## **UNIVERSITY ADVISING**

# HANDBOOK





ROCHAMBEAU

THE FRENCH INTERNATIONAL SCHOOL

FOR STUDENTS AND FAMILIES

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**University Advising Handbook** 

# University Advising Rochambeau



The academic program at Rochambeau is geared to provide strong preparation for all universities and universities. Our graduates are well-rounded, highly motivated, and keenly fortified for university-level course material. They have experience in community service, student leadership, arts and athletics.

The University Advising Office, in concert with the mission of the School and its academic program, aims to create a good match between students and universities. Students and parents provide input as to their choices, and faculty and the University Advising Office offer suggestions as well. We endeavor to include a variety of components in university selection: location, size, community, curriculum, athletics, the arts, and the culture and character of the institution. The primary goal for each student is to find a place where they will find happiness and success in the years after Rochambeau. The process of applying to universities should not be underestimated. Rochambeau sees it as one among the many opportunities for selfdiscovery, and it is often the first true "adult" experience for the student. The process has two parts:

- 1.that of the student presenting credentials for admission to the university
- 2. university admissions offices trying to select the most talented, interesting, and bestfitting students for their institutions

It is important to understand that the goals of the student and the goals of a university may be divergent. universities follow their own agendas, and they control decision- making in reading applications and admitting students. While the process is not random, it cannot be expected to be "fair" or "just" - or even "consistent." The reality of university admissions is that universities have many incentives for keeping rates of admission low, test score profiles high, and admitted student yield rates high.

Students need to be realistic in their self-assessment and their decision-making with regard to selecting universities with their reach. university admission has become a process that is credentials-driven. The rigor of the academic program, grades, test scores, and outside activities are the primary factors under consideration. Most of these pieces are in place by the end of the junior year, and they are the cold, hard reality of the university decision-making process. To protect their sense of self-worth, students must assess themselves and their academic credentials carefully and then apply to a reasonable range of schools.

We - the student, the parents and the University Advising Office - must work together and must communicate clearly and honestly about all aspects of this process. Our goal together must be to achieve a university placement that is a good match on all levels: academic, extra-curricular, and social. The university experience is, for students, a place and time where and when they may grow, learn, and achieve, universities and universities that "sound" good or prestigious may not be the right match. Therefore, we must all be objective about abilities, interests, and information, and we must communicate clearly and frequently with one another as we journey through this process together. 2

## Rochambeau University Advising Office Pledge



The Rochambeau University Advising Office helps Students and parents navigate the university admissions process with maturity, balance, and a long view of a life of satisfaction and fulfillment. universities are more selective than ever, and in this environment, even the highest-performing students may not be admitted to their top choices for university. Sometimes, for reasons beyond our ability to know, students are admitted to schools beyond their reach.

No matter the outcome of the university admissions process, Rochambeau students adapt to their futures with a resilience rooted in an intrinsic sense of self-worth and not in response to expectations placed upon them by others or outside cultural forces. We are confident that our graduates are well prepared for the universities that admit them and that a school fit is far more important than a name on a sweatshirt or car sticker. Regardless of the university, the most successful students propel their own learning, exhibit a confidence rooted in hard-earned skills and ability, and understand that resilience and determination may be the most important qualities they can have at their disposal through university and life.



Rochambeau graduates are well-equipped to leverage the academic resources of their respective schools. Our graduates hold the keys to their own future success.

# Roles & Responsibilities



The goal of the Rochambeau University Advising Office is to achieve a university placement that is a good match. To work toward and achieve this objective, it is important to clarify the role of the university advisor and the responsibility of the student and parents engaged in the process. A Rochambeau University Advisor is an advocate and an advisor for every student in the university process. As an advocate, the university advisor impartially and fairly represents each student in a positive and objective manner. As an advisor, the university advisor offers advice to students and parents. The university advisor cannot offer placement, promises, or prophesies. However, advice offered will be based on our understanding of each student, our experience with university placement, and the history Rochambeau has had with university placement. The university advisor's advice intends to help students discover options and develop strategies.

#### THE UNIVERSITY ADVISOR:

- Works to get to know each student well enough to offer advice about universities and specific programs that would offer good opportunities
- Gives guidance about what might be good university matches.
- Helps students compile a reasonable list of universities - between six and twelve schools
  - two to four "Reach" schools
  - two to four "Target" schools
  - two to four "Likely" schools
- · Hosts university visitors at Rochambeau
- Informs students about university fairs
- Keeps students informed about testing opportunities
- Gives guidance and support as seniors complete applications
- · Keeps students and parents informed
- Prepares a advisor letter of recommendation
- Sends transcripts and other school materials to universities in a timely fashion
- Communicates with university admission offices as appropriate and in accordance with the ethical principles outlined by the National Association of College Counseling

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## Roles & Responsibilities



### THE STUDENT SEEKING UNIVERSITY ADMISSION:

- Does as well as he or she can in school (which includes staying out of disciplinary trouble)
- Engages in the process of self-assessment with an open mind
  - Honestly assesses strengths, weaknesses, goals, and expectations
  - Avoids comparing him-or herself to anyone else
- Works with the university advisor to maintain perspective on the process and the decisions to be made
- Listens openly to the advice offered by the university advisor, parents, and teachers
- Takes charge of the process, making decisions that make the most sense for them as an individual
- Completes all tasks assigned by the university advisor
- Registers with SCOIR, the platform used at Rochambeau to organize each student's university process, and keeps the account up to date through all steps of the university process
- Attends all class meetings
- Checks email regularly
- Schedules individual meetings with the assigned university advisor
- Researches universities of interest and refines the university into a reasonable list with appropriate balance
- Prepares for and takes appropriate standardized tests
- Secures appropriate number of teacher recommendations

- Does not plagiarize, use AI or otherwise misrepresent anyone else's work as their own
- Completes and submits all university applications on time and notifies the university advisor
- Sends all standardized test scores (SAT, ACT) when and where appropriate
- Completes all additional portions of the application process - SSAR/SRAR, TOEFL etc.
- Keeps both parents and the university advisor informed at every step of the process
- Seeks out the assistance of the university advisor when needed
- Makes sure all social media accounts are curated responsibly and in good taste.
  - universities have the right to check these public forums and in some instances, they do
  - Poor handling of social media by students can result in the rescinding of an offer of admission



## Roles & Responsibilities



#### THE PARENT OF THE APPLICANT:

- Do not take control of your child's application process
- Consider what kind of place would best support, nurture and challenge your child
- Consider how the world of university admissions has changed since you applied
- Understand your child's admission profile, this includes grades, test scores and extra curricular activities
- Resolve not to succumb to the hype and pressure that surround this process
- Do not rely on ranking "guides" to inform your child's university opportunities
- Avoid discussions in social settings and comparisons between your child others
- Do not make the mistake of giving an admissions office control of your child's self-esteem or your own
- Let your child know that you value who they are and what they have accomplished thus far and no university decision will change that
- Listen to your child, reflect with them and offer positive guidance
- Be realistic, do not aim too high or too low, look for balance in your child's list
- Stay informed of what is happening in your child's university process
  - We strongly encourage students to communicate with their parents regularly
  - The more frequent and honest the communication, the better
- Stay current with materials sent from the University Advising Office
  - Keep an application deadline schedule

- Monitor that your child is meeting deadlines
- Assist your child's university search by planning visits to universities, assisting them in making appointments and arranging transportation etc.
- Have honest conversations about distance and where you would like your child to spend their university years
- Discuss the cost of university attendance with your child and be very involved in the financial aid process
  - Let your child know if they need to apply for financial aid
  - Help them contact financial aid offices at each university
  - Meet all deadlines for financial aid (most of these are inflexible)
- Avoid the temptation to write your child's application or essays
  - Part of getting into university is getting through the university application process. If you do it for your child, how will they cope with similar situations while in university
- Be a supporter, offer encouragement, proofread submissions
- Pay application fees
  - If this is a burden, please see Ms. Toren in University Advising
- Avoid succumbing to the myths of university admissions
- Feel free to contact University Advising at any time with questions or concerns

## **Academic Achievement**

## Course Selection, Grades, GPA

Achievement in university preparatory courses is the most influential element in assessing a student. Most universities will make initial admissions decisions strictly on the basis of your transcript and standardized test scores. When assessing your transcript, university admissions offices pay attention to the courses you have chosen, and whether you have taken a full course load each year of high school. Your transcript will be closely examined from three vantage points:

- 1. breadth (choosing courses from many disciplines)
- 2.depth (advancement in subjects like language and math)
- 3. level of difficulty (French Baccalaureate, BFI, OIB, IB, Dual Enrollment, and AP)

Admissions offices also hope to find consistency in your grades, as well as an upward trend as you advance through your high school years. In addition, what teachers say in recommendations about effort and accomplishments also contribute to the university's assessment of academic achievement.

Grades are communicated to universities via your Rochambeau transcript and are sent directly to the university by the University Advising Office. Note, the transcript does not include the reporting of the following information: standardized test scores, cumulative GPA, class rank. It does, however, indicate honors-level courses. Every transcript we submit to a university is accompanied by the Rochambeau School Profile, which contains

information about our grading policies, courses offered, and other pertinent academic information.

#### **Extracurricular Activities**

Many admissions offices look to see what students have done in the Rochambeau community and in the community beyond (not just in the DC Metro area, but at home, on vacations, etc.). The activities you pursue outside the classroom - athletics, student publications, performing arts, leadership positions - demonstrate the kind of contributions you are likely to make to a university community. universities are interested in lifetime hobbies, long-term associations with civic organizations, and service opportunities. They like to see a candidate who is deeply involved in and committed to a few activities, rather than someone who has limited participation in many activities. Extracurricular activities should also include any part time work or family responsibilities.



"I want to show my colleges I'm well-rounded, so I wrote a poem in Spanish about how chess club has made me a better quarterback."

#### How Do US Universities Make Admissions Decisions?

So, exactly how do universities and universities take into account academic achievement and your personal profile to arrive at a decision?

As a general rule, larger state universities, due at least in part to the volume of applications they process, tend to use a formula for the majority of their decisions. They rely mostly on objective data to decide whether or not to accept you.

- Course Selection
- Grades
- GPA
- Test Scores

Criteria used to evaluate in-state applications vs. those from out-of-state may differ.

A typical smaller liberal arts university, on the other hand, considers a student's personality and character traits as well as academic achievements. Often two to three admissions officers read each application and rate the candidate according to the institution's unique system. The admissions office then gathers in committee to discuss each application. Typically the admissions person who is responsible for our geographic area (often the same representative who visits Rochambeau) presents your application to the committee. If necessary, this persona also advocates for you, doing his or her best to persuade the committee that you should be admitted. Many offices have a separate admissions officer, and in some cases admissions criteria, for international applicants.

# Admissions Representatives Visiting Rochambeau

Each fall, admissions representatives from universities all over the US and the world visit the Rochambeau campus to meet with any interested students, talk about the institution they represent, and answer questions.

Attending a visit is an excellent way for you to learn more about the university, demonstrate your interest in the school, and establish a relationship with the representative (who is most likely the first person who will read your file, if you apply!)

We begin scheduling visits in early August and post them to SCOIR - simply click on the link to register. All students planning to attend MUST register in advance. A list of university visitors is also emailed each week as a reminder.

university information sessions are typically attended by seniors, but all students are welcome to attend if they have a free block or teacher permission. With teacher permission, Seniors may miss class in order to attend information sessions. Please notify your teacher in advance if you will miss class, and know that you are responsible for any missed material. If you don't feel you can miss class (Test? Important review session?) if possible, you should quickly stop by, introduce yourself to the admissions representative and explain why you can't stay. If you find you're the only student in attendance at a meeting with a university representative, take advantage of this and ask if the visit can become an interview!

#### Beware the Myths of the University Admissions Process!

## THE UNIVERSITY ADVISOR HAS TOTAL POWER AND KNOWLEDGE

The university advisor does not have a crystal ball or "connections." Advice and counsel are based on experience and training. Keep in mind that the university admissions offices, and their criteria for selection, change annually.

## THIS IS THE PAY-OFF; EVERYTHING COMES DOWN TO THIS

Don't make the mistake of giving an admissions office control of your self-esteem. It is unfair and unrealistic to pressure yourself unnecessarily in this way. While university admission is important, life and success is about more than the university you attend.

#### THE PROCESS MEANS LITTLE

The process means everything. Unless you are organized, pay attention to detail, and work hard, meaningful university admissions will not be forthcoming.

### TERMINALE/SENIOR YEAR DOES NOT MATTER

Terminale academic performance is very important. universities receive grade reports at the end of the first trimester (for early applications), at the end of the second trimester (occasionally), and at the end of terminale year. All acceptances are conditional upon successful completion of terminale year coursework. Any significant drop in academic performance between the time of admission and the end of terminale year may result in a loss of acceptance.

### 'LIKELY' SCHOOLS NEED NOT BE TAKEN SERIOUSLY

This is absolutely not true. It is important to compile a balanced list: a few "Lottery" and "Reach" universities, some in the "Level" or "Target" range, and some in the "Likely" range. For admission to be attained at schools in the "Likely" range, these applications must be taken seriously.

#### **COACH WILL GET ME IN**

Be skeptical. Coaches can be committed to you, but they do not work in admissions. All coaches must abide by NCAA recruitment policies. Some coaches may submit a list of "hoped for" athletes, but they have no guarantees.

## AN ALUMNI CONNECTION OR PERSONAL FRIEND WILL MAKE THE DIFFERENCE

Very few actually do. Less than 3 in 3500 (according to the most recent data provided by NACAC) have the "right" connection to ensure acceptance.

#### THE DECISIONS ARE RANDOM

While the reasoning behind any given decision may not be immediately evident, the decisions are based on careful consideration of both student and the institution's goals. universities and universities are rarely transparent about their strategic goals and targets. This often leads parents and students to conclude that there is no logic to these decisions - in our experience, nothing could be further from the truth.

## **University Applications: Standardized Tests**

### PRELIMINARY SCHOLASTIC ASSESSMENT TEST (PSAT)

The PSAT is a two-hour critical reading, math, and writing multiple-choice test. Taken in October by sophomores and juniors, it serves as a practice test for the SAT Reasoning Test. Your PSAT score will give you a sense of where you stack up against all the other 10th or 11th grade students who will be applying to university at the same time you do. Your score is not sent to universities. The only people who see your score are you, your parents, and your university advisor.

### NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (NMSQT)

This is not a separate test. Rather, results of the PSAT are used to select semi-finalists, based on national performance percentiles, for National Merit Scholarships and National Achievement Scholarships. PSAT test takers are automatically considered; no separate application is needed.

#### THE SCHOLASTIC APTITUDE TEST (SAT)

The SAT is composed of an evidence-based reading and writing test and a mathematics test. Each part is scored on a scale of 200-800. It is offered seven times a year, from August to June. As well as once each Fall and once each spring on the Rochambeau campus.

Many universities require the SAT, but some do not. Rochambeau students typically take the SAT for the first time in the spring of their junior year, and then again in May or June.

Rochambeau students usually take the SAT twice. Improvement, if it occurs, tends to plateau after the third go-round. If additional testing is desired we encourage students to attempt the ACT.

#### **AMERICAN COLLEGE TEST (ACT)**

The ACT is a three-part test which aims to assess the student's knowledge of, and skills in, English, Mathematics, and Reading, as they have been developed in the high school curriculum. The ACT Also offers an optional Science Reasoning section which is highly recommended for any student considering a STEM major.

Universities accept both the ACT and the SAT. We encourage students to take both tests and pursue the more successful of the two for subsequent testing. Rochambeau does not currently offer ACT testing on campus.

