

College Knowledge



Notre Dame
Regional
High School
Code

260-485

College Knowledge

<u>Table of Contents</u>	<u>Pages</u>
1. Websites	4-5
2. College Planning	6-15
Steps in College Planning	
Questions to Ask When Considering a College	
How Do Colleges Make Admission Decisions?	
Résumés	
Preparing for Your First Year of College	
3. Financial Aid and Scholarships	16-34
How Do You Get Financial Aid?	
Types of Financial Aid	
Terms Used in Financial Aid	
How Do You Get Scholarship?	
Protecting Yourself from Scholarship Scams	
Practical Tips for Students on Avoiding Scholarship Scams	
Scholarships	
4. College Essays	35-37
Creating the College Admissions Essay	
The Student Essay	
5. Testing	38-49
General Test-Taking Tips	
Comparing the ACT and SAT	
How to Convert SAT and ACT scores	
Tips for the ACT	
ACT Writing Test	
SAT Reasoning Test	
About the SAT Subject Tests	
6. Admissions Requirements	50-51
Examples of Admission Requirements	
7. Campus Visits	52-56
Hints for a Successful College Visit	
College Comparison Worksheet	
The Interview	
8. College Credit	57-65
About AP	
About CLEP	
Early College Credit and Dual Credit	
9. NCAA	66-71
What Do I Need to Do?	
Eligibility Center: Know the Rules	
Items to Include in a Letter to a Coach	

Websites

- **College Applications** – www.commonapp.org: **Common Application** lets you apply to your choice of over 200 selective, independent colleges and universities using one application
- **College Board** – national association of schools and colleges offering services and programs in the areas of **assessment, guidance, admission, placement, financial aid, and research**; www.collegeboard.com
- **College Bound** – **free books and magazines** for students; other resources for the college bound student; www.collegebound.net
- **College Choice and Admissions** – a **rated directory of information** resources on college choice and admissions; www.collegeguides.com
- **CollegeNET** – 2500 colleges listed with admission information. Includes a **scholarship search and online applications** for colleges in the US and abroad; www.collegenet.com
- **College Planning** – provides students, families, and education professionals with information on **college selection, admission, financial aid, and scholarships**; www.collegeplan.org
- **GoCollege** – allows college bound students a quick and easy way to match their test results and other variables to **find the appropriate schools**; www.gocollege.com
- **Kaplan** – Kaplan provides valuable **free services** for your students and parents including **electronic newsletters** like College Edge and Educator Edge, **admission events** for parents and students, and **free practice PSATs, SATs, and ACTs**; www.kaptest.com/college
- **Liberal Arts Colleges** – gateway to **information about liberal arts colleges**. Links to colleges' home pages and other information sites; www.liberalarts.org
- **Petersons: Colleges and Universities** – comprehensive guide to **undergraduate admissions**. Includes a discussion board, in-depth college descriptions, and online applications of hundreds of schools; www.petersons.com/ugrad
- **Princeton Review: The Best Colleges** – search among **1200+ four-year colleges and universities** by any criteria. Comprehensive information and **statistics** for each school; www.review.com/college/
- **US News Online: Colleges and Careers** – find a college or graduate school, see the **national rankings**, apply online, find a **scholarship**, and discover what the **best jobs** are; www.USNews.com
- **Careers**

- Stats.bls.gov/oco -US Dept. of Labor report on careers in the US; describes the **nature of the work, job outlook, training, earnings,** and provides links
- www.uncwil.edu/stuaff/career --University of North Carolina's site; view careers related to specific college majors; click on "**What Can I Do With a Major In...**" link
- www.explore.ecb.org -provides links to sites on **career searching,** decision making, and tips on preparation needed for different careers
- **Financial Aid**
 - www.fafsa.ed.gov--this is the "genuine" **FAFSA website;** this is a FREE service; file online
 - www.finaid.org--"**The Smart Student Guide to Financial Aid;**" information about **loans, grants, scholarships, military aid; financial aid calculators** and link to **scholarship search**
 - www.studentrewards.com -provides **scholarship** strategy information, new scholarship listings, and links to other scholarship sites; free "Inside Edge" newsletter
 - www.salliemae.com -**financial aid calculator** and information about federal and private **loans and grants;** features CASHE (college aid sources for higher education) scholarship search
- **Scholarship Search**
 - www.fastweb.com
 - www.cashe.com
 - www.scholaraid.com
 - www.freschinfo.com
 - www.winscholarships.com
 - www.scholarships101.com
- **Learning Disabilities**
 - www.ldonline.com - interactive guide to learning disabilities for parents, teachers, and children
 - www.ldresources.com/ --essays on a variety of topics, a list of events, and many resources

College Planning

Steps in College Planning

(Some of the following information is from www.dhe.mo.gov)

1. **Decide what you want from college.**
 - a. Ask yourself why you want to go to college.
 - i. Is it career preparation? Learning opportunities? A personal goal? For the extracurricular activities? Because family and friends encourage you to?
 - b. Take a good look at yourself.
 - i. What are your strengths and weaknesses? Likes and dislikes? What do you hope to be doing 5 years from now?
2. **Decide what is important to you in a school.**
 - a. Is it the type of school? The academic programs and degrees offered? The location and size? Costs and financial assistance? The academic reputation? Sports?
3. **Make a list of colleges that offer what you want.**
 - a. Talk to parents, counselors, teachers, friends, and alumni.
 - b. Obtain information from the internet, libraries, college reps and websites, college fairs.
4. **Collect information about the colleges on your list.**
 - a. Search college websites.
 - b. Write to the admissions office requesting information.
 - c. Make a campus visit!
5. **Compare the colleges on your list.**
 - a. Use a comparison worksheet to organize your information.
 - b. Compare pros and cons.
 - c. Compare cost in relation to financial assistance packages.
6. **Apply for admission.**
 - a. Obtain an admission packet or apply online. **Check admission requirements.**
 - b. Pay special attention to **dates and deadlines.**
 - c. **Read all directions** carefully before doing anything.
 - d. **Make a copy of the application in pencil first** for practice. Final applications can be typed or hand-written, but they should be neat and legible.

- e. Do not hesitate to **ask questions or seek help from your counselor**. Many applications have sections that must be completed by the counselor anyway.
- f. **If an essay is required**, be certain it is **written neatly and correctly**. Ask an **English teacher to review** it. Essays **should be typed** unless you are specifically instructed to hand-write them.
- g. **If there are separate parts of the application for counselors or teachers to complete**, give those parts to the appropriate people as soon as possible to allow them time to do a good job for you.
- h. If **letters of recommendation** are required, be sure to give your recommender **at least two weeks notice to write the letter**. This allows time for a well thought out essay. Your **request should be in writing**, with the name of the school for which you need the recommendation. Also **include a résumé and instructions on what the recommender should do with the completed letter**. Include a stamped and addressed envelope if he/she is to mail the letter separately. If it is to be included in the application packet, give the recommender a blank envelope and ask for it to be returned to you in the sealed envelope.
- i. **Request transcripts!** You may either send your application separately from your transcript or return all completed materials to your counselor who will include the transcript and a copy of your senior year schedule and mail it together.
- j. **Communicate with your counselor**. Keep your counselor informed of what you are doing so she can best help you.

7. Apply for financial aid and/or scholarships.

- a. Know the financial aid and scholarship policies for each college to which you are applying.
- b. Note carefully all dates and **deadlines**. These are often different than housing deadlines.
- c. Investigate scholarships from sources other than the colleges. **Use the internet and check the Guidance Office for other available scholarships.**
- d. **File your FAFSA on or as soon after January 1st** as possible. You are strongly encouraged to **obtain your PIN prior to January 1st**. Parents and students need separate PINs.

8. Make your decision.

- a. Make a final visit to your top two choices.
- b. Discuss it with your parents and counselors.
- c. Select a school that best meets your needs and preferences.

9. Comply with all deadlines:

- a. Admissions
- b. Financial Aid
- c. Housing
- d. FAFSA
- e. Other required fees

• Remember

- **Keep a copy of all completed forms and worksheets.**
- Apply for private sources of financial aid.
- You must reapply for financial aid each year you are in school.
- Talk to the financial aid office about federal, state, institutional, and private assistance programs; about changes in personal and family income; financial assistance delivery and tuition payments.
- Maintain eligibility for financial assistance by enrolling at least half time and making satisfactory academic progress.

Questions to Ask When Considering a College

(From the Ohio Association for College Admission Counseling)

“Do you have questions?”

You will often hear this question repeatedly when you are considering where to attend college. Trying to think of questions “off the top of your head” can be difficult. Keep this list of questions with you and jot down answers each time you visit a college or request information.

- How many students attend?
- Do most students live on campus?
- What types of students attend (ages, men/women, minority students, in/out-of state)?
- For what academic programs are the colleges known?
- How many students are in one class? In freshmen classes?
- Do faculty teach all classes? Are they graduate or teaching assistants?
- Am I required to live on campus? What are campus policies regarding housing?
- How are roommates assigned?
- What types of student activities, organizations, athletics are available?
- What is the surrounding neighborhood like?
- How is security? Ask for crime statistics.
- What are the residence halls like? Ask to see a room.
- Are there freshmen-only residence halls?
- Can I have a car on campus? Where will I park?
- How is the food?
- Is there a health clinic on campus?
- Is there a hospital nearby?
- What banks are in the area?
- What churches are in the area? Are there services on campus?
- Is there any public transportation?
- Is there a shuttle service on campus?
- Is tutoring available?
- Will I have a phone in my room? Voice mail? Computer hook-up?
- What are campus rules about visitation?
- Are computers available to use on campus? Will I have access to internet?
- Is the library up to date?
- Are study-abroad programs available?
- What are admission requirements and deadlines?
- How much is tuition? Room and board? Extra fees?
- What financial aid forms are required?
- What college scholarships are available?
- What percentage of students receives financial aid?
- When do I have to make a decision to attend if I’m accepted?

- How much is the enrollment deposit? Is it refundable if I change my mind?
- How is job placement upon graduation? In the field of study in which I'm interested? Is career counseling available?

How Do Colleges Make Admission Decisions?

(From the Ohio Association of College Admission Counselors)

Each college has an individual admission procedure. Some colleges are very selective while others are not. Most colleges evaluate students based on the following criteria.

