

2017-2018 COLLEGE PLANNING ACTIVITIES

LUMEN CHRISTI CATHOLIC SCHOOL

Mr. Damon Havlicek; 787-0630 x231; dhavlicek@myjacs.org havlicek.weebly.com/collegeadvising

COLLEGE APPLICATIONS.

College-bound seniors **should** submit applications, application fees, and copies of their resume to their TP CHOICE colleges **by October 15**, regardless of ACT or SAT status. **Each transcript sent after the first (free) is a \$3 charge for each transcript sent to a College/University.**

On-line applications: Mr. H **needs to know ASAP** when you have finished the application so your Transcript/Test Scores can be sent in a timely manner. *UofM/MSU require you to send the test scores directly from the testing sites (ACT/SAT).*

Mr. H is responsible for: 1) mailing the above documents, official transcripts and test scores to the colleges, and 2) is the person **colleges will contact if they have questions about your candidacy.**

ACT TEST. To register, see www.actstudent.org

National Test Dates	Registration Deadline	Get Scores By
Sept. 9, 2017	Aug. 4	Sept. 19
Oct. 28, 2017	Sept. 22	Nov. 7
Dec. 9, 2017	Nov. 3	Dec. 19
Feb. 10, 2018	Jan. 12	Feb. 20
Apr. 14, 2018	Mar. 9	May 9
Jun. 9, 2018**	May 4	June 18
Jul. 14, 2018	June 15	July 24

**at Lumen Christi

SAT/SAT II. To register, see collegeboard.com

Nat'l Date	Registration By	Receive Scores
Aug. 26, 2017*	July 28	Sept. 20
Oct. 7, 2017*	Sept. 8	Nov. 1
Nov. 4, 2017*	Oct. 5	Dec. 1
Dec. 2, 2017*	Nov. 2	Dec. 29
Mar. 10, 2018	Feb. 9	Apr. 5
May 5, 2018*	Apr. 6	May 28
Jun. 2, 2018*	May 3	Jun 27

*=subject tests available these days

Junior ACT Test- February 27th, 2018

A.P. (Advanced Placement Tests)—Apr. 30-May 4; 7-11, 2018. See Mr. Shaughnessy for details.

C.L.E.P. Alternative tests for college credit. Contact colleges for information.

PSAT Test—Juniors (Soph. can take test)—October 11. Deadline to register is Oct. 5th. See Mr. Shaughnessy.

This is the only test used to determine Nat'l Merit Finalist, Semi-Finalist, or commended student.

ACT TEST-PREP WORKSHOPS.

Similar to the “real” ACT and provide academic and career planning info.

Any grade (7-12)—“Sylvan ACT with Writing”. \$30 fee. **January 14, 2017** at Lumen Christi.

Schedules will be posted around Lumen Christi in the Fall. Also on jcslumenchristi.org

COLLEGE NIGHTS AND VISITS BY COLLEGE REPS.

College reps from most Michigan colleges and universities visit Lumen Christi HS during Fall. Also have reps from Ohio, Illinois, Indiana, and other potential states visiting the school.

Dates to be posted and announced on LC Facebook site, in Homeroom announcements, and jcslumenchristi.org

WORKSHOP FOR PARENTS/STUDENTS.

All workshops are free and open to the general public. Individual consults can be made by appointment.

These events are hosted in the LC Library.

Sept. 20, 2017 “College 101” During Open House. Conducted by Mr. Havlicek.

Jan. 20, 2018 ACT Workshop. 8am-1pm. Cost \$30.

FINANCIAL AID APPLICATIONS.

The FAFSA standardized application for federal and state programs is available in October 2017. File on-line, between **10/1/17 and 3/1/18**, using estimated figures (use your 2015 federal tax return to file). Some private colleges require an additional application, the CSS Profile. This form may be filed on-line as early as September 2017.

Michigan Schools requiring CSS Profile (and FAFSA): Adrian, Hillsdale, Kalamazoo, Marygrove, Olivet, St. Mary's, Siena Heights, and University of Michigan-Ann Arbor.

COLLEGE PLANNING 101 WORKSHOP **FOR PARENTS and STUDENTS**

Lumen Christi Catholic High School -- Library



Wednesday, Sept. 28th, 6:30-8:00pm

No Registration or Fee Required. Questions? Call 787-0630 ext. 231

Workshop Goal:

To help families (grades 9-12) understand and successfully manage the college planning processes, so they are able to find, be admitted to, and afford one or more “good fit” colleges. Each attending family will receive a copy of our “College Planning 101 Guide for Parents and Students”.

Main Topics:

- High School Preparation
 - The Six Steps of College Planning
 - Recommended College Planning Resources
 - College Planning Guide -- Grades 9-12
 - ACT Test Preparation. SAT and PSAT tests
- Finding a Good Fit College
 - “Leverage” – How to Recognize and Use It Effectively
 - Primary Factors Colleges Look For
 - Admissions Guidelines -- Academic and Nonacademic
 - College Planning Mistakes to Avoid
- Scholarship Searches
- Financial Aid Process and Strategies
- How to Design Your College Plan
- High School-to-College Transition

COLLEGE IS A MATCH TO BE MADE, NOT A PRIZE TO BE WON

COLLEGE PLANNING GUIDE -- Grades 9-12

Key Admission Factors

MINIMUM SUGGESTED COLLEGE PREP SUBJECTS

Academic	"Core" Subject	English	4 credits (English, language arts)
* GPA	"Core" Subject	Math	4 credits (alg.1, geom., alg.2, one senior year)
* ACT/SAT	"Core" Subject	Foreign Language	2 credits (one language)
* Rigor	"Core" Subject	Science	3 credits (biol., chem. or phys., one addnl.credit)
Nonacademic	"Core" Subject	Social Studies	3 credits (govt/econ., geog/US and world history)
* Passions (resume)		Perform/Fine Arts	1 credit
* Interest in the college		On-line Learning	1 experience
* Special talent		Phys.Educ/Health	1 credit
* Diversity		Electives	See your counselor

RIGOR OF CLASSES: Selective colleges expect you to take the most advanced classes offered by your high school, in one or more of the five "core" subjects listed above. The number expected depends on how selective the college is.

EARNING COLLEGE CREDITS IN HIGH SCHOOL: Can reduce college costs & college class loads.

AP (Advanced Placement). www.collegeboard.com/student/testing/ap/about.html

CLEP (College-Level Exam Program). www.collegeboard.com/student/testing/clep/about.html

Dual-enrollment class taken at a college. This is a semester class taken in any subject, with high school's approval.

SAT II subject exams are generally not for college credit or admission, but for scheduling classes at selective colleges.

"GAP YEAR". Deferring college entry for a year to develop greater focus, maturity and self-confidence. Paid or voluntary.

ABNORMAL TEST ANXIETY. www.ets.org/Media/Tests/PRAXIS/pdf/01361anxiety.pdf. Steps to control it.

9th Grade.

- ___ Complete step one of "The Six Steps of College Planning".
 - ☒ Begin your **Student Resume**. Complete the Student Information Profile.
 - ___ Take the EXPLORE ("freshman ACT") or PLAN ("sophomore ACT").
 - ___ Develop a four-year plan for classes.
 - ☒ Develop good study habits, never get behind, and earn good grades throughout high school. Try your best.
 - ☒ Activities -- Go wide!. Sample a variety of extra-curricular and community services activities.
 - ___ **Parents**. Study "How to Survive the High Cost of College", and the financial planning process.
- <http://tuitionfundingsolutions.com/College-153-Strategies.pdf> and www.finaid.org/sitemap/

10th Grade.

- ___ Repeat step one and complete step two of "The Six Steps of College Planning".
- ☒ Update your **Student Resume** and Student Information Profile.
- ___ Take the PLAN ("sophomore ACT"), or a practice ACT test, and PSAT if available to sophomores.
- ☒ Continue to develop good study habits and earn good grades. Try your best.
- ☒ Activities -- Begin to narrow your activities to those you like the most.

11th Grade.

- ___ Repeat steps one and two, and complete step three of "The Six Steps of College Planning".
- ☒ Update your **Student Resume**, Student Information Profile and College Matching Questionnaire.
- ☒ Activities -- Build depth! Narrow your activities to things you like, will excel in, and "take charge" with.
- ___ Get help matching your personality and interests, with potential careers, colleges and costs.
- ☒ Know how admissions works, and develop strategies for public and private colleges.
- ☒ **Visit** 4 or more colleges (public and private). Ask carefully prepared questions.
- ☒ Search for college-based Merit/Talent scholarships and private donor scholarships. Junior & senior years.
- ☒ Take the practice and "real" ACT, SAT, and PSAT. Take SAT II's if necessary.
- ☒ Carefully identify people to write college letters of recommendation for you.

12th Grade.

- ___ Repeat steps 1, 2 and 3, and complete steps 4, 5 and 6 of "The Six Steps of College Planning".
- ☒ Update your **Student Resume** and Student Information Profile.
- ☒ Activities -- Continue to build depth! Colleges like commitment, passion and excellence in activities.
- ___ Don't get *senioritis*. Your senior courses and grades do make a difference.
- ☒ Pay strict attention to application deadlines for admissions, recommendations and financial aid.
- ☒ Apply, preferably on-line, to your top 2-4 college choices (public and private) before **October 15**.

Note: the Common Application is required by some colleges. See www.commonapp.org

- ☒ **Parents**: Financial aid applications: 1/1 to 3/1 -- submit FAFSA (www.fafsa.ed.gov). After 10/1--submit CSS Profile (<https://profileonline.collegeboard.com>) if required. Use estimated figures initially for both.
- ☒ Make your college decision by **May 1**, and be sure to maintain your leverage up to that date. Colleges compete for bright, well-rounded, low academic risk students, so use this to your advantage.

College Planning Timetable for Students and Parents

JUNIORS

Update Student Resume

October. PSAT test (optional). Qualifying test for National Merit Scholarship.

January-March. College planning quarter.

December or February. Recommended date for first ACT test (optional).

March. SAT test (State required). Students register at their high school. Fees are paid by the State.

April, May or June. Recommended date for second SAT and ACT test (if needed)

March-September. College visits. Parents and students are urged to visit.

SENIORS

Students:

Update Student Resume

By Mid-October. Apply to your top choice colleges. By holidays- apply to the rest. Coordinate all application steps with your counselor.

Common Application – used by private colleges mainly. See www.commonapp.org

“Regular” Application - Specific to each college not using the common application

Fall-Spring. Search for college scholarships (merit and private donor).

Fall-Spring. Admission Offers and Enrollment Deposits. Upon receiving your letters of admission, you should promptly accept each college’s offer, especially if non-binding for you, and pay whatever deposits are requested. Deposits will reserve a better spot in orientation and in housing. Deposits are usually refundable if you decide not to attend the college.

By May 1. Decide which college you will attend.

Parents:

October-December. CSS Profile - Similar but more detailed than FAFSA. Used primarily by private colleges to help determine institutional aid. <https://profileonline.collegeboard.com>.

CSS Profile information, guide worksheet and application. Helpline: 1/305-829-9793.

Before October. If using online FAFSA, get a FSA-ID for parents and student. Required.

<https://studentaid.ed.gov/sa/fafsa/filling-out/fsaid>

October 1-March 1. FAFSA (Free Application for Federal Student Aid). www.fafsa.ed.gov
Helpline: 1/800-433-3243.

October 1- No deadline. “Special Consideration” letter. Optional. A letter sent to each college’s financial aid office immediately after you file the FAFSA -- if you feel you have special circumstances not covered by the FAFSA. Your reasons should be brief and well-documented.

October-April. Award letters. Each college will send you an award letter detailing its annual attendance costs, your expected contribution and the college’s contribution. The college’s contribution may include need-based scholarship(s), grants, loans and work-study funds.

October-April. “Appeal” letter. Optional. A letter you can send to the college(s) financial aid office, indicating your wish to have the college upgrade your award letter. Your reasons should be brief and well-documented.

May 1. The universal date by which your student must decide which college to attend.

5/1/17.

