



The College Planning Guide

Marple Newtown High School
Counseling Department

Dear Student and Parent,

I am sure you have heard about the importance of a college education. You may know older friends or family members that are attending or have graduated from college. The question is, “How do you actually get in?” We want to help you do it successfully, whether your goal is a 2 or 4 year college.

Whether your college education meets your needs depends, in part, on selecting the type of college that is best for you, and where you will be able to thrive and succeed. Should you go to a large university that has lots of choices? Or will you do better at a small college where you get more individual attention? Can you and your family manage the cost of a private college, or should you look at a state funded college? These important questions can depend on input from your parents. In addition, this is one of the largest decisions you will make up to this point in your life, and they want to be helpful to you. So, get them involved with the college admissions process, by talking to them about what you might want to do, and how to go about doing it. Share this handbook with them, and start talking about what steps you can take now, as well as over the next year.

The Marple Newtown Counseling Department can help as well, both with specific “official” information (like financial aid and other forms), as well as guidance about specific colleges and programs. Talk to your counselor, attend talks about college programs, and don’t be afraid to ask questions!

Sincerely,

The Counselors at Marple Newtown High School

Table of Contents

Get Organized!	
✓ College Checklist	Page 5
Planning for College (Timeline)	Page 7
✓ Freshman year	
✓ Sophomore year	
✓ Junior year	
✓ Senior year	
Alternatives to a 4-Year College Program	Page 9
✓ Community College	
✓ Technical Schools	
✓ The Military	
College Admission Testing	Page 11
✓ AP Exams	
✓ TOEFL	
✓ SAT I	
✓ SAT II Subject Test	
✓ ACT	
Visiting Colleges	Page 13
✓ Planning your visit	
✓ Sample Questions to Ask	
✓ Sample College Visit Worksheet	
Applying to College	Page 17
✓ Myths and Realities about college	
✓ Writing your college essay	
✓ College Interviews	
✓ Procedure to release transcripts	
Information for High School Athletes	Page 23
✓ Timeline for Athletes Looking to Play College Athletics	
✓ Questions to consider	
✓ Myths and facts about college athletics	
✓ Marketing Yourself: Tips for Promoting Yourself	
✓ Understanding the Specifics	
✓ Questions to ask College Coaches	

Financial Aid and Scholarships	Page 26
✓ Important Facts about Financial Aid	
✓ Types of Financial Aid	
Glossary of College Admission Terms	Page 29
A List of Websites	Page 33
Appendix:	
The Common Application	

GET ORGANIZED!

You are about to get overwhelmed with information. It will come in the mail, by email, and through meetings you attend. You will have calendar dates to keep track of, deadlines to meet, and more information to go through than you've ever seen.

First off, you need to find a place to keep your college information. This could be a bookshelf, a drawer in a desk, or even a cardboard box. As mail comes in, you want a place to keep it so that you can find it again! You may also want to get at least one (if not several) college guides (more on that later), and be able to look at the guides whenever you want!

You also need a calendar. It might be like your Agenda at school, or a wall calendar. You need to make note of when to register for college entrance exams, and of course when to take them. Later on, you will need to keep track of when applications are due. You may also want to set goals for yourself for doing different parts of the preparation process or the application process.

As you start writing out applications (even if you do them on-line), you want to keep a copy of your work. A good idea is to keep a notebook or folder specifically for your application materials. Of course, you may also want to keep this information on your computer, but it's always a good idea to keep anything you've written in both printed and electronic form.

Finally, remember to **look at your calendar!** The dates are important, both for registering (and taking) the various college entrance exams, as well as getting important forms into the colleges you are applying to (the application itself, as well as your test scores, transcript, and teacher recommendations). It is surprisingly easy to lose track of time, and you won't get any slack if you miss deadlines!

College Checklist

- ___1. Begin by prioritizing which criteria are the most important to you in the selection process. (Size, Location, Majors, Finances)
- ___2. Start dialoguing with your parents about the selection process and financial issues, and request their input.
- ___3. Learn about, register for, and take the standardized tests appropriate to your college interests. This may include the SAT I, SAT II subject exams, and ACT. You may also want to spend time preparing for these exams, and you can re-take the SAT I or ACT.
- ___4. Start researching colleges on the Internet using college search programs such as collegeboard.com. You may also find it useful to get a college resource book that profiles most colleges, such as Barron's, Peterson's, the Princeton Review, or the Index for College Majors.
- ___5. Discuss with your counselor ideas you have about college. Use your counselor as a resource. They are available for individual appointments. It is a good idea to meet with your counselor to discuss college issues by the winter of your junior year, if not sooner.
- ___6. Start getting more direct information about the colleges you are interested in by attending meetings with college representatives (at Marple, or elsewhere) and by visiting college campuses for information sessions and tours. You can also learn about a lot of colleges by attending one of the local college fairs (for example, at Penn State/Delaware County and at Villanova, both in the spring).
- ___7. Familiarize yourself with the financial aid process. Learn about the deadlines for the application process. Get started with writing your college essay at least several weeks before the application is due. Narrow down your list of colleges by the fall of your senior year (with help from your counselor and parents). Then make sure you carefully complete your applications, and supporting information (transcript and teacher recommendations), and get it sent before the deadline.

Planning for College

Freshman Year

- Get to know your school counselor
- Earn the best grades you can
- Take the most challenging (but appropriate) courses you can
- Read, even when not assigned for school, on a regular basis
- Depending on your courses, you might take an SAT II: Subject Test at the end of the year; talk with your counselor
- If your family travels over spring break or during the summer, and if you pass near a college campus, stop and take the tour
- In addition to enjoying your time off, plan to do something constructive with your summer vacation
- It is helpful to start researching possible colleges. Register with collegeboard.com so it can help assist you with your search.

Sophomore Year

- Stay in touch with your school counselor
- Students will take the PSAT in the fall at Marple Newtown High School.
- Remain involved in school and community activities: follow your passions!
- Earn the best grades you can
- Continue to take the most challenging courses you can
- Continue to read for pleasure
- Depending on the courses you take this year, it is even more likely that you would consider an SAT II: Subject Test at the end of the school year; talk with your counselor
- Continue to take advantage of college visits if your family is near a college-- just to get a feel for the different types of colleges there are
- Use your free time in the summer productively, while also enjoying your time off
- Continue to use collegeboard.com. You may view your PSAT scores through this website.

Junior Year

- Stay involved in school and community activities. Try to strive for leadership responsibility within those organizations.
- You should be gathering information and researching colleges throughout this year.
- Students will take the PSAT in the fall at Marple Newtown High School.
- In the fall, you should meet with your counselor to create a preliminary list of colleges.
- In the fall, college representatives will visit Marple Newtown High School. Sign up in the Counseling office for some of the visitations.
- In the fall or winter, you may want to do some extra preparation for the SAT/ACT.
- Most students will take the SAT I in the spring (for the first time). Remember you need to register for it several weeks in advance.
- Spring break is a good time to visit college campuses.
- The end of junior year is another good time to take SAT II's. Talk to your counselor about this.
- Towards the end of your junior year, ask the teachers who you would like to write letters of recommendation if they can do so over the summer.
- Over the summer, you should fine tune your college list and visit college campuses.
- Continue to use collegeboard.com. Use the SAT online prep course provided by the collegeboard.com.

Senior Year

- Don't forget how important your grades continue to be: the first semester grades really count!
- Continue to use collegeboard.com.
- Stay involved in either in-school or community activities. Try to strive for leadership responsibility within those organizations.
- Continue to meet with your counselor to refine your list down to a manageable list of colleges where you will definitely apply. (You will probably want at between 3-5 schools on your list.)
- You may want to take further standardized tests (SAT I, SAT II, or ACT). Remember you need to register several weeks in advance.
- In the fall, college representatives will visit Marple Newtown High School. Sign up in the Counseling office for some of the visitations.
- **STAY AWARE OF APPLICATION DEADLINES**
- By Thanksgiving time, you should have sent your college applications to the majority of the colleges on your list.
- On January 1, you may begin to fill out the FASFA form (financial aid).
- Take advantage of interviews when given the opportunity
- As you receive decisions from colleges, please notify the counseling office.

Alternatives to a 4-year College Program

Community Colleges are two-year post-secondary institutions that have an open door admission policy, and offer a wide variety of courses often leading to certificate programs or an associate's degree. The Community Colleges recognize that people who enroll can differ greatly in their abilities and objectives. There are usually programs for just about everyone.

