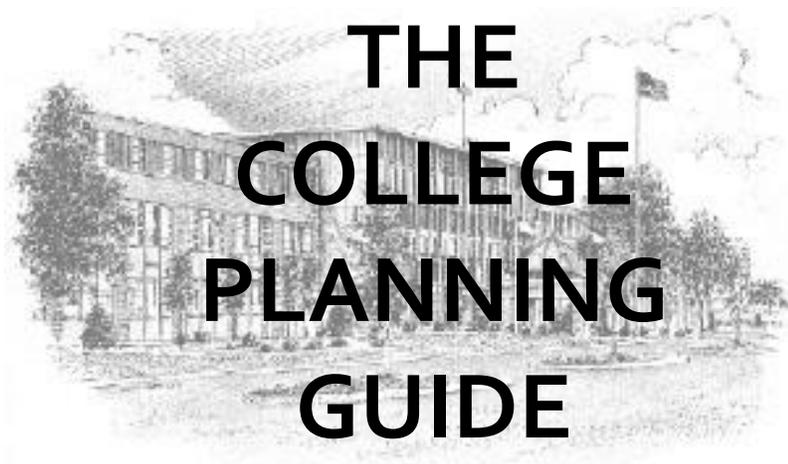


Padua Franciscan High School

CEEB Code: 36-4018



Information for Students and Parents

Padua Franciscan High School Guidance Department

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College Planning Timeline

FIRST SEMESTER

JUNIOR YEAR

Take the PSAT/NMSQT

- In mid-October of the Junior year, students take the PSAT, the Preliminary SAT, also known as the National Merit Scholarship Qualifying Test. This is a joint program sponsored by the College Board and the National Merit Corporation.

Attend area Career and College Fair programs

- Every October, Padua Franciscan co-sponsors a college fair at the Cuyahoga Valley Career Center, located at the intersection of Brecksville and Wallings Roads. Admissions representatives from over 100 colleges and universities nationwide are represented.
 - There are also Fall college fairs held at Baldwin Wallace University and John Carroll University.

Begin researching college and career options through Family Connection/Naviance

- Students should complete the *Career Interest Profiler* and the *Do What You Are* module.
- Students should be working on a draft Resume. Think about leadership, awards and other things that might make you stand out from other college applicants.
- An initial list of possible colleges should be populated in “Colleges I’m Thinking About.”

Attend college representative visits at Padua Franciscan

- Watch the calendar in Family Connection; listen to the Morning Announcements. This is a great way to get a detailed and personal view of the campus without making an actual visit there.

Start the year off strong! Junior year grades are the last GPA shown as you apply to colleges.

SECOND SEMESTER

JUNIOR YEAR

Make course selections for senior year

- College/Universities are looking for students who have taken a challenging program of studies. Work with your counselor to plan the most beneficial course of study for your senior year. Colleges want very much to know your senior schedule.
- Parents: please review carefully your student’s plan of course selection and alternatives.

Prepare for & take the ACT *Plus Writing* at least once by June

- Consider taking the SAT-I as well if your GPA is above a 3.0. Practice opportunities for the SAT are available via Kahn Academy; see your PSAT results for that link/connection.
- Take the free practice ACT at Padua in March.
- Take the ACT *Supercourse Review* or another recognized test preparation program.

Prepare for & participate in the Junior Family Interview

- Your Guidance Department is eager to provide students and their families with the assistance and direction they need as they progress through the college search and selection process. The Junior Family Interview is a critically important step in successful goal-setting and planning for your future, your life after high school, your ultimate career and daily living.
- The Junior Family Interview is a personal, in-depth meeting among the student, parents, and counselor to begin the college planning process, answer questions, and provide guidance in the decision-making process.
- Before you can actually schedule your appointment for the Interview, you must complete the *Junior Questionnaire* in Family Connection.
 - Completing this survey as a family conversation is an excellent way to make some initial plans, formulate some specific questions, etc. for your Interview.

Attend area Career & College Fair programs

- There are several career and college fair programs held in the Greater Cleveland area every Spring. Among these is the Cleveland National College Fair held each Spring. Many colleges also offer career-themed days on campus.

Consider Summer Enrichment Programs offered on College campuses

- Your Guidance Department maintains in *Family Connection* a listing of available Summer Enrichment programs. This is a great opportunity to experience a campus first-hand, including their residence halls, food service, and, of course, their professors and instructional facilities. This is a great Resume builder, showing an effort to “go above and beyond” as you provide a picture of yourself and your energy to colleges on your applications in the Fall.
 - There could be costs involved, transportation and/or tuition. These range from free to a few hundred to several thousands of dollars.
 - Ask your counselor if a program is right for you.

Solicit letters of recommendation from Teachers, Coaches, others

- Ask your teacher and then provide a green Letter of Recommendation Request form. (Available in Guidance or at the Padua Franciscan website.) This is always best to do late in 4th quarter; some teachers prefer to write these letters over the summer.
- Then, request that letter through Family Connection so that the teacher can upload the letters. When your counselor sends your transcript electronically, it is always best that these letters accompany the transcript in a single bundle.
- For coaches and other non-Padua recommenders, ensure that they provide their letter on an official letterhead in hard copy. Your counselor can then upload the letter for transmission.

Schedule college visits during spring break or over the summer

- Always best to call ahead, particularly the summer. You want to be on campus when the Admissions Office can concentrate on you rather than other already planned events.

Student athletes should register for NCAA (DI & DII)/NAIA eligibility in May

SUMMER

PRIOR TO SENIOR YEAR

There are many things you can do to improve your resume and bolster your college applications.

- Visit college campuses
- Summer Job
- Volunteer Service
- Summer Enrichment Programs (see above)
- ACT/SAT Preparation

FIRST SEMESTER

SENIOR YEAR

Confirm status of letter of recommendation requests

Learn the application requirements & deadlines for each college you're applying to

- You can begin constructing your Common Application after August 1 when the new edition is opened online. This will help you focus on such things as your college essay, letters of recommendation, your activities list/resume, and the like.
- Many colleges have specific early deadlines for Early Action, Priority Scholarship consideration, and Honors programs. Certain special career majors may also have separate deadlines and sometimes different application procedures.
 - Certain deadlines will display when you move a college into the "Colleges I'm Applying to" list in Family Connection. However, you should always consult each college's website to ensure accuracy.
- Take advantage of the tools available to you in Family Connection to compare/contrast colleges.
- Your Guidance Department maintains a listing of scholarships in *Family Connection* that are sent directly to the school. New scholarships are added continually, so you need to check weekly throughout the year for new additions and deadlines.

Assemble and submit applications for admissions & scholarships

- Pay attention to important Padua Guidance Department deadlines as published in the Buddy Bruin calendar.
 - September 30, first Monday in November, December 1st
- Complete a Transcript Request form for EACH college application you have submitted and for each scholarship application you plan to submit.
 - *This form should be given to your counselor at least 10 school days prior to the actual application deadline* so that your counselor may properly prepare the additional paperwork. **Plan ahead and carefully!**
- Ensure that colleges have your ACT and/or SAT scores. *This is a student responsibility*; colleges normally do not accept tests scores mailed by the counselor.

Attend the Senior Student & Parent College Forum at Padua Franciscan

- Held in mid-September after the counselors have attended the Ohio Association of College Admissions Counselors' regional admissions and financial aid update in early

September. This is an important time to address concerns now that the college application season is officially open.

- Each counselor will also be meeting with their assigned seniors around the same time for a presentation providing more detail on the application process.

Attend the College Fair at the Cuyahoga Valley Career Center

- This is a good opportunity to target specific colleges for pointed questions and other details prior to making application – deadlines, scholarships, special programs, etc.

Attend college representative visits at Padua Franciscan

- Watch the calendar in Family Connection and listen to the Morning Announcements. Be sure to attend visits with colleges that are high on your priority list. Hopefully you've applied early.

Continue to make campus visits

- All Padua seniors have the option of three excused absences to make college visits, especially where overnight travel/stay is required. Forms are available in the Guidance Office.
- There are several "no School days" during the first semester. These are great for making visits that are within a two-hour drive of home.

Take the ACT and/or SAT again if desired

- The September ACT test is a great time to work on improving your scores before November 1 and December 1 deadlines catch up to you.
- If one or more of your college choices requires the SAT-II tests, the October SAT session is an excellent time to accomplish this.

Register for your FAFSA user name and password during September

- Both a student and one parent must have a password. Taken care of now avoids delays in FAFSA filing in October.

Attend the Financial Aid Night at Padua Franciscan High School

- Scheduled early October, this provides an opportunity to hear the latest details of the financial aid process from a practicing college financial aid officer.

