



College Admissions Handbook

2017-2018

Table of Contents

Introduction.....	4
Counseling Center Information.....	4
Meetings, After School Sessions, Weekend Classes, and Workshops Offered.....	5
College Counseling Calendar	6
Rhetoric School Course of Study.....	10
Class of 2018* - 2019.....	10
Class of 2020* and beyond	10
P.E. and Fine Arts Credits.....	11
Grade Point Average Scale	11
How Does Grade Point Average Affect College Admissions?	12
Community Service and Volunteering.....	12
How Does Community Service and Volunteering Affect College Admissions?.....	12
Community Service – Your own Initiative.....	12
How Extracurricular Activities Affect College Admissions	13
College Board Testing	13
AP Testing.....	13
PSAT	14
The ACT and SAT	14
Do I take the ACT, the SAT, or both? When do I take them and how many times?	14
Should I take the ACT and/or SAT writing?.....	15
How do schools view my scores?.....	15
When should I take the SAT or ACT?	15
Test Preparation Services	16
Choosing a College.....	16
Campus Visits	17
Questions to Ask on a Campus Visit.....	17
Should I Consider an Ivy League University?	18
Should I go to a smaller, private school or a big state school?	18
Consider Christian Colleges.....	18
Online College Search Engines.....	18
College and College Major Search Engines.....	19
Occupational Outlook Handbook.....	19
Using the Common Application and Naviance to Apply for College.....	20
The Common Application	20
Do I have to use the Common Application?.....	20
The Coalition Application for Access, Affordability, and Success.....	20
A group of universities around the country has recently adopted a new application platform, called the Coalition Application, http://www.coalitionforcollegeaccess.org/ . This does NOT connect to Naviance. Only use it to apply to <i>Florida, Maryland, and Washington</i>	20
The Common App Essay.....	20
How do you write a college application essay?.....	21

Naviance.....	21
• Log in to your Naviance account	22
• Connect Naviance to your Common App	22
• Move your college list to your application list.....	22
• Requesting teacher recommendations.....	22
Guidelines for Getting Great Recommendations from Teachers and Counselors.....	23
Filling out applications	23
Marking an application complete	24
Transcript requests.....	24
Sending test scores.....	24
What about the CFNC.org application system?	24
Early Action and Early Decision Deadlines.....	24
Writing the College Application Resume	26
If I have a resume, do I still have to fill out the “activities/community service” section of an individual application?	26
Financial Aid and Scholarships.....	26
FAFSA.....	26
College Scholarship Service (CSS) Profile	26
Financial Aid Packages	26
Notable North Carolina Institutional Scholarships.....	27
Other Scholarship Opportunities	30
Other Ways to Find Scholarships	31
NCAA Eligibility	31
NCAA Registration	31
Alternatives to Traditional Four Year Programs	32
Work Colleges.....	32
Community Colleges.....	32
Career Schools.....	32
Online Programs.....	32
Military Programs	32
Gap Year	33
Appendix	34
College Essay Examples	34
College Resume Examples.....	40
College Preparation Checklists	44
Freshman Checklist.....	44
Sophomore Checklist	44
Junior Checklist.....	45
Recommended Reading	48
<i>How to Become a Straight-A Student</i> by Cal Newport.....	48
<i>How to be a High School Superstar</i> by Cal Newport.....	48
<i>What You Don’t Know can Keep You out of College</i> by Don Dunbar	48
<i>Colleges that Change Lives</i> by Loren Pope.....	48

<i>100 Successful College Application Essays</i>	48
<i>Countdown to College: 21 'To Do' Lists for High School</i>	48
<i>Peterson's Teens' Guide to College and Career Planning 11th Edition</i>	48

Introduction

Dear CCS High School Student,

The information contained in this handbook is meant to help you through your college search or career planning as you make decisions which will greatly affect your future. It will give you some things to think about as you begin to discover yourself and the plans God has laid out for you. Yes, this handbook will help you with the steps in applying to college and provide practical information regarding some universities, but remember: discovering God's plan is more than just having a fantastic GPA, writing the perfect college application essay, or getting involved in dozens of activities. Don't let the process defeat the purpose. Cover everything with prayer and make sure your heart and mind are focused on God's will.

Best regards,
Laura Smith

Counseling Center Information

Counselor	Phone Number	Email/ Website	Office House
Laura Smith	919-303-2560 Ext 248	lsmith@carychristianschool.org Website: http://www.carychristianschool.org/college-career-counseling/ <ul style="list-style-type: none"> • <i>Subscribe to the College Counseling website for Updates</i> 	M/F 8:00am – 3:30pm* T/W/TH 7:30am – 3:30pm *Meetings after 4:00pm are

		Naviance Sign In: connection.naviance.com/carycs	available by appointment only
--	--	---------------------------------------------------------------------------------------------------------	----------------------------------

**This college and career handbook is a work in progress. If you discover something on your journey this year that might be beneficial to other students, please email lsmith@carychristianschool.org. Your feedback is welcome!*

Meetings, After School Sessions, Weekend Classes, and Workshops Offered

Appointment Times

Appointments are available throughout the school year. Please call or email Mrs. Smith to schedule a time to meet. It is helpful to know in advance what you would like to discuss in the meeting. The counseling office handles transcripts, graduation checks, college applications, and college and career advising. For individual class scheduling, please contact the front desk.

Parent Nights by Grade Level

Parents and students should plan to attend parent nights for college and career preparation at the start of each school year. These meetings will give you valuable insight into the process of college admissions and allow you to express any concerns or ask questions.

Writing the College Application Essay

College application essays are not as straightforward as they sometimes appear. Times are available for seniors to help students write unique essays which will get the attention of college admissions officers and scholarship committees.

College Application or Essay Help Sessions

Several work times are scheduled for students to work in the common area with the assistance of a counselor on their college applications or essays. During this time students may get help with writing or proofing essays for admissions or scholarships, practicing interviewing skills, preparing a final application, or exploring college decisions with a counselor.

Other Events

Please be aware that other events may be added to the college and career calendar throughout the year, and especially for the second semester. Look for handouts and email notifications of these new events as well as an updated spring calendar.

College Counseling Calendar

AUGUST

1st		The Common Application Opens	
4 th		Registration deadline for September 9 th ACT	
23rd	8 am -1 pm	SENIOR PLANNING DAY: Seniors meet with Mrs. Smith to review the college application process	Auditorium
30 th	7 pm -8:30 pm	Senior Parent Meeting	Auditorium
31 st		PSAT Registration Deadline (11 th Grade)	

SEPTEMBER

1st		Most College Applications Open	
1 st		Deadline to submit school endorsement applications and resumes to Mrs. Smith for consideration in scholarships that require a school endorsement – the Park Scholarship, the Levine Scholarship, and the Morehead-Cain	
Sept. 5-8 th		College Week for Rhetoric Students	
6 th	7 pm – 8:30 pm	Junior Parent Meeting	Auditorium
8th	3:30 pm -5 pm	College Essay Help Session (Seniors Only)	

8 th		SAT Registration Deadline for October 7 th test date	
9 th		ACT Test Date	
18 th	5 pm – 6 pm	9 th -10 th Grade Parent Night	Auditorium
22 nd		Registration Deadline for October 22 nd ACT	
29 th	1:30 pm – 2:30 pm	College Application Help Session (Seniors Only)	Computer Lab

OCTOBER

1 st		FAFSA Opens – Seniors fill out as soon as possible!	
2 rd - 13 th		FALL BREAK	
4 th	9:30 am – 11:30 am	College Essay Help Session	Commons Area
5 th		Registration deadline for November 4 th SAT test	
7 th		SAT Test Date	
11 th	8 am -11:45 am	PSAT Test for Juniors	CCS Rhetoric Hall
15 th		Standard early application deadline for colleges (Check with your individual university to confirm this date.)	
15 th		Complete the CSS (College Scholarship Service) Profile if applying to schools requiring the CSSP.	
18 th	5 – 7:30 pm	College Fair	Gymnasium
28 nd		ACT test date	
31 st		Standard early application deadline for colleges (Check with your individual university to confirm this date.)	

NOVEMBER

1 st		Standard early application deadline for colleges (Check with your individual university to confirm this date.)	
-----------------	--	----------------------------------------------------------------------------------------------------------------	--

2rd		Registration deadline for December 2rd SAT test	
3th		Registration deadline for December 9th ACT test	
4th		SAT test date	
15 th		Standard early application deadline for colleges (Check with your individual university to confirm this date.)	
14 th - 21nd		Senior Service Practicum to Costa Rica	

DECEMBER

1 st		Standard application deadline for colleges (Check with your individual university to confirm this date.)	
2nd		SAT test date	
9th		ACT test date	
		CHRISTMAS BREAK Dec. 18 th – Jan 2nd	

JANUARY

1st		Standard application deadline for colleges (Check with your individual university to confirm this date.)	
8 th		Deadline Sophomores and Freshmen to Register for PSAT 10	
12th		Registration deadline for February 10th ACT test	
15 th		Standard application deadline for colleges (Check with your individual university to confirm this date.)	

FEBRUARY

1 st		Standard application deadline for colleges (Check with your individual university to confirm this date.)	
9th		Registration deadline for March 10 th SAT	

10 th		ACT test date	

MARCH

1 st		Make sure you are aware of your schools' housing deposit deadlines and final application deadlines.	
9 th		Registration deadline for April 14 th ACT test	
10 th		SAT test date	
5 th - 16 th		SPRING BREAK	
14 th	8 am – 11:45 am	PSAT 10	CCS Rhetoric Hall
15 th		Colleges will begin sending acceptance/rejection letters for regular applications.	

APRIL

6 th		Registration deadline for May 5 th SAT test	
14 th		ACT test date	

MAY

1 st		Final college decision deadline (Let the universities who accepted you know by this date whether you plan to attend and pay deposits.)	
4 th		Registration deadline for June 9 th ACT	
5 th		SAT test date	
9 th		Registration deadline for June 3 rd SAT	

JUNE

2 nd		SAT test date	
9 th		ACT test date	
15 th		Registration deadline for July 14 th ACT Test	

JULY

14th		ACT test date	
------	--	---------------	--

* A college with rolling admissions will accept and reply to applications as they receive them. It is best to apply for a college with rolling admissions as soon as possible as most spots and financial aid are awarded on a first come, first serve basis.

*Check deadlines for scholarships. Many deadlines fall before the admissions application deadline.

Rhetoric School Course of Study

25 Credits Required for Graduation
(26 Credits for Class of 2020 and following)

Class of 2018* - 2019

SUBJECT (Credits)	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
English (4)	Classical Literature	Medieval Literature	European Literature	American Literature
Bible (2)		Theology	Apologetics	
Rhetoric (2)	Rhetoric I			Rhetoric II
Foreign Language (3)	Greek I	Greek II	Spanish I	Spanish II
History (3)	Classical History	Medieval History	European History	U.S. History and Government
Math (4)	Geometry	Algebra II	Pre-Calculus or Trigonometry	Calculus or Statistics
Science (4)	Human Physiology	Environmental Biology	Chemistry	Physics

Students must also have 1 P.E. Credit and 1 Fine Arts Credit.

