Additionally, there will be a 5% grade reduction on the exam. Questions about extenuating circumstances should be directed to division heads.

Academic Honesty

As stated in the DC Honor Code, students are expected to pursue a life of honor and integrity that is characterized by honesty, respect, gratitude, and responsibility. Doing so reflects their respect for the mission and core values of DC and the calling of the Christian to glorify God in all things. This commitment is reflected in academics as students strive for excellence in their academic pursuits recognizing that the work they do is not for their own ends but to bring glory to God, their Creator. Further, as members of a greater community, their excellence in academic endeavors enriches the teaching and learning of others. When students pursue their academics with honesty and integrity, they are behaving in a way that honors themselves and their community, and ultimately glorifies the Lord.

In contrast, academic dishonesty is defined as:

Lying - communicating untruths in order to gain an unfair academic advantage. This includes, but is not limited to, the following:

- utilizing translation software or websites to complete assignments;
- counterfeiting data;
- providing false or inaccurate information in order to be excused from classes or assignments; and
- forging notes or signatures.

Cheating - giving or receiving unpermitted aid on assignments, whether from other people or from unapproved materials. This includes, but is not limited to, the following:

- copying from another student on homework, a quiz, or a test;
- allowing another student to copy one's own work;
- distributing information about material on a quiz, test, or exam before others have taken the assessment;
- using unauthorized sources for information, or using unauthorized equipment or devices (such as calculators) on assignments or assessments; and

- placing one's name on a group assignment or project, having completed very little, if any, of the work.

Plagiarism - presenting the work of another as one's own without giving proper acknowledgement. Plagiarism may be a result of intentional deceit, or may be due to inadvertent or unintentional disregard of proper scholarship. All academic work must be completed individually unless the faculty member expressly authorizes collaboration. Plagiarism may include, but is not limited to, the following:

- copying and submitting work from a website;
- allowing someone else (a ghost writer, parent, or tutor) to complete all or some of an assignment;
- directly quoting from a source without acknowledgement; and
- using graphs, images, or presentation slides without acknowledging the source.

Accountability for Plagiarism

1. Teachers will include an Honor Code statement on all assessments, which students will sign before submitting.
2. Teachers will utilize **Turnitin** regularly for written assignments. Students are expected to maintain a working **Turnitin** account. They will be able to view the "similarity report" on early drafts up until the final submission deadline.
3. In the case of apparent plagiarism, the teacher **follows up with** the Division Head as well as the student's parents.
4. **1st instance:** If no prior instances of plagiarism and depending on the severity of the offense, the student receives a **10% grade deduction** and must resubmit the assignment with corrections.
5. **2nd instance:** The student's assignment is reviewed by Academic Review Committee (2 teachers, 1 administrator). Depending on the severity of plagiarism, grade penalties of 25%, 50%, 75% or 100% will be enforced. The student has the option to meet with the Academic Review Committee to state his/her case; however, they are not mandated to do so. The student will also be required to attend a 90-minute class, reviewing proper attribution to avoid plagiarizing in the future
6. **3rd instance:** The student's assignment is reviewed by the Disciplinary Committee. A 25%, 50%, 75% or 100% grade penalty is enforced on the assignment and an additional disciplinary consequence is decided upon by the Disciplinary Committee. At the discretion of the committee and consideration of the student's previous disciplinary record, consequences will range from a Saturday School to a suspension.

We would like to acknowledge that this Academic Honesty policy has been informed by the policies and codes of Conestoga Christian School, Haverford College, and Duke University.

College and Career

Letter from DC Guidance

Dear DC Student and Parents,

The *most* important decision you will ever make is whether to enter a relationship with Jesus Christ and the second will be your choice of a spouse. Because it will affect how you think and what you do as an adult, the third most important decision may be which college you choose to attend.

Your experience at the college you choose, whether it is Christian or non-Christian, will influence the way you interpret all of life. It will affect the way you look at yourself and at others with their needs, problems and goals; the way you handle money, mistreatment by others, success and failure, tragedy and victory; your values for

the next four years, as well as major decisions about your life's direction. Along with providing you with information, the purpose of this handbook is to offer you a way to organize the college planning process and your parents a brief synopsis of how to be involved.

Parents should be active participants in the college exploration and application process. Attend College Planning Night presentations at DC, monitor activity and utilize the tools in your SCOIR Parent account, visit campuses with your child and participate in programs offered by admissions officers. Make certain your child has been thorough in his/her search; review the admission and financial aid applications and offer guidance in their completion; make certain that tasks get completed and forms are submitted on time; and finally, be the support and praise your child when decisions are made.

God has a plan for your child and selecting a college is one of life's most important decisions. This decision not only represents a significant financial investment, but the choice influences so much of who your child will become in all areas of their life. I hope this guide will help you in your preparations and decisions. If at any time you have questions or I may be of assistance, please call or visit my office.

Sincerely,

Trevor Creeden
Director of College and Career Counseling
Delaware County Christian School

THE COLLEGE PLANNING PROCESS—THE BASICS

Your Transcript—What it is and why it is important?

- The transcript is the official record of all your hard work from 9th-12th grade showing the final grade and credit given for each completed course. It also shows important grading scale information and SAT and/or ACT scores may be added. **The transcript does not show the activities, clubs or sports that you participated in outside of the classroom. These need to be listed on your resume that sophomores will complete in their Sophomore Seminar class.**
- Cumulative GPA is re-calculated at the end of each semester only. Colleges will only see a final yearly numeric average for each course (1st through 4th quarters, mid-term and final exams combined) on a student's transcript from 9th-11th grade and they may see the 1st semester GPA of a student's senior year.
- The transcript is what college admissions counselors will look at most closely to determine if you will be admitted to their school. They will look at how you performed in each class (core classes more specifically), your GPA and the classes that you have taken to see if a student

has challenged themselves by taking the most challenging classes at their school that they were capable of taking.

EVERY YEAR is IMPORTANT, Beginning as a Freshman!

Key Tips For Freshman:

- ✓ The most important semester may be the first semester of your freshman year because that GPA is what sets the bar for the rest of your high school career.
- ✓ Make sure you understand how many points each assignment, project and test is worth. The more points an assignment is worth, the bigger the impact it will have on your grade as well as your overall grade in the class.
- ✓ The best way to do well in a class is to be consistent in the effort you put forth from the small assignments and quizzes to the larger projects and tests.
- ✓ If you fail a class that is also a graduation requirement you will have hurt yourself in a variety of ways. If you fail with a grade below 55%, you will have to retake the course. If you fail with a grade between 55-59%, you will have to complete an online credit recovery course over the summer. Your grade can only be raised to a 60, or D-, still negatively impacting your GPA.
- ✓ **“Stay Away From the Border” – Some colleges will be recalculating your GPA on an unweighted 4.0 scale only using the core classes (math, science, English, history, world language). If you get an 89% in one of these core classes, it’s the same as getting an 81%. Both grades will receive 3 points towards an unweighted 4.0 scale GPA (A=4, B=3, C=2, D=1 using our A-D scale).**

Please note that your Grade Point Average (GPA) begins to accumulate the very first day you are at DC and continues to accumulate throughout your four years of high school. A poor GPA in 9th grade will have negative effects in subsequent years. The chart below illustrates the difficulty of overcoming a poor start in high school.

9th Grade GPA	10th Grade GPA	11th Grade GPA	Cumulative GPA
2.00	2.00	3.00	2.33
2.00	2.50	3.50	2.67
3.00	3.00	3.50	3.16
3.00	3.25	3.50	3.25
3.00	3.25	4.00	3.41

Requesting a Transcript

A senior must request their transcript be sent to a college after they have completed the application to the college and then by moving the school they would like their transcript sent to from the “Applying” column to the “Applied” column in their SCOIR account. **This is the only way that you can request a transcript. Requests made by email, physical form or verbally will not be accepted as official transcript requests. If the request is made either of the three ways above, your transcript may not be sent.** If you need a transcript sent for other

reasons such as scholarships, to a coach, etc., these requests can be made by e-mailing Mr. Creeden at tcreeden@dccs.org.

PLANNING TOOLS FOR YOU

Your College Board Account

The College Board gives you the opportunity to view your PSAT 8/9 and PSAT/NMSQT scores once the scores have been released following the test. Every freshman and junior at DC takes the PSAT 8/9 (9th) and PSAT/NMSQT (11th) in October. Once you create your College Board account, you will be able to view any PSAT 8/9, PSAT/NMSQT, SAT and ACT scores in your College Board account. **Please make sure you only create one account using your DC student email account so it's easy to access.** You cannot create more than one account.

Tools available to you from your College Board Account include: A personalized SAT study plan and Skill Improvement for the SAT, Personality profile, preliminary college suggestions, Major and Career Research.

SCOIR Account

Every 9th-12th grade DC student has their own account in SCOIR. SCOIR is an online suite of products and services that promotes your college and workplace readiness through increased collaboration, rigor, and transparency in the college and career planning process. SCOIR brings together the best in college and career planning systems to provide you with a framework to establish your long and short-term goals and plan for your success after high school.

It helps you, your counselor and your parents to work together to make the important decisions which will guide your future and we want to provide as much information and support as we can in that process. We believe the SCOIR program will provide information resources and data to help you and your parents with deciding how you can best prepare for college, how to choose which colleges to apply to and how to negotiate the actual application process.

