

**Bishop Seabury Academy
Class of 2010**

COLLEGE HANDBOOK

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INTRODUCTION

Bishop Seabury Academy is an independent college preparatory school that promotes individual academic growth and character development through an exceptional education rooted in moral principles. We are dedicated to serving all students regardless of race, religion, or socioeconomic background.

The purpose of this College Handbook is to provide a resource for Seabury students and their parents as they seek out their next educational experience at a college or university. College planning takes a considerable amount of time and effort, and this handbook is designed to provide the information necessary to make the application process proceed as smoothly as possible.

Using this handbook is just one facet of the college planning process. A student's parents, teachers, coaches, relatives, and friends must play supportive roles in this important decision making endeavor. Students must themselves take the initiative in researching appropriate college choices and asking for assistance when necessary. Students must also seek opportunities to enhance their chances for admission to the schools of their choice by initiating contact with colleges and clarifying their interests to admissions officers. Ultimately, a student is accepted to college on his or her own individual merits, and I, as College Counselor, am here to ensure that those merits are presented in the best possible light.

I will be available to meet with ninth and tenth grade students and their parents to discuss the initial stages of college planning: course selection, preparation for standardized tests, and activities outside of school such as summer programs. I will meet with juniors and their parents to help them create a list of possible schools to explore and to discuss strategies for preparing application materials.

With the exception of the PSAT, students are responsible for registering for and taking all standardized tests. Test dates are noted on p. 20 of this handbook. During the fall of their senior year, students are responsible for sending official score reports to the schools they are applying to.

In addition, students are responsible for keeping track of deadlines, completing applications and essays, securing teacher recommendations, exploring financial aid opportunities, and assembling any ancillary materials (such as resumes, recorded auditions, and transcripts for coursework taken elsewhere) to go out in support of their applications.

The college application process is often challenging, but it does not have to be overwhelming. I am here to make the process a little less mystifying; please let me know what I can do to help!

Sincerely,

Matt Patterson

SELECTING COLLEGES

The crucial first steps in the college planning process involve creating the list of colleges that interest you and then selecting which colleges you will apply to. Below are some factors to consider when drafting your list of schools, which, for students applying to selective colleges, should include at least **2 high reach schools, 3-4 average reach schools, and 3-4 security reach schools:**

—HIGH REACH schools are those at which your chances of getting in are very uncertain. These are often “dream schools.” Certain colleges such as Yale and Stanford are high reach for any student. In all cases, your chances of getting in depend upon your GPA, test scores, and other factors.

—AVERAGE REACH schools are ones that you have a solid chance of getting into based on GPA, test scores, and other selection criteria.

—SECURITY REACH schools are those at which you are statistically very likely to be accepted based on the school’s selection criteria.

- Location:** How far away from home would you like to be?
Would you prefer a school in a large city? a medium sized city? etc.
What type of climate do you prefer?
What type of neighborhood surrounds the campus?
- Size:** Is a small, medium, or large university best for you?
What are the average class sizes at that school?
Does the size allow for teacher-student interaction?
- Facilities:** Are you interested in doing research?
Do athletic or recreational facilities meet your needs?
Does the school have up-to-date technological resources?
- Cost:** What are the school’s tuition, room and board, and other fees?
What types of scholarships are available?
Is financial aid readily available? How much can your family pay?
- Social Life:** What clubs and organizations are offered? Is there a Greek system?
Do most students live on campus or spend their weekends on campus?
How are the residence halls (dorms) structured?
What is the male to female ratio?
- Philosophy:** Is the school affiliated with a certain religion?
How liberal or conservative is the school?
- Curriculum:** What special majors or programs are available?
Is there a core curriculum that is required of all students?
What is the overall quality of the school’s academic programs?
- Selectivity:** Is this school a high reach school, an average reach school, or a security school?
Have I honestly assessed my GPA, test scores, and activities to determine my chances of being admitted?

SELECTING COLLEGES: A FEW NAMES TO INVESTIGATE

The following list of colleges is intended to give you a few names with which to start your search. By no means should you limit yourself to these colleges. Almost all of the colleges on this list are ones that Seabury students have been admitted to in the past. The colleges are organized by degree of selectivity: Most Selective, Selective or Very Selective, and Moderately Selective.

Keep in mind that the degree of selectivity will vary from student to student depending on GPA, standardized test scores, and other achievements. Please see me with questions so that I can help you figure out more about the colleges you are interested in and about your chances of getting in. **Higher selectivity does not mean that the college is a better choice for you!**

An asterisk indicates a single-sex college.

Most Difficult

Grinnell College

Smith College*

Bryn Mawr College*

Middlebury College

Claremont-McKenna College

Vanderbilt University

Washington and Lee University

Mt. Holyoke College*

Wellesley College*

University of Southern California

Wake Forest University

Skidmore College

Selective or Very Selective

Doane College

Ohio Wesleyan University

Texas Christian University

Knox College

Lawrence University

St. John's College

Cornell College

Evergreen State College

Creighton University

Pitzer College

Hendrix College

Drake University

Truman State University

Hillsdale College

University of Tulsa

St. Louis University

Lewis and Clark College

St. Olaf College

Baylor University

Coe College

Gustavus Adolphus College

Whitman College

Beloit College

Moderately Selective

University of Kansas

Baker University

McPherson College

Washburn University

Kansas State University

Sterling College

Where to get more ideas: The book *Colleges That Change Lives* and its companion website, www.ctcl.com, are excellent resources. The Common Application (www.commonapp.org) is another great place to get information about colleges. See The Internet and the College Process (p. 31) for more websites.

FACTORS THAT DETERMINE ADMISSION

There is no single determining factor in an applicant's admission; each college and university uses its own unique process to assess an applicant's file. While one small private school may have a leaning toward leadership qualities and community service involvement in a prospective student, another small private school may be looking for a student who can benefit from its research facilities or specialized programs. Most colleges rely heavily on GPA and standardized test scores, but some schools take a more holistic approach. There is no magic formula in admissions, which is why the overall impression of your application is so important. As an applicant, you want to do your best to make your application materials appealing to each school on your list. Below is a list of the categories which have the most weight in a college or university's decision on your application.

Strength of applicant's academic program: What courses has the applicant taken? Has the student taken advantage of AP-level courses? Has the student taken the highest course offered in a language sequence? Has the student followed any particular subject area with interest?

Grades in courses: How has the student done overall? Have the student's grades remained consistent? Has the student gradually improved his or her grades? (Inconsistency or decline in GPA can have a strong negative effect on the way an application is viewed!) Do the grades demonstrate strengths or weaknesses in certain subject areas?

Test Scores: Do the student's test scores mirror his or her GPA? What SAT Subject Test results show particular strengths? Do results of the ACT Assessment show potential for college success?