Community Colleges offer courses in three categories:

1. College and University Parallel Curricula – These courses are designed to parallel the first two years of courses normally taken in four-year colleges and universities. Find out what courses you should take and what grades you need to get to transfer Community College coursework to a four year school (for example, what courses should you take at DCCC if you want to transfer in your Junior year to West Chester or Temple?).
2. Career Courses – The Community Colleges also offer vocational programs to train you for immediate employment. If you complete one of these programs, which combine occupationally related courses and academic classes, you will be trained to enter careers in fields such as business, engineering, health, one of the skilled trades, or industrial technology. Courses in these programs may also be accepted as the first two years of a baccalaureate degree.
3. Adult and Continuing Education Courses- Students in this program choose courses of study related to self-improvement and self-enrichment. Often these courses do not meet specific degree requirements, so be sure to coordinate which courses you take with your advisor at the community college.

Community Colleges are a way to start college regardless of your GPA or standardized test scores. Prove you can make it in Community College, and you can eventually get your college degree! Also, the cost of Community College classes is generally the lowest of any college. Finally, you can live at home while you study, which you may prefer, or may need to do for financial reasons.

Technical Schools

Another option for students is going to a technical school. Tech schools vary greatly from one another, so it's a good idea to spend time with your counselor to talk about the advantages of specific institutions. When considering tech schools, explore many different programs to see which ones might match your interests best. We suggest that you visit the schools, and talk with a representative there, to find out exactly what the programs cover and what they require for you to graduate. It's always a good idea to look at more than one school and then to compare costs and programs. Also, ask where graduates are placed once they finish the program, and how much you can expect to earn during your first year of employment.

Finally, check out the credibility of the school you plan to attend. Contact counselors, employers, other schools, the Better Business Bureau, and recent graduates to see what their experience was at the particular technical school you are considering. The quality of programs offered by an accredited institution is guaranteed, so look for schools that have accreditation. Also, check out the refund policy before you pay any fees. Finally, many schools utilize legal contracts that stipulate charges such as tuition, room and board, materials, etc. These contracts are legal and binding. You and your parents should read them carefully before signing any contract.

Military

You can learn about your chances for success in the military by taking the Armed Services Vocational Aptitude Battery (ASVAB). This test is given at MNHS three times a year and is free of charge. If interested, see your counselor.

Men and women may enlist in all branches of the armed forces. Enlistment procedures are similar, but the services differ in length of enlistment and opportunities for specific training. Active military enlistments are available in the Army, Navy, Air Force, Marine Corps, Coast Guard, and PA National Guard to name a few.

College Admission Testing

Most colleges (other than Community College and some technical schools) require college entrance exams, and the more competitive private colleges may require additional exams. Your ability to qualify for the colleges you want to consider depends, in part, on how well you do on these exams, so they are a very important part of preparing yourself for college.

SAT I or Scholastic Aptitude Test is a four plus hour test that is divided into three sections: critical reading, math reasoning, and writing. Each section ranges from 200-800 points for a total score of 2400.

This is the most common college exam in our part of the country. The PSAT exam (which you take in your sophomore and junior years) is a “practice” exam for the SAT. There are many resources available to help you get the best possible score on this exam. You also can (and often should) take the exam several times (although generally three times is sufficient). You may do better on one part of the exam each time you take it, and colleges generally will take your “best” score from each section.

ACT or the American College Test is another college entrance exam. While it is less common than the SAT, almost all colleges will accept an ACT score instead of an SAT score. Some students do better on the ACT (which is an achievement test, not an aptitude test like the SAT), and it may be a good idea for you to at least consider taking it. The ACT tests four areas: English, math, reading, and science, with an optional writing portion (which more competitive colleges require). Scores range from 1 to 36.

SAT II refers to subject tests that are often required for admission by highly competitive colleges in addition to the SAT I. The SAT II tests are one hour long, and are taken in specific subject areas such as Biology, Chemistry, Math, American History, and the different foreign languages. You can get a complete list of the SAT II tests from the company that produces them (the “College Board”). Generally, a college that wants the SAT II test will want three of them, and may want them in specific subjects. They are not given as often as the SAT I, so you should learn what subjects you most likely need to take, and when the tests are offered.

TOEFL or the test of English as a Foreign Language is for students whose first language is not English.

Advanced Placement or AP Exams are exams that are not required by colleges for admissions but do assist the student's chances of being admitted into highly selective colleges. The exams vary in length and format depending on the subject being tested. The test is administered in May, and is normally taken after you have taken the same AP course. The scores range from 5 to 1, with the higher scores more likely to earn you college credit when you start college. Some students can even start college with a semester's worth of credits because of their AP's.

WHEN? Normally, it is a good idea to take the SAT I and/or ACT in the spring of your Junior year. Then, if you want to, you can re-take it once or twice by the winter of your Senior year. If you are taking SAT II's, it is best to take them soon after finishing the course that they are related to (for example, take American History after you finish the Marple Newtown course in American History).

Specific test dates and registration forms are available at the Counseling office, or on-line. SAT I and II information: www.collegeboard.com
ACT information: www.act.org
TOEFL information: www.toefl.org

These tests all cost money (check the forms or websites for specifics), but if you have financial hardship, you may qualify for fee waivers. See your counselor for details.

Visiting Colleges

One of the best ways to learn about a college is to visit the campus. A campus visit often gives you that chance. If the schools you're interested in are close enough for a visit, by all means, visit. However, don't panic if one of the schools you want to consider is an expensive plane ride away; there are alternative ways to get to know a college, and we'll be happy to help you learn about those.

If you do decide to visit, be prepared. Do your homework before you go so that once you're on campus you're not wasting time asking things you could have learned by looking in a guidebook or on the Internet. Here are some suggestions:

1. Call the admission office ahead of time. Request a tour, class visit, directions, and local hotel information, if needed. This is also the time for special requests: that is, meeting with a coach, faculty member, financial aid officer, arranging an audition, or staying overnight in a residence hall. If you have a special need, don't be afraid to ask.
2. Call if you need to cancel or are running late for your appointment.
3. Make a list of questions to ask during your interview/visit. Try to avoid asking questions already answered in the catalog or online.
4. Be prepared to share information about yourself such as GPA, current classes, extracurricular involvement, and unique or special interests. Take an unofficial copy of your transcript with you on your visits.
5. Two visits per day, maybe three, should be the maximum if the schools are fairly close to each other. At the end of each visit, jot down notes while the impressions are still clear in your mind. Sometimes it's helpful to take a few pictures of each campus. Some families even use a video camera while on tours.
6. Don't judge a college by one student, one faculty member, or one tour guide. Remember that a single person can't represent the entire school.
7. Don't let the weather affect your judgment of a school. Bricks, mortar, and ivy look best on a bright sunny day, but you may not have optimal weather conditions for all your visits.
8. Ask for business cards before you leave. After the visit, write a short thank-you note to the admissions counselor. These notes are usually kept in your file and if you apply, will be a reminder of your interest in that particular school. They may even make a difference in helping you with admission.

Things to do during a campus visit:

- ✓ Take a tour.
- ✓ Attend an information session.
- ✓ Visit one or more classes.
- ✓ Have an interview, if possible.
- ✓ Talk to as many students as possible. Ask them about the academic and social life on campus.
- ✓ Carefully observe students as you walk around and see if you can picture yourself as a member of the student body.
- ✓ Stay overnight in a residence hall.
- ✓ Eat in the dining hall.
- ✓ Visit the neighborhood in which the college is located. Check out transportation facilities.
- ✓ Read the bulletin boards and the college newspaper.
- ✓ Visit the library.

ASK QUESTIONS!!! ASK QUESTIONS!!! ASK QUESTIONS!!!

Things to look for and at during a campus visit:

- ✓ General neatness of the campus
- ✓ Student attire
- ✓ Friendliness
- ✓ Student conversations
- ✓ Student groupings
- ✓ Library
- ✓ Computers
- ✓ Athletic facilities
- ✓ Residence halls
- ✓ Faculty presence
- ✓ Security
- ✓ Music, performance, and art facilities
- ✓ Amenities, such as student lounges, student union, bookstore, and food options.