Sophomores will utilize their SCOIR accounts in Sophomore Seminar class to take the YouScience Aptitude/Strengths assessment. Juniors will work extensively in their SCOIR accounts for college planning purposes during their Career Stewardship class which they have once a cycle for the entire 11th grade year. Seniors will be working in their SCOIR accounts exclusively to inform the guidance department of where they are applying, requesting transcripts and letters of recommendation and updating their account to reflect decisions they receive from colleges and what college/university they are going to attend.

The guidance department at DC will send all application documents (transcript, letters of rec, resume, etc.) electronically through SCOIR.

We encourage you to make wise choices for your course of study in your high school years (click [here](#) for additional guidance on course selection), and to understand the impact the choices you make now will have on your future. Utilizing the many features available to you through SCOIR throughout your high school career will be of great value to you!

OPENING AND USING YOUR SCOIR ACCOUNT

FOR STUDENTS:

Every 9th-12th grade student at DC will have access to a SCOIR account. DC encourages each student to check and maintain their DC email address on a regular basis because the guidance department will be using e-mail as a primary means of communication with students through FACTS (Renweb) and SCOIR.

For a student to log-in to their account after it has been activated please follow the following steps:

- 1) Go to <https://app.scoir.com/signin> or click on the SCOIR link at dccs.org>ACADEMICS>UPPER SCHOOL>COLLEGE AND CAREER PLANNING
- 2) Enter the log-in email address
- 3) Enter password

*** If you forget your password click on the “Forgot your password?” link on the sign-in page.

FOR PARENTS:

Parents will have their own account separate from their child that will allow them to monitor their child’s progress in SCOIR, suggest colleges that they think their child would be a good fit for, and receive regular updates and announcements from the DC Guidance Department. For parents to log-in to their SCOIR account they need to follow the same steps as the students above.

SCOIR STUDENT AND SCOIR PARENT APPS FOR IOS

Download Scoir’s mobile app in the App Store or in Google Play, and **enable Push Notifications to receive important alerts and messages from your counselor** (*required for juniors*). You can access all features on the app that you can on your desktop. The student app is called SCOIR STUDENT and the parent app is called SCOIR PARENT.

FEATURES IN SCOIR THAT YOU HAVE TO USE:

College Compare:

Compare up to 4 colleges side-by-side to get a high-level overview of admissions, student life, academics, and cost statistics. Move colleges of interest to MyColleges.

Student Profile:

Fill out your profile to help your parent/guardian and/or counselor understand you beyond your grades and test scores.

Discover:

Search for colleges based on your preferences or advanced search. Then, create a list of schools that you want to follow, will apply to, and have applied to in MyColleges.

Campus Community Exploration:

Explore campus communities through the eyes of fellow students with CampusReel videos.

Virtual Visits:

Virtually tour colleges to gain a feel for the campus environment with YouVisit.

YouScience Personality/Career Aptitude Test:

Take the YouScience assessment and receive a detailed report on your talents, link them to potential careers, and save related majors to your Scoir profile.

Wall Content:

Search colleges by keywords to find schools that match this criteria through a social media-like experience.

Cost:

Work with your parent to understand what your true cost of admissions will be based on your EFC (Expected Family Contribution).

Messages:

Communicate with your counselor, parent(s)/guardian(s), and teachers through direct messages.

MY COLLEGE PLANNING GUIDELINES BY YEAR

FRESHMAN YEAR

- I understand DC's grading system.
- I understand the grade point conversion system and course weighting system (which tells me how many grade points each letter grade is worth) that is used at DC.
- I know DC's graduation requirements and how many credits I need to graduate.

- I understand that colleges will want me to do more than the minimum graduation requirements, and will want me to challenge myself by enrolling and doing well in the most challenging classes that I can.
- I will try to develop good working relationships with my teachers and counselors.
- I understand that the colleges that I apply to will see the classes that I took during 9th grade, the grades that I earned in those classes, the GPA that I earned each semester, and my cumulative GPA.
- I have logged into my SCOIR account and confirmed my information is correct**
- I understand that my cumulative GPA is probably the biggest factor in college admissions.
- I have met with Mrs. O’Leary and my parents to review my progress and discuss my future college plans.**
- I know the activities that are offered and organizations that exist at DC and have chosen some in which to actively participate.
- I have written down academic goals and have set my priorities for this year.
- I have committed to growing and improving my study habits and time management skills each day.
- I will keep track of my grades in my classes so that I always know where I stand and if I need to work harder to improve my grade to reach my goals.
- I have begun exploring colleges, majors and careers and have reviewed the results of my PSAT which I took in October of my freshman year.
- I have been updating the extracurricular activities, awards and honors received in the Activities and Achievements section under the My Profile tab in my SCOIR account.

SOPHOMORE YEAR

- I have tried to earn the highest grades I possibly can.
- I have actively chosen challenging courses and will continue to choose courses which challenge me.
- I have logged into my SCOIR account and updated all of information I need to.
- Complete the YouScience Aptitude/Interests assessment in SCOIR (you should complete this in Sophomore Seminar)

- I understand the difference between four-year colleges, two-year colleges and trade schools.
- I understand that admission to four-year colleges varies from college to college. Some are guaranteed admission, while others are selective or highly selective.
- I understand the credentials that selective and highly selective colleges will expect me to have if applying to such schools is my goal.
- I have thought about some careers and majors that I might be interested in.
- I understand I will be taking the Pre-ACT in October of my sophomore year and I have taken any practice ACT/SAT seriously because my scores may impact my course selection and good things might come my way as a result of high scores.
- I have reviewed the results of my Pre-ACT which I took in my sophomore year to determine what areas I may improve in and have opened My College Board account.
- If considering applying to highly competitive colleges, strongly consider taking the SAT/ACT at the end of the sophomore year.
- If considering applying to highly competitive colleges, consider taking one or two SAT II Subject Tests before the end of your sophomore year.
- Complete your 20 required Sophomore Externship hours
- I have met with Mr. Creeden and my parents to review my progress and discuss my future college plans.**
- I have thought about my extracurricular activities and considered which ones I want to give the highest priority to during my junior and senior years.
- I have been updating the extracurricular activities, awards and honors received in the Activities and Achievements section under the My Profile tab in my SCOIR account.

JUNIOR CHECKLIST

This checklist will help you stay organized. Check the box when you complete each item.

Fall/Winter

- Work hard and get good grades. Junior year grades are very important.
- Plan your test schedule and register for the SAT and/or ACT. *Refer to the testing section in this handbook.*
- Develop a preliminary list of colleges that interest you and add these colleges to the Following column in your SCOIR account under the My Colleges tab.

- Continue exploring careers and majors that interest you. Take the YouScience assessment in SCOIR.
- Begin adding colleges to your *Following* column in your SCOIR account.
- Plan senior year courses. Do they meet the admission requirements at the schools you are interested in applying to?
- Attend college fairs in the Greater Philadelphia Area and as many college visits at DC as possible.
- Look into summer enrichment programs, interests, summer jobs, special programs, etc. May is too late!
- Have your Junior College Planning Meeting with Mr. Creeden and your parents to discuss all your options.**

Spring

- Take the SAT or ACT at least twice; if you have interest in applying to highly selective schools, take the number of SAT II's required in May or June.
- Continue to update your SCOIR information, including your resume which you will have to complete for Career Stewardship.**
- Consider visiting colleges during spring break.
- Complete your 40 required Junior Practicum hours**
- Finish the school year with the best grades possible (especially in the core classes).

Summer

- Evaluate your college list, narrowing it down to 5-6 schools. Access their web sites. Start your essays/personal statement.
- Complete Summer Before Senior Year Checklist**
- Update resume
- Volunteer or intern during the summer in your career interest area.
- Request letters of recommendation
- Understand what your GPA is at the end of your junior year.
- Plan visits to the schools you are most interested in.
- Pray for God to direct and guide you in your college decision making.
- If desiring to play Division I or Division II athletics, register through the NCAA Clearinghouse.

SENIOR CHECKLIST

This checklist will help you stay organized. Place a check in the box when you complete each item.

August/September

- Meet with Mr. Creeden prior to the first day of school.
- Log into your SCOIR account and move the colleges you are planning on applying to from the Following column to the Applying column.**
- Take strong academic classes and keep up your grades. They do count!

- ❑ Attend any college fairs you can in the Greater Philadelphia Area and meet with college representatives who come to visit DC
- ❑ Retake SAT or ACT (if necessary)
- ❑ Complete the College Scholarship Service (CSS/Financial Aid Profile) **IF** required by the private college where you plan to apply.
- ❑ Review your 6th semester transcript for necessary college/graduation requirements.
- ❑ Look into summer enrichment programs, interests, summer jobs, special programs, etc. May is too late!
- ❑ Request recommendations from any teachers, friends, employers, etc.
- ❑ Begin filling out college applications.
- ❑ Begin first draft of any required essays/personal statements, if not done during summer.

October/November

- ❑ **October 1-** Filing period opens to submit FAFSA (Free Application for Federal Student Aid)
- ❑ Attend any college fairs that you can.
- ❑ Take ACT or SAT/SAT Subject Tests in October or November (if necessary).
- ❑ Meet with college representatives who come to DC
- ❑ Finish your essays and resume. Remember to proofread!
- ❑ Submit applications for Early Decision or Early Action.
- ❑ Submit applications for any November 1st or 15th application deadlines.
- ❑ Have College Board send your SAT scores (actstudent.org to send ACT scores) to each college by their requested deadlines if they have not already been sent
- ❑ Begin to look for private/local scholarships and make sure you take advantage of any institutional merit based scholarships at the colleges you are applying to.

