



GRADE EIGHT

“It is the middle of winter, and your college advisor is scheduled to meet with my class. BUMMER!! Why is this necessary? I am just an eighth grader!”

It is not surprising for students and parents to question why college admission should even be thought about in the eighth grade. One important reason is that eighth grade students are at the threshold of their secondary education. While the school has made most of the decisions for students up to grade eight, students and their families will have decisions to make during the eighth grade that can and will affect college choices. Think of it as a domino effect.

The school motto is *“Academic Excellence under the Sovereignty of God,”* and it is important for eighth graders to understand the importance of their academic profile. The Covenant School has students of varying abilities, and by the end of the eighth grade year it is time for students to question whether they have been working up to their potential or have just been getting by. If the latter is true, the time has come for students to achieve at the level of their God-given abilities, whatever they may be. Colleges, too, accept students of differing academic abilities, and it is important for students to stretch themselves and to achieve their academic potential.

Perhaps the most important consideration in college admission is whether a student is engaged in a course of study **challenging** to his/her level of ability. To state this another way, colleges are interested in admitting students whose level of coursework is commensurate with their level of ability. Therefore, if a student has the ability to succeed in Honors level courses but has not earned the grades to be recommended for the higher level courses as the school years progress, college options will be adversely affected. The domino effect will have taken its toll.

Along the same lines, most eighth graders need to make choices in the area of foreign language. *“Should I continue with Latin? Should I begin a new foreign language? Is it possible that I could pursue two languages concurrently?”* These are valid questions and deserve serious thought and discussion. Parents and students should engage their college advisor in discussions about matters of this kind, as the long-range implications are important.

For the reasons explained above, the end of the eighth grade year is every bit as important as any high school year. And when students return as freshmen the following fall, they should be prepared to function in a committed way in this important, foundational year so they can glean as much as possible from the excellent educational opportunities at The Covenant School. To facilitate this, several things are important:

1. Be regular in school attendance and get to school on time.
2. Develop strong listening and note-taking skills.
3. Actively communicate with teachers, both for affirmation and for constructive criticism.
4. Request extra help when you know you need it (do not wait for the teacher to tell you to come in for extra help).
5. Within the context of your abilities and teacher recommendations, schedule the most rigorous program you can handle in grade nine.
6. Be pro-active in the projection of a long-range academic plan. Be especially sensitive to the fine arts credit requirement. It is not a good idea to delay scheduling an arts credit to the senior year.

In addition to the suggestions above, students will benefit from integrating a 15-minute period of non-assigned reading with other activities of the day. Choosing a news magazine such as *Time*, *Newsweek*, or *U.S. News and World Report* is a strategy for developing vocabulary and reading comprehension skills.

**THE FOLLOWING INFORMATION IS
IMPORTANT FOR STUDENTS WITH
DIAGNOSED AND DOCUMENTED LEARNING
DISABILITIES FOR WHICH EXTENDED TIME
HAS BEEN RECOMMENDED:**

When a student has been authorized to receive extended time on tests and quizzes at The Covenant School, and when the student exercises this option, the College Board also is likely to authorize extended time on standardized tests. The best time to initiate the process is during the summer between the 8th and 9th grades, as Covenant students take the PSAT for the first time during grade nine. The process involves the following:

1. A clinical evaluation that is less than five years old and student accommodations at Covenant for at least four months.
2. The parent should discuss this option with your college advisor who initiates the process with the College Board.
3. Your college advisor has the form that facilitates the process, which includes a section to be completed by the student and a parent.
4. There is a section that your college advisor then completes prior to mailing the form to the College Board.
5. The process must be initiated not later than seven weeks prior to the first College Board standardized test.
6. The College Board will send the student a letter that specifies the amount of additional time authorized and the authorization number assigned to the student.
7. When registering for the SAT Reasoning or Subject Tests for the first time, a copy of this letter must be enclosed with the registration materials.
8. Once extended time has been authorized by The College Board, it remains in effect throughout the student's tenure at The Covenant School.

Selective Colleges: A Context

Students interested in applying to highly selective colleges must begin to consider college

admission issues within a larger context not later than the beginning of the freshman year. Doing so will help them to recognize opportunities that will make them stronger candidates for admission. To begin, it is critical for students to understand that it is college **faculty** who communicate to admission deans the kind of students they want in the classrooms. The base line requirement of faculty is that admitted students should have high school records that reflect they are working to potential. Additionally, they want the Office of Admission to enroll students who exhibit new ways of thinking about old knowledge, as this defines students with strong analytical and critical thinking skills. Professors like their classrooms to have an aura of intellectual energy; therefore, they want students who are excited about their learning and willing to risk sharing their ideas with others in the class. They welcome students for whom there is evidence of a love of learning *for learning's sake*. Professors can distinguish early on between students who are grade-grubbers and those who simply love to learn. How does an Office of Admission identify such students?

Both the school record and the application itself provide the clues for identifying such students. One way is when it becomes clear from reviewing a student's application that there is an interest in scholarship that is more far-reaching than the classroom. Such students go above and beyond their school work, seeking out a mentor in an academic area of particular interest. They often complement school classes with coursework at a local college or community college. They may become engaged in research with someone of note in the community. They choose to use part of the summer to engage in an activity of a scholarly nature. They exhaust a school's top offered courses, may have had their writing published (perhaps in the school's literary magazine) and have won academic honors in and/or outside of school. Honors that are of regional, state, and national stature are particularly revealing. Finally, the essays of such students are exemplary and make it clear that they know how to apply their fundamental knowledge creatively, and provide evidence of original thinking.



FRESHMAN YEAR Getting On Board

Ninth grade students have a once-in-a-school-lifetime opportunity. The academic record that is mailed to colleges begins with grade nine. This means that the academic record sent to colleges does **not** include grades earned prior to grade nine. However, the transcript **will** make clear, when appropriate, the high school courses that may have been pursued in grades 7 and 8, such as Algebra I (and in some cases, Geometry) and foreign language.

After the initial adjustment to the ninth grade, wise students will consider how they will spend their out-of-classroom time. Although this is **not** as important as the development of a student's academic record, the extra-curricular profile does matter in college admission, and the earlier it begins, the better. It is time to consider not just the options at Covenant, but also opportunities in the larger community. It does not matter whether activities are pursued within the school or elsewhere. The important thing to remember is that, by grade 12, students should have two or three well-developed activities to which they have made a commitment and in which they have been seriously involved. This is far preferable to spending a year in this and a year in that. The end result is that the student should have developed expertise in two or three areas and be able to show leadership positions and personal growth, all of which becomes clear to college admission officers as they evaluate applications. The area of expertise may be of extreme interest to the college when the entering class is being shaped. The summer months should not be overlooked as an opportune time either to continue to develop out-of-classroom interests or to build academic credibility by pursuing an academic endeavor.