Complete/file FAFSA after October 1

- The Free Application for Student Financial Aid (FAFSA) must be submitted electronically after October 1st based upon the prior calendar year's tax information.
- Although most colleges and institutions impose their own deadlines, to ensure maximum aid opportunity the FAFSA process should be completed as early as possible.

Register for Selective Service – if you haven't already done so

- The law dictates that all 18 year-old males must register with the Selective Service. Failure to do so will, at a minimum, force a higher cost of tuition and expenses, and may jeopardize eligibility for some grants and other federal aid programs.

Some colleges require a mid-year report

- Seventh semester transcripts are typically not available until February 1, regardless of when colleges may ask for them.
- It is a student responsibility to check with their college admissions office concerning this requirement and to make a request to their counselor.

Make a final selection

- This is a joint family decision to take carefully, weighing all the options, including financial aid awards.
- **May 1st is *National Candidates Reply Day***, the deadline by which final decisions must be in the hands of the selected college/university's Admission Office.
 - Many institutions have an earlier deadline for housing commitment and deposit.
- *Once a final decision has been made, a student must notify her/his assigned counselor* to ensure that final transcripts are sent to the appropriate institution. Final transcripts are typically sent in the latter half of June.
 - Be sure to update your "Colleges I'm Applying to" to reflect the decision status of all your college applications.
 - If you are to be a college athlete notify your counselor to send a final transcript to NCAA and/or NAIA.
- ❖ Padua Franciscan has a deadline early in April (check your BuddyBruin calendar) by which all financial aid award letters must be submitted to the Guidance Department to ensure that all information is correctly included in the Graduation Program booklet. Once the booklet goes to press no changes may be made – no matter how compelling the circumstance!
 - It is best to give copies to your counselor as you receive them rather than waiting until later and miss the printing deadline.

The Campus Visit: An Overview of the Steps Needed to Achieve a Productive and Meaningful Experience

Introduction

Anyone considering purchasing an automobile may ask themselves -- Which car is equipped with all the features I need? Which car is the most affordable? In order to make a big life decision, such as buying a car, conducting research and doing a "test drive," so to speak, are critical steps an individual must take in order to make a decision and feel confident about that choice. In many ways, the process of choosing a college is very similar to the process of buying a car. As with any of life's big decisions, it is important that the consumer is well-educated and well-informed.

Campus visitations, like test driving a car, provide students with the opportunity to gain insight into what it is really like to be a student at that particular institution. Ultimately, college is a place where a student will spend at least four years of his/her life, and students should take the steps needed to make the most appropriate and informed selection for themselves.

Scheduling a Visit

Regardless of your level of interest in a particular school, a campus visit should be viewed as a key component in the college search and selection process. Students, **not** necessarily parents, should make the arrangements for a campus visit, which can be accomplished quite easily. Given the accessibility and increasing utilization of the internet, most college and university websites now provide an online campus visit request form, which can be submitted electronically to that school. Indeed, online request for visits are generally preferred. The school, in response to your inquiry, will confirm the appointment via email or phone. Regardless, most colleges and universities appreciate ***at least 7-10 days notification prior to the actual proposed visit date.***

When making arrangements for a campus visit, the prospective student should indicate their preferences for the proposed visit. In other words, a campus visit can and should include more than just a campus tour. Visiting colleges and universities almost always requires traveling in some capacity, and a half-day time commitment on average. Thus, prospective students should make the most of this valuable opportunity by incorporating other events into their campus visit including:

- A meeting with an admission representative and/or financial aid representative;
- A meeting with an advisor or professor in the academic department in which they are interested in pursuing a major;
- A meeting with a member of the coaching staff from the sport the student is interested in participating;
- Observation of a class that any given first year student is required to take or a class in the department in which the student intends to major;
- Visit with representatives of specific programs on campus, such as ROTC;

- A meal in the campus dining facility -- be sure to inquire with the admission office beforehand because they may even provide meal passes/tickets to visitors free of charge;
- A visit to the school bookstore, a place where college students not only purchase supplies and textbooks, but also study or gather with friends;
- Exploration of the surrounding neighborhood or city in which the school is located – remember, there is much more to a college experience than the time spent in classrooms and labs. The surrounding environment offers a place where college students can go to escape and explore;
- Visit all the important on-campus facilities, such as classrooms, labs, residence halls, dining halls, sports and recreation complexes, library, resource and study areas;
- Finally, inquire about the possibility of shadowing a current student during a day visit, or an overnight visit, which can be both very telling and insightful experiences.

During or after a visit, students are encouraged to log their impressions and make important notes regarding their time on a campus. This information can be very helpful when comparing and contrasting schools, or attempting to remember specific facts weeks or months after a visit.

A “thank you” note or email message to the admission representative and campus tour guide with whom the student spoke during the campus visit is a kind and thoughtful gesture. Again, students are encouraged to make the most out of every opportunity to foster a relationship with admission professionals at various schools.

DEFINITIONS OF ADMISSION OPTIONS IN HIGHER EDUCATION



National Association for
College Admission Counseling
Guiding the way to higher education

STUDENTS: WHICH COLLEGE ADMISSION PROCESS BEST SUITS YOU?

Non-Restrictive Application Plans

Regular Decision

DEFINITION:

Students submit an application by a specified date and receive a decision in a clearly stated period of time.

COMMITMENT:

NON-BINDING

Rolling Admission

DEFINITION:

Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.

COMMITMENT:

NON-BINDING

Early Action (EA)

DEFINITION:

Students apply early and receive a decision well in advance of the institution's regular response date.

COMMITMENT:

NON-BINDING

Early Decision (ED)

DEFINITION:

Students make a commitment to a first-choice institution where, if admitted they definitely will enroll. The application deadline and decision deadline occur early.

COMMITMENT:

BINDING

Restrictive Early Action (REA)

DEFINITION:

Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.

COMMITMENT:

NON-BINDING

Restrictive Application Plans

Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.

Students are responsible for determining and following restrictions.

For a copy of this flyer, please visit www.nacacnet.org

THE COMMON APPLICATION

What is the Common Application?

The Common Application is used for undergraduate admissions by over 500 colleges and universities. Only schools that evaluate applications holistically use the common application; that is, the admissions staff takes into consideration things like letters of recommendation and the application essay and not *solely* GPA and test scores. Nearly all top colleges and top universities use the Common Application. The online application (no paper versions are available) allows you to create different versions of the application for different schools, and the website will also keep track of the different application requirements for the different schools to which you are applying.

How do I complete the Common Application?

1. Log into www.commonapp.org
2. Create an account and write down your username and password somewhere safe.
3. Click on College Search. If you don't know your schools you can use the Search tool; if you do know your list of schools, you can just enter the names. Select the college from the Result List and then click add. Click Result List, then click Criteria to add another school.
4. Once you have added all of the colleges you like, click Dashboard and you will see your college list.
5. Click My Colleges. The first college in the list will be open. You will see 4 things under each school: Questions, Assign Recommenders, Submission, and Writing Supplement.
6. Common App: This section is pretty straightforward. Items with a red asterisk are required. Enter the data and you can click Continue or just click on the next section; it auto saves.
7. Fill out the Questions section for each college.

8. Copy/Paste your essay requirement and your supplemental essay if your listed colleges requires one.

9. When the Common App section has 6 green checkmarks, and when a college in the My Colleges section has 3 checkmarks (for Questions, Assign Recs, and Writing Supp) THEN you are ready to click "Submission – Common App" for that college. You will submit your applications one at a time, when each college is ready. You will need to complete the 6 sections of the Common App before you can submit the first college application.

What Ohio colleges / universities use The Common Application?

Listed Ohio colleges / universities using the Common Application (as of January 2016):

Baldwin Wallace University
Case Western Reserve University
College of Wooster
Denison University
Hiram College
John Carroll University
Kenyon College
Marietta College
Miami University
Oberlin College

Ohio Wesleyan University
Otterbein University
The Ohio State University
The University of Findlay
University of Cincinnati
University of Dayton
University of Toledo
Wittenberg University
Xavier University



Community Colleges

Introduction

Approximately 50% of undergraduate students in the United States annually enroll in community colleges. Given the increasing costs associated with higher education, whether at a private or public institution, the community college route can represent one of the most affordable post-secondary options for families in today's society. The economic savings that coincide with attending a community college entice students to **obtain a two-year associate's degree** with the opportunity to transfer credit to a traditional four-year institution with the objective to pursue an undergraduate degree. Furthermore, far from being "glorified high school" or less quality education, today's community colleges offer highly qualified and experienced faculty with doctoral degrees.

- More than 10% of each graduating class from Padua elects this route for affordability, to improve upon their high school GPA in order to gain admissions to four-year institutions, or both. Some will indeed first continue on to complete an Associate's Degree before making that transfer.