December-February

- ❑ Submit applications for any December-February deadlines.
- ❑ Attend Financial Aid Information Night
- ❑ Plan visits to colleges
- ❑ Send mid-year transcripts to the colleges/universities that request it.
- ❑ Continue checking out and submitting scholarship applications

March-May

- ❑ Continue to apply for local, private and national scholarships
- ❑ **March 1-** Deadline to file FAFSA.
- ❑ Review your acceptances and financial aid offers. Check out housing opportunities at your colleges. Wait to hear from all the colleges you applied to before you make your final decision.
- ❑ Update your SCOIR account to let Mr. Creeden know the college you will be attending. Send a deposit to be received by **May 1**.

- ❑ Send in your housing deposit.
- ❑ **International Students – Get your I-20 transfer paperwork to Mrs. Warmhold**
- ❑ Apply now through early summer for community colleges
- ❑ Notify colleges you have decided not to attend.
- ❑ Check all placement exams at various colleges.
- ❑ The guidance office at DC will send your final semester transcripts to the college you will attend after the conclusion of the school year. **You do not need to request that your final transcript be sent.**
- ❑ Take time to thank those who helped you.
- ❑ Enjoy your summer and work hard!

FACTORS TO CONSIDER WHEN CHOOSING A COLLEGE

1. Academic programs: Does the college offer the programs you are interested in?	11. Quality of Program: Is the college known for a particular program? What are the strengths and weaknesses of the major you are interested in?	21. Graduation Rates: What percentage of students graduate? How long does it take for most students to graduate?
2. Christian vs. Secular: Does the school have ministry opportunities for you to get involved in? Do you want a biblically-based education?	12. Campus Safety: Are the dorms secure? Does the college offer an escort service for late at night? Are there police phones on campus?	22. Graduate School: What % of graduates go on to graduate school immediately upon graduation? What % are accepted by the medical,

	What is the crime rate at the campus?	business or law school or their choice?
3. Selectivity: Is the college most competitive, highly competitive, very competitive or non-competitive?	13. Rural, Suburban or Urban: Is the school in a large city, college town, or rural setting far from any major city?	23. Placement: How many graduates go right into the market place? Is there a job placement office that assists?
4. Chances of Admission: Be realistic. What are your chances of getting in? Is this a “reach” or a safety school?	14. School Size: Is the school small (fewer than 1,000 students, medium or large (more than 15,000 students)? Does size matter to you?	24. Library: How many books are in the library? Is it computerized? Is the campus library tied into a larger network?
5. Difficulty: Will the work be a challenge for you, too advanced or too easy? Is it a grind school? A party school?	15. Geographical Diversity: Is the college a regional one attracting students from the same state or region? Or does the school attract students from all over the US or the world?	25. Facilities: Are there adequate sports and recreational facilities? A swimming pool? Athletic field for non-varsity? Music practice rooms?
6. Costs: What is the cost, including tuition, fees, room and board, books, transportation and travel, and spending money?	16. Ethnic Diversity: What % of the students are from minority groups and how does the school handle race relations?	26. Athletic programs: Does the school offer a wide variety of intercollegiate and intramural sports programs? Are there adequate programs for women?
7. Financial Aid: Does the school offer merit-based aid or is all financial aid based on need? Does the school negotiate its financial aid offer?	17. Other Students: What are the students like? Will you fit in? Will you be able to make friends?	27. Computers: Are computers required for incoming freshman? Are there adequate computer facilities on campus? Can your child have a PC in the dorm?
8. Commuters vs. Residents: Do most students commute from within town or do most students live on campus?	18. Curriculum: Is there a core curriculum for all students in your program? Do you have freedom to choose courses?	28. Socialization: Does the school offer a full complement of activities? Are there sororities and fraternities?
9. Living conditions: Is campus housing available and guaranteed for all four years? Are the dorms co-ed? Are there single-sex dorms? Are there alternative housing arrangements available?	19. Advanced Placement: Does the school accept AP credits? For what score? Do you get sophomore standing or more in-depth courses while retaining freshman status?	29. Internships: Are there opportunities for hands-on experience while you are in college? Do any of these pay a salary or stipend?
10. Location: Is the school close to home or clear across the country?	20. Study Abroad: Does the school offer a study abroad program?	30. Honors Program: Are there honors programs available? Who is eligible?

ADMISSIONS TESTING

DIFFERENT COLLEGE ADMISSIONS TESTS

You have heard about the **PSAT 8/9, PSAT/NMSQT, SAT, Pre-ACT, ACT, AP, TOEFL and Duolingo**, but do you understand what they are and which choices you have? If you have been confused and a bit hesitant to ask, the following will help you.

PSAT 8/9 and PSAT/NMSQT – PRELIMINARY SCHOLASTIC ASSESSMENT TEST—taken in school by all 9th and 11th graders. No registration is required.

The PSAT 8/9 is a practice SAT for 9th grade students and the PSAT/NMSQT is a practice SAT test for juniors. These tests evaluate a student's ability to do college level work and provide each student with an idea of what they would score on the actual SAT. Scores are not put on the student's high school transcript and are not sent to colleges for entrance. The NMSQT portion is not a separate test, but uses the scores from the math and EBRW (Evidenced Based Reading and Writing) to find the top 1% of the nation's juniors for eligibility in participating in Merit and Achievement programs. The PSAT is offered at DC once a year in October.

SAT – SCHOLASTIC ASSESSMENT TEST

www.collegeboard.com

- The SAT is a college admissions test consisting of an Evidenced Based Reading and Writing (EBRW) and Math sections. Students can register to take this test online at the web address above. The test is administered in October, November, December, January, March, May and June. DC is a test site for the SAT test on the October, March and June test dates. You do not have to take the test at DC if another site is more convenient for you. It is recommended that college bound juniors take this test once in the winter of their junior year and then depending on if they score higher than on the ACT test, once in the spring of their junior year and once again in the fall of their senior year.
- **The writing section is no longer offered for the SAT.**
- Most colleges (98%) want to see the best score on each section (superscoring), but there are a handful of colleges that want to see a score from one test date.
- December of senior year is the latest test date that seniors can take the SAT and expect those scores to be considered by college for a January deadline.

Pre-ACT/ACT – AMERICAN COLLEGE TEST

www.actstudent.org

The Pre-ACT (10th Grade takes in October) and ACT are college admission's tests that assess English, reading, mathematics, and science. All colleges will accept either the SAT or ACT and will accept the test with the highest score. It is recommended that you take the ACT which has six test dates throughout the year but is administered on different dates than the SAT. Most college-bound juniors take The ACT test twice in the spring of the junior year and once in the fall of their senior year. The ACT also has a writing portion of the exam that is optional (**I would not recommend taking this**

section). DC is a test site for the ACT test on the September, February and June testing dates.

AP – ADVANCED PLACEMENT

www.collegeboard.com

- AP tests are placement tests taken after completing a college level course (AP class). Universities may grant college credit with qualifying scores. You must check with each college specifically to see what scores they will accept. **Some colleges are not accepting a qualifying AP test score for that specific subject because they want you to take their course, but they may accept your AP score for elective credit if it qualifies. Go to the AP Score check link on the DC College and Career Counseling webpage under resources to see what scores each college accepts.**
- **Each AP student must register for each of their AP exams at myap.collegeboard.org using the AP Course Join Code they receive from their AP teacher. The deadline to register is November 1st.** Tests are administered in May to students completing the appropriate AP course.

TEST SIGN UP AND SENDING SCORES PROCEDURES

TEST SIGN UP AND SENDING SCORES PROCEDURES

- Test dates can be found on www.collegeboard.com for the SAT Reasoning and Subject exams and www.actstudent.org for the ACT.
- You must apply online.
- If you are eligible for special testing accommodations, additional procedures are required. Please contact Mr. Creeden for ACT testing and Mrs. Allen for SAT testing well in advance if you would like to pursue receiving accommodations. You may also view instructions on how to apply for accommodations on either test at dcs.org>Academics>Upper School>College and Career Counseling>Applying for SAT and ACT Accommodations.
- To receive special accommodations, you must submit paperwork to the College Board for approval at least 3 months in advance of a test date. For accommodations on the ACT, you must register for the test first and when registering, indicate that you would like to receive either National Testing accommodations (50% additional time on test day) or Special Testing accommodations (50% additional time over multiple days).
- Plan ahead and register on time. The regular registration deadline for both the ACT or SAT is about a month in advance of the test. If you miss the regular registration deadline, you can still register late by paying an additional fee.
- **You cannot show up at an SAT and ACT test center on test day. You must register online in advance at least 5 days before the test date.**

- Additional Financial Aid Forms, College Board Registration Bulletins, and related materials are available in the guidance office.
- Fee waivers for the SAT and ACT are available through the DC Guidance Office.
- **Very few schools accept the scores on your DC transcript as being “official”.** You *must* send your SAT or ACT scores directly to the colleges you are applying to from the College Board or ACT websites. You can request to send your scores to up to 4 colleges when registering. It is not recommended that you send the scores on your first test to any colleges because they can be sent when taking the SAT or ACT at a later date.