- **Difficulty of high school courses.**
 - Colleges don't look at just GPA. They also take into consideration the type of curriculum you had. Advanced courses and college-prep courses are important.
- **Extracurricular activities and work experience.**
 - If you are active in multiple activities or working while succeeding in school, then you are considered able to manage your time between academics and life outside of school.
- **ACT or SAT test scores.**
 - These scores give an indication of your abilities, but often are not the only deciding factor in admission.
- **Personal Essay.**
 - The essay you write lets the college get to know you. For most colleges the essay is required so they gain information about your goals and motivation for attending that school. Make the essay as specific as possible to the college you are applying. Double check spelling and grammar (have an English teacher read over it). A good impression from the essay is important.
- **Letters of Recommendation.**
 - These help colleges get another person's view of your abilities, work ethic, strengths, and ability to succeed.
- **Interview.**
 - This offers you a face-to-face meeting with an admission representative. Dress to make a good first impression. Make eye contact. Be honest and ask questions. Each of these techniques will tell your interviewer that you are sincerely interested in what he/she has to say and in attending that college.

Résumés

(From ecampustours.com)

As a high school student, you may think that you don't need a resume until you are about to graduate from college and begin your search for a full-time job. However, high school students need resumes just as much as college students do. From getting into college to obtaining a part-time job, a resume is essential because college recruiters and employers alike want to see a brief summary of your abilities, education, and experiences. Here is what you should include in your high school resume.

Heading

Your name, address, telephone number, and e-mail address should all go at the top of your resume. Be sure to use a **permanent address and telephone number**. Also, remember to use an **e-mail address that sounds professional**.

FirstnameLastname@somewhere.com is the standard format for an e-mail address when using it on a resume. **Do not use an e-mail address such as hotbody@soandso.com**. It just doesn't sound professional.

Objective

An objective lets college recruiters or potential employers know your main goal. If your target is a college recruiter, tailor your objective to that specific school. For example, your objective may be, "**To earn a degree in Psychology at Boston College.**" If you want to get a part-time job, you will need to modify your objective to that particular job, such as "**To obtain a part-time sales position with Hollister.**"

Education/Academics

In the education section, **list the schools you have attended**. Be sure to **include your GPA** if it is a 3.0 or higher. You can also **mention any academic honors, awards, and/or recognitions** that you have received. These can **include honor-roll recognitions, essay-writing awards, science competitions, etc.**

Experience

The experience section should **briefly give an overview of work experience that has taught you valuable skills**. In this section, **include: title of position, name of organization, location of work (town and state), dates of employment, and description of work responsibilities**. Be sure to **use action words to describe your job duties**, such as sold, created, processed, etc. Since many high school students do not have a lot of work experience, **you can also describe class projects in which you have learned important skills or even leave this section out** all together and concentrate on the education/academics and additional information/extracurricular sections.

Additional Information/Extracurricular Activities

The additional information or extracurricular section **should be used to place key elements of your background that don't fit in any other section.** You may want to include: **special skills, leadership roles, volunteer experiences, participation in sports, band, yearbook, etc.** This section is where you can **demonstrate your uniqueness.**

References

Be sure to ask **people if they would serve as your reference before you give their names out. You do not need to include your reference information on your resume.** A statement at the bottom of your resume that says, "**References available upon request,**" is sufficient.

Preparing for Your First Year of College

(From the Ohio Association of College Admission Counselors)

The following issues affect every new college student. Start thinking now about how you will handle the following situations and you will be better prepared to handle life in college.

- **Independence.**
 - This probably will be the first time you will be the one responsible for organizing and controlling your life. Your newfound freedom can be overwhelming. Suddenly you need to be responsible for managing your own time, realizing how much sleep you need and making sure you get sleep, doing your own laundry, going to class, studying, having fun, choosing your own activities, getting decent grades, making new friends, staying healthy, and the list goes on! Independence is a great thing if you realize *you are the one in control* and work to keep it that way.
- **Responsibility for your actions.**
 - Make good decisions. You will be faced with many moral, ethical, and time-related decisions. Realize that every decision you make has a consequence, good or bad. The decisions you make while you are in college will affect the rest of your life.
- **Peer Pressure.**
 - You will have many choices to make about what you do. The pressure felt in college is different from the pressures of high school. You will meet students from many different backgrounds and beliefs, so it may be tempting to try many new things while you are out of your parents' sight. What will you do at a campus party? Are you going to sleep in today or go to class? Do you feel uncomfortable in a certain situation? What do you do if you are uncomfortable—leave or go with the flow? You are out with a friend and she does something illegal. How will you handle this?
- **Budgeting.**
 - Depending on your financial circumstances, money (or lack thereof) can get out of hand. Realize that the ATM does run out of money and those credit cards do have to be paid back. Don't let yourself fall into the credit card trap. You don't want to start your life after college with credit card *and* student loan debt.

- **Extra-curricular activities.**
 - Getting involved in campus activities or athletics is a great way to meet people and contribute to your campus at the same time. Many employers also look for students who have been involved in campus activities. But don't become over-involved! It's easy to get caught up in an activity and to let academics slide. Be sure to balance your time between all of your activities.

- **Health.**
 - Don't over do it. Realize you do need to sleep more than 2-3 hours per night. Eat healthfully and exercise to help relieve stress and keep fit. Don't take risks without the information you need to make a healthy decision. Most campuses have health services. Know where these services are located and don't be afraid to go there when you need help. This includes physical and mental health!

- **Safety.**
 - If you feel uncomfortable, make some changes. Use the campus escort service if you are walking to your car or dorm after dark. Be sure to always lock your doors to your room and to your car. Know where campus phones are located. It's better to err on the side of caution.

Financial Aid and Scholarships

How Do You Get Financial Aid?

- **You can still obtain financial aid even if you think you don't "qualify" financially.**
 - Many students and parents mistakenly believe they don't *qualify* for aid. Let the financial aid experts determine that.
 - In addition, there are federal loans available that are not based on need.
 - Don't prevent yourself from obtaining financial assistance by not trying.
- **File your FAFSA!**
 - You may begin filing **on January 1st of your senior year.**
 - File online at www.fafsa.ed.gov. This is a *free service*; do not use other websites that may charge a fee for this service.
 - **Obtain your PIN *prior* to January 1st.** Parents and students must have separate PINs.
 - **Complete the "FAFSA on the Web" worksheet prior to filing on January 1st.**
 - **For juniors** interested in getting an early start on the financial aid process, go to www.FAFSA4caster.ed.gov. You can get an early estimate of your financial aid eligibility.
- **Once you have filed your FAFSA:**
 - Colleges will receive the information from FAFSA to determine your financial aid package from their institution.
 - You will later receive a [letter](#) from the colleges that explains the amount and types of financial aid in your financial aid package.
- **Communicate with the financial aid departments.**
 - Ask for an explanation of the grants or loans you have been awarded.
 - Don't be afraid to negotiate.

- **Remember**
 - You do not need to be admitted to a college to apply for financial aid.
 - You have to reapply for financial aid every year. You will receive a “Renewal Application” after your first year.

Types of Financial Aid

(From the Ohio Association of College Admission Counselors)

- **There are basically two types of financial aid:**
 - **Gift Assistance:**
 - **local/community scholarships**
 - **specific college scholarships**
 - **grants** from the federal or state government or colleges
 - These are based on academics, leadership, athletics, service, religious affiliation, etc.
 - These **do not require repayment**.
 - Begin researching your options during your junior year.
 - **Self-Help Assistance:**
 - **Work study** – a federal program that allows you to work on campus part-time to help pay for college
 - **Student and parent loans** – can come from the government, banks, or even the colleges themselves; most do not need to be paid back until school is completed
 - **Military service time** – there are many benefits from the government
 - **Regular employment** – this helps offset college costs

Terms Used in Financial Aid

- **COA:** Cost of attendance. This includes tuition, fees, books, supplies, room and board, transportation, and personal expenses.
- **EFC:** Expected Family Contribution. This is the amount of money – determined by your FAFSA results – that your family can contribute toward your child’s first year of college (no matter what college s/he plans to attend). The EFC is based on the income of both the parents and the student.
- **FAFSA:** Free Application for Federal Student Aid. It can be submitted to a national processing center in Iowa (usually takes 5-6 weeks to process) or on the web at www.fafsa.ed.gov; usually takes 1-2 weeks for the results. This form determines your eligibility for financial aid. Many colleges use the information from the FAFSA to make not only financial aid awards, but also scholarship awards. This is a critical document to complete, copy for your records, and mail!
- **Financial Aid Award Letter.** This is usually sent out in March. It states the amount of gift money, (grants and scholarships) and self-help money (loans and work-study) that your child is being offered.
- **Gift Money – Grants and Scholarships.** Financial aid that does NOT have to be repaid.
- **Self-Help Money – Loans and Work Study.** Financial Aid that has an obligation. Loans need to be repaid. Work study is on-campus employment, usually 10-15 hours a week. Your child earns a paycheck every two weeks.
- **Pell Grant –** Federal grants to students who meet eligibility requirements. Awards range from \$400 to \$4050 a year.
- **Perkins Loan –** A need-based loan that carries a low interest rate and is administered by the college.
- **Promissory Note –** The contract between you (the borrower of money) and a lender (the federal government via the college) that includes all the terms and conditions under which you promise to repay them.
- **SAR –** Student Aid Report. The document you will receive about 5 weeks after you file the FAFSA. Check the information over carefully and make any necessary corrections. If the information on the SAR looks correct, go ahead and send a copy to the colleges your child is seriously considering. Please remember to keep the original to send to the college you will attend when you’ve reached your final decision. (Hint: Your EFC will be printed in the top right hand corner of the SAR.)
- **Stafford Loan –** Low interest rate (capped at 8.25%) federal loans made to students who are attending college at least part-time (minimum 12 hrs). Loan amounts are limited and vary depending on a student’s year in school. Two types are available:
 - **Subsidized –** The federal government pays the interest while your child attends school, for six months afterward, and during any

deferment periods. You will qualify for this loan if you demonstrate financial need as determined by the FAFSA process.

- **Unsubsidized** – Your child, the borrower, is responsible for interest payments while in school, although that interest can be “capitalized” or added to the principle when your child is ready to enter repayment. This federal loan is available to most students.

How Do You Get Scholarships?