Students sit for the Preliminary Scholastic Assessment Test (PSAT) in grades 9 and 10 as practice for taking it again during the junior year. The PSAT was developed by the Educational Testing Service as a practice test for the SAT Reasoning Test (formerly known as the

SAT I). Students who perform well on the junior-year PSAT may be recognized by the National Merit Scholarship Foundation. The SAT Reasoning Test is the most widely recognized college entrance exam in our country, however, the ACT is quickly gaining equal acceptance. We encourage students to take both the SAT Reasoning Test and the ACT test. Students need to check with their prospective colleges to determine whether both tests are acceptable.

In mid-winter, two important issues to be considered are class schedules for grade 10 and SAT Subject Tests. When requesting courses for the sophomore year, students should remember the importance of taking the most rigorous course load they can handle and for which they have been recommended.

SAT Subject Tests (formerly known as SAT IIs) are achievement tests for a number of subject areas. While it is not common for freshmen to sit for SAT Subject Tests, some certainly do so. The subject areas in which TCS students may want to take the test in June following the freshman year are World History and, when appropriate, Biology. Registration Bulletins are available in the Office of College Advising, and students are encouraged to discuss subject test options with their college advisor.

Activities for Freshmen

- Familiarize yourself with TCS graduation requirements.
- Take as strong a course load as you think you can handle and for which you have been recommended.
- Strive for a high level of performance to enhance the possibility of your being recommended for Honors level courses.
- Commit to attending school regularly.
- Evaluate your ability to take notes and prepare for exams. Seek ways to improve your skills.
- Learn where the College Advising Office is.
- Learn where the informational bulletin board is. Do not be shy. You need to learn how to use the resources, and your college advisor wants to get to know you.
- Commit to a 15-minute time period in every day for pleasure reading.
- Begin discussing colleges with your parents in a general way.
- Develop two or three out-of-classroom activities in which you will be able to demonstrate serious involvement and commitment by the time you apply to colleges as a senior. These activities do not have to be at Covenant, however serious commitment is critical.
- Determine whether it is appropriate to take an SAT Subject Test in a particular area at the June test date (discuss this with your college advisors).
- Parents: Create a file into which you regularly put information about your child's honors, accomplishments, and out-of-classroom activities.
- Students: Start a résumé (activity profile) to which you can add activities over time.

MY NINTH GRADE YEAR

ACADEMICS

CLASS

FINAL GRADE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ATHLETICS

SPORT

CAPTAIN (YES/NO)

_____	_____
_____	_____
_____	_____
_____	_____

AWARDS

COMMUNITY SERVICE

SUMMER PLANS/WORK

OTHER

SOPHOMORE YEAR



Establishing Academic Credibility

During the sophomore year, academic credibility continues to be important and consideration of college admission issues begins in a serious way.

In October, sophomores will take the PSAT again for practice. Also during the sophomore year, students should make a concerted effort to visit the College Advising Office (if they have not already done so) and learn how to use the resources there. This is an office for students as much as it is for your college advisors, and they are welcome to use the office resources whenever college advisors are not in conference. It is important for students to develop the habit of reviewing the College Advising information board several times a week.

General family conversations about colleges are encouraged during the sophomore year. Parents should find time to open channels of communication concerning the location, size, and costs of colleges. It is also a good time to take advantage of our local resources and visit UVA or other colleges close to Charlottesville. During the spring, the Regional College Fair comes to one of the area public schools, and sophomores are encouraged to attend and speak with college admission officers.

The student résumé (activity profile) should be further developed during the sophomore year and the summer following it.

Out-of-Classroom Profile

In addition to having an unusually strong academic profile, students interested in top-tier colleges and universities must distinguish themselves in other ways. Students would be surprised by the degree to which students look alike in terms of their out-of-classroom experiences. If you look like the majority of candidates who show membership in clubs, Young Life, newspaper, yearbook, etc., what is there to compel an admissions committee to select you from other candidates who are also academically strong? Not much. What, then, distinguishes some students from others?

- Leadership in Student Government and Yearbook (Editor-in-Chief)
- Leadership in several clubs and/or student council and/or as an athletic team captain.
- Involvement in the school's literary magazine
- Founding of a club or an activity
- Serving on a regional board (ie., the Charlottesville-Albemarle Youth Council)
- Developing and being recognized for a high level of competency in some area
- Significant level of commitment and follow-through in several areas of interest
- Effective writing to show how you have developed and grown as a result of your activities
- Effective writing to show how you may have influenced others in a positive way
- Effective writing to show how your attitudes about social issues may have developed or changed

Finally, it is important for students to seize opportunities others may not see, whether in the school or in the community. These might be of a political nature, a social service (over and above club, service, or church projects), or involve a neighborhood or the community. The key is to initiate a new way of thinking or to develop a program (addressing an environmental concern, for instance).

Activities for Sophomores

- Review TCS graduation requirements.
- Continue to strive for a high level of academic performance.
- Commit to attending school regularly.
- Continue to evaluate your progress in writing skills, note taking, and preparation for exams. If you are not satisfied in any area, seek help from teachers.
- Begin your research of colleges and universities in a general way. Talk with your parents and close friends of the family about colleges.
- Learn about the resources in the College Advising Office, and use them.
- Develop the habit of reading information on the bulletin board across from the College Advising Office.
- Increase your period of reading for pleasure to a minimum of 30 minutes per day.
- Attend the Regional College Fair program in the spring.
- Visit a near-by college campus, just to get the feel of it.
- Take the PSAT in October.
- Take SAT Subject Tests in appropriate courses (such as biology and World History) in June. Students may register using materials obtained from the College Advising Office, or they may register on-line at www.collegeboard.com.
- If you have not begun to develop a record of your activities, do so. If you have started one already, add to it. Remember that activities pursued in depth and with commitment are the goal. Activities do not have to be at The Covenant School.
- Consider participating in summer activities, academic in nature or otherwise. You might be a mentor for someone in the community or participate in an academic summer program or get a job.

MY TENTH GRADE YEAR	
ACADEMICS	
<u>CLASS</u>	<u>FINAL GRADE</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
ATHLETICS	
<u>SPORT</u>	<u>CAPTAIN (YES/NO)</u>
_____	_____
_____	_____
_____	_____
_____	_____
AWARDS	

COMMUNITY SERVICE	

SUMMER PLANS/WORK	

OTHER	

JUNIOR YEAR

Getting a Positive Start

Although it is true that the eleventh grade is probably the most critical year in preparing for college admission, it is **not** true that “it is all over” after the junior year. Eleventh grade is critical when reviewed within the context of what happened prior to and after the junior year. If the junior year program of study and grades are stronger than they were in grades nine and ten, this is important in a positive way. If they are weaker, this, too, is important information – in a negative way. When the junior **and** senior programs of study are particularly strong, this is positive. If the junior program was strong and the senior program is weak, this is not a good sign. Students’ academic profiles should progress in strength to the junior year and remain strong throughout the senior year.

Calendar of Events and Activities

FALL



Return to school understanding the importance of a strong course of study and correspondingly good grades.