Letters of Recommendation: Is this the type of student who would do well in college? Is this student a leader? Is this student a person who is ready for the adult world? Does the letter reveal any outstanding qualities of the applicant that were not evident in other parts of the application?

Activities: How has the student contributed to his or her high school? Has the student shown commitment to a specific team, club, or group through consistent involvement? How has the student achieved something noteworthy outside of the classroom? Is the student's resume an indication of dedication and genuine interest or simply a laundry list of different pursuits?

Essay and Overall Application Quality: Can the student write clearly? Does the essay introduce the applicant to the admissions committee in a favorable light? Does the essay show an ability to be creative and analytical? Are all parts of the application carefully completed? Does the applicant express genuine enthusiasm about attending the college or university?

Other: Interviews, alumni ties to the school, auditions or portfolios, other special talents, interest in particular majors or programs at the college, etc. Has the student demonstrated a sustained interest in the college by visiting the campus or speaking with representatives?

When the student has put sufficient effort into preparing the various application materials, he or she will consult Mr. Patterson to prepare these materials and send them to the student's selected colleges.

FINANCIAL AID

You can't get it unless you apply for it. Sounds simple, right? Yet, many students who could benefit from loans, grants, and work study never bother to apply for it. The application is not very difficult or time consuming, but it will involve the help of your parents and will require them to submit your family's income tax reports.

The three main types of need-based financial aid are loans, grants, and work study; each type has different requirements.

Loans are often the largest financial awards and these awards are paid back with interest once the borrower graduates from college. Interest rates on student loans are very low (normally less than 8 percent) and an employed graduate can usually make low monthly payments on his or her loans with no trouble at all.

Grants do not have to be paid back and are given either by the government (state or federal) or sometimes directly dispersed from the college or university.

Work study requires the student to take a job on campus upon enrollment. Work study jobs are normally part time and the pay is well above minimum wage. Money earned by the student through work study can be paid directly toward tuition or given to the student to use for books, living expenses, and other campus fees.

Financial Aid Eligibility: To be eligible for financial aid, all students must fill out the Free Application for Federal Student Aid (**FAFSA**). FAFSA forms are sent to a federal government clearinghouse that uses the form to determine your overall financial need based on your family's income and assets. We highly recommend that you submit your FAFSA online so that it will be received and processed more quickly.

Some colleges and universities require an additional form called the **CSS Profile**. This form helps colleges assess what aid a student might need in addition to the federal aid that a student is eligible for based on the FAFSA form. Students must check whether or not a school requires the Profile form and should pay close attention to the deadline for submission. As with the FAFSA, we recommend that you submit this form on line to ensure that is most efficiently processed.

As a rule of thumb, apply for financial aid as early as possible. You do not need to wait to see if you have been admitted to apply for aid. If you wait until the spring to apply for financial aid, there is a very good chance that there will not be any money left for you. The sooner you apply, the better your chances of receiving the financial aid package that you need. To be eligible for scholarships or other so-called merit-based aid from a college or university, pay careful attention to the application deadlines for each school. Many schools require students who are looking for merit-based aid to submit their entire application packet by a certain priority deadline.

FINANCIAL AID, continued

We recommend that you submit the FAFSA as close to January 1 as possible, though no FAFSA forms will be accepted before January 1. College Goal Sunday, a program held every February at the University of Kansas, offers assistance to families completing the FAFSA; mid-February is a good deadline for parents to set for completing the FAFSA.

The CSS Profile should be completed in the fall of a student's senior year, or according to the deadlines established by the colleges to which a student applies, to ensure proper consideration.

A great place to start your own search for financial aid is www.fafsa.ed.gov. At this website, students can determine their eligibility for aid, print out application forms, and view the current status of their application. On www.fafsa.ed.gov, students can also get more information about the following programs: Federal Pell Grants, Federal Stafford Loans, Federal PLUS Loans, Federal Supplemental Educational Opportunity Grants, Federal Work Study, and Perkins Loans. Another great site to start a search is www.collegeboard.com. Fastweb (www.fastweb.com) is a reliable site to use in searching for scholarship opportunities.

When looking for information about financial aid, you might run into the following abbreviations: **SAR** and **EFC**. These two abbreviations are crucial in understanding the amount of financial aid for which you are eligible. SAR stands for Student Aid Report which is the document that summarizes the information that you have submitted on your FAFSA form. The SAR is sent to the schools you have listed on your FAFSA form, and those schools use the SAR to determine the types and amount of aid for which you qualify. EFC, or Expected Family Contribution, appears on page one of your SAR and indicates the amount of money your family is expected to be able to contribute toward financing your education. The schools that receive your SAR will attempt to distribute funds to you in order to make it possible for you to attend the school without your parents having to pay more than the EFC.

COLLEGE PLANNING OVERVIEW

FRESHMAN YEAR

_____ Develop good study habits. Keep in mind that freshman year grades will influence college decisions. **Your cumulative GPA is based on all grades from freshman year to senior year.**

_____ Pursue your interests in specific clubs, sports, and organizations. In particular, develop consistent interests in activities that you find meaningful.

SOPHOMORE YEAR

_____ Take the PSAT in October. This year's PSAT is a practice test and does not count for National Merit Scholarship consideration. Seabury is responsible for registration.

_____ Continue to study hard and stay involved in activities.

_____ Plan summer activities. Seek out academic enrichment programs and special summer workshops/camps for sports, music, science, writing, art, etc. Consider a program abroad. At the least, get a job and work over the summer! As long as you are productive, that's all that matters.

JUNIOR YEAR – Fall Semester

_____ Study for the PSAT with the study materials available from the college counselor and from www.collegeboard.com.

_____ Take the PSAT in October. PSAT scores will be used to determine eligibility for the National Merit Scholarship Program. They also serve as good predictors for SAT scores, and thus will help you determine in advance college options and the need for further preparation for standardized tests.

_____ Do the best you can in school, and make a good impression on your teachers – who will be writing recommendations for you next fall. Keep in mind that colleges will be looking very closely at grades from your junior year.

_____ Stay involved in extracurricular activities.

_____ Participate in the Shawnee Mission and Free State college fairs in October.

_____ Meet with the college counselor and begin forming a list of potential colleges.

COLLEGE PLANNING OVERVIEW, JUNIOR YEAR

Spring Semester/Summer

All families should plan to meet with Mr. Patterson for an individualized conference before the end of the spring semester.