Sophomore Year	Mar/Apr	PSAT10, School Day Testing
Junior Year	October	PSAT/NMSQT, School Day Testing
	Mar/Apr	SAT School Day
	April	АСТ
	Мау	SAT, AP Exams, ACT
	June	SAT or ACT
Senior Year	August	SAT
	September	ACT/Cambridge Ass
	October	SAT, ACT or Cambridge Ass
	Мау	AP Exams

## **University Applications: Standardized Tests**

#### **CAMBRIDGE ASSESSMENTS**

Cambridge Assessments are academic assessments used in the admission process primarily in the United Kingdom but used around the world to assess academic knowledge and ability. Which assessment(s) you may need to take, if any, are outlined by the institution to which you are applying, and to which academic program you have an interest. Assessments are offered in the following areas of study:

Biomedical Admissions Test (BMAT),
 Thinking Skills Assessment (TSA),
 Engineering Admissions Assessment
 (ENGAA), Natural Sciences Admissions
 Assessment (NSAA), Classics Admissions
 Test (CAT), Modern Languages Admissions
 Test (MLAT), Oriental Languages Aptitude
 Test (OLAT), History Aptitude Test (HAT),
 Philosophy Test, Physics Aptitude Test
 (PAT), Test of Mathematics for University
 Admissions (TMUA), Cambridge Personal
 Styles Questionnaire (CPSO)

Rochambeau does not offer these examinations on campus but the University Advising Office can assist you with locating test locations and registering for the exams.

### TOEFL/IELTS/DUOLINGO ENGLISH PROFICIENCY

English proficiency testing is given to students for whom English is not their native language, and in some cases, to American citizens whose families do not speak English at home. If you are in doubt as to whether you should take an English proficiency exam, please see your university advisor.

#### ADVANCED PLACEMENT (AP) EXAMS

Advanced Placement Exams are three-hour university-level exams offered in over 20 subjects. The exams are given in May and are scored on a scale of 1-5. Rochambeau offers AP exams annually based on student interest, typically:

- English Literature
- English Language and Composition
- French Language
- Spanish Language
- European History
- US History
- Macroeconomics
- Microeconomics
- Biology
- Physics C: Mechanics
- Physics C: Electricity and Magnetism
- · Calculus AB
- · Calculus BC

While Rochambeau offers several AP exams, we do not offer AP classes. If you choose to take the exam, we recommend self-study or going to an outside tutoring service. If you choose to submit scores, low scores may negatively impact your candidacy, but high scores will distinguish you from your peers in a positive way. Additionally, high scores may earn you advanced placement or course credit in university once you matriculate. An AP exam should never be taken lightly. If you are unsure of what credits may be accepted by a given school, reach out to the undergraduate admissions office. 10th graders (Seconde) are only permitted to take foreign language AP exams.

## University Applications: Test Tips

#### **TEST REGISTRATION TIPS**

For best results, use your full, legal name (full first name, middle initial, last name) as it appears on your passport, with consistent spelling, when registering for all testing. The use of any nicknames or abbreviations can create problems when it's time to send scores to universities.

Be sure to list Rochambeau as your current high school, so that Rochambeau receives a copy of your scores. The Rochambeau School CEEB code is 210264 and most testing sites refer to Rochambeau as the "French International School."

Print out your registration ticket when you register for testing, and check to make sure you've signed up for the correct date and location. Keep your ticket in a safe place until test day. Please note that the process of taking the SAT at Rochambeau will differ slightly than taking it offsite - you will receive more information if you choose to take the exam on campus.

Note that when registering for the SAT, the university Board asks for a great deal of personal information at the beginning of the process. You should be aware that the university Board sells licenses to access the information they collect to universities, universities, and other entities (including the US Department of Defense).

You will also be asked if you would like to sign up for the Student Search Service. If you do not sign up for this service, it will not impact your chance of being accepted to universities or scholarship programs.

#### SENDING TEST SCORES TO UNIVERSITIES

You will not be accepted at universities requiring standardized tests unless the university receives an official score report of either your SAT or ACT scores. An official report means that the scores are sent directly to the university by the score reporting agency.

Increasingly, universities and universities are accepting standardized test scores students report on their Common Application or accepting unofficial copies of scores sent by a member of the University Advising team. Check the websites of the universities on your list to see if this is true for you. Do NOT send scores to score-optional universities unless your university advisor recommends you to do so.

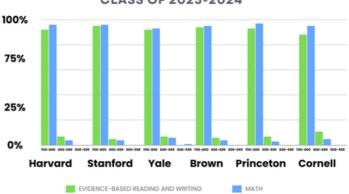
To order scores online go to:

- https://satsuite.universityboard.org/sat
- https://actstudent.org

### REPORTING SCORES IS THE STUDENT'S RESPONSIBILITY!

Photocopies of your score reports are not official. Furthermore, remember that Rochambeau does not report standardized test scores on the official school transcript.

### SAT SCORE DISTRIBUTION FOR INCOMING CLASS OF 2023-2024



## University Applications: Test Tips

#### IMPROVING STANDARDIZED TEST SCORES

Standardized test scores are not the most important detail about you as you present yourself to a university and some universities may not even require them. Much more important than test scores is your academic record. You should be working for the best possible grades you can: your end-of-junior-year grades, in particular, come under close scrutiny. Grades are not given - they are earned. Give your best effort each year.

That said, many students look for ways to improve their SAT or ACT scores. There is no one quick and easy way to do this. There are review courses and tutoring, but there is no guarantee that they will be effective. There are just as many studies supporting the value of review courses as there are studies which refute their value. Here are some recommendations for optimizing your test scores:

- Know what kind of learner and test-taker you are.
  - If you do not get "stressed" in testing situations, a standard review of tests provided by the ETS in their registration bulletins will be fine.
  - If you "never seem to know what to expect" on these types of tests, or if you simply get too "worked up" before and during these tests, more extensive review and practice might be in order.
- Review your PSAT scores.
  - The score report you receive contains a lot of helpful detail about how you performed on each question.
  - Use it in conjunction with your PSAT test booklet to help identify areas where you need improvement.

- Practice, practice, practice
  - Khan Academy provides free SAT prep
  - The university Board also offers free practice tests in its Bluebook App.
- Try one of the many workbooks available
  - This type of practice only works if you are motivated, make the time for taking a practice test and review the answers to the test to identify your own strengths and weaknesses.
- Take an SAT or ACT review course from a company like Kaplan, Compass etc.
  - This is best for someone who cannot force themselves to sit down and practice on their own. A formal course is expensive and time-consuming and even if you take one, you must approach the course seriously.
- Read as much as you can in your spare time
  - During summer, read more books!
  - Be assiduous about looking up words you do not know.

Whatever you choose to do in the way of standardized test preparation, it is important that it not detract from your coursework. Increased test scores at the expense of lower grades is not a good tradeoff. For this reason, the summer between your junior and senior years is an excellent time for standardized test preparation and administration.



#### **SELECTING UNIVERSITIES FOR APPLICATION**

As you work with your university advisor to begin selecting schools to which you may apply, please keep the following points in mind:

- Know yourself: honesty is vitally important in this step.
  - Complete the Student Questionnaire in SCOIR: this will help with selfawareness, and help you to clarify what you are looking for in a university or university.
- Decide what you want and what you don't want in a university
  - location
  - size
  - possible academic major
  - social life
  - affordability
  - distance from home
  - internships or Co-Ops

#### Here are a few questions to get you started:

- Do you like the small-size feeling of Rochambeau?
  - Would you be happy at a university with a similar feel?
  - Would you prefer a large university setting?
- \* Remember, almost every university or university will be larger than Rochambeau.
  - How about the DC Region?
    - Would you prefer to be in the midst of a large city?
    - Would you like the small-town atmosphere?
    - Perhaps a rural setting?

\*Remember, just because a school isn't in a large urban city doesn't mean you will have fewer opportunities or a lesser education.

#### A few more questions to get you started:

- Will distance from home play a role in where you attend university or university?
  - Would you prefer to be closer to family and home?
  - Would you prefer to be further away when you move on to university?
- What areas of the country/world will allow you to enjoy your favorite activities?
- Are you interested in attending a university with other students of the same religion or ethnic background?
- Do you want to take classes taught in English? French? Another language?
- Do you like the idea of attending an all-male or all-female institution?
  - Remember, attending a single-gender university does not mean you will not interact with students from all gender backgrounds.

#### Find out which schools meet YOUR criteria. Use a variety of resources

- University Advisors
- Internet
- Parents
- Friends
- Rochambeau Alumni
- University Marketing Publications



"The college in Maine has a better curriculum, but the college in New York has better pizza."

### SELECTING UNIVERSITIES FOR APPLICATION HERE ARE SOME PLACES TO GET STARTED:

- Once you have created a preliminary list of universities in SCOIR (your following list)
  - You will have easy access to university websites right from your list.
  - SCOIR also offers graphs showing application results for past Rochambeau students who have applied to the universities you are researching.
  - The University Advising Office in the Administration Building contains a supply of university viewbooks, university guides, and other publications for you to look over.
- Determine if you meet THEIR criteria
  - Take a hard look at yourself
  - Your academic aptitudes and your accomplishments
  - Have you demonstrated the quality of academic work at each university of interest?
  - Have you taken all of the courses that the university requires for admission?
     Rochambeau students usually have, but be sure to check the admissions requirements of the universities you are considering. For example:
    - pre-calculus is required for many business programs
    - chemistry for physical education programs
    - physics and calculus are needed for many engineering programs
- If it is a highly selective school (having significantly more applicants than it can possibly admit), do you have something substantive and sustained that supplements a solid academic record?

 Although test results are only one factor in the process, do your scores fall within the range presented by most successful candidates? If they are far below that range, you are not being realistic.

Keep firmly in mind that there are no "best" universities. There are only universities that are best for a given person -in short. best for you. A good match is a place where you can pursue your academic interests but not be crushed academically. It is also a place that offers your extracurricular interests, and where you can find people with whom you can be friends.

#### **CRAFTING YOUR UNIVERSITY LIST**

Most students' preliminary lists of universities are pretty large. Fine-tune your list over the summer before senior year, preferably down to 6 to 12 universities. The number of universities will vary from student to student. For some, one application may be all that is necessary, particularly if you apply Early Decision or Early Action and are accepted. For others, more applications will be necessary. No matter how many, you are aiming for a balanced range of schools. Your advisor will indicate the relative difficulty of acceptance for each school on your list - Likely, Level/Target, Reach, or Lottery.

- Likely are schools that you and your university advisor are confident will accept you.
  - They must also be schools that you would be happy to attend.
  - Students often assume that a Likely school is not very good, and so lose interest in it.
  - Student interest. as universities track it. is really important. so don't ignore the Likely's on your list.

#### **CRAFTING YOUR UNIVERSITY LIST (CONT'D)**

- Target or Level schools fit you and your academic and extracurricular needs well.
   However, admission selectivity or other factors make admission less than a likely possibility. Two to four schools on your final list should be ones that fit the this category
- You may also want to include two to four schools that seem like long shots given your academic record. These schools are the Reaches and Lottery schools on your list.
  - If your university advisor rates one of your schools as Reach or Lottery, that does NOT mean that they think you have no chance of getting in!

Remember that the key to a good final list lies in the appropriateness and richness of the "Likelies" and "Targets/Levels," since it is from these that most students' final selection comes.

Your university list will be created and maintained in SCOIR initially as your suggested universities list. You and your university advisor can search for and add universities to your list using the search functions, within SCOIR Your parents will be able to log into their own accounts and will be able to view and add to your list. Eventually, you will move schools into "following", then "applying", and finally "applied" as you move through the process.

#### **CAMPUS VISITS AND INTERVIEWS**

It is vital that you visit universities during the university process. Given the busy and demanding schedule of your premiere and terminale years, you should do your best to minimize conflict with the academic schedule as you plan your visits. Ideally, you should try to

take advantage of weekends and school holidays to visit universities. Many students begin visiting schools during the February break or spring vacation of their premiere year. Another opportunity for university visits is during the summer between premiere and terminale. universities welcome visits over the summer and offer regular campus tours. Some universities also offer interviews: when planning a visit call ahead, two weeks or more, to schedule interviews when possible.

We hope you'll visit a variety of schools to begin shaping a final application list. Your visit to a university campus is likely to be very different: typically you won't experience as much individual attention. Campus visits usually have two parts: the tour and the information session.

Most universities offer two tours/information sessions per day, one in the morning and another in the afternoon. Register online or call to find out the schedule and register. Check to see if the admissions office offers interviews: if they do, sign up for one.

When you arrive on campus for a visit, you may find that it's not what you expected. Even if you feel like you don't want to get out of the car, you should make the effort. Don't judge the school from the curb. As you and your parents arrive at the admissions office, you should be the first one through the door. Introduce yourself and your parents to the receptionist. Be sure to check in so that there is a record of your having visited the university - the admissions office will note this as interest on your part. Ask if you can say hello to the local admission representative.

## CAMPUS VISITS AND INTERVIEWS (Continued)

If you are visiting a large university, expect to be part of a crowd, led around campus by a single tour guide. Try not to allow your impression of the tour guide to influence how you feel about the entire university (either positively or negatively). The tour is usually preceded or followed by an information session, often attended by a large group (up to 1000 people at a large university). Note what is said, and also what is not being said.

If you have the opportunity to interview, prepare in advance by spending some time thinking about your answers to the potential questions below. Be yourself. Be sure to ask for the business card of the person who interviews you, and follow up with a note or email thanking him or her.

After you leave, write down your impressions of the school. On an extended university visit trip, details can all meld together quickly!

A quick note about alumni interviews: you may be offered the opportunity to interview with an alum of a university you're considering. You should ask whether the interview is a part of the evaluation process, or if it's strictly informational. If the alum wants to meet you here on the Rochambeau campus, check with the university office for help with finding a location for the interview.

#### **QUESTIONS INTERVIEWERS MAY ASK YOU**

What are your goals?

- Have any of your major goals changed recently? How and why?
- What will be the "good life" for you twenty years from now?

- How do you define success? Are you satisfied with your accomplishments to date?
- Why do you work hard (not so hard)?
- Have you set any academic goals for yourself so far? Have you met them? If not, why not?
- What are your university and career goals?

How well do you know yourself -- your strengths and weaknesses?

- In what ways are you like your parents? How are you different?
- If I visited your school for a few days, what would I find your role to be in the school community?
- What would your teachers say were your greatest strengths as a person? As a student?
- Likewise, what about your shortcomings or weaknesses?
- What kind of self-development do you wish to see in yourself in the next four years?
- In a sentence or two, what points about yourself would you like to leave with me so that I can present your strongest side to our admissions committee?
- What kind of person would you like to become?
- Of your particular gifts and strengths, which would you most like to develop? What would you most like to change about yourself?
- How do you learn best?
- Do you do best in a competitive atmosphere?
- Do you work best independently or with others?
- Are you self-motivated or do you need personal attention from your teachers?



How well do you know yourself -- your strengths and weaknesses?

- What extracurricular activities at school have been most important to you?
  - Have you shown any special commitment to or competence in them? What about activities outside school?
- What's the relative importance to you of academics vs. extracurricular activities?
- How would others describe your role in either your school or your home community?
  - Do you feel you have made any significant contribution in either area?
- Would your best friend, your parents, or your school advisor agree with the picture of yourself as you have described it?
- Do you believe that you are adequately prepared for a university curriculum?
- How confident are you about your writing skills?
- How often do you write a paper?
- At what are you best?
- What is your most important trait?
- Has there been an important experience in your life that has contributed the most to your maturing process or understanding yourself?
- What have you learned about yourself and/or other people from experience (for example, a leadership position, or moving several times while growing up)?

What are your values? How have they been formed or changed?

 Do you have contemporary or historical heroes? What are your values? How have they been formed or changed?

- How do you see yourself spending your most satisfying moments in university?
- What events would you deem crucial in your life thus far?
- Describe something that you have really become indignant over in the past year.
- If I could hand you my telephone and let you talk to any one person living, to whom would you like to talk? Why?
- If I said you had \$10,000 to spend in a year between high school and university, how would you spend the money and time?
- If you were chosen as the new principal in your high school, what would you do?
- What events or experiences in your life so far have had the greatest influence on your growth and thinking -- on making you the person you are today?
- What have you enjoyed most about your high school experience?
- If you could live these last few years over again, what would you do differently?
- Which relationships are most important to you? Why?
- Describe your best friends. Are they mostly similar to or different from you?
- How has your environment school, family, and the town you live in - influenced your way of thinking?
  - Has it mostly served to expand or to circumscribe your life and activities?
- What bothers you the most about the world around you?
- If you had the opportunity and the responsibility to change the world, where would you start?
- What have you gained from your (athletics, school, club, etc.) activities?