Review requirements for graduation and also the admission requirements for colleges under consideration. Are the courses you have taken, and are taking this year, consistent with these requirements?

WINTER

Keep your academic energy high. Keep those grades up. Remember that your performance this year will determine the courses you might (or might **not**) be offered in the senior year.



Standardized Testing: Take the SAT Reasoning and/or ACT Tests

Most colleges require one sitting of the SAT Reasoning or ACT tests, and students should first register to take these tests at either the Jan/Feb or Mar/Apr sitting of the junior year. Registration Bulletins are available in the College Advising Office. Registration can also be accomplished online at www.collegeboard.com and www.act.org. Students hoping to elevate

their scores then have the option of re-taking these tests later in the spring or in Sept/Oct of the senior year.

College Advisor Conference

The Office of College Advising conducts a seminar for juniors and their families during January. Following this seminar, schedule a time in February or March to meet with your college advisor. This is important so that you learn more about the college admission process. Also, this is an opportunity for your college advisors to learn more about you so that you will be presented to colleges in the most positive light. We create your senior class schedule at this time.

SPRING



Re-take the SAT Reasoning or ACT Tests. If you are trying to improve your test results, re-take these tests in May or June.

Take the SAT Subject Tests. Although not all colleges require them, the highly selective ones require students to sit for one or more SAT Subject Tests. Because these are achievement tests, students should take them at the time they are likely to score highest on them. Therefore, the logical time for the highest scores to occur is at or toward the end of a course. The recommendation is for students to take SAT Subject Tests in June when they should benefit from the time invested in studying for TCS year-end exams. Students may take one, two, or three tests at one sitting.

The College Board Code Number for The Covenant School for both SAT and ACT is **470433**.

The Covenant School will be a national test center for the SAT Reasoning and SAT Subject Tests in October and in the final two administrations in the spring. The Center number is **47193**.

We also host the ACT in September, February, and June. The Center number is **229450**.

AP Exams

Students enrolled in Advanced Placement (AP) courses are expected to take the AP exam. The exams are given in May with registration occurring in February.

Many colleges will award credit to students earning scores of 3, 4, or 5 dependent on the college and your expected field of study.

RESEARCH, RESEARCH, RESEARCH

Now is the time to make a list of the colleges you are considering. Think of the criteria you will use to select a college. Visit the College Advising Office to review resource books and files. Use computers and college websites to learn more about a college. As you narrow the list, use spring break to visit some of the colleges you find most interesting. (For more information, see **The College Search** on page 10.)

Visits to Colleges – see page 13.

Regional College Fair

Each spring, there is a large college fair in the Charlottesville-Albemarle area, which rotates among Charlottesville, Albemarle, Western Albemarle, and Monticello High Schools. This is an opportune time to gather materials about various colleges and universities and to meet and speak with representatives of colleges.

Activities/Community Service/Honors Résumé

Spend time developing this information for colleges. It should include leadership positions and the number of years of involvement. Activities should **not** be confined just to your activities at TCS. Colleges are interested in activities showing a depth of commitment, wherever this may have occurred. However, **do** confine activities to those beginning in grade nine. (Refer to page 5 for perspective on developing a profile for out-of-classroom activities.)

Teacher Recommendations

Decide on two teachers (11th or 12th grade teachers) to ask to write recommendations for you. Make this an easy task for them by asking them by the end of the junior year. Provide them with your name and the draft resume you have prepared. Some teachers may request a meeting

with you. Respectfully ask that they route their letters to the College Advising Office for inclusion in your file. Have letters from outside sources sent to your college advisor.

MY ELEVENTH GRADE YEAR

ACADEMICS

<u>CLASS</u>	<u>FINAL GRADE</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ATHLETICS

<u>SPORT</u>	<u>CAPTAIN (YES/NO)</u>
_____	_____
_____	_____
_____	_____
_____	_____

AWARDS

COMMUNITY SERVICE

SUMMER PLANS/WORK

OTHER

The College Search

A college education is a major financial investment for a family, yet many families engage in more thorough research before buying a new car than in looking into higher education options. The long-range benefits of higher education outweigh those of even the most wonderful automobile. After all, the years spent pursuing a baccalaureate degree exact enormous influence on young adults, academically and otherwise. For example, one's ways of thinking may be changed dramatically, life-long relationships are likely to be formed, and attitudes about many things will be developed. Investigating college options is an important activity, and there are significant factors to consider during this investigative process. In researching colleges, students should develop a list of possibilities, formulate questions of importance to them, and arrange visits to college campuses of interest.

Additionally, the business of choosing colleges is quite personal. Just as teenagers often are influenced by magazine advertising and become interested in the newest fashion trends, they and their parents, also can be influenced by national rankings in the media to become interested in certain colleges. Such institutions, however, may not fit the academic interests, social needs, budget, and style of the student.

Whether Ivy League, Christian college, state university, or small private college, a student can get an excellent college education. It is a matter of making the best possible use of the institution's resources, wherever they may be.

So it is that students need to go BEYOND information presented in rankings and literature published by schools. After all, schools capitalize on strengths in their publications, making it almost imperative for students to create a list of questions about matters important to them. For example:

What percentage of graduates have job offers at graduation?

What percentage continues into graduate study?

What percentage gets into law school? Medical school?

What companies/corporations recruit at your school?

What honors have been bestowed upon faculty? Who are they?

In what activities are faculty currently engaged? Publishing? Research?

How accessible are professors to students outside of class?

Who are some of your eminent alumni?

Does your school have a ceiling on the number of AP credits it will confer?

May exceptional undergraduates enroll in graduate level courses?
Are there Honors programs for freshmen?
Distinguished Majors programs?

Is there a Phi Beta Kappa chapter on campus?

Are there research opportunities for undergraduates?

Are freshman courses taught by professors - or by graduate teaching assistants?

Are there communication problems because professors are foreign?

Are there opportunities for interdisciplinary study?

You might feel overwhelmed when first thinking about choosing a list of colleges which would be a good fit for you. If taken in steps, however, the process can be organized and interesting.

A major step in researching schools is to read as much as possible about various institutions.

Many schools routinely send literature to students who have taken the Preliminary Scholastic Assessment Test (PSAT), but many excellent colleges and universities cannot do so. This is because interest in these schools is so high that their budgets do not allow sending materials to students who do not request them. And, you do not want to miss the opportunity to learn about these schools.

One way you may learn about colleges is via the internet. Additionally, in the College Advising Office, files have been created on hundreds of colleges, and there is a mini library of the “Big Books” on college admission. To get the most out of these resources, you need to make some decisions about characteristics of importance to you prior to doing your research. Your responses in the Senior Questionnaire will help direct your focus as it relates to size, location, characteristics and competitiveness of the student body, academic programs, co-curricular activities, and cost. Let’s examine these one by one.