THE CEEB OR SCHOOL CODE FOR DC IS:

392998

WHICH COLLEGE ADMISSION TEST SHOULD I TAKE?

WHICH COLLEGE ADMISSION TEST SHOULD I TAKE?

- All universities and colleges accept either the SAT or ACT. Because research indicates that some students may perform differently when they take both, it may benefit you to take both. The option is yours as colleges typically utilize the higher of the two scores for admission and scholarship purposes.
- Each junior is recommended to take each one once and whichever one you do better on (there are SAT vs. ACT score comparison charts online), this is the test you take for a 2nd and 3rd time.
- Remember, there is not a penalty for taking the test early or taking one over, so do what is best for you. It is important to remember that an entrance test score is only one piece of information a college looks at when considering your application. Your application, transcript, essay(s), letter(s) of recommendation, rigor of courses completed, school and community activities will also be considered.
- For information on colleges that have a test optional policy which means that they do not require an SAT or ACT score for admission purposes, visit www.fairtest.org

Should I Apply Test-Optional?

There were over 1,450+ colleges that are test optional for the 20-21 application cycle and 90% of these colleges are test-optional for the 21-22 school year. However, this number will decline over the next two years. What test-optional means is that if you are applying to a college and your test scores are at the low end or below their published mid-50% SAT or ACT range score, you SHOULD NOT submit your score(s). If your scores are at the middle of the mid-50% range or higher, then you SHOULD submit your score(s). There are two things though that I am pointing out to my seniors that are important to understand about test-optional.

A Word of Advice About Standardized Test Prepping

Because your high school record is the single most important part of your admission folder, don't forget that good grades in demanding courses are more important than standardized test scores. *Don't spend so much time trying to improve these scores that your grades or involvement in school suffers.*

At DC, we partner with Revolution Prep, a very reputable live online test prep company. Please contact the DC Guidance Office for more information on what courses, homework help and tutoring Revolution Prep offers.

Please keep in mind that you may be content with your SAT or ACT scores after only taking the test once or twice. Nevertheless, you may want to seriously consider taking the SAT or ACT a 2nd or 3rd time because a lot of scholarship money for specific colleges or other scholarships is tied to how high one's scores are.

FINANCIAL AID INFORMATION

The awarding of financial aid can be based on need, merit (high GPA, and test scores), or special qualifications such as community service, race, intended major, or extracurricular ability.

Financial Aid Based on Need

The majority of the student population in higher education today is receiving some kind of financial aid from colleges and/or the state and federal governments based on need.

A. State Aid

In order to apply for state aid, a student and parents must first be sure to submit the Free Application for Federal Student Aid (FAFSA).

B. Federal Aid

The Free Application for Federal Student Aid (FAFSA) must be filed if you wish to receive any kind of need-based aid from the government, the state, or the college. You apply for the FAFSA online at www.fafsa.ed.gov. Communication regarding your completed FAFSA are communicated back to you by email. Parents, you will need your tax information from the year prior to the year you complete the FAFSA in order to complete the application; submit the FAFSA as soon as possible after October 1st. When the government receives the completed application, it makes a determination of an Expected Family Contribution. The EFC is required by colleges in order to determine the amount of aid they will offer. Although it may be advantageous to submit the FAFSA as soon after October 1st as possible, the filing

priority date for the FAFSA is **in the first week of March**. It is certainly possible to send the FAFSA in after this date, but there is less of a chance that aid will be available even if a determination is made that a student should be entitled to a certain amount. It is a good idea to contact the financial aid offices of specific colleges if there are circumstances that are not addressed by the FAFSA or the determined Expected Family Contribution.

WILL WE QUALIFY?

As a general rule, if parents have a question about whether or not they would qualify for financial aid, they should go ahead and apply. Often families with large incomes do qualify, depending on other financial commitments (number of children in private school or in college, medical bills, etc.). Most colleges and universities are able to make “need-blind” admission decisions, but some do not. **Admission and financial aid officers consistently tell families to try for aid if it will help make college affordable.** Some students and parents do not apply for financial aid because they think they will not qualify for aid or they think that aid is not available. Money is available to students who demonstrate NEED. “NEED” is defined as the difference between what it costs to attend a specific college and what the family can pay toward the costs.

$$\begin{array}{r} \text{Cost of Attendance} \\ - \text{EFC} \\ \hline = \text{Financial Need} \end{array}$$

It is important to remember that the cost of attendance is a variable which is dependent upon the cost of a specific college. The EFC is a constant. Since the amount that the family pays remains the same, a student would be eligible for different amounts of aid at different colleges. **Do not rule out a specific college based solely on the cost of education. When it comes to getting the best possible financial aid package from a college seriously consider completing the following four tips:**

- 1) Make sure your FAFSA is completed as accurately as possible – This is what the government uses to determine your EFC. If there are errors or omissions you are not going to be given an accurate EFC and this will directly affect the financial aid package you get from the colleges your child was accepted to.
- 2) Be aggressive when talking with financial aid offices at the colleges your child has been accepted to. **Colleges can do a pre-read for financial aid if you ask them.** This pre-read is a better indication than the Net Price Calculator, which is also a helpful tool to know what you may need to pay for a specific college. **Every college has a Net Price Calculator on their website.** These are the people that can help you and want to do what they can to help you. The more honest and upfront you are with them, the more they can look into how much more they can offer you. This is especially true at private colleges more than public colleges.

- 3) Always realize that at private colleges especially, you rarely pay the sticker price (the posted/advertised cost of tuition and room/board). If you are receiving scholarship and grant offers from different schools, and your child has their mind set on a specific school, don't be afraid to go back to that school your child wants to go to and let them know what you are being offered at other schools.
- 4) Never take the first offered amount of financial aid/merit scholarship as a final amount. Always go back to the colleges' admissions office and financial aid office to ask if there are additional need/merit based scholarship opportunities. Never use the word "negotiate" in a conversation with a financial aid officer. This makes it sound like they need to give you more money and it turns them off to doing so.

PENNSYLVANIA STATE GRANT PROGRAM

A grant is a financial aid award that does not have to be paid back. The Pennsylvania State Grant Program provides State Grant awards to eligible Pennsylvania residents in need of financial assistance to help them afford the costs of higher education.

PHEAA administers the Pennsylvania State Grant Program at no cost to taxpayers, ensuring that every dollar appropriated to the program goes directly to students.

State Grant awards may be paid in part or in whole with funds provided by the Commonwealth of Pennsylvania, the Federal Leveraging Educational Assistance Partnership (LEAP) program, or the Federal Special Leveraging Educational Assistance Partnership (SLEAP) program.

How do I apply, and what is the deadline for State Grant applications?

First, file the [FAFSA \(Free Application for Federal Student Aid\)](#); the FAFSA serves as your application for a Pennsylvania State Grant. You must file it every academic year that you plan to go to school.

First-time applicants

After submitting your FAFSA—if you meet the Pennsylvania State Grant Program [eligibility requirements](#)—PHEAA will ask you to provide additional information via the [online Pennsylvania State Grant Form](#).

1. You will receive an email directing you to the Pennsylvania State Grant Form on Account Access.
2. [Sign in or create an account](#) with American Education Services (AES), a division of PHEAA.

3. Provide them with some basic information so they can quickly process your application for consideration.
4. Print, sign, and mail or complete your Pennsylvania State Grant Form electronically to PHEAA to complete the process.

Deadlines

First-time applicants:

- **May 1** immediately preceding the academic year if you plan to enroll in a degree program or a college transferable program
- **August 1** if you plan to enroll in business, trade, or technical school; a hospital school of nursing; or a 2-year nontransferable program at another institution

Renewal applicants:

- **May 1** is the deadline to submit your renewal FAFSA. To notify PHEAA of any changes such as marital status, reduced income, medical/dental expenses, or other life events, complete the appropriate State Grant Document.

How is a Pennsylvania State Grant award determined?

State Grant eligibility is calculated in accordance with the federal Need Analysis Formula and Pennsylvania State Grant policies.

LOANS

• **FEDERAL PERKINS LOAN PROGRAM**

The Federal Perkins Loan Program provides low-interest loans to help needy students finance the costs of postsecondary education. Students can receive Perkins loans at any one of approximately 1,800 participating postsecondary institutions. Institutional financial aid administrators at participating institutions have substantial flexibility in determining the amount of Perkins loans to award to students who are enrolled or accepted for enrollment. Borrowers who undertake certain public, military, or teaching service employment are eligible to have all or part of their loans canceled. In general, schools are reimbursed for 100 percent of the principal amount of the loan canceled, and the reimbursement must be reinvested in the school's revolving loan fund. These institutional reimbursements for loan cancellations are an entitlement.

• **FEDERAL STAFFORD LOAN**

Undergraduate Stafford Loans are fixed-rate student loans for undergraduate students attending a college or university that participates in the Federal Family Education Loan Program. Stafford loans can be used to pay tuition, and other eligible school expenses. Stafford loans are not based on credit, and they can be subsidized or unsubsidized depending on the student's financial need.

Subsidized Stafford Loans are federally guaranteed loans based on financial need. Interest does not accrue on the loan while you are in school at least half time, or during any future deferment periods. The federal government "subsidizes" (or pays) the interest during these times.

Unsubsidized Stafford Loans are federally guaranteed loans that are not based on financial need. Interest will accrue from the time the loan is disbursed to the school, but can be deferred until 6 months after graduation.