There are many rewarding professional careers that either begin with or only require an associate's degree. Examples, among many, are: Licensed Professional Nurse (LPN), Emergency Medical Service (EMS), various healthcare technician positions, Information Technology, Interior Decorating, and Drafting. This does not even include a range of opportunities in Business & Technology and the Arts. Thus, technical and professional opportunities across the career spectrum await the community college student.

- For example, someone might earn their LPN as a full-time community college student and then work full-time in that capacity with attending Nursing School part-time to earn their Bachelor of Nursing degree (BSN) and complete qualification as a Registered Nurse (RN).

Residents of Northeast Ohio are fortunate in that there are quite a few community colleges readily available to students, including Cuyahoga Community College (Tri-C), Lakeland Community College, and Lorain County Community College (LCCC). Another option, albeit out of town, is Rio Grande Community College and Rio Grande University located in Southern, Ohio, in close proximity to both Kentucky and West Virginia. Rio Grande Community College offers a multitude of academic programs, but unlike most community colleges, also offers the full on-campus living community experience in addition to all the traditional campus life activities, all of which are available at community college rates for the first two years. Rio Grande offers many unique programs including Fine Woodworking Technology and Welsh Studies.

The Ohio Department of Higher Education has created an integrated database that permits community college students to compare course offerings at their school to the course requirements of all state, and many private, post-secondary institutions in Ohio. This database, <https://www.ohiohighered.org/transfer/reportingsystem>, is particularly helpful because of the way in which it eliminates the mystery surrounding the transfer process. For example, a student enrolled at Tri-C can determine which credits will be

transferable for credit at Bowling Green State University. The resources available through this Ohio Board of Regents website provide immediate results to community college students who are preparing for the transfer process to a four-year institution.

The advantages linked to a community college education extend far beyond reduced financial obligations. Attending a community college also affords students with the time needed to establish a successful academic record, while enhancing the study habits and skills needed to pave the way for a transfer to a four-year institution. Colleges and universities are willing to work with community college students who possess this goal in order to ensure a smooth and successful transition into a traditional four-year setting. Many four-year institutions offer specific financial packages to attract transfer students.

Cuyahoga Community College Brunswick University Center

While currently limited to only a few majors, the Tri-C University Center offers several degree programs locally for Franklin University and Tiffin University, including a Master of Science in Accounting from Franklin. Details are at www.tri-c.edu/brunswick.

The University Partnership Program

Lorain County Community College, LCCC, in particular, represents one of the leading institutions delivering a vast assortment of post-secondary educational and learning opportunities to students in Northeast Ohio. The University Partnership Program provides LCCC students in associate's degree programs with the opportunity to continue coursework for bachelor's and master's degree programs on the same campus. Many students are finding this program to be advantageous because of the convenience and economical benefits associated with taking coursework at LCCC. At this point, bachelor's and master's degree programs from the following institutions are currently available at LCCC:

Ashland University
Cleveland State University
Hiram College
The University of Cincinnati
Youngstown State University

Bowling Green State University
Kent State University
Ohio University
The University of Akron
The University of Toledo

For information on the University Partnership Program, as well as other opportunities available at Lorain County Community College, please refer to the UP link on LCCC website: www.lorainccc.edu.

Ohio Public Universities have a number of Regional Campuses. Some of these campuses are for commuters only and some have residence halls. Sometimes, when a student is not accepted to the main campus of an Ohio Public University, he/she will be deferred to the Regional Campus. Ohio Public University Regional Campuses often have a variety of unique programs and can be cost effective.

● Ohio Public Universities

■ Regional Campuses of Ohio Public Universities

1. The University of Akron-Summit College (Akron)
2. The University of Akron-Wayne College (Orrville) and Medina County University Center (Medina)
3. Bowling Green State University-Firelands College (Huron)
4. University of Cincinnati-Clermont College (Batavia)
5. University of Cincinnati-Blue Ash College (Blue Ash)
6. Kent State University-Ashtabula (Ashtabula)
7. Kent State University-East Liverpool (East Liverpool)
8. Kent State University-Geauga (Burton and Twinsburg)
9. Kent State University-Salem (Salem)
10. Kent State University-Stark (Canton)
11. Kent State University-Trumbull (Warren)
12. Kent State University-Tuscarawas (New Philadelphia)
13. Miami University-Hamilton (Hamilton)
14. Miami University-Middletown (Middletown)
15. Ohio State University-Agricultural Tech. Inst. (Wooster)
16. Ohio State University-Lima Campus (Lima)
17. Ohio State University-Mansfield Campus (Mansfield)
18. Ohio State University-Marion Campus (Marion)
19. Ohio State University-Newark Campus (Newark)
20. Ohio University-Chillicothe (Chillicothe)
21. Ohio University-Eastern (St. Clairsville)
22. Ohio University-Lancaster (Lancaster)
23. Ohio University-Southern Campus (Ironton)
24. Ohio University-Zanesville (Zanesville)
25. Wright State University-Lake Campus (Celina)

ACT and SAT tests

When?

- We recommend that every junior take the ACT and/or the SAT at least ONCE during the 2nd semester of Junior Year. Some students will decide to re-take the tests one (or more) times, and this provides an opportunity to do that junior year, or in the Fall/Winter of senior year.
- See ACT and SAT flyers (in handout packet) for testing dates and deadlines. The Padua CEEB code is **364018**.
- Each test is administered at Padua, although students can take the test at any location.

Which one should I take?

- ALL colleges will accept either the ACT or the SAT.
- Often, it comes down to personal preference. Take each test, compare your scores, and if you decide to re-take, continue with the test you performed better on.
- We recommend you take the OPTIONAL WRITING Test with either the ACT or the SAT at least once. Many colleges want to see this writing sample.

How should I prepare?

- Padua Franciscan High School offers an ACT/SAT Supercourse to our students. Sessions normally begin in April. There is a separate mailing direct from the course provider; the fee is set by the provider.
- There are any number of books and/or software options to assist in test preparation, which are primarily concerned with test-taking strategies. Of course, practice with sample tests is always useful. Padua offers a free practice-ACT in March.
- www.actstudent.org and www.collegeboard.com have a wealth of information.
- Along with the PSAT results, students may access a personalized preparation resource via the Kahn Academy and the College Board.

Where should I send my scores?

- **As the college application process has moved to being almost entirely “paperless”, Padua will not be able to send copies of test scores on the students’ behalf.** Thus, it is in your best interest to list up to 4 schools to send your scores when you register for the test. This is FREE as long as you list the colleges when you register for the test. *If you decide later to send scores, the ACT and SAT charge for each score report/college (for example, ACT charges \$11 for each score report).*

How many times should I take it?

- “It depends”.
- Some students are completely satisfied with their first score and will only take one test. Others will choose to retake the test in hopes of increasing their scores to meet college admission or scholarship requirements.
- Most students at Padua take 2 – 3 tests.

What about the SAT Subject tests, should I take those?

- The SAT Subject Tests offer you an additional opportunity to show colleges what you know and what you know you can do. Some colleges use the SAT Subject Tests for admission, for course placement, and to advise students about course selection. Some colleges specify the SAT Subject Tests that they require for admission or placement; others allow applicants to choose which tests to take. For example, many students that have taken AP US History choose to take the SAT U.S. History Subject test.

What is Superscoring and ScoreChoice?

- Score Choice gives you the option to choose which scores (by test date for the SAT and by individual test for SAT Subject Tests™) you send to colleges — in accordance with an institution's stated score-use practice.
- If you decide not to use Score Choice, all of your scores will be sent to your recipients. Students should still feel comfortable sending all scores, since most colleges consider a student's best score.
- Superscoring - The practice of superscoring involves using a student's highest individual sub scores, regardless of test date. This has long been a common practice for the SAT for Ohio Private Colleges and Universities, but is utilized by some colleges for the ACT as well. An ACT “superscore” is literally a new composite score calculated from the highest sub-scores in English, Math, Reading and Science. A super score from multiple test dates is typically one point higher than an individual composite from any one test date. Institutions may choose to superscore for admission purposes only, for scholarship only, for placement (in English and math courses, for example), or for all three reasons.
- ***See your counselor for individual questions about reporting scores.***

NEW SAT VS. ACT FACT SHEET

SAT AND ACT both serve the same purpose for College Admissions.
There is absolutely **no preference for either**, from the perspective of the admissions offices.

Number of Sections

4 (Writing, Reading, Non-Calculator Math, and Calculator Math) plus optional essay.



Number of Sections

4 (English, Math, Reading, and Science) plus optional essay.

Scoring

Writing and Reading are combined into a single 200-800 score, Maths are combined into a single 200-800 score. The total is on a 400-1600 score scale.

No penalty for wrong answers.
Essay score (2-8) is counted separately.



Scoring

Each section is 1-36 points and averaged to give a total score of 1-36.

No penalty for wrong answers.

Essay score (1-36) is counted separately from main score.