JANUARY

_____ Evaluate PSAT results; begin selecting dates to take SAT and SAT Subject Tests.

_____ Attend college planning meetings with your parents.

_____ Begin making your college list.

FEBRUARY

_____ Register for the SAT and SAT Subject Tests or the ACT (see TAKING TESTS, p. 18-20).

_____ Make plans to visit colleges over spring break (optional, but highly recommended).

MARCH

_____ Continue researching colleges and making plans for spring break tours.

_____ Check with Mr. Patterson about summer programs.

_____ Talk to teachers about taking AP exams; start preparing.

_____ Start planning for SAT Subject Tests. (NOTE: students applying to selective colleges may be required to take two to three SAT Subject Tests.)

_____ Request information and applications from colleges.

COLLEGE PLANNING OVERVIEW, JUNIOR YEAR

Spring Semester/Summer (continued)

APRIL

_____ Write college essays; get essays critiqued by teachers, parents, and peers.

_____ Make sure that your junior year GPA is the best that it can be to ensure maximum success with your applications. Put a little extra effort into classes to ensure that spring semester grades will be strong!

_____ Prepare for AP exams, if applicable.

_____ Prepare your resume and brag sheet (see pp. 22-25).

SUMMER

_____ If you are considering military academies or ROTC, consult Mr. Patterson before leaving for the summer.

_____ Analyze SAT and SAT Subject Test results; plan additional testing days as needed.

_____ Continue visiting campuses.

_____ Attend a summer school program, work, or perform community service.

_____ Narrow down your college list; analyze high, average, and security reach categories.

_____ Research scholarships and begin financial planning.

_____ Download or request application forms as they become available.

Remember that the college process moves very quickly in the fall. Early Decision and Early Action deadlines have a way of creeping up on you; the more prepared you are, the better your application packages will be!

Some unusual deadlines to be aware of:

- **University of California system: November 30**
- **Service academies: November 1**
- **Colleges that offer rolling admissions: Apply in November, or as soon as possible, because spaces may fill up early.**

COLLEGE PLANNING OVERVIEW, SENIOR YEAR

REQUESTING MATERIALS

RECOMMENDATION LETTERS must be requested in writing by the student at least two weeks in advance of the application deadline (more lead time is preferable!). I highly recommend that students request recommendations at the very beginning of the semester. Usually, it is best to ask teachers who have had you during your junior year because they can speak to your present abilities.

Some recommendation forms will ask you to indicate whether or not you waive your right to access the recommendation. **IT IS HIGHLY RECOMMENDED THAT YOU DO WAIVE THIS RIGHT IN ORDER TO ENSURE ABSOLUTE CONFIDENCE IN THE TRUTHFULNESS OF THE RECOMMENDATION.**

Students are also responsible for requesting **TRANSCRIPTS** at least a week in advance of the application deadline. Submitting the College Application Tracking Sheet (pp. 35-36) serves as a request for transcripts.

See the college counseling office for recommendation request forms and copies of the application tracking sheet. Students should sign up to meet with Mr. Patterson well in advance of the date on which they plan to send out their applications!

SEPTEMBER

_____ Meet with Mr. Patterson to discuss your college list and to review your plans.

_____ Inform Mr. Patterson if you intend to apply early.

_____ Make sure that letters of recommendation have been requested.

_____ Add application deadlines to personal and family calendars. (NOTE: The College Counseling Office is not responsible for keeping track of your deadlines!)

_____ Edit and refine college essays.

_____ Register for fall testing as needed (see schedule of testing dates, p. 20).

OCTOBER

_____ Begin to apply to colleges; keep in mind that some colleges will waive application fees if you apply online.

_____ Release standardized test scores as necessary.

_____ Attend college fairs to renew connections with admissions officers.

COLLEGE CALENDAR, SENIOR YEAR, continued

NOVEMBER

_____ Most Early Action/Early Decision deadlines are November 1 or November 15.

_____ Continue working on and sending out application materials. Rolling applications should be submitted as soon as possible.

DECEMBER

_____ Register for the CSS Profile as required by the colleges and universities to which you are applying.

_____ For priority consideration, all remaining applications should be submitted during the month of December.

The College Counseling Office will be closed during the holiday break.

TO RECEIVE THE FULL BENEFIT OF COLLEGE COUNSELING SERVICES AT BISHOP SEABURY ACADEMY, STUDENTS SHOULD PLAN TO HAVE ALL APPLICATIONS SUBMITTED BY THE END OF FINAL EXAMS IN DECEMBER. Do not delay! Unless you make special arrangements with me, you will be on your own after the holiday break begins!

SPRING SEMESTER

_____ Relax. Wait for decisions. Make last minute campus visits over spring break.

_____ Discuss your options with the college counselor, with your family, and with friends.

_____ Please make copies of acceptance letters and scholarship awards for the college counseling office so that the school can maintain accurate records.

_____ Stay focused on academics – you're not done yet. AP classes will assume particular importance; prepare for the exams.

_____ MAY 1: Inform all colleges to which you have been accepted of your final decision regarding enrollment and send deposit check to the one college of your choice.

THE APPLICATION PACKAGE

A completed application includes:

- application form
- Common Application supplement, if required
- required fee
- essay(s)
- resume
- transcript
- teacher recommendation(s) and counselor recommendation
- school profile
- supplementary materials, such as an audition tape or slides of artwork, as needed.

Submitting Applications

As of the 2007-2008 school year, the Common Application, which is the most common method of application used by students at Bishop Seabury, has begun accepting online submission of all applications materials – including recommendations, transcripts, the school profile, and other materials. Because of the ease of online submission – and because colleges generally prefer that applicants submit materials online – Bishop Seabury now prefers that all students submit applications for Common App schools online.

Submitting materials online saves a great deal of time for everyone involved, but to some extent it takes things out of the college counselor's hands and places greater responsibility on the student. Students will be able to track their own applications online to make sure that their recommendations are in, whereas in the past the college counseling office kept track of such materials. When a student begins to fill out the Common App online, he or she will enter the name and contact information for the college counselor, who will complete and submit the School Report, and the name and contact information for two teachers, who will complete and submit Teacher Evaluations.

Many state universities (which are generally not Common App schools) also accept online applications, but as of this writing none of them has begun to accept transcripts online. Students are encouraged to submit their application materials online, but they will have to request that the college counseling office send other materials by mail. In addition, many private colleges and universities do not accept the Common App, although this number is growing smaller every year. Most non-Common App private colleges accept applications online, though they will generally not accept transcripts and other materials online.

Please be cautious when submitting materials online; while it is sometimes easier to submit materials online, it is also easier to make mistakes.

In some cases, students may prefer to or be required to send all materials by mail. In this case, please bring all application materials to the college counselor, who will work with you to coordinate sending these materials together in one package.

With any mode of submission, please see the College Application Tracking Sheet (p. 35) for further instructions.

Please keep in mind that in order to ensure the completeness of a college application, it is essential that students schedule a meeting with college counselor *before* the application is mailed or submitted. A weekly sign-up sheet for meeting times will be posted in the college counseling office.