- **FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS**

PLUS Loans are for parent borrowers and are not need based. PLUS loans provide additional funds for educational purposes. They are variable interest rates, capped at 9%. PLUS loans are made by a bank, credit union, or savings and loans association through a process similar to Stafford Loans. Parents may borrow up to the cost of attendance. Repayment begins 60 days after the final disbursement.

FINANCIAL AID BASED ON MERIT AND SPECIAL QUALIFICATIONS

Colleges and universities, private organizations and companies provide merit and specialized scholarships. Grants, scholarships are outright gifts of money.

A. Colleges and Universities

By checking off appropriate boxes on the application form or completing a separate application, a student lets a college know that he wants to be considered for an academic scholarship. Winning such an award depends on an outstanding high school record or an outstanding talent. Some institutions offer special scholarships in athletics, music and more – be sure to read the literature thoroughly. All schools have different criteria for their institutional scholarships. Please apply for these if you plan to apply to a private school.

B. Private Organizations and Companies

Numerous private organizations and companies send applications for scholarships to the college counseling office. The criteria may range from a superior academic record, to the excellence of a specific project or essay, to an unusually high degree of volunteer involvement in the community. In addition, there are competitions for scholarships available to students with special qualifications having to do with ethnic background, special talents, and religious beliefs. Students will be notified of these scholarships as they arrive. Many companies also offer scholarships to children of employees (e.g., Hewlett Packard, Xerox, Chevron, IBM, etc.).

C. Local Scholarships

This list of local scholarships will be on the DC website.

GRANTS

- **FEDERAL PELL GRANT**

Pell Grants are awards to help undergraduates who demonstrate financial need pay for their education after high school. For many students, these grants provide a foundation of financial aid, to which aid from other federal and non-federal sources may be added. Pell Grants range up to \$6,345 maximum. Unlike loans, grants do not have to be paid back. To apply for a Pell Grant, you simply check “yes” to the appropriate question on your FAFSA. Your financial information is then automatically forwarded to the Pell Grant Program and the institutions that you list on the spaces provided on the form. The college financial aid office determines the size of the reward.

- **SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS**

Supplemental Educational Opportunity Grants (SEOG) are awarded to undergraduate students having greatest financial need. Priority is given to Pell Grant recipients. As with other grants, it does not have to be paid back.

- **FEDERAL WORK STUDY PROGRAM**

The Federal Work-Study Program provides jobs for undergraduate students who need financial aid. FWS gives you a chance to earn money to help pay your educational expenses. Your pay will be at least the current Federal minimum wage, but it may also be related to the type of work you do and its difficulty. Your total Federal Work-Study award depends on your financial need, the amount of money your school has for this program, and the amount of aid you get from other programs. The financial aid office at the college you plan to attend is responsible for determining your eligibility and may arrange the job.

GENERAL COLLEGE ADMISSIONS PROCESS

REQUIREMENTS FOR ADMISSION

Since admissions policies vary, you must check with each college you are considering **BEFORE YOU APPLY** to make sure you understand their requirements. College Admissions websites generally list admission requirements. When you add a college to the “Applying” column in SCOIR, you will be asked to complete a number of tasks in order to complete your application file at a college, these may include:

- SAT/ACT scores (unless the college is test optional)
- Transcript with your 6th or 7th semester courses and grades.

- Completion of specific college preparatory courses may be required at some institutions depending on the major you are looking to declare.
- Letters of recommendation (not required, optional or required at certain colleges). Colleges will typically require one from a counselor and one or two from academic teachers.
- Personal interview may be required by some institutions
- Samples of previous work; e.g. portfolios or tapes may be required for students interested in art, dance, music, where performance skill may be a criteria for admission
- Personal statement (required if applying through the Common Application) and possibly one or more supplemental essays.
- Resume (optional)

TYPES OF ADMISSION DEADLINES

TYPES OF ADMISSION DEADLINES

Regular Admission:

Application and supporting documents must be submitted by a set date in the senior year. The dates vary from November 30 through March 15. The college then takes action on all the applications and notifies all students of its decision at the same time. Notification dates for the majority of the schools fall on or around April 1. If accepted you have until May 1 to let the school know if you intend to accept the offer of admission.

Early Decision (ED):

This program is for students who select a particular college as a definite first choice. The application, as well as all supporting documents, must be submitted early, usually in November. The college then takes action and notifies you, usually in December, whether you have been accepted or deferred to the standard admission review period. *If accepted, you are under agreement to attend that institution and you are asked to withdraw all other applications, therefore you may only apply to ONE school as an Early Decision candidate. Please keep in mind that you still can apply to colleges with early action, priority, regular or rolling deadlines. Most schools require you to sign a statement that you understand these conditions when applying Early Decision. You must select in SCOIR that you are applying early decision to a college if you want the counselor to get their early decision agreement that they must sign off on.* **Students considering very selective schools should consider applying to one of these schools Early Decision, as a large proportion of the incoming freshman class at these schools come from Early Decision candidates. You must be completely confident that you will attend the school you are accepted to.**

Early Decision II:

This deadline carries the same guidelines as Early Decision but it is later in the school year. Most ED II deadlines will be January 1st or 15th. Colleges offer this deadline so that

they can allow a student to consider their school as a first choice school after they may have received a defer or deny from a college they applied to ED I.

Restrictive Early Action (REA):

This deadline is only used by a handful of schools. If applying under this deadline, you will not be allowed to apply ED or EA to any other school. You may be allowed to apply early action to public universities. If accepted, however, you will have until May 1st to make a decision on whether you would like to attend. Please check the website(s) of the colleges you are applying to under this deadline to know what the restrictions are.

Early Action (EA):

This program is similar to Early Decision in that you will receive an acceptance decision earlier than April (usually between December and February) but you do not have to commit yourself until the reply date on May 1st and can continue to apply to any other schools. The college can refuse admission as well as defer or accept an applicant under this system. Application completion dates range from October 15th - November 15th.

Rolling Admissions:

The many state universities and some private schools that use this program act on your application as soon as the file is complete. They notify you of the admissions decision within weeks of receiving the complete application. Under this deadline, you do not need to reply until the reply date on May 1st.

Priority:

Colleges that have this deadline want your application to be submitted by the priority deadline because after this deadline it will become more difficult to be admitted. If the college receives your application before this deadline, you will be given equal consideration for admission.

Open Admissions:

Some colleges do not practice selective admissions and offer admission to all high school graduates who apply. Community colleges are an example of this type of admission.

MAKING DECISIONS ABOUT WHERE TO APPLY
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- Study all available information carefully to familiarize yourself with the institution. A good place to start is by doing research in your SCOIR account and exploring the school's website. There are a number of other websites available as well.
- If possible, talk to alumni of the institution, preferably in your proposed major, keeping in mind that atmosphere and requirements change with time and vary from one institution to another.

- Talk to faculty members and to the college counselor who may be familiar with the programs at the colleges or universities you are considering.
- Review the colleges website you are considering and also ask for any additional information on the specific programs related to your chosen major.
- Visit each of the schools being considered whenever possible to assess how well it meets your needs.
- Utilize all available information to narrow choices before making application since application fees are non-refundable.

WHEN TO APPLY

- The selection process should begin during your junior year in high school, although it is never too early to start gathering information about colleges or universities you may want to attend.
- The actual completing of college applications should be done during the first semester of your senior year in high school.
- Plan to complete taking any required tests prior to the end of the first semester of your senior year.
- Familiarize yourself with the application deadlines for each institution so that the test scores and transcripts can be secured and sent before the stated deadlines.
 - Contact instructors well in advance to ensure that letters of recommendation will be submitted before the stated deadlines.
 - File early for financial aid, well in advance of stated deadlines.
 - File your admission application early, especially if you know that the major of your choice has few openings.
 - **Students who need financial aid should give careful consideration to applying for Early Decision because financial aid might be affected.**

HOW TO COMPLETE A COLLEGE APPLICATION

Before you start filling out applications, you should:

- Visit the campuses of as many colleges you are considering applying to.
- Narrow your list of schools to which you are going to apply to no more than six (recommended). The cost to apply to each college averages from \$40 to \$75 or more each, so narrowing the number of colleges to those you are really interested in attending is cost effective and saves you unneeded work.
- Read the application directions before you begin to fill it out.
- Complete application online.
- **Make sure your SAT, ACT and/or SAT Subject Test scores are sent by the testing company to each college where you apply.**

THE COMPONENTS OF THE APPLICATION:

The Application

Please keep in mind that the application is the first thing that a college is going to read when considering you for admission to their school. Because of this, it is important that the application is completed as accurately and completely as possible. The application includes simple biographical information such as your birthday, family members and addresses, but also will ask for information from you such as extracurricular activities and SAT/ACT scores (Do not enter test scores in your application). Frequently you will need to write essays, which are intended to acquaint the admission committee with your experiences, strengths and weaknesses, and writing ability. Check out the section “Writing the Essay” in this handbook for advice about essays.

A Word About Online Applications:

Over 99% of colleges today expect you to apply to their college online. Over 1000+ colleges and universities partner with the Common Application. If you apply to a college that does not accept the Common Application, you will apply through that college's website or there is also the Coalition Application, which is accepted at fewer colleges but a handful of colleges promote it as the way they would like you to apply to their school.