Sample Questions to Ask During a College Visit

1. What percentage of first-year students return for their sophomore year?
2. Are there special academic programs? Study abroad? Exchange programs? Internships? Co-ops?
3. What types of tutoring programs are available?
4. How soon does a student need to declare a major? What are the most popular majors?
5. Are large classes broken down into seminars? Who teaches them?
6. What special interest groups are on campus?
7. How is admission determined? What is the importance of the SAT I, ACT, GPA, and class rank?
8. Is guaranteed housing available? For how long?
9. What percentage of students go home on the weekends?
10. How are roommates assigned?
11. What percentage of seniors go onto graduate school?
12. Is there a career planning and placement center available to students?
13. What percentage of students receive some kind of financial aid?
14. Are merit scholarships available? What are the criteria for selection?
15. What forms are required to apply for financial aid?

Sample College Visit Worksheet

College Name			
Location (Distance from home)			
Size Enrollment Physical size of campus			
Environment Type of school School setting Religious affiliation			
Admissions Requirements Deadlines Tests required Average test scores			
Academics Your major offered Special requirements Typical class size			
College Expenses Tuition Room and board Estimated total budget Application fee, deposit			
Financial Aid Deadline Required forms % receiving aid Scholarships			
Housing Residence hall requirements Availability Types and sizes Food plan			
Facilities Academic Recreational other			
Activities Clubs, organization Greek Life Athletics, intramurals Other			
Campus visits When? Whom did you meet?			

Applying to College

Myths and Realities of College

The college selection process is filled with many myths and misconceptions. Don't believe everything you hear, and always ask if you have questions. Some of the common myths are as follows:

Myth: There is a perfect college for everyone.

Truth: There is no such thing as a perfect college. However, if you do the search properly, you will find several good possibilities (schools that meet most or all of your needs). On the other hand, if you narrow your sights to only one college, you'll spend too much time worrying about getting into that particular school and may pass up other great opportunities.

Myth: To find the right college, first decide on a major or a career.

Truth: Most college students change their major two or three times. Find a school where you'll be happy and comfortable and which has a range of majors. If you are planning on becoming a professional (physician, nurse, engineer, or architect) it's helpful to know that early on, but most students have only a vague idea of what they want to major or specialize in. Generally, you won't have to decide for sure until the end of your sophomore year at college.

Myth: There is no way my family can afford an expensive college.

Truth: While it's true that the cost of higher education has escalated, especially at private institutions, most schools offer need-based financial aid and many are offering creative and affordable financing options. Initially, don't rule out any school that you're interested in because of cost. Go through the financial aid process and see what's available, then decide. Private colleges can sometimes become as affordable as less expensive public institutions if the financial aid package is substantial.

Myth: Big colleges have so much more to offer.

Truth: While large colleges have more courses, more activities, and more well-known faculty, what counts is your access to all that variety. Remember, you can only take so many courses in four years, and you always have to ask if the most renowned faculty members are teaching undergraduates. More variety will also mean more competition and college is the time to try new things. By the same token, a small college "may" mean more personal attention, but often it depends on whether you seek out the contact and connections.

Myth: Unless I go to a “top” college, I can’t get into a “top” graduate school.

Your grades and results of standardized tests are more important to graduate programs than the prestige of the college you attended.

Myth: The interviewer told me I would get into his or her college.

Truth: Well-meaning, inexperienced and over-zealous admission officers, coaches, or alumni are sometimes too eager to make predictions. The signed letter from the director of admissions offering you admission is what counts.

Writing your College Essay

The dreaded college essay: What do I say about myself? How can I personalize my application so that a college I care about will care about me?

A good college essay expresses something important about you. It could be a quality or trait of yours that is important, or it could be how you have changed or grown. It could also be how you fit into the picture that the college presents of itself.

A good college essay is interesting, well-written, and, if possible, a little unique. Often, you will want to tell a story, perhaps about a powerful experience you have had, or a significant relationship you have. The story can have drama, conflict, emotion, and resolution. Wait, you might say, I'm not an author! Remember, though, that all of us have stories we can tell about ourselves and our experiences. Try out ideas with your family or friends, looking for something that captures interest, expresses an important trait of yours, and says something about who you hope to be as an adult.

The essay may be dictated by the college application, although generally the questions are fairly broad, and open-ended. Often, you can use the same essay for all of your applications, or at least can adapt one essay for several applications.

1) The most common question involves the very open-ended question: Tell us about yourself. Here, you want to show who you are, not what you do—there's an opportunity to say that elsewhere. This type of essay will show the reader what you think about, what matters to you, or what events have shaped who you are. Of course, you want to emphasize a positive quality.

2) You will often find the following question: Tell us why you want to come here. The answer to this question should say why you think this particular college is right for you, in terms of the "fit" between what it offers, and what you are looking for. However, you also want to make sure that you reveal more about yourself. Again, don't be afraid to tell a story that shows more about who you are.

3) Finally, you can respond to a "creative" prompt. The college might ask you to respond to the works of a particular author, a quotation, an important issue, how someone or something has influenced your life, or a humorous incident. Be sure to connect your answer to specifics about who you are, and remember the most important theme of this essay is to show the admissions committee what sort of person you are in terms of how you think, relate to others, deal with problems, or uphold ideals.

Important Tips for your Essay

1. If you are responding to a prompt that is not open-ended, make sure you answer the question. And, if you are writing an essay that is specific to a certain school, make sure you get the name right (don't tell Delaware why you would love to go to Penn State!).
2. Write about something you care about. If you do that, your passion and "heart" will come through, and the essay will be more alive, and truer to who you are.
3. Be honest. Don't make up incidents or traits that are not true. Unless you are a gifted fiction writer, the admissions people may pick up on it!
4. If humor is part of your style, feel free to use it.
5. Use a style and vocabulary that is comfortable for you, but you still need to make sure you are within the bounds of acceptable usage.
6. After you've written a first draft, spend time "polishing" your essay. Make verbs strong and active, and make descriptions precise and powerful. Your sentences should be constructed properly (when in doubt, keep them short), and you should pay attention to the flow of your ideas. Paragraphs need beginnings and endings. Remember to introduce, and sum up. Finally, you must check spelling and punctuation!
7. You need to write the essay yourself, but you can ask others for help with the "polishing" process. Ask others (including your favorite English teacher) to read it and comment on it, or help you with the mechanics of grammar and such. You will also want to show it to your counselor, both to give us a chance to help you, and to give us a little extra insight into who you are.
8. Don't wait until the last minute. Get started writing during the summer between junior and senior year. You may need to throw out one or two ideas for essays, and you definitely want to have enough time for a good "polishing."

College Interview

Some colleges require interviews, though many do not. If the college requires or recommends one, try to schedule it during your campus visit. The more they know about you, the more likely they are to be interested in you as a prospective student. Know your GPA, approximate class standing, and test scores (or bring them with you). Come to the interview prepared to answer questions about yourself, but also plan some questions to ask them.

To schedule an interview, call the Admissions Office and let them know you are coming for a visit. Ask if you can make an appointment to speak to an Admissions representative.

The interview is part of how you present yourself, so put your best foot forward. Dress neatly, be on time, and be prepared to speak about your interests and strengths.

The interview is also for you to learn about the college. What do you want to know that would help you decide if this is the right college for you? You can ask about academics and majors, required coursework, and special programs. Here are some other questions you might want to ask:

- What makes your college distinctive?
- What is a typical class size?
- What percentage of graduate students teach classes?
- How accessible are professors to students?

When you get home, it is a good idea to send a “Thank you” card to the interviewer.

Procedures to release transcripts

Every application requires a high school transcript (a record of all your final grades as well as test scores, GPA, and class rank.) It does not include teacher recommendations.

Please complete the following steps when requesting a transcript:

1. Complete the "Transcript Authorization" available in the Counseling office. If you are under 18, one of your parents will also have to sign that form.
2. Submit your transcript authorization to the Counseling Department. The first three transcripts are free with each additional costing \$2.00 each. Postage will be paid by the school district.
3. If you do not submit your application online attach it to the transcript authorization form.

Transcript requests are processed in the order they are received.

The Marple Newtown High School Counseling Department cannot guarantee to meet the college application deadline if transcript requests are not received in this office at least 10 days in advance of that deadline.

Remember to sign your application!