Students must inform the college counseling office of the additional materials that must be mailed from Bishop Seabury Academy to each college. If you do not submit the College Application Tracking Sheet to the college counseling office, your transcript will not be mailed!

APPLICATION PROTOCOL

- At no time will you be allowed to handle confidential materials such as recommendations.
- **If asked to waive your right to access recommendation letters, it is highly recommended that you do so.** Waiving this right ensures complete confidentiality and that the recommendation will be taken as the sincerest opinions of the recommender. You do not want to look like you have something to hide!
- **Students are responsible for reporting standardized test scores.** (Go to www.collegeboard.com or www.actstudent.org for instructions.)
- You must sign up for appointments in advance on the sign-up sheet. It frequently takes multiple sessions before all materials are ready to be sent out, so do not wait until the last minute!
- Do not sign up for an appointment unless you are certain you are going to attend. College counselors do not like to wait around for a student who never shows up.
- Come to your meeting prepared. If you have forms that need to be mailed out, make sure that everything you need to fill out is completed before you come into my office, or you will be turned away. Do not come into my office expecting to fill out or print out forms there!
- The exception to this rule is when your purpose in meeting with me is specifically to ask questions about how to fill out part of an application form.
- For essays, resumes, and other materials that you attach to an application, you should include your name and either Social Security number or date of birth on each page.
- I will accept no materials in the hallways or between classes. You must bring forms to my office. If I am busy or not present, you can leave them on the table in my office or in my mailbox in the main office.
- **Remember that it is your responsibility to request teacher recommendations and transcripts.** You should give teachers AT LEAST two weeks to write recommendation letters and fill out recommendation forms (if required).. **At no point should students handle their own transcripts or recommendation letters!**

SPECIAL NOTES FOR INTERNATIONAL STUDENTS

1. **APPLICATION FORMS:** Familiarize yourself with application formats as soon as you can. Even if you plan to apply online, it is a good idea to have a paper copy of the application so you can determine in advance what information you will need to provide. Make sure that you download the college's application for international students! Some colleges have separate application forms for international students; others have supplementary forms that you will have to complete.
2. **FINANCIAL CERTIFICATION:** The Department of Homeland Security now requires that all international students submit some proof that they have funds to pay for their first year of college. This requirement will be covered by a form that should be available on each college's website. In general, students will need to submit a bank statement proving that they have sufficient funds, and parents and sometimes bank officials will need to sign the form you download from the website.
3. **TRANSCRIPTS:** You will also need to provide transcripts from all schools you have attended from 9th grade to the present. If you attended another high school besides Bishop Seabury or a 9th grade middle school, you will need to contact that school to request that transcripts be sent to the colleges that you are applying to. Most colleges require that official transcripts be sent directly from the school you attended; therefore, I cannot submit photocopies of your previous transcripts. You may want to have all of these transcripts sent at once so you do not have to contact your previous schools several times.
4. **STANDARDIZED TESTS:** Make sure that you register in time for any TOEFL, SAT, or ACT tests that you plan to take. You are responsible for test registration and for reporting test scores to each college you apply to. See the following websites:

TOEFL	http://www.ets.org/toefl/
ACT	http://www.actstudent.org/
SAT	http://www.collegeboard.com

TAKING THE TEST

Bishop Seabury Academy CEEB Code = 171-680

Recommendations regarding the SAT and the ACT

The college counseling office recommends that **all students take the SAT and the ACT in April, May, or June of their junior year**. After taking the tests at least once at the end of junior year, students can evaluate their scores and decide whether to take the SAT or ACT again in the fall of their senior year. Many students score higher on a standardized test the second time they take it. Colleges will often consider a student's highest score on each section of the exam, even if those scores were achieved on two different test dates, so it is to the student's advantage to take one of these tests at least twice. Most colleges will accept the ACT Assessment in place of or in addition to the SAT.

The easiest way to register for standardized tests is through www.collegeboard.com and www.actstudent.org.

Recommendations regarding the SAT Subject Tests

Students applying to selective college should take the SAT Subject Tests for subjects in which they feel most confident in June of their junior year. Students can take additional SAT Subject Tests in November of their senior year. Some colleges will accept ACT Assessment scores in place of SAT Subject Tests.

Students should take the initiative in learning which SAT Subject Tests are required for the schools to which they plan to apply. Colleges list their SAT Subject Test requirements on their websites or in their handbooks. Take Math and another test of your choice if the school asks for SAT Subject Tests but does not specify which ones to take. If you take an SAT Subject Test Math exam, please check with your math teacher to determine the appropriate level; also, remember to bring a calculator to all SAT Math examinations.

Testing services for students with disabilities

Both the SAT and the ACT provide accommodations for students with a professionally diagnosed disability. Generally, the diagnosis must be within the last three years, although for some disabilities the documentation must be more recent. Please inform the college counselor as soon as possible if you plan to apply for special accommodations so that we can determine the documentation requirements in advance.

The typical accommodation for many disabilities is 50% extra time. In order to qualify for extended time, students must provide Bishop Seabury with a copy of the complete results of their professional analysis. In addition to the regular registration form, students must complete a special eligibility form available by contacting the testing agency of each standardized test. Please note that not all students with disabilities are granted accommodations by the testing organizations.

Important note:

Please make sure that you list the Bishop Seabury Academy CEEB code (171-680) on your SAT and ACT application forms, or we will *not* receive a copy of your scores!

TAKING THE TEST, continued

TEST PREPARATION

All sophomores and juniors at Bishop Seabury Academy take the PSAT examination, which is administered in October of every year. The school is responsible for registering students for the PSAT (but not for other exams), and students will work on test preparation in class. Taking the PSAT is a very important step in preparing yourself for the SAT and the ACT. We do, however, recommend that you do not limit your standardized test preparation to taking the PSAT.

Students can find excellent – and free – planning resources at www.collegeboard.com and at www.actstudent.org. The College Board website offers a free SAT question of the day as well as sample test materials.

At the very least, students should make sure that they are familiar with the format and structure of the exam before test day! Please take advantage of the resources that are available to you!

Other resources can be found at www.princetonreview.com, www.petersons.com, and www.kaplan.com. Students can purchase test preparation books that they can work through on their own or register for online classes.

Kaplan offers private tutoring and classroom instruction in the Lawrence area. The **Strategic Learning Center** (<http://smarttogether.org/tutoring/lawrence.html>; 785-331-3236) also offers tutoring resources at reasonable prices. In addition, **Sylvan Learning Center** (<http://tutoring.sylvanlearning.com/centers/66049/index.cfm>) offers standardized test preparation as well and occasionally conducts free seminars on test prep. Finally, **Multiple Choice Test Prep** (www.multiplechoicecks.com; 800-518-6748) also provides focused, flexible services.