- **Merit Scholarships**
 - **Most colleges automatically consider you** for scholarships based on GPA, rank, ACT/SAT scores. There is no separate application.
 - Some colleges require a separate application which will be included in the admission packet or sent to you at a later date.
 - **You will receive notification** from the college after you have applied.
- **Endowed Scholarships**
 - These scholarships are *not* based on GPA, rank, ACT/SAT, etc.
 - Each college will have a list of endowed scholarships. **You must ask for these** or look them up on the college's website.
 - **These require a separate application.**
- **Local/Community Scholarships**
 - Many local and community agencies offer scholarships **based on a wide array of requirements.**
 - **Notre Dame Regional High School posts a comprehensive list** of scholarships on our website. **Applications can be picked up in the Guidance Office** or from the scholarship website.
 - **It is the student's responsibility** to obtain these scholarships.
- **Internet searches**
 - There are several *free* scholarship search sites available.
 - **You are strongly cautioned against paying for this service.**
 - www.fastweb.com
 - www.scholarships101.com

Protecting Yourself from Scholarship Scams

(From www.finaid.org/scholarships)

This advice can help you avoid becoming the victim of a scholarship scam.

Rules of Thumb

1. If you must pay money to get money, it might be a scam.
2. If it sounds too good to be true, it probably is.
3. Spend the time, not the money.
4. Never invest more than a postage stamp to get information about scholarships.
5. Nobody can guarantee that you'll win a scholarship.
6. Legitimate scholarship foundations do not charge application fees.
7. If you're suspicious of an offer, it's usually with good reason.

Warning Signs of a Scholarship Scam

Certain telltale signs can help you identify possible scholarship scams. Note that the following signs do not automatically indicate fraud or deception; however, any organization that exhibits several of these signs should be treated with caution.

Application fees. Be wary of any "scholarship" which requests an application fee, even an innocuously low one like \$2 or \$3. Most scams have application fees of \$10 to \$25, but some have had fees as low as \$2 and as high as \$5,000. Don't believe claims that the fee is necessary to cover administrative expenses or to ensure that only serious candidates apply, or that applicants who do not receive any money "may" be entitled to a refund. Even if the outfit gives out a token scholarship, the odds of your winning it are less than your chances of winning the lottery. Legitimate scholarship sponsors do not require an application fee.

Loan fees. If you have to pay a fee in advance of obtaining an educational loan, be careful. It might be called an "application fee", "processing fee", "origination fee", "guarantee fee", "default fee" or "insurance fee", but if it must be paid in advance, it's probably a scam. Legitimate educational loans deduct the origination and default fees from the disbursement check. They never require an up-front fee when you submit the application.

Other fees. If you must pay to get information about an award, apply for the award or receive the award, be suspicious. Never spend more than a postage stamp to get information about scholarships and loans.

Guaranteed winnings. No legitimate scholarship sponsor will guarantee you'll win an award. No scholarship matching services can guarantee that you'll win any scholarships either, as they have no control over the decisions made by the

scholarship sponsors. Also, when such "guarantees" are made, they often come with hidden conditions that make them hard to redeem or worth less than they seem.

Everybody is eligible. All scholarship sponsors are looking for candidates who best match certain criteria. Certainly there are some scholarships that do not depend on academic merit, some that do not depend on athletic prowess and some that do not depend on minority student status, but some set of restrictions always applies. No scholarship sponsor hands out money to students simply for breathing.

The unclaimed aid myth. You may be told that millions or billions of dollars of scholarships go unused each year because students don't know where to apply. This simply isn't true. Most financial aid programs are highly competitive. No scholarship matching service has ever substantiated this myth with a verifiable list of unclaimed scholarship awards. There are no unclaimed scholarships.

The most common version of this myth, that "\$6.6 billion went unclaimed last year", is based on a 1976-77 academic year study by the National Institute of Work and Learning. The study estimated that a total of \$7 billion was potentially available from employer tuition assistance programs, but that only about \$300 million to \$400 million was being used. This is a 20-year-old estimate that has never been substantiated. Furthermore, the money in question is not available to the general public, only to certain employees enrolled in eligible programs of study whose employers offer tuition assistance. This money goes unused because it can't be used. Popular variations on this myth include the figures \$2.7 billion, \$2 billion, \$1 billion and \$135 million.

"We apply on your behalf." To win a scholarship, you must submit your own applications, write your own essays and solicit your own letters of recommendation. There's no way to avoid this work.

Claims of influence with scholarship sponsors. Scholarship matching services do not have any control over the awarding of scholarships by third parties.

High success rates. Overstated claims of effectiveness are a good tip-off to a scam. For example, less than 1% of users of fee-based scholarship matching services actually win an award. If something sounds too good to be true, it probably is.

Excessive hype. If the brochure or advertisement uses a lot of hyperbole (e.g., "free money," "win your fair share," "guaranteed," "first come, first served" and "everybody is eligible"), be careful. Also be wary of letters and postcards that talk about "recent additions to our file," "immediate confirmation" and "invitation number."

Unusual requests for personal information. If the application asks you to disclose bank account numbers, credit card numbers, calling card numbers or social security numbers, it is probably a scam. If they call and ask you for personal information to "confirm your eligibility," "verify your identity" or as a "sign of good will," hang up immediately. They can use this information, in conjunction with your date of birth and the names of your parents, to commit identity theft and apply for new credit cards in your name. They can also use the numbers on the bottom of your checks (the bank routing number and the account number) to withdraw money from your bank account using a "demand draft." A demand draft works very much like a check, but does not require your signature.

No telephone number. Most legitimate scholarship programs include a telephone number for inquiries with their application materials.

Mail drop for a return address. If the return address is a mail drop (e.g., a box number) or a residential address, it is probably a scam.

Masquerading as a federal agency. If you receive an offer from an organization with an official-sounding name, check whether there really is a federal agency with that name. Don't trust an organization just because it has an official-looking "governmental" seal as its logo or has a prestigious-seeming Washington, DC, return address.

Claims of university, government, Chamber of Commerce or Better Business Bureau approval. Be wary of claims of endorsement and membership, especially if the recommendation is made by an organization with a name similar to that of a well-known private or government group. The federal government, US Department of Education and the US Chamber of Commerce do not endorse or recommend private businesses.

If a financial aid "seminar" is held in a local college classroom or meeting facility, don't assume that it is university sanctioned. Call the school's financial aid office to find out whether it is a university approved or sponsored event.

Suggesting that they are a non-profit, charitable organization when they are not. Don't assume from an organization's name that it has a charitable purpose. Although it is illegal in most states to use a misleading business name, enforcement of the law is lax. For example, an organization with "Fund" or "Foundation" in its name is not necessarily a charitable foundation and may even be a for-profit business.

Unsolicited opportunities. Most scholarship sponsors will only contact you in response to your inquiry. If you've never heard of the organization before, it's probably a scam.

Failure to Substantiate Awards. If the organization can't prove that its scholarships are actually awarded and disbursed, be cautious.

Typing and spelling errors. Application materials that contain typing and spelling errors or lack an overall professional appearance, may be an indication of a scam. Many scams misspell the word "scholarship" as "scholarship."

Time pressure. If you must respond quickly and won't hear about the results for several months, it might be a scam. A scholarship scam might say that grants are handed out on a "first come, first served" basis and urge you to act quickly. Few, if any, legitimate scholarship sponsors make awards on a rolling basis. Take the time you need to carefully consider their offer.

Notification by phone. If you have won a scholarship, you will receive written notification by mail, not by phone.

Disguised advertising. Don't believe everything you read or hear, especially if you see it online. Unless you personally know the person praising a product or service, don't believe the recommendation. One scam set up its own fake BBB and used it as a reference. Another offered a forged certificate of merit from the local BBB. Yet another distributed a paid advertisement as though it were an article written by the newspaper. A Ponzi scheme gave out a few scholarships initially as "sugar money" to help attract victims.

A newly-formed company. Most philanthropic foundations have been established for many years. If a company was formed recently, ask for references.

Gives you a runaround or nonspecific information. Demand concrete answers that directly respond to your questions. If they repeat the same lines again and again, the caller is probably reading a standard pitch from a boilerplate script.

Abusive treatment. If the caller swears at you or becomes abusive when you ask questions, it's probably a scam.

A Florida or California address. A disproportionate number of scams seem to originate from Florida and California addresses.

(For more information, visit the FTC's [scholarship scams section](#), which includes [Six Signs That Your Scholarship is Sunk \(Poster\)](#) and [bookmark](#), and the [FTC Consumer Alert](#) about scholarship scams. Also a consumer alert about [free grants](#). For warnings about scholarship matching services, also see [Evaluating Scholarship Matching Services](#) and the [Looking for Student Aid](#) brochure published by the US Department of Education.)

Practical Tips for Students on Avoiding Scholarship Scams

Be cautious if fees are involved. Even if the organization turns out to be legitimate, it is never in your best interest to respond to an offer with an up-front fee.

Get an independent opinion from a trusted source, such as a financial aid administrator at a local college or university, the local reference librarian or your high school guidance counselor.

Call Directory Assistance to see if the company has a listing. If they don't, they're unlikely to be legit. You can reach Directory Assistance by dialing 1 followed by the area code and 555-1212. (Use 1-800-555-1212 to see if they have a toll free number.) You can also look for a listing online using 555-1212.com, [BigBook](#), [Switchboard](#), [WhoWhere](#), [WorldPages](#), [Yahoo People Search](#) and [Zip2](#).

Never give out personal information to strangers. Don't divulge your checking or savings account numbers, social security number or other personal information, no matter how reasonable-sounding the request.

Get it in writing before responding. Get offers, cancellation and refund policies and guarantees in writing before sending money. Then read all the fine print. Don't rely on verbal promises.

Don't respond to unsolicited offers.

Ask the organization how it got your name. If they got your name from a reputable source, verify it with the source. The College Board, for example, only releases its mailing lists to colleges, universities and carefully vetted nonprofit tax-exempt foundations. Scams often use carefully written scripts designed to elicit your SAT score or GPA and then feed it back to you later in the conversation to reassure you as to their legitimacy.

Ignore offers that involve time pressure. If the company demands an immediate response, respond by hanging up the phone.

Trust your instincts. If you feel uneasy about an offer, don't spend any money until you've addressed your concerns. Your initial suspicious reaction to an offer is often correct.

Keep good records. Keep photocopies of your correspondence with the company and the company's promotional materials and take notes during any telephone conversations. If it does turn out to be a scam, include these materials with your complaint to law enforcement agencies.

Scholarships

This is a comprehensive list of possible scholarships that could be available to seniors. The due dates and other information are subject to change. Please see the "Scholarships" link also located under the Guidance Department section.

Additional information, eligibility, applications, etc., are available in the Guidance Office. It is the student's responsibility to pick up copies of applications. Applications are kept in the black box labeled "Scholarships for Graduating Seniors."

