



Duchesne Omaha 1881
Academy of the Sacred Heart

COLLEGE HANDBOOK FOR STUDENTS

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Critical Calendar for College Planning

Spring of Junior Year

Junior Seminar meets one block each week during third quarter spring of junior year.

Summer between Junior and Senior Year

1. Visit, visit, visit campuses.
2. Finalize list of prospective colleges on your SCOIR account. .
3. Begin to write a rough draft of your college essay.

Fall of Senior Year

Senior Seminar meets one block each week during the first quarter of senior year.

1. Retake tests if necessary
2. Check college websites for application/scholarship deadlines AND
3. Set a goal to complete all applications by November 1 to avoid missing any deadlines

Duchesne Academy of the Sacred Heart

Student Profile

Name _____ Date _____

Please answer the following questions thoroughly and in detail. You may attach more paper or submit your responses on a separate page. Mrs. Swanson will use this information in writing your college recommendation.

What do you consider to be your strengths and your challenges? Please give an example of each:

What clubs have you joined at Duchesne? How have you grown as a result of your participation?

Which school activity (academic or extra-curricular) has had the most impact on you? Why?

Describe any family circumstances that have contributed to your academic/personal growth.

Do you identify with any faith tradition? What role does your faith play in your life?

Have you ever had a part- time job? What skills have you learned from your work?

Have you participated (or have plans to participate) in any Duchesne service trips or exchange programs with the Sacred Heart Network? Describe.

Which Sacred Heart goal speaks to you the most? Explain.

What has been or is currently your favorite class at Duchesne? Why?

Describe a significant academic accomplishment and tell why you take pride in it. (Major paper, science experiment, artistic project) What specifically did you do to excel in this subject?

Describe situations in which you have taken initiative or been a leader.

Have you ever stood up for anyone? Who? Why? Who would you stand up for, and why?

What do you consider your most important activities outside of school? Explain.

Who are “your people”?

What do you do to stay informed about current events?

What issues or ideas anger you or inspire your passion?

What is the primary topic of the articles you always read and movies or TV shows that most attract you?

What has been your most meaningful community service? What did you learn about yourself from this service?

Do you feel that your transcript is an accurate reflection of your ability? What factors have influenced your school performance positively or negatively?

What is your definition of a good college?

What college major or careers are you considering?

What are your top three criteria in considering a prospective college?

Geographic location? Type of environment? (urban/rural/small town)? Size of student body?

Specific program of study? Athletics or sports you would like to play? Intramural or NCAA/NAIA?

Other?

- 1.
- 2.
- 3.

What are some colleges that you are considering?

How will you finance your college education? How important will financial aid figure into your college decision?

Student Rank of College Criteria

On this sheet, underline the criteria which are important to you in choosing a college. Do not use them all, use what you need. Then, to the left of your criteria, RANK them. Use number 1 as most important.

Why do this? Writing things down helps sort them and eliminates some mental running in circles. Be objective, ~~but~~ do not over analyze. Do not rule out your intuition.

College Criteria Starter Kit

<u> </u> Academic challenge	<u> </u> International study
<u> </u> Admission criteria	<u> </u> Internship program
<u> </u> Atmosphere	<u> </u> Major(s) available
<u> </u> Chance of acceptance	<u> </u> Networking possibilities
<u> </u> Chance of staying in	<u> </u> Pre-Major(s) available
<u> </u> Clubs/organizations	<u> </u> Parental influence
<u> </u> Cost	<u> </u> Parking
<u> </u> Counseling available	<u> </u> Personal attention
<u> </u> Cultural events	<u> </u> Personal growth
<u> </u> Diverse student population	<u> </u> Recreation facilities
<u> </u> Dramatic activities	<u> </u> Religious affiliation
<u> </u> Exchange programs	<u> </u> ROTC
<u> </u> Family tradition	<u> </u> Scholarships
<u> </u> Financial aid	<u> </u> Sibling(s)
<u> </u> Feels right	<u> </u> Size of classes
<u> </u> Food quality	<u> </u> Size of school
<u> </u> Friends	<u> </u> Special events
<u> </u> Geographic location	<u> </u> Sports
<u> </u> Graduate job placement	<u> </u> Talent outlets
<u> </u> Grad/Professional school	<u> </u> Tutoring
<u> </u> Gym facilities	<u> </u>
<u> </u> Health facilities	<u> </u>
<u> </u> Honors programs	<u> </u>
<u> </u> Housing	<u> </u>
<u> </u> Image/perceived reputation of school	<u> </u>
<u> </u> Interesting people to meet	<u> </u>

Choosing a College

STEP ONE: Go through the following list, and in the first column check off each one that applies to you. You can do this relatively quickly; it takes about 10 minutes. Don't put much thought into this just yet. Just go with your gut reaction.

STEP TWO: After you've checked off all the statements that apply to you, go to those responses you've checked. In the second column, rate how important this particular issue is to you on a scale of 1 to 10 (1 being not important and 10 being very important). This will probably take more time.

	STEP 1 Check if important	STEP 2 Rank in order of importance
SIZE, STUDENT POPULATION		
I want to go to a large college.	<input type="checkbox"/>	_____
I want to go to a small college.	<input type="checkbox"/>	_____
I want to go to a medium-sized college.	<input type="checkbox"/>	_____
LOCATION		
I want to go to school in a certain region, state or location.	<input type="checkbox"/>	_____
I want to be able to drive home in a reasonable timeframe.	<input type="checkbox"/>	_____
I want to go to school close to home.	<input type="checkbox"/>	_____
I want to go to school in a big city.	<input type="checkbox"/>	_____
I want to go to school near a big city, but not in one.	<input type="checkbox"/>	_____
I want to go to school in a small town.	<input type="checkbox"/>	_____
It is important for me to be surrounded by nature, to be able to lie outside on the grass and to see trees.	<input type="checkbox"/>	_____
It is important to me to have a lot of activities going on outside the school.	<input type="checkbox"/>	_____
I need peace and quiet.	<input type="checkbox"/>	_____

LIVING ARRANGEMENTS

I want to live at home.

☐

I want to live on campus the entire time.

☐

I want to live on campus for a few years then move off.

☐

I want to live in a suite (kitchen, bathroom, etc.).

☐

I want to have a car at school.

☐

I want to live in a single-sex dorm.

☐

I want to live in a coed dorm.

☐

I want to have a single room; I need a lot of privacy.

☐

I don't mind sharing a room.

☐

I want to have many housing options.

☐

I have a food allergy and will need lots of dining options.

☐

COLLEGE REPUTATION

I want to go to a school with nationwide name recognition.

☐

I want to attend a school with name recognition within a particular region.

☐

I want to study with famous professors and faculty members.

☐

I want to go to a good school where I can be the happiest; the school's name isn't that important to me.

☐

ACADEMICS

I'm an above average student, and my education is very important to me.

☐

I want to get into a top-rated school.

☐

I'm an average student; I want to get the best quality education I can.

☐

STEP 1

Check if important

STEP 2

Rank in order of
importance

STEP 1

Check if important

STEP 2Rank in order of
importance

I'm a hard worker. I can handle the stress and pressure.