Size

Have you envisioned yourself at a large university with an undergraduate student population of 15,000 or larger? Do you think you can function in a large lecture hall in which there may be as many as 500 students? Coming from a school as intimate as Covenant, will it bother you that a professor may not know you by name? How will you cope in an environment in which research may be valued more highly than the quality of teaching? To be successful in such an environment, students must be assertive and resourceful. They not only must be comfortable with seeking out what is interesting to them; they must actually **enjoy** being persistent in getting their needs met. Whether it is getting into a class that is closed, becoming involved in activities of interest, or finding help when academics are not going as well as they should, it will be on your shoulders to make things work for you. Some of you will thrive at such a place; others of you will not, and should focus on smaller institutions. At smaller schools, generally there is much more direct contact with professors and administrators in the school, a stronger emphasis on the quality of the classroom experience, and more individual

support of students.

Location

How important is it that you are within a 2-hour radius of home or that you remain on the East Coast? Are you interested in being in the center of town or will a college located in a rural or suburban area be a better fit for you? Are you more interested in being in a place where the college is the focus of a city/town’s activity (such as Lexington) or is a large metropolis such as New York, Chicago, or Philadelphia more interesting to you? When thinking about such issues, consider both your comfort level and the potential costs of the area.

Student Body: Characteristics

When you visit colleges, you will find that each exhibits a distinct quality. What is more appealing to you, a student body that is truly diverse, with students of many races and varying cultures, or one that reflects homogeneity, with the preponderance of students being more alike than not? Are you determined to go to a co-ed school? Or would you appreciate the special qualities of a single- sex college? Would you prefer to consider only Christian colleges? Are you hoping to identify colleges with an intellectual bent, or would you prefer schools whose students seem to be more well-rounded?

Program of Study

While many students do not know exactly what their major field of study will be (and this is quite normal), some are well focused in this regard. For these students, it is important to determine the colleges that offer the programs in which you hope to major or minor.

Co-curricular Activities

If you have developed an intense interest in some activity you hope to continue during your college years, your research should take this into consideration. To get the most out of your undergraduate education, you will surely want to further develop this interest.

Planning the College Visit and Getting the Most Out of It

College visits are the most productive and meaningful when they occur during the academic year rather than during the summer. There are several reasons for this. First, the student population during summer school is vastly different from the population of students enrolled from September to May. Also, you are unlikely to encounter the professors you may hope to see; they are just not around. Finally, you want to be able to sit in on a class that is offered and attended by students enrolled during the academic year. The TCS Spring Break is an opportune time to visit colleges. Prior to scheduling your visit, however, you will want to determine the college's calendar for holidays and vacations so that you can avoid visiting during those times. **Seniors and juniors should speak with their teachers and the 11/12 Dean of Students to coordinate an absence to visit colleges.** Visiting during the summer is all right (and better than no visit at all) if it is impossible to visit at any other time during the year. You should be aware, though, that you will experience much less energy than is evident during the academic year, and the atmosphere of the school may seem flat.

The Receptionist in the Office of Admission is the key person to make your visit worthwhile. He/she can tell you:

- whether interviews are required, and then schedule an interview for you.
- the times of information sessions and tours.
- whether there is an overnight visiting program and how to take advantage of it.
- the college holiday schedule.
- telephone numbers of faculty or other administrators with whom you may want to communicate. (Admission staffs generally do not facilitate meetings with personnel outside of the Office of Admission. You will have to do that on your own.)

Parents accompanying students on college visits should make themselves scarce. Students need to explore the college independently so that they have the opportunity to ask questions they might not ask if their parents are around.

Other suggestions:

- If at all possible, stay overnight in a dormitory on a week-night and sit in on a class or two the next day.
- Be sure to eat in one of the dining halls.
- Do not be shy about approaching students. One of your tasks is to determine whether this is a friendly campus and to get some sense of how you might fit in.
- Read information on bulletin boards in the dormitories and in classroom and administrative buildings.

A major goal for a college visit is to determine what, if anything, you do **not** like. You will be spending four years in your college environment. This should be a reality check for you.

NOTES:

SENIOR YEAR

Especially for Parents

It is now time for students and parents to consider the college admission process in a serious way. This is both an exciting and important period in the lives of students, and families are affected, too.

Some students enter the college admission process with firm notions about the colleges they wish to attend (or which their parents wish them to attend); others are bewildered and have had little interest in thinking seriously about colleges and universities. On a continuum which considers college admission issues, a balance between these two attitudes would be the most desirable, and your support in helping students to reconcile any lack of balance is important.

Major work in a family during the adolescent years is the development of effective communication and mutual respect. This is especially important in matters related to college admission. While you may have aspirations for your son or daughter to apply to a specific college (or group of colleges), your child may wish to explore other options. We urge you to ENCOURAGE this activity, as it is healthy for both parents and students to keep minds open and consider a variety of opportunities in higher education. Also, refrain from comparing your son or daughter with others in the class or children of family and friends. It is not helpful for discussions about college admission to take into consideration where your niece, who is among the top five students at another school, is applying or to make a reference to the son of a friend who was accepted at MIT last year. This kind of conversation can put students under enormous pressure. And if college admission discussions occur at the dinner table, be ready to listen and sometimes not say what you are thinking.

The more responsibility you let your children assume for their college selection, the better they will feel about it in the end – and the better prepared they will be to handle major decisions when they are on their own during their freshman year.

One final note: limit conversations about college admission issues to the family and your college advisor. Your teenager will appreciate your refraining from using his/her college choices as a topic of conversation at parties.

Especially for Students

By now, we have had many discussions about college issues. It's now time to begin thinking about the college admission process in a more focused way. The words "begin thinking" suggest a logical and rational approach leading to decision-making which eventually will lead you to apply where you can be happy and successful — and not just to one college but, rather, to several colleges. If you are doing a good job with your exploration, you should be happy at any or all the colleges to which you apply.

To begin, recognize that your parents may be experiencing some stress over the college search and application process. Think about WHY this may be:

- College admission signals the entry of a new stage of life for both parent and teenager. Change may be difficult for your parents.
- There could be a breakdown of **effective** communication between you and a parent. Effective communication is dependent on mutual respect. This means that listening requires really hearing what the other is saying. It means, too, that listening is just as important as talking. Communication is two-way. If you hope your parents will respect your ideas, you must invite their input, too. You have never made a decision of this magnitude before and though, ultimately, this decision should be yours, it would not be prudent for parents to turn you completely loose to handle this all by yourself. Likewise, it would not be prudent for you to insist that they leave you alone while you decide where you are going to college (especially since they will be footing the bill).

- Have you been proactive in exploring your college options? In meeting deadlines? If not, changes in this regard will go a long way in de-stressing you and your parents.

Organize your approach to the process. Demonstrate your maturity by identifying your resources: parents, common sense, your college advisor, materials in the College Advising Office, information mailed to you from colleges, etc. Put them to good use. All of this will take time, but choosing a place where you will spend four years is worthy of your full attention.