Information for High School Athletes

Timeline for Athletes Looking to Play College Athletics

Freshman and Sophomores:

1. Strive for a strong academic record. This will allow you to have many more college options if you choose to pursue athletics in college.
2. Play any and all sports you have an interest in, so that you can keep your options open as to which sport you would like to pursue in college.
3. Inform your coach and your guidance counselor that you may be interested in playing sports in college.
4. Attend one or more sport specific camps to improve your skills. (Talk to your coach about the camps that would be best for you.)
5. Begin to record your athletic information such as awards, achievements, and statistics.

Juniors:

In addition to the above:

1. In the fall, register with the NCAA eligibility clearinghouse (NCAAClearinghouse.net)
2. Send a preliminary introduction letter to college coaches in the summer before your junior year, including school sports schedules.
3. Send an athletic resume to college coaches
4. Send coaches at colleges of interest updated information throughout the year.
5. Continue to participate in school athletics and outside leagues and tournaments. You should email coaches to inform them that you will be participating in a tournament.
6. Discuss with your coach whether or not you should compile videotape, including a clip from a game or highlights of your season (include your jersey number).
7. Call the college coach to make an appointment to meet with him/her if you are going to visit and interview at the college. **Coaches cannot return your call before July 1.**

Seniors:

1. If you didn't already, register with the NCAA eligibility clearinghouse (NCAAClearinghouse.net)
2. In the summer before your senior year, you should send an updated athletic resume to the coaches at the colleges you are interested in attending.
3. Set up official and unofficial visits with college coaches. Continue to be in contact with college coaches to inform them of upcoming sporting events.

I. Questions to Consider

There are a lot of factors that need to be considered when a student is thinking about playing sports in college. Some of the questions athletes need to ask of themselves are:

1. Am I passionate about playing sports?
2. Am I physically and mentally capable of playing at a higher level?
3. How much time am I willing to commit to this sport each day?
4. Do I want to play more than one sport in college?
5. At what level would I like to play? (Division I, II, III, etc.)

II. Myths and Facts of College Athletics

According to the National Collegiate Athletic Association (NCAA) about one billion dollars worth of scholarships are awarded to around 126,000 student-athletes every year. Getting an athletic scholarship is challenging, but you can make it easier on yourself by learning the facts and making a game plan. You don't have to be a superstar to receive a scholarship, but you do need to learn the facts of college athletics.

- ✓ Some people think that in order to get an athletic scholarship for college, you need to be an all-star athlete in a major sport such as football, basketball, or baseball. But actually, there are scholarships for athletes who are good (not necessarily superstars) and who play sports like lacrosse, badminton, crew, archery, and volleyball. To make it happen, you need to plan and research your options, in order to pursue those scholarship dollars.
- ✓ Getting an athletic scholarship doesn't mean you'll cruise until you graduate. Athletic scholarships are awarded for one academic year at a time. While there are no guaranteed four-year athletic scholarships in NCAA Division I or II, one-year scholarships can be renewed annually for a maximum of five years within a six-year period.
- ✓ Don't think that if you're good enough to play in college, the college will contact you. There are 568,500 high school seniors playing football, and men's and women's basketball. Across these three sports there are roughly 24,800 positions available for college freshmen. So if you want to be eligible for an athletic scholarship, you need to show recruiters that you're the player they have been looking for.

III. Marketing Yourself: Tips for Promoting Yourself

- ✓ Start early. Begin thinking about your collegiate athletic/academic plans in your sophomore year.
- ✓ Maintain good grades. You won't be playing at a college unless you have the minimum requirements to attend.
- ✓ Collect news articles and videotapes that demonstrate your athletic performance.
- ✓ Talk to your high school coach about which athletic programs fit your qualifications.
- ✓ Select the schools that are right for you, taking into consideration the quality and admission requirements for the athletic and academic programs.
- ✓ Find the name of the coach of your sport at each college you are considering. Write letters stating your interest in their programs and your academic and athletic goals and achievements. In the letter, you should include statistics, records, honors, clippings, and if possible, enclose a videotape of your athletic performance.
- ✓ Apply!!! College coaches will take more of an interest in you once they see you are serious about coming to their school.
- ✓ Keep in contact with the coach by inquiring about the status of your application and by visiting the school.

IV. Understanding the Specifics

Most collegiate athletic programs belong to an association. Each association has different regulations regarding eligibility and financial aid, so become familiar with the specific rules. Don't wait and find out you have ruined your chance because of a technicality. Consult these websites for more information:

- National Collegiate Athletic Association (NCAA)
- National Association of Intercollegiate Athletics
- National Junior College Athletic Association

If the school you are interested in is part of the NCAA, you need to familiarize yourself with its particular divisions; there are different regulations for each division.

V. Questions to ask college coaches

- ✓ What positions will I play on your team?
- ✓ What other players may be competing at the same position?
- ✓ Will I be red-shirted my first year?
- ✓ What happens if I want to transfer to another school?
- ✓ What academic support programs are available to student-athletes?
- ✓ How many credit hours should I take in season and out of season?
- ✓ What is a typical day for a student-athlete?
- ✓ How much financial aid is available for both the academic year and summer school?
- ✓ How long does my scholarship last?
- ✓ Are there academic criteria tied to maintaining the scholarship?
- ✓ What scholarship money is available if I suffer an athletics career-ending injury?

Financial Aid and Scholarships

There is no question that college is expensive, but an open discussion with your parents about what they think they can help you pay, examination of financial aid options, and your own willingness to work and take on loans can help answer what range of financial options is right for you.

Don't assume that a college's stated costs are what you will end up paying, since it is often the case that the better private schools also provide the most financial aid. If you can qualify for financial aid, a private school and a public school may present similar costs. In addition, it is possible to get merit scholarships even if your family does not qualify you for much need-based financial aid. Finally, there are many options for loans, some government guaranteed (which usually have lower interest rates), as well as private (usually banks), that can help you bridge the gap between what your family can provide and what the college costs.

- 1) Start off by talking with your parents about the financial part of college.
- 2) Talk with your guidance counselor about financial aid options.
- 3) Find out what sorts of financial resources are available at the colleges you are most interested in attending.
- 4) Once you are admitted, if you also applied for financial aid, you will be given your "financial aid package." This indicates how much direct support, loan support, and work study support the college is offering. Here's a secret, though: if you really want to go to a specific college, and if they really want you, the financial aid package may be negotiable!
- 5) Don't forget about the independent scholarships (not specific to any particular school, but awarded to you directly) that are available. The secretaries in the guidance office have a list of what is available.
- 6) You can also find out about independent loans, both through federal programs and various lending institutions.

Important Facts about Financial Aid

- 1) **FAFSA** (Free Application for Federal Student Aid): The FAFSA is the first step in getting money for college no matter how much money you and your parents already have. Most colleges require you to fill this form out and submit it to the government to determine how much money they think you can afford for college. The FAFSA should be filed as soon as possible after January 1 of your senior year – NOT BEFORE. You do not need your tax return completed before you file.

- 2) **CSS Profile** This service offered by the College Board allows schools to ask questions not covered by the FAFSA. This information is used to help them distribute nonfederal student aid funds or institutional funds. PROFILE is customized for you based on the information you give when you register, and then it is sent to the college you request. There is a \$5 fee to register and then you are charged \$18 for each school or program to which you want information sent. Fee waivers can be requested if you qualify for them. The college will let you know if they require PROFILE when you apply. A complete list of colleges, universities, and scholarship programs that use PROFILE can be found at the College Board website (www.collegeboard.com). You must register at least **four weeks** prior to the deadline set by the colleges.

- 3) **Expected Family Contribution** Once you've filed your FAFSA, you will receive a report from the government that includes your Expected Family Contribution (EFC). The EFC is the amount of money that the government has determined you and your parents should be able to pay for college in the upcoming year. The government's formula for determining this number is pretty complicated, and it includes things such as income, how many family members are attending college at the same time, and age of your parents.

- 4) **Colleges Look at the EFC** Once the colleges receive your EFC, they will determine how they can help you make up the difference between the cost of attending their college and what the government expects you to be able to pay. The colleges do that by giving you a combination of loans, grants, scholarships, and work-study money.

- 5) **Contact Your Financial Aid Officer** It is important to establish a relationship with one person in the financial aid office at each school you're thinking about attending. Things that you might want to share with your financial aid officer include any unusual circumstances you and your parents face in being able to pay for college such as large medical expenses, a significant loss of income, and death or divorce after the FAFSA form is filed.