☐

I don't want to have a heavy workload. I want to enjoy my free time.

☐

I want to go to a school that has only undergraduates.

☐

I want to go to a large research university.

☐

I want my professors to know me by name.

☐

It's important to me to be able to use state-of-the-art facilities
and resources.

☐

RELIGIOUS AFFILIATION

I want to attend a Catholic college.

☐

I want to attend a Jesuit college.

☐

I do **not** want to attend a college with any religious
affiliation.

☐

The religious affiliation of a college is not important to me.

☐

FINANCES

Money is not a problem for me; I can go to whichever school I want.

☐

Cost is a moderate consideration for me; I want to go to the
best school I can afford.

☐

Cost is a major consideration for me; I want to go to the
most reasonably priced school I can.

☐

I'm putting myself through school.

☐

I'm depending on financial aid/loans to help me pay tuition.

☐

I need an on-campus job to help pay for school and expenses.

☐

My family will be contributing a large amount to fund my education.

☐

I don't want to build up a lot of debt that I'll have to pay off after
I graduate.

☐

STEP 1

Check if important

STEP 2Rank in order of
importance**TYPE OF STUDY**

It's important to me to receive a strong background in a wide range of subjects.

☐

It's important to me to have the opportunity to study in small classes and seminars.

☐

It's important to me that I have many courses and programs from which to choose.

☐

I want to have freedom and independence in what I study; I want to be able to study several subjects before I decide.

☐

I know exactly what I want to major in; I want to go to a school that has a strong department or program in this subject.

☐

I'm planning on going on to graduate school or professional school in a particular field; I want an undergraduate program that will help me prepare for it.

☐

SPECIAL OPTIONS/OPPORTUNITIES

I'm hoping to get a dual degree.

☐

I'm hoping to get an accelerated professional degree.

☐

I want to gain real-world working experience while I'm an undergraduate.

☐

I want a working internship in my chosen field to gain experience before I graduate.

☐

I want to study abroad for a semester or a year.

☐

I want to study for a semester or a year at another school within the United States.

☐

I want a chance to work on special projects and to conduct my own independent research.

☐

SOCIAL SCENE

STEP 1

Check if important

STEP 2

Rank in order of
importance

I like to have a lot of friends; I want to be able to meet a lot of people.

☐

I prefer to make a few close friends than have a lot of acquaintances.

☐

I like to have a sense of community and be in a friendly environment where most people know one another.

☐

I feel having fun is just as important as studying. I want to have a good time while I'm in school.

☐

NETWORKING

It's important to me to meet people in college who can help me with my career and social life.

☐

It's important to me to find a job right after college; I want to go to a school with helpful career services and a high job placement record.

☐

INTERESTS

I want to do fun things outside of class, and I like a lot of choices of activities to participate in.

☐

I want to hold a major position in whatever club I join, or become very involved in some activity without much competition from other students.

☐

I'm a varsity athlete, and I want to play on a top-ranked college team.

☐

I'm a decent athlete and I love to play; I'd prefer to play actively in Division II or III rather than be on a top-ranked team and not be able to play.

☐

I love to watch sports and I want to be able to see top-ranked teams play.

☐

I love to play sports for fun and want to be able to play on an intra-mural team.

☐

I love to do different health, fitness and recreational activities, and I want to go to a school with excellent facilities.

☐

	STEP 1	STEP 2
	Check if important	Rank in order of importance
I love being out of doors and want to go to a school with lots of outdoor activities.	<input type="checkbox"/>	_____
I love going to museums and galleries, and I want the chance to go as often as possible.	<input type="checkbox"/>	_____
I love going to theatrical, music and dance programs, and I want to be able to go often.	<input type="checkbox"/>	_____
I enjoy performing (playing an instrument, acting, dancing) and I would like to perform just for fun.	<input type="checkbox"/>	_____
I want to join a particular club or organization that meets my specific interests or needs.	<input type="checkbox"/>	_____
I want to join a fraternity or sorority.	<input type="checkbox"/>	_____
I want to become involved with campus government.	<input type="checkbox"/>	_____
I want to be involved in politics and political issues.	<input type="checkbox"/>	_____
I want to do volunteer work or community service.	<input type="checkbox"/>	_____
DIVERSITY/VALUES		
I'm a member of a particular ethnic group, culture, or nationality and I want to attend a school where I'll feel comfortable.	<input type="checkbox"/>	_____
Diversity is very important to me; I want to be around people from different backgrounds and cultures.	<input type="checkbox"/>	_____
I want to attend a school with a large international population.	<input type="checkbox"/>	_____
I'm gay, lesbian, bisexual, or transgender and I want to attend a school where I can be out and comfortable.	<input type="checkbox"/>	_____
As part of my education, I want to be exposed to many new ideas and points of view.	<input type="checkbox"/>	_____
I have a lot of opinions that I want to be able to express freely. I want the freedom to do my own thing.	<input type="checkbox"/>	_____
I consider myself a liberal and want to be around people who share my views.	<input type="checkbox"/>	_____
I consider myself a conservative and want to be around people who share my views.	<input type="checkbox"/>	_____
I'm not certain about my views; I'm hoping I'll find out in college.	<input type="checkbox"/>	_____

STEP 1 STEP 2

Check if important Rank in order of
importance

I believe in a pretty traditional, straightforward approach to education; this is the kind of education I want.

☐

I don't want a traditional education; I'm really open to new theories and ideas and a more experimental approach to learning.

☐

I want to go to a school that upholds my religious values.

☐

I want to go to a school that has many members of my faith.

☐

HEY!

**Remember to go back and prioritize the issues you checked off
(Step Two)**

STEP 3:

Now go back to each item for which you listed as important. Look over these issues and try to place them in order of importance, with the most important ones on top.

Issue List (from Most Important to Least):

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Testing Information

STANDARDIZED TESTS

An important part of the application for college is made up of standardized test scores. Students need to schedule their testing plan keeping the following in mind:

- All schools all over the country take either ACT or SAT. Students can retake the tests and schools will consider the highest scores.
- Mrs. Swanson advises all juniors to take either the ACT or SAT in the spring of junior year.
- Preparation for the tests is recommended to familiarize students with the testing format. Test prep options are listed on the Duchesne Academy College Counseling website.
- Duchesne will offer the ACT to all juniors in the spring semester of junior year.
- Early Action and Early Decision candidates need to be especially careful in planning testing because fall testing options may conflict with application deadlines.
- SAT Subject Tests are achievement tests occasionally recommended by some competitive colleges. It is important that students check the admissions policies of their prospective colleges.
- Many schools have adopted a test-optional policy. This means that students can choose whether or not to report their standardized test scores as part of their application. If a student is considering this strategy, she should discuss this with Mrs. Swanson.

REPORTING SCORES

It is the student's responsibility to sign up to take the tests and have the scores reported to Duchesne and to her colleges. Duchesne's school code is: 281685.

Please note that standardized test scores are NOT included on the official transcript. Students are responsible for sending all their official test scores to their colleges.

Students are welcome to discuss their test plan with Mrs. Swanson at any time.