***You are not in this alone.
If we all work together, and
communicate along the way,
the outcome should be positive.***

Calendar of Events and Activities

FALL



Your attitude in returning for your senior year should be one of excitement and anticipation. Your senior program should be as strong as your capabilities allow, and you should strive to present a stellar transcript to colleges at mid-year and at the end of the year. **Your senior grades do matter; do not allow a senior slump!** This may compromise your admissibility to colleges. Remember that colleges can and do rescind offers of admission when grades show a distinct pattern of decline on the transcript at the end of the senior year.

Continue with your visits to colleges. If appropriate, schedule appointments for personal interviews at those colleges.

September

If you hope to elevate your SAT or ACT scores, the registration deadline for the October sitting will occur during August and early September. Remember that it is the student's responsibility to have ETS and/or ACT send scores to the colleges to which they are applying.

**Covenant's High School Code is
470433.**

**We are a National Test Center for
October and the final two tests in
the spring. Our SAT Test Center
number is 47193.**

**We also host the ACT in September,
February, and June. Our ACT Test
Center number is 229450.**

Students should have refined their list of colleges to five or six schools, to include a safety.

The résumé/activity list should be finalized by October, and your college advisor should be given a copy. If there is additional information that will assist your college advisor in preparing the Advisor's recommendation, include that information on another sheet of paper.

If you are not completely comfortable with your list of colleges by the time school begins, it is important to schedule an appointment with your college advisor as early in the senior year as possible.

Be sure that your college advisor has your signed waiver to ensure that your academic credentials and recommendations can be forwarded in a timely manner. Students with documented learning disabilities who wish to have the documentation forwarded to colleges must have an additional waiver signed by them and their parents.

Begin to write your college essays. Senior English classes will be of great help in this task. The more competitive colleges will request essays on particular topics. Most colleges, however, will ask students to write an essay that will help them get to know the applicant better. A section on writing effective essays is included in this handbook.

It is a student's responsibility to follow through with the teacher recommendation process. If you have questions about whether teachers have written your recommendations and forwarded them to your college advisor, ask us.

Continue to visit colleges during the fall. Fall Break is an excellent time to do this. (Don't forget to advise the 11/12 Dean of your absence.) Remember to find out whether personal interviews are required. If so, schedule them.

October - January

Students should be working on their applications to schools to which they will apply under Early Decision, Early Notification, Early Action, or Regular Decision plans.

Students should not get their hearts set on being accepted to a college that they know is in the reach category. Such schools should be considered a joyful challenge, and not the only school in the world.

Decision Plans

Under **Early Decision** plans, there is a contract between the college and applicant that, if accepted, the student **will** enroll at the college. Students accepted under Early Decision plans must withdraw any applications they may have submitted to other colleges. Students often wonder whether they should apply under a school's Early Decision (ED) plan. Applying ED can work to a student's advantage:

- Applying ED sends a strong message to colleges about your interest in the school.
- At the time of evaluation, admission personnel have no idea of the quality of the pool of regular decision applicants. The pool could be either stronger or weaker than those in previous years.
- There has been an eight-month time period since admission officers last evaluated candidates. They do forget just how tough it was for a regular decision candidate to be offered admission the previous year.

Early Action and **Early Notification** are plans in which, if the student applies by a designated date, the school will **act** on the application early

and will **notify** the student of the decision earlier than the national reply date. This is a win-win situation for students, as there is no binding contract between the college and the applicant.

Under **Rolling Admission**, students are notified of the admission decision within two to four weeks of the time the student's file is complete in the admission office.

About the **Common Application**: Some colleges use these forms exclusively. Other colleges accept either the Common Application or their own application. If a college creates its own application, it is recommended that students use that form. If you do use the Common Application, **remember that the name of the college to which YOU are applying is not on that form. Be sure to put the name of your college on "post-it" notes on the application, Secondary School Report Form, and Mid-Year Report Form that you'll give to your college advisor.**

Students who make **electronic** applications are more or less on their own. There will be no copy of the application on file. It is highly recommended that the students print a hard copy of their electronic application **PRIOR** to hitting the submit key. This will allow one final check prior to sending the information and as a cross-check should an application be suspended in cyberspace. Of course, your college advisor will do everything possible to supplement what is required with electronic filing.

Processing of Applications

Students should expect Covenant's portions of their applications to be processed in a timely manner as outlined on the "Class of 20XX – Processing of College Applications" sheet distributed to students during Junior Orientation. Students must give Secondary School Report forms (aka High School (or Guidance Counselor) Report forms) to your college advisor according to the deadline date and in advance of the college's application deadline. Students will then prepare their own portions of the application and submit them in time to meet the same application deadline. **NOTE:** Students who decide not to follow through by completing one or more applications, without notifying their college

advisor **before** we submit Covenant's portion of those applications, will be assessed a charge of \$45.00 on their student billing account for each incomplete application.

The following documents will be included in your college advisor's packet sent to each school students apply to:

- a. the Secondary School Report form;
- b. your college advisor's letter of recommendation;
- c. Covenant's College Admission Profile;
- d. student transcripts, including the first trimester grades in applications submitted after the end of the trimester (no cost for the first six; \$5.00 each thereafter);
- e. teachers' letters of recommendations (and teacher evaluation forms, if required);
- f. other relevant information (e.g., newspaper clippings, learning disability documentation)

REMINDER: Students are to arrange for ETS or ACT to send SAT or ACT scores directly to the colleges to which they are applying.

DEADLINES MATTER!

Whether working under a regular or an early deadline, it is important to get the Secondary School Report forms to your college advisor well before published deadlines. Students should complete the top portion of the Secondary School Reports prior to bringing them to your college advisor. **PLEASE NOTE: Applications with deadlines occurring before the end of the Christmas break must be turned in to your college advisor by December 1st.**

Some colleges require teacher recommendation **forms** with their applications. In such cases, students should give the form to the teacher to complete, ask the teacher to forward the completed form to your college advisor, and advise your college advisor that a form will be coming from the teacher. Record these forms on the Transcript Release Notebook in the College Advising Office. Give teacher recommendation writers sufficient advance notice of the date of your earliest college deadline.

[NOTE: No one has the right to know to what

colleges students apply. This includes:

- friends and other students. Be judicious about whom you tell outside of your college advisor and your family. Why? If you do not get accepted to a college, no one is the wiser.
- colleges. Some colleges request that students provide this information on their applications. You do not have to answer this question, and really should **not** answer it. This question invites students to provide information about which colleges they believe may admit them. By providing such information, you may actually self-select yourself from being admitted.]

Essays

Most colleges require students to write essays as part of the application process. Through this written work, admission officers are able to get to know students on a personal level. Additionally, essays reflect the quality of an applicant's writing skills. Essays provide additional information to factor into the credentials. For example, if the verbal section of the SAT or ACT is modest, the essays will provide valuable information in the course of making an admission decision. Essays provide opportunities for students to convey additional information about interest in scholarly endeavors. They can be a way to provide valuable information about what and how an applicant thinks about people who are different from themselves. Diversity is a big issue on college campuses today, and, through their essays, students can articulate how they will contribute to student diversity (in ways that may or may not be directly tied to race, socio-economic, or ethnic considerations).