Colleges Consider Academic Factors (GPA, ACT/SAT, Rigor) and Nonacademic Factors (Leadership, Recommendations, Interest in the College, Special Talent and Diversity)

*Annual										4 Year Transfer			*Annual										4 Year Transfer		
*Cost										Grad.			*Cost										Grad.		
GPA										GPA			GPA										GPA		
SAT										SAT			SAT										SAT		
Status										Status			Status										Status		
Conf.										Conf.			Conf.										Conf.		
Size										Size			Size										Size		
Cost										Cost			Cost										Cost		
ACT										ACT			ACT										ACT		
Min.										Min.			Min.										Min.		
HS										HS			HS										HS		
MICHIGAN										MICHIGAN			MICHIGAN										MICHIGAN		
1.	UMich-Ann Arbor	3.9	25-75	1280	Publ	Big 10	42,853	\$28,776	76%	3.0	39.	Finlandia U	2.0	16-22**	760	Priv	493	\$36,200	18%	2.0					
2.	Hillsdale C	3.7	27-31	1210	Priv	GLIC	1490	\$38,678	70%	3.3	40.	Baker C (Owasco)	2.0	-	-	Priv	3562	\$21,896	10%	-					
3.	Kalamazoo C	3.6	26-30**	1170	Priv	MIAA	1443	\$57,764	74%	3.0	41.	Lansing Comm. Coll.	HS Diploma or GED	-	-	Publ	16,031	\$3600 (Tuition + Fees)	-	-					
4.	Michigan Tech U	3.4	24-29	1090	Publ	GLIC	7099	\$29,362	29%	2.8	OUT-OF-STATE										*Nonres. Cost				
5.	Michigan State U	3.4	24-30	1090	Publ	Big 10	50,081	\$27,618	53%	3.0	Arizona State U.	3.5	22-28	1020	Publ.	51,320	\$*44,345	31%	2.0						
6.	Hope C	3.4	24-29	1090	Priv	MIAA	3455	\$42,910	67%	2.5	Boston C (Mass)	4.0	30-33	1320	Priv	14,317	\$70,359	88%	3.0						
7.	Calvin C	3.3	23-29	1060	Priv	MIAA	3993	\$46,732	60%	2.5	Brown U (RI)	4.0	30-34	1320	Priv	9181	\$70,237	84%	3.0						
8.	Albion C	3.2	22-27	1020	Priv	MIAA	1376	\$55,256	62%	2.5	Carnegie Mellon U (Pa)	4.0	30-33	1320	Priv	2057	\$68,410	91%	2.0						
9.	U. of Detroit-Mercy	3.2	22-27	1020	Priv		4944	\$55,301	35%	2.0	Cornell U (NY)	4.0	30-34	1320	Priv	12,587	\$70,043	69%	3.0						
10.	Lawrence Tech U	3.2	22-28	1020	Priv		4015	\$48,133	20%	2.2	Dartmouth C (NH)	4.0	30-34	1320	Priv	21,679	\$69,504	87%	2.5						
11.	UMich-Dearborn	3.1	21-27	980	Publ		8923	\$25,235	18%	2.5	DePaul U (Ill)	3.3	23-28	1060	Priv	23,799	\$71,015	88%	3.0						
12.	Alma C	3.1	21-27	980	Priv	MIAA	1396	\$51,207	50%	2.5	Duke U (NC)	4.0	31-34	1360	Priv	15,856	\$68,741	88%	3.0						
13.	Grand Valley St. U	3.1	21-26	980	Publ	GLIC	25,994	\$23,618	31%	2.5	Georgetown U (DC)	4.0	30-33	1320	Priv	17,858	\$71,600	91%	3.0						
14.	Aquinas C	3.1	21-26	980	Priv	MIAA	1933	\$42,365	50%	2.0	Georgia Tech U.	3.9	30-33	1320	Publ	25,109	\$*49,434	32%	3.0						
15.	Kettering U	3.0	22-29	940	Priv		2079	\$57,964	10%	3.0	Grimmell C (Iowa)	4.0	30-33	1320	Priv	1734	\$66,686	86%	2.5						
16.	Andrews U	3.0	20-27	940	Priv		3418	\$40,029	34%	2.3	Harvard U (Mass)	4.0	32-35	1410	Priv	28,791	\$68,653	86%	3.0						
17.	Oakland U	3.0	20-26**	940	Publ	GLIC	20,519	\$23,919	15%	2.5	Indiana U	3.4	24-30	1090	Publ	46,416	\$*49,969	51%	2.3						
18.	Wayne State U	3.0	20-26	940	Publ	GLIC	27,578	\$26,420	10%	2.5	Loyola U. (Ill)	3.5	25-29	1139	Priv	15,902	\$61,716	50%	2.0						
19.	Cornerstone U	3.0	20-25	940	Priv		2770	\$40,505	24%	2.0	Mass Inst. of Tech (Mass)	4.0	33-35	1460	Priv	11,319	\$67,493	81%	3.5						
20.	Central Mich. U	3.0	20-25	940	Publ	MAC	26,879	\$24,318	20%	2.3	Miami (Ohio) U	3.5	25-30	1139	Publ	21,554	\$72,835	69%	3.0						
21.	Madonna U	3.0	20-26	940	Priv		3947	\$33,532	21%	2.0	New York U	3.8	28-32**	1240	Priv	49,274	\$72,988	79%	3.0						
22.	Spring Arbor U	3.0	20-25	940	Priv		3733	\$39,185	31%	2.0	Northwestern U (Ill)	4.0	31-34	1360	Priv	21,554	\$72,835	85%	3.0						
23.	Eastern Mich. U	2.9	19-25	900	Publ	MAC	22,401	\$23,713	12%	2.0	Note Dame U (Ind)	4.0	32-34	1410	Priv	12,179	\$69,186	91%	3.3						
24.	Western Mich. U	2.9	19-25	900	Publ	MAC	23,914	\$24,982	24%	2.0	Oberlin C (Ohio)	3.8	28-32	1240	Priv	2978	\$71,493	76%	2.5						
25.	Saginaw Valley St. U	2.9	19-25	900	Publ	GLIC	9829	\$21,482	10%	2.0	Princeton U (NJ)	4.0	31-35	1360	Priv	8088	\$65,325	90%	None						
26.	Adrian C	2.9	19-24	900	Priv	MIAA	1641	\$51,884	48%	2.0	Purdue U (Ind)	3.4	24-30	1090	Publ	39,752	\$*43,520	38%	2.5						
27.	Northern Mich. U	2.9	19-24	900	Publ	GLIC	8781	\$22,603	18%	2.0	Reed C (Ore)	3.9	29-33	1280	Priv	1394	\$69,204	59%	2.5						
28.	Ferris State U	2.9	19-24	900	Publ	GLIC	14,600	\$23,804	25%	2.0	Stanford U (Calif)	4.0	31-34	1360	Priv	16,963	\$68,204	76%	3.0						
29.	Northwood U	2.9	19-24	900	Priv	GLIC	3131	\$40,050	40%	2.0	Swarthmore C (Pa)	3.9	29-34	1280	Priv	15,42	\$68,349	89%	3.3						
30.	Coll for Creative St	2.8	18-25	860	Priv		1459	\$57,394	29%	2.0	UCLA (Calif)	3.7	27-33	1210	Publ	41,845	\$*62,234	67%	2.4						
31.	UMich-Flint	2.8	18-24**	860	Publ		8574	\$25,041	10%	2.4	U. of Chicago (Ill)	4.0	32-35	1410	Priv	15,097	\$74,566	87%	3.5						
32.	Lake Superior St.	2.5	20-25	940	Publ		2407	\$23,944	16%	2.0	U. of North Carolina	3.8	28-33	1240	Publ	29,135	\$*51,429	74%	3.0						
33.	Siena Heights U	2.5	19-25**	900	Priv	MIAA	2642	\$38,209	15%	2.0	U. of Texas-Austin (Tx)	3.6	26-32**	1170	Publ	51,313	\$*52,728	51%	3.0						
34.	Concordia U	2.5	19-25	900	Priv		829	\$42,923	23%	2.0	U. of Wisconsin-Madison	3.6	26-31	1170	Publ	42,598	\$*48,904	50%	2.5						
35.	Kendall Coll of Art	2.5	17-25**	810	Priv		1284	\$31,543	20%	2.0	Vanderbilt U. (Tenn)	4.0	32-35	1410	Priv	12,686	\$65,438	86%	3.0						
36.	Davenport U	2.5	15-21**	710	Priv		6331	\$34,494	10%	2.0	Wheaton C (Ill)	3.7	27-32	1210	Priv	2914	\$46,618	80%	2.5						
37.	Olivet C	2.0	15-23	710	Priv	MIAA	1058	\$39,445	27%	2.0	Yale U (Conn)	4.0	31-35	1360	Priv	12,336	\$71,107	87%	3.0						
38.	Marygrove C	2.0	14-20	660	Priv		492	\$33,731	25%	2.0															

*Nonres. Cost

*"Annual Cost" includes Tuition and Fees, Room and Board, Books, Transportation and Miscellaneous Expenses for one year.

"4 Year Grad". --- % of Students Who Graduate in 4 Years. Public Colleges = 31% (Nationally). Private Colleges = 52% (Nationally)

**** Does NOT use the ACT or SAT for Admission, Fairtest – www.fairtest.org**

Resources: College Admissions Officers, College Board (<http://bigfuture.collegeboard.com>). NCES (<http://nces.ed.gov/collegenavigator>)

HONORS PROGRAM REQUIREMENTS AT MICHIGAN COLLEGES . 2017-2018.

Key Benefits of Honors Programs. Students in honors programs are given top priority in: orientation, housing, access to all faculty, major and career advisement, class selection, class scheduling, merit scholarships and other financial aid, research, internships, study abroad, graduate school advisement and professional school advisement. The college benefits too, as honors is a vehicle for attracting a higher quality of student, which, in turn, enhances the college's public image and self-image. Colleges with "No Honors Program" typically provide honors-type services to all students. To be admitted to an Honors Program, (Step Two below), you must first be admitted to the college (Step One below).

COLLEGE	<u>Step One</u>			<u>Step Two</u>		
	<u>College Admission</u>			<u>Honors Program Admission</u>		
	HS	GPA/ACT/NEW	SAT	HS	GPA/ACT/NEW	SAT
Adrian College	2.9	19	900	3.6	25	1139. Additional application
Albion College	3.2	22	1020	3.7	27	1210. Additional application
Alma College	3.1	21	980	3.4	25	1139. Additional application
Andrews University	3.0	20	940	3.5	26	1170
Aquinas College	3.1	21	980	3.5	25	1139
Baker College	2.0	-	-	No Honors Program		
Calvin College	3.3	23	1060	3.8	29	1280
Central Michigan University	3.0	20	940	3.7	27	1210
College for Creative Studies	2.8	18	860	No Honors Program		
Concordia University	2.5	18	860	No Honors Program		
Cornerstone University	3.0	20	940	3.0	28	1240
Davenport University	2.5	15	710	By Department		
Eastern Michigan University	2.9	19	900	3.5	25	1139
Ferris State University	2.9	19	900	Top 10% of HS Class , or 3.5/25/1139. Add. applic.		
Grand Valley State University	3.1	21	980	3.5	28	1240 Additional application
Hillsdale College	3.7	27	1210	Apply after first year		
Hope College	3.3	23	1060	By Department		
Kalamazoo College	3.5	25	1139	No Honors Program		
Kendall Coll. of Art & Design	2.5	17	810	No Honors Program		
Kettering University	3.0	22	1020	Apply after first year		
Lake Superior University	2.5	20	940	3.0	27	1210
Lansing Community College	HS Grad or GED			3.5	22	1020
Lawrence Tech. University	3.2	22	1020	3.5	24	1090
Madonna University	3.0	20	940	No Honors Program		
Marygrove College	2.0	14	660	3.5	25	1139
Michigan State University	3.4	24	1090	Honors: Top 5% of HS Class/32/1410		
				Academic Scholars: Top 25% of HS Class/Low Inc.		
Michigan Tech. University	3.4	24	1090	Apply after first semester.		
Northern Michigan University	2.9	19	900	3.5	27	1210. Additional application
Northwood University	2.9	19	900	3.2	25	1139 + Top 10% . Any two.
Oakland University	3.0	20	940	3.7	27	1210
Olivet College	2.0	15	710	No Honors Program		
Saginaw Valley State Univ.	2.9	19	900	3.7	28	1240
Siena Heights University	2.5	19	900	No Honors Program		
Spring Arbor University	3.0	20	940	3.6	27	1210
University of Detroit-Mercy	3.2	22	1020	3.5	28	1240
Univ. of Michigan-Ann Arbor	3.9	29	1280	3.9	34	1510. LSA College.
				Engineering – Apply after first year.		
Univ. of Michigan-Dearborn	3.1	21	980	3.5	25	1139
Univ. of Michigan-Flint	2.8	18	860	3.7	27	1210. Engineering and Biology
Wayne State University	3.0	20	940	3.5	26	1170
Western Michigan University	2.9	19	900	3.6	26	1170 Additional application