After you submit an online application, be sure that you receive confirmation that you have submitted the application

The Transcript

To a college admissions office, the single most important part of the application is your transcript – above SAT/ACT scores, activities and letters of recommendation. When evaluating transcripts, admissions officers consider not only what grades you have earned, but also the curriculum’s rigor and creativity (How many courses has the student taken per semester? Has the student continued studying a language over time? Has a student taken the most challenging courses for his ability? Has the student shown a depth of commitment to art, music, drama, publications or athletics?). The more selective the college, the more its admission office will look for challenging coursework (such as AP college level courses taken during the last two years of high school).

***Please note that DC **does not** place rank on the transcript or on any other form submitted to a college.

SRAR (Self-Reported Academic Record)

Many colleges now require students to self-report their courses and grades as part of their application instead of asking for the school to send them a transcript. In order to complete this, you must have your unofficial transcript with final grades through 11th grade. **Each DC student can access their unofficial transcript in their SCOIR account in their SCOIR Drive.**

Standardized Tests

You should note carefully which tests are required by colleges of interest to you because many colleges will continue to be test-optional. When reading about admissions statistics; it is important to remember that colleges are publishing *mid-50% range* SAT and ACT scores; **do not automatically eliminate a college from consideration if your scores fall below them because you can apply test-optional** (If your scores fall below the average or mid-50% range, your chances for admission can be strengthened with strong grades and/or some significant compensating talent, such as athletic, musical, artistic or leadership ability). Nevertheless, you should understand that your chances of being accepted go down if you don't submit test scores and your grades are not where that particular school would like to see them. Students must remember to have testing agencies (College Board, ACT) send official scores of previous tests directly to each college who requires that they receive them this way. For a lot of colleges today you can self-report your scores in the application or have your counselor send them through SCOIR.

A Word About Preparing for Standardized Tests

Because your high school record is the single most important part of your admission folder, don't forget that good grades in demanding courses are more important than standardized test scores. Don't spend so much time trying to improve these scores that your grades suffer and involvement in school suffers. Standardized test scores can be an important factor in the admission process at most colleges unless a college is test optional.

Extracurricular Life

Colleges want to know what students are engaging in or devoted to outside the classroom. Although a wide variety of activities may seem impressive, colleges look

closely to see how significantly a student has contributed, such as leadership responsibilities, innovator, etc. Activities could include painting, writing poetry, studying a musical instrument – virtually anything about which a student feels impassioned. **Commitment and depth are more significant than the number of pursuits.** Clubs formed a couple of months into the senior year, for instance, look suspect. Community service is very important to colleges and scholarships; especially service related to what the student is interested in pursuing as a major.

Teacher Recommendations

Some colleges ask for one or two letters of recommendation from two core course teachers (math, science, history, English, world language or Bible). These recommendations provide a detailed analysis of a student’s approach to learning. Typically, a student chooses a junior year teacher who knows his or her work well and who may know him outside of class. It is also recommended to get a letter from an individual that knows the student outside the classroom (coach, boss, youth pastor, etc.)

It is crucial that the student be considerate of teachers in the application process. After a student has completed a recommendation request in SCOIR, they should then confirm that the teacher they requested the letter from received the request in person. The student should give the teacher plenty of time (**at least two weeks**) to write the letter and is required to have a completed resume uploaded in SCOIR for the teacher to use as a reference when writing the letter.

The Interview (Please see the section *Interviews* on page 38 of this handbook)

If an interview is recommended or optional at a particular college, it is imperative that the student complete an interview.

The Essay

Seniors are strongly encouraged to attend one of the two College Essay Academy classes offered through DC Summer Programs the summer before their senior year in order to complete at least 3 college essays before their senior year begins. (Please see the section *Writing Your College Essays* in the next section of this handbook.

OBTAIN LETTERS OF RECOMMENDATION

OBTAIN LETTERS OF RECOMMENDATION

You must request a letter of recommendation by **logging into your SCOIR account, clicking on the MY COLLEGES tab, and click on the “Application Documents” box above the “Applying” column. Please e-mail Mr. Creeden at tcreeden@dccs.org or call his office at (610) 353-6522 ext. 2229 if you have any questions.**

APPLY FOR FINANCIAL AID

APPLY FOR FINANCIAL AID

- Make a copy of the FAFSA for practice and as a work copy.
- Fill out the FAFSA and file form between October 1st and March 2nd. The earlier you file the form, the better because colleges are giving out need based aid beginning January 1st and into the spring. The later you apply, less money may be available for you to receive. You can apply online at www.fafsa.ed.gov/
- If you apply to private colleges, contact each college to find out their financial aid filing procedures and the forms they require in addition to the FAFSA.

If the CSS Profile is required, you must register for the Profile about four weeks before the deadline for financial aid filing for the private colleges

WRITING YOUR COLLEGE ESSAYS

Colleges often include one or more essay questions on their applications. Some schools require you to write on a specific topic; other request essays on personal goals and ambitions. Personal comments give admissions officers an opportunity to evaluate your writing ability and to estimate your potential contribution to the non-academic life of the college. The essay may describe family financial responsibilities, extra-curricular and travel experiences and special circumstances. **The more competitive the school, the more importance is placed on the essay.**

There is no one way to write an effective essay, but the following is a list of suggestions that will help:

DO

- ✓ Try to encapsulate the main idea in one sentence before writing
- ✓ Write clearly – if it sounds vague, change it
- ✓ Use words with which you feel comfortable
- ✓ Express, not impress
- ✓ Edit and rewrite until your essay says what you mean
- ✓ Check all spelling and grammar before typing your essay onto the application
- ✓ Be specific and use details
- ✓ Let the first draft sit a while without reading it

DON'T

- ✓ Use slang
- ✓ Try to be “cute”
- ✓ Begin your essay with “My name is...”
- ✓ Digress from the original topic
- ✓ Continue your essay beyond the specified number of words
- ✓ Be too general – focus on one meaningful episode in your life rather than a complete history

THE HIGH SCHOOL RESUME

Getting into college is like trying to get a good job. In both cases, you need a way to sell yourself. That’s where your resume comes in. A high school resume works like a professional resume. If you are a junior, planning on applying to colleges that do not accept everyone who applies (that’s most colleges), you are going to be competing for a spot in the freshman class. You need a tool to market yourself, something to make you stand out. *The best way to make sure your resume includes everything it should, record and save everything you receive or have done when you start your freshman year.* If you have not been doing this over time, here is an exercise to put together an accurate and complete resume:

To put together a high school resume, you need to do some serious reflection. You then need to update the Activities and Achievements section in your SCOIR account under My Profile. Ask someone in your family, who knows what you have accomplished over the years to sit with you for an hour or so. The purpose of exercise is to chronicle the highlights of your academic and extracurricular career.

- 1) Start by listing the biggest academic honors you've garnered, starting with the 9th grade. Most colleges are interested in only your four years of high school. However, if you have done something exceptional in middle or elementary school, make note of it. Academic honors include honor-roll recognition, essay-writing awards, science competitions, and the like. Take time to discuss your history. Make note of everything that comes up.
- 2) Now turn to your extra-curricular. This category includes clubs you've belonged to, class offices you've held, sports, band, yearbook, and all the other non-academic activities you've done. Don't forget non-school-related items such as volunteering at a nursing home and jobs you've worked. Include special interests like photography, hiking, writing, and so forth. Detail your uniqueness. You're trying to paint a portrait of yourself; create an action inventory
- 3) **When you are finished listing everything, put the items into chronological order by category.** Don't be afraid to market yourself. If you don't, who will?

Please see the sample resume in Appendix F

INTERVIEWS

There are three basic types of interviews:

Personal Interview on Campus with an Admissions Officer: A college admissions officer provides information about the college and the prospective student shares information to supplement his/her completed application, transcript and letter of recommendation. This interview suggests that the student has a serious interest in the college. He/she should be well prepared for the interview.

Personal Interview with Local Alumnus: Following the application deadline one or two members of local alumni committees contact the college applicant. Student preparation for this interview is important.

Group Interview on Campus: In a group setting students discuss thoughts and concerns about information not covered in the college literature (it is unlikely that personal questions will be asked of individual students during this session).

Preparing For The College Interview

Students should know general information about the college before interviewing. A senior must remember to be appropriately dressed, prompt, and prepared to respond to remarks in a thoughtful yet brief manner. The following questions are typically asked during an interview session:

1. Why do you want to go to college?
2. Why do you want to attend (Name of College)?
3. What are your favorite subjects? Why?
4. Do you have any heroes? Any heroines?
5. What is your greatest strength as a person?
6. What people have the greatest influence on you?
7. Who is/are your favorite author(s)?
8. What subject(s) creates difficulty for you in school?
9. What will be your possible field of study or major in college?
10. Are you involved in community activities? What have you done?
11. What are your extracurricular interests? Do you plan to pursue them in college?

Students should also ask questions in the interview session. Consider questions regarding types of students, teaching staff, housing, fraternities and sororities, social opportunities, and professional school opportunities (i.e. graduate school).

Please see Appendix G for Interview Tips & Questions

THE COLLEGE VISIT

Each student is allowed two days of absence during their senior year in order to visit colleges. Students should miss as few days of school as possible.

To get the most accurate feel for a place, try and visit while the college is in session, attend some classes and spend the night.