Good writers are successful in communicating to admission committees the special qualities they can bring to the college. They can communicate what characteristics they will bring into the classroom that would enhance the educational experiences of all, and they can communicate why their particular talents or interests will serve students and the institution. So, your essay responses will provide the opportunity to let admission committees know **HOW** you think.

The quality of your writing will reflect the quality of your thinking. Through successfully meeting the challenge essays present, you might compel your admission officers to write on the evaluation sheet, *“Our school needs him!”* or *“We can’t let this one get away.”* That is your goal.

To effectively convey such qualities, it is necessary for students to draw upon those personal characteristics that distinguish them from their peers. Make no mistake, each individual has unique and special traits and characteristics to present to admission committees. Prior to writing essays, it is important for candidates to really think about what these unique characteristics may be. Admission to the college or university of your choice may well depend upon how successful you are in recognizing and then writing about them in an effective and compelling manner.

On a practical note:

- Essays should be written on topics with which students are comfortable. It is never wise to second guess a subject about which you think an admission committee will be impressed. Do not shy away from writing on an area of scholarly interest.
- Admission officers take notice when students are passionate about an issue and will take a side on the issue. Of course, this requires that the student is well-read on the subject and presents his/her position from a well researched perspective. It should not be a concern that your position may be different from that of the person evaluating your application. The point is that you are taking a bit of a risk (this is positive) and that your essay may even educate the reader. It is important, however, to know enough about the institution so that you will **not** take issue with the philosophy or mission of the school.
- Admission officers are looking for evidence of original thought, and new ways of considering an issue.

- The subject of an essay need not be grand.
- When appropriate, it works well to incorporate some of the physical senses. Your goal is to make the reader see, feel, smell, taste your message.
- A strong first sentence will hook the reader and engage his interest in the remainder of the essay.
- Good essay writers avoid clichés.
- Avoid being cute, and recognize that efforts to be clever can backfire.
- Standard résumés should never be submitted **instead** of responding to questions. Submitting résumés requires little work. Your effort in thinking about and preparing your application well could be what separates you from other candidates.
- Students who do more, rather than less, with an application have the advantage. However, applications that are overdone are received negatively. For example, it is not wise to dip down into activities pursued prior to freshman year. Likewise, avoid submitting a long list of books you have read. The trick is to strike a balance between doing more than simply addressing the questions while avoiding overkill. The mindset should be stronger quality in responding to the questions rather than length and clutter within the application.
- The subjective part of an application (responding to questions, writing essays, etc.) does not have to be completed on the application itself. If you wish, prepare it on another piece of paper; however, it is important that you respond to questions in the sequence laid out in the application. When essay work is required, use the space provided on the application as a general guideline for the length of the essay.
- Concise, tight writing is valued.

Understanding the Admission Process

Most students have no idea of the intense commitment admission officers have for their work, and it should help you to know how they are feeling and what they are thinking when evaluating applications. Untold hours are spent communicating with students, and they look for indications that you're listening.

Whether they have spoken with students during visits to their high schools, at college fairs, or in interviews, admission officers make it clear that the strength of the academic credentials is the most important consideration when evaluating candidates for admission. The academic profile is evaluated in its totality, taking into consideration the strength of the course of study, grades, standardized test scores, quality of writing, and evidence of academic interests above and beyond what is available in the school. Unusually high test scores will not compensate for a transcript reflecting mediocre grades. In fact, the conclusion colleges will draw in such a case is that the applicant has not performed to potential and a case for rejection.

If a student's grades are quite strong, yet there is a dearth of Honors and Advanced Placement courses (and TCS does offer such courses), the conclusion can only be that the student has taken the easy road rather than choosing the more challenging one. This, too, can put an applicant at risk. On the other hand, if a transcript reflects Honors and AP courses and the grades are mostly A's, yet the test scores are disappointing, this is more of a reason **to** accept a student. Why? Students with such profiles have stretched themselves and taken advantage of the best offered by their schools. This is very positive. Most students do not realize the positive affects of an application making clear that a student's interest in scholarship is more far-reaching than what the school can offer. Whether it is mentoring with someone in the community during the academic year or participation in an academic program during the summers, these are good reasons for an admission officer to accept you.

The more competitive and selective the college is, the stronger the academic record must be.

Students who stretch themselves and earn the right of enrolling in rigorous, top-offered courses are more competitive than those with academic programs that are college prep. If you are interested in a top-tier school, it is important for you to recognize that, in addition to unusually strong academic credentials (including strong standardized test scores), you must be a strong writer and deemed to be both competitive and **selective**. **Selectivity** is a term most students are unfamiliar with, yet it is a concept that is important for them to understand. There are two important considerations regarding selectivity about which thought should be given: exceptional individual competencies and institutional interests.

While most colleges strive to enroll a well-rounded class each fall, this is not dependent on their admitting students who would be described as well-rounded — those whose experience and exposures might have occurred in a haphazard way. Such students have done a little of this and a little of that, but they have not committed themselves to any activity with a degree of seriousness. This is how **typical** teenagers approach their academics and activities. However, in college admission, you do not want to be typical. You want to stand out. Admission deans are looking for students who **distinguish** themselves in specific areas. They respect and value specific individual competencies and **select** students who are committed to excellence both in academics and in their activities. They will be discerning the degree of your achievements and the level of your competencies. They will be interested in what you have learned and how your academics and activities have contributed to your self-development and personal growth. By the way you present your ideas in essays, they should be able to determine whether your experiences have affected your thinking and/or changed your attitudes. They should also be able to tell whether you have been able to influence others in a positive way as the result of your activities and experiences. These are all reasons to accept students.

Institutional interests also play a key role in admission decisions. Colleges and universities contend with new developments and concerns on an on-going basis. These include interest in making student populations more

heterogeneous, strengthening academic departments, and enrolling greater numbers of female students in science and engineering programs (and males in nursing programs). Students with savvy will learn as much as they can about the institutional interests and concerns of the colleges in which they have interest in order to identify the characteristics and qualifications they possess which satisfy particular institutional needs. Does the school orchestra need a bassoonist? Is enrollment in the Archaeology Department down? Whatever the need, if you can fill it, this should be given focus in your college application. You want the person evaluating your credentials to conclude that the institution **needs** you to enroll.

The Interview



Some colleges require interviews; others do not. It is important for you to determine whether they are required prior to visiting colleges and universities. If they are not required, and

if a school is unable to schedule a personal appointment, it is not a good idea to request for special arrangements to be made to schedule one. This is a turn-off to admission officers.

Despite whether interviews are required, however, you do want to put your best foot forward whenever you are given the opportunity to speak one-on-one with an admission officer. And the anticipation of an interview should not cause you to feel stressed out. The key is to feel comfortable with what is going on and to be prepared.