Concordance Tables

Released: May 9, 2016

New SAT to ACT Concordance Table

Table 7

New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score
1600	36	1330	28	1060	21	790	14
1590	36	1320	28	1060	20	780	14
1580	35	1310	28	1040	20	770	14
1570	35	1300	27	1030	20	760	14
1560	35	1290	27	1020	20	750	13
1550	34	1280	27	1010	19	740	13
1540	34	1270	26	1000	19	730	13
1530	34	1260	26	990	19	720	13
1520	34	1250	26	980	19	710	12
1510	33	1240	26	970	18	700	12
1500	33	1230	25	960	18	690	12
1490	33	1220	25	950	18	680	12
1480	32	1210	25	940	18	670	12
1470	32	1200	25	930	17	660	12
1460	32	1190	24	920	17	650	12
1450	32	1180	24	910	17	640	12
1440	31	1170	24	900	17	630	12
1430	31	1160	24	890	16	620	11
1420	31	1150	23	880	16	610	11
1410	30	1140	23	870	16	600	11
1400	30	1130	23	860	16	590	11
1390	30	1120	22	850	15	580	11
1380	29	1110	22	840	15	570	11
1370	29	1100	22	830	15	560	11
1360	29	1090	21	820	15		
1350	29	1080	21	810	15		
1340	28	1070	21	800	14		

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

New SAT Writing and Language to ACT English/Writing Concordance Table

Table 8

New SAT Writing and Language (10-40)	ACT English/ Writing Score	New SAT Writing and Language (10-40)	ACT English/ Writing Score	New SAT Writing and Language (10-40)	ACT English/ Writing Score	New SAT Writing and Language (10-40)	ACT English/ Writing Score
40	34	34	28	28	21	22	16
39	33	33	26	27	20	21	14
38	33	32	25	26	19	20	13
37	32	31	24	25	18	19	13
36	30	30	23	24	17	18	12
35	29	29	22	23	16	17	11

Because of changes to the ACT writing test introduced in 2015, the concordance score for the ACT Combined English/Writing is only applicable if you took the ACT prior to September 2015.

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

Resume Hints

Your college resume is extremely important. Many colleges look to the resume to determine scholarships for leadership and community service so it must be complete. Teachers may ask for a copy of your resume when writing letters of recommendation. Make it a complete “snapshot” of your accomplishments while in high school. Don’t be afraid to brag. Don’t worry if you don’t have something in every area of school life. Please complete your resume junior year and give to Mrs. Swanson when you meet with her. You will review and update your resume at the beginning of senior year.

Hints

- Mrs. Swanson has a folder that contains the programs for all of the honors and prize days since you have been at Duchesne.
- Only include high school activities unless you have continued participation over grade and high school years such as musical lessons, club soccer etc.
- If you think that you are eligible for service scholarships, be very complete in the number of hours that were spent giving service. Service given can be included on a resume even if it has not been reported to Duchesne.
- Write the resume so that people outside of Omaha and Duchesne will understand school specific abbreviations or awards that are known only here.
- Ask your parents and your friends to help you think over your high school years so that you don’t forget activities.
- Mrs. Swanson is very happy to review draft resumes or to help you with any questions regarding how something should be presented.
- Every student’s resume will be different. The idea is to give a picture of how you have used your time at school and outside Duchesne.
- Hobbies, interests, passions are good items for resumes. If you are an avid reader, writer, sports fan — put that in the additional information section and you will look like an interesting person.
- Use the resume builder on your SCOIR Student Account or follow the example layout on the next page.
- Education Quest has a Resume builder template on its website, which Mrs. Swanson highly recommends.

Example Layout

STUDENT'S NAME

HONORS, AWARDS, ACTIVITIES

HONORS AND AWARDS

Trés Bien Certificate, 10, 11
Honors, 9, 10, 11
Excellence in History Prize, 11
Outstanding Achievement in Biology, 10

CLUBS AND ORGANIZATIONS

Junior Class vice-president
Representative of Social Committee, 10, 11, 12
The Bird Post, school newspaper photography staff, 11,
12 Prom Committee, 11

ATHLETICS

Varsity Soccer team, 10, 11
Co-captain, 12
Varsity Volleyball team, 10, 11, 12
Soccer camp at St. Lawrence University, summer 2021

FINE ARTS

As You Like It, lead, 11
Wizard of Oz, stage crew, 11
Once Act Play Competition, 9, 10, 11
Piano lessons, 6 years
Church Choir member, 3 years

COMMUNITY SERVICE

Tutor Sacred Heart 3rd grade children, 9
Volunteer at Children's Hospital, 10
Martin House, after school arts and crafts program, 11
Saferides Program, 12

ADDITIONAL EXPERIENCES

Duchesne program in Mexico, 10 days, May 2022
Part-time job, winter 2021 - present

How many colleges should you apply to?

Before you start to choose a college, you should know that any number of colleges may be right for you. There is no such thing as the one and only college for any student. According to data from the American Council on Education, most students actually attend the college of their first choice.

College selectivity plays an important role in admissions. Most colleges fall into three categories of selectivity. (These categories are not to be confused with Barron's "College Admissions Selector.")

1. Open admission colleges, which accept nearly all applicants who have a high school diploma or its equivalent.
2. Selective colleges, which offer admission to all or most applicants who meet their entrance requirements.
3. Highly selective colleges. Competition is tough for this last group, and many students who meet all requirements may not get in. On the average, these colleges offer admission to less than 25% of applicants, some as few as 7%, most of whom are "qualified."

Colleges may vary in their admission criteria for applicants, but generally they look at the following:

- a) academic performance in high school, indicated by cumulative grade point average
- b) pattern of high school subjects completed and difficulty of course work
- c) scores on standardized tests
- d) essay
- e) extra-curricular activities and personal qualification, including outstanding talent
- f) recommendations
- g) rigor of high school attended (determined by school profile and record of previous graduates at that school)

Most students apply to four, five or six colleges. In narrowing down your list, consider the following guidelines:

1. Apply to one "reach" college
2. Apply to two "good match" colleges
3. Apply to one "sure bet" or "likely" college
4. Apply to one college with rolling admission
5. If financial aid is critical, apply to one state college where acceptance is guaranteed

Notification

After you have filled out your application and have arranged to have your latest documents sent to the college, there is little to do but wait for the college to make its decision. The majority of colleges use one or more of the following:

Rolling Admission - Many colleges consider each applicant as soon as all the credentials have been received, and students are notified without delay. For these colleges, decisions are announced continuously over a period of several months rather than all at once (most Nebraska state schools follow this policy).

April 1 Notification - Many of the more competitive colleges wait until after their stated application deadline before evaluating any students. All decisions are announced at the same time - usually before April 1.

Early Decision - Only for those applicants who are absolutely sure of the college they want to attend and who are likely to be accepted into that college. All application materials must be submitted by a much earlier date: November 1, November 15 or December 1 (dates differ at each college). The college then responds with a decision by December 15. If you are accepted, you can apply to no other college; an acceptance represents a legal commitment by the student to enroll.

Early Action - A plan used by some selective colleges whereby a student receives a definite decision from the college by January 1, but does not have to notify the college of her decision until May.