Parents and students should consider visiting some colleges over spring vacation during junior year. A visiting high school student can get at least a feel for the size and appearance of the campus and for its setting. The summer following junior year provides another opportunity. Some students have visited colleges in August, just before the beginning of senior year, and have found many students on campus. The final stages of college visiting might take place during the last two weeks in April of the senior year.

Aside from visiting classes and spending time with students, the most important aspect of the campus visit is talking to students at the college. Tours are almost exclusively led by current students and provide a good opportunity to ask questions. But feel

free also to stop students in the cafeteria, visit student admission volunteers, ask to see a dorm room, or arrange an overnight or a meal with students.

To schedule for college visits, phone the admissions offices. Telephone numbers are available in Appendix. They will let you know when tours are offered, if an interview can be arranged, whether or not they can accommodate a visitor overnight – they can even serve as travel agents in terms of directional advice.

While students are visiting a campus, they may think they will remember every detail. However, after several such visits, the campuses begin to blur in the mind's eye, so students should keep a brief record of impressions, list of names, and descriptions of the campuses for later reference. A hand-held tape recorder or camera is a surprisingly useful tool.

Note: Admission officers love to hear from students directly. Whether or not a visit is possible, a friendly call from students is an outstanding way to gain insight and make a personal connection.

Please see *Questions to Ask a College Representative* in Appendix A

PARENT'S ROLE:

Opportunities to attend college are greater than ever. Your child needs your support to guide them through the college process. By far the most important influence is you!

Parents can help with:

- Alerting children to application deadlines
- Being aware of child's responsibilities and colleges they are applying to through their SCOIR Parent account.
- Meeting testing deadlines
- Encouraging a typed or neatly printed application
- Visiting colleges with their child (but staying out of the way :)
- Scholarship and financial aid applications
- Attending a financial aid workshop at your school
- Parent signatures on various application, scholarship or financial aid forms
- Attending meetings with counselor
- Personal insights when talking with your child about college
- Loving and supporting your child during the ups and downs of the college application process

- Patience, Patience, Patience!

Note: The college application process (application, requesting recommendations, turning in forms, talking to admissions counselors, writing essays, registering and sending SAT or ACT scores, etc.) should be the student's responsibility to complete. The parent role is best utilized as a support system for the student.

DELAWARE COUNTY CHRISTIAN SCHOOL'S ROLE:

- DC's role in the college application process is to give each student all the information and training they need to help them make the wisest decision possible when it comes to choosing a "right fit" college or university to attend. The Guidance Department at DC wants to help guide each student to where God might have them attend college. This includes access to SCOIR, Career Stewardship class, activities such as seminars and College Planning Nights, college fairs, college visits at DC, SAT/ACT preparation courses on the DC campus, classroom visits by admissions counselors, one-on-one and parent meetings with the counselor, e-mail updates by the counselor, monthly blog post (collegecounselorcorner.com) from the DC Guidance office and the publication of this handbook that is available on the DC website.
- **Compile and send a transcript package upon request that a transcript be sent through their SCOIR account.** The transcript package may consist of:
 - Transcript (includes courses, grades) and test scores (if requested).
 - School profile
 - Counselor's recommendation/Secondary School Report
 - Resume (optional)
 - Letters of recommendation (if requested and submitted by a student)
- **The student's mid-year and final transcripts will automatically be sent to the colleges they applied to and choose to attend. You do not need to submit a request for mid-year or final transcripts to be sent.**

THE COLLEGE BOUND ATHLETE

Character, scholastic achievement, and athletic ability are the keys to securing athletic scholarships. When selecting a college you will want a good academic "fit" as well as a place to showcase your athletic talent. Student athletes need to concentrate on their grades and test scores as much as their sports.

Most colleges and universities that sponsor sports programs belong to one of three major athletic associations:

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The NCAA is the largest association, and is in charge of all areas of athletics for four-year colleges including recruiting, eligibility, and financial aid. There are over 36,000 NCAA student-athletes and over 126,000 of them receive either a partial or full athletic scholarship. The NCAA has three divisions. NCAA Division I is considered the top sporting level. Division II ranks below Division I and generally offers a lesser number of athletic scholarships. In Division III there are no athletic scholarships but other forms of financial aid, as well as academic scholarships, are sometimes awarded. The NCAA imposes strict high school academic requirements for student-athletes who wish to continue playing their sport in college.

NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA)

The NAIA is similar to the NCAA, but serves a smaller number (approximately 300) of four-year colleges and universities. The NAIA is also divided into three divisions. NAIA schools view athletics as part of the overall educational process with the emphasis on “student” in the term student-athlete. More than 90 percent of NAIA institutions offer athletic scholarships but, in general, Division 1 schools offer more sports scholarships than Division II schools.

NATIONAL JUNIOR COLLEGE ATHLETIC ASSOCIATION (NJAA)

The NJAA represents two-year colleges exclusively and has three divisions. Approximately 45,300 athletes compete in one of 24 regions and every year the NJAA hosts 50 national championships. NJAA Division I colleges may offer athletes a full athletic scholarship, Division II colleges may offer only partial scholarships that cover tuition, fees, and books while Division III colleges do not offer scholarships.

Responsibilities of Prospective Student-Athletes

Online Registration Instructions:

1. Go to www.eligibilitycenter.org
2. Follow all the directions to complete your registration as a student athlete.
3. Notify Mr. Creeden that you have completed the registration process so he can send your transcript to the NCAA.

To Be Certified By the Clearinghouse

1. The completed Student Release Form and fee must be received by the NCAA clearinghouse by the spring of the senior year.
2. An official transcript must be mailed directly from every high school attended.
3. Complete the Foreign Student Application (if applicable).
4. SAT or ACT scores must be sent directly from the College Board.
5. Final transcript must be sent. **If all the steps above are completed, this is taken care of by the guidance department. You do not need to inquire about this.**
6. *The certification process for students participating in Division I or Division II colleges should be started at the end of the junior year.*

APPENDIX A

QUESTIONS TO ASK COLLEGE REPRESENTATIVES

QUESTIONS TO ASK COLLEGE REPRESENTATIVES

Admission:

- What factors do you consider when making an admission decision?
- When must I choose a major?
- How can I arrange a campus visit? Are there any special visitation days on your campus coming up?
- What are the application deadlines for admission and financial aid?
- What is the average high school GPA of the entering freshman class, and what is their average GPA after freshman year?
- What kind of courses should I be taking in my senior year of high school?
- Do you accept AP test credit?
- Are you test-optional?

Financial Aid:

- What are the application deadlines for financial aid?
- What is the total estimated student budget for a year?
- What kind of financial aid is available?
- How many students receive financial aid? What is the average reward?

Programs of Study:

- What types of internship/co-op experiences are available?
- What percent of a typical freshman class will actually graduate from your college? In how many years?
- How does the institution place students in their freshman class?
- Do you have my major?
- What are considered your top programs?
- How do you assign faculty advisors to students, especially those who are undecided about their majors?
- What additional academic services do you offer to students (tutoring, career counseling, study skills workshops)?

Campus Life:

- What types of extracurricular activities are there on campus?
- How many of last year's freshmen returned their sophomore year?
- Is yours a "suitcase college", where students go home on weekends?
- How many students live on campus? What percentage of the student body is residential/commuter?
- How are roommates selected?
- How safe is your school? Where can I obtain statistics about crimes on and off your campus?
- Is there transportation on an off campus?

APPENDIX B
COLLEGE COMPARISON WORKSHEET

College Name			
Location * distance from home			
Size * enrollment * size of campus			
Environment * type of school * school setting (rural, etc.) * location and size of nearest city * co-ed, male, female * religious affiliation			
Admissions Requirements * deadline * test scores required? * average test scores, GPA * special requirements			
Academics * your major offered * special requirements * accreditation * student/faculty ratio * typical class size			
College Expenses * tuition, room and board * estimated total budget * application fee, deposits			
Financial Aid * deadline * required forms * % receiving aid * scholarships offered			
Facilities * academic * recreational			
Activities * clubs, organizations * Greek life * athletics, intramurals * ministries (FCA, Young Life, etc.)			
Campus Visits * when * special opportunities			

APPENDIX C

MILITARY OPPORTUNITIES

IMMEDIATE BENEFITS

1. Educational and career training (technical and professional)
 - college degrees: associate, bachelor, graduate
 - vocational or technical certificates
 - certificates of completion of civilian apprenticeship programs
 - high school diplomas or equivalency documents
2. Opportunity to become a commissioned officer through ROTC or military academies
3. Travel
4. Specific guaranteed training upon entry
5. A community with a variety of attractions
6. Free medical and dental care
7. Lower cost commissary and post exchange service
8. Guaranteed pay
9. Promotion opportunities
10. A cadre of trained consultants and counselors

LONG-TERM BENEFITS

1. New G.I. Bill
2. Scholarships and Fellowships
3. Pay bonuses
4. 30-day paid vacation every year
5. Development of leisure-time skills
6. Certain housing, medical and educational services for families
7. Low-cost life insurance
8. Lifetime retirement benefits after 20 years service

TERMS OF ENLISTMENT

There is a mandatory eight-year service obligation for all branches of the military which may be split between active duty and reserve duty. The required proportion of the time spent on the active duty and reserve duty varies with each branch of the military. Check with the military recruiters for details.