Sept 15

Guild Scholar: up to \$15,000; must be legally blind; academic achievement, three letters of recommendation, personal statement; apply online at.

www.jgb.org/guildscholar.asp

Sept 30

Chick Evans Caddie Scholarship: covers tuition and housing at designated universities;

renewable up to four years; requirements: must have caddied successfully and regularly for two years, above a B average, taken the ACT, financial need, outstanding character, integrity, and leadership. Pick up applications from Dalhousie or call Jack Connell at 450-4151.

Oct 1

Wendy's High School Heisman Award: www.wendysheisman.com -This award recognizes scholarship, athletics, and citizenship. You must have a B average and participate in at least one sport. All eligible students may be nominated by completing the online nomination form and have it reviewed by a school official no later than October 1st. See your counselor, or go to the website for more details.

Oct 1

QuestBridge College Match Program: full tuition, room and board; for outstanding low-income students; must have demonstrated academic excellence and overcome economic obstacles; apply online at www.questbridge.org.

Oct 1

young Arts Award (formerly NFAA Arts Award): awards range from \$100 to \$10,000; for seniors in the disciplines of dance, film & video, classical or jazz music, photography, theater, visual arts, voice and writing. Go to www.youngARTS.org.

Oct 15

Danforth Scholars Program: *must be nominated by Mrs. Garner*; full or partial tuition to Washington University in St. Louis; outstanding academic performance; activities must show student's exceptional commitment to community service, high moral character, and similar qualities; specific examples of leadership, academic and personal achievements are necessary.

Oct 30

Horatio Alger Scholarship: must demonstrate critical financial need; overcome adversity; involvement in activities; 2.0 GPA;
www.horatioalger.org/scholarships

Oct 31

Coca-Cola Scholarship: fifty (50) \$20,000 scholarships; two-hundred (200) \$4,000 scholarships; recipients are well-rounded individuals with high interest in community; evaluated on demonstrated leadership, commitment to community, academic achievement, employment; **apply online ONLY** at www.coca-colascholars.org

Oct 31

Prudential's Spirit of Community Awards – recognizes students who have distinguished themselves through volunteer work; fill out the online application, print it out, and turn in to Mrs. Garner by Oct.31st. Notre Dame selects one application to send in for state and national competition. For more details and an application, go to www.prudential.com/spirit.

Nov 1

University of Missouri-Rolla Chancellor's Scholarship: combines w/ Bright Flight for a total of \$12,000; four-year renewable scholarship; must be in upper 10% of class; must qualify for Missouri Bright Flight; strong leadership in school and community; resident of MO; 750-word essay on pre-selected editorial (see application for scholarship for editorial); 200-word analysis of your leadership activities; www.umar.edu

Dec 1

SAE Engineering Scholarships: from \$400 to full tuition; must intend to earn a degree in engineering or related science (e.g., math, chemistry, physics, biology, technologies, computer science); www.sae.org/students/engschlr.htm

Dec 15

Elks Most Valuable Student Scholarship: local lodge will award \$50 savings bond to all students who complete an application; top 3 applicants will receive \$100, \$200, \$500 savings bonds; top applications are forwarded to state and possibly national competitions for up to \$60,000 scholarships; must display scholarship, leadership, financial need; applications are available at www.elks.org/enf/scholars or in the guidance office.

Dec 15

AXA Achievement: one state winner of \$10,000 scholarship; from 52 state winners, ten \$15,000 scholarships; must demonstrate ambition and drive; determination to set and reach goals; respect for family, self and community; ability to succeed in college; www.axa-achievement.com

Jan 12

Elks National Foundation Legacy Awards: \$1,000; to children and grandchildren of Elk members; must exhibit core values of Elks National Foundation: Knowledge, Charity, Community and Integrity; www.elks.org/enf/scholars.

Jan 12

Sam Walton Community Scholarship: \$1,000, non-renewable; selection is based on financial need, academic record, ACT/SAT scores, extracurricular activities, community involvement, work experience, and timely and accurate completion of the Scholarship Competition application; **apply online only at** www.scholarshipadministrators.net

Jan 31

Leap (Lead and Enhance the Accounting Profession): \$500; must be a Missouri resident; must be pursuing an accounting degree or its equivalent; academic achievement; must enroll in at least 12 college hours at MO college/university; 500 words or less essay on "What Is Most Appealing to You About the CPA Profession?"; www.leap-forward.com

Feb 1

George C. Brooks Scholarship (for Mizzou only): \$7,500; students from minority ethnic groups may apply; minimum 25 on ACT; interview process; no separate application for this scholarship – applicants who meet criteria will be sent information

Feb. 1

National Wild Turkey Federation Scholarship: local award of \$500; state award of \$1,000, up to \$2,000; national award of \$10,000; minimum 3.0 GPA; must support preservation of hunting by actively participating in hunting sports; must be involved in school activities; must demonstrate leadership, community involvement; must submit essay and autobiography exhibiting dedication to conservation; 3 letters of recommendation; submit application to local chapter by Feb. 1; www.nwtf.org/jakes

Feb. 15

Missouri Minority Teaching Scholarship: \$3,000; renewable; must be African American, Asian American, Hispanic American, or Native American; must rank in top 25% of class and score at or above 75% on ACT/SAT; must teach in MO

public school for 5 years after earning MO teaching certificate;
www.dese.mo.gov

Feb. 15

Missouri Teacher Education Scholarship: \$2,000; one-time, nonrenewable; must be MO resident, rank in top 15% OR score in top 15% on ACT, and attend an approved teacher education program at a 4-year college in MO; must earn a MO teaching certificate and teach in MO public school for 5 years; www.dese.mo.gov

Feb 15

National Commission for Cooperative Education: \$5,000; 3.5 GPA, NCCE encourages minority students, females, and students interested in science, math, engineering, and technology to apply; must plan on attending one of the following colleges: Antioch College, Drexel University, Johnson and Wales University, Kettering University, CW Post Campus of Long Island University, Northeastern University, Pace University, Rochester Institute of Technology, University of Cincinnati, University of Toledo, Wentworth Institute of Technology; www.coop.edu.

Feb 28

James and Nellie Westlake Scholarship: must demonstrate financial need (family adjusted gross income of \$40,000 or less); must be Missouri resident; www.sms.scholarshipamerica.org/westlake.

Feb 28

Church Women United Scholarship: essay contest: 1st prize \$1500, 2nd prize \$1000, 3rd prize \$500; essay may be on one of three different themes; maximum 500 words; essay should include index and references; will be judged on the basis of content, presentation, grammar/punctuation, originality; two copies must be mailed to the address on the application by the deadline

Mar. 1

Gordonville Mutual Insurance Company Scholarship: \$500; must attend an accredited college or university in the state of Missouri; consideration given to need, grades, activity and essay

Mar. 1

American Chemical Society Scholars Program: must be African-American, Hispanic/Latino, and American Indian; permanent resident of US; high academic achievement in chemistry or science (3.0 minimum GPA); demonstrate financial need according to FAFSA; must intend to pursue undergraduate degrees in chemistry, biochemistry, chemical engineering, or chemically related science; and planning a career in chemical sciences or chemical technology; up to \$5000 in scholarship assistance. *Pre-med, nursing, and pharmacy students are not eligible for this scholarship.* www.chemistry.org/scholars.

Mar 1

Kiwanis Club of Cape Girardeau: scholastic ability; class rank; extracurricular activities and honors received; statement of educational plans and goals; two letters of recommendation; applications in the folder in Guidance.

Mar. 1

National Defense Transportation Association Scholarship: for anyone interested in a degree related to Business, Transportation Logistics, and Physical Distribution; \$2,000 scholarship; Must reside in MO or IL; two letters of recommendation and personal essay required (800 words);

www.ndtascottstlouis.org

March 1

Robert J. Trulaske, Sr., Scholarship: \$6,675 per year; renewable for up to 4 years; must be pursuing a degree from the University of Missouri-Columbia's College of Business; awarded to students who do not meet criteria for Bright Flight or other excellence based scholarships; preference given to children of full-time employees of True Manufacturing Company and other directly related companies; must demonstrate financial need; preference given to students in upper 2/3 but not in top 10% of class; special emphasis placed on students who have exhibited business interests through work and/or other activities; evidence of leadership

Sam W. Walton Scholarship: \$6,375 per year; renewable; for students majoring in economics, finance, international business, management, marketing at University of Missouri-Columbia; must display academic achievement and financial need; must be working toward business degree; work part-time (10-12 hrs/wk) in retailing, and participate in Walton Scholar activities while at MU

Ponder Minority Scholarship: \$5,000 per year; renewable; pursuing a major in accountancy, economics, finance, international business, management, or marketing at the University of Missouri-Columbia College of Business. The primary qualifications are being a minority, academic achievement, and financial need (you must fill out the [FAFSA](#)).

Mar 3

Southeast Missouri Mine Safety Association Scholarship: \$250 per semester; must reside in Southeast Missouri; must be pursuing a degree in one of the following areas: occupational or industrial safety, mining engineering, geological engineering, metallurgical engineering, petroleum engineering, geology, geophysics, or other related fields; selection criteria: genuine interest in one of the fields, academic record, community involvement, financial need;

March 4

Scholar Athlete Milk Mustache of the Year Award: based on academic performance, athletic excellence, leadership, community service, and milk experience. *Applications will only be accepted online at www.bodybymilk.com*

March 5

Missouri Gaming Association Project 21: up to \$1500; to raise awareness of underage gambling; must submit entry in form of article, poster, or video; www.missouricasinos.org/pdfs/project_21.pdf or www.888betsoff.com.

March 9

MFA Foundation (Chaffee and Jackson): \$2000 non-renewable scholarship to seniors interested in studying agriculture, or studies that benefit rural life; leadership in school, church, community; reputation for good citizenship and good moral character; financial need, sources of income, and willingness to work; academic progress. *All applications must be turned in to Mrs. Garner by March 9th!*

March 15

Kohl's Kids Who Care Scholarship: any student aged 6-18 years is eligible; \$1000 scholarship; community volunteer actions must be described in detail and should document efforts that are above and beyond what is normally expected at that age; volunteer efforts should have resulted in a positive community outcome and must have occurred within the last 12 months; activity cannot be performed to benefit a family member.

March 16

Charter Communications: \$500; must live in MO or Ill; minimum 2.8 GPA; two letters of recommendation attesting to school or community involvement; 250-word essay on future goals or formative experiences.

March 17

Bernard C. Harris Memorial Scholarship: \$1,000; for Catholic high school seniors only; **only one application will be accepted – all applications must be turned in to Mrs. Garner by February 16!!;** www.bcharrispub.com/scholarship.