Test Length

3 hours (+ 50 min for essay)



Test Length

2 hours and 55 minutes (+ 40 min for essay)

Writing/English

Testing grammar and rhetoric in passages

1 section of 44 questions in 35 minutes



Writing/English

Testing grammar and rhetoric in passages

1 section of 75 questions in 45 minutes

Reading

Data interpretation and passage-based reading comprehension. Includes complex text on historical/political issues.

1 section of 52 questions in 65 minutes



Reading

Passage-based reading comprehension in Prose Fiction, Social Science, Humanities, and Natural Science.

1 section of 40 questions in 35 minutes

Math

Similar to the Current SAT plus trigonometry, higher algebra, and more word problems. Less critical thinking and more math skills.

2 sections (Calculator/No Calculator) totaling 57 questions in 80 minutes



Math

Algebra, geometry, and pre-calculus (trigonometry, matrices, etc.). Less critical thinking and "tricky" questions than the Current SAT.

1 section of 60 questions in 60 minutes

Science

Not directly tested. Data interpretation skills are tested throughout the exam.



Science

Requires data interpretation and critical thinking skills as well as knowledge of the scientific method.

1 section of 40 questions in 35 minutes

Essay

Analysis of the mechanical and rhetorical structure of a sample text.

50 minutes, separate score, "optional."



Essay

Evaluation of three different opinions on a philosophical or political issue.

30 minutes, separate score, "optional."

Letters of Recommendation

Why do I need letters of recommendation?

Letters of recommendation can matter a great deal in the college application process. They can be the factor that sets you apart from other prospective students. Courses, grades, and standardized tests are big components to most college admissions decisions, however there are a secondary set of factors that help put together a more complete picture of the applicant. These factors include: the essay, extra-curricular activities, work experience, and teacher or counselor letters of recommendation.

Who should I ask for letters of recommendation?

Admissions offices generally want information on a student's classroom performance: how he/she participates and performs in class/lab, interacts with others, and what his/her intellectual strengths/weaknesses are; all in as much detail as possible. Therefore, it is important to ask a teacher who knows you well and preferably a teacher you had in a recent year. Try to avoid asking a teacher who you had freshman or sophomore year, unless you have them again junior year. If you ask a teacher from senior year, it is best to wait until the first quarter is over. It will be difficult for a teacher to write a detailed letter if they do not know you well as a student. Letters of recommendation can come from high school teachers, administrators or coaches. It is recommended to request letters from teachers in whose class you normally receive better grades. Some schools require letters from teachers in a given discipline (i.e. Math, Science, or English). It is best practice to ensure at least **one** letter from a teacher.

How many letters do I need?

The required number of letters of recommendation varies per college. Some colleges do not require letters of recommendation. Some colleges may require one while other colleges may require one from a teacher and one from a counselor. Most Common App schools require a counselor letter of recommendation and evaluation. We recommend consulting with your guidance counselor and with the admission offices of the colleges you intend to apply. For example, if you're applying to Kent State University, the University of Akron, and the University of Toledo, you won't need any letters of recommendation. On the other hand, letters of recommendation are especially important to highly selective college. If you're applying to the University of Notre Dame, Northwestern, and an Ivy League or upper-tier college, it is important to have several well-written letters. In some circumstances, colleges will accept various numbers of letters. For example, the University of Cincinnati does not require any letters but will accept up to 3 while Case Western Reserve University requires 2 letters but will accept up to 4.

When should I request my letters?

Keeping in mind that teachers, coaches, and administrators are usually very busy, it is best to give them adequate time to thoroughly prepare a letter of recommendation. At a minimum,

the teacher will need several weeks to construct a well written letter. It is a good idea to begin asking teachers towards the end of junior year if they can have a letter prepared for you by the fall of your senior year (or a specific deadline if applicable). This gives the teacher 3-4 months to get the job done. It is best practice to remind the teacher again at the start of school in late August, to ensure a letter in a timely matter.

What steps do I take in requesting letters of recommendation?

The Guidance department has created a “Letter of Recommendation Request Form” to be filled out and personally handed to each teacher/coach/administrator when requesting a letter. The first step to requesting a letter is to meet with the teacher in person and give them the form. This form can be found in the Guidance office or on the PFHS website. It is required that the student complete a resume citing his/her in-school and out-of-school activities on Family Connection before requesting a letter. School personnel are able to access the student’s resume via Family Connection to assist in letter writing. The Family Connection/Naviance website allows teachers to upload their letters electronically to be sent to prospective colleges. The “Letter of Recommendation Request Form” outlines how to request a teacher’s letter of recommendation in Family Connection. If applying via the Common App, this step also allows the teacher to complete a Teacher Evaluation form.

How do my letters of recommendation get to colleges?

Your letters of recommendation will be sent to colleges with your transcripts and other materials sent by your guidance counselor. There is a place to list the letters you would like sent to each college on the “Transcript Request Form” available in the Guidance office or on the PFHS website. Please keep in mind that letter requirements vary by school. If you have solicited a letter of recommendation from someone outside of school (bosses, clergy, community members) arrangements will need to be made so your guidance counselor can access that letter (i.e. emailed, given to student in sealed envelope, etc.). If applying via the Common App, you can enter an email address under “other recommender” in Family Connection and that person can upload your letter to Family Connection/Naviance themselves.

Remember that the letter of recommendation can be what sets you apart from another potential candidate! This is an important step in the college application process. See your Guidance Counselor with any questions/concerns.

Personal Assessment Worksheet

A personal assessment is a summary of your accomplishments, strengths, and interests that can be used every time you apply for a scholarship. Creating a personal assessment will help you to organize your thoughts so you can tell scholarship evaluators why you're the best candidate for their scholarship. This worksheet will take you through the steps of creating your personal assessment.

Step 1. Your Activities

Start by creating a list of the activities you've been involved in over the past several years, such as:

- Advanced classes
- Hobbies
- Sports
- Do you have any responsibilities outside of school, such as assisting your grandparents or caring for your siblings on a regular basis after school?
- Volunteer and community service activities
- Other extracurricular activities

After you've created your list of activities, write about why you became involved in each of them, and what you've learned about yourself and about working with others.

Step 2. Your Accomplishments

Write about any leadership positions, special roles, and awards you've earned, for example:

- Are you captain of your basketball team?
- Have you volunteered for the same youth center for several years?
- Were you ever named Employee of the Month at an after-school or summer job?
- What did you learn about yourself from the leadership roles you've held?
- What did you do to earn the awards you won and what do you feel you've learned?
- What challenges have you overcome in school or during activities?

Remember to Update!

You're ready for applications! If a scholarship application asks you to be more specific about these topics, or to write a new one entirely, be sure to save any new information so you can use it again later.

Step 3. Your Future

In this section, write about your goals and ambitions, including things such as:

- Do you want to attend a small or large school? Do you prefer one that is close to home or far away?
- What do you want to study? What kind of job or career do you want to have after you graduate?
- What do you see yourself doing in 10 years?

Step 4. Your Inspirations

Now think about what you wrote in Step 3 and add information about:

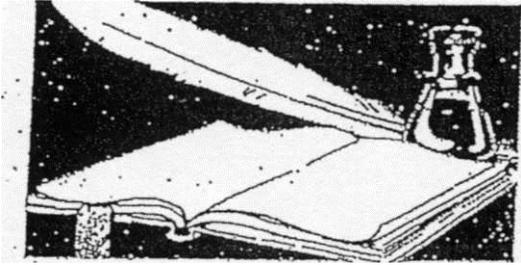
- Why is attending college so important to you?
- What is it about that career you find so interesting?
- Has there been a teacher, relative, or friend who encouraged you in this direction?

Step 5. Your Character

For this last step, describe your character: what makes you YOU! Start with thinking about:

- What three words would your friends and family use to describe you?
- What are your character traits (honesty, responsibility, loyalty, etc.)? Which makes you proud?
- What are your three greatest accomplishments? Why were they significant to you?

Your College Essay: The Hardest Part of Applications?



For many, writing the required essay can be the most difficult task associated with college applications. It's hard to be creative, particularly when you feel that your every word is going to be analyzed.

For most students, however, the problem is more mental than mechanical. Here are some suggestions to make the

essay easier to write and more effective.

Allow Time to Think About It.

You know you are going to have to write an essay, or essays, so allow plenty of time to think about them. Draft some sentences in your head, plan what you might say and the best way to express yourself.

Discuss Your Ideas With Others.

You should write the essay yourself but there is no rule against talking about what you want to say with your parents, counselors, or fellow students. They may offer constructive criticism or good ideas. This would be a good time to look at books which present examples of successful essays.

Make Sure You Follow the Rules.

Look carefully at the instructions for the essay as presented on the application form. Are there restrictions as to the topic? Length? Handwritten or typed? Make sure you follow the guidelines.