When you arrive for your interview, you will want to stand immediately when the admission officer comes to greet you. It is important to smile and not take yourself too seriously. When the admission officer extends his/her hand in welcome, look him/her directly in the eye and smile while shaking hands. It is also important for you to maintain eye contact throughout your time together. Your comfort level should be eased if you understand the following.

- Most admission officers are nice. They do not try to put students under pressure or make them uncomfortable.
- First impressions do matter, so you want to present yourself favorably in your grooming and choice of dress. Being overdressed is as negative as being underdressed. Wear what you would wear to church, not what you would wear to school or, conversely, to a dress-up party.
- Be yourself. Your mission is not to attempt to fool someone about who you are. If you try to do this, you will come across as shallow and uninteresting.
- Learn something interesting about the school prior to your visit. Be prepared to make some comments that will connect your interests with the school. For instance, if you have been active in yearbook, you should at least be aware of the name of the college's yearbook so that when you ask questions about the activities of that organization, you know enough to at least refer to it by name. If you have a special academic interest (and you should), you will want to be able to communicate that you have read about the particular academic department or about the scholarship/research of a particular professor.
- Be aware that faculty influence the quality of students admitted in ways unknown to prospective students. They are interested in having academically interesting people in the classroom. Admission officers heed their desires and usually focus on academic issues. Because it is so common that prospective students inquire mostly about non-academic things during interviews, this is an opportunity for you to be set apart from other applicants. Initiate conversation about academic things.
- Be intelligent in the questions you ask.

The following are some suggestions:

When must I declare a major?
Is it difficult to switch majors?

Do senior professors teach introductory courses?

Which departments are considered
the strongest? The weakest?
(You will get a more honest answer
to this question from students.)

What are the school's opportunities and policies
regarding study abroad? Co-op programs?
Advanced Placement credits? Internships?

How diverse is the student body?
Does one group dominate?

Do many students leave on week-ends? Or is the
school known for its weekend activities?

Does the school sponsor sororities
and fraternities? If so, what percentage of
students affiliates? Suppose I choose not to Rush;
will my social life be dead?

What kinds of clubs and activities are available?

What support services are in place,
such as counseling, academic advising, career
counseling, tutorial services, etc?

Tell me about your eminent professors, libraries,
and research capabilities.

What are the current social issues
students are grappling with? What are the
means by which these are voiced?

What are the housing options? Can the school
accommodate all students in the dormitories?

- The admission officer probably will want to discuss your academic credentials. Be ready to talk about your strengths and how you have overcome your struggles.
- It is possible that the admission officer will have some advice about how you might improve your academic profile. If you do not think you can remember what is advised, it is important to write it down for two reasons. First of all, you will want to discuss the matter with your college advisor. Second, the advice given will be a part of your record. When applications are evaluated, admission officers check to see whether the advice was heeded.

Interviews generally last between 30 and 45 minutes. If you are well prepared (and there is no reason you should not be), you should find it to be an enjoyable experience. The interview is just as important to you as it is to the college. It is your opportunity to gain more insight about the school so that you will be better informed about whether to even apply there.

Financial Aid

Some students will be filing for financial aid. The Free Application for Federal Student Aid (FAFSA) worksheets usually arrive at the school in early November and can be picked up in the College Advising Office. The deadline for filing this instrument varies from state to state and school to school. Some colleges require that an institutional form be completed in addition to the FAFSA. The recommended filing date is February 1st (even when the deadline is later). Colleges do run out of money, and you want to have your information filed early. You will need information from the previous year's tax returns to complete this form.



Some colleges and universities may also require a CSS/Financial Aid PROFILE®. The CSS Profile is

the financial aid application service of the College Board. More than 600 colleges, universities, graduate and professional schools, and scholarship programs use the information collected on the PROFILE to determine eligibility for nonfederal student aid funds. The PROFILE is a fully Web-based application system that provides students a secure and efficient method for reporting their financial data to schools.

Financial assistance not based on need is extremely limited at all public colleges, and receiving it is highly competitive. Private colleges, however, are not as constrained by federal guidelines and can have more control over their private funding. Families should be willing to explore fully how much private colleges will be willing to award. Some admission applications include applications for scholarships, and students should be willing to complete this information. Virginians enrolling in Virginia private colleges are eligible for a Tuition Assistance Grant (TAG). The grant simply needs to be requested from the college's Treasurer's Office.

Additional information about scholarship opportunities will be placed on the bulletin board. Some of these opportunities call for students to write essays about a particular topic.

Admission Decisions

When you receive admission decisions, it is important to keep your college advisor informed of the decisions by providing him/her with a photocopy of each college's decision letter. It is also important to inform your college advisor about any scholarships or stipends that colleges offer you.

Regular decision applicants are usually advised of their decisions in early April. **The official date by which students must accept offers of admission is May 1st, the National Candidate Reply Date.** If a college puts pressure on you to respond prior to that date for any reason, you're your college advisor know, as the college is not in compliance with the rules of the National Association of College Admission Counselors (NACAC). It is important for The Covenant School to be in compliance, also, and **NACAC requires that students accept no more than one**

offer of admission. Your college advisor will send your end of the year transcript to that school.

Important information about college waiting lists:

- If you are either deferred or placed on a college waiting list, it is important for you to let your college advisor know immediately. It will be your responsibility to alert your college advisor about anything that may have **changed** since the original application was submitted. If you have become involved in another activity or have received an award/honor since that time, it is important to discuss with your college advisor how and when to communicate that to the college.
- You must notify the college of your intention to remain on or to be removed from the waiting list.
- There is no consistency for how colleges handle waiting lists, and situations change from year to year. Some admission staffs resolve waiting list issues by June 1st; others carry students over until mid-August. The number of students offered admission from waiting lists varies depending on how many students on the initial offer list accept their offers of admission. This changes from year to year and from college to college. Though a college might be able to take as many as 150 from the waiting list one year, they might be able to take only a few (or none) the next year.
- If the school of your choice places you on the waiting list, you must accept an offer of admission to a second choice school. If, eventually, you are taken off the waiting list and offered admission to the top choice school, it is perfectly ethical to accept that offer; however, you forfeit your deposit to the other college. In this instance, please notify the initial school of your decision to enroll in the school that took you from the waiting list as soon as possible. This is simply good manners, and reflects well upon The Covenant School.

If you are denied admission to a school, there is rarely any recourse. It is very unusual for Admission Deans to make errors even though you and your college advisor may think otherwise. If it appears an error may have been made, **your college advisor, not the parent, should make the case for the student.**

After Graduation... On to College

You are now headed for college and should be very excited about the many opportunities awaiting you. You will also be facing change. This is because your overall education will involve more than academics.

Wherever you are headed, learn to strike a balance between the learning that occurs both inside and outside of the classroom, as both are important. The college environment is likely to offer activities of a different sort than were available during your high school years. Take reasonable risks in this regard by seeking involvement in whatever interests you. Even if you are not familiar with it, **GO FOR IT.**

Academically, schedule a relatively light load for the first semester, enrolling in courses in which you feel confident. There is plenty of time to schedule organic chemistry. Let the focus of the first year be to take a reasonable course load in courses in which you have experienced success in the past. This is the time to establish a strong grade point average, make a good adjustment in a new environment, and make new friends.