Other - Some schools have variations of the above. Read your application materials carefully so you know the policy of each school to which you apply.

Visiting Colleges

Selecting a college is one of the most important decisions a person can make, **and it is hard to imagine someone making a \$75,000 - \$200,000 investment without seeing it and investigating it thoroughly!** The college visit is one of the best ways to assure a “good fit” between the institution and the student. Some students visit colleges during the summer or during the Winter Break, while others wait until all of their options are known before visiting. If you visit colleges in the summer, you will be able to get to more campuses but will not see the students. However, visiting in the summer is far better than not visiting at all!

Planning the Visit:

1. Make a list of the colleges you want to see
2. Go to the website or call the admissions office to make appointments at least three weeks in advance
3. Arrange to take a tour and find out the distances between the schools and time needed to get from place to place
4. Ask to have college information sent to you before you make a trip
5. Ask if it is possible for you to spend the night in a dormitory and/or visit classes
6. Ask if there is anything you need to bring with you. (i.e. resume, transcript, etc.)

What to Include on the College Visit

1. A tour - call ahead or go to the website to get a time and place to meet group
2. At least one meal or snack in the cafeteria to see students
3. Free time to wander around the campus and observe activities
4. A reading of the student newspaper to find out issues on campus
5. A visit to a class that interests you, if there is time
6. An overnight stay in a dormitory while parents stay in a hotel
7. An interview if there is time (some schools will offer interviews in Omaha through local alumni; other schools do not give interviews at all)

Follow-up

Take notes immediately after each visit as details tend to blend together and become confused as you visit more than one campus.

Visiting Colleges

Arranging a college visit (don't drop in!)

- Look on website or call about possibilities
- Make appointments (before making travel plans)
- Attend admissions general information session
- Meet with a professor in your area of interest
- Sit in on a class
- Make travel plans allowing at least 4 hours at each college
- Thoroughly review materials about the college so you will be prepared with questions
- Journal before/during/after so you can remember
- Make it a point to meet with the college representative for Duchesne (Omaha)

Mrs. Swanson is very happy to help you:

- Call colleges — connect you with our representative
- Plan trips with suggestions of other schools
- Prepare for interviews
- Connect with Duchesne graduates attending the college

Areas to investigate:

- Geographic area
- Housing, including study and dining facilities
- Student organizations
- Library
- Types of programs available (academic and extracurricular)
- Academic pressure and competitiveness
- Lecture and entertainment
- Advisory program (Students? Faculty? Professional Counselors?)
- Health services
- Students' attitudes, interests and feelings about the school
- Student-faculty ratios and relationships
- Security

Campus Visit Reminders

Things to do:

* Call campus and make appointment: Ph# (_____) _____ - _____

Bring the following:

- ☐ Letter from campus confirming date, time and location of your interview
- ☐ List of questions for your interviewer
- ☐ Copies of unofficial transcript & test scores
- ☐ Digital portfolio of work/athletic performance (if appropriate)
- ☐ Resume
- ☐ Campus map
- ☐ Parking permit (if necessary)
- ☐ Airplane, train or bus tickets (if necessary)
- ☐ Letter confirming overnight residence hall visit
- ☐ Confirmed reservations at local hotel (if not staying on campus)
- ☐ Interview clothes (clean)
- ☐ Money

Campus Visit Notes

Name of College _____ Phone _____

Travel instructions _____

Lodging _____ Phone _____

Interview date/time/location; Name of interviewer _____

Impression gained from interview _____

Time of tour _____ Tour guide's name _____

Impression gained from tour _____

Places I would like to see again _____

Names of faculty, staff or students met _____

Classes or other activities attended _____

Overnight visit date and time; Name of student host; General impression from visit _____

The Interview

How important is the interview?

FIRST, taking the time and effort to be present for an interview demonstrates your sincere interest in the institution. Be on time!

SECOND, it is an opportunity to learn firsthand about the school. Rumors you may have heard can be confirmed or dispelled and important facts can be gleaned. A better understanding of how the selection process works will enable you to make yourself a better candidate.

THIRD, the interview is an opportunity to present yourself in a very personal way.

-Most schools will tell you that the interview is not an important part of the selection process, that its only real use is to confirm that recommendations of teachers and counselors, and that is an imperfect way of evaluating a student. The interview may be more important for students who are in the middle range of candidates.

-Be sure you have done your homework on a college before going on an interview so you can ask intelligent, knowledgeable questions.

-Dress neatly.

-Ask for the interviewer's business card so you can write a thank you note.

1. Be knowledgeable about the college. You will want to have read admissions materials and the catalog before the interview.
2. Have a list of questions, which are not answered in the admissions literature. A paper and pencil may be helpful for taking notes.
3. Be prepared to talk about yourself. Your academic record (grades, test scores, present courses): extracurricular activities, accomplishments, career interests, and your interest in the particular college.
4. Take time to listen to the interviewer's questions. When responding, get to the point! If you do not understand a question, do not hesitate to ask the interviewer to repeat it or to clarify the question.
5. Take time to think before responding to difficult questions: use the silence in the interview to collect your thoughts. Do not feel obligated to fill every silence right away.
6. Be absolutely honest! Do not try to show that you have something you do not really have; on the other hand, do not be excessively modest. Be self confident in the abilities and characteristics you possess. You, your interests and your ideas are important!
7. "Body language" is important: meet your interviewer with a firm handshake: maintain good eye contact throughout the interview; be aware of facial expressions and hand gestures. Show enthusiasm and convey a positive attitude!
8. Thank the interviewer as you leave and remember his or her name: send a letter when you arrive home thanking the interviewer for his or her time.

What are they looking for?

Skilled interviewers will be collecting evidence of the following: Intellectual promise, motivation, energy level, stability, sense of humor, values, interest in the institution, articulation, integrity, leadership and personality.

Sample questions sometimes asked by interviewers

1. Do you have any contemporary heroes? Historical heroes?
2. If I visited your school for a few days, what would I find is your role in the school community? What would teachers say were your greatest strengths as a person - as a student – likewise about your shortcomings and weaknesses?
3. What kind of self-development do you wish to see in yourself in the next four years?
4. What do you feel is a challenge you would like to overcome in the next four years?
5. What is the most significant contribution you have made to your school?
6. What will be the “good life” for you in twenty years from now? Any ideas on this?
7. Where and when do you find yourself most stimulated intellectually?
8. What is your reason for participating in athletics? What are the satisfactions?
9. If our roles were reversed, what would you like to know about me so that you could make an intelligent and fair decision on my application for admission, or, better still, on my competence as your interviewer?
10. Since you are interested in science, math (where appropriate), why are you interested in a liberal arts college rather than a more technical institution?
11. How and in what ways do you expect, plan, hope to transfer your high school contributions, achievements, activities to the college level?
12. Are you really satisfied with your accomplishments, growth, etc. to date? Comment.
13. What books or articles have made a lasting impression on your way of thinking? Have you read deeply into any one author or field?
14. What pressures do you feel operating on you in society to conform? Describe ways in which you and your friends “go your own way.”
15. Describe some things that you have become indignant over in the past year?
16. How would you describe yourself as a person?
17. What do you feel sets you apart as an individual in your school?