Individuality

- After you have graduated, what is it about you that your high school will miss most?
- What pressures do you feel operating on you in society to conform?
- Describe ways in which you and your friends "go your own way."
- What do you feel sets you apart as an individual in your school?
- Have you ever thought of not going to university? What would you do?

Intellectual interests and potential

- Where and when do you find yourself most stimulated intellectually?
- What books or articles have made a lasting impression on your way of thinking?
- Have you read deeply into any one author or field?
- What are your academic interests and preferences?
- Which subjects and courses have you enjoyed the most?
- Which subjects or courses have been most difficult for you?
- Briefly describe your course of study.
- Which are your favorite subjects? Why?
- What is your least favorite subject? Why?
- How much time do you spend studying or doing homework each night?
- What subjects are hardest for you? Easiest?
- Tell me about your musical interests.
- Do you write outside of school? What type of things?
- Describe a project or assignment that you particularly enjoyed and how you went about completing it.

Interest in school; ability to contribute to school

- What is the most significant contribution you've made to your school?
- What do you feel that you have to offer [Name of university]?
- What characteristics of a university do you consider to be most important?
- How much prior research and investigation have you done about [Name of university]?
- Why did you choose the particular activities you did?
- How often do you write for the school newspaper and how often does it come out?
- What activities might you pursue further if you came to [Name of university]?
- Why a liberal arts university?
- Why [Name of university]?
- What factors will you weigh most heavily in deciding which universities to apply to?
- What kind of environment do you want in university?
- What are you looking for in a university?

Other questions you may be asked

- What have you read, seen, or heard about [Name of university] that you don't like?
  - What rumors can I confirm or deny?
- Is there anything you'd like to toss into the interview as a parting comment?
- After a long, hard day, what do you most enjoy doing?
- What do you do for fun?
- What do you do to relax?
- What are the major problems at your high school these days?
- How would you rate the quality of instruction at your school?
- How do you spend your summers and vacation periods?



Other questions you may be asked

- How do you feel about your most recent grades?
- How demanding is your secondary school?
- How do you feel about your current teachers?
- Which one of your teachers is most exciting? Why?
- Have you won any academic awards or earned any particular academic recognition?
- Is there anything more you'd like to tell me about your academic record?
- Have you earned any varsity letters?
- What have been the satisfactions and frustrations with some of your leadership roles?
- Is there anything that we've not talked about that you would like to discuss?
- When you think of the best-educated people you know as friends or friends of your family, what are the characteristics which are most impressive?
  - How do you connect those qualities with the kind of education they have pursued?

#### **QUESTIONS YOU MAY WANT TO ASK**

When given the opportunity to ask questions during a university visit, be sure to avoid questions easily answered by checking the school's web site.

#### General information:

- How difficult is it to change majors at your school?
- How many students change majors?

#### General information

- Are you over or under-enrolled for the class coming in this year?
- How many students will be in your incoming class this year?
- What is the average class size in the first year?
- What is the average class size overall?
- What are the smallest class sizes?
- What are the largest class sizes?
- Are there online or hybrid courses?
- Are online classes synchronous or asynchronous
- Do graduate students or teaching assistants teach undergraduates?
- Do professors keep office hours?
- Are students involved in the evaluation of instructors?
- What percentage of the faculty is tenured?
- Do professors have any policy on class attendance?
- How is course registration handled?
- Are certain courses hard to get into?
- How much time is allotted between classes?
- What is the farthest distance between academic buildings?
- Is there an honor code?
- Do students respect the honor code/does it work?
- How are students advised about which courses to take?
- How far are you from the nearest airport?
   Train station? Bus?
- Do you provide transportation locally? To airports? Train?



Living on Campus:

- What percent of your student body is housed on campus?
- What percent of the student body lives off campus?
- What percent of the student body commutes from home?
- How many students are assigned to a room?
- Are there hall bathrooms for each floor?
- Are there private bathrooms in each residence hall room or suite?
- Are the residence halls coed?
- What services are provided in the dorms?
  - Kitchens
  - Laundry services
  - Air conditioning
  - Etc.
- How are roommates chosen?
- Can I room with a friend?
- What if my roommate and I do not get along?
- Are first-year students required to be on campus?
- How does your resident adviser system function?

#### Food Service:

- Do you have your own food service or an outside caterer?
- Must I purchase a meal plan?
- Do you offer options within the meal plan?
- Are foods for special diets available?
- What about options for between meals and evening snacks?

#### Financial aid

• How many students receive financial aid?

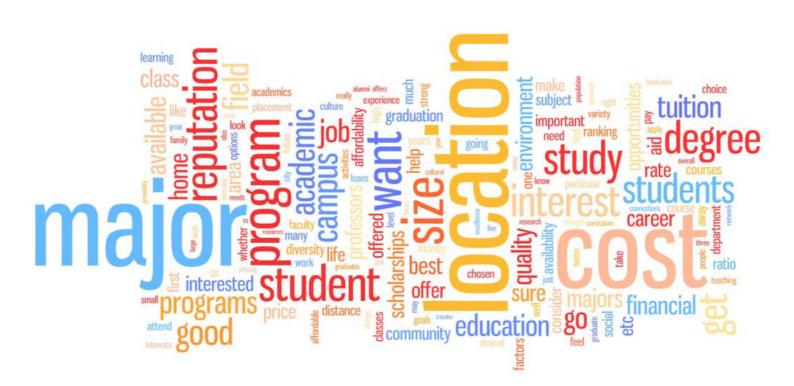
- Will applying for financial aid have any impact on admission decisions?
- How do I apply for or qualify for scholarship aid?
- What costs does the scholarship award cover?
- How is financial aid awarded to students?
- Is financial aid based on need and/or based on merit?
- Is financial need met completely?
- If not, how much of financial need is met?
- How is aid disbursed after the first year?
- How does your school handle divorced/separated families?
- What are the financial aid application procedures and deadlines?
- What financial aid forms must be submitted?
- When do students learn about their financial aid package?
- What employment opportunities are available for students not receiving financial aid?
- Does the institution have an installment payment plan or other tuition financing options?

#### Other questions you may want to ask

- What differentiates your school from other similar institutions?
- What kinds of personal qualities do students here tend to have?
- In what ways do your students attribute their growth to their [Name of university] education?
- What are the philosophy, mission, and purpose of the university?
- What would you change about the university?

## QUESTIONS TO ASK STUDENTS OR TOUR GUIDES

- How happy are you with your decision to attend this university?
- How accessible are the professors and teaching assistants?
- Do you call your professors by their first names?
- How many of your professors know you by your first name?
- Is there an honor code?
- What do students do in their spare time?
- Are the Greek organizations a big part of campus social life?



University athletics take place on three levels: intramural, club, and intercollegiate. The intercollegiate level is further divided into Divisions I, II, and III. To assess your own ability to play at the DI, DII, or DIII level in university, talk with your coach and attend summer camps in your chosen sport. You should be looking for a university program with a good match to your athletic ability. For some athletes, choosing to play DI can mean working very hard in the hope of getting to play in the last year or two of university, while DII or III can lead to some playing time in the first year followed by meaningful contributions over the rest of the university career.

#### **NCAA ELIGIBILITY**

Many university athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting and financial aid.

The NCAA has three membership divisions:

- Division I
- Division II
- Division Ill

Institutions are members of a division according to the size and scope of their athletic programs, and whether they provide athletic scholarships.

Division I and II programs offer athletic scholarships; Division III programs do not, No division offers a four-year, "full ride" scholarship. All scholarships are renewed each year at the coach's discretion. Renewal of scholarships for the second, third, and fourth years can be impacted by available scholarship money, performance on and off the field, and injury.

If you are planning to enroll in university as a freshman and wish to participate in Division I or Division II athletics, you must be certified by the NCAA Eligibility Center. It ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student-athletes at member institutions. Read the "NCAA Guide for the university-Bound Student-Athlete" for more information.

To be certified by the NCAA for Division I or II, you must register. Division Ill athletes do not need to register but can set up a profile page if they desire. Registration can take place at any time but most students register in their junior year.

To complete your registration with the NCAA Eligibility Center, you must do the following:

- Register online at www.eligibilitycenter.org
- Request that Rochambeau send an official transcript to the Eligibility Center at the end of your junior year.
- If you attended any other high schools, submit a transcript request to that school as well.
  - If you attended a non-English-language high school before Rochambeau, the transcript sent to the Eligibility Center must be in the native language and also include a line-by-line translation to English.
- If needed or requested SAT or ACT scores must be sent directly to the Eligibility Center from the testing agency. This can be done when you register for the test, using the Eligibility Center code 9999. Or, log into your university Board or ACT account at any time and order an official score report from past test dates.

#### **CREATING AN ATHLETIC PROFILE**

The athletic or recruiting profile is similar to a resume and is sent out to university coaches. It should contain:

- Basic information: name, mailing address, phone numbers, email address, date of birth, age, current high school, anticipated graduation date, photo
- Athletic information: height, weight, position(s) played, jersey number(s)m individual statistics, awards, team records, team accomplishments, strength and conditioning test data (if appropriate to your sport) and links to your highlight videos
- Academic information: current GPA, standardized test scores, high school level awards and accomplishments, desired university major.
- Other information: activities and experience that demonstrate your leadership abilities and work ethic
- References: names and contact information of your high school coach, club or summer coach, strength or fitness coach, and university advisor

When sending your athletic profile to coaches, you should include a cover letter. This should be an introduction, not a detailed summary of your athletic performance. Be sure to use the coach's name (rather than "Dear Coach") and mention the university by name as well.



#### INFORMATION FOR STUDENT ATHLETES

(This information was taken from Making Sure You Are Eligible, a brochure produced by the NCAA for high school students, and the NCAA website)

Students who are extremely talented in athletics often want to have that be a part of their university admissions picture. There are important steps which student athletes must take to ensure appropriate placement and communication regarding their athletic interests:

- Students need to have an open and honest conversation with the coaches of their respective sport to have a realistic sense of their athletic aspirations.
- It is important that students select a university where their athletic ability will have a contributing role.
- Students, in consultation with the university advisor, need to determine the proper combination of athletic and academic goals.
- There needs to be an identification of options available
  - which universities
  - where
  - at what division
- Students need to remember that the university admissions office, not the athletic office or coach, is responsible for admitting a student to a university.

#### YOUR HIGHLIGHT VIDEO

If creating a HUDL video is appropriate, ask your Rochambeau coach to put you on the HUDL roster. Once you receive the invitation you can use the tutorials to create your own highlight film. Once you've created your video, you should update it weekly during the season.

#### THE ATHLETIC RECRUITING PROCESS

The likelihood of being recruited or selected for a team varies not only from division to division, but also from conference to conference, school to school, and sport to sport. The more competitive the sport, the harder it is to get recruited.

The first stage of the recruiting process is the initial contact between university coaches and players. Coaches send out form letters or emails to hundreds of potential student-athletes. Receiving such a letter does not mean you are a recruited athlete at this university. On average, for every 1000 questionnaires sent out by a coach to potential student-athletes, only 6 of those students will ultimately enroll at that institution.

In the next stage of the process, the coach begins to narrow his focus to a smaller group of potential athletes. At the DI or DII level, the university coach contacts the Rochambeau or summer coach, usually by the time the student-athlete is in eleventh grade. The university admissions office needs to approve you as well, so the coach will ask you to have Rochambeau send your transcript.

At the DIII level, initial contact can be made by either the university coach or the student. The coach may see you play at a summer camp or showcase. He or she will rarely talk to you face to face but will contact your high school or summer camp coach. Or, you can be the one to initiate contact. This can be wrapped into your visit to a university - contact the coach via email in advance of your visit to set this up. The coach will also ask you for a link to your HUDL video, so be sure to have this ready.

You may be invited for an official visit to the university. This will allow you some time with the coaches and players. Have some questions ready for the coaches, and also some for the other players. During this visit, you may be asked if you are willing to make the university your first choice. You don't need to respond right then, but be positive in your response. If you still have more universities to visit, say so. Take this opportunity to ask the coach if you're on his short list.

During the recruiting process, be sure to keep your university advisor and your Rochambeau coach in the loop.

## The following list of questions would be appropriate for prospective student-athletes to ask of university coaches when they visit:

- How would you describe your coaching style and philosophy?
- Will you still be here in my senior year?
- Where am I on your recruiting list?
- What positions would I play on your team?
- What are the physical requirements each vear?
- What is the game plan? (Offense, defense, seeding, tournaments, etc.)
- Describe the preferred, invited, and walk-on situation.
- How are academics supported? (Can I miss practice for a Bio lab?)
- Describe your academic support program (study halls, tutors, etc.).
- What percentage of players on scholarship graduates in four years?
- Describe the typical day for the student/athlete.
- If I'm injured, what happens to my financial aid?

### CHECKLIST FOR ASPIRING UNIVERSITY ATHLETES

#### Sophomore Year:

- Meet with your coach after the season to discuss the season, your strengths and weaknesses, and your potential to play at the next level.
- Meet with your coach (along with your parents) to get an overview of the university process with regard to athletics.
- Attend summer camps and showcases (create a solid list of options in case you do not get in to all).
- Top athletes can speak to a university advisor to obtain early counsel for recruiting purposes.
- Start collecting stats and videos: you can obtain these from your coach and the Athletic Department.
- Browse university web pages; make contact with university coaches.
- Create a preliminary list of universities to pursue.
- Potential Division I or II athletes:
- Register with the NCAA Eligibility Center at the beginning of your sophomore year; notify the University Advising Office when you register.
- Be sure that the courses you take are approved NCAA Core Courses (check the Rochambeau list of approved courses online at www.eligibilitycenter.org).

#### **Junior Year:**

- Work with your university advisor to develop a preliminary list of universities.
   Your coach can help you identify universities at which you may be recruited.
- Have unofficial copies of your transcript on hand to give to university coaches.

### Junior Year (continued):

- You should approach your university search from two angles:
  - with and without the athletic component.
- The acid test for every school on your list should be:
  - would I be happy here even if I am not on the team?
- Share your preliminary list with your coach, parents, and adviser; discuss and revise your list as needed.
- Depending on your sport. create and upload a highlight video to HUDL or create a homemade video for university coaches (meet with your Rochambeau Coach to discuss options).
- Create your athletic profile.
- Contact university coaches by email and inform them of your interest and the summer camps you will attend; send your recruiting profile or link to your highlight video, and your transcript.
- When visiting campuses, contact coaches well in advance and try to set up a meeting.
- Provide your Rochambeau coach with a copy of your transcript. a list of the camps or tournaments you will attend, and names and contact info for the university coaches you are in communication with.

#### Potential DI or DII athletes:

- Make sure that the courses you take are approved NCAA Core Courses.
- Take the SAT and/or the ACT in the spring of the junior year, and if needed order a score report for the NCAA Eligibility Center at the time of registration (the "school" code for the NCAA is 9999),

## CHECKLIST FOR ASPIRING UNIVERSITY ATHLETES

#### **Junior Year**

#### Potential DI or DII athletes (continued):

- At the end of your junior year, ask the registrar to submit your transcript to the NCAA Eligibility Center.
- If you attended any other high school. contact the school and request that they send an official transcript to the NCAA Eligibility Center.
- When registering for senior year courses, check that you are on track to have completed the correct complement of NCAA Core Courses by the end of senior year.
- Attend summer camps and showcases during the summer between junior and senior year.
- Bring unofficial copies of your transcript and test scores to give to any interested coaches.
- Keep in touch with your university advisor and Rochambeau coach throughout the process.

#### **Senior Year:**

- Inform your Rochambeau coach of any changes to your university list as it evolves
- Based on your interests and the responses you've received from coaches, identify your top three or so universities and ask your Rochambeau coach to contact the coaches to help support your placement.
- Contact university coaches and inform them of your game schedule.
- Stay in contact with university coaches; send an updated link to your highlight video if needed.