Class of 2020* and beyond

SUBJECT (Credits)	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
English (4)	Classical	Medieval	European Literature	American

	Literature	Literature		Literature
Bible (2)		Theology	Apologetics	
Rhetoric (2)	Rhetoric I			Rhetoric II
Foreign Language (3)	Greek I	Greek II	Spanish I	Spanish II
History (3)	Classical History	Medieval History	European History	U.S. History and Government
Math (4)	Geometry	Algebra II	Pre-Calculus or Trigonometry	Calculus or Statistics
Science (4)	Human Physiology	Environmental Biology	Chemistry	Physics

* Class of 2019/20 students must complete 1 Fine Arts, 1 PE, and 1 Music credit.

P.E. and Fine Arts Credits

P.E. Credit (One sports season, T/Th all year elective, or M/W/F one semester elective counts as one credit.)	Fine Arts Credit (T/Th all year elective, or M/W/F one semester elective counts as one credit.)
Sports Season	Drama
Cheerleading	Band
Weight/Strength Training	Chorus
Boys' P.E.	Studio Art/Drawing/Painting/Set Painting
	Graphic/Web Design
	Creative Writing
	Journalism/Yearbook
	History of Film

Grade Point Average Scale

(Please see the Parent/Student Handbook for complete details)

Percent %	Grade	Grade Point	Meaning
90-100	A	5.0	Excellent
80-89	B	4.0	Surpassing
70-79	C	3.0	Satisfactory
0-69	F	0.0	Failing

9th -12th “**” Classes: (A=6, B=5, C=4) (Students passing a corresponding AP exam)

Please Note: Grades earned in elective courses, independent study courses, college and/or correspondence courses, and work completed in home school settings may apply toward graduation requirements but are not factored into cumulative G.P.A.

How Does Grade Point Average Affect College Admissions?

Most schools require a minimum GPA for admission, but the average GPA of students accepted is usually higher. Check the institution's admissions webpage for details. Be careful to note whether the school evaluates weighted and/or un-weighted GPA. The difficulty of coursework and overall GPA play a large role in an institution's evaluation of you as a student.

Community Service and Volunteering

Volunteering is a great way to not only improve a college application resume and help the community, but it also will tell you a lot about yourself. Are you thinking of becoming a teacher? Volunteer to teach Sunday school or assist an organization that helps children. Interested in horticulture or environmental science? Get involved with the North Carolina Botanical Gardens. Would you like to be a doctor? There are abundant opportunities to volunteer with hospitals. Freshmen and sophomores should cast their net wide and focus on a wide variety of volunteer and community service. Juniors and seniors should focus instead on consistent, long-term involvement. Colleges like to see service in community and school organizations that extends beyond a year.

How Does Community Service and Volunteering Affect College Admissions?

Schools are looking for students who have learned a lot about themselves through their chosen activities and who they believe will perform well in college or university coursework. Additionally, they are looking for qualities which will add to their campus culture. Contrary to popular belief, it is often not about how much you have done or accomplished. Admissions officers have been known to discard long resumes! It is instead about the quality and length of the work you have done and how much it shows your true self.

Ideally, you want to have the total package: A strong GPA, high test scores, consistent school leadership, and volunteer service. However, if you are weak in your grades or test scores, strong, consistent school leadership and volunteer service *could* save your application from the deny pile. It is important to note that large state universities put more weight on the GPA and test scores than do smaller colleges. Smaller liberal arts colleges are more likely to give more weight to a student's involvement in various activities.

Community Service – Your own Initiative

Have you discovered a need in your community? Start your own initiative to meet the need! Colleges love to see a student who is willing to step up to help on their own. This shows leadership. But remember: Do not do this for the sole purpose of building your college resume. Galatians 1:10 says, "For do I now persuade men, or God? Or do I seek to please men? For if I still pleased men, I would not be a bondservant of Christ." Please God first!

Email lsmith@carychristianschool.org for a list of volunteer opportunities.

How Extracurricular Activities Affect College Admissions

Similar to any volunteer work you do, your inside and outside of school activities show where your true passions lie. Getting involved in clubs, summer camps, online classes, etc. shows that you have dedication to and initiative in the things in which you are interested. Colleges are also looking for lifelong learners – Students who seek ways to learn even in their free time.

Again, quality and length of activity is important. Stay with the clubs and organizations that interest you the most and finish any short-term programs that you start.

Also, be aware that colleges appreciate students who get involved in their pre-college or summer programs. If there is a university that you think you might want to attend and they have a summer program of some kind for high school students, get involved! Not only will you get to experience the campus, but you may also get some unexpected rewards.

Email lsmith@carychristianschool.org for a list of activities.

College Board Testing

AP Testing

**Register via Cary Christian School order form in February; testing takes place in May*

Cary Christian School offers an honors curriculum with limited Advanced Placement (AP) courses; however, students are allowed to take AP exams as space is available. Students who pass an AP exam with a score of 3 or better will receive advanced weighted credit in a corresponding class if offered at CCS. The class receiving advanced weight will be determined by graduation year.

AP Exam

English Literature & Composition
 English Language & Composition
 Biology
 Chemistry
 Calculus AB
 Physics 1
 US History
 World History
 Spanish Language
 Statistics
 European History

Corresponding Class

European Literature
 Medieval Literature
 Environmental Biology
 Chemistry
 Calculus
 Physics
 US History or American History
 Medieval History or Classical History
 Spanish II
 Statistics
 European History

Please note that students are encouraged to spend time outside of their classes preparing if they wish to take an AP test on their own. While the coursework at Cary Christian has prepared students for some parts of the AP exams, it is recommended that the student review and examine the exact content of each AP test in order to fully prepare. Visit the College Board website and download AP course descriptions for more information. Take AP exams corresponding to classes and subject matter in which you are strong. Speak to your teachers regarding the exam and your ability to pass. Do not waste your time and money taking a test without preparation.

Passing an AP exam could get you college level credit after your graduate. For example, scoring a 3 or 4 on the European History exam gets you 3 hours of history credit at NC State. Score a 5 and you get 6 hours! Each college will have its own criteria. The best source of what each college requires is the College Board Big Future search engine. Once you pull up a school's profile, click on "Applying" and then click on the "AP" tab. Additionally, scoring a 3 or above on an AP exam could improve your weighted GPA. Cary Christian awards an additional GPA point to classes in which some of the curriculum matches with the AP test contents.

PSAT

Students will take the PSAT/NMSQT in October of their Junior year. While the PSAT is a good SAT practice test, it also can qualify students for a National Merit Scholarship if their test scores are high enough. Initial qualification for the National Merit Scholarship is announced in April following the test. In September of their Senior year, high scoring students are notified as to whether they are a semi-finalist or a commended student. While commended students do not continue in the competition, they may be eligible for other scholarships. Semi-finalist will be provided with a scholarship application in early September. Finalists will be announced in February. Beginning in March and continuing into June, recipients of National Merit Scholarships will be announced.

The ACT and SAT

The College Board has released a new SAT and has discontinued the previous version, saying "Like other assessments in the SAT Suite of Assessments, the new SAT includes a Reading Test, Writing and Language Test, and a Math Test. The SAT has an optional essay component, which some colleges will require. SAT questions focus on skills that matter most for college readiness and success, according to the latest research." In contrast, the ACT is a measure of what you have previously learned. While the SAT tests three areas, the ACT tests five (English, math, reading, science, and writing.) Most colleges will require you to take one or both of these tests. Most colleges give the SAT and the ACT the same consideration. Check with your preferred schools to make sure you meet their testing requirements.

Do I take the ACT, the SAT, or both? When do I take them and how many times?

Different people will give you different advice on this. Taking both tests, however, allows you to have insight as to which test you will ultimately excel in taking. It is currently recommended that

you take both tests no later than January of your Junior year. You can pay a little extra money to get a full report of your scores which will show what areas you need to study. Use that full report to study for a second round in March. At this point it might be best to focus on one of the tests - the one on which you stand the best chance of scoring the highest. If you still feel you need to test after the March exams, you have the summer testing sessions to improve your score before senior year. **WARNING!** Do not take the ACT or SAT repeatedly without any study in between tests. You are unlikely to improve your scores.

Should I take the ACT and/or SAT writing?

Yes. Schools normally want to see these results at least one time.

How do schools view my scores?

Many schools practice what is called “super scoring.” This is when the university looks at your highest scores no matter the test date. Some schools, however, will only look at a single test date. It is perfectly acceptable to ask an admissions officer when visiting a school if they practice “super scoring.” *Please note that most colleges will NOT super score the results of the old SAT and the new SAT together.* While test scores are very important, especially in qualifying for certain scholarships, they are not the only element of the college application. Study, do your best, and trust in the Lord to open the door to the right school. Do not stress or worry excessively over your test scores.

When should I take the SAT or ACT?

Before Junior Year:

Decide what is best for you. Some students choose to take an ACT/SAT at the end of every year of high school. Some students choose to test in their sophomore year. A few students do not test at all until their junior year.

Junior Year Possible Timeline:

September or October – Take the ACT

October – Take the PSAT (CCS juniors)

Early December - Get your PSAT and ACT scores and evaluate your weakest areas. Take the SAT

Feb-March – Take the ACT or SAT

Early April – Get your SAT/ACT scores back. Evaluate your strengths and weaknesses and decide which test is best for you.

May or June – Take the ACT or SAT

Senior Year:

September or October – Take the ACT or SAT one last time if you need to improve your scores.

*Students can continue to take the ACT or SAT through senior year, but it is highly recommended they conclude all testing by November to be used for college admission. If a student is on the cusp for a scholarship, a final test can be taken if the results will be in prior to the scholarship deadline.

Test Preparation Services

A+ Positive Attitude	919-844-7987 *Small group prep classes	http://www.positiveaptitude.com/
BrainTrust In Home Tutoring	919-844-2022 *Schedules in-home tutoring	http://www.braintrusttutoring.com/
Chyten Tutoring Services	919-465-1922 *Offers some free practice testing throughout the year as well as an ACT/SAT comparison test	http://www.chyten.com/
College Nannies and Tutors	919- 896-7227 *Offers some free practice testing throughout the year	http://www.collegenanniesandtutors.com/nanny/
Cynthia Jackson	919-696-7663, Jackcyn28@yahoo.com	
Grade Power Learning	919-462-3330, cary@gradelearning.com	http://gradelearning.com/
Heather Forgione Tutoring LLC	561-866-0707, heather@forgionetutoring.com	http://www.forgionetutoring.com/
Kristen Secor, Ph.D	919-434-8210, satprepnc@gmail.com , Small group classes available	http://satprepnc.com/about-us/credentials/
Princeton Review	888-300-7787, Offers various options for test prep including online classes	http://www.princetonreview.com/college/sat-test-preparation.aspx
Sherwood Test Prep	866-TEST-PREP, Offers various classes throughout the year	http://www.sherwoodtest.com/raleigh.html
Sylvan - Cary	919-380-1201, jvp@vincentpopetutoring.com	http://locations.sylvanlearning.com/us/cary-nc/
Vincent-Pope Tutoring, LLC	919-593-1378, jvp@vincentpopetutoring.com	

**If you know of any additional organizations, please email lkiefer@carychristianschool.org. Omissions are not intentional.*

Choosing a College

First, it is important to view college not as an admissions prize or a label of prestige but as a path to your future. Whether you want to become a teacher, pediatrician, lawyer, musician, or banker, etc. is important to identify early in the process. You do not want to end up at a big name university with no program in your desired field or fields.