18. If you were just chosen as the principal in your high school, what would be your first move?
19. What are the most recent books you have read outside of school?
20. If you could read the evaluation that your teacher has written about you, what would it say?
21. Are your standardized test scores an accurate reflection of your true abilities?
22. Are you satisfied with your academic record to date?
23. How would you describe your two or three best friends?
24. Do you have any anxieties about going to college?
25. What are your goals for the future?
27. If you had to convince someone who dislikes your favorite subject that it can be worthwhile, what would you say?
28. What have you done in the last six months to help another person?
29. When you have a free afternoon, how do you spend it?
30. Whom do you admire most in your family? Why?

Questions you may want to ask

- How would you describe the relationship between your college and the local community?
- What is the neighborhood surrounding the campus like? How do students get involved in the local community?
- Is the undergraduate program comprised in order to advance the graduate and professional school? Do freshmen have opportunities to take courses with the “top” professors?
- What percentage of students return for sophomore year? Why do students leave?
- What are the strongest programs in the school?
- Are there courses listed each year that ultimately do not run?
- Can a student design her own major?
- What is the composition of the student body (e.g., from what states, how many undergraduates/ graduates, male/ female ratio, commuter vs. residential, racial and cultural backgrounds)?
- Do you offer a wide variety of majors? Can students easily change their course of study? How many students double major or pursue more than one interest?
- Do faculty members teach courses, or are they taught mostly by graduate students? What is the average class size? Who teaches freshmen?
- What courses are required? Can I get credit for Advanced Placement or International Baccalaureate courses?
- Are there opportunities for research, independent study, internships, and study abroad?
- What choices are there for extracurricular activities?
- Is there a public transportation system making it easy for students to get around without a car?
- What percentages of students live campus? Is on-campus housing guaranteed for freshmen? Is housing guaranteed for four years?
- Do you offer academic scholarships? What is the application process for scholarships?
- What are the characteristics of this school that make it distinctive?

The College Application

Colleges are not alike and application forms may vary significantly. Without a formal application, colleges will not consider you for admission.

Carefully consider: Your application represents you, your hard work, hopes, and dreams to the admission committee. Take care to make it look as beautiful and well qualified as you are!

A college or university typically collects five different kinds of information about its applicants:

1. **Personal Information** - This serves the purpose of identifying the student to the college (name, address, high school, etc.) as well as manifesting the student's personality (personal statement).
2. **Standardized Test Scores** - SAT or ACT - Students must request that these be sent to their colleges when they take the exam.
3. **The Transcript** - Courses and grades taken in grades 9-11 are on the transcript sent in the fall of senior year. The transcript also shows the student's cumulative grade point average. Mrs. Swanson has the responsibility of sending the transcripts to the colleges. Duchesne does not rank students.
4. **The School Recommendation Statement** - While it is true that for admissions purposes colleges place great emphasis on a student's academic record though four year of high school, it is also true that other factors are important, particularly when admissions officers are trying to distinguish among hundreds of students with quite similar grade point averages, test scores and extracurricular activities. The letter of recommendation from Mrs. Swanson can be very meaningful and decisive.
5. **Letters of Recommendation** - Some colleges request that classroom teachers assess an applicant's ability. Check with Mrs. Swanson regarding the appropriate procedure. Many colleges do not require, nor will they accept, letters of recommendation.

At Duchesne, students ask teachers for these recommendations prior to May 1 of the junior year. Recommendations from others (community leaders, influential friends, etc.) should be sent only after the student has conferred with Mrs. Swanson.

NOTE:

Most colleges charge an application fee ranging from \$45 to \$80. As with testing fees, if these costs present hardship for you, talk to Mrs. Swanson about the possibility of getting application fee waivers.

Completing the Application

1. Read every word of the directions before you even print your name.
2. Demonstrate your best work, something of which you can be proud.
3. Answer every question! There is no such thing as an “optional” question or section. This is your opportunity to sell yourself.
4. Use the same EXACT name on all forms - not Suzie on one and Susan on another!
5. Make sure your essays are error-free, thoughtful, logical and organized. Do not over- reach. Use comfortable vocabulary. Be yourself. The essay should say something the rest of the application doesn’t say, or at least should elaborate on something the application suggests: a talent, and interest, thoughts on a world or local problem, a personal accomplishment.
6. Do not write what you think the admissions office wants. The committee reading your application wants to know you - whatever you think and do, no matter how “ordinary” you may feel. Your file represents a different individual from all the others.
7. Be precise in all your answers. For dates, indicate month/day/year. For parents’ occupation: indicate the job title or job description, not simply a company name.
8. Use specific examples when describing your interests and achievements. Explain your involvement - why the things you chose to discuss are important to you. It is better to emphasize the degree of involvement in a few activities than a long list of superficial interests.
9. Spend THOUGHT and TIME to present the best YOU. Be HONEST!
10. Avoid simplistic answers and reasons. If you want to be an engineer, for example, cite some experience from your own life that led you to this present choice. A college should be convinced that you truly want an education. Why are you going to college? To learn? To learn what? Why?
11. If humor is a part of your style, feel free to use it.
12. When listing work experience, keep the jobs organized. Indicate job title or description of activities, the name of the firm, dates of employment and hours per week employed, and at what wage. List dates chronologically (most recent first.)
13. Proofread. Spelling errors are unacceptable. Proofread again!
14. Make sure that your tests scores are sent to all of your schools **by the testing companies**. If you do not send your scores when you test, this can take 2-4 weeks.
15. Be aware of deadlines. All documents must be received by your colleges by the deadline.

Letters of Recommendation

1. Recommendations are not used by most public universities, except for unusual circumstances (international students, special talent in fine arts, serious illness, marginal applicants).
2. In most instances, Mrs. Swanson's recommendation (which often includes teacher comments) is sufficient. Keep Mrs. Swanson well-informed about your activities and activities and goals, so her letter will be consistent with comments you make in your essays.
3. Highly selective colleges will require recommendations from teachers, as well as Mrs. Swanson. The most helpful recommendations provide descriptions of your skills and performance in the classroom. You are strongly encouraged to discuss these with your teachers and Mrs. Swanson.
4. Make your requests to teachers for recommendation letters by May 1st of Junior year. There is a form that you will complete before you ask the teacher. You will also formally request your recommenders via SCOIR. Mrs. Swanson will explain this in senior seminar. Teachers have to submit the letter to the Duchesne college counseling office by October 1st of your senior year. Most teachers will want a resume to refer to, as they write their letters.
5. The policy at Duchesne Academy is that all letters of recommendation are confidential. This is in your best interests as letter that are confidential carry more weight in the application process. You are recommended to waive your right of access to these letters on your application, so that your colleges are aware you did not see the letters.

Some institutions ask those who write recommendations to respond to questions. Here are some examples of questions that your teacher and/or Mrs. Swanson might be asked:

- What are the first words which come to your mind to describe the applicant?
- Assess, if possible, the applicant's commitment to academic pursuits. You may comment on the applicant's writing and verbal abilities and capacity to undertake independent study. Please do not restrict your responses to these abilities. Use specific examples.
- The applicant has supplied us with a list of activities and interest. If you are familiar with the quality of the applicant's non-academic performance, please supply examples of the applicant's talent, competence, or leadership.
- Personal qualities, character traits, values and goal are important to us. Please tell us about any strengths or weaknesses of which you are aware in this applicant.
- Do you know of any needs or concerns about the applicant of which we should be aware?