ELIGIBILITY REQUIREMENTS

1. Age – At least 17 and not have reached your 22nd birthday on July 1st of the year.
2. Marital Status – Unmarried
3. Character – Good moral character
4. Medical Standards – Good physical condition

APPENDIX D

QUICK FINANCIAL AID CHECKLIST

- Estimate and understand costs for EACH college (direct and indirect)

- Attend Financial Aid Workshop in the fall

- Ask for information

- Be sure to follow college's deadlines

- Do you need a Profile?

- Submit ALL required documents.

- Complete and submit a FAFSA (after October 1st and before March 2nd)

- Respond to all requests for additional documents

* Respond to requests for additional information about your need analysis form so that there will be no further delay in processing your request for aid.

- Understand award letters and ask questions

- Check to see if other financial aid forms are required

- Keep a copy of all forms submitted

- Use a "Certificate of Mailing."

APPENDIX E

General Tips For a Student With a Learning Disability

- If you have any specific questions regarding the transition to college with the accommodations you received at DC, be sure to set up an appointment with Katelyn Gottier (kgottier@dccs.org), Director of US Student Support Services.
- It is optimal to have support systems in college similar to support systems that were available in high school (e.g. Official Accommodation Plan)
- Be sure to talk with several students with learning disabilities who are in the program when you visit each campus.
- Application requirements for a formal program may vary, but minimally include the following:
 - ❖ Evidence to support the designation of a learning disability:
 - A recent report from a qualified psycho educational diagnostician, which gives the results of a WAIS-III and an achievement battery.
 - High School transcript
 - Results of SAT I or ACT (timed with extended time)
 - Letters from teachers of academic subjects describing the level of the courses being taken by the student, as well as performance.
 - Campus interview
- Formal programs for students with learning disabilities are in demand. It is therefore important to complete applications and send in supportive information as soon as possible.
- You can also access [College Web LD](#) to search for colleges that have the accommodations your child needs.

Questions For The Initial Telephone Call To Colleges

- What are the testing requirements for students with learning disabilities (WAIS-III, Woodcock-Johnson III, etc.)?
- Will it be necessary to update tests? Programs usually require that tests have been administered within the past three years.
- Are there any other special application requirements?
- What are the high school course requirements? Are there any requirements waived for students with learning disabilities?
- Ask that they send you a student profile for entering students with learning disabilities (test scores, GPA, rank, and any other data used).

APPENDIX F

SAMPLE RESUME

Joshua Beitelspacher

PO Box 295
505 Palmquist Ave.
Hayti, SD 57241-0295

Insert
Profile
Picture
Here

High School Activities:

Football

- Team Captain (12th)
 - Varsity Letter (11th & 12th)
- All-Conference Honorable Mention (12th)
- Academic All-State (12th)
 - Most Improved (11th)

Yearbook

- Editor (12th)
- Design Editor (10th & 11th)
- All-State (10th, 11th, and 12th)

National Honor Society

- Two-Year Member (11th & 12th)
- Reporter (12th)

Student Government

- Student Body Secretary (12th)

Math & Science Contests

- Captain of the 1st Place team at South Dakota University Physics Bowl (12th)
- 3rd in Physics at DSU (11th)
- 2nd in Senior Math at Northern State University Math Contest (11th)
- 3rd in Physics at DSU (11th)
- Honorable Mention in Senior Math at NSU (11th)
- 2nd in Advanced Algebra at NSU (10th)
- 1st in Geometry at DSU (9th)

Science Fair

- Two-Year Participant (9th and 10th)
- Presenter at Minnesota Jr. Science and Humanities Symposium (10th)
- 3rd Place Physics Divisions at the Eastern SD Science and Engineering Fair (9th)

High School Honors:

National Merit Finalist (12th)

Graduated 1st in a class of 58 (12th)

Academic Awards

- Academic All State Gold Medallist (12th)
- Academic Excellence Award (12th)
- Principal's Leadership Award (12th)
- Bill O'Keefe Memorial Scholarship (12th)
- State Regeants' Scholar (12th)
- Presidential Award for Academic Excellence (12th)

September Student of the Month (12th)

Best Overall Math Score Awards

- Calculus (12th)
- Advanced Math (11th)
- Algebra II (10th)
- Geometry (9th)

Other Activities:

Hayti Helpers 4-H Club

- 11-Year Member (1991-2001)
- Washington Citizen Focus Trip (2001)
- 4-H Western Roundup Trip (1999)

Hamlin County 4-H Junior Leaders

- Secretary/Treasurer (2001)
- President (2000)

Hayti Lutheran Parish Luther Leagues

- President Sr. Luther League (2000)
- Treasurer Jr. Luther League (1997)

Appendix G

Interview Tips and Questions

Reminders:

- BE ON TIME
- Develop rapport
- Don't sit down until the interviewer(s) sits down
- Sit up straight
- Eye contact
- Don't look tense...just relax
- Use more than just "yes sir" or "no sir" answers
- Ask a couple of questions yourself
- Firm handshakes at the beginning and end of the interview

Possible Questions:

- What are your biggest assets/strengths?
- We would be making a big commitment to you if you received this scholarship or were accepted to our school, what kind of commitment would you be making to us?
- What has been your biggest achievement?
- How did you spend last summer?
- What is the most difficult situation you faced?
- What do you want to do after you graduate from college?
- Which of your extracurricular activities is most rewarding and why?
- What courses have you enjoyed the most?
- Who do you consider to be your role model?
- Do you believe you are a role model to others?
- Why should you get this scholarship or be accepted to our school instead of one of the other applicants?
- Are your grades an accurate reflection of your potential?
- What have you done that has shown leadership throughout high school?

APPENDIX H

GUIDE FOR INTERNATIONAL STUDENTS

If you are an international student, I want to thank the Lord for bringing you to DC. I know you were depending on the Lord as you made the very difficult decision to leave your family and live with a host family here in the Philadelphia area so you could attend DC. We want you to know that you are welcome here. I am sure that one of the main reasons you came to DC is to prepare yourself to attend a college or university in America. I want to do everything I can to make your transition and the college planning and application process as smooth and stress free as possible. The following information will help you get a better understanding of the processes and procedures we would like you to follow as you apply to colleges/universities in your senior year.

The DC Guidance Office Needs the Following Documents Before You Arrive:

- Official transcripts (must be signed and sealed) from each high school you have attended from 9th-11th grade. Please check with the admissions office to see if we have these already.
- Copy of your TOEFL scores. A score of 550 (paper) or 80 (internet-based) is typically required for admission to colleges and universities. Exceptional students may be accepted with lower scores.
- A copy of any SAT or ACT tests you may have taken.
- Medical records are complete
- The DC Guidance office will fax any additional documents to colleges that are required for international students (financial forms, I-20 authorization or transfer forms, etc.)

WHEN YOU DECIDE WHICH COLLEGE OR UNIVERSITY YOU WILL BE ATTENDING, YOU MUST GIVE THE I-20 TRANSFER FORM FROM THAT COLLEGE OR UNIVERSITY TO MRS. WARMHOLD IN THE DC ADMISSIONS OFFICE. BE SURE THAT ALL PARTS OF THE TRANSFER FORM ARE COMPLETED BEFORE TURNING IT IN.

Once again, we are glad you are here at DC and we want to make your time at DC as productive and profitable as possible. Please do not hesitate to contact Mr. Creeden in the Guidance office or Mrs. Warmhold, the Director of International Students, if you have any questions or concerns.

Important Resources and Links

Standardized Testing Registration:

SAT Registration	sat.collegeboard.org
ACT Registration	actstudent.org
PSAT My College Quickstart	https://quickstart.collegeboard.org/posweb/login.jsp

Standardized Test Preparation:

Revolution Prep *recommend	https://www.revolutionprep.com/partners/82093
Princeton Review	princetonreview.com
Powerscore	powerscore.com
Kaplan	kaptest.com
Huntington Test Prep	huntingtonhelps.com
Khan Academy	Khanacademy.org
College Bound	collegeboundlearningcenter.com
College Board	https://collegereadiness.collegeboard.org/sat/practice

College Admissions News and Information:

DC Guidance Twitter	@DC_Guidance
DC College Counselor Corner Blog	collegecounselorcorner.com
The College Solution Blog	thecollegesolution.com
USA Today College	usatodaycollege.com
IvyWise Blog	https://www.ivywise.com/blog/
College Kickstart Blog	https://www.collegekickstart.com/blog
Educated Quest	Educatedquest.com

Advanced Placement (AP):

AP Testing Dates	apcentral.collegeboard.com
Send AP Scores to Colleges	Call (888) 308-0013 (toll-free)
AP Score Check	collegeboard.com/apcreditpolicy/index.jsp

Financial Aid/Scholarships:

FAFSA	fafsa.ed.gov
PA State Grant Program	https://www.collegekickstart.com/blog
Local Scholarships	see Mr. Creeden
DC Guidance Twitter	@DC_Guidance
Sallie Mae	http://go.salliemae.com/scholarship/
Fast Web	fastweb.com
Other National Scholarships	scholarships.org/ collegescholarships.com

Major/Career Assistance:

My Majors	mymajors.com
ONet Online	https://www.onetonline.org/
College Majors 101	https://www.collegemajors101.com/
DCCC Career Coach	Click here

Student-Athlete/College Athletic Recruiting:

NCAA Initial Eligibility	eligibilitycenter.org
Dynamite Sports (Rick Wire)	dynamitesports.com
NCSA College Recruiting & Scholarships	ncsasports.com