March 30

Juror Appreciation Week Poster Contest: \$500; sponsored by the Missouri Bar; students must submit one or more poster designs; only digital entries will be accepted; poster should support the following ideas: recognize Missourians who do their duty and serve as jurors, remind those who haven't yet served the importance of jury duty, help build a positive relationship between courts and community, let the public know that Juror Appreciation Week is celebrated April 1- May 5; files should be zipped and emailed to mediarelations@mobar.org, or

saved on a CD and mailed to Media Relations Director, The Missouri Bar, 326 Monroe Street, Jefferson City, MO 65101

March 31

Missouri Insurance Education Foundation: four \$1000 scholarships; to Missouri residents enrolled as a full-time freshman in Missouri college; intend to pursue insurance, risk management, or actuarial science degree; must demonstrate scholarship; letter of recommendation; letter of application;

Apr 2

The Conclave: radio/tv broadcasting scholarships; for three specific colleges: broadcast scholarships for Brown College of Minneapolis, MN, or to the Specs Howard School of Broadcasting Arts of Southfield, MI; one music business scholarship to McNally-Smith College of Music in St. Paul, MN; www.theconclave.com or www.radioscholarships.com

Apr. 15

Robert C. Byrd Scholarship: \$1,500 per year for four years; must be resident of MO, score in top 10% on ACT, rank in to 10% of class, and file with selective service; www.dese.mo.gov

Apr 20

American Legion Lillie Lois Scholarship: two awards of \$1000; one to a boy who has attended Boys State; one to a girl who has attended Girls State; must be Missouri resident

American Legion MD "Jack" Murphy Memorial Nurses Training Fund: one \$750 award; for anyone training to become a Registered Nurse; must be in top 40% of class and have "C" or better average; must be resident of Missouri

American Legion Joseph J. Frank Scholarship: five awards of \$500; given to descendants of veterans and must have attended Boys or Girls State; must be resident of Missouri

American Legion Charles L. Bacon Memorial Scholarship: two awards of \$500; must be a member of the American Legion, American Legion Auxiliary, Sons of the American Legion, or a descendant of a member of any of those organizations; must be Missouri resident

American Legion Erman W. Taylor Memorial Scholarship: two awards of \$500; must be planning on obtaining a degree in education; must be a descendant of a veteran who served 90+ days of active duty w/ honorable discharge (proof of discharge necessary); be a Missouri resident; submit essay.

May 1

Knights of Columbus Council 1111 Scholarship: \$500 non-renewable scholarship to seniors; must be a son/ daughter of an active member or deceased member of this Council in good standing; two recommendation letters from faculty or former teachers.

May 10

American Legion Auxiliary Past President's Parley Nurse's Scholarship: Missouri resident, member of veteran's family; scholarship paid when applicant is successfully enrolled in a nursing program to be an LPN or RN; personal letter on what the nursing profession means to the applicant; one reference letter; one letter from doctor attesting to physical fitness

No Date

Discover Colleges: Free private college information service; \$2,500 scholarship drawing. Go to www.discovercolleges.com

College Essays

Creating the College Admission Essay

(From Dr. R. Fred Zuker, University of Dallas, Irving, TX)

1. **Do not try to figure out what the admission officers want to read.** Write down what you know about and care about. Write about something which is important to you and about which you will enjoy writing.
2. **Be careful in choosing people to critique your essays.** Your parents will have a difficult time being objective and may want you to tell your reader how wonderful you are. Have someone – such as an English teacher – read your essays who is a good writer, knows something about the college admission process, and is willing to tell you what they really think.
3. **Try to write in your own voice.** Write about something that is uniquely you.
4. **Avoid vagueness, blandness, and banality.** Be specific, colorful, and descriptive. Be clear, give details, and make your verbs active and interesting. Never use words such as “get” or “a lot.” It is alright to express your emotions.
5. **Your essays should have an informal and familiar tone.** These essays are personal statements, not formal writing exercises.
6. **Remember, your readers are hard working, hard pressed college administrators. Don’t be afraid to entertain them.**
7. **Be as concise as you can.** Polish your writing but don’t lose the informal touch.
8. **Prepare a rough draft of your essays and let the draft “cool off” for a few days.** Then go back and re-read your work to see if it really says what you want your essay to say.
9. **Proofread and prepare your essays as carefully as you can.** Don’t rely on “Spellchecker” to catch all the errors. It may be the wrong word spelled correctly. Read your essays backwards, word by word to correct for spelling and then read them beginning to end to make sure grammar and punctuation are correct.
10. **Use anecdotes and stories to vitalize your essays.** Actual incidents, conversations, colorful characters, and dialogue add zest to your writing and hold the interest of your readers.
11. **Make your opening and closing paragraphs the strongest part of your essays.**
12. **Give your essays titles when appropriate** and make sure the essays speak to the title and answer any questions you might have posed in your title.

The Student Essay

The essay is a story; it should have a voice. Think about your essay as communicating to others. Simple thoughts and ideas can be a good approach. The essay should make the reader want to continue reading. Remember this: someone has to read your essay; put yourself in his/her place. The essay should convey what it is like to be you.

- **Do**
 - **Start early.** Make notes in a notebook and keep jotting down ideas as they come to you. Start formulating ideas on topics on which you could write.
 - **Be yourself.** Write honestly, concisely, and clearly.
 - Write a **draft** and have an English teacher review it with you.
 - **Focus** on one aspect of yourself or one event.
 - **Write lean and clean.** Avoid writing in the passive voice. (Example: "I have always been someone for whom sports have been easy" is better written as "Sports are easy for me.")
 - **Speak positively** – even if you're relating something negative about yourself.

- **Don't**
 - **Don't repeat information** that's already apparent in your application.
 - **Don't write about a general topic**, unless requested. The college wants to know about you.
 - **Don't use the essay to explain a drop in performance or low test grades** unless it is an integral part of the essay. It is usually better to use a separate sheet to explain, for example, how you had mono first semester junior year, your parents divorced sophomore year, etc.
 - **Don't use clichés.** Avoid quotes unless the quotation truly enhances your essay.
 - **Don't be cute and gimmicky** or melodramatic.

- **Some things you might want to write about in your essay:**
 - Your **family background**, parents, etc.
 - **Events and people** that have been important to you and why
 - Your **interests, hobbies**, or some special activity
 - Any **jobs** you have held that you think were helpful in your development
 - **Why going to college is important to you**, and what you hope to gain from the experience.
 - Which **careers** you may be considering and why
 - Reflect on a **special idea or event**. Do not be afraid to show vulnerability.

- What you think are **your “good points”** and/or some things you would like to improve
- **Something special** in which you demonstrated impressive qualities as a person

- **Some things to avoid in your essay:**
 - **“Cutesy” quotes**, slogans, etc
 - **“For as long as I can remember...”**
 - Be careful of your use of **humor**. What’s funny to you may not be funny to the reader.
 - **“Laundry lists”** – it’s better to talk in depth about one thing than to list many.

- **Remember**
 - **Your essay is you.** When you are writing your essay, use your own words and language with which you are comfortable.
 - **You have to present yourself as you are.** One of the prime reasons for an essay is to set yourself apart from all the other applicants so that the college gets a feel for you as an individual.

Testing

General Test-Taking Tips

- **Consistent review** is more effective than cramming. Prepare well in advance for tests.
- Get **plenty of sleep** the night before. Eat a good **breakfast**.
- If you feel nervous before the test, **relax by taking several deep breaths**.
- **Maintain confidence** in your abilities and plan to do your best. **Attitude** can affect performance.
- **Listen carefully to all instructions** and **ask questions** if you hear something you don't understand.
- **Focus** your attention entirely on your work.
- **Neatness** is key. You want your answers to be interpreted correctly.
- **True items may be longer than false items** because they require qualifying phrases.
- Words such as "**always**," "**never**," and "**none**" are associated with **false** items.
- Words such as "**usually**," "**often**," and "**many**" are associated with **true** items.
- **Chew gum** if it helps reduce anxiety.
- Wear a **watch** so that you can pace yourself during the test.
- If you complete the test before time is up, **reread the questions and check your answers**.

Comparing the ACT and SAT

(From ACT Educator Workshops Resource Manual 2006)

	ACT www.actstudent.org	SAT www.collegeboard.com
Time	3 hours, 25 minutes 30 minutes for optional Writing	3 hours, 45 minutes
Test Purpose	Measures academic achievement in the areas of English, mathematics, reading, and science.	Measures critical reading, writing, and mathematical reasoning skills.
Test Content	<p>ACT English (75 questions; 45 minutes) Usage/Mechanics: punctuation, basic grammar and usage, sentence structure, rhetorical skills, strategies, organization, style</p> <p>ACT Mathematics (60 questions, 60 minutes) Pre-Algebra and Elementary Algebra Intermediate Algebra and Coord. Geometry Plane Geometry and Trigonometry</p> <p>ACT Reading (40 questions, 35 minutes) Arts and Literature: prose fiction and humanities (art history, art, music, philosophy, theatre, architecture, dance, religion/ethics, literary criticism) Social Studies and Natural Sciences: History, political science, biology, chemistry, physics, physical science</p> <p>ACT Science (40 questions, 35 minutes) Interpretation analysis, evaluation, reasoning, and problem-solving skills in Biology, earth/space sciences,</p>	<p>SAT Writing (60 minutes) Multiple choice Essay</p> <p>SAT Mathematics (70 minutes) Arithmetic Algebra Geometry Data Analysis</p> <p>SAT Critical Reading (70 minutes) Sentence completion Critical Reading in Humanities, Social Narrative (Extended Reasoning, Literal Comprehension, Vocabulary) Elementary Analogies Adding Short Passages</p> <p>No Science Test</p>

	<p>chemistry, physics; data representation, research summaries, conflicting viewpoints</p> <p>ACT Writing (Optional) (1 prompt, 30 minutes) Measures writing skills emphasized in high school English classes and in entry-level college composition courses. Consists of one 30 minute essay.</p>	
Method of Scoring	Scores are based on number of right answers. No penalty for guessing.	Scores are adjusted for guessing. Correct answers carry full weight while a chance-level penalty is applied for each incorrect answer.
Test Score Scales	All subtests and composite scores range from 1 - 36.	Writing, Critical Reading, and Mathematics range from 200-800. Total score ranges from 600-2400 (sum of Writing, Critical Reading, and Math).
Student Information	<p>Student Profile Section Background (demographics); high school courses and grades; admission/enrollment information; educational plans, interests, and needs; special educational needs, interests, and goals; college extracurricular plans; high school information and extracurricular activities; out of class accomplishments; evaluation of high school experience</p> <p>Educational and Career Planning ACT Interest Inventory World-of-Work Map College Majors and Programs</p>	<p>Student Descriptive Questionnaire Background (demographics); educational background; high school and community activities; sports; student plans for college</p>
Common Uses	<p>Admissions (accepted by most, but not all, colleges and universities)</p> <p>Talent identification</p> <p>Academic advising</p>	<p>Admissions (accepted by most, but not all, colleges and universities)</p> <p>Talent identification</p> <p>Academic advising</p>