Student Request for Teacher Recommendation

Dear _____

- I would be grateful if you would consider writing me a letter of recommendation. I am asking you because:
- My favorite part of your class was:
- One project/paper/ I completed that I feel demonstrated my best work in your class was:
- A challenge I overcame in your class was:
- Something about myself I learned from being in your class was:

I understand that teacher recommendations are confidential documents and I hereby waive access to them.

Signature of Student: _____ Date: _____

I am attaching a current resume for your information.

The Common Application

Many schools take applications via the Common Application. If more than two of your schools accept the Common App, use it. You complete one application that then goes to all of the schools you are applying to through Common App. Schools give equal consideration to the Common App and their own application so it is fine to apply this way. The Common App will be live for seniors on August 1st before school starts. This is the earliest date which you can open an account. Your English teacher will assign the college essay in your senior English class.

Examples of Common Application Essay Prompts

The essay length is capped at 650 words.

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

Supplemental Essays

In addition to the Common App Essay, many schools will require you to write one or more supplemental essays. Common prompts include asking you to explain why you are applying to the particular college. Be sure to discuss the college specifically. Demonstrate that you are familiar with specific aspects of the college that separate it from other schools.

Many schools are also using creative themes for their supplemental essay prompts. Be sure to read the supplemental prompts well ahead of completing your application so that you have time to plan and write a good essay. Mrs. Berigan in our Writing Center is available to help you with your essay. You can make an appointment to meet with her. Mrs. Swanson is also very willing to review and make suggestions about your essays. It is important that your application is cohesive and consistent.

Essay Writing Worksheet

Name of college: _____

Essay topic or question: _____

First thoughts about the topic: _____

Possible responses or approaches: _____

Working title: _____

Outline of introduction: _____

Middle paragraph: _____

Conclusion: _____

Tips For Finding Scholarships

Where to find scholarships:

- Prospective colleges
 - ask about departmental scholarships for specific majors
 - presidential scholarship competitions
 - note deadlines, criteria & application procedures
 - ask the admissions officer
- ScholarshipQuest at EducationQuest.org
 - contains over 2,000 local and state scholarships.
 - visit regularly during your senior year to learn about local and national awards
- Binder in counseling classroom
- List on SCOIR and scholarship search engines on SCOIR
- National scholarship search sites FREE:
 - CollegeBoard.org
 - Petersons.com
 - Cappex.com
 - GoingMerry.com
- Do not use Duchesne email for scholarship search accounts
- Other resources could include clubs and organizations, parents' employers, and civic organizations, professional organizations
- Completing applications for scholarships:
 - Organize scholarships in deadline order, and set aside time each week to work on scholarship essays and applications.
 - Follow all directions, and make sure the application is complete and submitted by the deadline or it will be disqualified.
 - After writing an essay, ask one adult to review the document for spelling, grammar, and sentence structure – Mrs. Berigan in the Writing Center is available for help.
 - Avoid asking many people for input on your essay so that you do not lose your unique voice.
 - If an application requires a letter of recommendation, you may be able to use your teacher letter. You will need to ask the teacher permission. Do not assume you can use the letter or that it is appropriate to the criteria of scholarship.
 - **Give Mrs. Swanson plenty of notice – one week – if you need transcript and letter for scholarships.**
 - Never pay for scholarship services!

Hints on Obtaining Money for College Scholarships and Financial Aid

- Most often, financial aid packages are made up of scholarships, grants, loans and work-study. The bottom line can be the same but the proportion of the package in gift monies can be vastly different.
- It is important to note that colleges differ greatly in their policies toward awarding scholarships. Some schools offer no merit based scholarships - all aid is awarded based on financial need. Other schools have heavy endowments and give a great deal of merit based scholarship aid. If money is a big issue in looking for colleges, students should check out the scholarship policies and possibilities when conducting their college search.
- Independent scholarships can be used at any college. Applications for these scholarships are usually pretty simple. Many require a short essay, which could be used for more than one application. Some of them are awarded for service, sports, or extracurricular activities. On our page on the Duchesne website is a link to a spreadsheet describing over one hundred independent scholarships and the requirements for applying. For most of them there is a link to the scholarship website.
- It is also easy and helpful to sign up for a national scholarship search service.
- Another kind of money that is available is loans. Loans must be paid back, but I don't think taking out loans for college is necessarily a bad thing. It is an investment in oneself. The problem comes when the level of debt gets to the point that it limits a person's life later on.
- In order to apply for government money the FAFSA (Free Application for Student Aid) must be filled out yearly. The results of the FAFSA are sent free of charge to all of the schools being considered.
- **Some schools require the FAFSA even if a family will not qualify for need based financial aid.**
- Some colleges also require the CSS Profile. You can apply for this on the college board website and it can be filed as early as October 1st of senior year.
- Mrs. Swanson highly recommends applying to more colleges if funding is an issue. Scholarship packages vary greatly and this gives a family more to consider.
- **MEETING PRIORITY APPLICATION DEADLINES IS ESSENTIAL** if a student is applying for scholarships. Some deadlines are as early as mid November. A student could be admitted to a school after this date but no scholarships will be considered.

- Education Quest in Rockbrook is a wonderful place to find out about all types of funding options for college. It is a free service that Mrs. Swanson highly recommends.
- NEVER pay for a scholarship search service - you can do the same thing for free.
- A helpful tool in realistic college funding is the Net Price Calculator. Every college is now mandated to have this available on their website. Simply enter the key words Net Price Calculator in the search feature on the school's website to access the tool. By filling in grades and family financial information, you can get a close estimate of criteria met for merit scholarships and financial aid.

Scholarship Applications

Students applying for independent scholarships may need documents to support their application.

Transcripts

Transcripts cannot be emailed for security reasons. If students need a hard copy of their transcripts for a scholarship, please ask Mrs. Swanson, Mrs. Petty or Mrs. Pavel and they can print one off. Transcripts must be in a sealed envelope to be considered official.

Some scholarship applications require the applicant to upload your transcript into the application. Please see Mrs. Swanson or Mrs. Petty and they will assist you. You can log onto your application using the computer in the college room and Mrs. Swanson or Mrs. Petty can upload directly from our files into your account.

Letters of Recommendation

Some students may want to use their teacher letters of recommendation for a scholarship. Remember that these letters were written for college admission and so students will need to ask the teacher for his/her permission to reuse that letter for another purpose.

This is for a couple of reasons:

1. It is common courtesy to alert the teacher, as the scholarship committee may contact the teacher for verification.
2. The original letter of recommendation speaks about your academic performance in class, which addresses the criteria for college admissions. Therefore, the letter may not address the criteria sought by the scholarship and it may not be suited for the scholarship.
3. The letter will also need to be edited to change the salutation and other details (for example: from “Dear Admissions Committee” to “Dear Scholarship Committee.”) Mrs. Swanson and Mrs. Petty do not have the right to change any teacher’s letter without his/her permission.
4. The teacher may no longer wish to be your recommender.