Study of **vocabulary** is one of the most essential elements of test preparation for the Critical Reading section of the SAT. Several vocabulary books that have been specially designed for test-takers are available. One recommended book is *In-a-Flash Vocabulary*, published by Peterson's and available through their website (www.petersons.com).

A SPECIAL NOTE

Students should bring their own calculators for use on any standardized test involving mathematics.

STANDARDIZED TEST DATES: SPRING – FALL 2009

Bishop Seabury Academy CEEB CODE = 171-680

Test Date	Registration Deadline	Late Registration (late fee required)
------------------	------------------------------	--

ACT -----

February 7	January 6	January 16
April 4	February 27	March 13
June 13	May 8	May 22
September 12	*	*
October 24	*	*
December 12	*	*

SAT -----

March 14	February 10	February 24
May 2	March 31	April 9
June 6	May 5	May 15
September 12	*	*
October 24	*	*
December 12	*	*

*ACT and The College Board have not at the time of printing published registration deadlines or late registration deadlines for these test dates. I recommend that you register as soon as you can to ensure your first choice in testing location.

A note regarding SAT Subject Tests: Students applying to selective colleges may have to take SAT Subject Tests as well as the standard SAT. Check the websites and application forms of the colleges you are interested in to determine whether you need to take Subject Tests.

Students who need to take SAT Subject Tests should consider taking them on June 6. You cannot take SAT and SAT Subject Tests on the same date!

Also, please note that SAT Subject Tests are not available at every SAT administration.

STANDBY TESTING: If you miss the late registration deadline, you may attempt to take the test on a standby basis. Contact the school administering the exam for details.

THE COLLEGE ESSAY

Why do I have to write an essay? College counselors hear this question over and over again during the application season. First of all, the essay allows the admissions staff to get to know you as a person, to get a glimpse of you beyond pure numbers and statistics. Secondly, a good writer is generally a solid student and the admissions staff wants to assess your ability to communicate and to organize your ideas.

Writing your college essay is difficult because you have to write about yourself. In many ways, analyzing Hamlet's motivations in a five paragraph essay or explaining why Gatsby could not forget about Daisy may be much easier than writing about what makes you tick, or who has influenced you, or what you want to do with the rest of your life. Do not despair. The college essay is not impossible to craft. You just need a little time to think about your topic and to get your ideas down on paper. Then, you need a little more time to revise, edit, proofread, and to have it read by teachers, friends, and parents.

Before you begin this challenging but rewarding process, here are a few suggestions:

DO

- Be original. Use your own authentic voice. (First person is OK!)
- Remember that *what* you write about is less important than *how* you write about it.
- Use vivid imagery and concise wording. Paint a picture of yourself in action for the reader. As the old adage states, "A picture is worth a thousand words."
- Take time to find and narrow down the right topic. You might have to try out several different topics before you hit on the right one.
- Be confident and persuasive *without being arrogant*.
- Convince the admissions staff that it would be wise to accept you, that you are a good investment. Explain what your future looks like.
- Take a calculated but reasonable risk.
- Carefully consider the phrasing of the essay question. Respond directly to the topic. Don't try to plug in material that does not fit.
- Be a realistic, three-dimensional human being. Know your strengths and weaknesses and put them in writing.
- Give each essay to the college counselor or to an English teacher for review. Give your readers a few days to think about the essay.
- Keep copies on your hard drive, on disk, and on paper. E-mail essays to yourself.
- Spellcheck!
- Proofread!

DON'T

- DON'T wait until the last minute to compose your essay.
- DON'T come across as haughty, arrogant, or superior.

For more on the college essay, see "First Impressions" on pp. 37-38.

THE BRAG SHEET

The following questions make up your “brag sheet,” an important part of the application process. The brag sheet not only helps you to understand yourself, which may give you some good material for your essay, it also serves as a crucial document for the persons who will write your letters of recommendation. The more information your recommenders have about you, the more detailed and specific their letters of recommendation can be. Finally, the brag sheet makes a great “cheat sheet” as you are preparing for interviews.

You will be typing up the responses to each of these questions.

1. List your activities during your time at Bishop Seabury. Include sports, leadership, community service, employment, music, church groups, etc. Explain how these activities have helped you grow and/or learn about yourself.
2. List any awards, honors, or prizes you have received. This can also include elected or appointed leadership roles.
3. What do you consider your most significant contribution(s) to Seabury?
4. What have you enjoyed the most in your years at Seabury? Do you have any regrets? If you could start your Bishop Seabury years over, would you do anything differently?
5. How have you grown intellectually? What do you enjoy about learning? What subjects interest you the most and why?
6. What is your greatest strength? your greatest area in which to grow?
7. Describe two (or more) personal achievements that have given you satisfaction.
8. Have you selected a major for college? If so, what is it and why did you choose it? If not, are you leaning toward one? What are your career interests?
9. What are you looking for in a college?
10. What do you read in your free time?
11. What are your goals for your senior year, both in the classroom and in the school community?

WRITING YOUR RESUME

Including a resume with your application is an easy way to compile your achievements and to submit an organized, detailed list of your extracurricular activities. Your resume should include a list of teams, clubs, and organizations you have been involved in, awards you have received, jobs or community service positions you have held, and other areas of interest outside of school.

Some colleges require that you submit a resume. Most do not require it, but if you have a well-organized resume that is effectively formatted, I recommend that you submit a copy of it.

There is no one “correct” way to draft a resume. Some people like the look of bullets. Some people want to write their information in phrases rather than in complete sentences. You will have to decide what format works best for you. You may want to experiment with a word processing program like Microsoft Office that has a “Resume Wizard” feature that provides pre-formatted templates for your use. The most important quality of your resume is that it be well organized and thus presents information in a format that is easy to read.

No matter what your resume looks like in the end, be sure that it reflects what you have accomplished and what you would like an admissions officer to remember about you. Do not wait until the night before an application is due to begin working on your resume. A nice looking resume takes at least a few hours to complete.

Two samples of how to format your resume follow. Please keep in mind that there is no single right way to create a resume and that these samples are presented merely to give you ideas for how you might craft your own.

Bob Bishop
Social Security Number: 555-55-5555
1234 Seabury Way, Lawrence, KS 66044
785.555.1234; bbishop@yeehaw.com

EDUCATION

Bishop Seabury Academy
4120 Clinton Parkway
Lawrence, KS 66047

Will graduate in May, 2009, after completing rigorous college-preparatory curriculum.