Primary College Admission Factors

1. Student and college “match”. You can improve your chances for admission and success in college if, through your application, conversations with college personnel and visits, you and the college establish a “match” for each other. *Colleges want students who do not pose an academic risk, can be a positive influence, and who have a demonstrated interest in the college.*
2. A high school curriculum that challenges the student (“rigor”). *Academically successful students should include several Honors and AP classes, and, if possible, college classes.*
3. Grades that represent strong effort and an upward trend. *Grades should show an upward trend over the years. However, slightly lower grades in a rigorous program are preferred to all A’s in less challenging coursework.*
4. Solid scores on standardized tests (ACT, SAT, PSAT). *Colleges expect your scores to be consistent with your GPA. Generally, colleges accept your best ACT or SAT score. Also, a qualifying ACT score could enable you to win a Michigan Merit Award scholarship.*
5. Passionate involvement in a limited number of in or out of school activities, demonstrating initiative and leadership. *Depth of experiences is more important than the number of experiences. Generally, colleges define leadership as making a measurable positive difference with a person or group.*
6. A resume is not required, but it does allow you to neatly summarize “special attributes and accomplishments”. Include your passions, honors, awards, unusual talents or experiences, or any other factors that help you stand out. *Overall, colleges are seeking students who bring diversity and will be active, contributing, academically sound members of the student body.*
7. Work or out-of-school experiences (including summer activities) that illustrate responsibility, dedication and development of areas of interest. *Work or other meaningful use of your free time can demonstrate maturity and time management skill.*
8. A well-written essay and/or personal statement that provides a personal insight into your unique experiences, personality, values and goals, not seen elsewhere in the application. *It should demonstrate careful and well-constructed writing.*
9. Letters of recommendation from teachers and a counselor that give evidence of your integrity, special skills and positive character traits. *You should request teacher recommendations only from teachers who like and respect you, and are very familiar with your academic work.*
10. Supplementary recommendations by adults who have had significant and direct contact with you. *Letters, or other contacts, from coaches or from others who have known you through work or voluntary activities, are valuable. However, recommendations from casual acquaintances are rarely given much weight.*



COLLEGE ADMISSIONS CRITERIA – RANKED BY IMPORTANCE
Annual Survey of College Admissions Officers

	Considerable Importance	Moderate Importance	Limited Importance	No Importance
College Prep Classes (Grades and Rigor)	78%	11%	4%	7%
Admission Test Scores	61%	26%	7%	6%
Grades in All Classes	54%	31%	8%	7%
Class Rank	33%	35%	19%	13%
Essay/Personal Statement	23%	35%	20%	22%
Leadership Skills	19%	36%	24%	21%
Special Talents and Traits	18%	42%	21%	19%
Teacher Recommendation	17%	42%	27%	14%
Counselor Recommendation	16%	40%	28%	16%
Depth of Interest in the College	12%	43%	32%	13%
Work/Extra-Curricular Activities	9%	37%	33%	21%
Admissions Interview	7%	27%	29%	35%
Community Service	5%	39%	39%	17%
Legacy (Relatives are Alumni)	4%	30%	32%	34%

Source: The National Association of College Admission Counselors (NACAC)

For further information, please contact:

Frank Bernier, Ph.D.; College Planning Consultant
2107 Riverwood Drive
Okemos, Michigan 48864
517/349-6899

GPA-ACT CORRELATION CHART

ACT Scores Colleges Expect of High School Seniors and Juniors

Maximum ACT Score = 36. State Average = 19.6. National Average = 20.9

High School **Sophomores** -- see GPA, then subtract 3 from Expected Score and Expected Range

High School **Freshmen** -- see GPA, then subtract 6 from Expected Score and Expected Range

If Your Overall GPA is:	Your Expected ACT Score Is:	Your Expected ACT Score Range Is:
4.00 or Better	30	28-30+
3.90	29	27-30+
3.80	28	26-30
3.70	27	25-29
3.60	26	24-28
3.50	25	23-27
3.40	24	22-26
3.30	23	21-25
3.20	22	20-24
3.10	21	19-23
3.00	20	18-22
2.90	19	17-21
2.80	18	16-20
2.70	17	15-19
2.60	16	14-18
2.50 and Below	15	13-17

Your Overall GPA: ____; Your Expected Score: ____; Your Expected Range: ____ to ____.

College Readiness ACT Benchmark Scores

To Earn a "C" or Better In College:	Your Minimum ACT Score Should Be:
Standard Composition	18 (English)
Advanced Composition	20 (English)
Literature	21 (English)
Elementary Algebra	20 (Math)
Intermediate Algebra	22 (Math)
College Algebra	22 (Math)
Statistics/Probability	23 (Math)
Trigonometry	25 (Math)
Pre-calculus	26 (Math)
Calculus	27 (Math)
American History	21 (Reading)
Psychology	21 (Reading)
Chemistry	23 (Science)
Biology	24 (Science)

ACT and NEW SAT

CONCORDANCE TABLE (Score Comparison)

ACT		NEW SAT	
English, Reading Math, Science		Writing and Language (English), Reading, Math	
Score		Score	Score Range
36 -----		1600 -----	1600
35 -----		1560 -----	1560-1590
34 -----		1520 -----	1520-1550
33 -----		1490 -----	1490-1510
32 -----		1450 -----	1450-1480
31 -----		1420 -----	1420-1440
30 -----		1390 -----	1390-1410
29 -----		1350 -----	1350-1380
28 -----		1310 -----	1310-1340
27 -----		1280 -----	1280-1300
26 -----		1240 -----	1240-1270
25 -----		1200 -----	1200-1230
24 -----		1160 -----	1160-1190
23 -----		1130 -----	1130-1150
22 -----		1100 -----	1100-1120
21 -----		1060 -----	1060-1090
20 -----		1020 -----	1020-1050
19 -----		980 -----	980-1010
18 -----		940 -----	940- 970
17 -----		900 -----	900- 930
16 -----		860 -----	860- 890
15 -----		810 -----	810- 850
14 -----		760 -----	760- 800
13 -----		720 -----	720- 750
12 -----		630 -----	630- 710
11 -----		560 -----	560- 620

Resource: <http://collegereadiness.collegeboard.org>

ACT TEST-TAKING STRATEGIES

GENERAL TIPS:

1. ACT success formula: Because all practice and live ACT tests have similar timing, format and content, you should **Practice. Correct and understand your errors. Practice again.** The result is often a **3-8 point** improvement!
2. ACT scores colleges expect: 18+ for admission. 24+ for merit scholarships. 26+ for honors programs.
3. The goal of this workshop and follow-up score improvement exercise is to help you build pacing skills (strict timing and concentration are essential), strategic test-taking, test familiarity and confidence.
4. The ACT assumes a 10th grade level of subject knowledge, so skills, not content, is emphasized in this workshop.
5. Colleges only look at your best ACT or SAT score, so you can take them multiple times without penalty.
6. ACT has evenly spaced the easier and harder questions throughout all four tests. Do not skip any questions!
7. Do not violate the ACT's two cardinal rules: Don't cheat and don't distract others by sound or gesture at any time during the test. Turn off and remove ALL electronic devices and earplugs before the test.
8. Bring a watch, a "nontexting" calculator, and two #2 wood pencils to all practice and live ACT tests.
9. Be well-rested and well-fed to maintain your concentration. The ACT is designed to be mentally exhausting.
10. Reducing test anxiety. Do relaxation exercises and see www.ets.org/s/praxis/pdf/reducing_test_anxiety.pdf
11. Improving reading skill. See www.helpmyreading.com/Site/Client_Instruction.html
12. Proper pacing. Pacing skill is best developed by strictly timing each passage with a watch. Use time intervals.
13. Pacing strategy. Each question has a right answer and a close ("distractor") answer. Concentrate on those English, Reading and Science questions you can quickly (within :15) reduce to the two best answers. Then pick the best one within :15. Math allows :60 per question. For more difficult questions, guess, don't dwell!!
14. Look at all 4 answer options (5 for math) before answering any question.
15. To get the most out of this workshop, you must first mark your answers in your test booklet before marking them on your test sheets. This helps you maintain concentration, builds your pacing skill, strategic test-taking, test familiarity and confidence. It also helps you review your answers more quickly during the test.
16. After completing a test, close your booklet, turn your test sheet over, and DO NOT distract others.
17. For additional practice tests and tips, ACT recommends "The Real ACT Prep Guide by ACT", by Peterson's.

ENGLISH: 75 Questions. 45 Minutes. 5 Passages. **9 Minutes Per Passage.** (Each Passage- 1:30 skim read, :30/question)

1. Content: Tests your ability to use correct written and spoken English. Mechanics (written) -- punctuation, grammar, sentence structure. Rhetoric (spoken) -- word/sentence usage, i.e., word accuracy for given situations.
2. Most questions are underlined. Before answering any underlined questions, read the entire sentence.
3. There are few correct "No Change" or absolute (always, never, etc.) answers. Shorter answers are usually correct.
4. Defer all summary questions (question numbers that are in boxes). There are fewer than 10 summary questions.
5. Time Intervals: Mark your booklet. Starting time: __:__. Passage 1 __:__; 2 __:__; 3 __:__; 4 __:__; 5 __:__.

MATH: 60 Questions. 60 Minutes. **1 Minute Per Question.**

1. Content: Basic Algebra (16), Geometry (18), Algebra 2 (20), Trigonometry (2), Probab. & Stat. (4).
2. Scratch paper – use the booklet, not the scoring sheet.
3. Try to solve the problem before selecting an answer. Saves time. See page 5 for approved calculators.
4. Time Intervals: Mark your booklet. Starting time: __:__. Question 20 __:__; 40 __:__; 60 __:__.

READING: 40 Questions. 35 Minutes. 4 Passages. **9 Minutes Per Passage.** (Each Passage- 3:00 read, :35/question)

1. Content. Tests your reading comprehension and reasoning skills, not your subject knowledge.
2. Go forward -- use a pointer, do not re-read (digressing), do not read word for word (subvocalizing).
3. Be an ACTIVE reader. Underline the topic sentence ("main idea"), quotes and conclusion in the passage. Review your underlines to better understand the passage as a whole. Then answer the passage questions.
4. Time Intervals: Mark your booklet. Starting time: __:__. Passage 1 __:__; 2 __:__; 3 __:__; 4 __:__.

SCIENCE REASONING: 40 Ques. 35 Mins. 7 Passages. **5 Mins. Per Passage.** (Each Passage- 2:00 study, :30/question)

1. Content. Reasoning skills are more vital than subject knowledge. You MUST be able to interpret graphs, tables and experiments. Understand them before attempting any questions.
2. The first question of each passage is critical as it usually tests your understanding of the passage. Get it right!
3. Time Intervals: Mark your booklet. Starting time: __:__. Passage 1 __:__; 2 __:__; 3 __:__; 4 __:__; 5 __:__; 6 __:__; 7 __:__.

WRITING SAMPLE: 30-40 Minutes. Scoring: Raw score 8 to 48. Scaled Score $8/4 + 48/4 = 2-12$.

1. Carefully read the directions, prompt and 3 viewpoints
2. Outline the strengths and weaknesses of each viewpoint.
3. Give your viewpoint and its strengths and weaknesses.
4. Write or print clearly. Illegible papers are given zeroes. Generally, 1-2 pages are expected.

6/25/16

(OVER)

THREE-STEP METHOD FOR IMPROVING YOUR ACT SCORE

The reason this works so well is all ACT tests, whether practice or live, have similar timing, format, content and difficulty. Therefore, errors you make on one test, unless corrected and understood, tend to be repeated on follow up tests. The Three-Step Method works well for students who do it, regardless of GPA. Family members can help with such things as monitoring, tutoring, timing and scoring if needed. If outside help is needed, teachers are usually the best resource. Be sure to bring your practice test booklet (with corrected answers) to the meeting. It is common for students using the Three-Step Method to see a **3-8 point improvement** between their practice and live ACT test scores.