Next, make a list of colleges in which you are interested. Keep it under 20 schools and dream big, but remember to limit them to schools which have the programs you want. Now it's time to really think about your own preferences. Would you be comfortable in a school with 150 people in each class or do you prefer something smaller? Do newer buildings impress

you or do you prefer something older with lots of character? Is it important for you to be on a Christian campus? Does a liberal arts oriented university fit your needs or would a school with a large engineering program work better? How far do you *really* want to be away from home? Should you be able to come home on weekends or just Christmas and summer? How is the weather in these locations? Are you miserable in rainy, cold weather or do you live for those days? How is the dorm life at these universities? Is it considered a “party” school? It is a lot to think about, but it will help you narrow your list of schools. Trim the list to 10 schools and try to visit as many as possible. Visiting a campus will help you solidify your decisions and preferences. *Eventually, you want to have a list of 5 or 6 schools to apply to.*

Campus Visits

- Visit the admissions webpage of the schools you would like to visit. This page should have instructions for setting up a visit. It will also list open house and group visit days.
- Do not plan a visit on a weekend or a college’s holiday. Not seeing students or visiting classrooms will dampen your experience.
- When you set up your visit, ask to visit a class in your field and outside of your field. Class visits are not always included in a standard tour.
- The student should ask the questions on the tour – not the parent! Students should be prepared with a list of questions to ask.
- Remember that campus tours are advertising. Keep everything that is said in perspective.
- Visit the student center and look at activity announcement boards to get the flavor of the campus. Speak to the students about their involvement in campus activities.
- Visit a dorm room. You want to be happy with where you will be living for four years. Ask students if they are happy with dorm life.

Questions to Ask on a Campus Visit

(Taken from collegeplanninggroup.com)

- What is the best way to prepare for your school?
- What unique programs are incorporated into your school's curriculum?
- What is the school culture like?
- What do students like most about this college/university?
- How does your career planning department compare with other colleges/universities?
- What are the results of graduate job placement surveys? What percentages of students find summer internships before graduating? What percentages find jobs upon graduation?
- What companies recruit on campus? How many companies recruit on campus?
- Where do students typically work after graduation? Are there internship fairs on campus? Are there job fairs on campus?
- What is the ratio of deans to students? How much time are they required to spend with each student?
- Are professors available to give individual attention to students if requested?
- What types of tutoring programs are offered to students?
- How many liberal arts classes do students take and how many classes will they take towards their major?
- What do students do for fun? What events does the campus activities board plan for students? How often do students go off campus and where do they go? What are some popular clubs, events, activities?

Finally, apply to the schools which most suit you. Submit to between five and ten schools and always have a reachable school! There should be at least one school on the list that has the programs you want, you know you will be happy there, it is affordable with no financial aid, and you stand a high chance of acceptance.

Should I Consider an Ivy League University?

If you are a straight A student with many AP credits and have an abundance of extracurricular activities and leadership, yes, you can consider an Ivy League level school. Note that Ivy Leagues are exceptionally hard to get in to – even for phenomenal students – and you should have a good number of alternative choices. An admissions officer from Harvard once explained that 90% of the students who apply to Harvard could go there and be successful; there are simply too few beds to accept everyone. Harvard’s acceptance rate is currently hovering around 6%. Also, consider why you would like to go to an Ivy League university. Make sure you are going for the right reasons and not for the prestige.

Should I go to a smaller, private school or a big state school?

There are many, many different types of schools available to you. Explore all options. Do not let preconceived notions about atmosphere or financial constraints limit your perspective! Visit as many different campuses as you can, ask questions, pray, get advice from your teachers, parents, and counselor, and ultimately come to your own conclusion about where you belong.

Consider Christian Colleges

Many students say they are not interested in attending a Christian school because they want their college experience to be different from their high school experience. First, know that your college experience will be very different from high school no matter where you choose to go to school. Also, read the scripture and apply it to your college search. Start with: Proverbs 3:5, Jeremiah 29:11, 1 John 5:14, 1 Corinthians 10:31. The world tells us the college search is about job security and that the most selective school is the best school. It tells us that public schools are a better value, and that career and connections are paramount. They say, “If you don’t go to the right school, you won’t be successful.” Now consider a Christian approach. College is really about personal growth and learning, and you should pick a school that is a good fit for you both academically and spiritually. In reality, often Christian private schools are a far greater value than public schools for many, many reasons. Finally, the right school for you should help you find your calling – not just your career or a job. Should we choose a college how the world chooses a college?

“If you are serious about your faith, you should consider a college that takes your faith seriously, unless the Lord specifically directs you somewhere else.” – Dan Crabtree

Online College Search Engines

**Don’t forget to use the Naviance search engine as well!*

Name of Website	Website	Cost
College Board: Big Future	bigfuture.collegeboard.org/college-search	FREE
College Navigator	nces.ed.gov/collegenavigator	FREE

Peterson's Student Edge	http://www.studentedge.com	FREE, requires the creation of a free account
Princeton Review	www.princetonreview.com/schoolsearch.aspx?sch=College	FREE

College and College Major Search Engines

**Don't forget to use the quizzes in your Naviance account!*

Name	Website	Cost
PICS Survey	http://www.collegetrends.org	FREE
Princeton Review – Various College and Career Prep Help	http://www.princetonreview.com/	FREE
My Majors	http://www.mymajors.com	FREE
My Plan	http://www.myplan.com	Most services are free

Occupational Outlook Handbook

The handbook can be found at <http://www.bls.gov/ooh/>. It allows students to see the projected growth, salary, and degree requirements of their chosen field. This information can also be seen in the career section of the Naviance account.

Applying to College

Using the Common Application and Naviance to Apply for College

The Common Application

Over 500 schools accept the common application. Once completed online, the common application may be sent to any member university. See www.commonapp.org for a complete list of schools. Please note that some universities may require additional essays or support beyond the common application. Check the school's website or call their admissions office. The common application opens August 1st. Be sure to enter your school information before trying to connect Naviance to the common app.

Do I have to use the Common Application?

Because the Common Application connects directly to our Naviance system, if you are applying to a school that participates in the Common Application option, you should use the Common Application to apply even if they have a paper or online alternative.

The Coalition Application for Access, Affordability, and Success

A group of universities around the country has recently adopted a new application platform, called the Coalition Application, <http://www.coalitionforcollegeaccess.org/>. This does **NOT** connect to Naviance. Only use it to apply to *Florida, Maryland, and Washington*.

The Common App Essay

Almost all students will have to complete the Common Application for at least one school. Students must respond to one of the following with 250 – 650 words (Mrs. Smith recommends using between 450 – 600 words):

2017-2018 Common Application Essay Prompts

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story. [No change]
2. The lessons we take from *obstacles we encounter* can be fundamental to later success. Recount a time when you faced a *challenge, setback, or failure*. How did it affect you, and what did you learn from the experience? [Revised]
3. Reflect on a time when you *questioned* or challenged a belief or idea. What prompted your *thinking*? What *was the outcome*? [Revised]
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution. [No change]

5. Discuss an accomplishment, event, or *realization* that *sparked a period of personal growth and a new understanding of yourself or others*. [Revised]
6. *Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?* [New]
7. *Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.* [New]

Since the common application mirrors a lot of other common essay questions, check with any applications you plan to complete outside of the common application for essay topics. If they have chosen one of these questions or one very similar to it, you may want to choose that topic for your common application essay. Yes; you may use the same essay for multiple applications and tweak it as needed.

How do you write a college application essay?

Writing an admissions essay is very different from the writing you would do in your English class. Your style should be informal, easy to read, and you should set a goal of fully expressing your true self through the essay. You also want to stand out. Admissions officers read thousands of essays a year. What is going to make yours stand out from the crowd? Why should they remember you?

Some suggestions and examples:

Be unexpected: Life is like a potato. Not an earthy, beautiful, grown in your grandmother's garden potato – but a slowly rotting, left forgotten too long in the back of the cabinet potato.

Start with a laugh: To my three-year old self, eating a whole jar of peanut butter sounded like a fantastic idea.

Set the scene: Passengers dozed peacefully in the cramped, cold, and dark cabin, eye masks on. A sudden jolt, riveting the plane, spurred only a few grumbling snorts from the unconscious travelers. The engines droned while chatty flight attendants gossiped behind a curtain.

Be direct: The worst day of my life was August 5th, 2008. My mother and I arrived home from shopping to discover two army officers waiting in our driveway.

Use Figurative Language: The sun sleeps as the desolate city streets await the morning rush hour. Driven by an inexplicable compulsion, I enter the building along with ten other swimmers, inching my way toward the cold, dark locker room of the Esplanada Park Pool.

****See the appendix for full-length essay examples*

Naviance

Students in their sophomore year and above should have a Naviance account. At the end of each academic year, the counselor will give Naviance training sessions to each grade level to prepare students for the next year of Naviance usage. Students can log in to Naviance by visiting <http://connection.naviance.com/carycs>. If a student does not have log in information, he can visit Mrs. Smith in the counseling office. Naviance will show current students the average GPA and

standardized test scores of accepted students from CCS at over 3,500 colleges and universities. Additionally, students may view detailed information about a college or university.