AWARDS AND HONORS

- **Name of the Award, Date**
Describe your academic awards and honors first, followed by elected or honorary positions, sports awards, and AP courses; provide detail whenever necessary; be consistent in your formatting, but try to present each piece of information efficiently; use bold, italics, etc. to make important things stand out and to create necessary contrasts, as in these examples
- **Seabury Scholars, 2008**
Awarded to high school students who demonstrate exceptional academic ability
- **Advanced Placement Courses**
Including AP Literature and Composition, AP European History, AP Russian, and AP Underwater Basket-Weaving BC II

COMMUNITY ACTIVITIES (or VOLUNTEER ACTIVITIES, if more appropriate)

- **Name the Service Program or Location, Dates**
If you have a lot of things for this category, you might break it into two sections; again, please provide detail when necessary
- **Lawrence Memorial Hospital, 2007-2008 (or Fall 2007-Spring 2008)**
Visited cancer patients on a weekly basis, assisted in clerical duties

EMPLOYMENT

- **Camp Kookamonga, Kookamonga, WV, Summer 2006-Summer 2007**
*Assisted in teaching tennis courses to 11-12 year olds
Led wilderness expeditions*

EXTRACURRICULAR ACTIVITIES

- **Varsity Water Polo, 2007-2008**
Team Captain of 20 high school students
- **Forensics, 2006-2008**
Performed prose and poetry pieces in regional competitions

You can adjust the formatting to fit your needs. Just make sure that the necessary information stands out, and make sure that your resume does more than just list your activities. Other categories you might consider including: Summer Programs, Future Plans, Objectives and Interests, Leadership. AP Courses can be listed as a separate section.

Susan Seahawk
1234 Bishop Lane
Lawrence, KS 66044

Bishop Seabury Academy
4120 Clinton Parkway
Lawrence, KS 66047

ACADEMIC RECORD

Ninth Grade

Algebra II	B+
Biology	A-
Latin II	B-
Drama	A
Elements of Civ. IA	
English	B

Tenth Grade

Precalculus	A
Chemistry	B
Latin III	A
Acting I	B+
Elements of Civ. II	A-
English	A-

Eleventh Grade

AP Calculus AB	A
Physics	B
Latin IV	B+
Acting II	A
AP US History	A-
AP American Lit	B

Twelfth Grade

AP Calculus BC	
AP Biology	
AP Latin	
Advanced Drama	
American Government	
AP Literature and Comp	

TEST SCORES

SAT:	600 V	580 M	640 W
SAT Subject Tests:	IC 620		
	CH 580		
ACT:	27		

AWARDS

Seabury Scholars (2008) --*awarded for high GPA*
National Latin Exam (2007, 2008) --*placed in top 10% both years*

EXTRACURRICULAR ACTIVITIES/COMMUNITY SERVICE

Drama	9, 10, 11, 12	
Varsity Basketball	9, 10, 11, 12	-- <i>team captain 11, 12; awarded letter</i>
Habitat for Humanity	10	-- <i>spent spring break in North Carolina building homes</i>
Church Youth Group		

SUMMER EXPERIENCES

Oxford University Summer Program (2007) -- *spent summer studying Shakespeare*

OTHER INTERESTS

Piano --*lessons since first grade*
Horseback riding --*responsible for care and maintenance of my own horse*

COLLEGE REPRESENTATIVE VISITS AND COLLEGE FAIRS

Every year, representatives from numerous colleges and universities visit Bishop Seabury to talk to prospective students about what their campuses have to offer and about what their admissions committee is looking for in a candidate for admission. These visits provide an excellent opportunity for you to learn more about a particular school and to make a positive impression on a member of the admissions committee.

Attending a local college fair will also provide you with an opportunity to visit with representatives from colleges that do not visit Bishop Seabury or to follow up with a representative whom you met with at school. Also, when arranging a tour of a college campus, you should ask about the opportunity of meeting with an admissions counselor.

Below is a list of questions you may want to ask college representatives during a visit or tour:

- Does your college/university offer internship programs?
- What study abroad programs are offered by your college/university?
- How can I arrange a campus tour? an overnight visit?
- What percentage of courses are taught by professors?
- What percentage of students live on campus? What are weekends like at your college/university?
- How safe is the campus?
- What percentage of students are accepted to graduate school/to a professional school that you are interested in?
- Will I need a computer? What is the level of technology on your campus?
- What resources are available for students who need tutoring or untimed testing?
- What is the typical class size?

The representative may ask you to fill out a postcard to be placed on the school's mailing list. Do not be afraid to take or to ask for the materials (viewbooks, bulletins, pamphlets, etc.) provided by the college representative. Remember: The college representative is the school's salesperson, so he or she will want to give you as many brochures and booklets as you would like to have!

THE IMPORTANCE OF PERSONAL CONTACT

When college representatives visit Bishop Seabury Academy in the fall, you are presented with a unique important opportunity to make personal contact with an individual who can assist you in being admitted to that college. This person, if he or she takes away a positive impression of you, can be a great advocate for your acceptance. It is essential to make a positive first impression and to maintain contact with this individual as much as possible (without being pushy) during the application process.

Admissions and scholarship decisions are often greatly influenced by the impression you make when a college admissions officer meets with you at our school! Take advantage of this opportunity to make a great impression!

Here are some suggestions:

ON THE DAY OF THE VISIT: Come to the meeting dressed well. If you are not in the habit of ironing your clothes, this is a good day to begin doing so. Offer a firm handshake when meeting the representative and tell him or her your full name. Maintain eye contact and listen attentively during his or her presentation. Ask intelligent questions. When the session is over, shake hands again, ask the representative for a business card so you may contact him or her, and thank the representative for coming to Seabury. Be genuine and be confident in yourself. Don't overdo your love for the school; just be sincere and frank about your interest in attending that college.

AFTER THE VISIT: Follow up with a letter, phone call, or e-mail. In this communication, remind the representative who you are, where you go to school, and what interests you about the college. Take this time to ask a question or to request materials by mail, or just to thank the representative again for coming to Bishop Seabury. If you do not get a response, do not write more or call again; just know that college representatives are very busy and that they received your message but just do not have time to respond.

AFTER YOUR APPLICATION HAS BEEN SENT IN: If you have never toured the campus, contact the representative and ask about tours, overnight stays, etc. When you visit the campus, try to say hello to that person if he or she happens to be in the admissions office on that day.

THE IMPORTANCE OF PERSONAL CONTACT , continued

CONTACT BY E-MAIL OR BY PHONE

If you have no other means of meeting with a college admissions officer, find out who is responsible for your geographic region and send that person an e-mail, or call with questions you have about the application process. Keeps records of any contact you have with the college. This is the advantage of e-mail – you have an automatic record of the contact. College admissions officers are generally “wired” people, and e-mail is a good mode of communication. In general, avoid asking questions with obvious answers or answers that can easily be found on the school’s website or in readily available publications. Colleges usually keep records of any contact they have with a student, and a record of responsible interaction looks good when your application is being considered.