Cumulative GPA _____. “Expected ACT Score” _____. “Expected ACT Score Range” _____ to _____.
“Baseline ACT Score” _____.

Step 1. Practice (5 hours). ACT practice test. **Goal:** To get your “Baseline ACT Score”.

You took a full-length, strictly timed, ACT practice test. You learned ACT test-taking strategies and became familiar with the structure of all ACT tests.

- You should have circled your answers in the test booklet, then transferred them to your answer sheets.

Step 2. Correct your errors and understand why you made each error on the practice test (4+ hours). At home.

Goal: To achieve mastery of, and to minimize errors on, any follow-up practice or live ACT test.

- To correct your errors, transfer the right answers (red capital letters on your answer sheets) from your answer sheets to your test booklet.
- For each question you answered wrong, compare your wrong answer with the right answer. Be sure to refer to the passage to more fully understand the reason(s) you made each error.
- There may be more than one reason for an error.

Following are the five most common reasons for errors and their recommended solutions:

1. Poor pacing. Use a watch or clock and time intervals throughout the test.

Too slow - be aware of the time allowed for each section of each test. A major problem is dwelling on questions. Strictly self-time each test with a watch or clock.

Too fast - be sure to carefully read all of the answer options. Review questions.

2. Poor concentration.

Too careless – be sure to carefully read all of the answer options.

Too tired – you should be well-rested and fed to maintain a high level of concentration.

Too stressed – do relaxation exercises and study the outstanding “Reducing Test Anxiety” site: www.ets.org/s/praxis/pdf/reducing_test_anxiety.pdf

3. Improper rule usage. Review the rule in a basic textbook, or see a teacher

4. Weak content knowledge, or marginal skills in reading or writing.

If outside help is needed, first see a **TEACHER(S)**. Be sure to bring your practice test booklet. If further outside help is needed, see a tutor or a learning center (Sylvan, Kaplan, Princeton Review, Erickson, etc.). Again, be sure to bring your practice test booklet,

Reading improvement. www.helpmyreading.com/Site/Client_Instruction.html

5. Learning problems or other issues – see your counselor or Dr. Bernier

Step 3. Practice again (3 hours). If needed, take another practice test at home. Strictly self-timed.

Goal: To raise your “Baseline ACT Score” to, or above, the “Expected ACT Score Range” colleges expect. This can affect all college admissions and scholarship decisions.

- To get a more accurate measure of your score improvement, and to see if you are in the “Expected ACT Score Range” colleges will expect given your GPA, repeat steps one and two above.
- ACT recommends the following resources for additional practice tests:

“The Real ACT Prep Guide by ACT”, by Peterson’s. This guide contains three full-length practice tests, answers, explanations and tips. Available in bookstores or on-line.

OR

“Preparing for the ACT”. Free. Ask your school for a previous year’s test booklet. Contains one full-length practice test, answers and tips.

Enhancing Your Chances of Being Admitted to Your TOP CHOICE College

Are you in your final semester or are on the waiting list and have not been admitted to your NUMBER ONE choice college yet???? If so, you may wish to consider writing a one page letter, addressed to college's admissions office, to the attention of the admissions representative assigned to your high school. Consider the following proven strategies:

1. CURRENT YEAR ENHANCEMENTS.

How you feel you have improved your candidacy since the start of this academic year. Consider sending a copy of your quarterly grades, your seventh semester grades (when available), your latest ACT and SAT scores, and mention recent leadership experiences, awards, etc..

2. WHY THAT COLLEGE IS THE BEST CHOICE FOR YOU – “MATCHING”.

Mention several specific factors that the college prides itself on and that you find appealing. Be sure to read the college's mission statement and cite reasons pertinent to your interests, such as an academic program, nonacademic activity, size, location, housing, cost, quality, etc.....

3. WHY THE COLLEGE WOULD LIKE YOU – “MATCHING”.

Mention specific ways you plan to contribute to the betterment of the college.

4. FAMILIARITY.

Mention if you have visited the campus and what impressed you the most. You may also mention other ways you have investigated the college, if they are important in your decision.

5. CONNECTIONS.

Mention if you have any family members or friends who attend(ed) the college.

6. FAMILY'S WILLINGNESS AND ABILITY TO PAY FULL COSTS.

This could be a factor especially at more expensive private colleges.

7. MAIL YOUR INFORMATION TO THE COLLEGE'S ADMISSIONS OFFICE.

It should be addressed to the admissions rep assigned to your high school. The rep's name can be obtained from the college's website or by calling the admissions office.

8. ADDITIONAL RECOMMENDATION

Include only if the person making the recommendation can provide information or insights not already in your file. To preserve authenticity, the recommendation should be mailed by the recommender. You should provide him/her a stamped envelope, addressed to the college's admissions office, to the attention of the admissions rep (see #7 above).

9. FOLLOW UP PHONE CALLS.

Wait a week or two after the above information is mailed. Call the admissions office to find out if they have received the information and to get a sense for the decision timeline. If your admissions rep is available, ask if there is anything else he/she would recommend you do to enhance your chances of being admitted. By the way, phone calls appear to be more effective than email messages.

IMPORTANCE OF LEVERAGE and LEADERSHIP

Be sure to use your **leverage** and **leadership qualities** throughout the college planning process. Leverage and leadership are key elements in determining your candidacy for admission and scholarships to your colleges of choice. Both elements are vital in helping you “stand out from the crowd”. Students who possess both are usually given opportunities not available to lesser qualified students.

Academic Record -- helps the college determine your “level of risk” to the college, i.e., marginal record = high risk, strong record = low risk. Leverage is usually measured by how far above the college’s minimum admission standards you are.

- Cumulative GPA.
 - Best ACT or SAT.
 - Curricular Rigor. Usually measured by the number of advanced classes you take in high school.
- Note: Colleges often use a two-step screening process, whereby students who are qualified after the Academic portion are advanced to the Nonacademic portion. Academic nonqualifiers are usually eliminated from further consideration.

Nonacademic Factors – helps the college determine whether you can be a “difference maker” (leader) at the college, both inside and outside the classroom.

- Activities’ Leadership. Usually measured by how much of an impact you have on others. Your passions are an excellent way to demonstrate the depth of your leadership (see Student Resume).
- Recommendations. Written or verbal testimonials from people who are aware of your academic and nonacademic qualities.
- Interest in the College. Usually measured by your campus visits, communications, etc..
- Special Talents. Talents that are special to the college. Ask the college.
- Diversity. Factors that the college uses to determine the make up of its incoming freshman class. Ask the college. Common current factors are: first generation student, socio-economic status, your intended program of study, legacy (esp., private colleges). Gender and race may/may not be considered.

How your passions can help measure the depth of your leadership qualities. See Student Resume.

A true passion is considered by colleges as any activity you like, are good at, dedicated to, and positively impacts others. It can be related to school, home, community, friends, etc.. . Use the following four steps to describe your passion:

1. List the passion. Try to limit your list to no more than two passions.
2. Time commitment (in years). Number of years spent developing the passion.
3. Leadership. “Impact Statements”. Using one or more of the following action verbs, and by giving specific examples, describe how your passion has impacted others in the past and present, and how you plan to have it impact others in the future: *coach, comfort, conduct meetings, control, coordinate, create, defend, demonstrate, direct, encourage, guide, interact, introduce, lead, lead by example, listen, manage, mediate, mentor, motivate, negotiate, new ideas, organize, oversee, plan, publish, research, set group/individual goals, strengthen, supervise, teach, tutor, unify, volunteer*.
4. If applicable, list any awards, accomplishments and recognition you have earned, or expect to earn through your passion.

TIPS FOR WRITING ESSAYS AND PERSONAL STATEMENTS

Goal: Write simple, direct statements that honestly represent who you are and what you are capable of, so you will be seen as a unique, responsible person. Your statements must get, and hold, the reader's attention throughout.

Preparation Tip: 1. Paper, pencil or pen, recording machine. 2. Carefully read the question. 3. Outline your main thoughts to your answer. 4. Verbalize your answer into the recording machine. 5. Replay your answer and make changes as needed. 6. Write out your answer. 7. Ask a trusted person to edit your statement.

If you follow these seven steps, your statement should accurately represent your thoughts, your sincerity, your writing style, it should be clear and concise, and it should be easy to defend if necessary.

DO's

1. Answer each question directly and DO NOT "beat around the bush".
2. Be as brief as possible, yet very clear. Use personal examples whenever possible.
3. Show you are unique or different, either in your qualities, experiences or writing style.
4. The most important sentence is the first. It is the "hook". Polish it until it shines. Anecdotes are effective.
5. Consider making your opening sentence a paraphrase of your concluding statement.
6. Express your main thoughts in the opening paragraph. Don't ramble!!
7. Tell the truth who you are/are not. Be sincere. Be yourself.
8. Come across as a person who has had a variety of meaningful experiences.
9. Explain how you have coped with adversity and successes.
10. Emphasize what you learned from both experiences (adversity and success)
11. Convey your understanding of how the college considers itself unique or outstanding. An excellent resource is the college's "mission statement" which can be found in its catalog or website.
12. Especially for personal statements, tie yourself to the college. Understand the college's mission statement by asking or by reading its catalog or website. Be able to answer the following: why are you interested in attending the college, and what can the college offer you and vice-versa?? In other words, be sure to demonstrate there is a mutual "good match" between you and the college.
13. Be upbeat and avoid using negative words or phrases.
14. Ask a trusted, objective person like a teacher to edit your finished statement (essay).
15. Make copies of everything.

DON'T'S

1. Don't force it, be too funny, too sad, too cute, too silly. Get to the point!
2. Don't repeat things that are covered in other parts of your college application.
3. Don't let modesty cover up your greatest assets and accomplishments.
4. Don't be afraid to express your anxieties or indecisiveness. Be direct and unapologetic. College admissions personnel like to help, so they appreciate your revealing your human side.
5. Don't try to save the world. Avoid the social-problem-of-the-day and other trendy topics if possible.

ADDITIONAL TIP

1. Practice writing essays during your junior year or before. Excellent sources for questions are the Common Application, and either current or old college applications.

EXCELLENT RESOURCES

1. www.myessay.com. Complete, user-friendly guide to writing essays.
2. NAASP (Common Application).. <http://www.commonapp.org>
3. Strunk, W. and White, E.B., "The Elements of Style". MacMillan Publishing
4. The College Board. <http://www.collegeboard.com>. See Index.

OBTAINING LETTERS OF RECOMMENDATION FOR COLLEGE

(with help from www.Collegeboard.com and other resources)

One of the most important things a student must be able to do is to ask a professional for a letter which recommends them for: their attendance to a school, viability for a job, or one which provides the redeeming qualities they possess for some desired business endeavor. These letters are visible proof to the person reading of what has occurred in the presence or under the supervision of an adult.

Some important things to remember when asking for a letter of recommendation:

Whom should I ask?

Read the application carefully. Often colleges request letters of recommendation from an academic teacher (sometimes a specific discipline), your school counselor, or both. If a non-specified academic teacher is requested, your English or math teachers usually make good candidates. Also, you should use a teacher from junior year, or a current teacher if they have known you long enough to form an opinion. It is best not to go back too far, as colleges want current perspectives on their potential candidates. All the better if you get a recommendation from a teacher who's also been involved with you outside the classroom, but unless a college specifically requests it, don't use a coach or someone who can't speak to your academic achievements and potential.

When should I ask?

Make sure to give your recommendation writers **plenty of time**—at least one month before letters are due—to complete and send your recommendations, but as with anything, the earlier the better. Many teachers like to have the summer to write recommendations, so if you asked last spring, you're doing great. If you apply under early decision or early action plans, you'll need to ask at the start of the school year, if you didn't request one last spring.

How can I get the best possible recommendations?

Talk to your recommendation writers. For teachers, it's important that they focus on your academic talents and accomplishments within their classroom, because that's what colleges are looking for in teacher recommendations. Talk to them about what you remember about their class and your participation in it. Highlight a particular incident, paper, or anything else that might help them provide anecdotal information and specific examples of your achievement, rather than just vague praise. It's also important that you spend time talking with your counselors and ensure they know about your plans, accomplishments, and involvements. You may want to provide them with a brief resume of your activities and goals; a resume can provide the best overview of your high school involvement and contributions.