Naviance can also be used to:

1. Organize applications – Once senior year begins, students will find that Naviance becomes a personal filing system. Using the features under “colleges”, students can organize applications and track deadlines. Beginning in fall 2013, students may request transcripts electronically through Naviance. A partnership with Docufile Secure Transcript will allow students to make electronic requests and track their own transcript submissions.
 2. Research colleges – Perform a college search based on criteria like location, size, student body, and more. Compare GPA, standardized test scores, and other statistics to actual historical data from CCS students who have applied and been admitted.
 3. View college overlaps – Students often find schools that are a good academic fit, but want more schools just like it. By clicking on overlaps, students can see up to 10 more schools that are similar.
 4. Sign up for college visits – CCS often hosts individual college visits in the fall and spring. Find out which colleges are visiting our school and sign up to attend those sessions.
 5. Utilize career tools – When students are looking for more insight about career options, Naviance can help. Through the Career Interest Profiler (“explore interests”) students can match their interests to specific careers (John Holland Career Theory). By clicking on “explore careers” students can learn specific information about many careers, including job description, salaries, outlook, education, and more.
 6. More options - Naviance allows students to take a personality assessment, search for scholarships, participate in school-wide surveys, communicate with their counselor, and create a resume.
- **Log in to your Naviance account at connection.naviance.com/carycs.** If you have trouble, email Mrs.Smith.
 - **Connect Naviance to your Common App account by going to the *Colleges* tab and clicking on *Colleges I Am Applying To*.** In the big blue box, enter your common app information.
 - **Move your college list to your application list:** Click on the *Colleges* tab and then click on *Colleges I'm Thinking About*. Click the boxes next to the colleges where you intend to apply and the click *Move to Application List*. You can also add schools directly to your list.
 - **Requesting teacher recommendations:** Go back to the *Colleges* tab and click on *Colleges I Am Applying To*. Scroll down until you see *Teacher Recommendations*. Click on *Add/Cancel Request*. Here, you will be able to select current teachers and request a recommendation letter. Select the appropriate teacher and write them a brief note specifically explaining what you will need. Note that at least two core teachers must fill out your common app teacher form in August AND upload a letter a recommendation. Additional recommendation requests may be made at your discretion. Since generic recommendation letters can usually be sent to multiple institutions, you should limit yourself to 2-3 total requests.

Example 1: Dear Mrs. Smith,

Thank you for a wonderful junior year! As you know, I plan to study English in college. Would you please write me a generic recommendation letter that I can send to all colleges and upload it to my Naviance account? In August, I

would also like you to fill out the Common Application Teacher Evaluation for me.

Kind regards,
Jane Doe

Example 2: Dear Mr. Smith,

It is my goal to study Geology at Appalachian State next year, and I would be grateful for your recommendation. Would you please upload a recommendation letter to my account specifically for Appalachian State and after August 12th, fill out the common applications teacher referral form for me?

Many thanks,
Joe Doe

You should request recommendations from teachers who have taught you in your core academic areas, especially if you plan to major in an area where that teacher's expertise is especially relevant. If you plan to study something like art, music, or theatre then you should request a recommendation from the corresponding non-core teacher. If you do not see the teacher's name from whom you would like to request a recommendation, please let Ms. Kiefer know, and she will provide you with further directions.

Guidelines for Getting Great Recommendations from Teachers and Counselors

- Send your request early, preferably the summer before your senior year. Teachers get very busy during the school year and you'll have to wait longer for the recommendation.
- When you ask for a recommendation, make sure you provide your resume to the teacher. This will allow your recommender to highlight specific accomplishments and activities.
- If applying for a scholarship that requires a paper recommendation, make sure you provide the teacher or counselor with any required forms and notify them of the deadline. If the recommendation needs to be mailed (most do in this case), provide them with a stamped, addressed envelope.
- Check with your recommender a week before the deadline to make sure the letter has been sent or uploaded.
- Be polite when asking for a recommendation letter. You are asking for a favor!
- **Send a 'Thank You' note – not an email. Handwriting a small card shows your appreciation.**
- Be understanding if a teacher declines to write you a recommendation letter. You want the best recommendation possible, and if a teacher declines, he/she is simply pushing you to find someone who knows you better.

Filling out applications: Go back to the Colleges tab and click on *Colleges I Am Applying To*. One of the column headings is labeled submissions. There are three possible symbols:



: You must go to the college's website to fill out its application, but your school forms such as recommendations, transcripts, and school profile can be sent through Naviance. Applications for the Fall of 2016-2017 (your application year) will begin opening June through September, depending on the school. Make sure you fill out the right application!



: You must apply to this college through the Common Application which will open on August 1st. All of your school forms will be sent through Naviance.



: Most colleges with this stamp symbol will have an online application on their website; however, all school documents must be mailed. This really only affects your counselor; not you.

Marking an application complete: Go to your college list and look under the heading *My App*. Click on *Have you applied?* Fill out the data for the college applications you have completed as you complete them. Do not forget! Ms. Kiefer will not send your transcript until the application is marked as complete.

Transcript requests: **Do NOT send a transcript request unless your application is complete! Mrs. Smith will not send transcripts on incomplete applications.** Go back to the Colleges tab and click on Colleges I Am Applying To. Just above your list of colleges in blue, look for Request Transcripts and click. Check the boxes for the transcripts you would like sent, and then scroll down and click Request Transcripts. When you return to your colleges list, you will be able to see that a transcript request has been sent and its status is marked pending. When the transcript has been sent to that school, it will be marked as sent. Again, make sure you have *manually marked the application as complete BEFORE* submitting a transcript request. Students must submit the official school transcript requests through their Naviance accounts in order to have their transcript released to universities. Requests will not be taken over the phone or by email. Transcripts will be mailed or sent electronically within four business days of a requests receipt.

Sending test scores: Colleges will want to receive your test scores directly from the College Board or the ACT. Use those accounts to request that your scores be sent. Ms. Kiefer cannot send official scores.

What about the CFNC.org application system?

The College Foundation of North Carolina also offers a universal application for some North Carolina schools. Please do not use this application. It will **not** connect to your Naviance account. If a college is not a member of the Common Application system, it will usually have an online application on its website. Use that application. Do **not** use the CFNC application.

What about the Coalition Application?

The Coalition Application does not connect with Naviance and has other limitations. Do **not** use the Coalition Application unless you are applying to one of the three schools that only accepts the Coalition Application: Florida, Maryland and Washington. If you do need to use this application, you must be in touch with Mrs. Smith regarding it. Closer monitoring of materials sent and received is required by you and Mrs. Smith.

Early Action and Early Decision Deadlines

Did you do a lot of college exploration your junior year? Are you absolutely committed to your first choice school? Are you a fantastic candidate for admission and are you really, *really* sure you want to go there? If this is the case, an early action or early decision application may be for you.

Applying **early action** means that a student will receive an answer as to acceptance long before the spring from the university, usually mid-December. The student, however, does not have to commit to that university and may continue to apply to other schools or may apply early action to multiple schools. **Early decision** applications require a commitment on the part of the student. A student who applies early decision agrees to attend that university if accepted. They may not apply early decision to more than one institution. The application, if accepted, is a binding agreement. Around 450 colleges accept early applications of some kind. Most early applications are due between October 15th and November 15th, but check with the university admissions office to be sure of actual deadlines. It is also important to note that ALL official documents (recommendations, test scores) must be received by the required date.

Early action applications have no real downside, but committing to a university through early decision means that you will not get a chance to compare financial aid offers. You also can not change your mind.

According to the College Board, a student should apply Early Decision only if he/she:

- Has researched colleges extensively.
- Is absolutely sure that the college is the first choice.
- Has found a college that is a strong match academically, socially and geographically.
- Meets or exceeds the admission profile for the college for SAT scores, GPA and class rank.
- Has an academic record that has been consistently solid over time.
- Is not in need of financial aid or extensive scholarship money.

Writing the College Application Resume

While there are no standard rules or formulas for writing a college application resume, there are some standard guidelines which will make your resume more attractive to admissions officers. You may build a resume using the resume tool in Naviance; however, most students have found a typed, Word resume to be the most useful.

The most important thing is readability. Type your resume in 12 or 11 point, Times New Roman or another professional font. Do not use colors on your resume and keep time frames for activities simple and easy to quickly process. Many times admissions officers prefer grade levels to specific dates. Also keep your resume to one page if possible, two if absolutely necessary. Your resume should also include the appropriate information. Include an academic profile, school related activities, and honors and awards at the minimum. After those sections, you may include your most impressive activities. Order activities done most recently and for the greatest length of time near the top. If you are ever unsure as to what to put first, go with whichever activity is most impressive. Include only activities done while in high school though you may list an activity that started while in middle school and continued through high school.

If I have a resume, do I still have to fill out the “activities/community service” section of an individual application?

Yes. While this seems redundant, you still must fill out this section. Thankfully, if you have done a resume all of this information is already organized.

**For sample college resumes, see the appendix.*

Financial Aid and Scholarships

FAFSA (<https://fafsa.ed.gov/>)

File the FAFSA even if the family may not qualify for federal aid. Not filing a FAFSA will disqualify the student from federal loans as well as some scholarships and work study programs. This year, the FAFSA is based on “Prior-prior year” tax information. In other words, the class of 2017’s FAFSA info will be based on their families’ tax information from 2015. This allows the FAFSA to open on **October 1st, 2016!**

Since money is awarded on a first come, first serve basis, plan to fill out the FAFSA as soon after October 1st as possible. Your schools may have later deadlines, but you don’t want to wait. You will need a FAFSA pin. Apply for one at: www.pin.ed.gov

File the FAFSA online. The Student Aid Report will come back up to five days sooner. When the Student Aid Report comes back, check it for errors. Correct any errors as soon as possible.

College Scholarship Service (CSS) Profile (<http://student.collegeboard.org/css-financial-aid-profile>)

Around 600 schools require this profile for scholarships. Each school will have its own priority filing date. Register for the Profile at least four weeks before this date. You need to know which of your schools requires the CSS Profile!

Financial Aid Packages

Almost every type of family and student qualifies for some kind of scholarship or financial aid from the government or from their chosen university. Contact the financial aid office or visit the financial aid website to find opportunities. Your EFC (Estimated Family Contribution) will be about the same at all schools whether expensive or inexpensive, but the financial aid package may be adjusted by the university. Apply for scholarships and financial aid after applying to the school but before receiving an acceptance letter. This will put you first in line for aid.

Also, many times financial aid forms do not reflect any special circumstances which may limit a family's ability to pay for college. You can negotiate a financial aid package by contacting a Financial Aid Officer at the school and explaining the situation.

Notable North Carolina Institutional Scholarships

(This is not a complete list of scholarships awarded by these institutions. See school websites for other opportunities. There are often many more departmental and institutional merit based scholarships with smaller award amounts. Also note that you must submit a resume to the counseling office by September 15th if you would like to be considered for a school endorsement.)