Types of Financial Aid

Scholarships are money that you don't need to pay back and usually they are tied to some kind of talent or attribute such as academic performance, athletic ability, musical talent, and affiliation with certain organizations (for example, Rotary Club, religious groups, or employer groups).

Grants are money that you don't need to pay back that is usually determined by need. Colleges use the information on your EFC to determine which grants to award. Often the grants are money from the government or the university you attend.

Loans are part of most student aid packages. While most student loans are at reasonable interest rates and do not have to start getting paid back until you are no longer a student, the amount of debt you take on can be quite significant. It is important to talk to your parents about this, and also consider how much debt you are willing to take on over four years so you can make a reasonable decision.

Work-study is the fourth kind of financial aid. It usually involves a part-time job while you're in college. You'll be limited as to how many hours you can work and what you make in work-study. However, this can be helpful taking care of expenses like books, laundry, and miscellaneous entertainment costs.

Sources of Financial Aid

The federal government provides Perkins loans and Stafford loans at low interest rates.

Pennsylvania has a grant and loan program (Pennsylvania Higher Education Assistance agency: www.pheaa.org) that is a source of funds specific to Pennsylvania students.

The colleges themselves are the biggest source of money. Many of them have large endowments to attract qualified students to their schools. (It's important to remember that even though a college may cost a fortune to attend, it may be able to give you most of the money needed to attend.)

Private organizations such as community service clubs, religious groups or your parents' place of employment can also be sources of scholarship money.

Glossary of College Admission Terms

Arts and Sciences: The liberal arts division of a college is usually the largest division. Liberal Arts does not include engineering, business, pharmacy, nursing or other pre-professional programs. Most students will apply to the Arts and Sciences division.

Candidate's Reply Date: May 1 has been designated by the College Board as the date by which a student must make a commitment to the college he or she will attend in the fall. Many schools will notify a student of admission before April 15 (or even earlier), but no student seeking admission under a regular decision program need notify a college of attendance before May 1.

CEEB Code: The Marple Newtown High School code is **393000**. You will need it for almost all the college documents you complete, including applications, tests, and financial aid. Keep it as handy as your social security number (which you will also need).

CLEP: The College Level Examination Program is sponsored by the College Board. Students can receive credit for class work experiences and on-the-job training. Not all colleges recognize CLEP credit.

The College Board: A non-profit organization whose membership is composed of colleges and universities and a large number of secondary schools. It offers a wide variety of services to its members, including standardized admission and financial aid procedures, guidelines for admission policy, and a forum for discussion of topics and concern to the higher education community.

College Scholarship Service (CSS): The division of the College Board which is responsible for the Profile form and the needs analysis which determines the family's contribution toward payment of a student's education.

CSS/Financial Aid Profile Form: This is a financial aid form required by some but not all colleges in order to award their own institutional money to students. First, the student completes the **Profile** Registration. Then, CSS mails a customized **Profile** Application directly to that student. The student should complete and return the Profile application by the date preferred by the colleges being considered. Profile Registration forms are available in the early fall and should be completed at that time.

Common Application: The "Common App" is a form that can be used to apply to over 100 colleges and universities. A student needs to fill out the form only once and then he or she duplicates the form to serve as applications to any college that subscribes to the form.

Consortium: A group of colleges or universities, usually in geographic proximity to each other, which share programs, libraries, facilities, and social events. Knowing that a college is a member of a consortium will provide you with the information on many opportunities available to the students.

Cooperative Education (Co-op): A college program in which a student alternates between periods of full-time employment in a related field. Students are paid for their work at the prevailing rate.

Early Decision: This is one choice offered by many of the more competitive colleges, where the student makes a commitment that, if accepted “early decision” (usually in December or February), the student will definitely enroll, and will withdraw any other applications to other schools. A student may apply to only one college under early decision. The application is usually due by early November. Early decision may be a good idea if you have a definite first choice. Note: If financial aid is a major consideration, applying early decision could preclude a student learning about a range of financial aid awards. Talk to your counselor before you make the decision to apply early decision.

Early Action: Early Action is offered by some colleges. Here, you apply “early” (by early November), and the college gives you their decision “early” (generally in mid-December). This gives you an opportunity to be sure you have an admission to a competitive college, without the commitment of early decision. You can still apply to other colleges, and you do not have to make a decision until the usual deadline of May 1.

FAFSA: Free Application For Federal Student Aid- this form is required by all colleges to determine the student’s need for federally funded financial aid programs. It should be filed after January 1 of your senior year in high school.

Financial Aid Package: Financial Aid is awarded by colleges on the basis of need and the student’s projected contribution to the school community. Aid can come in the form of scholarship, grants, loans, and work study. A financial aid package can have any combination of these.

Greek Life: This refers to the fraternity/sorority life on campus (they usually have “Greek” names). Greek life can be a major or relatively minor part of the social life of a campus.

Higher Education Terms:

- **College-** It is an institution that offers two or four year undergraduate degrees after completion of high school.

- **University-** It generally includes a “college” that offers undergraduate degrees, but typically also includes graduate programs and professional schools.
- **Associate’s degree (A.A or A.S.)-** A two-year degree which generally prepares the student for further study. Some Associate’s degrees programs are sufficient training for certain careers, but many students in two-year colleges intend to complete their studies at a four-year college.
- **Bachelor’s degree (B.A., B.S., B.F.A)-** This degree usually takes a student four years to complete at a college or university.
- **Masters degree (M.A., M.S., M.F.A)-** One or two years of study in a specific subject after completion of the Bachelor’s degree.
- **Liberal Arts-** It is non-technical courses or majors at a college or university such as English, social sciences, mathematics, sciences, foreign languages, economics, etc. Technical degrees (often offered in separate “colleges”) may include engineering, business, allied health and nursing, and architecture.

Internships: It is a short-term supervised work experience. Usually, it relates to a student’s major for which the student earns academic credit. The work can be full or part-time, on or off campus. It can be a paid or unpaid position.

Residential housing: It is on-campus housing (“dorms”) offered by colleges to their students. Many colleges require all first-year students to live in residential housing. Some will “guarantee” on-campus housing for a certain number of years (the alternative is off-campus housing, which may be apartments or houses that you rent from a landlord other than the college).

Rolling Admission: Colleges (often state schools such as Penn State and University of Pittsburgh) will review an application soon after it arrives, and will make a decision fairly rapidly, with no deadline. You will often hear back from the school within one to two months. You are still not obligated to make your final decision until May 1.

ROTC: Many colleges have units of the Reserve Officer’s Training Corps which offer two and four year programs of military training culminating in an officer’s commission. In some colleges, credits for these courses can be applied toward fulfillment of degree requirements. (Army, Air Force, Navy)

Study Abroad: Any arrangement by which a student completes part of the college program by studying in another country. Typically, this will be a one or two semesters, or a summer program.

TOEFL: The abbreviation for the Test of English as a Foreign Language. It is used as a national test for college admission and placement for students who have English as a second language.

Wait List: You may be told that you have not been accepted by a college, but are on the Wait List. This means that if a vacancy opens up (often in May, but possibly as late as August) in the entering class, you may be offered the opportunity (but are not obligated) to go to that college.

A List of Websites

www.collegeboard.com - The College Board site has information on applying for the SAT I and II, as well as dates and deadlines. There are also skill-building tutorials, as well as helpful information on the application process, how to select a college, and clear explanations about the “fine points” of some applications such as the difference between early action and early decision.

www.collegeboard.com/satonlinecourseschool - It is an SAT online course purchased by MNHS to help MNHS students only prepare for the SAT. To gain access to the course, see your counselor.

www.act.org - The official site of the ACT. It includes college search, online applications, advice, timelines, financial aid information and estimator, and lots of information on the ACT.

www.princetonreview.com - The Princeton Review site has a fun feature called Counselor-O-Matic, which helps generate ideas for schools you may want to explore further, and rates your chances of getting into a specific school. Also, you can check out the lively discussion groups between high school and college students about colleges and universities.

www.commonapp.org – Common Application- the official site from which you can download the application, view the list of participating colleges, and get application information.

www.fastaid.com – FastAid’s searchable scholarship database includes over 650,000 private awards.

www.finaid.com - FinAid- probably the best site for information on all aspects of financial aid such as loans, grants, and scholarships.

www.fastweb.com – FastWeb- another excellent site to search for scholarships on the web.

www.scholarship.com- is a searchable website to seek information on scholarships.

www.fafsa.ed.gov – The Department of Education sponsors this site. It includes the online FAFSA form, which is needed for financial aid.

www.ncaa.org – NCAA- site of the college sports organization. It has valuable information for student-athletes. In addition, it provides eligibility, recruiting, and letter of intent information.