Helpful Tips

- * Don't be shy. Teachers and counselors are usually happy to help you, as long as you respect their time constraints.
- * Include addressed and stamped envelopes for each school to which you're applying.
- * Provide teachers and counselors with **deadlines** for each recommendation that you are requesting, especially noting the earliest deadline.
- * **On the application form, waive your right to view recommendation letters. This gives more credibility to the recommendation in the eyes of the college.**
- * Typically, you know your teachers well enough to know who can provide favorable reviews of your accomplishments. If in doubt, don't hesitate to ask if they feel comfortable writing a recommendation. In some cases, you may have no choice as to who to use, but when you do, make the best choice possible.
- * **Don't ask:** "Could you write a letter of recommendation for me?" Just about anyone can write a letter. The problem can be what they are going to write about.
Rather, ask: "Do you feel you know my work well enough to write me a good recommendation letter?"
or "Do you feel you could give me a good reference?"
- * Follow up with your recommendation writers a week or so prior to your first deadline, to ensure recommendations have been mailed or to see if they need additional information from you.
- * Once you have decided which college to attend, ***write thank-you notes to everyone who provided a recommendation and tell them where you've decided to go to college.*** Be sure to do this before you leave high school.

POINTS of CLARITY for these letters:

1. Be sure to present your self accordingly ("Would you *please* be willing to write...). Saying '*please*' goes a long way.
2. Give the person writing a **MINIMUM of TWO WEEKS** notice for the reference letter. Do NOT expect them to bend over backward to do this for you. REMEMBER, they are doing a service for you; IT IS NOT YOUR RIGHT TO HAVE THEM DO THIS.
3. Be sure to organize the correspondence for them, assuring of the date it needs to be sent.
4. Provide an envelope for the teacher to submit (or have it sent with your counselor recommendation form).
5. Be sure to check on the progress of the letter. Teachers/Professionals have busy days and lives...what they do does not revolve around your letter. A simple reminder may go a long way to helping get it done.
6. Do not ask the person to REVISE the letter. This is tacky. What they wrote, they meant. If you have a good relationship with the person, this will never be an issue. They are REQUIRED to be honest, let them be so and accept what is written.

Why and How to Submit a Financial Aid “Special (Unusual) Circumstances” Letter

Source: “The New Rules of College Admissions”, by Stephen Kramer and Michael London

Unusual Circumstances

It is beneficial to be thorough while filling out the FAFSA and CSS forms, but as you file financial aid applications, you may realize that the forms often prevent you from telling schools your whole story.

There are steps you can take to ensure your entire situation is considered. You may need to contact financial aid offices *directly* if there are unusual circumstances in your family finances. If you look carefully, you will see that, on the first page, the FAFSA tells you to do just this:

“If you or your family has unusual circumstances (such as loss of employment), complete and submit this form as instructed and then consult with the financial aid office at the college you plan to attend.”

I strongly urge you to take the FAFSA up on this suggestion; you want to do everything you can to qualify for aid.

If necessary, you should send an “unusual circumstances” letter to the financial aid offices of all colleges to which your child is applying. It is perfectly acceptable to address the letter to the Director of Financial Aid, but you may personalize the letter, as well. A complete “unusual circumstances” letter needs to include the following information:

- **Your child’s full name and birthday. If your child already attends college, or the undergraduate admissions office issued your child a student ID number with their application, include this information as well.
- **A brief explanation of the unusual circumstance (1-2 paragraphs)
- **Dollar values that specifically describe how the circumstance “affects your need for financial aid.”
- **Documentation, if possible, that shows you are actually spending the aforementioned dollars.

Note that an “unusual circumstances” letter that is submitted after a financial aid offer has been made is called an “appeal.” Write the letter as soon as you can. If you know about the circumstance before you file the financial aid application, mail it to the financial aid office about the same time you mail the FAFSA. The individual colleges will ensure it is matched with the student’s financial aid application.

If the unusual circumstance occurs after the financial aid application is filed, or even after you receive a financial aid award, or during your child’s enrollment in college, call the college and ask if they have an “appeal form.” You will write the same letter, but the school may have a procedure they would like you to follow.

After you get the financial aid offer, call the school and ask if the unusual circumstance was considered as they prepared your financial aid package. If it was not, find out if it can be reconsidered, or if the school would like additional information from you that might make them reconsider their denial of sufficient funds.

Unusual circumstances are often challenging to identify or explain. **Here are a few specific and most common instances that could grant additional consideration from a financial aid office:**

1. The income reported on the FAFSA is unusually high

The financial aid applications for each academic year are based on the previous tax year. If your previous year’s income was unusually high for any reason, you will want to let the school know. Incomes can be unusually high for many reasons, including:

- *a self-employed person has had a successful year;
- *an employee received a bonus that will not be granted again;
- *the taxpayer sold stocks, mutual funds, or property and realized a capital gain;
- *the taxpayer won the lottery or a prize;
- *the taxpayer exercised stock options;
- *the taxpayer cashed out an IRA or pension plan;
- *the taxpayer converted a traditional IRA into a Roth IRA;
- *the taxpayer cashed in U.S. Savings Bonds and reported all the accumulated interest in one year.

When reporting this type of unusual circumstance, make sure the college knows specifically how much of the income on the tax return is “unusual.” Document the one-time nature of the income by sending a copy of tax returns from earlier years that prove and reinforce the absence of the income will not reappear in the upcoming year.

2. A parent loses a job

On the opposite end of the spectrum, just as irregular surplus income should be identified, so should a noticeable deficit. If one of the student’s parents’ incomes will be lower the forthcoming academic year than in the prior calendar one, send a letter to the school that describes the change. Include the last date of employment, a description of the severance package, if any, and an estimate of how difficult it will be for the parent to find a new job. Include a copy of the termination letter as documentation.

3. A parent retires

Often, especially for the youngest child in a family, a parent will retire prior to or during the college application process. If this is the case, in your letter let the schools know the last date of employment, the date retirement benefits (including Social Security) begin, and a description of these benefits. Include letters from the employer and pension plans that support the numbers. If the retiring parent is young, the letter should include an explanation that lets the school know why the parent is leaving employment at an early age.

4. The family has higher than usual non-reimbursed medical costs

When a parent or sibling incurs atypical medical costs, this is another instance where a letter of unusual circumstances is applicable. Describe the medical conditions that you are paying for, how much you are paying, and how frequently. Include a copy of your tax return 1040 Schedule A, if you have one, as well as receipts or bills from the medical provider. If you have a letter from the insurance company that explains their refusal to pay for the services, include a copy of that too.

5. The parents are repaying their own educational debts

These days, more and more people are going back to school. If you are still repaying student loans from your own undergraduate education, or from any graduate programs, let the school know both the outstanding principal balance on the loans and the required monthly payment. Include a copy of a payment coupon or end-of-year statement with the letter.

6. The parents support their own parents

If you are paying for care for the student's grandparents or other family members, or sending money to relatives to support them, let the school know how much you are paying on a monthly or annual basis. Include copies of checks that demonstrate the regularity of the payments and an explanation of the reason you are making them.

7. The parents are repaying parent loan for children older than the current student

For families with several children, it's common for parents to pay for more than one college education at once. In this letter, let the colleges know the number of children you have already put through college. Also include the principal balance of any outstanding parent loans and the required monthly payments for each. Enclose copies of end-of-year statements and payment coupons.

8. The parents are paying for private pre-college education for a younger sibling

Frequently, a student applicant has younger siblings with outstanding education bills. For example, if you are paying for a younger child's private education, this is another expense colleges should consider when determining your financial aid. Inform the college of how much you are paying and why you have chosen private education over public education. With the letter, include a copy of the first bill of the year that depicts the yearly school tuition.

9. The family is recovering from an act of nature

If your family has suffered from a fire, flood, earthquake, tornado, or other disaster that destroyed property, describe the following:

- *the nature of the disaster
- *the date the disaster happened
- *the property destroyed
- *the value of the property destroyed
- *the value of any insurance payments made as a result of the disaster
- *the amount the family had to pay out of pocket to recover from the damage
- *the amount of wages lost as a result of the disaster.

For substantial damage, most families cannot afford the large unforeseen costs. So, if you borrowed money to cover the costs of the recovery and are still making payments on the recovery loan, include information about the size of the outstanding loan and the required monthly payment.

10. Other circumstances

This is not an exhaustive list. If there are any other circumstances that you want the colleges to know about, any regular payments or large lump-sum payments include them in your letter. Remember to include dollar values, dates, and specific descriptions, and be prepared to send documentation that shows that you actually incurred the expenses (or will have to incur the expenses).

STUDENT RESUME

Purpose: Your resume is used like a business card in that it should set you apart. It summarizes things about you, especially your true passions, that are important to colleges and helps you establish your “leverage”. Currently, colleges accept, but do not require, student resumes. **Your resume should not exceed two pages.**

Instructions: **Ask your family and/or close friends and acquaintances for help.** The resume should be saved and updated frequently. Use the resume headings exactly as outlined below. Make multiple copies and use them for college visits, applications, recommendations, interviews and scholarships. Be sure to give a copy to your counselor.

Your Full Name
Complete Street Address
City, State Zip Code
E-Mail Address or Phone Number

School, Grade and Graduation Year:

Cumulative GPA:

Best ACT or SAT: Leave blank if not taken.

Five Words That Describe Me:

Careers I Am Considering: You should list one or more.

Passion(s): Crucial category! Can give you vital **leverage** (helps you stand out from the crowd). A true passion is considered by colleges as any activity you like, are good at, dedicated to, and positively impacts others. It can be related to school, home, community, friends, etc.. Use the following four steps to describe your passion(s):

1. **List the passion.** Do not list more than two passions.
2. **Time commitment.** Number of years spent developing your passion.
3. **Leadership.** “Impact statements”. Using one or more of the following action verbs, and by giving specific examples, describe how your passion has impacted others in the past and present, and how you plan to have it impact others in the future: *coach, comfort, conduct meetings, control, coordinate, create, defend, demonstrate, encourage, guide, interact, introduce, lead, lead by example, listen, manage, mediate, mentor, motivate, negotiate, new ideas, organize, oversee, plan, project designer/leader, publish, research, set group/individual goals, strengthen, supervise, teach, tutor, unify, volunteer, etc..*
4. If applicable, list any **awards, accomplishments and recognition** you have earned, or expect to earn through your passion.

Other Strong Interest(s): Other things you are strongly interested in, besides those passions listed above.

Other Leadership Role(s) In or Out of School: List and briefly describe other leadership role(s) besides your passion(s). If none, do not list topic.

Volunteerism: If none, do not list topic. You can repeat things previously listed.

Summer Activities: List your most notable activity(s) and the year.

Job(s): If none, do not list topic.

Award(s): List and briefly describe your main award(s). If none, do not list topic.
Note: The most selective colleges look for state, regional or national awards.

COLLEGE READINESS SURVEY

This survey will generally determine a student's college readiness by assessing academic maturity, academic motivation, learning style, assertiveness, social skills, willingness to seek advice and planning/goal setting skills.

Student's Name and Grade: _____ Date _____

Parent's Name _____

Instructions: Don't dwell on these questions. Answer quickly and honestly. The quality of the results depends on your responses. Both people should complete the survey **independently**. Please focus on the present, not the future. When the survey is completed by both parties, please score it by using the "College Readiness Survey – Results and Guidance".