Please give Mrs. Swanson and the teacher plenty of notice (at least a week) if you are meeting a deadline for a scholarship.

Financial Aid Worksheet

Estimated First-Year College Costs

Tuition	
Fees	
Books and Supplies	
Room and Board	
Transportation and Travel	
Personal	
Medical and Dental	
Miscellaneous	
Other	
TOTAL	

Financial Aid Tools

FAFSA

What is federal student aid?

Federal student aid is financial assistance that's available through the U.S. Department of Education's Office of Federal Student Aid. You must be enrolled in an eligible program as a regular student at a college participating in the federal student aid programs.

Federal student aid covers college expenses such as tuition and fees, room and board, books and supplies, and transportation. This aid can also help you pay for a computer and dependent child care expenses. You also might be able to get financial aid from your state government, your college, or a private scholarship. Research non-federal aid early (ideally, start in the spring of your junior year of high school).

How do I apply for federal student aid?

Step 1

Get free information and help from Mrs. Swanson, the financial aid office at the college you plan to attend, or the U.S. Department of Education's Office of Federal Student Aid <https://studentaid.gov/h/apply-for-aid/fafsa>

or 1-800-4-FED-AID (1-800-433-3243). Free help is available anytime during the application process. You should never have to pay for help.

Step 2

Get a Federal Student Aid ID. An ID # lets you electronically sign your online Free Application for Federal Student Aid (FAFSA), make corrections to your application information, and more - all online.

Step 3

Collect the documents needed to apply, including income tax returns and W-2 forms (and other records of income). A full list of what you need is at <https://studentaid.gov>

Tax return not completed at the time you apply? Estimate tax information, apply, and correct information later.

Step 4

Submit a FAFSA electronically. Please check the deadlines for submitting your information at each college to which you are applying.

Step 5

Federal Student Aid will send you a Student Aid Report (SAR) - the result of your FAFSA. Review your SAR, and, if necessary, make changes or corrections and submit your SAR for reprocessing. *** FAFSA is being revised for the 2023/2024 form. Check the website for updates.

Step 6

If you are selected for a process called verification, your college's financial aid office may ask you to submit tax returns and other documents, as appropriate. Be sure to meet the college's deadlines, or your federal student aid will be delayed.

Step 7

Whether you're selected for verification or not, make sure the financial aid office at your college has all the information needed to determine your eligibility.

Step 8

All students: Contact your college's financial aid office if you have any questions about the aid being offered. First-time applicants: Review the award information from all of the colleges to which you applied to compare amounts and types of aid being offered. Decide which college to attend based on a combination of (a) how well the college suits your needs and (b) its affordability after all aid is taken into account.

When do I apply?

The earliest you can file a FAFSA is October 1st of senior year. **DO NOT FILE BEFORE THAT DATE.** You will file a new FAFSA every year in college. The financial aid office of your college will advise you of deadlines.

CSS PROFILE

WHAT is the PROFILE?

The PROFILE is an online application that collects information used by certain colleges and scholarship programs to award institutional aid funds. (All federal funds are awarded based on the FAFSA.) Some colleges may require additional information, such as tax returns or an institutional application. If parents are divorced, some colleges will also require the noncustodial parent to complete the Noncustodial PROFILE.

The College Board collects a fee to process the CSS/Financial Aid PROFILE® (PROFILE). You should only submit a PROFILE if your college or scholarship program instructs you to do so. The College Board provides free assistance should you have questions about the process, the application, or the questions found on the application. File on or after October 1st of senior year.

Regardless of your parent's financial status, it is always a good idea to file for financial aid.

Glossary of Commonly Used Terms

Accreditation - recognized as maintaining standards that qualify the graduates for admission to higher or more specialized institutions.

AP - Advanced Placement - The Advanced Placement program gives students the opportunity to pursue college level studies while still in high school and to receive advanced placement and credit, or one of these, upon entering college. The program provides descriptions and examinations on 26 introductory college courses in 14 fields.

Alumni/ae Interviews - Admissions interviews conducted by graduates of colleges to which you have applied. Often done locally when a student is unable to travel to a distant college for an interview.

ACT American College Test - An aptitude test in English, Reading, Math and Science Reasoning. The test serves a purpose similar to the SAT. All colleges accept the ACT in lieu of the SAT.

Associate's Degree - A degree granted by most two-year colleges and some four-year colleges at the end of two years of study. A student may earn the Associate of Arts or Associate of Science degree, depending on the course of study.

Bachelor's Degree - a degree granted by four-year institutions after completing four years (in some cases five years) of study. A student may earn a Bachelor of Science or Arts degree depending on the course of study.

Breadth Requirements - The courses the college requires you to take to ensure that you graduate a well-rounded student. (These are sometimes called "Core Requirements" or "General Education Requirements.")

Candidates' Reply Date Agreement (CRDA) - Originated by the College Board, this agreement establishes a common date, May 1, that is the earliest a subscribing college may require an accepted applicant to say whether he or she plans to attend. About 300 colleges distribute acceptances in early April and have agreed to wait until May 1 to require an accepted candidate to reply to their offer. This allows students to make informed decisions when all alternatives are known.

Carnegie Units - One Carnegie unit is given for successful completion of one year's study of one college preparatory or academic subject in high school. Some colleges refer to these as "academic units." The name comes from the Carnegie Foundation for the Advancement of Teaching.

CEEB - College Entrance Examination Board - The CEEB is the organization which sponsors the most widely accepted battery of tests for college admissions. It is also commonly referred to as the College Board. Registration materials are available in the registrar's office. These publications will be helpful to you and your parents in keeping track of registration dates, understanding the format of the tests, and interpreting the scores.

C.E.E.B. - Code or School Code - The code number which a college can identify each high school. The Duchesne Academy of the Sacred Heart code is 281685.

College Fair - A gathering of college representatives at a central location. Students can walk from booth to booth to collect information. Often accompanied by presentations on admissions, financial aid, etc.

CLEP - College Level Examination Program - Credit by examination is one way for students to receive college credit without taking a course. CLEP is a series of tests that allow students to show what they know in a variety of college disciplines. CLEP offer general examinations in five broad liberal arts areas; and it offers over 30 examinations in specific subjects, such as freshman English.

CSS - College Scholarship Service - CSS is a financial aid division of the College Board (CEEB). It provides a needs analysis service for financial aid applicants.

College Work/Study Program - A government supported financial aid program coordinated through financial aid offices whereby an eligible student (based on need) may work part-time while attending class at least half-time, generally in college-related jobs.

Common Application - A generic online application that can be used for many different colleges. Many universities and colleges have agreed to let students use this form. The student, counselor and faculty parts need only be done once.

Consortium - Several colleges and universities in an area often join together in a consortium, or cooperative association, which gives students the opportunity to use the libraries or take courses at all member institutions. Consortium members often present joint lecture programs or unusual courses.

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

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

Credit by Examination - A program through which some colleges grant course credit based on results of the Advanced Placement test scores, the CEEB College-Level Examination Program (CLEP), or another examination developed by the college.