School	Scholarship	Award	Website	Deadlines
Appalachian State University	Chancellors Scholarship and other institutional awards	See website	http://scholarships.appstate.edu/	See website
Campbell University	Endowment Scholarship Program	Varies	http://www.campbell.edu/admissions/financialaid/endowed-scholarship-program/	Opens in March and closes the end of June
Duke University	Angier B. Duke Memorial Scholarship	Full tuition plus other benefits; see website	abduke.duke.edu	Every applicant is considered; there is no separate application
Duke University	Benjamin N. Duke Scholarship	Full tuition plus other benefits; see website	http://bnduke.duke.edu/	See the counseling office for endorsement consideration, Every applicant is considered; there is no separate application
Duke University	Reginaldo Howard Scholarship	Full tuition plus other benefits; see website	http://ousf.duke.edu/reginaldo-howard-scholarship	Every applicant is considered; there is no

				separate application
Duke University	University Scholars Program	Full tuition plus other benefits; see website	http://ousf.duke.edu/university-scholars	Every applicant is considered; there is no separate application
Duke/ UNC Chapel Hill	The Robertson Scholars Program	Full tuition plus other benefits; see website	http://www.robertsonscholars.org/	Mid November
East Carolina University	University Scholarships	Various	https://ecu.academicworks.com/	Varied
Elon University	Presidential Scholarship and Elon Engagement Scholarship	\$4,500 a year and \$3,500 a year	http://www.elon.edu/e-web/admissions/financialaid/grants.xhtml	Automatic consideration given
Elon University	Fellows Academic and Scholarship Programs	\$3,500 to \$12,000 a year	http://www.elon.edu/e-web/admissions/Fellows/default.xhtml	See website as deadlines for individual scholarships vary
High Point University	Presidential and Fellows Scholarship Programs	Varies	http://www.highpoint.edu/admissions/tuition-fees/presidential-scholarship-program/	Automatic consideration, extra consideration for early action/decision
North Carolina State University	Park Scholarship	Full tuition plus other benefits; see website	http://www.ncsu.edu/park_scholarships/	See the counseling office for endorsement consideration, apply to the university and for the scholarship by November 1st
North Carolina State University	General H. Hugh Shelton National Student Leadership	\$10,000 a year	https://sheltonleadership.ncsu.edu/leadership-scholarships/apply/	Apply for the scholarship by 5pm on October 15th.

	Scholarship			
North Carolina State University	Chancellors Leadership Scholarship	Varies	https://harvest.cals.ncsu.edu/cals/	Apply for Admission by November 1st, Scholarship Application by March 1st
North Carolina State University	Goodnight Scholars	Varies	http://goodnight.ncsu.edu/	Automatic consideration given with FAFSA submission, Apply for Admission by October 15th
North Carolina School of the Arts	Awards for Talent and Need	Varies	http://www.uncsa.edu/about/office-of-the-provost/bulletins/2015-2016-undergraduate-bulletin/office-student-financial-aid/scholarships-gift-aid.aspx	Contact Financial Aid; many scholarships require auditions
Queens University of Charlotte	Presidential Scholarship	Full Tuition	https://www.formstack.com/forms/?1121810-KeszJ4V69a	See the counseling office for endorsement consideration, Application due December 13
Queens University of Charlotte	University Scholars Program	Varies based on GPA and SAT/ACT scores	http://www.queens.edu/Admissions-and-Financial-Aid/Financial-Aid-and-Student-Accounts/Merit-Scholarships/Traditional-Undergraduate-Scholarships.html	Awarded upon admission to the university
Queens University of Charlotte	Reece A. Overcash Scholarship	\$5000 a year	https://www.formstack.com/forms/?1121941-KeszJ4V69a	Application due December 15
UNC Chapel Hill	The Morehead-Cain	Full tuition plus other benefits; see website	http://www.moreheadcain.org/	Usually October 15th, application opens mid-August
UNC Chapel Hill	Distinguished Scholarships	Varies	http://honorscarolina.unc.edu/current-students/resources/office-for-	Deadlines for the individual scholarships

			distinguished-scholarships/application-deadlines/	begin August 31st. See website for complete details.
UNC Chapel Hill/Duke	The Robertson Scholars Program	Full tuition plus other benefits; see website	http://www.robertsonscholars.org/	Usually December 1st, application opens September 1st
UNC Charlotte	Levine Scholarship Program	Full tuition plus other benefits; see website	http://levinescholars.uncc.edu/	November 8th, Admission Application due November 1st
UNC Greensboro	Scholars Program	Varies	http://fia.uncg.edu/uncgscholars/	See website for details

Other Scholarship Opportunities

Organization	Deadline	Eligibility	Website
American Legion Oratorical Contests	Contact the counseling office by August 15 th if you are interested in participating	Grades 9 th – 12 th	http://www.legion.org/scholarships/oratorical and http://nclegion.org/orate.htm
The DuPont Challenge	See Website	Grades 7 th – 12 th	http://thechallenge.dupont.com/
National Peace Essay Contest	See Website	Grades 9 th – 12 th	http://www.usip.org/npec
Prudential Spirit of Community Awards	See Website	Grades 6 th – 12 th	http://spirit.prudential.com/view/page/soc
North Carolina Department of Veteran Affairs	Contact the Department of Veteran Affairs	Children of certain class categories of deceased, disabled, combat or POW/MIA veterans	http://www.ncveterans.com/benefitslist.aspx
HSF/Procter & Gamble Company Scholarship	Usually late February	Hispanic students planning to study STEM fields	http://hsf.net/en/scholarships/programs/
Carson Scholarship	Visit website for current	Grades 4 th – 11 th	http://carsonscholars.org/scholarships/

Fund	deadlines		
------	-----------	--	--

Other Ways to Find Scholarships

Scholarship money is out there, but it will not come to you. You have to be willing to look for it. Your best opportunities for aid are through the university and your local state and community organizations. While essay contests and large national awards exist, they are very difficult to get due to the large pool of competitors. If you would like to explore these scholarships, www.fastweb.com is a good place to start.

If there is an organization that you have worked extensively with, approach the supervisor and ask if the organization offers a scholarship. Additionally, parents can check with their employer for potential scholarship opportunities.

NCAA Eligibility

To be a full qualifier, a student must:

- a. Complete 16 core courses
- b. Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- c. Seven of the 10 core courses must be English, math or science.
2. Have a minimum core-course GPA of 2.300 on an un-weighted scale:
 - a. Grades earned in the 10 required courses required before the senior year are “locked in” for purposes of GPA calculation.
 - b. A repeat of one of the “locked in” courses will not be used to improve the GPA if taken after the seventh semester begins.
3. Meet the competition sliding scale requirement of GPA and ACT/SAT score (this is a new scale with increased GPA/test score requirements). See <http://www.ncaa.org/about/division-i-academic-eligibility> for details.
4. Graduate from high school.

NCAA Registration

If you are interested in playing college sports, register with the NCAA during your junior year. Send the NCAA your transcript before your senior year, and make sure all of your ACT/SAT scores are sent from the College Board. Speak to your coaches, league and school, during your junior year about recruitment options. Notify your counselor of your intent to play college sports.

Alternatives to Traditional Four Year Programs

Work Colleges

Many work colleges are four year degree programs, but in contrast to a typical university, these colleges require students to work on campus regardless of financial need or merit. Many times what work students do is related to their field of study, but this is not always the case. Work colleges provide students with an opportunity to learn responsibility, gain work experience, and pay for the cost of school. Many work colleges are also smaller and provide a student with a more intimate learning environment. The Work College Consortium is a great resource for exploring this option (<http://www.workcolleges.org/>).

Community Colleges

Community colleges are great alternatives to the traditional four year school for different types of students. Students should consider community college if:

- The student would like a flexible schedule to be able to work during school.
- The student is very uncertain of what he/she wants to do.
- Financial constraints make it difficult to afford housing costs at a four year school.
- GPA or SAT/ACT scores limit choices of four year schools.

For students attending traditional universities, community colleges also offer evening and summer classes and are an excellent way to get coursework done in a smaller, less expensive setting. For more information about North Carolina Community Colleges, visit <http://www.nccommunitycolleges.edu>.

Career Schools

Career schools offer a fast track way to jump straight into a desired field. A career school would be a good option if the student is:

- Certain of the field they are going to pursue.
- Interested in fields such as computer programming, animation, culinary arts, graphic design, film and television, nursing, etc.
- Not interested in the “college experience” – clubs, sports, fraternities, or other activities. These are often not offered at career schools.

<http://www.careercolleges.com> is a great resource for exploring this option.

Online Programs

Online programs allow a student to live at home and potentially work while completing a degree. They allow for flexibility and continued education for a student who might not be ready to fly the nest. Look for programs that have a traditional brick and mortar location and avoid for-profit campuses. Visit <http://www.usnews.com/education/online-education/bachelors/rankings> for a list of the best online programs.

Military Programs

ROTC Scholarships provide many students with an affordable route to college, but scholarships and career training are also available to students who choose to enlist right out of high school. Visit with a local recruiter to learn more. There are also numerous military schools and the federal academies to consider.

Gap Year

While this is not as typical in the United States, many students overseas take a gap year between their secondary and university education. This gap year can be used to travel, work, explore their calling or pursue any number of other opportunities. Gap years might also be useful to a student who is offered deferred admission for the following school year. While this is rare, it does happen when a university wants a student, but has no room for further admission in the current year. Usually this student is placed on a waiting list and after showing interest, is offered deferred admission for the next school year. A gap year does not necessarily hurt a student's chances of admission to a four year university. It all depends on how the gap year is used. In some cases, activities may increase a student's chances for admission. Additionally, there are sponsored gap year programs through various organizations and universities. Visit <http://www.nacacnet.org/studentinfo/articles/pages/gap-year-.aspx>, <http://www.usagapyearfairs.org/programs>, and <http://www.gapyear.com/> for more information.

Appendix

College Essay Examples

Short Essay Example: Who is your hero and why? (250 word limit, 236 words)

“What’s for dinner!?”

My six-year old self was already digging through the lone Wal-mart bag my mother had set next to the door when she entered. She knew she didn’t have to answer.

“Hot dogs!” I yelled with glee, taking the bag into the kitchen and lifting it onto the counter. “Can I have mine with mustard?”

My mother nodded, “Go and get your brother, please. These won’t take long to make.” I skipped up the stairs never realizing the pain my mother suffered as I joyfully hopped away. Hot dogs. A treat for any child. Only, this was no treat. Hot dogs – without buns or garnish – was all my mother could afford to feed us after my father left. Sometimes we had cereal and sometimes it was Vienna sausages. You know, the kind that come in the little blue cans and taste of salt? Still, my mother would set the table with all of our silverware, and we would eat together as if having a feast. She would pray and we would eat. Sometimes, we would ask for more, but my mother would always say, “No, we have all had plenty.”

I can look back now and see that my mother, my brother, and I lived in poverty, but I never knew what it was like to be poor. For this, I am most grateful, and it is the reason my mother is my hero.

Essay Example: Write about a person who has had a significant influence on you. (750 word limit, 717 words)

Anthony was neither a leader nor a role model. In fact, his teachers and his parents were constantly chastising him because he was disruptive, ate too much, and had a hard time staying focused on a task. I met Anthony when I was a counselor at a local summer camp. The counselors had the usual duties of keeping kids from smoking, drowning, and killing each other. We made God’s eyes, friendship bracelets, collages, and other clichés. We rode horses, sailed boats, and hunted snipe.

Each counselor also had to teach a three-week course that was supposed to be a little more “academic” than the usual camp fare. I created a class called “Things that Fly.” I met with fifteen students for an hour a day as we designed, built, and flew kites, model rockets, and balsawood airplanes.