Rating Scale: 5 = Excellent (Strong); 4 = Adequate; 3 = Neutral; 2 = Marginal; 1 = Poor (Weak)

S = Student's Ratings

P = Parent's Ratings

	S	P			S	P	
1.	_____	_____	Time management skills (overall)	23.	_____	_____	Tasks done promptly
2.	_____	_____	Study habits	24.	_____	_____	Use of library and computers
3.	_____	_____	Effort	25.	_____	_____	Comfort with strangers
4.	_____	_____	Comfort with testing	26.	_____	_____	Speaks own opinion
5.	_____	_____	Works under pressure	27.	_____	_____	Competitive
6.	_____	_____	Goal focus and completion	28.	_____	_____	Proactive (not reactive)
7.	_____	_____	Problem-solving skills	29.	_____	_____	Self-confidence
8.	_____	_____	Perseverance	30.	_____	_____	Willingness to compromise
9.	_____	_____	Ability to self-direct	31.	_____	_____	Desire to socialize
10.	_____	_____	Work-play balance	32.	_____	_____	Joins teams and clubs
11.	_____	_____	Critical thinking skills	33.	_____	_____	Values close friendships
12.	_____	_____	Thirst for knowledge	34.	_____	_____	Leadership skills
13.	_____	_____	Interest in attending college	35.	_____	_____	Seeks help from friends
14.	_____	_____	Reasons for attending college	36.	_____	_____	Able to make decisions
15.	_____	_____	Writing interest	37.	_____	_____	Values parental advice
16.	_____	_____	Reading interest	38.	_____	_____	Wants recognition
17.	_____	_____	Creative ideas and tasks	39.	_____	_____	Seeks college planning advice
18.	_____	_____	Interest in science and math	40.	_____	_____	Seeks teacher feedback
19.	_____	_____	Class participation	41.	_____	_____	College goals defined
20.	_____	_____	Listens and takes notes	42.	_____	_____	Career goals defined
21.	_____	_____	Works beyond assignments	43.	_____	_____	Has plans for future
22.	_____	_____	Prefers to study alone	44.	_____	_____	Liberal arts interest
				45.	_____	_____	Helps to meet college costs

Sources who are helping the student the most with college planning (please rank-order):

___ Self-Help; ___ Counselor; ___ Parents; ___ Friends; ___ Siblings; ___ Teacher; ___ Other.

COLLEGE READINESS SURVEY -- RESULTS and GUIDANCE

Student's Name:

Date:

Parent's Name:

If there are noticeable differences between the student's and parent's ratings, it points out areas where people see us differently than we see ourselves. Further, it suggests we should carefully evaluate what these differences mean to us, to our college planning goals, and whether changes should be made.

Rating Scale: 5 = Excellent (Strong); 4 = Adequate; 3 = Neutral; 2 = Marginal; 1 = Poor (Weak)

		Ratings	
		Student	Parent
ACADEMIC MATURITY			
1.	Time management skills (overall)	_____	_____
2.	Study habits	_____	_____
3.	Effort	_____	_____
4.	Comfort with testing	_____	_____
5.	Works under pressure	_____	_____
6.	Goal focus and completion	_____	_____
7.	Problem-solving skills	_____	_____
8.	Perseverance	_____	_____
9.	Ability to self-direct	_____	_____
10.	Work-play balance	_____	_____
11.	Critical thinking skills	_____	_____
Totals:		_____	_____ of 55

Guidance. If ratings are 1 or 2 for 5 or more items, be wary of college programs that are not well-structured. Seek mid-size or small-size colleges, or larger colleges offering time management and study skills programs. If ratings are 4 or 5 for 5 or more items, you have more choices and flexibility available to you for college selection, academic programs and scholarships. This assumes your academic motivation, learning habits, and high school performance are also strong.

		Student	Parent
ACADEMIC MOTIVATION			
12.	Thirst for knowledge	_____	_____
13.	Interest in attending college	_____	_____
14.	Reasons for attending college	_____	_____
15.	Writing interest	_____	_____
16.	Reading interest	_____	_____
17.	Creative ideas and tasks	_____	_____
18.	Interest in science and math	_____	_____
Totals:		_____	_____ of 35

Guidance: If ratings are 1 or 2 for 4 or more items, consult with your counselor to review your motivation for college. Try to identify things in which you want to invest your time and effort. If ratings are 4 or 5 for 4 or more items, it is very likely your college learning experiences will be rewarding and less stressful.

		Student	Parent
LEARNING STYLE			
19.	Class participation	_____	_____
20.	Listens and takes notes	_____	_____
21.	Works beyond assignments	_____	_____
22.	Prefers to study alone	_____	_____
23.	Tasks done promptly	_____	_____
24.	Use of library and computers	_____	_____
Totals:		_____	_____ of 30

Guidance: If ratings are 1 or 2 for 4 or more items, be wary of committing yourself to colleges which are selective or very competitive. Ratings of 4 or 5 for 4 or more items suggest a readiness to attend selective colleges and to compete successfully. Developing these habits in high school vastly increases your chances for success in college.

ASSERTIVENESS

- 25. Comfort with strangers
- 26. Speaks own opinion
- 27. Competitive
- 28. Proactive (not reactive)
- 29. Self-confidence

Student Parent

_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____

Totals: _____ of 25

Guidance: If ratings are 1 or 2 for 3 or more items, avoid large, impersonal colleges. Seek moderately competitive colleges which offer support programs with access to staff and faculty. Ratings of 4 and 5 indicate leadership potential, which you could develop if your academic maturity, academic motivation and learning habits are also strong.

SOCIAL/INTERPERSONAL SKILLS

- 30. Willingness to compromise
- 31. Desire to socialize
- 32. Joins teams and clubs
- 33. Values close friendships
- 34. Leadership skills

Student Parent

_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____

Totals: _____ of 25

Guidance: If ratings are 4 or 5 for 3 or more items, you may be prone to distractions and over-commitments, both of which can hinder your academic performance. Good time management and class scheduling are vital in these situations. If ratings are 1 or 2 for 3 or more items, seek colleges which are relatively close to your home (family support) and which have effective support programs that teach coping strategies. Students with leadership skills are seen by colleges as “difference makers”.

ADVICE SEEKING

- 35. Seeks help from friends
- 36. Able to make decisions
- 37. Values parental advice
- 38. Wants recognition
- 39. Seeks college planning advice
- 40. Seeks teacher feedback

Student Parent

_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____

Totals: _____ of 30

Guidance: Moderate ratings are vital in that it suggests an ability on your part to seek, and to balance, input from such resources as family, faculty and staff before making decisions. If, however, your ratings are 5 for 3 or more items, you should seek supportive college environments, perhaps close to home, where access to your family as well as to faculty and staff are important in your ability to cope well. Smaller colleges and larger colleges with residential/honors programs often provide these opportunities. If ratings are 1 for 3 or more items, you may thrive in a college where independence is encouraged and where anonymity will not hinder your progress. Larger, impersonal colleges will often provide this environment. Whatever your ratings, it is vital you visit those colleges you are investigating, to speak with students, faculty and staff and to get a “feel” for each college.

PLANNING AND GOAL SETTING

- 41. College goals defined
- 42. Career goals defined
- 43. Has plans for the future
- 44. Liberal arts interest
- 45. Helps to meet college costs

Student Parent

_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____

Totals: _____ of 25

Guidance: If ratings are 1 or 2 for 2 or more items, seek a college that allows academic exploration without penalty during your freshman and, perhaps, sophomore years. You also want to go to a college that has a strong counseling program to assist in the decisions you will make after you enroll. Investigate co-op and internships opportunities, as these programs give you a first-hand look at specific careers. Liberal arts teaches you academic content and skills which could prepare you for a wider variety of careers and post-baccalaureate opportunities. Whether your ratings are high or low, be certain you understand the differences between career-oriented colleges and liberal arts oriented colleges, and the opportunities each presents to you. College costs can affect your college choice. Is there a plan in place for the student to help meet college costs??

Date: _____

Name: _____ School: _____ Grade: _____ Cumulative GPA: _____

Counselor's Name: _____

1. **“Designing Your College Plan”**. Template for your college planning game plan
2. **Leverage and Leadership**. Their importance in determining college admission, scholarships and college success.
3. **College Admission Requirements and Costs**. <http://bigfuture.collegeboard.org> . **Honors Program Requirements**.
4. **Student Resume**. Describe 1-2 passions in detail (4-5 lines each). Save. Print multiple copies (10+).
Give a copy to your counselor. Bring copies to each college visit. Include one with each college application.
5. **College Planning Guide – Grades 9-12**. Goals and activities for each grade. **College Planning Mistakes to Avoid**.
6. **Standardized Tests- Preparation and Results**: Dates you plan to take/retake the ACT _____; SAT _____
Test Preparation: ACT Workshop or www.actstudent.org. SAT Workshop or www.khanacademy.org , www.collegeboard.org
Practice ACT Score: _____; GPA: _____; Predicted “Real” ACT Score: _____; Range: _____ to _____
Best “Real” ACT Score: Composite _____. E ____; M ____; R ____; Sci. ____; W ____.
Best “Real” SAT Score: Total _____. CR ____; M ____; W _____. PSAT Selectivity Index (Score) _____
SAT 2 Subject Tests and Scores: _____
Colleges not requiring the ACT or SAT for admission: www.fairtest.org
7. **Choosing a Major/Career**.
Your Career Preference: (check only if you have developed a strong passion for the activity over a period of time).
Arts (Performing or Visual) ____; Business ____; Computers ____; Engineering ____; Healthcare ____; Human Services ____;
Natural Resources ____; Skilled Trade ____; Military ____; Other _____.
OR Favorite Core Subject: Eng. ____; For.Lang. ____; Math. ____; Sci. ____; Soc. St. ____; Tech. _____. Favorite Elect. or Activity _____
Suggested College Major or Program: _____
Resources: “O*Net”. www.onetonline.org . Top career and training search tool based on your background and interests.
“Occupational Outlook Handbook”. www.bls.gov/oco/. Click: A-Z Index. Job descriptions, pay, outlook, etc..
“College Majors and Careers”, by Paul Phifer (Ferguson Publ.). Connects favorite subject with majors-careers.
8. **Quality of Education**. The extent to which a college actively supports and engages all students, **including freshmen**.
Academic Opportunities -- Early contact with professors and advisors, research and internships.
Life Skills Taught in All Classrooms -- Communication, critical analysis, problem-solving and collaboration.
Lifestyle -- Positive campus environment, strong extracurricular program, positive off-campus environment.
9. **Colleges to Visit**. Well-planned campus visits are crucial in helping you determine your “best match” college(s).
Complete all visits by end of summer and complete the “Guide for Comparing Colleges”. You and parents should visit.
To find and compare colleges: <http://bigfuture.collegeboard.org> or <http://nces.ed.gov/collegenavigator> or www.ctcl.org
Michigan Colleges - Big Ten (Public) –
MAC (Public) –
GLIAC (Public and Private) –
MIAA (Private) –
Community College (Public) –
Out-of-State Colleges –
10. **How to Visit**. Call the visit scheduler in each admissions office. Ask for a **tour** and an **information interview** with a faculty or staff member who understands your program (see #7): _____ Bring copies of your **resume**.
Be prepared to ask questions. Sample topics: college’s mission, admissions, advising, cost, deadlines, diversity, financial aid, honors, housing, internships, job placement, merit scholarships, research opportunities, security,
other colleges your interviewer(s) recommends you visit. *Send thank-you notes to your admissions rep & interviewer(s).*
11. **Applying to Colleges**. After your visits, apply to your top 2-4 college choices by **October 15**. **Chances** - - www.collegedata.com
You should apply to both public and private colleges for leverage purposes. Admission options: early action, early decision, regular action, other. Note: Many colleges require the Common Application www.commonapp.org.
After Admission, Schedule an Overnight Visit to Your Top Choice College(s). Dorm, classes, activities, community.
12. **Earning College Credits in Advance**. May help reduce college costs and number of required college classes.
AP, CLEP, Dual-Enrollment (high school student taking a class at a college), Virtual School (www.mivhs.org)
13. **Recommendations**. Essays. Personal Statements. Summer Activities.
14. **Scholarship Searches, Financial Aid and Affordability Strategies**. www.finaid.org/sitemap www.meritaid.com
Student’s Responsibility -- College Funded Merit/Talent Scholarships, and Private Donor Scholarships.
Parents’ Responsibility -- Use personal assets, plus apply for need-based scholarships, grants, work-study and loans.
15. **High School to College Transition**. Tips for Students. Tips for Parents. Scheduling college classes.

GUIDE FOR COMPARING COLLEGES

<http://collegesearch.collegeboard.com/search/index.jsp> . Click: **College QuickFinder**

This website and your visits can provide the comparison information needed.