#### Senior Year (continued):

- Keep your university advisor, Rochambeau coach, and parents informed of all conversations with university coaches.
- If a coach asks you to commit to a program by applying Early Decision, discuss this option with your university advisor, Rochambeau coach, and parents.
- Be sure to ask pointed questions regarding the coach's level of interest in you.
  - Keep in mind, applying Early Decision is not a guarantee of a spot on the team.

#### Potential DI or DII athletes:

- If you take the SAT and/or the ACT again, send your scores to the NCAA Eligibility Center.
- On or after April 1, request final amateurism certification.
- After graduation, contact the University
   Advising Office and request that we send a
   final transcript to the NCAA Eligibility
   Center.



## Students Interested in Visual or Performing Arts

To maximize the university opportunities for artistically or musically inclined students, there are particular steps to take in the university process.

#### **UNIVERSITY AND UNIVERSITY OPTIONS**

You may choose to select a university that focuses solely on the arts, or a liberal arts university that provides a greater diversity in course offerings. One choice is not necessarily better than another, it just depends on your goal.

Professional arts programs tend to be more competitive in the particular field you want to enter, and the portfolio or audition will be very important in the admissions process. If you want to be around other artists all day, every day, surrounded by music practice rooms or in the company of other sculptors, painters, or dancers, then a professional program is for you.

A liberal arts university may be more difficult academically, and transcripts and test scores are more important in the selection process. If you want to focus on one of the arts but also have the opportunity to study history or something else, then a liberal arts program may be more suitable for you.

#### **DEGREE OPTIONS**

It is important to note that "professional" degrees - such as the Bachelor of Fine Arts or the Bachelor of Music - generally differ greatly from the "liberal arts" degrees - the Bachelor of Arts and the Bachelor of Science.

Professional degree programs are more likely to require a higher percentage of studio or performance practice in the chosen art field. The remaining academic coursework to be taken will most likely incorporate the arts into its curriculum. A student in a professional degree program will usually have a particular focus -- a specific musical instrument or style, for example.

A student working towards a liberal arts degree will have more general studies, covering a wider range of subject areas, with less emphasis on performance or studio work. These degrees may be the right choice for the student who is unsure of what specialty to pursue (or one who wants to keep all options open).

You may also want to consider a summer program: the intense immersion in your art may give you a sense of whether you are ready to commit to pursuing a professional degree in university.

### APPLICATION AND ADMISSIONS PROCESS FOR ART PROGRAMS

Professional art programs require a portfolio: liberal arts universities typically do not. A portfolio is a collection of images of recent work that provides examples of the student's artistic efforts. Portfolios are evaluated by artistically trained admissions officers. They tend to look for more than raw talent. They are seeking a particular level of competency and technical skill as well as conceptual ability. In all professional universities, they are looking for students who demonstrate through their artwork that they are creative, intellectually curious, and seriously invested and committed - even compelled - to make art.

## Students Interested in Visual or Performing Arts

## APPLICATION AND ADMISSIONS PROCESS FOR ART PROGRAMS (CONTINUED)

Begin work on your portfolio in the spring of the junior year. A summer program in portfolio development may be worth considering.

Portfolio advice for applicants:

- Be an expert on your work and be able to talk about why you created the piece.
- Include work in a variety of media.
- Present your work in the way the school asks.

### APPLICATION AND ADMISSIONS PROCESS FOR MUSIC PROGRAMS

Music students are evaluated traditionally through transcripts, test scores, auditions and recommendations. Again, each school uses a slightly different process. Audition at a conservatory is the critical factor in admissions, followed by traditional assessment. In a liberal arts university, admission criteria are more equally weighted.

Some schools hold regional auditions, and the performances are recorded and then reviewed back on campus. Teachers of the specific instrument usually review auditions. They are looking for raw talent, technique, and musical artistry that set the performer apart. Auditions range from 5 to 30 minutes in length. Instructors ask for one piece, listen for a bit, and then ask for a second piece. Always prepare three pieces, usually from the 18th, 19th and 20th centuries and in contrasting styles. Keep in mind that traveling to auditions will require additional planning, cost, and potential time away from school. Plan accordingly.

Some audition advice for aspiring music majors:

- Request a letter of recommendation from your primary instrument instructor.
- Be prepared to sight read or sing.
- Bring original sheet music in the correct key.

### APPLICATION AND ADMISSIONS PROCESS FOR THEATRE PROGRAMS

Theater students are usually expected to complete a university application, with transcript, test scores and recommendations. Students interested in acting usually need to enroll in a university that teaches theater and acting for the stage.

Some schools require a supplementary application geared toward the theater. It usually includes questions related to theater and an essay on why you're pursuing this degree. The standard audition is five minutes, consisting of one classical and one contemporary piece, usually about two minutes each.

Musical theater auditions sometimes require the preparation of a song as well. Most schools require you to audition at their school. although some consortia offer regional or national auditions.

Audition judges are typically faculty and staff members from the school of theater. Most of these auditions are very formal. very professional. and often intimidating. Potential and natural talent is what they are looking for. keep in mind that traveling to auditions will require additional planning, cost. and potential time away from school. Plan accordingly.

## Students Interested in Visual or Performing Arts

### APPLICATION AND ADMISSIONS PROCESS FOR THEATRE PROGRAMS (CONTINUED)

Audition advice for applicants:

- Be familiar with the entire play you choose a selection from, and be ready to talk about the character you portray.
- Rehearse in the clothes you will wear to the audition.
- Be aware that you are auditioning from the moment you walk in.

### APPLYING TO VISUAL AND PERFORMING ARTS SCHOOLS IN EUROPE

Studying at an art school in Europe offers numerous opportunities to immerse yourself in the rich cultural heritage and vibrant art scene found across the continent. It's important to be aware of the academic year and structure at your chosen art school. European institutions often have different academic calendars and teaching methodologies than those in other countries. Familiarize yourself with the school's curriculum, assessment methods, and course offerings to ensure they align with your educational and artistic goals.

A well-rounded and impressive portfolio is essential when applying to art and design schools in Europe. It showcases your unique artistic talents, skills, and inspirations. To create a strong portfolio, consider including a diverse range of projects. From major arts like paintings and sculptures to minor arts like graphic design and photography, demonstrate your versatility and creative flair. Ensure that your portfolio is well-organized and visually appealing. Use clear, high-quality images of your artwork, and consider using tables and lists to provide additional information, such as project names and dates.

### APPLYING TO VISUAL AND PERFORMING ARTS SCHOOLS IN EUROPE (CONTINUED)

Key components for applicants:

- Portfolio/Audition is often the most important factor
- Visual Arts: A curated selection of your best work (10-30 pieces), often with specific thematic or technical requirements.
- Performing Arts: Video auditions, live auditions, or self-tapes showcasing monologues, musical performances, or dance pieces, depending on the program.
- Academic transcripts may need to include specific arts-related coursework
- Personal Statement/Motivational Letter should focus on your artistic journey, influences and career aspirations.
- CV/Resume should provide a record of exhibitions, performances, competitions, workshops, and artistic achievements.
- Entrance Exams or Interviews are often required of all applicants and may include live auditions, artistic tests and in person or virtual interviews
- Letters of Recommendation should be solicited from art/theatre/music instructors or industry professionals.
- Language Proficiency Tests are likely to be required from programs taught in English so be prepared to submit an IELTS, TOEFL or DuoLingo score.
- Make sure you take care to ensure that you meet the specific course or major requirements for each university you are considering.



#### Information for International Students

Applying to U.S. universities and universities as an international student adds a few layers of responsibility and complexity to the application process. It's important to be organized and to work closely with the University Advising Office.

#### **DEFINING "INTERNATIONAL"**

From an admissions standpoint, universities and universities have differing definitions of "international student." The distinction may be based on citizenship status, or education in a country other than the U.S. If in doubt of your own status, check with each school to see whether you should apply as an international student. Be sure also to check each university on your list to see whether there is a separate application process for international students.

#### **ENGLISH PROFICIENCY TESTING**

Most universities and universities expect students who are not native English speakers to demonstrate English language proficiency. The TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) and Duolingo are widely accepted measures of this ability.

The TOEFL may not be required if you have been in an English speaking high school since grade g or if you have SAT or ACT scores that demonstrate university preparedness: check with each university for their requirements.

The University Advising Office encourages all students considering US universities and universities to consider taking one or more of the above-mentioned test of English Proficiency no later than October of the year you will be applying to university or university.

As you research universities, check the minimum score requirements for the universities that interest you.

The TOEFL is an internet-based test and is administered at many regional sites around the world, including one in Bethesda. Registration fills quickly so students should plan ahead.

When registering be sure that the name you use EXACTLY matches what is on your passport. For more information and to register online:

- TOEFL: https://ets.org/toefl
- IELTS: https://ielts.org
- Duolingo: https://englishtest.duolingo.com

#### **CERTIFICATION OF FUNDS**

The universities or universities you apply to may require a completed Certification of Finances (sometimes called a Bank Statement). This serves to guarantee to the institution that your family has sufficient funds to support you while you attend university in the United States. universities require this form even if you will apply for financial aid. Some universities have their own Certification of Finances form, while others use a standard form that is part of the Common Application. The form is completed and signed by your parents, who then bring it to their bank to be verified, signed, and stamped. This takes time, so it's important to begin work on this part of your application as soon as you have a firm list of universities to which you will apply. Some institutions will only accept an original, signed document, so your parents may have to prepare multiple forms and send them directly to the university. Be sure to check each school's website for its particular requirements and due dates.

#### Information for International Students

### OTHER DOCUMENTS THAT MAY BE REQUIRED

Some universities that are Common Application member institutions have an International Student Supplement that you will need to complete as a part of your application. Some institutions require that you submit a copy of your current l-20 and/or a copy of the photo and visa pages of your passport. These documents may be requested when you apply, or when you enroll. Again, it is important to check the websites of each university you apply to for their requirements.

### FINANCIAL AID FOR INTERNATIONAL STUDENTS

Federal financial aid - grants and loans provided by the U.S. government - is available for U.S. citizens, U.S. dual citizens, and U.S. permanent residents. Most international students are not eligible for federal aid.

Many universities and universities have private sources of funds available, and do offer some financial aid to international students. You should ask the universities you apply to how much money is available for international students with financial need. An additional source of information is the International Student Handbook of U.S. universities, published by the university Board, which lists average financial aid awards offered to international students by many universities and universities.

Many universities that offer financial aid to international students require submission of the CSS Profile. For more information about this form, please see the financial aid section of this guide. Merit scholarship (not based on financial

need) may also be offered to international students with exceptional academic, athletic, or other ability.

#### **APPLICATION TIPS**

universities don't expect international students to visit because they understand the difficulties involved. But if you live in the US or are returning to Rochambeau after a break and can take the time to visit, you should. Visiting campuses just before the start of the Fall term at Rochambeau is preferred as most universities are already in session, so you can get a feel for the campus. This is a better choice than in June when universities are not in session. Check with your classmates to see if you can join them on a visit or two in the spring of junior year or fall of senior year.

The application essay can be particularly challenging for students for whom English is not their first language, so be sure to get an early start on it. But keep in mind that the university wants this essay to be written by you, so it must be consistent with your writing ability. If your TOEFL score is 85 and your essay is perfectly polished English, the admissions office will conclude that someone wrote it for you.

As an international applicant, it is especially important to use your official name (as it appears on your passport) on every document submitted as part of an application and when registering for standardized testing (SAT, ACT etc.) Using a consistent name with consistent spelling will help university admissions match all of your materials to your file. Ensure that your Rochambeau transcript matches the name on your passport as well.

# Information for Students with Learning Style Differences

While students with learning style differences are protected by law from having to report their learning style differences to a university, many students opt to do so and actively seek out institutions that provide the services they need in order to be successful in university. If you hope to find a university that will provide accommodations for your learning style differences, a good place to start is with The K&W Guide to university Programs & Services for Students with Learning Disabilities or ADHD. You can also check the websites of universities that interest you. Search for terms such as "academic support." "accommodations," or "disability services" to learn about the programs offered. You can make an appointment to visit the academic support office when visiting a university to learn more. Be sure to investigate whether the program requires a separate application and/or involves additional cost.

### STANDARDIZED TESTING AND STUDENTS REQUIRING ACCOMMODATIONS

If you have been receiving accommodations such as extended time on Rochambeau tests and exams as a result of a documented learning style difference, you may want to request accommodations for standardized testing. In order to qualify for accommodations, the following conditions must be met:

- You must have documentation on file at Rochambeau of a professional evaluation of a disability that necessitates testing accommodations.
  - For accommodations on the ACT, the evaluation must have been completed within the last three years
  - University Board tests (PSAT, SAT, AP), within the last five years.

- Documentation must include a statement by a qualified professional which:
  - identifies the disability
  - describes the specific accommodations requested
  - states why the disability qualifies you for such accommodations on standardized tests.
- Documentation must also include testing results, both raw and scaled scores.

You must be actively using the requested accommodations for Rochambeau tests and exams.

Because the university Board administers the PSAT, the SAT, and AP Exams, you can apply for accommodations for all of these tests with just one application. If approved, you can then opt to take any of these tests with accommodations.

The ACT is administered by a separate organization and requires a separate application for accommodations. Application for accommodations on the ACT differs in that it is made at the time you register for the test. Parents should register their child for the test online at www.act.org, and request the appropriate accommodations based on the recommendations of the educational testing. You will receive a confirmation email containing your ACT ID.

Please be aware that, in the end, it is the university Board or the ACT experts who determine eligibility for accommodations on standardized tests. We will assist in the sending of the material. but we have no voice in the assessment or decision.

### Information for Students Applying to a Service Academy

## SERVICE ACADEMY - A GOOD MATCH FOR YOU?

As you contemplate applying to the US Air Force Academy, US Coast Guard Academy, Merchant Marine Academy, US Military Academy, or US Naval Academy, you should learn as much as you can about what to expect, and consider whether this is an appropriate fit for you. Here are a few questions to ask yourself:

- Are you prepared for a very different experience from that of a typical undergraduate?
- Academic programs at service academies place a strong emphasis on math, engineering, and the physical sciences - is this a good match with your academic strengths?
- Are you up for the rigorous physical training that is an important part of a service academy program?
- Are you willing to commit to the minimum years of military service required after graduation?

#### THE APPLICATION PROCESS

The process of applying to a service academy includes several extra steps not encountered when applying to a typical university or university. With the exception of the Coast Guard Academy, which does not require a nomination from your senator or congressperson, the process is similar for all:

- Take the SAT in December or the ACT in December or February of junior year, because scores will be needed when you complete the pre-candidate questionnaire.
- The service academies offer summer seminars between junior and senior year.
   You can apply in January of junior year.

- Being accepted and attending the summer seminar will help you gain a sense of what the military academy will be like.
- Complete a pre-candidate questionnaire online with the appropriate service academy to initiate your application.
  - This can be completed as early as March 1 of your junior year, and must be completed by December 31.
  - Your class rank, grade point average, test scores and answers to questions regarding your situation and activities will determine whether you will be granted candidate status.
- Identify your Admissions Liaison Officer and make contact with him or her early in the process.
  - You will interview with your ALO later, it's a good idea to develop a relationship with this person and stay in contact throughout the process.
- As you work with your university advisor to identify teachers who will write recommendations for you, keep in mind the specific requirements of the service academies:
  - 11th or 12th grade English teacher
  - Math teacher
  - One other teacher (preferably science, but may be another academic subject)
- Request a nomination in each category for which you are eligible.
  - Candidates with a parent who has served in the military for a minimum of eight years can apply for a Presidential nomination.
  - Any candidate can apply for a Vice-Presidential nomination, though only 100 are granted.