Anthony signed up for my class. Anthony stood out from my other students for many reasons. He was larger and louder than the other middle school kids. He was also the only African American in the class. The camp was located in a well-to-do and predominately white neighborhood. In a questionable effort to promote economic and racial diversity, the camp organizers developed a strategy of busing inner-city kids out to the burbs. But despite the best efforts of the organizers and counselors, the inner-city kids and suburbanites tended to stick to their own groups during most activities and meals.

Anthony was not a good student. He had been kept back a year at his school. He talked out of turn and lost interest when others were talking. In my class, Anthony got some good laughs when he smashed his kite and threw the pieces into the wind. His rocket never made it to

the launch pad because he crumpled it in a fit of frustration when he couldn't get the fins to stay on.

In the final week, when we were making airplanes, Anthony surprised me when he drew a sketch of a sweep-wing jet and told me he wanted to make a "really cool plane." Like many of Anthony's teachers, and perhaps even his parents, I had largely given up on him. Now he suddenly showed a spark of interest. I didn't think the interest would last, but I helped Anthony get started on a scale blueprint for his plane. I worked one-on-one with Anthony and had him use his project to demonstrate to his classmates how to cut, glue and mount the balsawood framework. When the frames were complete, we covered them with tissue paper. We mounted propellers and rubber bands. Anthony, with all his thumbs, created something that looked a bit like his original drawing despite some wrinkles and extra glue.

Our first test flight saw Anthony's plane nose-dive straight into the ground. His plane had a lot of wing area in the back and too much weight in the front. I expected Anthony to grind his plane into the earth with his boot. He didn't. He wanted to make his creation work. The class returned to the classroom to make adjustments, and Anthony added some big flaps to the wings. Our second test flight surprised the whole class. As many of the planes stalled, twisted, and nose-dived, Anthony's flew straight out from the hillside and landed gently a good 50 yards away. I'm not writing about Anthony to suggest that I was a good teacher. I wasn't. In fact, I had quickly dismissed Anthony like many of his teachers before me. At best, I had viewed him as a distraction in my class, and I felt my job was to keep him from sabotaging the experience for the other students. Anthony's ultimate success was a result of his own motivation, not my instruction.

Anthony's success wasn't just his plane. He had succeeded in making me aware of my own failures. Here was a student who was never taken seriously and had developed a bunch of behavioral issues as a result. I never stopped to look for his potential, discover his interests, or get to know the kid beneath the facade. I had grossly underestimated Anthony, and I am grateful that he was able to disillusion me. I like to think that I'm an open-minded, liberal, and non-judgmental person. Anthony taught me that I'm not there yet.

Essay Example: Write about a person who has had a significant influence on you. (500 word limit, 476 words)

Susan Lewis is a woman that very few people would consider a role model for anything. A fifty-something high-school dropout, she has little more to her name than a beat-up truck, a Jack Russell Terrier and a ragtag herd of aging and/or neurotic horses with which she's run a largely unsuccessful riding lesson program for twenty years with no business plan to speak of and little hope of ever turning a profit. She curses like a sailor, is perpetually un-punctual, and has an erratic and often terrifying temper.

I've taken weekly riding lessons with Sue since middle school, often against my own better judgement. Because for all her seemingly unredeemable qualities, she inspires me - not necessarily as a person I'd strive to emulate, but simply for her unwavering perseverance. In the five years I've known her, I've never once seen her give up on anything. She would sooner go hungry (and sometimes does) than give up on her horses and her business. She sticks to her guns on every issue, from political views to hay prices to her (frankly terrible) business model. Sue has never once given up on herself or her horses or her business, and she never gives up on her students.

My dad lost his job not long after I started high school, and horseback riding quickly became a luxury we couldn't afford. So I called Sue to tell her that I wouldn't be riding for a while, at least until my father was back on his feet.

I hadn't expected an outpouring of sympathy (Sue, as you may have guessed, isn't an overwhelmingly sympathetic person), but I certainly wasn't expecting her to yell at me, either. Which was exactly what happened. She told me in no uncertain terms that I was ridiculous for thinking that money should stop me from doing something I loved, and she would see me bright and early Saturday morning regardless, and if she had to drive me to the barn herself that she would, and I'd better be wearing a good pair of boots because I'd be working off my lessons until further notice.

Her refusal to give up on me said more than I could ever put into words. It would have been easy for her to just let me leave. But Sue was never a person to take the easy way out, and she showed me how to do the same. I worked harder in Sue's barn that year than I'd ever worked before, earning every minute of my riding time, and I'd never felt more proud of myself. In her own stubborn way, Sue had shared with me an invaluable lesson in perseverance. She may not be much of a role model in any other respect, but Susan Lewis does not give up, and I strive every day to live by her example.

Essay Example: Describe a character(s) in fiction, a historical figure, or a creative work (as in art, movie, music, science, etc.) that has had an influence on you, and explain that influence. (500 word limit, 402 words)

Of all the characters that I've "met" through books and movies, two stand out as people that I most want to emulate. They are Attacus Finch from *To Kill A Mockingbird* and Dr. Archibald "Moonlight" Graham from *Field of Dreams*. They appeal to me because they embody what I strive to be. They are influential people in small towns who have a direct positive effect on those around them. I, too, plan to live in a small town after graduating from college, and that positive effect is something I must give in order to be satisfied with my life.

Both Mr. Finch and Dr. Graham are strong supporting characters in wonderful stories. They symbolize good, honesty, and wisdom. When the story of my town is written I want to symbolize those things. The base has been formed for me to live a productive, helpful life. As an Eagle Scout, I represent those things that Mr. Finch and Dr. Graham represent. In the child/adolescent world I am Mr. Finch and Dr. Graham, but soon I'll be entering the adult world, a world in which I'm not yet prepared to lead.

I'm quite sure that as teenagers Attacus Finch and Moonlight Graham often wondered what they could do to help others. They probably emulated someone who they had seen live a successful life. They saw someone like my grandfather, 40-year president of our hometown bank, enjoy a lifetime of leading, sharing, and giving. I have seen him spend his Christmas Eves taking gifts of food and joy to indigent families. Often when his bank could not justify a loan to someone in need, my grandfather made the loan from his own pocket. He is a real-life Moonlight Graham, a man who has shown me that characters like Dr. Graham and Mr. Finch do much more than elicit tears and smiles from readers and movie watchers. Through him and others in my family I feel I have acquired the values and the burning desire to benefit others that will form the foundation for a great life. I also feel that that foundation is not enough. I do not yet have the sophistication, knowledge, and wisdom necessary to succeed as I want to in the adult world. I feel that (university name), above all others, can guide me toward the life of greatness that will make me the Attacus Finch of my town.

Essay Example: Describe a life lesson you have learned. (1000 word limit, 693 words)

"Hello my name is Roy Hon nice to meet you," mumbled a boy with an awkward accent, eyes full of fear and uncertainty. Immersed in an unknown environment at the age of thirteen, everything seemed uncertain to him. In this mysterious land, people existed in all shapes and colors: black, white, blonde, brunette, and every combination in between. Despite these physical differences, however, everyone shared one thing in common: English, the language that tied lives together and facilitated communication between diverse individuals. The foreign boy, however, knew little of the English language, able to understand and speak no more than a toddler in that tongue. He never imagined one day settling in the United States or eventually sitting in his room and composing a college essay in English.

Upon first arriving in the U.S, I was extremely lonely, lacking any friends or family in whom to confide. This massive transition in my life saddled me with great pain and sadness. At school I seemed invisible while at home, television provided my only companionship. I missed China, longing for delicious authentic Chinese foods and thirsting for the love of my big family and dear friends. I clung to memories of my previous home to inject warmth and happiness into my otherwise dismal life.

Building relationships was not easy, as I was fearful of approaching others due to my language deficiencies. "If only I could speak English," I constantly thought.

"If only I could speak English," I would not seethe with anger whenever someone openly mocked me, responding with a bowed head or fake smile.

"If only I could speak English," I would stop shaking when speaking in front of my class.

"If only I could speak English," I would earn grades that accurately reflected my intellect, rather than simply marks of "OK" on tests.

"If only I could speak English," I would not have to answer questions by simply nodding or shaking my head.

Such thoughts filled my head every day, each tantalizing me with how my life would improve if I could speak English. Again, however, I realized I was living in a fantasy world; I had fallen into the habit of simply dreaming about how my life could improve and wishing that things were better rather than actually striving to enact those improvements. Realizing this, I became a pragmatic person, focused on the present and working to turn thoughts into action. I forced myself to communicate, even if doing so occasionally caused embarrassment. Once upon arriving to class late, the teacher greeted me with, "What's up, Roy?" Not understanding this colloquial phrase, my eyes glanced upwards, before refocusing on the teacher as I answered, "Nothing." Immediately laughter rippled across the classroom; I laughed too, though without knowing why. When class ended, I gathered my courage and asked my teacher to explain what had happened; I wanted to learn, even if it was initially embarrassing or confusing.

If only I could speak English: instead of a refrain of remorse, I used this thought to motivate my growth. It helped me overcome the struggles I faced in this new land, turning me into a realistic, social, and confident individual. By forcing myself to make friends in school, I became outgoing and independent, willing to interact with diverse classmates. As I did so, I realized that I had become friends with half of the people in my grade. In opening up, I found that the world was not nearly as scary or dreadful as I had feared; instead, it was full of warmth and positive energy. Previously, I had lacked friends not because I couldn't speak English, but because I had built wall around myself with my negative energy and focus on what I could not do. Now, though, I am vice president of the Chinese Culture Club, a top student, and a confident friend to many.

Looking back, I still remember the innocent and quiet boy who arrived in this country, afraid of even trying to talk. How far that boy has grown; now, I am a man who loves greeting others: "Hey! What's up, I'm Roy, it's a pleasure to meet you!"

Essay Example: Unknown

It began with my first step into that restaurant in little Hellertown, Pennsylvania. Immediately, the smell of Magyar cuisine seized my attention as a combination of sweet and spicy aromas drifted through my nostrils. My imagination stirred like the soups in the kitchen as I pondered what exotic meal I would enjoy in that unfamiliar location. My grandmother, Geeba, informed me, "This is Paprika's. Here, you will eat the food of your ancestors." Though my ten-year-old mind did not understand this significance, I sensed the importance of it to her and happily obliged.

As our family sat down and analyzed the various options on our menus, the owner excitedly welcomed my grandmother and they conversed in their native Hungarian tongue. His appearance seemed oddly familiar, but I had no time to speculate, as he scurried over and insisted that I order his signature dish, Chicken Paprikash. Without wanting to offend him, I agreed, though hesitant to stray from my usual order of chicken tenders and french fries.

The wait tried my patience, for I had no appreciation for the intensive labor involved in the delicacy's preparation. Yet, when the waiter finally presented it and I devoured my first hearty spoonful, my salivating taste buds were easily appeased. The fiery orange sauce, richly composed of paprika, tomato, and sour cream, smothered the succulent pieces of chicken on the plate. It all draped over the unique yet delicious nakedli noodles that resembled little dumplings. After raving about the savor of my meal to Geeba, my parents quickly discovered my growing affection for the dish that would become my comfort food.