This is an exciting time. Make the very best of the opportunities awaiting you.



College Advising - Helpful Reading

<i>When Your Kid Goes to College: A Parent's Survival Guide</i>	Carol Barkin
<i>How to Survive Your Freshman Year</i>	Mark Bernstein & Yadin Kaufmann
<i>Smart Parents Guide to College</i>	E.L. Boyer & P. Boyer
<i>Letting Go: A Parent's Guide to Understanding the College Years</i>	Karen Coburn & Madge Lawrence Treeger
<i>How to Write a Killer College Application</i>	Katherine Cohen
<i>College and Career Success for Students with Learning Disabilities</i>	R. Dobler
<i>The Fiske Guide to Getting into the Right College</i>	Edward B. Fiske
<i>Toxic Parents</i>	Susan Forward
<i>College.edu: On-line Resources</i>	Lisa Guernsey
<i>Internet Guide for College-Bound Students</i>	Kenneth Hartman
<i>Don't Tell Me What to Do, Just Send Money: The Essential Parenting Guide to the College Years</i>	H.E. Johnson and C. Schelhas-Miller
<i>She's Leaving Home: Letting Go as My Daughter Goes to College</i>	Connie Jones
<i>Less Stress, More Success: A New Approach to Guiding Your Teen Through College Admissions and Beyond</i>	Marilee Jones and Kenneth Ginsburg

<i>The Handbook of Historically Black Colleges and Universities</i>	T.H. Kenard
<i>When Hope and Fear Collide: A Portrait of Today's College Student</i>	A. Levine & J. Cureton
<i>Making the Most of College: Students Speak Their Minds</i>	R.J. Light
<i>Let the Journey Begin: A Parent's Monthly Guide to the College Experience</i>	J.K. MacKay and Wanda J. Ingram
<i>Helping Your First-Year College Student Succeed: A Guide for Parents</i>	R.H. Mullendore and C. Hatch
<i>Almost Grown: Launching Your Child from High School to College</i>	Patricia Pasick
<i>Colleges That Change Lives</i>	Loren Pope
<i>Looking Beyond the Ivy League: Finding the College That's Right for You</i>	Loren Pope
<i>You're on Your Own (But I'm Here if You Need Me): Mentoring Your Child During the College Years</i>	Marjorie Savage
<i>Parenting at the Speed of Teens</i>	Search Institute (pub)
<i>Empty Nest, Full Heart: The Journey from Home to College</i>	A. Van Steenhouse
<i>I'll Miss You Too: A Parent and Student Guide to Opening Doors and Staying Connected During the College Years</i>	M.E.B. Woodacre and Steffany Bane
<i>Doors Open from Both Sides: The Off-to-College Guide from Two Points of View: Parents and Students</i>	M.E.B. Woodacre and Steffany Bane

COLLEGE INFORMATION AND SEARCHES

- All About Colleges.com
www.allaboutcollege.com/colleges/united_states/usa.htm
- American Universities
www.globalcomputing.com/university.htm
- Braintrack – worldwide list of colleges and universities
www.braintrack.com
- Christian Higher Education Resource Center
www.chrstianconnector.com
- Christian College Mentor
www.christiancollegementor.com
- College Board College Search Site
www.collegeboard.com
- College Fair TV (online videos of many college campuses)
www.collegefair.tv
- College Net
www.collegenet.com
- College View College Search
www.collegeview.com/collegesearch
- Council for Christian Colleges and Universities
www.cccu.org
- Peterson’s College Search
www.petersons.com
- Princeton Review
www.princetonreview.com
- US News College Search
www.usnews.com/usnews/edu/college
- College Advisory
www.collegedata.com

STANDARDIZED TESTING

- College Board Tests (SAT) (registration, information, and test preparation)
www.collegeboard.com
- ACT Test (registration, information, and test preparation)
www.act.org
- TOEFL (Test of English as a Foreign Language)
www.ets.org/toefl
- Number2.com
www.number2.com
- 5000 Free SAT Words
www.freevocabulary.com
- Classic hangman – SAT Vocabulary Words
www.superkids.com/aweb/tools/words/hangman

RESOURCES FOR SPECIAL INTERESTS

Athletics:

NCAA (National Collegiate Athletic Association) Clearing House

www.ncaa.org

NAIA (National Association of Collegiate Athletics)

www.naia.cstv.com

Black Colleges

www.blackcollegesearch.com

Catholic Colleges Online

www.catholiccollegesonline.org

Colleges for Hispanic students

www.hispaniconline.com/edu&/top25/index

International Students

educationUSA: Your Guide to US higher Education

<http://educationusa.state.gov>

eduPASS: The Smart Student Guide to Studying in the USA

www.studyusa.com

Federal Student Aid (FSA) for International Students

<http://studentaid.ed.gov/PORTALSWebApp/students/english/intl.jsp>

Immigration Classification and Visa Categories

<http://uscis.gov/graphics/services/visas.htm>

International aid Finder for Schools Offering Financial Aid

www.internationalstudent.com/schools_awarding_aid

NAFSA: Association for International Educators

www.nafsa.org

Resource Guide for International Students

www.studyusa.com

Colleges for Native American students

www.hanksville.org/NAresources/indices/NAcollege.html

Service Academies

United States Air Force Academy

www.usafa.edu

United States Military Academy at West Point

www.usma.edu

United States Coast Guard Academy

www.cga.edu

United States Merchant Marine Academy

www.usmma.edu

United States Naval Academy

www.usna.edu

OTHER SITES OF INTEREST

National Association for College Admission Counseling

www.nacacnet.org

Ms. D's On-Line Guide

www.carpedm.com

FINANCIAL AID AND SCHOLARSHIPS

Financial Aid Information

Free Application for Federal Student Aid (FAFSA)

www.fafsa.ed.gov

Federal PIN Registration

www.pin.ed.gov

CSS Profile

<https://profileonline.collegeboard.com/index.jsp>

The Education Resources Institute

www.teri.org

eStudent Loan

www.estudentloan.com

FinAid

www.finaid.org

SallieMae

www.salliemae.com

Federal Student Aid Information

<http://studentaid.ed.gov>

Scholarship Scams

www.ftc.gov/scholarshipscams

Student Tax Information

<http://www.irs.gov/individuals/students>

Scholarship Searches

College Board – Paying for College

<http://www.collegeboard.com/student/pay>

FastAid

www.fastaid.com

FastWeb

www.fastweb.com

Mach 25

www.collegenet.com/mach25

Scholarship Resource Network (SRN) Express

www.srnexpress.com

Calculators

College Cost Projector, Loan, EFC, Savings Plan Designer, Student Budgets

www.finaid.org/calculators