### Information for Students Applying to a Service Academy

#### **THE APPLICATION PROCESS (Continued)**

- Request a nomination in each category for which you are eligible. (Continued)
  - Candidates can also request a nomination from their U.S. senators and congressperson. Most congressional offices begin accepting nomination requests during the summer before senior year and require that requests be initiated before October 31.
- If you meet the requirements for candidate status, you will receive an email with further instructions on how to proceed.
- Give the Request for Secondary School
   Transcript (USAFA Form 148) to your
   university advisor to complete. The
   University Advising Office will send it, along
   with your transcript, senior class schedule,
   and recommendations, to the academy in
   the fall of your senior year.
- Train for and take the Candidate Fitness
   Assessment. You are responsible for finding
   your own examiner and providing him or
   her with official instructions on how to set
   up and administer the test. Your coach is a
   good option.
- Complete your Extracurricular Activities Record.
- You will be required to submit a writing sample and to conduct a personal interview with an Admissions representative or your ALO.
- Submit your Personal Data Record explaining any legal issues such as arrests or citations you have had.
- Complete the Drug/ Alcohol Abuse Statement. Contact your ALO for instructions on how to access and complete the statement.

- Complete your Medical Evaluation
  - Due to scheduling, this can be a lengthy process (up to four months)
  - The evaluation can't be scheduled until you have completed three out of five of the following steps:
    - Fitness Assessment
    - Personal Data Record
    - Activities Record
    - Teacher Evaluations
    - Writing Sample
- The service academies accept applications on a rolling admission basis, so submitting your application early is a good idea.

For more information and guidance through the process, see the US Service Academy forums at www.serviceacademyforums.com.



# Applying to Universities: Application Options

After finalizing your list of universities, your next step, with the help of your University advisor, will be to determine what application deadline to pursue. Each university offers some variation of the following options.

#### **ROLLING ADMISSION**

Your application is considered as soon as the completed file is received with an answer usually within two to four weeks. Rolling schools fill as they go, so it becomes harder to get in the longer you wait to apply because of fewer open spots. For the best chance of admission, you should plan to apply as early as possible.

#### **PRIORITY**

You may receive a "Priority" invitation from a university to apply early. Usually this is because they selected you from a list of purchased standardized test scores, or because they've met you and think you're a good candidate. Sometimes the application fee is waived.

#### **EARLY DECISION**

This is an option for students with:

- A clear first choice
- A strong high school transcript, especially junior year
- Strong standardized test scores (if required)
- You may only apply to 1 (one) university or university Early Decision

Some universities have only one round of Early Decision, with the application due date usually falling between November 1 and November 15. other schools offer two rounds of Early Decision:

- ED I, usually due by November 1-15
- ED II, usually due by January 1-15.

Decisions are usually made by January 1 (ED I) or February 15 (ED II). A decision is binding, meaning that if the university accepts you, you must attend. You sign a contract indicating that if you are accepted, you will withdraw all of your other applications and enroll. Your parents and your university advisor sign the agreement as well.

Early Decision is not for everyone: there are some risks involved. You may be rejected, with no chance to re-apply until the following year.

#### **EARLY ACTION**

This is the same process as Early Decision, except that the decision is not binding - if you are accepted, you are not obligated to attend. You are allowed to apply Early Action at more than one school, in most cases. The application deadline is typically November 1, and you receive a decision by January 1. As with Early Decision, it's best if you have a strong academic record through quarter 1 of your senior year. Early Action is a great option for a school you're excited about but where you would like to consider other universities, universities, options, and factors such as financial aid and scholarship offers.

#### RESTRICTIVE EARLY ACTION/EARLY ACTION SINGLE CHOICE

A small number of schools have a unique application option -Restrictive Early Action or Single Choice Early Action. Schools approach these deadlines differently, but all prohibit a student from applying Early Decision anywhere else. Some schools have additional restrictions regarding students Early Action applications so please mind these carefully if you choose to utilize this deadline.

## Applying to Universities: Application Options



A small number of schools have a unique application option -Restrictive Early Action. With this plan, you cannot apply Early Decision anywhere, and you are allowed only one Early Action application to a public university along with your Restrictive Early Action application. You may apply Regular Decision to as many schools as you wish.

#### **REGULAR DECISION**

This is the application option most often used. Your application is usually due between January 1 and February 15 and you receive a decision by April 1.

This allows you to consider many options, and is a good option for students who need the first semester of senior year to show universities an upward academic trend.

#### THOUGHTS ON APPLYING EARLY DECISION

Because of the ranking systems of magazines such as U.S. News and World Report, universities have become very aware of admissions statistics and the selectivity of admissions -- the low admit rate, the high testing profile, the high percentage of admitted students who choose to attend. These numbers have a significant effect on the number and quality of applicants a university receives. Since a small percentage of students are willing to commit early, a university has great control over ultimate selectivity by choosing strong students who are committed Early Decision applicants to fill up to half, or more, of the class by January 1. The vast majority of applicants then form a bigger, much more competitive pool for the regular round of

decisions. Thus, Early Decision works very well for most universities.

For students, Early Decision can be both a blessing and a curse. Because the number of students willing to commit in November is usually only 25-40% of the total applicant pool, and because the university wants to admit a large portion of its freshman class from that pool, there is a clear advantage for a well-qualified candidate who says, "I want to go to your university and nowhere else."

However, with nearly a full senior year ahead, some testing, and some senior year grades not yet earned, it is hard for a student to make that commitment. The downside to this is the risk of making the wrong choice and wasting an opportunity elsewhere, only to find yourself in a super-competitive admission pool come spring. Here is some good advice:

- Look hard at your credentials.
  - Early Decision is a good option for students with an academically strong high school performance through the end of junior year - that's all the grades the university will have for assessment.
  - If you need the fall of senior year to show an upward trend in grades, or want more opportunities to increase your standardized test scores, ED may not be the best option. ED II or Regular Decision may be a better choice.
- Question your motivation. Are you absolutely in love with your first choice?
  - Might you change your mind in January?
  - Don't get caught in the panic of "getting it over with." That mentality should not drive an Early Decision application.

## Applying to Universities: Application Options

#### THOUGHTS ON APPLYING EARLY DECISION (Continued)

- Apply to a university within a reasonable reach. Don't waste the early application on a university where you have little chance of admission.
- Talk with your university advisor. They can give you an honest sense of the risk involved.
- Think twice if financial aid is a big concern.
  - If admitted early, you will get an estimated financial aid package, but you will not be applying elsewhere and so you will not be able to compare offers from other universities.
  - Be sure to talk to the financial aid officer at the university to which you apply early, as financial aid packages vary greatly.
- Watch deadlines carefully.
  - Most early applications are due between November 1 and November 15,
  - Some universities have "priority" or "preferred" filing dates of October 15th.
  - Remember, these are deadlines for all information to be at the university - test scores included (if required).
- You are not guaranteed admission, don't count on it.
  - Be prepared to apply to a complete list of schools via Regular Decision in case you are denied or deferred in your early application.
- Applying early can help if you are close (in terms of your admission credentials). If you are not close, it will not help and could hurt your overall application results. Choose wisely.

#### **The Application Process**

#### WHAT STUDENTS SEND TO UNIVERSITIES

- The Common Application, or the university's own online application, including the application fee
- Standardized test scores, if required by the university: SAT or ACT, TOEFL
  - all scores are ordered from the testing agency and the report is sent directly from the testing agency to the university
  - when reporting the SAT to most universities, you have the option to use Score Choice, which allows you to choose by test date which scores to send, but many highly selective universities require submission of all scores
- SSAR/SRAR
- All supporting financial documents including the FAFSA and CSS Profile

#### WHAT ROCHAMBEAU SENDS IN SUPPORT OF YOUR APPLICATION

- Secondary School Report Form
- · Advisor Letter of Recommendation
- Teacher Letters of Recommendation
- Official Rochambeau Transcript
- Transcripts of any secondary schools you attended prior to Rochambeau
- Discipline statement, if applicable
- The Rochambeau School Profile (next page)

Letters written by your university advisor and teachers are confidential correspondences between your recommenders and the university admission offices to which they are sent. They are not viewable, discussed, or released to students, parents, or any member of the Rochambeau faculty or staff, or any other outside entity without written and verified permission of the recommender.

writing and speaking English and French with fluency. An academically rigorous curriculum, students

All French High Schools (tycées) follow the academic curriculum established by the French Ministry of Education. At Rochambeau, high school begins in the 8th grade and culminates in 11th grade with the awarding of the high school diploma. 12th grade (Terminale) is the final year of study in preparation for and in pursuit of the Baccalauréat Français (Classic) or International Baccalaureate Diploma (BFI). At Rochambeau, the Baccalauréat is a multilingual program of study. Most Rochambeau students graduate spend up to 40 hours per-week in classroom instruction. The curriculum fosters self-discipline,

Baccalauréat Francais (BAC), Baccalauréat Francais International (BFI)

French Baccalauréat - French BAC

Academic Programs

grade. They continue 2 of the 3 specialities in 12th grade. Exceptionally high achieving students can elect to

Baccalauréat students have a common core of classes then choose 3 specialties to pursue starting in 11th pursue the Baccalauréat Français International (BFI) option which provides 5 additional classroom instruction hours considered to be at the collegiate level. All students in the French Baccalauréat will graduate having taken integrated Mathematics courses that include Algebra, Geometry, Algebra II. rigonometry, Statistics, Probability, Precalculus and Calculus. This is not optional, All students complete

organization, and autonomy, while developing critical thinking and analytical skills.

# School Profile 2024-2025

# **ROCHAMBEAU** THE FRENCH INTERNATIONAL SCHOOL

# **Helene Fabre**

Executive Director

# Xavier Jacquenet

Proviseur

# Philippe Vanhille

Director, Secondary School

# Dalila Bessaha

Registrar

Accreditations: AIMS, IBO, AEFE, The French **IB**:061085 Ministry of Education, Maryland State Board UCAS: 45483 **CEEB**: 210264 of Education

# **Erika Toren**

Director of University Advising torene@rochambeau.org

# Karine Gaultier

Academic Counselor & University Counselor, France gaultier@rochambeau.org

# Maggie Martin

martinma@rochambeau.org University Counselor

University Counselor

# Maëlle Gasquet

gasquetm@rochambeau.org

# The School

Founded in 1955, Rochambeau is a private coeducational day school serving the Washington DC metropolitan area. Rochambeau provides a multilingual education that culminates with students earning the French Baccalauréat or the <mark>inte</mark>rnational Baccalaureate Diploma with most students also earning an additional credential in their Maryland High School <mark>Diplom</mark>a, at the end of 11th grade. The student body represents countries from around the world, and the school prides itself <mark>on offeri</mark>ng a personalized approach to learning in an academically rigorous but diverse and inclusive environment. As a result Rochambeau challenges its students to grow academically, athletically, artistically, socially, and morally,

# Grade-Level Nomenclature

Quatrième 4eme (8th grade) Troisième 3eme (9th grade) Première 1ere (11th grade) Terminale Tle (12th grade) Seconde 2nd (10th grade) GPA is not weighted. We do not rank.

# High School Enrollment At a Glance

411

87% Teachers Hold Advanced Degrees

Student Support

9:1 Student Teacher Ratio 4 College Counselors

19.6 16% 61% Average Class Size United States Class of 2025 Citizenship French

International

Grading Scales & Conversion

2 Learning Support Specialists

2 Social Emotional Counselors

# 100% of Graduates Accepted to a 4-year College

**Grade Distribution** 

calauréat	7	8	20	10	6	7	2
French Baccalauréat	19-20	18-18.99	17-17-99	16-16.99	15-15.99	14-14.99	13-13.99

1-/6+

4

10,11,12 14 - 20

Equivalent

**US Grade** 

16 - 20 15 4 13 12 # 9

15 - 20

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Equivalent **US** Grade

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accalaurea	2	4	7	2	o
International Baccalaurea	6.50-7.00	6.00-6.50	5.50-6.00	5.00-5.50	0.00-5.00
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# Mathematics Physics & Chemistry International Baccalaureate - IB

terature (trilingual option

Advanced German

BFI Specific Courses

 Arts:
 Film & Cinema Theatre
 Visual Arts

Economic & Social Science

Earth & Life Sciences

Mandatory Specialties

these math competencies.

Common Core

English

only) Global Studies Research

Seminar in English History & Geography in

only Honors Mathematics, (Honors), 12th grade

Philosophy
 Language, Literature & Foreign Culture

Advanced Mathe

Foreign Language
History & Geography,
Mathematics
Philosophy (grade 12 only)
Physicale Education
Science
Philosophy (grade 12 only)
Philosophy

12th grade only US Precalculus &

grades and offers the IB Middle Years Program, for grades 9 and 10. Students in the IB program have the option to earn the IB Diploma, the French-English IB Bilingual Diploma, or the Advanced Bilingual Diploma. The main language of instruction is English. Subjects are offered at Higher Level. Standard Level or both. To qualify for the Diploma a student must pass three subjects at the Higher Level (HL) and a total of six

Rochambeau is an authorized IBO World School and offers the IB Diploma Program in the 11th and 12th from the following list:

# IB Diploma Graduation Requirements 24 - 42 Combined Points

 12 or more points in HL Courses 9 or more points in SL Courses
 Extended Essay, 4000 words

Biology SL/HL
 'Chemistry SL/HL (Group 6 Alt.)
 Physics SL/HL

Group 5: Mathematics
 Mathematics AA SL/HL

Mathematics Al SL/HL

Group 4: Environmental Science

 Group 1: Languages & Literature
 English A Language & Literature • French A Language & Literature SL/HL

IB Courses Offered

 150 Hours of Creativity/Activity/Service (CAS) Theory of Knowledge (TOK)

Spanish B SL (Group 6 Alt.)
Group 3 Individuals & Society
Economics SL/HL
Global Politics SL/HL Group 2 Language Acquisition
 French B SL/HL History SL/HL

Group 6: The Arts
 Film SL/HL
 Spanish SL/HL
 Visual Arts SL
 'Alternative Course from Groups

# SAT, ACT, Advanced Placement Testing and Dual Enrollment with Montgomery College

 Class of 2025 highest score for the SAT is 1600 and for the ACT is 36. Average SAT score is 1303. Average ACT score is 32.

While Rochambeau does not offer the Advanced Placement curriculum, our rigorous course offerings provide our students the platform for success on AP examinations, with an average score of 4

Students may also choose to participate in Dual Enrollment courses at Montgomery College as part of their Rochambeau education.

# 2024 Examination Results

# Student Success/Pass Rate French Baccalauréat Results 100%

100% Student Success/Pass Rate 53% 87% Awarded with Highest Honors & Distinction Awarded with High Honors Awarded with Honors

50%

(100% of students attempting were successful)

Awarded Advanced Bilingual Diploma

Students Awarded the Bilingual Diploma

International Baccalaureate Results

(301)530-8260 www.rochambeau.org 800 Forest Road | Bethesda, MD 20814

### Applying to Universities: The Common Application

Over 1000 U.S. universities accept and encourage the use of the Common Application for undergraduate admissions, which can be accessed at www.commonapp.org, or by a link on a member university's website. (Institutions that do not utilize the Common Application usually have their own online application; check the school's website to see if this option is available.)

If you create a Common Application account before August 1, you will be given the opportunity to "rollover" your account to the new admissions cycle, and most of your work will be saved. See the help section of the Common Application for more information.

Seniors are expected to have the Common Application completed, including a draft of the Personal Essay, when they return to Rochambeau in August.

The Common Application is divided into sections:

- Profile basic information about you.
- Family basic information about your family.
- Education you will need to search for and add Rochambeau (French International School).
  - If you attended another high school before coming to Rochambeau, you will need to add this school as well and add a brief statement to explain that you transferred high schools.
- Testing report your standardized test scores on your Common App. Each university will include an option within their specific application where you may indicate if you would like to share your score.

- Activities An accounting of the clubs and organizations to which you belong and in which you participate.
  - this should include things you do both on and off campus.
- Writing this section includes your personal essay, discipline history, and a place for additional information.
- Personal Essay write a draft over the summer before senior year.
  - have a trusted teacher, parent, tutor, or a member of the university counseling team proofread your essay
  - you and your university advisor should review your essay before you submit your application.
- Discipline if you have been involved in any discipline trouble leading to suspension or probation, you will need to complete a statement, with the help of your university advisor.
- Member questions universities use these to learn about specific information such as your intended major and housing preference.
- Supplemental essays universities use these questions to learn more about your specific motivations and interest in their institution
  - While often shorter than the Common App Personal Essay, these essays are equally important.