Avoid Trite or Common Responses.

: Don't write an utterly predictable essay, "I enjoyed sports because it taught me the values of team work*" or "My travels have taught me a lot about different customs and peoples." Think about what you would want to read, if you had to look at 500 essays each spring.

Personalize Your Essay.

You need not have won all-county in anything to be an interesting person. Your personality, your ideas, your goals, or your observations, of life may form the basis for an interesting essay. But, once again, you need to think about them ahead of time.

What Should You Highlight?

To the maximum extent possible, your essay should reflect your creativity, intellectual interests, achievements or honors, ability to overcome obstacles, leadership skills, service to others, and your educational and career goals.

Should You Report on Things Which Changed Your Life?

Definitely yes, if you can honestly point out how a teacher, coach, difficult situation, problems of a friend, etc. helped *to* change your life—hopefully for the better. Did personal goals emerge from a contact or an experience?

Have Other Readers Check Your Copy.

Your counselor, teacher, or someone else should be asked to review your essay for style and content. They should help insure that you made no grammatical errors. They may recommend redrafting certain sections, etc.

Minichart prepared by the GPP, PO Box 190, Garrett Park, A4D 208SS

The Interview: An Overview of the Preparation Needed to Achieve a Beneficial and Successful Meeting

Introduction

Adopting a proactive attitude is one of the most advantageous attributes prospective students can display in order to introduce and market themselves throughout the college search and selection process. Sure, colleges and universities actively engage in the recruitment of prospective students, but that does not guarantee that students will be recruited by every school in which they have an interest. Furthermore, it is important to recognize that applications, whether for admission, honors programs, or scholarships, can only provide a limited amount of information about an applicant. Hence, students need to take on a proactive approach to their college search by educating potential schools. A campus visit and, more importantly, the interview provide prospective students with the unique opportunity to market themselves in a favorable manner to the institutions which the student is considering.

Purpose

The way in which an interview unfolds as well as the purpose of an interview varies from school to school. Some colleges recommend an interview as part of the admission process, while others may utilize the interview as a requirement. In an informal setting, a school utilizes the interview as an information session, the purpose of which is twofold: the admission representative learns more about the applicant, while the applicant learns more about the school. This type of interview is purely informational in nature. On the other hand, in a more formal setting, a school utilizes the interview as a means to assess and evaluate the prospective student to determine their admissibility or candidacy for their particular institution, honors program, or scholarship awards. Finally, students should be aware that the person conducting the interview can also vary from school to school, but, in most instances, they will be either an admission counselor or a student of senior standing employed part-time by the admission office. In spite of these variables, students need to put forth the effort needed to be well-prepared for this important step in the admission process.

Preparation

The interview is a tremendously powerful tool in its ability to empower students. Therefore, it is important that students prepare for this encounter with the admission office. First and foremost, the key to experiencing a great interview lies in the goal of ***making a terrific first impression***, and in order to accomplish this, it is imperative that students dedicate some time and effort into preparing for their interview. Here is a list of some general guidelines that can aid in the preparation for an interview:

- Conduct research on the college or university, honors program, or scholarship to which you are applying in an effort to demonstrate that you possess a certain level of knowledge of the school and/or scholarship;

The Interview:
An Overview of the Preparation Needed to
Achieve a Beneficial and Successful Meeting,
continued

- Dress appropriately -- inquire about suggested dress beforehand (e.g., business casual or something a bit more formal);
- Assess personal strengths and weaknesses, unusual or interesting life experiences, and academic/career plans;
- Assemble an activities list/resume and/or portfolio/samples of your work to be given to your interviewer -- show off your accomplishments and talents;
- Compose a list of questions to ask of the interviewer;
- Arrive to the appointment on-time, generally 10-15 minutes beforehand;
- Be honest and sincere -- be yourself;
- Use appropriate language;
- Display appropriate posture -- sit comfortably, while avoiding slouching;
- Maintain a positive and upbeat attitude and be friendly;
- Take time to carefully consider your answer before responding to the question -- you are not expected to provide an immediate response;
- Remain positive, even when discussing perhaps not so positive information;
- Make eye contact with the interviewer;
- Be prepared to introduce yourself to the interviewer as though that person knows nothing about you; it is not safe to assume that your interviewer has already reviewed your application or files

In terms of the material that may be covered in the interview, students should be prepared to discuss the following points about themselves:

- High school coursework and curriculum -- Junior & Senior years in particular;
- Academic achievement -- GPA;
- Standardized test scores;
- Extracurricular activities, hobbies, and part-time employment;
- Personal accomplishments, awards, honors, or recognition;
- Participation in conferences or programs;
- Special circumstances;
- Interest in the particular institution;
- Academic and extracurricular interests;
- Career objectives

Potential Discussion Topics and Commonly Asked Questions

Any given number of questions on any given topic are considered fair game in an interview. Therefore, before an interview, students are encouraged to brainstorm in order to create a list of potential questions that may arise in the interview. ***Preparation is an essential component*** to achieving a beneficial and successful meeting.

**The Interview:
An Overview of the Preparation Needed to
Achieve a Beneficial and Successful Meeting,**
continued

The following is a list of common discussion topics and questions:

Potential Discussion Topics and Commonly Asked Questions

- Discuss some of the important characteristics you are seeking in a college/university
- Explain your interest in this college/university
- What are some of the other schools you are considering?
- Describe your high school
- What classes/subjects have you most and least enjoyed in high school?
- What classes/subjects have been the most challenging?
- Do you believe your GPA and tests scores are an accurate reflection of your abilities and potential?
- What do you do in your spare time?
- What are your hobbies or special interests?
- List any extracurricular activities in which you have participated throughout high school
- Which activity has brought you the most enjoyment and satisfaction?
- Describe a situation in which you rose to the challenge by stepping up as a leader
- Are there any activities in which you hope to continue your participation at the college level?
- Have you been involved in any community service or volunteer programs?
- How would others describe you?
- In what academic program(s) are you interested?
- What do you hope to achieve in college?
- Discuss some of your life goals and career objectives
- What makes you a standout candidate/prospective student?

Questions for Students to Ask their Interviewer

- What are the admission and merit-based scholarship requirements?
- What are some other forms of financial assistance available through the school?
- What are the requirements needed to gain credit for AP tests?
- Describe the student/faculty advisory program
- What is the average class size?
- At what point are students required to declare a major?
- What types of student housing are available on and off-campus?
- What does a typical residence hall room consist of?
- How are roommates paired?

**The Interview:
An Overview of the Preparation Needed to
Achieve a Beneficial and Successful Meeting,**
continued

Questions for Students to Ask their Interviewer

- Are first year students permitted to have cars on campus?
- What are the parking fees?
- Describe safety on campus
- Describe the student body population -- what types of students choose this school?
- Is there a hospital or emergency treatment facility within close proximity to campus?
- Is there a clinic or health center on campus?
- Are students able to visit with a nurse or physician as needed?
- How is student health insurance handled?
- Are computer labs readily accessible to students?
- How many dining halls are available and where?
- What are the meal plan options?
- What is campus life really like?
- What types of programming takes place on campus for student activities?
- What do students do on the weekends?
- On average, how much do students spend on supplies and textbooks per semester?
- Are used textbooks available?
- What study abroad opportunities and other special programs are available?

After the Interview

The student should be considerate and courteous by thanking the interviewer for his/her time and willingness to learn more about you. Be sure to request a business card or the contact information from the interviewer. Within one week of the meeting, some form of communication should be sent to the interviewer, either via email or mail. The purpose of this contact is two-fold: the prospective student displays his/her gratitude for the interview and once again reiterates desire to attend that particular school; and perhaps more importantly, this provides students with the opportunity to develop rapport and maintain communication between the applicant and the school.

Ten Interview Tips

It's human nature to fear the unknown. For many high school students, the admission interview is indeed a mystery. Although the purpose of the interview may vary from college to college, its basic purpose is to exchange information.

The admission interviewer wants to learn more about you and to share details about the college that are not covered in the admission literature. In turn you have the opportunity to put a face behind your application papers, to create a good impression, and to decide how a college's attributes relate to your interests and activities.