CSS Profile - additional financial aid form required by some colleges. This is a product of College Board. Mrs. Swanson has registration forms or these can be obtained on line.

Decile - The class ranking of all students in a grade is divided into ten equal sections. Thus, for example, a student's rank may be expressed as "in the third decile" (third group from the top).

Deferred Admission - This is an admissions plan whereby a student applies to a college and is notified of acceptance during senior year of high school. The student may then take off a year for travel, work, or other projects before attending college.

Early Action - Under this plan, highly qualified candidates who apply early may receive offers of admissions by mid-December. Unlike the Early Decision Plan, the Early Action Plan does not allow an institution to request an applicant to make a prior commitment to matriculate, indicate college preferences, or make any response to an offer of admission until the traditional May 1 candidate's reply date.

Early Admissions - This plan allows students to begin college work after their junior year of high school, usually without a diploma. This program is usually limited to exceptional students.

Early Decision - Some colleges offer to notify applicants of acceptance or rejection during the first semester of their senior year. There are two types of early decision plans: the single choice plan and the first choice plan. In the single choice plan, student may apply to other colleges until they have been notified by the early decision college. In the first choice plan, students may apply to other colleges, but name the early decision college as the first choice and agree to enroll at the college and withdraw all other applications if accepted.

ETS - Educational Testing Service - The operational phase of many college board programs, including the development and administration of the Board's major testing programs, are carried out under contract by the Educational Testing Service. ETS is a separate and independently governed non-profit organization.

FAFSA - Free Application for Federal Student Aid - Most comprehensive form to apply for financial aid from the government and individual colleges. Students apply after October 1 of senior year. Many schools require this form to apply for any scholarships.

General Education Development Examination (GED) - A series of tests that adults take to qualify for a high school equivalence certificate or diploma. Many colleges will accept satisfactory GED results in place of a high school diploma.

Ivy League - Traditionally an athletic league composed of eight of the nation's oldest universities. These eight schools have evolved into very selective institutions, otherwise they are quite different in philosophy and atmosphere: Brown, Columbia, Cornell, Dartmouth, Harvard, University of Pennsylvania (Penn), Princeton and Yale.

Language Proficiency Examination - An examination in foreign language to determine whether a student has satisfied a college's foreign language requirement and, if not, in which level of a foreign language course he or she should be placed.

Liberal Arts - A breadth of intellectual inquiry which broadens the student's knowledge and awareness in each of the major areas of human knowledge: Arts, Sciences, Humanities. An education which prepares one: 1) to communicate thoughts and ideas clearly and efficiently, 2) to understand a wide variety of perspectives and values, 3) to appreciate civilization, beauty and natural processes, and 4) to continually discover with sincere curiosity and the world around.

Major - The main subject that you choose to study for your degree. Most colleges require that a major be chosen at the end of the second year of a four-year degree.

Minor - A secondary subject area that you may decide to study.

Official Transcript - Most colleges will only accept a transcript that bears the high school seal and is mailed directly from the high school to the college. (See Transcript)

Open Admissions - The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications such as high school grades and admissions tests scores.

PSAT/NMSQT - Preliminary Scholastic Aptitude Test and the National Merit Scholarship Qualifying Test. The PSAT was designed to provide a practice test for students in the fall of their sophomore or junior year as a warm-up for the SAT. The NMSQT has been combined with the PSAT, and the Selection Index (adding critical reasoning, math and written scores) is determined annually and used to select the top scholars in the country for the award of National Merit Scholarships. The PSAT/NMSQT can be used to estimate a student's performance on the College Board's Scholastic Aptitude Test (SAT) because it is a shortened version of the SAT, and its total score of 20 to 80 is equivalent to the SAT scale of 200 to 800.

Private College - Owned privately but often receives grants from public sources.

Public College - Owned by a public entity (such as a state) and funded by a combination of public funds and tuition fees.

Qualified Acceptance - Occasionally an institution postpones action on an application and will suggest that the applicant pursue a particular course in its summer session or take a reduced course load in his/her freshman year. Upon satisfactory completion of this course, the college agrees to accept the student for its regular degree programs at the beginning of the first or second semester.

ROTC - Reserve Officers' Training Corps - Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy. This combines military education with baccalaureate degree study, often with financial support for those students who commit themselves to future service in the Armed Forces. Local recruiting offices of the services themselves can supply detailed information about these programs, as can participating colleges.

Rolling Admissions - A plan adopted by some colleges whereby students are notified of acceptances or rejection to that college usually within 10 days after the receipt of a completed application. Colleges using Rolling Admissions continue to accept students until their freshman class is filled. Usually it is wise to apply early to such colleges, since applications are normally not accepted after the admission quota has been reached.

SAR - Student Aid Report - Detailed analysis from the Pell Grant Program of the applicant's financial aid status based upon his or her filing of certain core data from the FAFSA.

SAT Reasoning - (Scholastic Aptitude Test) - A test made of three sections, verbal, math, and writing. Scores range from 0 - 800 on each section. The test takes about three hours and is given at a local center.

SAT Subject Tests - are occasionally recommended by selective colleges. The three tests usually required are: 1) English, 2) Math I or II, and 3) a test of your choice. Each test takes an hour and is given at a local test center.

SDQ - Student Descriptive Questionnaire - A questionnaire that can be completed by students when they register for the Scholastic Aptitude Test (SAT) or Achievement Tests. It gives the student an opportunity to provide information about educational objectives, extracurricular activities, academic record and areas in which counseling or assistance may be needed.

Secondary School Report - A form used for the school recommendation. It is filled out by Mrs. Swanson and includes a transcript, school profile, and comments about the student based on personal knowledge, faculty input and contact with the student.

SSS - Student Search Service - A College Board program designed to help colleges identify potential applicants with the particular academic or personal characteristics they are seeking. The service also provides students with the opportunity to learn about colleges with programs and characteristics they want. Information is gathered about students who wish to participate through the Student Descriptive Questionnaire of the ATP and the biographical section of the PSAT/NMSQT. The College Board supplies each participating college with the names and addresses of students who have particular characteristics they specify. The service is free to students.

Selectivity - A term used by admissions offices to describe the ratio of admitted applicants to total applicants at a given institution. The more selective a college can be (i.e., the more applicants a college turns away), the more attractive the institution is perceived by the public at large. The tendency to equate institutional quality with its ratio is unfair and invalid. For example, the quality of a book is not in the difficulty of opening its cover but in its content and meaning for the individual.

State Certification - State certification in a particular trade or profession specifies that you meet minimum competency requirements.

TOEFL - Test of English as a Foreign Language - The TOEFL is designed for students for whom English is not a native language and whose scores on the SAT would obviously be affected by the language difference.

Transcript - A chronological listing of all subjects taken and grades received. In the college admissions process, this document is traditionally given the most weight.

View Book - Short colorful booklet published by a college to highlight its programs, services and activities.

Waiting List - In addition to accepting and rejecting applicants, many colleges place students on a waiting list for admission. As accepted applicants decide to attend other colleges, the school will offer their place to students from the waiting list.