If you do not have specific questions, you can always e-mail just to say hello and introduce yourself. If you are unable to visit the campus, let the admissions representative know that you are interested and why. Say that you wish you could visit, but that you are unable to do so. Admissions officers know that not everyone has the time or resources to visit campus, and they will not hold it against you if you cannot visit.

A SPECIAL NOTE FOR PARENTS:

Please avoid the temptation to contact colleges for your son or daughter; doing so will give the wrong impression. Colleges want to see an independent young man or woman with drive, initiative, and responsibility. They do not want a student who cannot function without a parent around calling the shots. Please do not give that impression! Arranging a tour over spring break during the junior year may be acceptable, but do not take it much further than that. If your son or daughter has questions about the application process, he or she needs to ask. Parents play a particularly important supportive role in this process, but the applicant has to handle the brunt of the workload! The support you provide should be of a mostly “behind the scenes” nature, as far as colleges are concerned.

FORMAL INTERVIEWS

Some colleges require each applicant to complete a formal interview. Others offer the option, in which case it is generally recommended that you take advantage of this opportunity. Turning down an optional interview raises the question: What is this student trying to hide? Keep in mind that if you interview, you must be prepared to answer some challenging questions – and to ask some challenging questions yourself!

These interviews are conducted either by a member of the admissions staff or by a local alumnus or alumna of the college. In either case, presenting oneself in a genuine and mature light is very important. In many cases, these interviews rely less on the questions of the person conducting the interview and more on the questions that you bring to the meeting. Therefore, proper preparation of questions and research of intelligent facts about the college and possible topics of conversation is essential. (After all, you don't want to simply sit and stare at each other for thirty minutes.) The person interviewing you will ask you plenty of "why" questions such as "Why this college?" "Why that major?" "Why should we accept you?" Be prepared with solid answers. Study your brag sheet to reacquaint yourself with yourself.

INTERVIEW QUESTIONS AND TIPS

These are actual questions asked of students in the past. Before an interview, you should be prepared to answer questions like these.

- Tell us about an ethical dilemma you have faced and how you dealt with it.
- What makes you think that you would benefit from attending this school? (Variants: What attracted you to our college? Why do you want to go to this college? Be specific in talking about the qualities of the school in question, not about college in general.)
- What is your best quality?
- What is your worst quality?
- Who is your favorite teacher and why?
- What are your favorite classes and why?
- What do you do outside of school? (Don't just say "reading," for instance. Talk about a few books or periodicals and why you bother to devote your time to them.)
- Describe yourself as your friends see you. (Variant: If your friends could describe you in two adjectives, what would they say?)
- What makes you stand out in our applicant pool?
- Describe yourself in five words.

And, last but not least, the ever ambiguous:

- Who are you?

The essential dictum is this: *Know thyself*. Be prepared to discuss your strengths as well as areas for improvement. When discussing your weaknesses, explain how you plan to improve yourself in coming years. Be honest. Remember that you are the greatest expert there is on the topic of you.

FORMAL INTERVIEWS: QUESTIONS AND TIPS, continued

Another way to prepare for the interview is to think about the temporary memory cache on a computer. Your computer can pull needed data that it has stored in its temporary cache a lot more quickly and efficiently than it does when searching the whole computer for that data. You want to make sure that you have your knowledge of self stored in a part of your brain that is easily accessible.

You might also bring a resume to the interview—if you have one that looks good! If you want to really impress a college admissions officer, you can type up the answers to the above questions (or type up your brag sheet so that it looks presentable and reads nicely), proofread your answers(!), and have them at the ready in the event that you don't get a chance to cover everything at your interview. Consider the following scenario:

COLLEGE ADMISSIONS OFFICER: Is there anything else you'd like to tell me about yourself?

YOU: Actually, I have a few things in mind that we didn't get a chance to cover, but I know that we are out of time. Could I give you a copy of my resume and this interview sheet?

CAO: Indeed. Quite impressive!

Some schools put a twist on standard interviewing techniques:

- At one school, the applicant conducted the interview himself and asked questions of the college representative. He was not warned in advance of this reversal of expectations!
- At another school, the applicant filled out a questionnaire and was asked questions based on his responses.

In short, be ready for anything!

ASKING QUESTIONS: Make sure that you study up on the college before the interview. Do not ask basic questions that can be found in the viewbook or on the website. Ask questions that relate to your personal needs and interests.

FOLLOW UP: Make sure that your interviewer remembers you. **Send a thank you note.** Colleges generally keep records of contacts you make with the admissions office, and as long as you are judicious and not too pushy, these contacts will reflect well on you. (Do not call up the admissions office every week with a frivolous question.) A strong record of contact with the admissions office will tell them that you are a serious and responsible candidate. A personal note to your interviewer may make him or her your advocate when the time comes to discuss your application with the committee.

THE INTERNET AND THE COLLEGE PROCESS

... some websites worth investigating:

www.collegeboard.com – register for tests, use MyPath feature

www.actstudent.org – register for tests, planning features

www.fafsa.ed.gov – the site for the federal application for financial aid

www.finaid.org – the best site for financial aid information

www.fastweb.com – good scholarship search engine

www.princetonreview.com – test prep, Counselor-O-Matic

www.petersons.com – useful in college search, good stats on colleges

www.fairtest.org/optinit.htm – list of SAT optional schools

www.usnews.com/usnews/rankguide/rghome.htm – the infamous rankings; take them with a grain of salt

www.ctcl.com – Colleges That Change Lives (highly recommended for the college search)

www.commonapp.org – home of the Common Application

www.washingtonpost.com – search for “Jay Mathews” and read his Class Struggle column; free therapy

www.collegedata.com – hot site; relies on self-reported data, so not everything there will be perfectly accurate or statistically representative

GLOSSARY AND LIST OF RESOURCES

Common Application: The Common Application is a great resource for students who are applying to more than one college or university which accepts the application. For a list of member schools, come to the College Counseling Office for a paper copy of the application or visit www.commonapp.org where you can apply online or download a copy for your use. You can also use the online version of the Common Application to type in all of your information and to print out multiple copies for your use (recommended!).

Early Action: Early action is a non-binding early application which is generally due in early November. Students are notified of their status in mid-December. Students who are admitted to a school under an early action program may still submit applications to other colleges and universities.

There are now two kinds of Early Action (EA) programs: unrestricted and single-choice. Unrestricted Early Action programs place no limitations on the applications you submit to other schools. **Early Action Single-Choice (EASC)** is a relatively new development in college admissions. Schools that offer EASC (such as Harvard, Stanford, and Wake Forest) allow you to apply early, but only if you agree to not apply *early* anywhere else; you may still submit regular decision applications to other schools. With either kind of EA program, you have until May 1 to decide which school you will be attending; that is, both kinds of EA are non-binding.