Here are ten tips to get the most out of your admission interview:

1. **Read as much about the School as you can.** "If you have not received any of our literature, consult our website or check the college guides in your school or library."
2. **Prepare some questions to ask in the interview.** Some general questions will apply to all schools, but be sure to pose questions that will be unique to a particular school; this will show you are truly interested in the school. Ask about curricula, majors, financial aid, residence life, social activities, and extracurricular interests.
3. **Anticipate questions that the admission interviewer might ask you.** Here are some possibilities: "Why are you interested in our school? Have you read any good books lately? How would your friends describe you? What is your general motivation for going to college?" The list of potential questions is endless, so stay flexible.
4. **Know where you are going.** Leave home with the correct address (or off campus site if you have an alumni or hometown interview,) a contact phone number, and a good set of directions and a map.
5. **Wear comfortable, but tasteful clothes.** A three-piece suit or an elegant dress is not necessary to make a positive impression, but faded jeans and dirty sneakers will certainly make a negative one.
6. **Bring a copy of your transcript with you.** Both you and the admission interviewer should want to review it. The interviewer may peruse it to get a sense of your high school curriculum. However, don't feel you have to share the transcript in the interview.
7. **Arrive early.** Give yourself time to relax in the reception area and fill out any forms. If it is an on-campus interview, you may even want time to stroll around the campus and get a feel for the flow of activity.
8. **Give your interviewer a firm handshake, maintain eye contact, and follow his or her lead.** Sometimes you will be asked first if you have any questions, other times the interviewer will take the initiative with questions. Remember: Try to be flexible!
9. **At the conclusion, thank your interviewer, and request his or her business card.** When you return home, send the interviewer a thank you note or email and ask any questions that may have come up since the interview.
10. **Make a mental (or written) list of what you learned about the college.** Do this as soon as you finish the interview, so that the facts are fresh in your mind. This information will be helpful weeks or months later, when you wish to compare schools.

Taken from admissions literature provided by Case Western Reserve University.

FINANCIAL AID REFERENCE INFORMATION

Types of Aid

Gift Money	Borrowed Money	Earned Money
Grants	Federal Loans	Federal Work-Study
Scholarships	Personal Loans	

Common Terms of Financial Aid

EFC: Expected Family Contribution. The US Dept of Education’s estimate of the amount you and your family may be expected to contribute towards your education.

FAFSA: Free Application for Federal Student Aid. You must complete the FAFSA to be eligible for Federal student aid.

Financial Need: The difference between the cost of attending college and the amount you and your family may be expected to contribute.

MPN: Master Promisary Note. A contract you sign when you accept a Federal student loan, agreeing to the terms and conditions and to pay the money back.

Merit-Based Aid: Based upon student academic performance versus “need-based” aid which is based upon Federal formulae after FAFSA is filed.

SAR: Student Aid Report. Sent to you by the Dept. of Educ. after you submit the FAFSA. It includes all the information you provided on the FAFSA for your review, as well as giving your calculated EFC. Used by colleges to determine how much financial aid you are eligible to receive.

Financial Need Calculation

Most college websites now have a “financial needs calculator,” usually under Financial Aid. There are two main components to the calculation:

- 1) Cost of Attendance: Tuition, Room & Board, Books, Transportation, Personal Expenses
- 2) Expected Family Contribution (EFC): Calculated by the US Dept. of Educ. based on information provided by you on the FAFSA. It is not an amount paid up front, but it is *the amount you may be expected to contribute towards the cost of attendance.*

Steps in the Process

1. You must apply to one or more colleges/universities.
2. You must obtain your FSA ID at www.studentaid.gov/fsaid before filing the FAFSA. One for the student and one for a parent.
3. File your FAFSA after Oct 1 of senior year and verify the information on the SAR (Student Aid Report). Make changes as needed on the SAR and submit as your final information.
4. Compare financial aid awards you receive, then make your acceptance decision – both of the college and of the aid offered. (e.g. you may choose to forego certain loans)
5. Consider PLUS or other private loans only if necessary.



College Now

Greater Cleveland
Developing Tomorrow's Talent Today

How College Now Can Help

If your family qualifies, based on family income, College Now can:

- Waive college application fees

Additional Services Available to All Students and Their Parents

- Help with test registration forms and provide test preparation materials
- Assist with college admission and financial aid applications
- Explain how to do local and national scholarship searches
- Explore financial aid resources and compare financial aid award letters from different colleges
- Provide career and college information

College Now Scholarship Qualification Criteria

- Cumulative GPA of at least 2.5 by the seventh semester of high school
- Minimum ACT score of 18 or SAT combined verbal and math score of 860 by February of the student's senior year
- Students must be Pell eligible
- Acceptance at a 2- or 4-year college/university
- Filing of the FAFSA form no later than February 2012
- Have unmet financial need
- Cooperate with College Now Advisor in providing all necessary documentation
- Nomination by your College Now Advisor

Advisor Contact Information

To meet with your school's College Now Advisor, **Pamela Sandoval**, visit the Guidance office to set up an appointment or contact the Guidance Secretary, Mrs. Holzheimer at 440-845-2444 or at mholzheimer@paduafranciscan.com. Mrs. Sandoval will be in starting the end of October on select Mondays throughout the school year. Students and Parents can reach her also by e-mail at psandoval@collegenowgc.org or 216-408-7280. You may also contact the College Now Greater Cleveland main office with your questions at **216.241.5587**.

College Now Greater Cleveland • 200 Public Square • Cleveland, OH 44114
216. 241. 5587 • www.collegenowgc.org/

Follow us on Facebook, Twitter, YouTube, and visit in-person at the College Now Resource Center

Finding Scholarships

College is expensive. Scholarships are competitive. What's your plan for finding, applying for, and receiving those scholarships that will help you pay for college? This guide will help you get started. And if you find yourself needing more personalized help, we recommend meeting with a College Now advisor for personal and professional scholarship advice and counsel.

NOTE: No scholarships are guaranteed. Never send money in order to apply for a scholarship. Be careful about sending any personal information like your social security number or bank account number. Any personal information that you provide, including email address, may be shared with others.

Getting Started:

When looking for scholarships you are essentially asking that someone help you pay for your education. So, go ahead, ask yourself the question now, "Why would someone give me a scholarship?"

Do you have any ideas? Some criteria to consider are:

college selected	artistic ability	union membership
major chosen	leadership	parent's place of work
grades (GPA)	athletic ability	parent's organization affiliation
gender	economic need	military background in family
race	religious affiliation	special needs & disabilities

Your Scholarship Strategy:

Scholarship Searching Tip #1: Remember your College.

Each school has a variety of awards, some specifically for freshman students, others that relate to specific majors, etc. Check the school's own website, and with the admission and financial aid offices for awards. Remember to follow application deadline dates.

Many colleges also publish lists of outside scholarships or an outside scholarship database – check your college website or talk with your financial aid counselor.

Scholarship Searching Tip #2: Think Local.

Local organizations are interested in helping local students. The more local the scholarship, the smaller the applicant pool, the greater your chance is of being selected! See your guidance counselor or the College Now advisor at your high school.

Scholarship Search Tip #3: Every bit helps.

Paying for college can be a big puzzle. Don't forget about the small scholarships that might complete that puzzle for you!

The Scholarship Process:

Find the scholarship. Write an essay. Complete the application. Repeat.

There are many different scholarships with many of the same requirements. These include:

- The **application** which might be online or on paper.
- A **deadline** is deadline. In order to submit all materials on time, work ahead of schedule.
- The **essay** is your opportunity to separate yourself from the rest of the applicant pool. It's an opportunity, not a burden. The scholarship selection committee will read what you write, so take advantage of this opportunity!

****Time Saving Tip****

If you craft a well written essay it's likely that you'll be able to use it for multiple scholarship applications.

- The **extra stuff** that you need to submit to complete your application. This might include providing the scholarship foundation with your Student Aid Report (SAR), your financial aid award letter, and your high school or college transcript. Understand what's required ahead of time so you can gather and submit the required documents.

Where to Look:

By following this guide you now have a brainstormed list of your qualifications that might lead to a scholarship and a general idea about the scholarship application process. But where should you look for these opportunities? Here's a list of sources that we've found to be helpful that can be your starting point. Search early and often to find those scholarships!