College College College College College

General Information

Name and location of college _____
 Family's influence on choice (strong, medium, minor) _____
 Date of visit _____
 Name of admissions rep. assigned to your HS _____
 Public or private _____
 Religious affiliation? Required chapel? _____
 Miles or hours from home _____
 Setting (rural, suburban or city) _____
 Residential or commuter campus _____
 Safety - on and off-campus (strong, avg., weak) _____
 Diversity (wide, medium, narrow) _____
 Campus policies (conservative, middle, liberal) _____
 Levels: Undergraduate, graduate (one or both) _____
 Number of undergraduate students _____
 % returning for sophomore year _____
 % of students who graduate on time _____

Admissions

Early Decision? Application deadline _____
 Early Action? Application deadline _____
 Regular Action application deadline _____
 % of applicants admitted _____
 Avg. (mid-50%) GPA of admitted students _____
 Avg. (mid-50%) ACT or SAT of admitted students _____
 AP accepted? IB (Internat. Baccalaur.) accepted? _____
 CLEP accepted? _____
 Homeschooling credits readily accepted? _____

Quality of Education

Freshmen treated like upperclassmen? _____
 Ph.D. faculty readily accessible to freshmen? _____
 Research opportunities available to freshmen? _____
 Most classes taught by discussion? lecture? _____
 Systemic skills development: Communication (C), _____
 problem-solving (PS), critical thinking (CT) _____
 Personal and career counseling (strong, avg., weak) _____
 Services for students with disabilities (strong, avg.) _____

Academic

Your intended major or program _____
 Study abroad (SA), Internships (I), Co-op (C) _____
 Do you qualify for the Honors program? _____
 Residential (living-learning) programs available? _____
 Senior Project/Thesis (required, option., not avail.) _____

Cost and Financial Aid

Financial aid priority deadline _____
 Total cost (T&F, R&B, Books, Misc.) for first year _____
 Do you qualify for Merit or Talent scholarships? _____
 Avg. debt at graduation _____
 FAFSA? CSS Profile? _____

Housing

Coed: rooms(R), suites(S), floors(F). Single-sex dorms(SS) _____
 % of students living in dorms _____
 % in fraternities and sororities _____

Other Factors Important to You:

*Your feeling after visit (great, good, neutral, negative) _____

*Your emotional ("gut-level") rank-order _____

*Your analytical rank-order _____

MICHIGAN COLLEGES WITH STRONG DISABILITY and ADD SUPPORT SERVICES

Students and Parents: The colleges listed below have a wide range of support services available to their enrolled students, and will speak with prospective students (who have confirmed disabilities or ADD) and their parents by phone or in person. You are urged to contact them early as colleges, unlike high schools, do not require an IEP. They do, however, request the student's latest psychological education evaluation taken in high school.

<u>College</u>	<u>Office Name and Phone Number</u>	<u>Admissions Office Phone</u>
Adrian	Academic Services – 1/800-877-2246, ext. 4093	1/800-877-2246
Albion	Academic Services Center – 517/629-0825	1/800-828-6770
Alma	Academic and Career Planning Office – 989/463-7247	1/800-321-2562
Aquinas	Student Support Services – 616/632-2166	1/800-678-9593
Calvin	Student Academic Services – 616/526-6113	1/800-688-0122
Central Michigan U.	Student Disability Services – 989/774-3018	1/888-292-5366
Eastern Michigan U.	Office of Access Services – 734/487-2470	1/800-468-6368
Ferris State U.	Educ. Counseling and Disability Services – 231/591-3057	1/800-433-7747
Grand Valley State U.	Disability Support Services – 616/331-2499	1/800-748-0246
*Lansing Community College	Office of Disability Services – 517/483-1214	517/483-1200
Lake Superior State U.	Disabilities Services – 906/635-2355	1/888-800-5778
Michigan State U.	Resource Center for Persons with Disabilities – 517/884-7273	517/355-8332
Michigan Tech. U.	Dean of Students Office – 906/487-2212	1/888-688-1885
Northern Michigan U.	Disability Services Office – 906/227-1737	1/800-682-9797
Oakland U.	Disability Support Services – 248/370-3266	1/800-625-8648
Saginaw Valley State U.	Disability Services – 989/964-7000	1/800-968-9500
Siena Heights	ADA Coordinator – 517/264-7683	1/800-521-0009, x1
Univ.of Detroit-Mercy	Learning Center – 313/993-1143	1/800-635-5020
Univ.of Michigan-Ann Arbor	Services for Students with Disabilities – 734/763-3000	734/764-7433
Wayne State U.	Student Disability Services – 313/577-1851	877/978-4636
Western Michigan U.	Disabled Student Resources and Services – 269/387-2116	1/800-400-4968

*- ACT or SAT not required for admission. Other colleges not requiring ACT or SAT for admission are: Baker, Community Colleges, Davenport, Finlandia, Grace Bible and Kendall.

Resources:

“The K & W Guide to Colleges for Students with Learning Disabilities or ADD” (Princeton Review)

“Colleges for Students with Learning Disabilities or ADD” (Peterson's)

“Fair Test” – National Center for Fair and Open Testing

Frank Bernier, Ph.D.
College Planning Consultant
517/349-6899

SAMPLE CAREERS BY ACADEMIC SUBJECT AREA

Consider careers in subjects you like and do well in

English

Actor/Actress – B
Advertising Manager – B
Broadcaster – B
Court Reporter – C
Editor – B
Journalist – B
Lawyer – G
Librarian – G
Paralegal – A
Public Relations Specialist – B
Receptionist
Reporter – B
Salesperson
Secretary – A
Speech Therapist – B
Teacher/Professor – B/G
Technical Writer – B
Writer/Author – B

The Arts

Actor/Actress – B
Advertising Manager – B
Architect – B
Artist – B
Art Therapist – B
Composer – B
Dancer/Choreographer – A
Fashion Designer – A
Film Producer/Editor – B
Floral Designer – A
Graphic Artist – B
Illustrator – B
Interior Designer – A
Landscape Architect – B
Music Therapist – B
Musician – A
Photographer – A
Sound Engineer – B
Teacher/Professor – B/G

Foreign Language

Diplomat – B
FBI/CIA Agent – B
Flight Attendant – A
Foreign Service Officer – B
Hotel Manager – B
International Business – B
International Lawyer – G

Foreign Language(continued)

Interpreter/Translator – B
Linguist – G
Missionary – B
Multilingual Social Worker/Nurse – B
Teacher/Professor – B/G
Tour Guide – A
Travel Agent – A

Math

Accountant – B
Actuary – G
Bank Manager/Teller – B/A
Carpenter – C
Computer Aided Designer – A
Computer Graphics – A
Computer Manager – B
Computer Programmer – B
Electrician – C
Engineer – B
Financial Planner – B
Insurance Agent – B
Loan Officer – B
Real Estate Appraiser – A
Statistician – B
Stockbroker – B
Surveyor – A
Systems Analyst – B
Teacher/Professor – B/G
Tool and Die Maker – C
Website Developer – B

Science

Athletic Trainer – B
Biologist – B
Botanist – B
Chemist – B
Chiropractor – G
Dental Assistant – C
Dental Hygienist – A
Dentist – G
Emergency Medical Technician. – A
Engineer – B
Environmentalism – B
Forensic Scientist – G
Forester – B
Geologist – B
Medical Assistant – C
Medical Records Clerk – C

Science (continued)

Meteorologist – G
Nurse – A
Nutritionist – B
Optometrist – G
Pharmacist – B
Physical Therapist/Asst. – B/A
Physician/Phys. Asst. – G/G
Physicist – G
Radiologic Technician – A
Teacher/Professor – B/G
Veterinarian – G
Veterinary Assistant – A
Zoologist – B

Social Studies

Anthropologist – B
Archeologist – B
City Manager – B
Clergy – B
Corrections Officer – B
Criminologist – B
Economist – B
Geographer – B
Historian – B
Lawyer – G
Lobbyist – B
Newscaster – B
Paralegal – A
Police Officer – A
Politician – B
Psychologist – B
Social Worker – B
Sociologist – B
Sports Management – B
Teacher/Professor – B/G
Urban Planner – B

Required Training: C = Certificate (1-2 years). A = Associate Degree (2 years). B = Bachelor's Degree (4 years).
G = Graduate Degree – Masters or Doctorate (2-6 years beyond the Bachelor's Degree)

Suggested Resources: "O'Net". U.S. Dept. of Labor. www.onetonline.org
"Occupational Outlook Handbook". U. S. Dept. of Labor. www.bls.gov/oco/

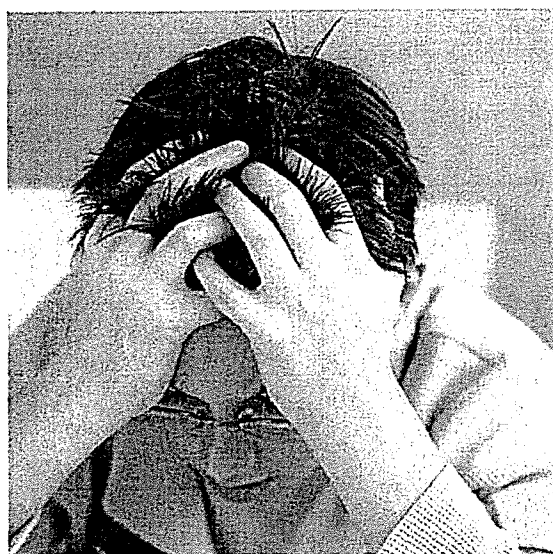
REDUCING TEST ANXIETY

- Recognizing Test Anxiety
- How to Cope
- What You Need to Succeed

Guide Location: www.ets.org/Media/Tests/PRAXIS/pdf/01361anxiety.pdf

Keywords: reducing test anxiety ETS

Copyright: ETS (Educational Testing Service). The Praxis Series



This nationally renowned self-help guide provides practical help, at no cost, for people who suffer mild to severe test anxiety. It is designed to help anyone (high school, college, graduate school) who understands the material, but blocks when taking classroom or standardized tests.

The guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Recognizing the symptoms of test anxiety is the first critical step, and this guide will help you evaluate your own warning signs. From how to organize your study schedule to how to tune out distractions, these strategies will help you in your efforts to get a better test score. You are urged to print the 12 page guide before using it.

If you need more help, seek the advice of a person who has personally coped with test anxiety, such as a counselor, teacher, family member, friend, etc... If that doesn't work, seek professional help.

PLANNING YOUR COLLEGE MAJOR and FRESHMAN CLASSES

-Seek the help of an advisor or counselor when completing this form-

I. Resources:

“College Majors and Careers”, by Paul Phifer. Furguson Publishing. Outstanding!
www.princetonreview.com/college/research/majors/majorSearch.asp
<http://career.utk.edu/students/majors.asp>
<http://mymajors.com/index.jsp>
www.bls.gov/oco/ Occupational Outlook Handbook

II. Career passion??: Architecture__ ; Art__ ; Business__ ; Computers__ ; Engineering__ ; Nursing/Allied Health__ . Or, your favorite core subject: English__ ; Math__ ; Science__ ; Social Studies__ ; Foreign Languages__ .

Your favorite elective or activity: _____
Current career goal: specific _____, or subject-related _____
Possible Major: _____
Possible Minor: _____

III. Number of classes required for a Bachelor’s degree (4 years) = ~40 (3-5 per semester) Number of classes required for a community college Associate’s degree (2 years) = ~20

Major. Your favorite subject, program or career choice ----- ~15 classes
Minor. A subject or program that supports your major ----- ~11 classes
Core (“Basics”). English, Math, Science., Soc. Studies, Foreign Lang. ----- ~7 classes
Electives. ----- ~7 classes
~40 classes (120 credits)

AP, CLEP and dual-enroll college credits may reduce the number of classes you must take in college.

IV. Sample class schedule for your college **freshman** year.

<u>First Semester</u>	<u>Second Semester</u>
Major class: _____	Major class: _____
Minor class: _____	Minor class: _____
Core (Basic) class: _____	Core (Basic) class: _____
Elective class: _____	Elective class: _____

Note: Because of all the adjustments freshmen must cope with, it is very wise to take a “minimum full-time” schedule (12 credits, 3-4 classes, 12-15 classroom hours/week) for one or both semesters. This will give you a better chance of achieving your best grades and connecting with your professors and college.

High school GPA ____; **College freshman GPA goal** ____; **Probable overall college GPA** ____.

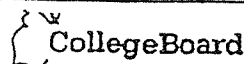
Do you plan to become a **PHYSICIAN** or **DENTIST??** If so, take the following classes as a part of, or in addition to, the 40 classes above:

2 classes in Biology
2 classes in General Chemistry
2 classes in Organic Chemistry
2 classes in Physics

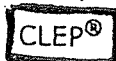
Note: It is NOT required you major in science or math to become a physician or dentist. Grades, test scores and commitment are the keys to getting into medical or dental school (after your first four years of college).