Years later, when Geeba's health rapidly declined, my family longed to be comforted. Paprika's naturally evolved into a culinary haven for all of my mother's relatives. We gathered there one last time as a family after my grandmother's passing in remembrance of her. As I gazed around the restaurant adorned with pictures of Budapest, my overwhelming sense of loss was mollified by the reassuring camaraderie of those who shared my Hungarian heritage. Glancing at the owner in his simple cook's uniform, I was struck by the congruence of his appearance to that of my great-grandfather, John, in a picture I had seen.

John had weathered the transatlantic passage from Hungary with his wife and four-year-old son, pursuing the American dream. On the ship, my great-grandmother balanced her few possessions while trying to entertain her increasingly cranky toddler. The struggling family landed at Ellis Island with no knowledge of the English language. Attempting to assimilate into the American culture, John donned a plain white apron and supported his family as a butcher in Detroit, Michigan. Because of the new challenges he faced in an unfamiliar land, John exemplified courage and perseverance in my family.

Having such pride in the legacy left to me, Chicken Paprikash comforts me in times of struggle and equips me with the confidence to face future trials. Due to the laborious nature of cooking this dish, its preparation is now recognized as an act of love and is reserved for special family occasions. While the dish temporarily satiates my hunger, its significance is seared into my memory and connects my generation to my ancestors.

Essay Example: Unknown

I am NOT...

...the guy who will walk into an empty bathroom and take the middle urinal, forcing everyone who walks in that bathroom next to uncomfortably sidle up next to that arrogant bastion of cultural ignorance. I am not the guy who will take a piece of gum and split it in half, sharing it with someone else—because everyone knows you either give them the whole piece, or you eat it all yourself. I am not the guy who will paint a mustache on a two dollar replica of the Mona Lisa, committing “innocent” vandalism for a couple of giggles. I am not the guy who can stand still in an elevator that has a window without pressing his face against the glass and looking out at the quickly shrinking buildings below (or people at a mall, as the case may be). I am not the guy who can ignore an excellent chess move offered by the unbiased passerby. So who am I?

I AM...

...Waldo, hiding on a golden plaque in the front lobby of my school. I am the man driving to school at 8 a.m. in his overly flamboyant Ford Ranger, on Labor Day, alone, to paint a football field. I am the man who brushes his teeth for eight minutes while wandering about the house aimlessly, trying to find a task requiring only one of my hands to distract from the monotony of teeth-brushing. I am the man who will go to the state fair to experience everything he hates—the oppressing crowds, the smoke-laden atmosphere, the sickening smell of deep-fried Oreos, the sketchy rides—just to remind himself why these things repulse him. I am a sleeping yoyo, slowed only by the friction of boredom. It’s too bad that “I am so clever that I often don’t understand a single word of what I am saying” (Oscar Wilde).

Essay Example: Unknown

Origami is the Japanese art of folding paper into decorative shapes or designs without the use of tape or glue. I learned this when a friend of mine in fourth grade introduced me to one of the most basic folds of origami, a design known as the “Claw.” Basically, you fold a piece of paper into a shape with a pocket that fits neatly over any of your fingers. With one such claw, you essentially wield a deadly hangnail. With two, you have a pair of impractical chopsticks; three or four, and you can evolve one of your hands into the talon of a hawk. But a boy with five claws on one hand becomes the deadly panther, looked on in awe by his classmates—please, just let me live with my delusions.

Simple designs, such as the claw and the ninja star, began to bore me, so I tried using the internet to learn more complicated and cool designs. I found this one, called the “Japanese Water Balloon,” that piqued my interest. Yet despite a multiplicity of diagrams and even video tutorials, I could not make the stupid balloon. As my second to last piece of origami paper found itself crumpled on top of an overflowing waste basket, my mom showed up and gave me hope for the last piece. Apparently, a schoolmate from her elementary school in Singapore had taught her how to make that very fold. Within minutes, my mom helped me transform that flat leaf into a three dimensional cube capable of holding water. Over time, I grew to love this design, so much so that when I was choosing my Chinese name I would write a different name on each side of the cube and roll it to see what my name was for that particular day.

Just three weeks ago, I tutored Alan, a surprisingly bright Hispanic kid, through a service hosted by my Interact club. While I tried to teach him the basics of pre-algebra, I noticed he paid me no attention, his eyes riveted instead on a couple sheets of folded paper before him. He said his friend once showed him how to make a ninja star, but that he forgot how to make them. When I asked if he had checked Google for instructions, he said he had no access to the internet. Something sparked inside me. It was as if that kid had thrown tinder onto an ancient, yet still burning, ember. I jumped at the opportunity to teach him what I knew. Forty-five minutes ticked

by as sixth grader and senior sat together in relative silence, building paper ninja stars and claws. Every now and then he would ask me a question, which I would readily answer, before we both relapsed into that reverent hush—a hush that reminded me of my days spent alone folding origami during study hall.

Soon I will teach him how to make the Japanese Water Balloon. The tradition my mother picked up in her youth and passed to me, I will teach to Alan. In doing so, I will hopefully establish a relationship this generation has rarely seen since the advent of the internet and sites such as YouTube. His last words to me at our last tutoring session still stick with me. “I’ll get my homework done earlier next time. That way we can go right to origami.”

At this point, the message of this essay may come across as, “I can use my noble power of origami to save the last remnants of oral tradition!” Well, no, because rudimentary origami is quite honestly the least noble of any knowledge, even of that offered in the curriculum of elementary school students. Now think about this. These of folded paper, alone, did nothing to link the Indonesian transfer student in Singapore, 1975 to the Hispanic student living in streets of downtown Cary, 2012. But the design for these pieces of folded paper did open a pathway toward establishing connections, and then later, relationships. I learned about my mother’s enrollment in a Singapore boarding school, connecting me to a culture and a history that, previously, I knew nothing about. I connected with Alan over a common hobby, and since that first day he has attended every tutoring session. Right now, an awesome relationship is about to get rolling, all thanks to...

... Origami?

College Resume Examples

Example 1:

Jane Ann Doe
100 Aroad Way
Raleigh, NC 27603

(919) 744-0000
myemail@gmail.com

Academic Profile

Cary Christian School, 1330 Old Apex Rd, Cary, NC 27513

Graduation Date: May XX, 20XX

Cumulative GPA: 5.01 on a 5.0 scale

ACT Composite: 29

SAT Math: 590

Critical Reading: 610

Writing: 600

AP Biology: 4

AP Literature: 5

School Honors/Awards

-A Honor Roll All Year, 10th – 12th grade

-A/B Honor Roll All Year, 9th grade

-Faculty Commendation, 10th grade

-Nominated by teachers for all four quarters

Co-Curricular Activities

-Student Council, 8th – 12th grade, Homeroom Class Representative

*Elected each school year by homeroom class

- *Participated in monthly student council meetings
- *Led initiative to put recycling boxes in each classroom and implemented a weekly recycling pick up with the City of Cary
- Varsity Soccer, 9th – 12th grade, Goalie/ Forward
 - *Practiced with team 5-10 hours weekly during soccer season
 - *Organized additional practices for new soccer players
 - *MVP Varsity Soccer, 12th grade
 - *MVP Varsity Soccer, 11th grade
- Interact, 10th – 12th grade
 - *Led a weekly bible study for group members
 - *Assisted in organizing volunteers for the local soup kitchen, 11th and 12th grade
 - *Tutored Hispanic children grades 2nd and 4th one evening weekly, 10th and 11th grade
- Drama, 10th – 12th grade
 - *Participated in 5-10 hours of weekly rehearsals
 - *Plan to participate in 2 high school shows, 12th grade
 - *Drama Club Best Supporting Actress, 11th grade
 - *Played Ariel in *The Tempest*, 11th grade
 - *Played Penny in *You Can't Take it with You*, 11th grade
 - *Led backstage crew as manager, *The Scarlett Letter* and *Comedy of Errors*, 10th grade

Extracurricular and Volunteer Activities

- Kenpo Martial Arts, 6th – 12th grade, Black belt and junior instructor
 - *Taught 5-7 year olds in Little Tiger Class once a week, 11th – 12th grade
 - *Participated in 3 to 5 hours a week of training
 - *Kept administrative records for the facility as a volunteer
- Orange County Animal Services, 10th -12th grade
 - *Volunteered 8 to 10 hours a week to clean cages, bathe animals, walk dogs, play with cats, and assist with feeding and medical care
- Sunday school teacher, 11th – 12th grade
 - *Taught 4th and 5th grade girls once weekly

Summer Programs

- SAFE Haven for Cats, Summers 9th – 12th grade
 - *Volunteered 8 to 10 hours a week to clean cages, bathe animals, walk dogs, play with cats, and assist with feeding and medical care
- Duke TIP Program
 - *2011 Summer Term 1, Introduction to Veterinary Medicine
 - *2010 Summer Term 1, Beetles, Butterflies, and Black Widows: Entomological Investigations
- NC State Pre-College Camp, 2009 Summer VETcamp

Special Travel Experience

- Costa Rica Mission Trip, 12th grade
 - *Participated in ministry related dramas
- China Mission Trip, 11th grade

*Raised \$2000 in trip funds through work, fundraising activities, and support letters

-EF Educational Tour Paris to Copenhagen, 10th grade

*Awarded 3 hours of European History credit through Washington University

Work Experience

-Babysitting, 10th – 12th grade, ages 3 to 12

-Sonic Hamburgers, 11th – 12th grade, 5-10 hours a week, Car Hop

Example 2:

Keoki Quinn

1234 Kaala Street

Honolulu, HI 96822

(808)973-5678

examplemail@hotmail.com

High School Education

Kubasaki High School, Okinawa, Japan, 9th – 10th grade

Mid-Pacific Institute, Honolulu, Hawaii, 11th – 12th grade

Expected date of Graduation: May 21, 2012

Academics and Test Scores

Cumulative GPA: 4.0 on a 4.0 unweighted scale

ACT Composite: 27

SAT Math: 710 Critical Reading: 600 Writing: 600

AP Biology: 4 AP Calculus: 5

Activities and Leadership

-National Honor Society, 11th and 12th grade

*Chapter president, 12th grade

-Co-President of Senior Class, 12th grade

* Light the Night walk, selling candy for Stamp out Polio, baking/selling goods to raise money to open a school in Cambodia (Mid-Pacific School, Cambodia), 5 hours weekly

-Interact Club, 11th – 12th grade

*President, 12th grade

*Assisted in the reopening of Makiki Community Library, cleaning the Ronald McDonald House in Honolulu, caring for the lo'i patches at Ulupo Heiau, cleaning up trash and graffiti in downtown Honolulu, 5 hours weekly

-Peer Tutor, 9th – 12th grade

- Improv Club, 11th – 12th grade

*Spring Performance, Welcome Program, and Aloha Program, 11th and 12th grade

-Spanish Club, 11th – 12th grade

-Kubasaki Panther Band, 9th – 10th grade

*First chair trumpet, 9th – 10th grade

Athletics

- Swimming, 9th – 12th grade
 - *Varsity Team Captain, 12th grade
 - *Award: Most Dedicated Swimmer, 11th grade
- Water Polo Varsity II, 9th – 12th grade

Special Travel

- Philippines Visit (2 weeks): Dios Mabalos Po and Ayuda Albay, June 2010
- Ecuador Visit (2 weeks): Fundación Jonathon and Cotopaxi School, August 2011
- Attended the National Youth Leadership Conference, Washington D.C., June 2008
- Lived in the following locations: Washington State; Connecticut; California; Washington D.C.; Andalucía, Spain; Rhode Island; Okinawa, Japan; and Hawaii

Personal Background

Because of my father's career as an officer in the United States Navy, I have had the opportunity to live and travel throughout the Americas, Europe, Africa, and Asia. Out of this I have developed a hobby for travel and an interest in foreign cultures. I have also become fluent in Spanish and been enrolled in a few Japanese immersion programs. I enjoy being a part of clubs and groups; my first high school virtually had no clubs, so I was unable to join any. Mid-Pacific Institute, however, has many clubs on campus that I have been able to become a part of. In my free time I enjoy participating in many ocean sports (such as swimming, paddle boarding, water polo, and SCUBA/free diving). My career fields of interest include engineering and physics.