General Scholarship Search Engines:

apps.collegeboard.com/cbsearch_ss/welcome.jsp

www.princetonreview.com/scholarships-financial-aid.aspx

www.zinch.com

www.supercollege.com/ www.free-4u.com/

www.financialaid4you.com/index.php/scholarships

www.cappex.com/

www.scholarships.com

http://www.kaarme.com/find_scholarships

<https://apps.facebook.com/mycollegedollars/>

www.petersons.com/college-search/scholarship-search.aspx

scholarships.fatomei.com/college.html

www.aie.org/Scholarships/index.cfm?ct=0

www.fedmone.org/grants/0-scholarships.htm

www.careersandcolleges.com/

staff.lib.msu.edu/harris23/grants/3subject.htm

www.scholarsite.com/index.php?lang=en-US

www.scholarshipexperts.com

www.ohiomentor.org

www.studentscholarships.org

Dedicated Scholarship Websites:

www.uncf.org/forstudents/scholarship.asp: United Negro College Fund - **(all minorities)**

www.blackexcel.org/nursing-scholarships.html: **(all minorities and nursing major)**

www.engineeringedu.com/scholars.html: **(engineering major)**

https://www.iesabroad.org/IES/Scholarships_and_Aid/financialAid.html: **(study abroad)**

www.gmsp.org: Gates Millennium Scholars **(all minorities)**

www.hsf.net: Hispanic Scholarship Fund **(Hispanic students)**

www.indian-affairs.org: Assoc. on American Indian Affairs **(Native Americans)**

www.jackierobinson.org: Jackie Robinson Foundation **(minority students)**

www.jacl.org: Japanese American Citizens League **(Japanese American students)**

www.niaf.org/scholarships/about.asp: National Italian American Foundation Scholarships **(Italian American students or those studying Italian language or culture)**

www.ocanational.org: Organization of Chinese Americans **(Asian Pacific American Students)**

www.ronbrown.org: Ron Brown Scholar Program **(African American Students)**

www.fc2success.org: Foster to Success Scholarship Program **(Foster Students)**

www.childreanactionnetwork.org/scholarship.htm: Fostering a Future Scholarship **(Foster students who were adopted at/after age 13)**

www.umpscure.com/AllStarScholarship.html: UMPS CARE Charities All-Star Scholarship for Adopted Youth **(Foster students who were adopted at/after age 12)**

www.clevelandfoundation.org: Cleveland Foundation **(local scholarships)**

****Scholarship Searching Tip****

Many scholarship sites make you create a "profile" before you're allowed to use their site. Create a scholarship only email account for yourself and use this account when making your profiles. You'll then avoid any spam and stay more organized!

Consider other community resources that might help you with your search such as your local library and The Foundation Center of Cleveland, www.foundationcenter.org/cleveland.

To get personal and professional assistance with your scholarship search visit: The College Now Resource Center is open Monday-Friday from 10:00am-5:00pm and on select Saturdays by appointment.

Beware: Student Scams!

by Elizabeth Hoyt

January 08, 2014

Con-artists target the weak, the naive and desperate. We're not saying that's what you are, however, when you're an inexperienced student, struggling to pay for school, you're likely to seek out solutions to supporting yourself.

This is exactly what they [the con-artists] are hoping for - your search coupled with vulnerability.



Safe-guard yourself and your finances by becoming aware of scams that commonly target students and by utilizing the following tips when looking into new opportunities: If it seems too good to be true, it probably is.

Never pay to apply for scholarships.

Legitimate scholarship providers don't want - or need - your money. They want to help students attend school, not profit off of you!

If a scholarship is asking any sort of fee to apply, then it's likely not a legitimate opportunity. Similarly, other red flags to beware of when it comes to scholarship offers are:

- ***Guarantees*** - Legitimate scholarship providers will never guarantee a scholarship - as good as it may sound, that's not how it works.
- ***Unsolicited offers*** - Scholarships are not just given to random students who haven't applied and put forth effort into getting a scholarship.
- ***Inquiry of private bank and/or social security information*** -While scholarship applications may require a degree of personal information, they will never ask for your social security number or bank account information. If they do, it's likely not a legitimate opportunity and you should ***never*** oblige.
- ***No contact information*** - Legitimate scholarship providers have people to can contact to ask questions. If you cannot find any contact information, it should raise a red flag.
- ***Where are the winners?*** - Legitimate scholarships have been awarded to previous applicants. If it's legitimate, where are the past recipients?
- ***Act NOW!*** - While scholarships do have deadlines, legitimate providers will never give you "now or never" ultimatums.

NOTE: As a leading scholarship database. Fastweb screens all of the scholarships available on the site and does not charge anything for its services.

Filling out the FAFSA is free - don't let anyone tell you otherwise.

Financial aid that comes from the government will be awarded in forms like grants and loans. To apply for government aid, you must fill out a FAFSA (Free Application for Federal Student Aid) each year - note the word "free" in the title.

If you're being asked to pay in order to fill out the FAFSA, you're likely on the wrong website and that website is probably scamming students. Be suspicious of large bank fees.

Trustworthy banks giving legitimate loans usually do not ask students to pay large fees for taking out loans. If the fee seems unreasonable or the deal seems too good to be true (like a huge fee in trade for an extremely low interest rate), it likely is.

Be sure to work with a reputable bank and ensure you understand all fees and rates before signing *anything*.

Never pay a deposit on an apartment or residence you haven't seen in person.

While this may seem like common sense, for some, it's not. This is a common trap for students looking to attend a school internationally or out-of-state looking for apartments online.

Students will submit a deposit immediately - not wanting to miss out on a great housing offer-only to find out on arrival that the residence doesn't actually exist.

Ensure you or a friend actually visits the property in person *before* submitting payment in any form.

Beware of telephone and internet scams.

No matter how legitimate a telephone or internet inquiry may seem, it's important to keep in mind that legitimate organizations, as well as the government, will **never** ask for information regarding your bank account, passport or social security card via the internet!

This type of scam seems to be especially targeted toward international students, who may become confused or unsure of the situation when student visas or immigration is mentioned.

Remember, the government will never ask you to wire money or immediately make payments for any student-related items.

Do not let anyone scare you into believing otherwise!

If you're really unsure, ask for the person's contact information and call the government agency or a school advisor to verify the legitimacy of the request. More often than not, they will recognize the inquiry as a scam.

If it seems too good to be true, it probably is.

It's just a good life rule to follow but, especially when it comes to your finances; remember that some things just are too good to be true!

If you have been contacted for or been victimized by a student scam or fraudulent offer, don't be afraid to report it!

You can report such incidents to your state's department of consumer protection, your state attorney general or the [National Consumer League's Fraud Center](#).

Remember, creating such reports will help prevent other students from being victimized by the same opportunists.

Scholarships

Sources of scholarships:

- Colleges & universities- *Money awarded directly from the college the student is attending*
 - Merit Based (primarily based on GPA and test scores)
 - Talent (i.e. Music, Art, Athletics)
- Parents' employment
- Military
- Community organizations (Kiwanis, Rotary, Boy Scouts, Girl Scouts, etc.)

There are millions of dollars in scholarship money available. Some criteria to consider are:

- College
- Major
- GPA
- Gender
- Race/Ethnicity
- Religious affiliation
- Artistic/Musical ability
- Leadership/Service experience
- Economic need
- Union membership (parents)
- Place of Employment (student or parents)
- Military background in family
- Special needs or disabilities

There are countless websites devoted to scholarship "matching". Sponsored websites often require students to register and provide personal information (telephone number, e-mail address etc.). Be very careful about any personal information you provide. College Now Greater Cleveland provides a listing of scholarships at www.collegenowgc.org under "scholarships/retention". In addition, the Padua Guidance Department provides a list of local and national scholarships as we receive information on them - it is posted in Family Connection under the "Colleges" tab.

With planning and some effort, many families are able to find additional sources of financial aid that they would not have otherwise. Every dollar helps!

NCAA Eligibility Criteria Core Course Requirements

<u>NCAA Requirements</u>		<u>Padua Requirements</u>
Division I Schools	Division II Schools	Class of 2014 & Beyond <i>versus 16 Credit Rule</i>
4 cr – English	3 cr – English	4 cr – English <i>see note 4, 5</i>
3 cr – Math (Alg I or higher)	2 cr – Math (Alg I or higher)	4 cr – Math <i>see note 3, 4, 5</i>
2 cr – Science (1 lab min.)	2 cr – Science (1 lab min.)	3 cr – Science (all lab) <i>see note 3</i>
1 cr - additional English, Math or Science	3 cr - additional English, Math or Science	<i>(Div I - 1 cr Math, per above)</i> <i>(Div II - 4th English cr + 2 cr Math, per above)</i>
2 cr – Social Studies	2 cr – Social Studies	2 cr – World Hist + US Hist
4 cr additional courses from the above list, or foreign language, or nondoctrinal religion/philosophy	4 cr additional courses from the above list, or foreign language, or nondoctrinal religion/philosophy	1/2 cr – Amer Gov't 1/2 cr – Social Studies elec. <i>(1 cr – Science, as per above)</i> 2 cr – foreign language <i>see note 3</i>
16 credits	16 credits	16 credits <i>see note 3</i>
		1 cr – language III 2 cr with language IV 1 cr – 4 th lab science 1/2 cr – additional SSt elec.