Early Decision: This is a binding early application with a usual due date of November 1st. Students who are admitted under Early Decision (in mid-December) must attend the college or university to which they have applied. If a student is deferred from Early Decision (ED), he or she may apply to other schools. Students who cannot attend their ED school because they did not receive sufficient financial aid may be released from their commitment. This exception is rare and students should take financial concerns into consideration when selecting a school for early admission. Some schools also offer Early Decision II which is also binding but offers a later deadline.

A few notes on early decision programs:

- If you have a clear first choice and if you are well qualified compared with other students applying to this particular school, ED may give you some advantage. An ED application implies that you are seriously committed to the school in question, which may count in your favor.
- If your profile (in terms of test scores and GPA) is below average for the school you are applying to, ED may work against you because the ED applicant pool may be stronger than the regular decision pool.
- Students in need of financial aid should be especially cautious about ED. Complete financial aid packages are usually not offered until spring, and by that point you may have committed yourself to a college your family cannot afford.
- Also, please keep in mind that making a commitment by November 1 is simply not something that most students are ready to do. ED requires a lot of thinking and planning; please meet with Mr. Patterson to discuss your options before planning on going ED!

GLOSSARY, continued

Mid-Year Reports: These forms, along with a transcript which includes your seventh semester grades, are mailed in mid to late January to the colleges and universities to which you have applied .

NCAA Clearinghouse: If you plan to play Division I or Division II athletics, you must be certified by the NCAA Clearinghouse. The NCAA Clearinghouse determines each athlete's eligibility by checking whether or not he or she has graduated from high school, earned a minimum GPA, and earned minimum SAT or ACT score. You must register with the Clearinghouse during the application season (but not before the start of your senior year) to ensure that your paperwork is in process as recruiters consider your credentials.

Reach Categories (High, Average, and Security): While it is difficult to define these categories for students in general, a college or university that accepts less than 40 percent of applicants should be considered a high reach for any student. A security college is one that you are almost certain to get in to. KU is a security college for anyone who meets the Board of Regents Qualified Admissions criteria. (See www.admissions.ku.edu for a detailed description of QA requirements.)

Rolling Admission: Schools which offer rolling admission will inform applicants of their admissions status about a month after the application is received. The rule of thumb with rolling is: The earlier, the better. As the application pool rises, selectivity increases and a student's chance of being admitted goes down. Some schools are now using the term "express application" or "priority application" for rolling admission.

Wait List: If you receive a letter indicating that you have been placed on a wait list for a college or university, there are several steps that you need to take in the event that you would like to remain on the wait list.

- First of all, immediately send the "return card" back to the school that has offered you a wait list spot.
- Second, you need to send a deposit to a school to which you have gained admission.
- Next, draft a letter to the wait list school expressing your continued interest and highlighting any recent accomplishments. The letter should be polite yet persuasive. If you are placed on the wait list at your first choice college, do not be afraid to tell them in the letter that their school is your top choice. Using the phrase "intend to enroll if taken from the wait list" will catch the eye of the committee members who are making decisions on what wait list candidates will be admitted. If it is not your first choice, do not lie, but do feel free to express continued interest in that school.
- If you know an alumnus or alumna of the school, you might have that person write a letter to the admissions office if his or her recommendation was not part of your original application.
- Also, the college counselor at Bishop Seabury can make a call on your behalf.
- Most of all, wait patiently.

OTHER REMINDERS

- Check the hallway bulletin board for updates. I frequently send updates to parents and students by e-mail; make sure that I have your correct e-mail address.
- Make sure you have a snapshot of yourself. Some application forms will ask for one. Whether they ask for it or not, it's a good idea to send one anyway. **Anything you can do to make yourself seem more like a real, live human being is good!**
- The **Common Application** can be a great resource for students applying to multiple colleges. Please visit www.commonapp.org for more details.
- Check out the **Midwest Student Exchange Program** on the Internet. This program offers discounts to students in the Midwest applying to state colleges in other Midwestern states. You have to apply for this program, and it is competitive.
- Once again, let me reiterate the value of **personal contact**. Many colleges document your contacts with the admissions office. The more an applicant makes contact in a responsible way with the college, the more favorably that application will be viewed. In our current college admissions climate, you are trying to sell the idea of yourself to the college, not the other way around. Students, do not force your parents to do your work for you!
- Finally, remember that this process is demanding, but it does not have to be demeaning. The college application process is about finding out what school is going to be the best place for you to continue the next phase in your life. What college you go to does not determine how the rest of your life is going to turn out. **People who go to Ivy League colleges are statistically not more successful than those who go to state colleges or lesser known schools.** There are hundreds of great colleges out there, and your future is not going to hinge on whether one particular school accepts you or denies you.

Studies show that the number one factor influencing whether or not people are happy with their college careers is the attitude that they bring into the educational experience. If you are determined to learn and to grow, you will learn and grow!

Think of this process as a chance to discover what makes you unique. There is so much excitement, possibility, and potential ahead of you. Only you can make it happen

COLLEGE APPLICATION TRACKING SHEET

STUDENT NAME _____

NAME OF COLLEGE _____

Student: You *must* fill out this form for your transcript and recommendations to be processed. Please allow the college counseling office at least one week to process your request for transcripts. Recommendations should be requested at least two weeks in advance.

When you are ready to submit this form, please sign up for a conference with the college counseling office so that the counselor can review your request and answer any questions.

Application Deadline _____

Application Method

Common App	_____
Online (not CA)	_____
Hard Copy	_____
Early Decision	_____
Early Action	_____

Your completed application includes

- application forms
 - supplement (for Common App schools)
 - essay(s)
 - fees
 - resume (recommended)
 - additional materials (optional; please specify).
- _____

Date application materials submitted _____

All of these materials should be submitted together. If you are submitting materials by mail, please bring the prepared application materials to the college counseling office so that all of your materials may be sent together in one package. Please provide a copy of your application materials for the college counseling office. You should print a hard copy of all online application materials.

In addition, students are responsible for submitting all standardized test scores. You may submit ACT, SAT, or both; not all colleges require SAT Subject Tests. Please indicate below the date on which you requested score reports from the testing agency.

ACT _____

SAT _____

SAT Subject Tests (specify) _____

Please indicate teachers who will submit recommendations for you:

1. _____

2. _____

By completing this form, I am indicating that I wish my transcript to be sent to the college or university mentioned above.

SUPPORTING MATERIALS

This section to be completed by the college counseling office.

Dates submitted/method:

School report _____

**Recommendations
(teacher)** _____

Additional Materials/Comments:

All midyear reports will be submitted in January.

OUTCOMES

Decision

Accepted _____

Denied _____

Wait Listed _____

Scholarship/grant offers

(please indicate dollar amount)

Matriculating (Yes/No) _____