College Preparation Checklists

Freshman Checklist

First Semester

	Make a list of short term and long term goals.
	Get to know your teachers. They will be writing recommendations for you later!
	Visit the websites of your top colleges. Write down requirements and ways you might meet them.
	Create an “About me” file or log. Include awards, activities, accomplishments, etc. – Anything that will help you make a resume later.
	Talk to your parents about the money that will be available for school. Begin looking for scholarships.
	Get involved in sports and activities that interest you. Look for programs outside and inside of school.
	Be actively involved in your community.

Sophomore Checklist

First Semester

	Talk to your counselor about your goals and future plans. Revise and update your list of goals.
	Focus on your GPA and challenge yourself by taking the most difficult courses you can handle.
	Begin narrowing your activities to ones you truly enjoy and might want to continue in college.
	Update the “About me” file or log throughout the year.
	Continue looking for scholarships.
	Take a personality or career matching test.
	Think seriously about your future career. Talk to someone in the field and decide if it is right for you. Visit www.bls.gov.oco.home and review The Occupational Outlook Handbook.

Second Semester

	Keep you counselor up to date as your goals change.
	Look for summer classes and activities that will help you discover more about your fields of interest.
	Begin visiting college fairs.
	Review your weakest scores on practice tests (PSAT, SAT, ACT) and study for the tests your junior year.

Summer

	Start visiting college campuses.
	Engage in summer activities which enrich your life and increase your chances of getting in to your top choice colleges

Junior Checklist

First Semester

	Take the PSAT.
	Schedule dates to take the ACT and SAT test. If you do not do well, you will have time to take them again.
	Talk to your coach and counselor about NCAA eligibility if you want to play for a college team or pursue a sports scholarship.
	Meet with your counselor. Continue to update your counselor on your goals and future plans. Revise and update your list of goals.
	Focus on your GPA and challenge yourself by taking the most difficult courses you can handle.
	Narrow your activities to ones you truly enjoy and will continue with through senior year and beyond.
	Update the “About me” file or log throughout the year.
	Intensify looking for scholarships. Apply for scholarships throughout the year and keep a ledger to track deadlines.
	Request information packets from colleges on your top ten list.
	Make a list of questions for college admissions staff. Remember – finding a college is a two way conversation.
	Visit all of the colleges on your top ten list if possible. Make sure you call ahead and schedule a tour. Plan to go to preview days for your top schools.
	Make any financial decisions with your parents before the start of the assessment period (see “Financial Aid Packages” section for more information).

Second Semester

	Keep you counselor up to date as your goals and colleges change.
	Look for summer classes and activities that will help you discover more about your fields of interest. You can begin earning <u>duel credit</u> for college through some summer programs.
	See your counselor for an NCAA clearinghouse form if you plan to play sports in college.
	Take any AP tests for courses you have completed.
	Make sure you are on track to meet all graduation requirements (and NCAA requirements if playing college sports).

Summer

	Visit any remaining college campuses.
	Take the ACT/SAT in June if you plan to send any early action or decision applications.
	Engage in summer activities which enrich your life and increase your chances of getting in to your top choice colleges.
	Begin writing college applications and scholarship essays.
	Get a copy of FAFSA and write down the financial forms you will need for next year. Make sure you know what additional financial information your colleges will request for specific scholarships.
	Make a list of what teachers you want to ask for recommendations. If possible, ask teachers to write your recommendations over the summer when they will have more time and are less likely to fall behind.
	Build your one to two page resume based on your “About me” file.

	Create a master calendar listing deadlines for college applications, test registrations and dates, scholarship applications, and financial aid deadlines. (If not yet published, check deadlines for the previous year. Most colleges are consistent with their deadlines.)
	This is your last chance to re-take the SAT/ACT; register early!

Senior Checklist

First Semester

	Meet with your counselor. Make sure your transcript is correct and up to date and check that the school has your latest test scores.
	Recheck college application deadlines as they are published.
	Gather college applications, housing forms, and financial aid requests for your top ten universities. (Don't forget about the common application. Use this system if possible.)
	Fill out the FAFSA online (opens October 1 st)
	Check with the North Carolina State Department of Education for state aid applications and deadlines.
	Create a college application file to keep track of materials for all of your in-process applications.
	Make sure your transcripts and most recent SAT/ACT scores are sent to your choice schools AT LEAST a month before your deadline.
	Make sure recommendations are sent to colleges. Make sure you know the college's policies regarding what recommendations you need.
	Finish college application essays.
	Fill out the CCS/Profile at the College Board website if your university requires it.
	Stay focused on your GPA. Remember – The first three years of high school gets you into college; the last year keeps you there.
	Stay with your activities. Quitting an activity senior year does not look good to a college.
	Attend all possible college related workshops at school.
	Apply for Early Action or Early Decision if you choose.
	Gather tax information for financial aid applications.
	Apply for all applicable scholarships and financial aid – keep a close eye on deadlines!
	If you are male and turning 18, make sure you register with Selective Service. Not registering will disqualify you from receiving federal aid for school.
	Apply to your top five to seven schools by their fall deadlines or earlier. Waiting until the last week or day can disqualify you from scholarships! Often scholarship deadlines are earlier than application deadlines.

Winter – January and February

	Apply for all remaining applicable scholarships and financial aid.
	If you will need a student loan, file your application.
	Have your mid-year grades sent to colleges

Spring Semester

	Evaluate offered financial aid with parents and pray about final college attendance
--	-------------------------------------------------------------------------------------

	decisions.
	Decide on a college and notify the admissions office of your intention to enroll by May 1 st . Notify all other colleges that you will not be attending.
	Create a budget with your parents for your college living expenses.
	If the college requires it, see your doctor for a physical or vaccinations.
	Complete and send in any housing or meal plan forms.
	Take any AP tests for courses you have completed.
	Have your final transcript sent to your university. (CCS will do this automatically if you notify the counseling office where you plan to attend by May 15 th .)
	Receive and file acceptance letters.

Summer

	Notify your college of any scholarships or financial aid you are receiving from outside sources.
	Find a job to help pay for college.
	Start your reading for your freshman level classes.
	Meet with a current student or alum to get the inside scoop on your university.
	Pack! Make sure you check with housing to find out what you will and will not need for dorm life. Also talk to your future roommate about splitting the cost of microwaves and refrigerators.
	Visit the Container Store's college night – usually in July – for discounts on school supplies and other dorm needs.
	Talk to your parents about setting up a student bank account and getting insurance on your dorm possessions. Some homeowners policies will cover this.
	Sign up for freshman programs, pre-orientation activities, learning communities, and other groups at your university. Space is often limited.

Recommended Reading

***How to Become a Straight-A Student* by Cal Newport**

Most college students believe that straight A's can be achieved only through cramming and painful all-nighters at the library. But Cal Newport knows that real straight-A students don't study harder—they study smarter. A breakthrough approach to acing academic assignments, from quizzes and exams to essays and papers that reveals for the first time the proven study secrets of real straight-A students across the country and weaves them into a simple, practical system that anyone can master.

***How to be a High School Superstar* by Cal Newport**

What if getting into your reach schools didn't require four years of excessive A.P.-taking, overwhelming activity schedules, and constant stress? Cal Newport explores the world of relaxed superstars—students who scored spots at the nation's top colleges by leading uncluttered and authentic lives.

***What You Don't Know can Keep You out of College* by Don Dunbar**

Most of us know what character means, but not in the way that admissions officers define it. Admissions officers have tremendous integrity, and to them, character equals what a student will contribute to his or her community, good or bad, over the next four years. Don explains the concept of character in terms that high school students can understand, using examples from his thirty years of working with kids. He shows readers how to avoid the thirteen fatal character mistakes that even the brightest students make when applying to college.

***Colleges that Change Lives* by Loren Pope**

Prospective college students and their parents have been relying on Loren Pope's expertise since 1995, when he published the first edition of this indispensable guide. This new edition profiles 41 colleges—all of which outdo the Ivies and research universities in producing performers, not only among A students but also among those who get Bs and Cs. Contents include: Evaluations of each school's program and "personality", Candid assessments by students, professors, and deans, Information on the progress of graduates. This new edition not only revisits schools listed in previous volumes to give readers a comprehensive assessment, it also addresses such issues as homeschooling, learning disabilities, and single-sex education.

***100 Successful College Application Essays* compiled and edited by The Harvard Independent**

The largest collection of successful college application essays available in one volume. These are the essays that helped their authors gain admission to Harvard, Yale, Brown, Columbia, Wellesley, Colby, and other outstanding schools—followed by invaluable comments by experts in admissions, placement, and college counseling at some of the best learning institutions around the country.

***Countdown to College: 21 'To Do' Lists for High School* by Valerie Pierce and Cheryl Rilly**

Countdown to College: 21 'To Do' Lists for High School is an easy to follow timeline to help students maximize their high school years and optimize their chances of 'getting where they want to go.' While encouraging exploration and self-discovery, these "to do's" provide the nitty gritty details necessary to the college admissions process. There will be no missed deadlines, or missed opportunities, as this step-by-step guide shows students and parents what to do and when to do it.

Peterson's Teens' Guide to College and Career Planning 11th Edition

Intended for use by students at any stage of middle and high school, but it has the most relevance for high school sophomores and juniors who are starting to get serious about the decisions they will need to make after graduation. Whether they're planning to head to a two-year or four-year college, to a technical school, to an apprenticeship, to the military, or directly into the workforce-or are still undecided—here's where they'll find information on the various options available and which ones best suits their skills, needs, and wants.