A special thanks goes out to the developer of this guide, Shane Elison, a MNHS counselor with the assistance of MNHS PTO members, other MNHS counselors, and the Clayton High School Counseling Department.

The 2007–08 Common Application for Undergraduate Admission may be used by students applying for admission for the Spring 2008, Fall 2008, or Spring 2009 terms. The printed form is available from your secondary school college counseling office. It may also be downloaded or completed online at www.commonapp.org. Use of this form is governed by the License Agreement for Common Application Forms, a copy of which is displayed at <http://app.commonapp.org/Legal.aspx>. Please read this Agreement carefully before using the Common Application.

WHAT IS THE COMMON APPLICATION™?

The Common Application is a not-for-profit organization that serves students and member institutions by providing an undergraduate admission application — online and in print — that students may submit to any of our more than 300 members.

WHY USE IT?

The Common Application simplifies the college admission process by saving time and eliminating duplication of effort. Once completed online or in print, copies of the Application for Undergraduate Admission and associated secondary school forms may be sent to any of the participating colleges and universities. This allows students to spend less time on the busywork of applying for admission, and more time on what's really important: college research, campus visits, essay writing, and senior year coursework.

IS IT WIDELY USED?

Yes! Last year over a million applications were submitted via the Common App Online, and hundreds of thousands more were submitted on paper.

IS IT TREATED FAIRLY?

ABSOLUTELY! Our college and university members have worked together for more than 30 years to develop this application. All members fully support its use, and all give equal consideration to the Common Application and the college's own forms. Many of our members use the Common Application as their only undergraduate admission application.

MAY ALL COLLEGES PARTICIPATE?

Membership is open to colleges and universities that evaluate students using a holistic selection process. A holistic process includes subjective as well as objective criteria, including at least one academic recommendation form, at least one untimed writing sample, and broader campus diversity considerations. If a college or university is not listed in this booklet and on our website, they are not members of the consortium. *Sending the Common Application to non-members is prohibited.*

WHAT IF I'M A TRANSFER STUDENT?

There's a Common Application for Transfer Admission as well as First-Year Admission. The Transfer Application is generally available only on our website, although a few of our members do print and distribute hardcopies.

APPLICANT INSTRUCTIONS

- Complete the **Application for Undergraduate Admission** in this booklet. Photocopy it for each college to which you are applying. (Note: If you are applying to one of our member institutions under an early plan, please complete the Optional ED/EA/REA Declaration at the top of Page 1 for that early application only and submit the Common Application Early Decision Agreement form if applicable).
- Mail it, along with the appropriate application fee or pre-approved fee waiver, to each of your selected institutions. The College Contacts pages list mailing addresses for each member institution, and the Requirements Grid lists application fees and deadlines.
- Complete the applicant section of the **Secondary School Report**, **Midyear Report**, and **Final Report** and give these forms to your college counselor, *together with a list of the member institutions to which you are applying*. Use the College Contacts pages to indicate your college list.
- If any institution to which you are applying requires a **Teacher Evaluation**, ask a teacher(s) of an **academic subject** (for example, English, social studies, foreign language, math, or science) to complete that form as instructed and mail a copy to each of the institutions *on the list you provide*.
- Some institutions require a supplemental form along with your Common Application. Check the Requirements Grid to learn how to retrieve and submit these forms.
- Some institutions may require additional writing samples to complete an application. Some will also review additional material, such as music tapes, artwork, reports of scientific projects, etc. Consult each institution's instructions for submitting these materials.

INSIDE THIS BOOKLET

College Contacts List	A complete listing of member institutions and their mailing addresses, phone and fax numbers, e-mail addresses, and web sites.
Application Forms	All forms for students, counselors, and teachers are in the middle of this booklet.
Requirements Grid	In the back of the booklet is a helpful grid of application requirements for each member institution. Compare deadlines, fees, required tests, forms, and required forms.

To be used by students applying for the Spring 2008, Fall 2008, or Spring 2009 college term. The member colleges and universities fully support the use of this form. No distinction will be made between this form and a college's own. Please type or print in black ink. Be sure to follow the instructions on the cover page of the Common Application booklet to complete, copy, and submit your application to one or more of the member institutions.

Optional Declaration of Early Decision/Early Action/Restrictive Early Action. Complete this section **ONLY** if you are applying to one or more colleges under an early plan. It is your responsibility to follow that college's instructions regarding early admission, including obtaining and submitting any ED/EA/REA form provided by that college. **Do NOT complete this ED/EA/REA section on copies of your application submitted to colleges for Regular Decision or Rolling Admission.**

College Name _____ Deadline _____ Early Decision Early Action Restrictive Early Action

PERSONAL DATA

Legal name _____ Female
Last/Family (Enter name **exactly** as it appears on official documents.) First/Given Middle (complete) Jr., etc. Male

Preferred name, if not first name (choose only one) _____ Former last name(s) if any _____

I am applying for the term beginning _____ Birth date _____
mm/dd/yyyy

E-mail address _____ IM address _____

Permanent home address _____
Number and Street Apartment #

_____ City or Town State/Province Country ZIP/Postal Code

Permanent home phone (_____) _____ Cell phone (_____) _____
Area Code Area Code

If different from above, please give your mailing address for all admission correspondence.

Mailing address (from _____ to _____)
(mm/dd/yyyy) (mm/dd/yyyy) Number and Street Apartment #

_____ City or Town State/Province Country ZIP/Postal Code

If your mailing address is a boarding school, include name of school here: _____

Phone at mailing address (_____) _____
Area Code

Citizenship

- US citizen
 - Dual US citizen
 - US permanent resident visa Alien registration number _____
 - Other citizenship Visa Type _____
- Please list any non-US countries of citizenship _____

If you are not a US citizen and live in the United States, how long have you been in the country? _____

Possible area(s) of academic concentration/major(s) _____

Possible career or professional plans _____

Do you intend to apply for financial aid? Yes No If yes, be sure to carefully review all financial aid instructions and deadlines for each institution to which you are applying.

The following items are optional. No information you provide will be used in a discriminatory manner.

Place of birth _____
City State/Province Country

Social Security Number (if any) _____

First language, if other than English _____

Primary language spoken at home _____

US Armed Services veteran? Yes No

Marital status: Never married Separated
 Married Divorced (date _____)
 Widowed mm/dd/yyyy

If you wish to be identified with a particular ethnic group, please check all that apply:

- African American, African, Black
- Native American, Alaska Native (date enrolled _____
Tribal affiliation _____)
- Asian American (countries of family's origin _____)
- Asian, incl. Indian Subcontinent (countries _____)
- Hispanic, Latino (countries _____)
- Mexican American, Chicano Native Hawaiian, Pacific Islander
- Puerto Rican White or Caucasian
- Other (specify _____)

EDUCATIONAL DATA

Secondary school you now attend (or from which you graduated) _____ Date of entry _____
mm/dd/yyyy

Date of secondary graduation _____ Type of school public independent religious home school
mm/dd/yyyy

Address _____ CEEB/ACT Code _____
Number and Street Apartment #

_____ City or Town State/Province Country ZIP/Postal Code

Counselor's name (Mr./Ms./Dr., etc.) _____ Counselor's e-mail _____

Title _____ Phone (_____) _____ Fax (_____) _____
Area Code Number Ext. Area Code Number

List all other secondary schools, including summer schools as well as summer and other programs, you have attended, beginning with 9th grade.

Name of School	Location (City, State/Province, ZIP/Postal Code, Country)	Dates Attended (mm/yyyy)
_____	_____	_____
_____	_____	_____
_____	_____	_____

List all colleges/universities at which you have taken courses for credit; list names of courses taken and grades earned on a separate sheet. Please have an official transcript sent from each institution as soon as possible.