Once you and your advisor have met and finalized your university list, you can add the universities that utilize the Common App to your account. Institution-specific questions or supplemental essays required by the universities will then be available on the universities tab for you to complete.

# Applying to Universities: The Common Application

Complete the application promptly. Don't put it aside to be forgotten; don't procrastinate. Allow ample time to write your best essay, check spelling and grammar, etc. Be sure every question is answered and your advisor reviews your application before you submit.

#### FERPA WAIVER AND RELEASE AUTHORIZATION

Once you've searched for and added universities to your Common Application, you'll notice that there is a Recommenders and FERPA Section on the universities tab.

FERPA = "Family Educational Rights Act"

- Part 1 of the FERPA release gives
   Rochambeau permission to send your
   documents to universities.
- Part 2 concerns your right to see materials from the university admissions process.
   Here you indicate whether or not you waive your right to view this information.
- Most students opt to waive their right to view their application and recommendations. We HIGHLY recommend that you waive your right. college admissions representatives hope you will do so, thereby signaling that you trust your teachers and advisors at Rochambeau to be working on your behalf.
- When you waive your right, admissions representatives also know that your university advisor and teachers can be completely frank when writing your recommendations.
- Rochambeau students also complete a Release Authorization form and a FERPA Release in SCOIR. These forms cover applications you may send to universities that do not use the Common Application.

#### THE UNIVERSITY ESSAY

To allow time to reflect and write effectively, you should begin to work on the essay part of your application during the summer before terminale. This leaves time to refine your essay during the beginning of your terminale year.

You should have the essay portion of the application completed well before necessary deadlines. There are several keys to writing a good university essay:

- Your essay should be grammatically flawless
- Be yourself- personal, passionate and thoughtful. The content should speak to who you are.
- The essay should proceed logically: it should progress in a way that the reader can follow.
- It should be interesting and creative.
- If there is a specific question asked, answer it.
- Be specific -- "show, don't tell."
- Be positive.
- · Be honest.
- Write simply and succinctly.
- Avoid using humor: the object is not to make the reader laugh.
- Follow directions exactly as to word count.
- Do your own work.

#### **DISCIPLINARY ACTION REPORTING**

Students who have run afoul of the Rochambeau discipline process and find themselves on any kind of probation will be required to report this to universities. Both the student and the school will send written statements. If you fall into this category, your university advisor will help you prepare your statement

# Applying to Universities: Other Components

#### SECONDARY SCHOOL REPORT FORM

If you are applying to a school that accepts the Common Application, your university advisor will fill out this form for you using SCOIR and submit it, along with your transcript and other materials, to all of the Common Application universities you apply to (as indicated in your SCOIR account).

#### **TEACHER RECOMMENDATIONS**

Rochambeau students will ask two premiere teachers to write recommendations for them:

- a math or science teacher
- a humanities (English, history, or foreign language) teacher

Students benefit from recommendations from both a humanities and a STEM teacher because it showcases their well-rounded abilities. A humanities teacher highlights critical thinking, writing, and communication skills, while a STEM teacher demonstrates analytical reasoning, problem-solving, and technical proficiency.

Once you have asked teachers to write a recommendation for you, you should let your university advisor know right away. Your university advisor will then add the teacher(s) as recommenders in SCOIR. Your teachers will receive reminders to complete a Teacher Evaluation Form and a letter of recommendation for you, timed to your earliest university deadline listed in SCOIR. Note that you should **not** invite your teachers to recommend you using your Common App, this is managed through SCOIR.

#### OTHER RECOMMENDATIONS

Students (and parents) sometimes wonder if an additional recommendation from a coach, pastor, employer, volunteer work supervisor, or family friend in high places could help the student's candidacy. Your university advisor can best advise you on this. Before soliciting everyone in your sphere for a recommendation, however, consider the university admissions office viewpoint that "A thick file is an immediate red flag."

That being said, if you would like to submit a letter of recommendation from someone other than your Rochambeau university advisor or teacher, the Common Application and most universities' institutional applications allow you to invite that person (via email) to complete a recommendation on your behalf.

#### THE SSAR/SRAR

The "Self-Reported Student Academic Record" (SSAR) is a third party platform that provides a way for students to self-report a transcript (coursework and grades) to support university applications. The SSAR replaces the high school and university transcripts portion of your initial application. Accuracy is essential, so make sure you have a copy of your high school transcript available for reference when creating your SSAR. Please note that the SRAR ("Self-Reported Academic Record") has merged with the SSAR and both may now be used interchangeably.

# Applying to Universities: The Essay

#### WHAT ARE THEY LOOKING FOR?

(Excerpted from *Do It Write: How to Prepare a Great university Application Essay*, by G. Gary Ripple)

The answer to this perplexing question begins with a thorough study of the directions provided by the university and a complete understanding of the questions or statements presented. Pay particular attention to directions regarding length, style, and format. If the intended readers want it to be typed or printed, make sure you type or print. Although there is no ideal length for a university essay, beware of the extremes (i.e., too long or too brief). Give yourself enough time to cover the subject but don't indulge in overkill. I have never seen a university application essay question, no matter how it was worded, that did not ask the same basic thing -- who are you, and what makes you different from all those other qualified applicants we must consider? In other words, the essay gives you an opportunity to demonstrate those qualities which make you unique.

Three of the most common questions are "Describe a personally satisfying experience," "What are your most significant academic interests?" and "Explain how you think our university will help you grow." All of these questions ask you to shed some light on your values, opinions, and talents. They require you to spend some time thinking about what has happened to you personally and why certain subjects have always been your favorite. They offer you the chance to demonstrate why you are someone special. The university expects no single answer. Instead, think of the essay as your chance to introduce yourself to the

university. What would you like us to know about you that is not found in transcripts, test scores, or even a personal interview?

This is no easy feat because we usually hide our true selves because of social peer pressure to conform. After spending seventeen years of your life avoiding the description "weird," you may find the essay question to be difficult because you must think about all of the characteristics that make you different from your friends, that is, a unique human being. Keep in mind that your friends will never read the essay unless you show it to them, and the university application will never become a public document. So you have great freedom and no reason not to reach deep within yourself and bring out the person you have kept under wraps for so long.

The typical admission committee reader is looking at your finished product on three levels.

At the lowest level, your words are quickly skimmed to see how well you write. To demonstrate your command of the English language, your spelling, grammar, syntax, and usage must all be absolutely perfect. This implies the need for a proofreader because all of us make mistakes that don't necessarily jump off the page but are quickly apparent to another reader. Even professional writers do not edit their own work. Your high school English teacher might be a good person to read your essay, and don't forget Mom and Dad, especially if they do a lot of writing in their daily work. If you are proofing your own work, here are two suggestions. 1) Use a ruler or a black sheet of paper to cover the lines beneath the one you are reading. This will keep your eyes

## **Applying to Universities: The Essay**

#### WHAT ARE THEY LOOKING FOR? (CONTINUED)

more focused. 2) Read your essay backward. This will prevent you from skimming the text and force you to look carefully at each individual word.

At the second level, the admissions committee will consider the content of your answer. Here the reader is concerned with the logic of your argument and your ability to say something of substance in a relatively economical and effective manner. Here is where overly long and redundant essays can seriously penalize the writer. Having something interesting to say makes your task much easier, so make sure you have taken the time to develop sentiments or ideas that are interesting to read. It makes the work go so much easier.

At the final and most important level, the reader is hoping to see something creative. What better way to express your individuality than through a story, perhaps a brief dialogue, or an attempt at humor? Poetry is appropriate for open-ended questions but extremely difficult to write if the question is somewhat specific. Creative work brings an element of risk to your essay. What if they don't think it's funny? Or sad? Or if they miss the point? Nevertheless, being willing to take a risk is particularly important because today's generation of young people seems so conservative and unwilling to take chances. Most essays I read these days lack the creative element because most students simply don't take the "riverboat gambler" approach to the process. Please understand I am not suggesting you "throw caution to the wind" But those who take a risk at all will quickly stand

out from today's applicant pool and enhance their candidacy. A good rule of thumb is that the risk one takes should be inversely related to the perceived chances for admission. In other words, the greater your certainty of being accepted, the less risk you need to take with your essays.

Of course, university admission officers want to read essays that are fresh, upbeat, and lively. We would like each answer to offer us a picture of the candidate that just isn't visible in the list of courses and grades or the numbers resulting from a three-hour multiple-choice examination. We want to "see" the writer as one who stands alone on the master grid of applications to our institutions. When you think about it, you must sell yourself to a university in much the same way a university must sell itself to you. And the whole process is very similar to what goes on in the boardrooms of the nation's largest corporations every day. Any company that markets a product is continually faced with the problem of positioning itself on a grid with rival companies and their seemingly similar products. The company must find some way to make its product stand out so that the consumer perceives it to be different, unique, and better. Likewise, universities must spend time determining how it is that they differ from other universities, and then, how to convince you, the consumer, that that difference makes them a better place to be. When a university representative tells a group of high school students that his university is unique, he is telling the truth.

# Applying to Universities: The Essay

#### WHAT ARE THEY LOOKING FOR? (CONTINUED)

No two universities are the same. And each can position itself as a unique institution. university viewbooks and pamphlets herald the unique characteristics of their particular institution, and phrases such as "a special place" are not uncommon, nor are they untrue.

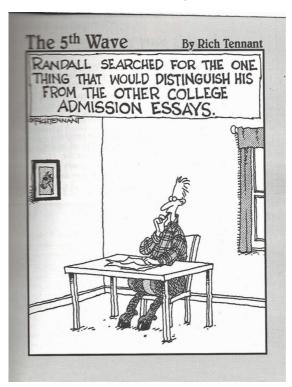
Now you see how it works with you, the student. There has never been anyone who is just like you. university admission officers know that, but they leave it up to you to tell us how you are special. Reading application essays is great fun because so many applicants put so much effort into their descriptive paragraphs. Writing, then, should be just as enjoyable. In selective university admission, applicants who fail to understand the importance of the essays and don't put forth the necessary efforts seriously jeopardize their chance to position themselves and lose the opportunity to enhance their academic credentials in the competition for a limited number of great opportunities.

#### AFTER YOU SUBMIT YOUR APPLICATION

After submitting a college application, students will need to create an application portal for each school. Universities typically send an email with a link and login instructions within a few days of submission. Through the portal, students can:

- Track application status and confirm all materials were received.
- View admissions decisions when released.
- Upload missing documents if requested.
- Check financial aid status and submit additional forms.
- Communicate with the admissions office if needed.

It's important to check each portal regularly, as colleges may not always send email notifications for updates. If you notice materials are missing, reach out to your university advisor immediately. Please note that your university advisor will rarely be contacted to ask for missing materials and that tracking is solely the students responsibility



## Applying to Universities in the United Kingdom

If your university search leads you to the "other side of the pond," and you're considering furthering your education in the United Kingdom, you will submit your applications online using UCAS, a platform similar to the Common Application.

The UK application process differs somewhat from that for US schools in that when applying, you don't just choose the universities you'd like to apply to: you also choose the course of study you are interested in.

- You can apply to up to 5 courses.
- Rochambeau is a registered UCAS Centre, and the University Advising Office will provide you with a "buzzword" that you will use to link your UCAS account with Rochambeau.
  - Your university advisor will then be able to log in and see your application and review it before you submit it.
  - Your advisor will also submit his or her reference via UCAS.
- In the UK system, there are four key dates.
  - Most courses have a deadline of January 15.
  - One exception is the October 15
     deadline for all courses at Oxford and
     Cambridge, and for courses in medicine,
     dentistry, and veterinary sciences at all
     universities.
  - Applications to some art and design courses are not due until March 24.
  - June 30 is the beginning of the process known as Clearing:
    - if you apply after this date, you will need to contact universities to see if any spaces are available in the courses in which you are interested.

Once your application is complete, your advisor has added a reference, and you have paid the application fee, it can be submitted to UCAS. UCAS then sends your application to your chosen universities.

If a university makes you an offer, you will be notified via UCAS. The offer may be unconditional, or more likely, conditional upon successful examination results. For students attending high school in the US, AP exam scores are often used in the evaluation process. So your chosen university may not confirm your place until AP exam results are available in July.





































#### WHAT IS FINANCIAL AID?

Financial aid is assistance given to you to help pay university costs, in the form of grants, loans, or work-study. Financial aid can be offered based on your family's financial need, on your academic or other achievements (merit scholarship), or both. The largest single source of financial aid is the federal government, followed by state governments, universities and private organizations.

#### **WARNING!**

If you receive financial aid at Rochambeau, do not rely on the financial aid package you receive as a predictor of the university financial aid that will be offered to you.

#### FINANCIAL AID APPLICATIONS

Please note, the responsibility for submitting financial aid applications and documents falls on the parents/family and the student, and not on Rochambeau or the University Advising Office.

#### **FAFSA**

The Free Application for Federal Student Aid (FAFSA) is a form that students in the U.S. complete to apply for financial aid for college or graduate school. It determines eligibility for federal grants, loans, and work-study programs, as well as state and institutional aid. The FAFSA considers a family's financial situation, including income and assets, to calculate the Student Aid Index (SAI). The Student Aid Index (SAI) is a number calculated from the FAFSA that colleges use to determine a student's eligibility for financial aid. The SAI is based on factors such as family income, assets, and household size, and it helps schools assess how much financial aid a student may receive.

A lower SAI indicates a greater financial need, and in some cases, it can be as low as -1500, allowing for more aid opportunities. The FAFSA can be completed online at <a href="www.fafsa.ed.gov">www.fafsa.ed.gov</a> when it opens annually on October 1, and early submission is encouraged for maximum aid opportunities. Be sure to check each college's website for the filing deadline. Aid is generally awarded on a first-come. first-served basis. so it's a good idea to submit as early as possible.

#### **CSS PROFILE**

The CSS Profile is a financial aid application used by many private colleges and universities to award institutional aid. Unlike the FAFSA, which is for federal aid, the CSS Profile provides a more detailed analysis of a family's financial situation, considering factors such as home equity and medical expenses. It is administered by the College Board, and some schools require it in addition to the FAFSA. The application typically opens on October 1, and there is a fee to submit it, though fee waivers are available for eligible students.

#### **COST OF ATTENDANCE (COA)**

The total amount of tuition, fees, living expenses, and other costs to attend a university. Universities in the US are required to publish both their tuition costs and their overall Cost of Attendance.

#### (DEMONSTRATED) FINANCIAL NEED

The difference between your Expected Family Contribution (EFC) and the total cost of attendance for a particular university.

#### **NEED-BLIND VS. NEED-AWARE INSTITUTIONS**

Some universities and universities are what is known as "need-blind:" the admission decision is made completely independent of the applicant's financial need. The institution is able to accept students regardless of financial need, and then offer a financial aid package that fully or partially spans the gap between the cost of attendance and the family's ability to pay.

Colleges and universities that are "need-aware" consider students' ability to pay when they make admission decisions. Competition for financial aid dollars is high at these institutions.

If you are a candidate in need of financial aid, it is important that you apply to several schools where you will be a very strong candidate. It is also important that you have at least one financial aid "safety" school on your list. This school should be both affordable and fall in the "Likely" category for your chance of admission, and is often a state university or university in your home state.

#### **NEED-BASED VS. MERIT-BASED AID**

Families who apply for need-based financial aid complete standardized needs-analysis forms -the Free Application for Federal Student Assistance (FAFSA), and often, in addition, the university Scholarship Service (CSS) PROFILE. The family's assets, liabilities, income, and other factors are used to calculate the expected financial contribution to university costs. university financial aid officers then award aid to (hopefully) fill the gap between the family's expected financial contribution and the total cost of attendance.

Merit-based aid, or merit scholarship, is offered, regardless of financial need, to students who have achieved superior levels of academic excellence, or who excel in athletics or the arts. Essentially, merit scholarship is a tuition discount offered to entice applicants to enroll. Some universities automatically award merit scholarships to qualified applicants; others invite qualified applicants to apply for scholarships.