	Freshman course placement Awarding course credit, especially in English and Math Courses Awarding scholarships	Awarding scholarships
Research Services	Class profile service Prediction research service Course placement service Retention research service	Class profile section Validity research service
Score Report Preferences	ACT Exclusive Central Baptist, AR St. Vincent Infirmary School of Radiologic, AR Providence Baptist College, IL Southeast Kentucky Community College and Tech, KY Henderson Community College, KY Baton Rouge General Medical School, LA Louisiana State University- Eunice, LA Saint Joseph Seminary College, LA Oakland University, MI Martin Luther College, MN Hinds Community College, MS Copiah-Lincoln community College, MS Pearl River Community College, MS Missouri Western State College, MO St. Vincent Infirmary School of Radiologic, NE New Hampshire Community Tech College, NH Turtle Mountain Community college, ND Rogers State University, OK Bob Jones University, SC McKenna Hospital School Radiologic Technology, SD St. Marys/Marshall University	SAT Exclusive Central ME Medical Center School of Nursing, ME Harvey Mudd, CA

	Coop Nursing, WV Baptist College of Ministry, WI	
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How to Convert and Compare SAT and ACT Scores

Wondering how to compare SAT and ACT scores? While the two tests are substantively different in a number of ways, many colleges will accept either test. Those schools rely on conversion tables so that they can compare students objectively.

While the conversion table to the right is not definitive or "official" in any way, the first two columns of data can be found on dozens of college and test-prep websites and are likely very close to what any college would use in comparing SAT and ACT scores.

The comparison between the ACT and the Math/Reading sections of the SAT is the most accurate. While the SAT is now graded on a 2400-point scale that includes a Writing section, schools aren't yet sure how to evaluate that section and thus the conversion chart--which relies on statistical data from the pre-Writing "old" SAT--doesn't take Writing into account.

Nonetheless, we've included a guess about how the ACT compares to the 2400-point SAT, assuming that students do approximately as well at Writing as on the other two sections of the SAT.

This may be useful when trying to determine a 2400-point SAT score from the ACT, but when converting from the SAT to the ACT you should focus only on your Math and Reading Scores.

ACT	SAT Math and Reading	2400-Point SAT Estimate
36	1600	2400
35	1560-1590	2360
34	1510-1550	2300
33	1460-1500	2220
32	1410-1450	2140
31	1360-1400	2070
30	1320-1350	2010
29	1280-1310	1950
28	1240-1270	1890
27	1210-1230	1830
26	1170-1200	1770
25	1130-1160	1710
24	1090-1120	1650
23	1060-1080	1600
22	1020-1050	1550
21	980-1010	1500
20	940-970	1440
19	900-930	1380
18	860-890	1320
17	810-850	1250
16	760-800	1180
15	710-750	1100
14	660-700	1020
13	590-650	930
12	520-580	830
11	500-510	750

Jay Brody

<http://collegeapps.about.com/od/satactandotherexams/a/comparesatact.htm>

Tips for the ACT

(From www.actstudent.org)

English

- Be aware of the **writing style used** in each passage.

- Consider the elements of writing that are included in each **underlined part of the passage**. Some questions will ask you to base your decision on some specific element of writing, such as the tone or emphasis the text should convey.
- Be aware of **questions with no underlined portions** – that means you will be asked about a section of the passage or about the passage as a whole.
- **Examine each answer choice** and determine how it differs from the others. Many of the questions in the test will involve more than one aspect of writing.
- Read and consider all of the answer choices before you **choose the one that best responds to the question**.
- Determine the best answer.
- **Reread the sentence, using your selected answer.**

Mathematics

- **Read each question carefully** to make sure you understand the type of answer required.
- If you use a calculator, be sure it is working on test day and has reliable batteries. [Use your calculator wisely.](#)
- Solve the problem.
- Locate your solution among the answer choices.
- Make sure you answer the question asked.
- Make sure your answer is reasonable.
- **Check your work.**

Reading

- **Read the passage carefully.**
- Read and consider all of the answer choices before you **choose the one that best responds to the question**.
- **Refer to the passage** when answering the questions.

Science

- **Read the passage carefully.**
- Refer to the scientific information in the passage when answering the question.
- Read and consider all of the answer choices before you **choose the one that best responds to the question**.
- **Note conflicting viewpoints** in some passages.

Writing Test

- Carefully read the [instructions](#) on the cover of the test booklet.
- **Do some planning before writing the essay** – You will be instructed to do your **prewriting** in your Writing Test booklet. You can refer to these notes as you write the essay on the lined pages in your answer folder. Do not skip lines.
 - **Carefully consider the prompt** and make sure you understand it – reread it if you aren't sure.
 - **Decide how you want to answer** the question in the prompt.
 - **Then jot down your ideas** on the topic: this might simply be a list of ideas, reasons, and examples that you will use to explain your point of view on the issue.
 - **Write down what you think** others might say in opposition to your point of view and think about how you would refute their arguments.
 - **Think of how best to organize** the ideas in your essay.
- At the beginning of your essay, **make sure readers will see that you understand the issue.**
- Explain your point of view in a **clear and logical** way.
- If possible, **discuss the issue in a broader context** or evaluate the **implications** or **complications** of the issue.
- **Address what others might say to refute** your point of view and present a **counterargument**.
- **Use specific examples.**
- **Vary the structure of your sentences**, and use varied and precise word choices.
- **Make logical relationships clear** by using transitional words and phrases.
- **Do not wander off the topic.**
- End with a **strong conclusion** that summarizes or reinforces your position.
- If there is time, **do a final check** of the essay when it is finished.
 - Correct any mistakes in grammar, usage, punctuation, and spelling.
 - If you find any words that are hard to read, recopy them so your readers can read them easily.
 - Make any corrections and revisions neatly, between the lines (but not in the margins).

ACT Writing Test

(From www.actstudent.org)

Some colleges require the Writing Test; others do not. Most colleges will accept scores from the Writing Test even if they do not require it.

You should decide whether to take the Writing Test based on the requirements of the institutions to which you are applying. **Check directly with the institutions you are considering to find out their requirements**, or ask your high school counselor which test option you should take.

The Writing Test fee is **refundable** if you are absent on test day or drop the Writing Test before testing begins and just take multiple-choice tests.

Prompts used for the ACT Writing Test:

- describe an issue relevant to high school students
- ask examinees to write about their perspective on the issue

As a starting place, two different perspectives on the issue will be provided. Examinees may choose to support one of these perspectives or to develop a response based on their own perspective.

Sample Prompt

In some high schools, many teachers and parents have encouraged the school to adopt a dress code that sets guidelines for what students can wear in the school building. Some teachers and parents support a dress code because they think it will improve the learning environment in the school. Other teachers and parents do not support a dress code because they think it restricts the individual student's freedom of expression. In your opinion, should high schools adopt dress codes for students?

In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

The standard directions in the second paragraph above are a part of all prompts used on the Writing Test.

SAT Reasoning Test

(From www.collegeboard.com)

The SAT Reasoning Test is a measure of the critical thinking skills you'll need for academic success in college. The SAT assesses how well you analyze and solve problems – skills you learned in school that you'll need in college. The SAT is typically taken by high school juniors and seniors.

Each section of the SAT is scored on a scale of 200–800, with two writing subscores for multiple-choice and the essay. It is administered seven times a year in the U.S., Puerto Rico, and U.S. Territories, and six times a year overseas.

SAT Question Types

The SAT includes several different question types, including: a student-produced essay, multiple-choice questions, and student-produced responses (grid-ins).

The Unscoored Section

In addition, there is one 25-minute section that is utilized to ensure that the SAT continues to be a fair and valid test. This is a common test development practice, but don't worry – this does not count towards your score. This may be a critical reading, mathematics, or writing multiple-choice section. This unscoored section is used to try out new questions for future editions of the SAT. It also ensures that scores on new editions of the SAT are comparable to scores on earlier editions of the test. This helps to ensure the fairness of the SAT, which is one of our primary objectives.

Test Order

The SAT is comprised of 10 total testing sections. The first section is always a 25-minute essay and last section is always a 10-minute multiple-choice writing section. Sections two through seven are 25-minute sections. Sections eight and nine are 20-minute sections. Test-takers sitting next to each other in the same session may have test books with entirely different content orders for sections two through nine (math, critical reading, and writing).

For online sample questions and preparation materials, visit the [SAT Preparation Center](http://www.collegeboard.com) at www.collegeboard.com.

About the SAT Subject Tests

(From www.collegeboard.com)

Subject Tests (formerly SAT II: Subject Tests) are designed to measure your knowledge and skills in particular subject areas, as well as your ability to apply that knowledge.

Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year.

Many colleges use the Subject Tests for admissions, for course placement, and to advise students about course selection. Used in combination with other background information (your high school record, scores from other tests like the SAT Reasoning Test, teacher recommendations, etc.), they provide a dependable measure of your academic achievement and are a good predictor of future performance.

Some colleges specify the Subject Tests they require for admissions or placement; others allow applicants to choose which tests to take.

Subject Tests fall into five general subject areas:

English

[Literature](#)

History and Social Studies

[U.S. History](#) (formerly
American
History and Social Studies)

[World History](#)

Mathematics

[Mathematics Level 1](#)
(formerly
Mathematics IC)
[Mathematics Level 2](#)
(formerly
Mathematics IIC)

Languages

[Chinese with Listening](#)

[French](#)

[French with Listening](#)

[German](#)

[German with Listening](#)

[Spanish](#)

[Spanish with Listening](#)

[Modern Hebrew](#)

[Italian](#)

[Latin](#)

[Japanese with Listening](#)

[Korean with Listening](#)

Science

[Biology E/M](#)

[Chemistry](#)

[Physics](#)

Which Subject Tests should you take?

Before deciding which tests to take, make a list of the colleges you're considering. Then review school catalogs, [college search engines](#), or [college handbooks](#) to find out whether the schools require scores for admission and, if so, how many tests and in which subjects.

Use your list of colleges and their admissions requirements to help plan your high school course schedule. You may want to adjust your schedule in light of colleges' requirements. For example, a college may require a score from a Subject Test in a language for admission, or the college might exempt you from a freshman course requirement if you do well on a language Subject Test.