Name of College/University & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Degree Candidate?	Dates Attended (mm/yyyy)	Degree(s) Earned
_____	_____	<input type="radio"/> Yes <input type="radio"/> No	_____	_____
_____	_____	<input type="radio"/> Yes <input type="radio"/> No	_____	_____
_____	_____	<input type="radio"/> Yes <input type="radio"/> No	_____	_____

If any of the following apply to your secondary school education, please check the appropriate box and provide details on the lines below or on a separate sheet:

- graduated early graduated late will not graduate, will receive GED will not graduate, will not receive GED

If you received a GED, list date: _____ (Official scores must be sent from the testing agency.)
mm/yyyy

TEST INFORMATION

Be sure to note the tests required for each institution to which you are applying. The official scores from the appropriate testing agency must be submitted to each institution as soon as possible. Please self-report your test scores below. *If you would **also** like to self-report your AP or IB scores, use the Academic Honors section.*

ACT

<i>Date taken/ to be taken</i>	English	Math	Reading	Science	Composite	Writing
_____	_____	_____	_____	_____	_____	_____
<i>Date taken/ to be taken</i>	English	Math	Reading	Science	Composite	Writing
_____	_____	_____	_____	_____	_____	_____
<i>Date taken/ to be taken</i>	English	Math	Reading	Science	Composite	Writing
_____	_____	_____	_____	_____	_____	_____

SAT I or SAT Reasoning Tests

<i>Date taken/ to be taken</i>	Verbal/ Critical Reading	Math	Writing	<i>Date taken/ to be taken</i>	Verbal/ Critical Reading	Math	Writing	<i>Date taken/ to be taken</i>	Verbal/ Critical Reading	Math	Writing
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

SAT II or Subject Tests

<i>Date taken/ to be taken</i>	Subject	Score	<i>Date taken/ to be taken</i>	Subject	Score	<i>Date taken/ to be taken</i>	Subject	Score
_____	_____	_____	_____	_____	_____	_____	_____	_____
<i>Date taken/ to be taken</i>	Subject	Score	<i>Date taken/ to be taken</i>	Subject	Score	<i>Date taken/ to be taken</i>	Subject	Score
_____	_____	_____	_____	_____	_____	_____	_____	_____

Test of English as a Foreign Language (TOEFL) or Other Exam

Test	<i>Date taken/ to be taken</i>	Score	Test	<i>Date taken/ to be taken</i>	Score
_____	_____	_____	_____	_____	_____

FAMILY

Please list the adults who have legal rights and responsibilities toward you. If a minor, this is usually one or both biological parents when living. If you wish, you may list on an attached sheet step-parents and/or other adults with whom you reside, or who otherwise help care for you. You may also list additional deceased parents.

Parents' Marital Status (relative to each other): Never married Married Widowed Separated Divorced (date _____) mm/dd/yyyy

With whom do you make your permanent home? Parent/Guardian 1 Parent/Guardian 2 Both Other _____

Is Parent/Guardian 2 living? Yes No (Date deceased _____) mm/dd/yyyy

Parent/Guardian 1: Mother Father Legal Guardian

Parent/Guardian 2: Mother Father Legal Guardian Unknown (if applicable)

Last/Family First/Given Middle Title (Mr., Ms., Dr., etc.)

Home address **if different** from yours

Home phone (_____) _____
Area Code

E-mail _____

Occupation _____

Name of employer _____

College (if any) _____

Degree _____ Year _____

Graduate school (if any) _____

Degree _____ Year _____

Last/Family First/Given Middle Title (Mr., Ms., Dr., etc.)

Home address **if different** from yours

Home phone (_____) _____
Area Code

E-mail _____

Occupation _____

Name of employer _____

College (if any) _____

Degree _____ Year _____

Graduate school (if any) _____

Degree _____ Year _____

Please give names and ages of your brothers or sisters. If they have attended college, give the names of the institution, degree earned, and approximate dates of attendance. If more than three siblings, please list them on an attached sheet.

Name/Relationship	Institution Attended	Degree Earned	Dates (yyyy-yyyy)

ACADEMIC HONORS

Briefly list or describe any scholastic distinctions or honors you have won since the 9th grade (e.g., National Merit, Cum Laude Society).

EXTRACURRICULAR, PERSONAL, AND VOLUNTEER ACTIVITIES (INCLUDING SUMMER)

Please list your **principal** extracurricular, community, and family activities and hobbies **in the order of their interest to you**. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. **To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.**

Activity	Grade level or post-graduate (PG)					Approximate time spent		Positions held, honors won, or letters earned	Do you plan to participate in college?
	9	10	11	12	PG	Hours per week	Weeks per year		
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>
									<input type="radio"/>

WORK EXPERIENCE

Please list principal jobs you have held during the past three years (including summer employment).

Specific nature of work	Employer	Approximate dates (mm/yyyy - mm/yyyy)	Approximate # of hours spent per week
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SHORT ANSWER

Please briefly elaborate on one of your activities (extracurricular, personal activities, or work experience). Attach your response on a separate sheet (150 words or fewer).

PERSONAL ESSAY

This personal statement helps us become acquainted with you in ways different from courses, grades, test scores, and other objective data. It will demonstrate your ability to organize your thoughts and express yourself. We are looking for an essay that will help us know you better as a person and as a student. Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below. **Please indicate your topic by checking the appropriate box.**

- ① Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- ② Discuss some issue of personal, local, national, or international concern and its importance to you.
- ③ Indicate a person who has had a significant influence on you, and describe that influence.
- ④ Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- ⑤ A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- ⑥ Topic of your choice.

Attach your essay to the last page on a separate sheet(s) (same size please). You must put your full name, date of birth, and name of secondary school on each sheet.

OTHER REQUIRED INFORMATION

- ① Have you ever been found responsible for a disciplinary violation at an educational institution you have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution? Yes No
- ② Have you ever been convicted of a misdemeanor, felony, or other crime? Yes No


If you answered yes to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident and explains the circumstances.

APPLICATION FEE PAYMENT Online Payment Mailed Payment Pre-Approved Online Fee Waiver Pre-Approved Mailed Fee Waiver

ADDITIONAL INFORMATION: *If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please attach a separate sheet with more details.*

REQUIRED SIGNATURE Your signature is required whether you are an ED, EA, REA, Regular Decision, or Rolling Admission candidate.

I certify that all information submitted in the admission process—including the application, the Personal Essay, any supplements, and any supporting materials—is my own work, factually true, and honestly presented. I understand that I may be subject to disciplinary action, including admission revocation or expulsion, should the information I've certified be false.

 _____
Signature Date

- IF APPLYING UNDER AN EARLY PLAN** (1) Complete the Optional ED/EA/REA Declaration (at the top of page 1) for your early application(s) only.
- (2) Submit the Common Application ED Agreement form if the college or university requires one.

The Common Application, Inc., and its member institutions are committed to fulfilling their mission without discrimination on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, disability, or veteran status.

To be used by students applying for the Spring 2008, Fall 2008, or Spring 2009 college term. Please type or print in black ink. Check specific college information in our Requirements Grid or online to ensure a member institution uses this form.

PERSONAL DATA

Birth date _____ mm/dd/yyyy Social Security No. _____ (Optional) Female
 Male
 Legal name _____ Last/Family (Enter name **exactly** as it appears on official documents.) First/Given Middle (complete) Jr., etc.
 Address _____ Number and Street Apartment # City or Town State/Province Country ZIP/Postal Code
 E-mail address _____


INSTRUCTIONS

If you anticipate participating in varsity athletics, please complete the grid below. List any team sports played in order of their importance to you. Check year(s) of participation; indicate letters earned and leadership positions. Include the name of your coach(es).

Sport	9	10	11	12	Letters Earned		Event or position	Varsity captain? Check here.	Coach
					JV	Varsity			

Please list any times, records, awards, etc.

Optional: Height _____ Weight _____

 _____ Date _____

To be used by students applying for the Spring 2008, Fall 2008, or Spring 2009 college term. The member colleges and universities fully support the use of this form. No distinction will be made between this form and a college's own. Please type or print in black ink. Be sure to follow the instructions on the cover page of the Common Application booklet to complete, copy, and submit your application to one or more of the member institutions.

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). Please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Birth date _____ mm/dd/yyyy Social Security No. _____ (Optional)

Legal name _____ Female
Last/Family (Enter name **exactly** as it appears on official documents.) First/Given Middle (complete) Jr., etc. Male


Address _____
Number and Street Apartment # City or Town State/Province Country ZIP/Postal Code

School you now attend _____ CEEB/ACT code _____

IMPORTANT PRIVACY NOTICE: Under the terms of the Family Educational Rights and Privacy Act (FERPA) you WILL have access to your recommendation after you matriculate UNLESS at least one of the following is true:

1. The institution does not save recommendations post-matriculation (*see list at www.commonapp.org/FERPA*).
2. You waive your right to access below, regardless of the institution to which it is sent:

- Yes, I *do* waive my right to access, and I understand I will never see this recommendation.
 No, I *do not* waive my right to access and may someday choose to review this recommendation if the institution at which I'm enrolling saves it after I matriculate.