4/18/15

CLEP – College Level Examination Program



College Board Tests
Plan for College
Find a College
Apply to College
Pay for College



About CLEP
Getting Credit
Registering
Preparing
Scores & Transcripts
Contact
Who Takes CLEP
Exam Descriptions
Composition & Literature
Foreign Languages
History & Social Sciences
Science & Mathematics
Business

Tools
Colleges Granting CLEP Credit
CLEP Test Centers
CLEP for Professionals
Order Individual Subject Guides



CLEP Policies
CLEP Policies vary from college to college. Before you register for a CLEP exam, use College Search to learn which exams your college recognizes. [Go](#)

Real Deal
"Participating in CLEP exams has helped me get a sense of what college is like."

Claire, student, Arizona State University

Got a Real Deal to share?
[Tell us](#)

CLEP Tips:

- Check the CLEP policy for each of your colleges (if and how counted).
- Check each college's website for its CLEP credit grid (how credits are granted)
- Colleges may count CLEP, and AP, either as waivers or advanced credits.
- Identify CLEP testing centers in your locale.
- You cannot earn CLEP and AP credit for the same course.
- Know what is covered before taking an exam (see CLEP website)
- Exam should be taken prior to entering college
- A passing score is usually ~60%.
- You can repeat a failed exam after six months

[Home](#) > [College Board Tests](#) > CLEP: Exam Descriptions

Exam Descriptions

CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. A college usually grants the same amount of credit to students earning satisfactory scores on the CLEP examination as it grants to students successfully completing that course.

Many examinations are designed to correspond to one-semester courses; some, however correspond to full-year or two-year courses. Unless stated otherwise in its description, an examination is intended to cover material in a one-semester course.

Each exam is 90 minutes long, and, except for English Composition with Essay, is made up primarily of multiple-choice questions; however, some exams do have fill-ins.

Each description now includes specific information on knowledge and skills required and study resources.

Composition and Literature

American Literature

Analyzing and Interpreting Literature
English Composition
English Literature
Freshman College Composition
Humanities

Foreign Languages

French Language (Levels 1 and 2)
German Language (Levels 1 and 2)
Spanish Language (Levels 1 and 2)

History and Social Sciences

American Government
Human Growth and Development
Introduction to Educational Psychology
Introductory Psychology
Introductory Sociology
Principles of Macroeconomics
Principles of Microeconomics
Social Sciences and History
U.S. History I: Early Colonizations to 1877
U.S. History II: 1865 to the Present
Western Civilization I: Ancient Near East to 1648
Western Civilization II: 1648 to the Present

Science and Mathematics

Biology
Calculus
Chemistry
College Algebra
College Mathematics
Natural Sciences
Precalculus

Business

Financial Accounting (New in 2007)
Introductory Business Law
Information Systems and Computer Applications
Principles of Management
Principles of Marketing

OVER

MICHIGAN STATE UNIVERSITY'S C.L.E.P. CHART

- Michigan State University is one of over 2500 colleges granting CLEP credits-by-exam.
- In Michigan, only Alma, Kalamazoo, Kettering and UM-Dearborn do NOT allow CLEP credits.
- Each college's CLEP chart is located on its website or through its admissions office.
- CLEP exams are rigorous standardized final exams in 33 high school subjects. Cost: ~\$75/exam.
- A scaled score of 50 is equivalent to a raw score of 65% (the minimum passing score if taken by computer).
- CLEP exams are taken by computer or paper, Monday through Friday, 12 months a year, and results are known immediately. They are taken at a designated local testing site (MSU and Davenport College in our area).
- Test results are sent by the local testing site to any college you request. Results are good for six years.

Examination	COMPUTER-based testing environment	PAPER-based testing environment	MSU Equivalent	
	Minimum Score	Credits	Scaled	
Business				
Accounting, Principles of	—	—	—	No credit
Business Law, Introductory	50	51	3	GBL gcu †
Information Systems and Computer Applications	50	52	4	CSE gcu
Management, Principles of	50	46	3	MGT gcu
Marketing, Principles of	50	50	3	MSC gcu
Composition and Literature				
American Literature	50	46	4	ENG gcu*
Analyzing and Interpreting Literature	50	47	4	ENG gcu*
Composition, Freshman College	—	—	—	No credit
English Composition (w/ or w/o essay)	—	—	—	No credit
English Literature	50	46	4	ENG gcu*
Humanities	50	47	4	IAH gcu
Foreign Languages (credit based on minimum score)				
French Language Level 1	50	42	8	FRN 101, 102
French Language Level 2	59	45	16	FRN 101, 102, 201, 202
College German	50	36	8	GRM 101, 102
College German	60	42	16	GRM 101, 102, 201, 202
Spanish Language Level 1	50	45	8	SPN 102, gcu
Spanish Language Level 2	63	50	12	SPN 102, 201, 202
Social Sciences and History				
American Government	50	47	4	PLS 100*
Educational Psychology, Introduction to	50	47	3	PSY gcu*
History of the U.S. I – Early Colonizations to 1877	50	47	4	HST 202*
History of the U.S. II – 1865 to present	50	46	4	HST 203*
Human Growth and Development	50	45	3	PSY gcu*
Macroeconomics, Principles of	50	44	3	EC 202*
Microeconomics, Principles of	50	41	3	EC 201*
Psychology, Introductory	50	47	4	PSY 101*
Social Science and History	50	47	4	COMPUTER-based: ISS gcu* PAPER-based: ISS (4), HST gcu (4)
Sociology, Introductory	50	47	4	SOC 100*
Western Civilization – Ancient Near East to 1648	50	46	4	HST 205B*
Western Civilization – 1648 to present	50	47	4	HST 206*
Science and Mathematics				
Algebra, College	50	46	3	MTH 103
Algebra/Trigonometry, College	50	45	5	MTH 116
Biology, General	50	47	4	BS gcu
Calculus	50	41	3	MTH 132
Mathematics, College	—	—	—	No Credit
Natural Science	50	47	8	ISB (4), ISP (4) No related laboratory credit awarded
Pre-calculus	50-79	—	3	MTH 103
	80	—	5	MTH 116
Chemistry, General	50	47	4	CHM gcu
Trigonometry	50	50	3	MTH 114

† GCU = General Credit, Undergraduate

* May be used to fulfill related integrative studies requirements

Updated: 10-9-2008

† GCU = General Credit, Undergraduate

* May be used to fulfill related integrative studies requirements

Updated: 10-9-2008

HIGH SCHOOL TO COLLEGE TRANSITION TIPS---FOR STUDENTS

- **Pick the right college.** Probably the major factor in determining your happiness and success in college. Define what you want and visit campuses before you commit. Seek help from you family and/or you counselor or advisor.
- **Personal responsibility.** In college you have freedom to do as you please...to go where you wish...to do as you wish. Unfortunately, this freedom is easily abused. The student is expected to assume responsibility and control over his/her success (or failure) in college.
- **Time management.** The amount of free time you have in college is much more than in high school. Always have a weekly class, study, and free time schedule. Otherwise, time slips by, you will not be able to account for it and, worse, you could get behind.
- **You're not alone.** College can seem overwhelming to a freshman. Seek help if you are struggling with academic, social, financial or other personal issues. Know what resources are available and remember that you family is your biggest supporter.
- **Scheduling freshman classes.** Because of all the adjustments you will make during the freshman year, try to carry a minimum full-time load (usually 12 credits). You can make up any shortfall later, once you understand the system. Your freshman GPA goal should be to match or exceed your high school GPA.
- **Importance of performance.** Don't take your courses or studies lightly. The decisions you make in college will affect your future. Remember, first and foremost, you are here for an education, and your *study habits are learned during the freshman year*. It is very difficult to bounce back from a sub-par freshman year.
- **Class attendance.** As a college student, you will decide whether you want to go to class or not. Frequent absences will hurt you.
- **Teacher attitudes.** Your instructors will not hound you to do your work. It's entirely up to you. Get to know the teachers. If your teachers know you, it will be easier for them to look out for you and help you if you are having trouble.
- **Types of assignments.** In high school you are given a homework assignment every day. In college you have a large task assigned to be done by a certain time. *No one tells you when to start or what to do each day*. Once you get an assignment, start working on it right away. It takes daily effort to keep up.
- **Amount of study.** In high school you can be a 'B' student without studying. But in college, without studying, you should expect a 'C' or 'D' at best. To succeed, you have to study!
- **Size of institution and classes.** If anything, the larger the school and classes, the more responsibility falls on the student as you will probably not be noticed.
- **Social life.** Sometimes it seems harder to make friends because of the size of the school. But there are a variety of organizations and activities. Get involved and meet people. Good time management skills will help you achieve a healthy academic-social balance.

HIGH SCHOOL TO COLLEGE TRANSITION –TIPS FOR PARENTS

- **Pre-College planning.** *Early in high school, before the college enrollment*—develop separate plans with your student that includes academic, social and financial goals, expectations and consequences. *Later in high school* — develop a plan for college selection. All promote student ownership and responsibility, and are great predictors for college success. You HS counselor or advisor can help.
- **Identify main college issues and discuss coping strategies.** Do both in advance.
- **Check-in day.** Get your student settled in his/her room, then leave! This is tough for everyone, but do it.
- **The freshman adjustment (it's all part of growing up).** Parents need to understand that many college students do not get along with their roommate, get good grades, know what they need to major in, have activity-filled days, or make lots of friends. Parents who accept these perceived setbacks as opportunities for the student to grow, can provide support and encouragement when it is needed most.
- **Do not ask them if they are homesick.** The power of suggestion can be dangerous. The idea of being homesick often does not occur until someone suggests it. The first few weeks of school are full of activities and friends. The challenge of meeting new people and adjusting to new situations takes most of a freshman's time and concentration. So, unless they are reminded of it (by a well-meaning parent), they may be able to escape the loneliness and frustration of homesickness. Even if they do not tell you during those first few weeks, they do miss you. It is vital your student identify campus resources which can help him/her successfully cope with the myriad of difficult issues confronted by freshmen. You can help identify these resources before the college year begins.
- **Write or email (even if they do not write or email you back).** Although freshmen are typically eager to experience all the away-from-home independence they can in those first weeks, most are still anxious for family ties and the security those ties bring. This surge of independence may be misinterpreted as rejection by sensitive parents, but most freshmen want news from home and family. There is nothing more depressing than an empty mailbox. Warning—do not expect a reply for every letter or email.
- **Listen carefully before talking.** Ask questions (but not too many). Many college freshmen are “cool” (or so they think) and may resent interference with their newfound lifestyle, but most desire the security of knowing you are still interested in them. Parental curiosity may add more stress than relief, depending on the attitudes of the persons involved. “I have a right to know” questions with ulterior motives, or “the nag” should be avoided. Honest inquiries, however, and other “between friends” communication and discussion will do much to further the parent-student relationship.
- **Do not worry (too much) about emotional phone calls, letters or emails.** Parenting can be a thankless job, especially during the college years. It is a lot of give and a little take. Often when troubles become too much for a freshman to handle (a flunked test, end of a relationship, etc.), the student often feels the only place to turn is family. Unfortunately, this is often the only time that an urge to communicate is felt so strongly, so you rarely get to hear about the good things. Be patient with the nothing-is-going-right-I-hate-this-place attitude. You are providing a valuable service as an advisor, sympathetic ear, or punching bag.
- **Visit (but not too often).** Visits by parents (especially those that include dinner, shopping, etc.) are another part of first-year events that freshmen are reluctant to admit liking, but do appreciate greatly. These visits give the student a chance to share his growing world and allows the parents to become familiar with their student's new activities, commitments and friends.
- **Take time to discuss finances.** Most college students are still financially dependent on parents to some degree. Discuss your family's financial situation with your student from high school through college. He/she needs to know how much money will be available and how much fiscal responsibility he/she has.
- **Prepare for their return.** When the school year ends and your student returns home for vacation, plan to sit down and discuss the rules of living at home. Parents need to respect the individuality their children have worked so hard to achieve, and students need to know there are still rules and courtesies to be observed.
- **Trust them.** Finding oneself is difficult enough without feeling that the people whose opinions you respect most are second-guessing you. One of the most important things a parent can do is give their student their trust.