Many colleges that don't require Subject Test scores will still review them since they can give a fuller picture of your academic background.

When should you take Subject Tests?

Most students take Subject Tests toward the end of their junior year or at the beginning of their senior year.

Take tests such as World History, Biology E/M, Chemistry, or Physics as soon as possible after completing the course in the subject, while the material is still fresh in your mind. For foreign language tests, you'll do better after at least two years of study.

Admission Requirements

Examples of Admission Requirements

St. Louis University (4 year private institution) www.slu.edu

English: 4 units

Mathematics: 3 units (Algebra I and higher)

Science: 2 units (courses in biology and chemistry are required for admission)

Social Studies: 2 units

Foreign Language: 2 units of the same language

Electives: 3 units

University of Missouri-Columbia (4 year public institution) www.mizzou.edu

English: 4 units (one may be in speech or debate; two units emphasizing composition or writing skills)

Mathematics: 4 units (algebra 1 or higher)

Science: 3 units (not including general science), one of which must be a lab

Social Studies: 3 units

Foreign Language: 2 units of the same language

Visual/Performing Arts: 1 unit

Southeast Missouri State University (4-year public institution)

English: 4 units (one may be speech or debate; 2 units emphasizing composition or writing skills)

Mathematics: 3 units (Algebra I, Algebra II/Intermediate Algebra, Geometry, Trigonometry and Calculus)

Science: 3 units (not including general science; selected from biology, chemistry or physics, one of which must be a laboratory course)

Social Studies: 3 units (one unit of American history and one semester of government studies required)

Visual/Performing Arts: 1 unit

Electives: 3 units (foreign language and/or combinations from 2 or more of the above areas)

www.semo.edu

Community/Junior College (2-year institution)

Most community and junior colleges have open admissions (no specific requirements). A high school diploma or GED is required.

Campus Visits

Hints for a Successful Campus Visit

Visiting a college campus will provide firsthand impressions for you and your family. You will learn about the people, programs, facilities, and in general, learn a great deal by being on campus and discussing your plans with a college official. This may be the deciding factor in your college search.

- **Before you start thinking about visiting any colleges, some “homework” is in order.**
 - Begin looking through the college information in the Guidance Office or begin searching online. Think of the things that are important to you: programs, size, location, cost, activities/athletics, etc.
 - Talk over your ideas with your family and your counselor.
 - Request information from the colleges that interest you.
 - Narrow your list to about five or six choices.
- When you have narrowed your list, **call the colleges ahead of time to set up an appointment.**
- Meet with an **admissions** officer to verify **admission requirements** (tests, high school preparation). Discuss **your chances for success.**
- Determine college **costs.** Ask about **financial aid opportunities**, including scholarships, as well as deadlines, required forms, etc.
- **Meet with faculty in the academic area of interest** to you. Ask questions about **academic offerings.**
- **Attend a class** to get an idea of typical size, teaching style, academic atmosphere.
- Ask about the **placement record for graduates** in the field you might study.
- Identify **career planning services** for undergraduates.
- **Tour the campus** (be sure to check out the **dorms, dining hall, library,** etc).
- **Talk to students** about the general academic environment and the study commitment necessary for success.
- Find out what **student activities** are available (clubs, intramurals, organizations, etc). Inquire about **campus life and social activities** in general.
- Investigate **transportation** options.

- **Eat a meal** in the dining hall.
- **Spend a night** in the dorm.
- **After your visit, make notes** on your reactions to the college so you can later compare to the other colleges you will visit.

College Comparison Worksheet

College Name			
Location distance from home			
Size enrollment physical size of campus			
Environment type of school (2 yr/4 yr) religious affiliation			
Admission Requirements deadline tests required average test scores, GPA, rank			
Academics my area of interest offered special requirements accreditation student-faculty ratio typical class size			
College Expenses tuition, room & board estimated total budget application fee other fees			
Financial Aid deadline required forms % receive aid scholarships			
Housing residence hall requirement food plan			
Facilities academic recreational other			
Activities clubs/organizations Greek life athletics/intramurals other			

The Interview

Some colleges require an interview, whether it is for admission or scholarship purposes. This is an important information-gathering process between you and the college. In the interview, you have the opportunity to present interesting personal qualities which help the college evaluate you as an applicant. Additionally, the questions you ask in the interview will help you make a good decision about the college. Following are guidelines to a successful interview, questions which you should be prepared to answer, and questions you should ask:

- **Be on time.**
- **Dress nicely.**
- **Be well prepared.**
 - Read the college catalog prior to your interview and prepare questions based on what you read.
 - Let your interviewer know you are applying for specific reasons.
 - Know what the college has to offer and how you might fit in.
- **Answer questions to the best of your knowledge and ability.**
 - Do not be afraid to admit you don't know something.
- **Be ready to volunteer information.**
 - Know your GPA, standardized test scores, latest grades in the course you are currently enrolled, and in what extracurricular activities you are involved.
 - Bring this with you in the form of a résumé, as well as a copy of your transcript.
- **Be yourself.**
 - Do not pretend to be someone you are not.
 - The interviewer is interested in finding out as much as possible about you.
 - Be honest about your weaknesses as well as your strengths.
 - The interviewer will likely know if you are bluffing or simply trying to make an impression.
- **Relax!**
 - Interviews are meant to be informative for everyone involved.
- **Questions to expect:**
 - **What do you hope to gain from the college experience?**
 - Have you given any thought to why you are going to college? Are there skills you hope to acquire or improve? Admitting your weaknesses can make you interesting and believable.

- **Which characteristics of this college are especially appealing to you?**
 - Have you researched the institution and found that it has elements of special interest to you? Have people whose opinion you respect recommended it to you? Do your homework.
- **What do you hope to do at college outside of the classroom?**
 - What contributions do you hope to make to student life at the college of your choice? What characteristics make you special or unique?
- **How would your teachers describe you?**
 - Ask a teacher before you interview.
- **What are your concerns about the college selection process?**
 - Admissions officers want to help you make the best decision.

College Credit

About AP

- Notre Dame students may earn college credit through the AP Program.
- Notre Dame does not offer actual AP courses, but a student who excels in a given area may wish to take an AP exam.
- The exams are given in May and cost between \$85-\$90.
- Tests are ordered in March. Announcements will be made in the bulletin.
- Exams can be taken in any subject area and are not limited to seniors.
- Scores are given on a scale of 1-5, with college credit given for scores of 3 or above, depending on the college and subject.
- AP credit is more widely accepted at colleges than early college or dual credit classes.
- Go to www.collegeboard.com for more information.

(The following information is taken from www.collegeboard.com)

Subjects

You can download Course Descriptions and learn more about AP courses and exams by visiting the subject pages linked below. Additional information will be added to these pages throughout the fall, so be sure to visit often.

[Art History](#)

[Biology](#)

[Calculus AB](#)

[Calculus BC](#)

[Chemistry](#)

[Computer Science A](#)

[Computer Science AB](#)

[Macroeconomics](#)

[Microeconomics](#)

[English Language](#)

[English Literature](#)

[Environmental Science](#)

[European History](#)

[French Language](#)

[French Literature](#)

[German Language](#)

[Comparative Gov't & Politics](#)

[U.S. Gov't & Politics](#)

[Human Geography](#)

[Latin Literature](#)

[Latin: Vergil](#)

[Music Theory](#)

[Physics B](#)

[Physics C](#)

[Psychology](#)

[Spanish Language](#)

[Spanish Literature](#)

[Statistics](#)

[Studio Art](#)

[U.S. History](#)

[World History](#)

Taking the Exams

The AP Program does not require you to take an AP course before taking an AP Exam. You may repeat an exam in a subsequent year. In such cases, both grades will be reported unless you request that one be withheld or cancelled.

Exam Combinations

If you want to take two exams scheduled for the same time, you must take an alternate form of one of the exams during the late testing period. Your school's AP Coordinator will arrange the details for you.

You may take as many AP Exams as you want, in any combination, with the following qualifications:

You may not take both:

- Calculus AB and Calculus BC in one year
- Computer Science A and Computer Science AB in one year

You may pay a single fee for the following exam combinations, if you take both exams during the same year:

- Macroeconomics and Microeconomics
- Comparative Government and Politics and United States Government and Politics
- Latin Literature and Latin: Vergil
- Physics C: Mechanics and Physics C: Electricity and Magnetism

Note: Different subjects may not be combined for a single fee (e.g., one Economics and one Government and Politics exam for a single fee).

Studio Art Exceptions

You may submit more than one Studio Art portfolio; however, there must be no duplication of works or slides among the portfolios, and portfolios cannot be combined. For example, if you want to submit a portfolio for both Drawing and 2-D Design, you will need to submit two separate portfolios and pay two separate fees.

Frequently Asked Questions

Can I take the AP Examination if I haven't taken an AP course?

The College Board urges students to study the kinds of skills and subjects outlined in the Course Description for each subject, because they represent the basis for the AP Examination. The best way to do so is in a year-long AP course in which the students and teachers focus on AP-level work. Some students, however, have taken strong courses and/or have studied in depth on their own. Such students may be able to perform quite well on the AP Examination.

I want to take an AP Exam and I have a disability. Can I make any testing arrangements to accommodate my disability?

The Advanced Placement Program encourages students with disabilities to take AP Exams. If you have a documented disability, you may be eligible for accommodations on AP Exams. To find out more, visit [services for students with disabilities](#) or contact your school's AP Coordinator.

Beginning in May 2004, students with disabilities who have been preapproved by the College Board to take College Board exams with extended time will not have their AP Grade Reports marked "Nonstandard Administration". Exceptions will be those students whose exams reflected a change in construct.

If I don't get a good grade on an AP Exam, will it hurt my chances for college admission?

If you take an examination as a senior, colleges will not receive your grade before July - probably well after you have been admitted. If you choose to report AP grades obtained before your senior year, you will primarily be telling the colleges that you undertook a difficult course and that you are serious about your studies. Overall, approximately two-thirds of all AP test takers receive AP grades of at least 3. This grade is regarded as an indicator of an ability to do successful work at most colleges.

How many times can I repeat an AP Exam?

You can take an AP Exam each time it is offered (AP Exams are offered once a year in May). Your grade report will include your grades for all the AP Exams you have taken, including yearly "repeats" of the same subject exam.

When are the exams given? How much time does it take to finish one?

Most of the exams take two to three hours to complete. For subjects that correspond to half-year college courses, the exam is closer to two hours in length. Your AP Coordinator should notify you of the exact exam starting time. You can also take a look at the [current exam schedules](#) for days and dates.