 _____
Signature Date

Please detach along perforation

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. A photocopy of this reference form, or another reference you may have prepared on behalf of this student, is acceptable. You are encouraged to keep the original of this form in your private files for use should the student need additional recommendations. Please return it to the appropriate admission office(s) in the envelope(s) provided to you by this student. Please submit your references promptly. **Be sure to sign below.**

Teacher's name (Mr./Ms./Dr., etc.) _____ Please print or type Title _____

 _____
Signature Date

Secondary school _____

School address _____
Number and Street City or Town State/Province Country ZIP/Postal Code

Teacher's phone (_____) _____ Teacher's e-mail _____
Area Code Number Ext.

BACKGROUND INFORMATION

How long have you known this student and in what context?

What are the first words that come to your mind to describe this student?

List the courses you have taught this student, noting for each the student's year in school (10th, 11th, 12th; first-year, sophomore; etc.) and the level of course difficulty (AP, accelerated, honors, IB, elective; 100-level, 200-level, etc.).

RATINGS

Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few encountered in my career
Academic achievement								
Intellectual promise								
Quality of writing								
Creative, original thought								
Productive class discussion								
Respect accorded by faculty								
Disciplined work habits								
Maturity								
Motivation								
Leadership								
Integrity								
Reaction to setbacks								
Concern for others								
Self-confidence								
Initiative, independence								
Overall								

EVALUATION

Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

If any of the information on this page has changed for this student since the Secondary School Report was submitted, please enter the new information in the appropriate section below. If your recommendation for this student has changed, please comment in the space below or on a separate sheet. If nothing has changed, you may leave this page blank. *However, your signature is still required on page 1.*

Class rank: _____ Class size: _____ Covering a period from _____ to _____.
(mm/yyyy) (mm/yyyy)

The rank is weighted unweighted. How many students share this rank? _____

We do not rank.

Instead, please indicate quartile _____ quintile _____ decile _____.

Cumulative GPA: _____ on a _____ scale, covering a period from _____ to _____.
(mm/yyyy) (mm/yyyy)

This GPA is weighted unweighted. The school's passing mark is _____.

Highest grade/GPA in class _____ Graduation date _____
(mm/dd/yyyy)

Percentage of graduating class attending: _____ four-year _____ two-year institutions

Are classes taken on a block schedule?

Yes No

If yes, in what year did block scheduling begin? _____

If you offer AP courses, do you limit the number a student can take? Yes No

In comparison with other college preparatory students at your school, the applicant's course selection is:

most demanding average
 very demanding less than demanding demanding

RATINGS

Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few encountered in my career
Academic achievement								
Extracurricular accomplishments								
Personal qualities and character								
Overall								

EVALUATION

Please write whatever you think is important about this student, including a description of academic, extracurricular, and personal characteristics. We welcome a broad-based assessment that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student? _____

① Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution? Yes No

② To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime? Yes No

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Check here if you would prefer to discuss this over the phone with each admission office.

I recommend this student: No basis With reservation Fairly strongly Strongly Enthusiastically

If any of the information on this page has changed for this student since the Midyear Report was submitted, please enter the new information in the appropriate section below. If your recommendation for this student has changed, please comment in the space below or on a separate sheet. If nothing has changed, you may leave this page blank. *However, your signature is still required on page 1.*

Class rank: _____ Class size: _____ Covering a period from _____ to _____.
(mm/yyyy) (mm/yyyy)

The rank is weighted unweighted. How many students share this rank? _____

We do not rank.
 Instead, please indicate quartile _____ quintile _____ decile _____.

Cumulative GPA: _____ on a _____ scale, covering a period from _____ to _____.
(mm/yyyy) (mm/yyyy)

This GPA is weighted unweighted. The school's passing mark is _____.

Highest grade/GPA in class _____ Graduation date _____
(mm/dd/yyyy)

Percentage of graduating class attending: _____ four-year _____ two-year institutions

Are classes taken on a block schedule?
 Yes No

If yes, in what year did block scheduling begin?

If you offer AP courses, do you limit the number a student can take? Yes No

In comparison with other college preparatory students at your school, the applicant's course selection is:

most demanding average
 very demanding less than demanding demanding

RATINGS

Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few encountered in my career
Academic achievement								
Extracurricular accomplishments								
Personal qualities and character								
Overall								

EVALUATION

Please write whatever you think is important about this student, including a description of academic, extracurricular, and personal characteristics. We welcome a broad-based assessment that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student? _____

① Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution? Yes No

② To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime? Yes No

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Check here if you would prefer to discuss this over the phone with each admission office.

I recommend this student: No basis With reservation Fairly strongly Strongly Enthusiastically

To be used by students applying for the Spring 2008, Fall 2008, or Spring 2009 college term. The member colleges and universities fully support the use of this form. No distinction will be made between this form and a college's own. Please type or print in black ink. Be sure to follow the instructions on the cover page of the Common Application booklet to complete, copy, and submit your application to one or more of the member institutions.

TO THE APPLICANT

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. Please also give that school official stamped envelopes addressed to each institution that requires a Secondary School Report.

Birth date _____ Social Security No. _____
mm/dd/yyyy *(Optional)*

Legal name _____ Female
 Male
*Last/Family (Enter name **exactly** as it appears on official documents.) First/Given Middle (complete) Jr., etc.*

Address _____
Number and Street Apartment # City or Town State/Province Country ZIP/Postal Code

Current year courses—please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester

Please detach along perforation

IMPORTANT PRIVACY NOTICE: Under the terms of the Family Educational Rights and Privacy Act (FERPA) you WILL have access to your recommendation after you matriculate UNLESS at least one of the following is true:

- The institution does not save recommendations post-matriculation (*see list at www.commonapp.org/FERPA*).
- You waive your right to access below, regardless of the institution to which it is sent:

Yes, I *do* waive my right to access, and I understand I will never see this recommendation.

No, I *do not* waive my right to access and may someday choose to review this recommendation if the institution at which I'm enrolling saves it after I matriculate.

Signature _____ Date _____

TO THE SECONDARY SCHOOL COUNSELOR

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use page 2 to complete your evaluation for this student. Be sure to sign below.

Counselor's name (Mr./Ms./Dr., etc.) _____
Please print or type

Signature _____ Date _____

Title _____ School _____

School address _____
City or Town State/Province Country ZIP/Postal Code

Counselor's phone (_____) _____ Counselor's fax (_____) _____
Area Code Number Ext. Area Code Number

Secondary school CEEB/ACT code _____ Counselor's e-mail _____

Please use this page to provide all available information for this candidate. *Don't forget your signature is required on page 1.*

Class rank: _____ Class size: _____ Covering a period from _____ to _____.
(mm/yyyy) (mm/yyyy)

The rank is weighted unweighted. How many students share this rank? _____

We do not rank.
 Instead, please indicate quartile _____ quintile _____ decile _____.

Cumulative GPA: _____ on a _____ scale, covering a period from _____ to _____.
(mm/yyyy) (mm/yyyy)

This GPA is weighted unweighted. The school's passing mark is _____.

Highest grade/GPA in class _____ Graduation date _____
(mm/dd/yyyy)

Percentage of graduating class attending: _____ four-year _____ two-year institutions

Are classes taken on a block schedule?
 Yes No
 If yes, in what year did block scheduling begin?

 If you offer AP courses, do you limit the number a student can take? Yes No
 In comparison with other college preparatory students at your school, the applicant's course selection is:
 most demanding average
 very demanding less than demanding demanding

RATINGS

Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few encountered in my career
Academic achievement								
Extracurricular accomplishments								
Personal qualities and character								
Overall								

EVALUATION

Please write whatever you think is important about this student, including a description of academic, extracurricular, and personal characteristics. We welcome a broad-based assessment that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student? _____

- ① Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution? Yes No
- ② To your knowledge, has the applicant ever been convicted of a misdemeanor, felony, or other crime? Yes No

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

Check here if you would prefer to discuss this over the phone with each admission office.

I recommend this student: No basis With reservation Fairly strongly Strongly Enthusiastically