Gift Aid, Grants and Scholarships: These programs provide funds that do not have to be repaid. The federal government funds two of the largest higher education grant programs-the Pell Grant program and the Federal Supplemental Educational Opportunity Grant

(FSEOG) program. These grants are generally

THREE CATEGORIES OF FINANCIAL AID

**Work-Study Programs:** Through work-study, students can earn money while they are at university by working part-time on campus or in the community.

**Education Loans:** Education loans are made to students or parents and must be repaid, usually with interest. Education loans are either government-sponsored or from private sources.

#### **FEDERAL STUDENT AID**

for the neediest students.

In order to qualify for federal student aid, you must be a US citizen or an eligible noncitizen, have a valid Social Security number, and be registered with Selective Service (if you are a male between the ages of 18 and 25).

**Federal Stafford Loans** are low-interest-rate loans made to undergraduate and graduate students attending accredited universities and universities at least half time. There are two types of Stafford Loans:

- Subsidized Stafford Loans
  - student must demonstrate financial need as determined by a federal formula.
  - federal government pays the interest on the loan while the student is in school or during other specified periods.
- Unsubsidized Stafford loans
  - o no financial need requirement
  - student is responsible for interest that accrues during school, grace, forbearance, and deferment periods.
  - students may defer making interest payments until after they graduate or leave school, or choose to pay the interest quarterly (four times a year) while in school.

The maximum amount of loan finding is capped annually based on the credits earned, the typical first-year student may borrow up to \$5,500 via the in Federal Stafford Loan program

Federal PLUS Loans enable parents to borrow for each dependent who is enrolled in an accredited university or university at least half time. Parents may finance up to the full cost of their student's education each academic year, less grants and other financial aid the student receives. Parents do not have to prove financial need; however, credit checks are required. PLUS borrowers usually must start making payments within 60 days of receiving loan funds.

#### OTHER TYPES OF LOANS AVAILABLE

Institutional Loans are offered by some universities and universities. Eligibility and loan characteristics are established at each institution. Ask the financial aid office at the universities you are considering if any programs are available, and how to apply.

Private Loans are those not sponsored by a government agency, they are available to parents and, in some cases, students, from banks, guarantee agencies (institutions that secure student loans), education loan organizations and other sources. The organization offering the loan establishes loan characteristics and eligibility requirements.

 We do not encourage private loan funding, unless there are no other options available

#### WHERE TO LOOK FOR AID

- Financial aid office at the universities in which you're interested
- Public library-source for publications and computer search programs
- State education agencies-for higher education
- Private sources-scholarship grants in the community
  - Funds may be available based on achievement, religious affiliation, ethnicity, memberships, hobbies or special talents.
- Contact employers, professional associations, churches, local foundations, civic groups, the local Veterans
   Administration -- they may have programs and you may qualify.
- Online-please see the Resources guide at the end of this handbook for online sources of financial aid and scholarship information.

#### WHERE TO LOOK FOR AID (Continued)

 Be very careful of companies or individuals who offer to locate or "guarantee" scholarships for a fee. Information and nocost scholarship searches are available on the internet.

#### **STEPS TO TAKE**

The financial aid application process is separate from the admission application process, and has its own forms to be completed and deadlines to be met.

- As mentioned earlier, make sure that you have at least one financial aid "safety" school on your list.
- Get organized. Keep a file of all aid programs you find.
- Set up a calendar, noting application deadlines and important requirements.
   Follow your schedule to the letter.

Keep copies of all applications you file and the date you file them.

#### FINANCIAL AID IN THE UNITED KINGDOM

While a university education in the UK will be much less than the amount of the US, the amount you will be expected to pay will depend on your residency status, which will be one of the following:

- UK Resident. If you can show that you are, or have recently been a UK resident temporarily working abroad then you will be required to pay up to £10,000 towards the fees and your son/daughter will be eligible for a student loan.
- EU Resident. EU residents will also be required to pay up to £10,000 towards fees and are also eligible for a student loan.
   Please note that universities in Scotland currently do not charge tuition fees to students from the EU.
- Non UK or EU. Unfortunately you will be required to pay all the course fees and your son/daughter will not be eligible for a student loan.

More and more we do see grants in the UK. If you are not offered a grant, look for it! Ask about it directly with the university. It might be there and you do not know it!



#### Getting the News: Accepted, Deferred, Denied, Waitlisted

Early Decision and Early Action decisions vary widely with some releasing decisions as early as 8 weeks after the deadline and others taking months to share results. Students are typically notified through their application portal but may also receive a notification by mail. Sometimes students hear unofficially, through a good relationship with admissions office personnel (rare), or from a coach. Remember that the letter is official -- don't count on it until you see it in writing.

As you receive decisions from colleges, be sure to update SCOIR with the results. Be sure also to share the news with your university advisor and the teachers who wrote recommendations for you. If you are the recipient of any merit scholarship, please email the college advising office to let us know which college has offered you a scholarship, the name of the scholarship, the amount, and whether it is renewable each year you attend. This information (which is kept anonymous) is very helpful to Rochambeau students applying to this college in the future.

#### **ACCEPTED**

Congratulations! You did it!

If you applied for **Early Decision** and were offered admission, you must immediately withdraw your other applications. Simply email the admissions office of the school where you are withdrawing your application. If you are waiting for a financial aid package or estimate, however, you should review this before withdrawing other applications. If your financial aid is a problem, please let your university advisor know immediately.

If you are admitted **Early Action**, you do not have to respond until May 1, but you should consider withdrawing applications you have made to schools that are not in serious consideration. Again, if you are waiting for a financial aid package, you should wait until you receive the news before withdrawing other applications. **Remember, some of your likely schools may offer you considerable scholarship funding as an enticement to enroll.** 

If you applied **Regular Decision**, you will get the news in March or April. You will likely have several universities to choose from and you will have until May 1 to choose your university and hold your place by making a deposit.

Please note that every acceptance letter includes a statement regarding the conditions of your acceptance. universities have admitted you based on the course of study you submitted on your transcript and the grades that you have and will continue to receive in those courses. It is very important that your grades remain steady. If there is any significant change - course change, or significant grade change - universities reserve the right to reconsider an acceptance. The same goes for any disciplinary infraction: acceptance is contingent upon finishing your year at Rochambeau in good standing, with your activities, leadership titles, varsity sports, yearbook position, job or volunteer activities, and attendance at Rochambeau intact. You must report any significant change in your status to your university.

#### Getting the News: Accepted, Deferred, Denied, Waitlisted

#### **ACCEPTED, BUT WITH A TWIST**

Sometimes students are accepted conditionally or provisionally. For example, full acceptance to a university in the United Kingdom may hinge upon the results of French Baccalaureate or AP Exams taken in senior year. You may discover that you've been accepted not to the fall term as you had hoped, but to the January term.

Some universities, like Northeastern University with its N.U.in program, will offer you the opportunity to start your university career with a semester abroad during the fall of your first year.

Universities also sometimes offer a guaranteed transfer, contingent upon your attending another school for a year and receiving certain grades. If any of these options is offered to you, talk it over with your university advisor.

#### **DEFERRED**

If you applied Early Decision or Early Action, you may have been deferred to the Regular Decision applicant pool. While not the result you were hoping for, it's not a rejection, It gives us a better read on your candidacy and qualifications, and tells us it's time to put the rest of your university list into action.

- Respond to the deferral, crafting a letter to express your continued interest if the university allows.
- If they ask for supplements to your early application, do it. universities often want more samples of current work, another teacher recommendation, etc.
- Semester 1, and possibly Quarter 3, grades become very important in finally earning an acceptance.

- Be sure to have score reports sent to all the universities on your list that require them
- If you are applying for financial aid, make sure you have sent all required forms to the other schools on your list.
- Remain optimistic: good options should remain for you if we've put together a solid list.

#### **DENIED**

You may be hugely disappointed, very surprised, or may have expected it. Do not jump to the conclusion that you "failed" or were not qualified. Never put your self-esteem in the hands of a stranger. The university admissions officers don't really know you - they know one snapshot of you, and it's that snapshot that may not fit for this particular university, right now.

Keep in mind that there are many factors that go into being accepted or denied, not all of which are under your control. A denial is a disappointment, but you have a support system here at Rochambeau and in your family that will help you keep this outcome in perspective.

Experienced university advisors believe that a university list isn't a good list unless it results in some denials. If you are accepted at every university you apply to, it could mean you haven't stretched high and far enough.

As you look at the options that remain for you, try to keep an open mind. It is impossible to predict at this moment what you will like or dislike about the university you attend next fall. The university you attend is not the key to who you are: it is what you do there and what you take away from the experience that matters.

#### Getting the News: Accepted, Deferred, Denied, Waitlisted

No one is instantly catapulted to success because they have the name of a particular university on their resume. Don't tether yourself to the idea that your future success depends on having a certain university listed on your resume.

#### **WAITLISTED**

This is a complicated step in the admissions process, but it does hold out some possibility of a future opportunity. Here's how to respond to a waitlist decision:

- Meet with your university advisor to plan your response.
- Show your continued interest in a university.
- Follow the instructions in your waitlist letter from the university.
  - respond immediately, either via postcard or email.
  - follow up with a letter to the Dean or Director of Admissions, stating why you wish to attend
  - if the university is really your first choice, say so. The message you need to convey is "If I am accepted, I will definitely come."
  - if at a later time, you wish to remove your name from the waitlist, notify the university in writing.
- Do not pester the university or your university advisor. Be patient and respect the decision-making which must occur.
  - campaigning doesn't help you remember that you have already met the university's qualifications. Rest assured that we will continue to advocate on your behalf.
  - do not expect to hear anything before May 1.

- If you have more than one waitlist opportunity, prioritize your list.
  - the time period for accepting or rejecting an offer is limited, so be prepared in advance
  - yes, it is okay to remain on several waitlists as long as you notify universities that you are on waitlists elsewhere.
- Make your university decisions based on the acceptances you already have.
   Unfortunately, you have to base your decision-making on not getting off a waitlist anywhere.
- Deposit at a university to which you've been accepted by May 1.
  - without the deposit made by the deadline, your place is not guaranteed
  - if you are accepted by your waitlist university, you will lose this deposit
- Keep working on academics through to the end of the year. Strong end-of-year grades might make the difference.
- Don't expect an early resolution, you could be accepted from the waitlist as late as July.
- Keep the University Advising Office informed, so they can work on your behalf.
   We need to know your thoughts, priorities, and desires.
- Be aware that financial aid will likely not be available if you are admitted from a waitlist.



#### Getting the News: Making Decisions

#### **REVIEWING THE FINANCIAL AID OFFER**

If you applied for need-based financial aid, the financial aid office usually gives you your financial aid package shortly after you receive an offer of admission. Financial aid administrators at the universities to which you have been accepted will verify the information on your FAFSA (and the CSS PROFILE, if required), determine your aid eligibility, and then send you a financial aid award letter. This letter will state the amount of aid for which you are eligible and the types of aid (grants, loans, and/or work-study) that make up your aid package.

Assuming you have met all of the university's financial aid deadlines, you will be notified with enough time to review the financial aid package before May 1, when you need to respond to your admission offers. If you have not received the financial aid offer, by the end of the first week of April, contact the financial aid office to make sure your financial aid application is complete.

Be sure to review the financial aid offer carefully and contact the financial aid office as soon as possible with any questions you have.

If you are comparing financial aid offers from several schools that have accepted you, don't just compare the total amount of aid offered by each school. Pay close attention to the type of aid awarded - the amount of grant money, which does not need to be repaid, vs. loans and work-study monies. Focus on how much you would ultimately pay for your education at each school - both tuition bills you pay while in school and loans (plus interest) you pay back after you graduate. If you need help comparing

financial aid packages, talk to your university advisor.

Once you have decided on the university you will attend, be sure to reply promptly and accept the financial aid offer by submitting any necessary forms. If you miss the reply deadline, the funds could be allocated to another student.

Sometimes universities offer you admission, but do not offer enough financial aid to fill the gap between the cost of attendance and the family's Student Aid Index (SAI), as determined by the FAFSA and/or the CSS PROFILE. This practice is known as "gapping." You or your parents may choose to borrow money via a PLUS Loan or through private loan programs to fill the gap. Most universities and universities also offer interest-free monthly payment plans to assist with the payment of any remaining tuition and fees. The university's financial aid office should be able to recommend reputable loan organizations or check with the Maryland Higher Education Commission (MHEC) for recommendations.

Ultimately, the financial aid officers at the schools that have accepted you are your best resource for help and information. Their goal is to distribute the financial aid dollars at their disposal as equitably as they can, thereby helping as many students as they can to afford an education at their institution. Don't hesitate to contact a university's financial aid office with any questions or concerns that you have.

#### Getting the News: Making Decisions

#### **SECOND VISITS**

the waitlist.

If you feel you need to visit universities where you have been accepted in order to reach a decision about where you'd like to attend, you can schedule a second visit. Many universities and universities will hold special campus visit programs just for accepted students. These are great programs where you can meet faculty, current students and your future classmates.

#### **DEPOSITING AT A UNIVERSITY**

Notify your choice of your matriculation -- your affirmative response is accompanied by a deposit.

May 1 is the reporting deadline for all students to deposit at a school. The deposit usually is in the \$300 to \$800 range. You cannot deposit at more than one school. This is referred to as double depositing. and is forbidden. You may lose your place at both universities. Be sure to notify the other universities to which you were admitted that you have decided to matriculate elsewhere. By doing this. you may open up a spot for another student who is on

After you make a deposit at your chosen university, you'll start to receive mailings. Don't ignore them- the university is looking for important input from you about housing and course selection. You will also be notified about orientation, which could happen as early as June. The Rochambeau University Advising Office is out of the loop on these communications, so it's up to you to take care of these important details.

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"My first choice college should have lots of closet space."

#### **GRADE 9**

Work hard in your classes. Strive to work as closely as you can to your own academic potential --challenge yourself and do the best you can. This is the one essential aspect of future university plans you control.

- Grades are not given: they are earned, and they really matter.
- The transcript is the single most important document in your application and the one that university admissions officers look at first.
  - When looking at your transcript, university admissions offices are interested in two things:
    - the courses you take
    - the grades you earn. Every grade you earn from the ninth grade onward matters.

**Outside the Classroom**, explore extracurricular activities that interest you, both at Rochambeau and in the wider world.

Strive to be a good citizen, at Rochambeau and in the community. If you are found responsible for a school disciplinary violation from the ninth grade onward, or are convicted of a misdemeanor or felony, this must be reported on university applications.

**Consider taking the PSAT8/9** - See the section of this guide on standardized testing for more information.

#### **GRADE 10**

**Continue to work hard** in all of your classes. Take the most challenging courses you can, and do as well as you can.

Continue to pursue the extracurricular activities that have meaning for you. Aim for depth of involvement in a few activities that interest you, rather than limited participation in many activities.

Remember that universities are Looking for good citizens. Do you help and support other people? Are you pleasant to be around? Stay out of disciplinary trouble - this has to be reported to universities.

**Take the PSAT10** in October. Rochambeau administers the test on campus. Take the time to review your score report and bolster the areas where you can improve.

If you are thinking about participating in university athletics, meet with your coach to discuss your potential. If Division I or II university athletics is a possibility for you, begin the process of registering with the NCAA Eligibility Center and familiarize yourself with the rules and regulations.



**Do your best academic work.** Not everyone will earn an A but the teachers who will write letters of recommendation for you should be able to say that you worked hard in their class.

**Continue your involvement** in extracurricular activities.

**Continue to be a good citizen** in the Rochambeau community and beyond.

**Register for the SAT** at least once, preferably twice before the end of the school year.

 Rochambeau offers the SAT on campus once in the Fall and once in the Spring. It is also offered regionally at a number of testing locations

**Consider the ACT** in lieu of or in addition to the SAT. Many Rochambeau students perform exceptionally well on the ACT.