Will I lose points if I answer a multiple-choice question wrong? Should I guess?

The answer to the first question is "yes," but not as much as you might think. Your score on the multiple-choice section is based on the number of questions you answer correctly minus a fraction of the number of questions you answer incorrectly. (One-fourth of a point is subtracted for a wrong answer in questions with five answer choices, and one-third of a point in questions with four answer choices.)

The answer to the second question is a conditional "yes." Random guessing is unlikely to raise or lower your grade if you are unsure about the answer to a question, because of the formula (described above) used to deduct points for wrong answers. However, if you have SOME knowledge of the question, and can eliminate one or more answer choices, informed guessing from among the remaining choices is usually to your advantage.

When will I find out if I'm eligible for an AP Scholar Award?

If you are an AP Scholar Award recipient, you and your school will be notified in the fall after the May administration. After that time, grade transcripts that you request to be sent to colleges will include the scholar designation.

About CLEP

(The following information is taken from www.collegeboard.com)

The College-Level Examination Program® or CLEP provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. There are 2,900 colleges that grant credit and/or advanced standing for CLEP exams.

Why take CLEP exams?

By taking one or more CLEP exams in your strong subjects, you'll...

- **Save time.** Get college credit for what you already know. Be rewarded for what you've learned through independent study, advanced high school courses, noncredit adult courses, or professional development.
- **Save money.** Compare the cost of a CLEP exam, just \$50, to hundreds -- even thousands -- of dollars in tuition. CLEP exams are free to military service members.
- **Make college more interesting.** Move right into advanced courses.
- **Graduate on time.** CLEP can help you to the finish line if you're a few credits shy of graduating.
- **Satisfy a proficiency requirement.** Demonstrate you've already mastered the content of, for example, a basic math or language course. Great for dual-degree candidates or students just a few credits shy of graduation.

Getting Credit

Learn your college's CLEP policy

Did you know that doing well on a CLEP exam can earn you the same amount of credit that you'd get if you took -- and did well in -- a semester- or year-long college course covering the same material? Read on to learn how to get credit for what you already know.

Where to find a college's CLEP policy

Typically, a college lists all its academic policies, including CLEP policies, in its general catalog. You'll probably find the CLEP policy statement under a heading such as Credit-by-Examination, Advanced Standing, Advanced Placement, or External Degree Program. If you can't find this information, ask the admission or registrar's office for a copy of the college's credit-by-examination policy.

How much credit can you earn?

Not all colleges award the same amount of CLEP credit for individual tests. Furthermore, some colleges place a limit on the total amount of credit you can earn through CLEP or other exams. Other colleges may grant you exemption but no credit toward your degree. Knowing several colleges' policies concerning these issues may help you decide which college to attend. If you think you can pass a number of CLEP exams, you may want to attend a college that will allow you to earn credit for all or most of them.

Minimum qualifying score

Most colleges publish the required scores for earning CLEP credit in their general catalog or in a brochure. The required score for earning CLEP credit may vary from exam to exam, so find out the minimum qualifying score for each exam you're considering. You can find this information in a college's brochure or general catalog or by using the [College Search](#) link.

Getting credit for general requirements

At some colleges, you may be able to apply your CLEP credit to the college's core curriculum requirements. For example, all students may be required to take at least six hours of humanities, six hours of English, three hours of mathematics, six hours of natural science, and six hours of social science, with no particular courses in these disciplines specified. In these instances, CLEP credit may be given as "6 hrs. English Credit" or "3 hrs. Math Credit" without specifying for which English or mathematics courses credit has been awarded. Find out before you take a CLEP exam what type of credit you can receive or whether you will be exempted from a required course but receive no credit.

Prior course work

Some colleges won't grant credit for a CLEP exam if you've already attempted a college-level course closely aligned with that exam. For example, if you successfully completed English 101 or a comparable course on another campus, you'll probably not be permitted to receive CLEP credit in that subject also. Some colleges won't permit you to earn CLEP credit for a course that you failed.

Additional stipulations

Colleges usually award CLEP credit only to their enrolled students. There are other stipulations, however, that vary from college to college. Here are some additional questions to keep in mind:

- Do you need to formally apply for CLEP credit by completing and signing a form?
- Do you have to "validate" your CLEP score by successfully completing a more advanced course in the subject?
- Does the college require the optional free-response (essay) section for the examinations in Composition and Literature as well as the multiple-choice portion of the CLEP exam you're considering?
- Will you be required to pass a departmental test such as an essay, laboratory, or oral exam in addition to the CLEP multiple-choice exam?

Knowing the answers to these questions ahead of time will permit you to schedule the optional free-response or departmental exam when you register to take your CLEP exam.

CLEP Policies

Before you take one or more CLEP exams, find out which exams your college recognizes, as well as its requirements for earning CLEP credit. Look up a college in College Search to learn its qualifying grade level for each exam.

Early College Credit and Dual Credit

Qualified students may earn college credit through either dual credit or early college credit programs. Students must be working towards the College Preparatory Certificate which includes a GPA of at least a 3.0, at least 26 total credits, and a minimum ACT score of 21. Check your student handbook for additional details for the College Preparatory Certificate. Additional requirements may be required for some courses. Check with the instructor for that course.

Early College Credit (ECC): Qualified students with the principal's recommendation are **allowed to leave campus to take courses at Southeast Missouri State University**. This is generally limited to missing one class period per SEMO class taken. Students may also take courses via electronic media. No high school credit is granted for ECC classes.

Dual Credit: Some **Notre Dame courses** may be taken for both high school and college credit. Either Southeast Missouri State University or St. Louis University grants college credit for select classes. Currently college credit is available in the English, foreign language, math, science, and fine arts departments. Additional fees are paid to the appropriate university. *If you plan to attend other universities, you will need to check with the registrar at the receiving institution to evaluate how dual enrollment classes will transfer.*

Notre Dame Credit	Teacher	College Credit	University
College Composition I 3.0 hrs	Ann Welker	EN 100	Southeast Missouri State University
College Composition II 3.0 hrs	Ann Welker	EN 140	SEMO
Fundamentals of Oral Communication: Speech I 3.0 hrs	Ellen Seyer	SC 155	SEMO
Fundamentals of Interpersonal Communication: Speech II	Ellen Seyer	SC 105	SEMO
French III 3.0 hrs	Mary Ha	FR 110	St. Louis University
French IV 3.0 hrs	Mary Ha	FR 115	SLU
Spanish III 3.0 hrs	Mary Ha	SP 110	SLU
AP Spanish IV 3.0 hrs	Mary Ha	SP 115	SLU
Pre-Calculus	Lenny Kuper	MA135	SEMO

5.0 hrs			
Calculus 5.0 hrs	Lenny Kuper	MA 140	SEMO or SLU
Advanced Physics I and Advanced Physics II 5.0 hrs	Brad Wittenborn	PH 120/020	SEMO
Music Theory 3.0 hrs	Ellen Seyer	MU 101	SEMO
Music: An Artistic Expression 3.0 hrs	Ellen Seyer	MU 182	SEMO
Theological Foundations: Theology IV 3.0 hrs	Sarah Strohmeyer	THEO 100/TH-A 100	SLU

NCAA

College-bound Student athletes

Any student athlete interested in playing Division I or Division II sports in college must complete an NCAA Clearinghouse form on-line at www.ncaaclearinghouse.org after six semesters have been completed.

A copy of the registration form must be given to the student's counselor for purposes of completing the registration process with a copy of the student's transcript.

What Do I Need To Do?

(From www.ncaaclearinghouse.org)

- **Grade 9**
 - Verify with your high school guidance counselor and the online core-course listing to make sure you are on track.
- **Grade 10**
 - Verify with your high school guidance counselor and the online core-course listing to make sure you are on track.
- **Grade 11**
 - **Register** with the eligibility center.
 - Make sure you are still on course to meet core-course requirements (verify you have the correct number of core courses and that the core courses are on your high school's 48-H with the eligibility center).
 - After your junior year, have your high school guidance counselor **send a copy of your transcript**. If you have attended any other high schools, make sure a transcript is sent to the eligibility center from each high school.
 - **When taking the ACT or SAT, request test scores to be sent to the eligibility center (the code is "9999")**.
 - **Begin your amateurism questionnaire**.
- **Grade 12**
 - When taking the ACT or SAT, **request test scores** to be sent to the eligibility center (the code is "9999").
 - **Complete amateurism questionnaire and sign the final authorization signature** online on or after April 1 if you are expecting to enroll in college in the fall semester. (If you are expecting to enroll for spring semester, sign the final authorization signature on or after October 1 of the year prior to enrollment.)
 - Have your high school guidance counselor **send a final transcript** with proof of graduation to the eligibility center.



KNOW THE RULES

(From www.ncaaclearinghouse.org)

Core Courses

- **Starting August 1, 2008, 16 core courses** will be required for **NCAA Division I only**. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **14 core courses are required in NCAA Division II**. See the breakdown of core-course requirements below.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements can be found at www.ncaaclearinghouse.org.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, math, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.**

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the clearinghouse web site to make certain that the courses being taken have been approved as core courses. The web site is www.ncaaclearinghouse.net.
- **Division I** grade-point-average requirements are found on the sliding scale graph.
- **The Division II** grade-point-average requirement is a minimum 2.000.

PLEASE NOTE: For students first entering any NCAA college or university on or after August 1, 2005, **computer science** courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA-approved core courses.

DIVISION I

16 Core-Course Rule

16 Core Courses:

4 years of English.

3 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

1 year of additional English, mathematics or natural/physical science.

2 years of social science.

4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

DIVISION II

14 Core-Course Rule

14 Core Courses:

3 years of English.

2 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

2 years of additional English, mathematics or natural/physical science.

2 years of social science.

3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

REMEMBER

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 Core courses are required for Division II.
- 16 Core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the clearinghouse from the testing agency. Scores on transcripts will not be used.

For more information regarding the rules, please go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the clearinghouse Web site at www.ncaaclearinghouse.net. Please call the NCAA Eligibility Center if you have questions: 877/622-2321.

Items to Include in a Letter to a Coach

- Inform them that **you are going to be (or are) a senior**.
- Include your **class standing, GPA, ACT/SAT** scores.
- Inform them that **you have contacted the Admissions Office**.
- Include your **high school coach's name and school telephone number**.
- Include your **counselor's name and school phone number**.
- **Request a brochure, schedule, and roster**.
- Include your **résumé**.
- Include your **class schedule**.
- Ask if they would like you to send a **video** (or send one).