**Complete the Student Questionnaire** in SCOIR. You'll find the the questionnaire in the "Surveys" tab.

#### JANUARY OF JUNIOR YEAR

As you begin the university process in earnest, try to keep the focus on you. Don't compare yourself to your classmates. Remember that you are in charge, and you are sculpting your own future. Many people will offer advice, but it's your journey.

Make sure you have completed the Student Questionnaire in SCOIR. This questionnaire

#### **JANUARY OF JUNIOR YEAR (Continued)**

encourages you to start thinking about yourself and the university process. The information you provide will be kept private between you and your university advisor.

Make an appointment to meet with your university advisor. After the "Kickoff" meetings in your vie de classe in August/September and after you have completed the Student Questionnaire, email your advisor to set up a meeting. At this meeting, we will:

- review your questionnaire
- discuss university goals
- and begin to create a "working list" of universities for you to consider.
  - this preliminary list will be shared with your parents.

Invite your parents to create an account in SCOIR so they can view your list of universities and participate in the university search, application, and selection process as well.

Review your PSAT scores, assess your strengths and weaknesses. This is the most important use of the PSAT results.

- Remember, the actual scores you receive are not as important as the national percentiles.
- These percentiles indicate where you stand compared to other high school students who will be applying to university next fall.
- Remember also that the tests measure materials you may not have studied yet. this year, but will study by the end of the year.

JANUARY OF JUNIOR YEAR (Continued)
Begin (or continue) to prepare for
standardized tests. Take advantage of Khan
Academy's free Test Prep, accessible online.
You may also explore various testing
preparation services such as: The Princeton
Review (www.review.com), The university
Board (www.universityboard.org), or Kaplan
(www.kaplan.org).

**Applying to a Service Academy?** If you are interested in applying to a service academy - USNA USMA USAFA USCGA etc. - you need to begin the process in January or February of junior year.

**Start planning financially.** There are steps families can take to plan for the day the first tuition bill arrives; see the Resources section at the end of this guide for suggested reading.

Check your Rochambeau email daily. This is how the University Advising Office communicates with you as well as how universities will communicate with you once you apply.

#### **FEBRUARY OF JUNIOR YEAR**

**Consider taking the April ACT** - If you qualify for accommodations on the ACT, be sure to check with Ms. Gasquet before registering to find out the procedure.

Register and Prepare for the March SAT - at Rochambeau and continue to prepare for the test. Khan Academy, accessible online and via the college board website, offers both SAT and ACT preparation. Or, if you are looking for a more structured approach, you may opt to take a prep course during vacation.

**Continue to research universities** on your "suggested" and "following" lists. Consider planning a trip. Talk to your parents about the possibility of visiting some universities during spring vacation.

#### MARCH OF JUNIOR YEAR Take the SAT

Talk to your parents. Take some time during spring break to talk about university with your parents. Despite the fact that it is YOU who will go to university, your parents NEED to be an integral part of the process. Parents want to be helpful and involved. They are good sounding boards, good adults to "bounce ideas off of." Use them well and communicate with them often.

**Take a road trip.** Consider a short university trip during spring vacation to see different universities -large, small, public, and private. This is a good time to see universities with university life in progress. Take notes and record the names of any interviewers.

#### **APRIL OF JUNIOR YEAR**

Schedule a second meeting with your university advisor. At this meeting, we will refine your list of universities, discuss course selection for senior year, talk about teacher recommendations, discuss tests (SAT, ACT, TOEFL, IELTS, Duolingo), discuss a university search plan for the summer, etc.

Continue to research universities on your list.

Consider Registering for a June SAT. Once you have received your March scores, evaluate your testing plan.

#### **APRIL OF JUNIOR YEAR (Continued)**

Ask two teachers to write a recommendation for you. Ask teachers who have taught you junior year, if possible. Ask one math or science teacher, and one English, history, or language teacher. The request should be made in person or via email.

 Once the teachers agree, invite them to complete the recommendation via SCOIR

#### Choose your senior year courses carefully.

Visit the websites of the schools you are considering, and check their admissions requirements. Make sure you have taken or will take, enough courses in each discipline to satisfy those requirements. Consult with Mme. Gaultier or your advisor if you have questions.

Attend the NACAC National College Fair at the Adventist HealthCare Fieldhouse in Boyds, MD.

#### MAY OF JUNIOR YEAR

Take Advanced Placement Exams as appropriate.

Do your best on your final exams. Keep working hard until exams are over. If you ease up on your work ethic, you are narrowing your choices in the university world. Those end-of-junior year grades loom large in the application process, so FINISH STRONG!

#### **JUNE OF JUNIOR YEAR**

**Take the ACT or SAT,** if registered, at a site near home.

Research and visit universities.

Begin work, brainstorming, and free writing in preparation for your university essay.

#### JJULY AND AUGUST

**Research and visit universities.** Do as much visiting and interviewing over the summer as possible; this is much more difficult to arrange during senior year.

**Set up a Common Application account**, start working on your application, including supplemental essays for universities that require them.

Write a draft of your university essay.

Stay in touch with your university advisor.

Check Rochambeau email daily.

**Review your transcript.** Your transcript will be emailed to you typically in August. Review it carefully with your parents, making sure your name appears as you will provide it on your applications, and that grades and credits are correct.

Take the August SAT (if registered).





Meet with visiting university representatives.

Dates and times will be posted on the SCOIR and shared via email and on the Rochambeau master calendar.

**Meet with your University Advisor -** refine your university application preferably to 8 to 12 choices.

**Schedule any remaining university visits** and interviews for the Fall Break

#### Complete your Common Application online.

Once you've added a university to your Common App, you can see if the university has any member questions or supplemental essays.

**Refine your university essay.** Ask your University advisor to read it.

#### Applying early?

- Early Decision & Early Action candidates must confer with their university advisor by October 1.
- Ensure your recommendation writers know when your earliest deadline is.

Check your school and personal email daily. It is the primary way in which universities and universities will communicate with you.

#### Keep your university List on SCOIR up to date.

- · Suggested universities you should explore
- Following universities in which you are interested
- Applying universities that you intend to or to which you are currently applying

#### Keep your university List on SCOIR up to date.

- Applied universities to which you have submitted your application
  - Make sure to update this section with your decisions (Accepted, Deferred, Waitlist, Enrolling, or Denied)

#### **OCTOBER OF SENIOR YEAR**

Squeeze in some university visits and interviews, if needed, over Fall Break

#### Applying for financial aid?

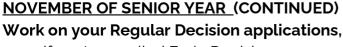
- The FAFSA can be completed as early as October 1.
- Check to see if the universities you are applying to also require the CSS Profile, if so, ask your parents to begin working on the CSS (profileonline.universityboard.com).
- You can file as early as October 1. Be sure to file no later than two weeks before the earliest priority filing date specified by your universities.

If you are applying to a university with a **November 1 deadline**, be sure to submit your application by October 29

#### **NOVEMBER OF SENIOR YEAR**

**Applying early?** For most schools, the deadline is November 1 or November 15, but be sure to check the university's website. Don't forget to order SAT or ACT score reports or TOEFL testing results, if required, to be sent to universities to which you're applying early.

**Visit universities, if needed.** Most admissions offices are open for visits on the Monday through Wednesday before Thanksgiving.



even if you've applied Early Decision somewhere. Thanksgiving break is a great time to work on applications.

**Communicate.** Keep the University Advising Office and your parents informed of your progress.

#### DECEMBER OF SENIOR YEAR

#### Did you apply early?

- You may begin to receive decisions this month.
- Discuss the results with the University Advising Office.

**Schedule Changes -** If you made adjustments to your schedule after submitting an application, universities need to be notified.

Do your best work in school and on any exams

#### Regular Decision and Rolling Admission Applications

- Finish all Regular Decision applications and submit them.
- The same goes for any rolling admission applications you haven't submitted yet. All applications should be ready to go before you leave for winter break.
- Because of the holidays, you may not be able to get in touch with the University Advising Office with questions over break, so don't leave this until the last minute.

#### **JANUARY OF SENIOR YEAR**

#### **Applying for Financial Aid?**

- If you haven't completed the FAFSA do so now.
- If any of your universities require the CSS
   Profile be sure to file it no later than two
   weeks before the earliest priority filing date
   specified by your universities.
- Check your universities' websites to see what other forms they require, and the deadlines.

#### Complete all applications no later than

January 15th, even if the deadline is later.

 If there are universities on SCOIR you have decided not to apply to, remove them from your list.

#### **FEBRUARY OF SENIOR YEAR**

**Continue to notify your university advisor** of university results as they come in.

**Thank teachers** who wrote letters of recommendation and inform them of your admission decisions

#### **MARCH OF SENIOR YEAR**

**Take a second Look.** Spring break is a good time for a second visit to a university where you've been accepted

**Keep up the good work.** Performance in your Termnale classes is important. Don't drop the ball!

#### **APRIL OF SENIOR YEAR**

#### Update SCOIR with all application results.

 If you haven't received a decision from any university, call or email the admissions office.

#### Contact the University Advising Office to report any MERIT scholarships you receive.

- This is money offered to you by a university based on merit. not financial need.
- Please know that this information will remain confidential.

#### Respond before May 1 to all universities that have accepted you.

- Do not "double deposit," or you may lose your place at both universities.
- Respond to all other universities which have accepted you, gracefully declining the place you have been offered.
  - This is important because it opens up spaces for others who are waitlisted (perhaps even a fellow classmate).

**Waitlisted?** Discuss your options with your university advisor

#### MAY OF SENIOR YEAR

#### Do your best on your final classes and exams

- Your university or university will see your final transcript!
- Final transcripts will be submitted in June to the "Enrolled" university you specify in SCOIR
- If you remain active on any waitlist, be sure to request that we send your final transcript to that school also.



Country	Link	Description
Australia	www.studyinaustralia.gov.au	Study in Australia
Australia	www.australianuniversities.com.au	Australian Education Network
	www.ouac.on.ca	Ontario Universities' Applications Centre
	www.cic.gc.ca	Residency & Work Permit Informa-tion
	www.aucc.ca	Association of universities & Universi-ties of Canada
	www.schoolfinder.com	Guide to Canadian schools, scholar-ships and careers
	www.macleans.ca/education	A good place for information on Canadian rankings
	www.schoolsincanada.com	Schools in Canada
	www.educationau-incanada.ca	Education in Canada
Canada	www.studyincanada.com	Study in Canada
	www.canlearn.ca	CanLearn
	www.edu-canada.gc.ca	EduCanada
	studynovascotia.ca	Study in Nova Scotia
	www.alis.gov.ab.ca/studyinalberta/ps/ho me.asp	Study in Alberta
	www.bccie.bc.ca	Study in British Columbia
	www.theglobeandmail.com/news/nation al/education/canadian-uni-versity- report/	Canadian University Report

Country	Link	Description	
	www.eunicas.co.uk	Eunicas is a website where UK and Irish students can apply for univer-sity courses at mainland European universities. While the application feature of the website may not apply to all students, the search features are useful.	
	studyindenmark.dk	Study in Denmark	
	www.studyinfinland.fi	Study in Finland	
	www.campusfrance.org/en	Chudhuin Eroman	
Europe	www.studying-in-france.org	Study in France	
	www.study-in.de	Study in Germany	
	www.studying-in-germany.org	Study III delitiany	
	www.study-in-italy.it	Study in Italy	
	www.studyinnorway.no	Study in Norway	
	studyinsweden.se	Study in Sweeden	
	www.cao.ie	Central Applications Office. Informa-tion on courses and deadlines.	
Ireland	www.educationinireland.com/en	Study in Ireland. Designed for international students but helpful for Irish students as well.	
Japan	www.jpss.jp/en	Japan Study Support. A good resource for international students wanting to study in Japan.	
The	www.studielink.nl	Centralized application system for The Netherlands.	
Netherlands	www.nuffic.nl/en/	Netherlands Organization for International Cooperation in Higher Education	

Country	Link	Description
	www.studyinholland.com	Designed for non-Dutch students but is a great source for everyone.
	www.studyfinder.nl	Search courses by language of instruction.
The Netherlands	www.eurogates.nl	Great information about searching for universities, as well as rankings and other details for international students.
Netherlands	www.grantfinder.nl	Grantfield Holland
	www.ib-groep.nl	Informatie Beheer Groep (Dutch Student Finance)
	www.studychoice123.nl	Study Choice Holland
	www.ucas.com	University and university Admissions Service
	www.push.co.uk	UK university search tool
	www.britishcouncil.org/education	British Council Education site
	education.guardian.co.uk	Compare courses & universities
United Kingdom	www.ukcat.ac.uk	Medical Applicants
Officea Kingdom	www.bmat.org.uk	Medical Applicants
	www.lnat.ac.uk	Law Applicants
	www.learndirect-advice.co.uk	Career Guidance
	www.prospects.ac.uk	Career Guidance
	www.direct.gov.uk/studentfinance	Student Finance

Country	Link	Description
	www.dfes.gov.uk/studentsupport	Student Finance
	www.yougo.co.uk	UCAS Student Network
	www.thestudentroom.co.uk	Compare courses & universities student opinion
	www.ucas.tv/	UCAS how-to videos
	www.opendays.com	Lists all UK open days with contacts, maps, and more
	www.thecompleteuniversityguide.co.uk	Includes rankings, information on universities, courses, and open days.
United Kingdom	www.heaponline.co.uk	Information on university courses.
	www.thesundaytimes.co.uk/goo- duniversityguide	The Times Good University Guide
	unistats.direct.gov.uk	A great "alternative" search for UK programs by looking at annual student reviews
	www.ukcise.org.uk	UK Council for International Student Affairs
	university.which.co.uk	Which? University. Search for univer-sities by UCAS tariff points. Articles on 'everything' to do with applying to UK universities.
	www.ukcoursefinder.com	UK Course Finder. A good site for searching for courses, with a ques-tionnaire to assist as well.
	www.commonapp.org	The Common Application
United States	www.universityboard.com	SAT registration & university searches
	www.actstudent.org	ACT registration and preparation

Country	Link	Description	
	www.kaplan.com	SAT preparation	
	www.testprep.com	Test preparation	
	www.princetonreview.com	Test preparation	
	www.ets.org/toefl	TOEFL registration and preparation	
	bigfuture.universityboard.org	university Board's university Search	
	www.petersons.com	university search tool	
	www.educationusa.state.gov	Official US Higher Education Guide	
	www.courses-careers.com	Guidance	
United States	www.hotcourses.com	Guidance	
	universities.usnews.rankingsandreviews. com/best-universities	Compare courses and universities	
	www.internationalstudent.com	Information for international students looking to study in the USA.	
	www.universityessayguy.com	university essay help	
	www.acuinfo.com	Information for international students	
	www.ctcl.org	universities that Change Lives	
	universities.niche.com	university Prowler	
	universityconfidential.com	university Confidential	
	www.liberalartspower.org	Liberal Arts Power 67	

Country	Link	Description	
	www.studaboard.com	Studying Aborad (US)	
International	www.findaschool.org	Higher Education facilities worldwide	
International	www.cois.org	Financial Assistance and Advice.	
	www.unistats.com	University statistics and comparisons.	
	fafsa.gov	Free Applications for Federal Student Aid (FAFSA)	
	finaid.org	Information on types of financial aid.	
Financial Aid	trends.universityboard.org/student-aid	'Trends in Financial Aid', published annually by university Board.	
	www.fastweb.com	Free-to-use scholarship search site.	
	www.internationalstudentloan.com	Financial aid and scholarships	
	unigo.com	Complete a profile, and scholarships available to you will be shown.	
Scholarships	www.universitiescholarships.org	Scholarship search engine.	
	www.universityxpress.com	Scholarship search engine.	
	www.fundingusstudy.org	Scholarships available in America.	
	www.gap-year.com	Advice, tips, information, and reference tools.	
Gap Year Opportunities	www.gapyear.com	Information on things to do and locations for gap years.	
- pp	www.lattitude.org.uk	International volunteering and gap year placements for 17-25 year olds.	

Country	Link	Description
International	www.studaboard.com	Studying Aborad (US)
internationat	www.findaschool.org	Higher Education facilities worldwide
	www.cois.org	Financial Assistance and Advice.
	www.unistats.com	University statistics and comparisons.