Notes:

- 1) All Padua students will comply with the “Ten of 16 Core Courses completed prior to senior year” rule, including students impacted by note #3 below.
- 2) Padua’s Computer Science and Theology classes are not eligible, nor is Fine Art.
- 3) **Students who would have 14 or 15 credits without extra courses:**

Algebra IA/Math 9 and Algebra IB together = 1 credit for NCAA purposes

Spanish IA and Spanish IB together = 1 credit for NCAA purposes

* *Would need to take an additional science as a junior, Spanish II as a senior and/or at least 2 additional 1/2cr Social Studies electives to achieve 16 credits.*

- 4) **LD Students:** All LD English courses are eligible; LD Math is also, as noted above. Developmental Reading is not eligible.
- 5) **Alternate Sequence:** Regular English, Regular Biology and certain Math courses with an “A” expander to course number, e.g. Regular English 9 / 212A, are eligible. Developmental Reading is not eligible.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I

Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016

Qualifier Requirements

**Athletics aid, practice, and competition*

- 16 core courses
 - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
 - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

DIVISION I – 2016

Academic Redshirt Requirements

**Athletics aid and practice (no competition)*

- 16 core courses
 - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

Sliding Scale A		
<i>Use for Division I prior to August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B		
<i>Use for Division I beginning August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit www.eligibilitycenter.org or www.2point3.org.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II COMPETITION SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.



NAIA Athletic Eligibility Requirements (register online at PlayNAIA.org)

- Every student interested in playing sports at NAIA colleges for the first time needs to register online. This applies to high school seniors and transfers from both 2-year and 4-year colleges.

- Incoming freshmen must meet 2 out of 3 requirements to be eligible to participate
 - Minimum 2.0 GPA on a 4.0 scale
 - Graduation in the top half of class
 - Cumulative score of at least 18 on the ACT or 860 on the SAT

- **When registering for the SAT or ACT, use the NAIA Eligibility Center Code of 9876 to ensure all SAT & ACT scores are reported *DIRECTLY* to NAIA Eligibility Center from the Testing Agency. Test scores appearing on transcripts WILL NOT BE USED**

- Ensure that your final transcripts are sent to the NAIA Eligibility Center (completed in May)

THE NAIA ELIGIBILITY CENTER
PLAYNAIA

Your college sports experience starts here.

College coaches will ask your student-athletes plenty of questions during the recruiting process to learn more about them. It is just as important that your student-athletes ask them questions too. Just as coaches are trying to find players that best fit their program, your student-athletes need to find out which schools best fit them. The NCAA Student-Athlete Advisory Committee has developed a list of questions that student-athletes can ask coaches to help them choose the school which best fits for their needs.

ATHLETICS

1. What position will I play on your team?
2. Can you describe the other players competing at my position?
3. Can I "redshirt" my freshman year?
4. What are the physical requirements each year?
5. How would you best describe your coaching style?
6. What is your game plan?
7. When does the contract of the head coach expire?
8. Please describe the preferred, invited and uninvited walk-on situation.
9. How many make it, compete and earn scholarships?
10. Is medical insurance required for my participation?
11. If so, is it provided by the college?
12. If I am seriously injured while competing, who is responsible for my medical expenses?
13. What happens if I want to transfer to another school?

ACADEMICS

1. What are the strengths and weaknesses of the academic department of my chosen major?
2. Describe your academic support program.
3. What percentage of players on scholarship graduate in four years?
4. If I am diagnosed and documented with a disability, what kind of academic services are available?
5. Are there restrictions in scheduling classes around practice?

COLLEGE LIFE

1. What is the typical class size?
2. What are the residence halls like?
3. Will I be required to live on campus throughout my athletic career?
4. What is a typical day for a student-athlete?

FINANCIAL AID

1. What are the details of financial aid at your institution?
2. How long does a scholarship last? Year-to-year or is it a 4-year commitment?
3. If I am injured, what happens to my financial aid?
4. What are my opportunities for employment while I am a student?
5. How much financial aid is available for summer school?
6. Under what circumstances would my scholarship be reduced or cancelled?
7. Are there academic criteria needed to maintain my scholarship?
8. What scholarship money is available if I suffer an athletic career ending injury?
9. What scholarship money is available after eligibility is exhausted to help me complete my degree?
10. Will my scholarship be maintained if there is a change in coaches?

MILITARY OFFICERSHIP - Is it for you?

For qualified applicants, programs of post-secondary education offered by the United States Uniformed Services are a significant source of financial aid. These programs are the Armed Forces Service Academies and Reserve Officer Training Corp (R.O.T.C.) scholarships.

The best way to obtain detailed information about the five Service Academies is by reading the respective academy catalog or investigating their web-sites. We have recent catalogs on file in the Guidance Corner of the Library. Should you become a tentative candidate for a particular academy you will receive a free catalog by mail at your home address.

All top universities recruit the most successful high school students. The Armed Services are no exception. However, in addition to good academic skills, service academies seek out physically fit, socially well-rounded young men and women with special leadership abilities. The academic, military and physical training programs at the service academies are very demanding. One should not consider becoming a military officer to please or impress a coach, friends, parents, pastor, priest, rabbi, or anyone else. *You must consider your own very deep and intense personal motivation.* This isn't to discourage you by sounding too somber; rather, a decision to apply sets you on a path which could determine the next ten years of your life.

Develop a written outline of your college and career plans. Have your parents and counselor review them. Ask them about their college and career experiences and value their insights into your abilities and personality. Everybody knows you need to have a plan "A" and a plan "B", but you also need a plan "C". For example, to become a military officer, you could graduate from a service academy (*Plan A*) or you could graduate from a civilian university while completing R.O.T.C. (*Plan B*), an alternate path to the same goal. Even if a military career is your highest priority, be absolutely certain to develop a realistic civilian college/career objective (i.e. *Plan C*). Sometimes unforeseen events occur, for example, the discovery of a previously unknown medical condition, which precludes you from any type of military service. Without a plan C your future is at risk!

If you **want to become a military officer, then during the 4th quarter of your junior year** apply to at least two service academies and seriously investigate two or three universities that offer both the major which you desire and an R.O.T.C. program. *Keep your grades up* and prepare carefully for the ACT/SAT. *Seek out leadership responsibilities*, not only in school, but also in fraternal and religious organizations. In your various endeavors look for the opportunities to take on some leadership responsibilities, *but be careful not to take on too much*. Realize that three tasks you complete very well and on time are much, much better than five or six tasks you complete with mediocrity and/or lateness. Do the right things for the right reasons; practice good teamwork and be of service to your community, family, and high school.

So, by way of advice... Thoroughly read through a service academy catalog. Ask a counselor for help contacting an academy cadet/graduate or an R.O.T.C. cadet/graduate you can talk to. Make arrangements to visit a service academy as part of your college visit schedule during the summer before your senior year. Visit a military base and talk to some of the officers (through the Public Affairs Office). Ask what they like and dislike about their careers. Whatever you decide, **analyze the facts, develop three realistic written college/career plans (A, B, & C) and examine your personal motivation.** If military officership is how you want to accomplish your college education, GO FOR IT!

At Padua Franciscan High School, Mr. V. Daniel (Major, U.S. Army, retired) in the Guidance Department is your military service options point of contact.

What You Need to Know About Registering With Selective Service

Questions and Answers about the Selective Service System

Q: What is the Selective Service?

A: Selective Service is a government agency whose job is to provide untrained manpower for Armed Forces if there's a national emergency.

Q: What is Selective Service registration?

A: By registering, you add your name to a list of all the men in the nation, ages 18 through 25. The list would be used to identify men for possible military service in case of a national emergency.

Q: What happens if there's a draft?

A: There hasn't been a draft since 1973. If there were an emergency sufficient for congress to order another draft, Selective Service would conduct a birth date lottery to decide the order in which to call men. Those who turn 20 during that calendar year would be called first in a sequence determined by the lottery. If more men were needed, those 21 to 25 would be called, youngest first.

Q: Who is required to register?

A: The law says that all 18-year-old-men (including U.S. citizens living abroad and non-citizen immigrant males 18-25 residing in the U.S.) must register. The only young men exempt from registration are non-citizen males who are in the U.S. temporarily as tourists, diplomats and their family members or foreign exchange students; incarcerated or institutionalized men; men on active duty in the Armed Forces; and students at U.S. military academies.

Q: Why don't women have to register?

A: Our nation only registers men. This has always been the case. Selective Service law as it is presently written refers specifically to "male persons" in stating who must register and who could be subject to a draft. Therefore, Selective Service procedures do not apply to women. In order for women to be required to register with Selective Service, congress would have to change the working of the law.

Q: What if I don't register?

A: You are breaking the law. If prosecuted, you could be sent to prison for up to 5 years and may be fined up to \$250,000. In addition, if you fail to register, you cannot qualify for federal student grants or loans for college, job training benefits, and many state and federal jobs.

Q: Is registration hard?

A: No. In fact it's never been easier. A young man can register with Selective Service in less than 2 minutes via the Internet at: www.sss.gov. You can also register by going to your local post office and completing a registration form. It's as simple as filling in your name, address, telephone number, date of birth and social security number. Registration forms should be available in your school's guidance office, or you may receive a form in the mail. Simply complete it and mail the form to Selective Service.

Q: When should I register?

A: Within 30 days of your 18th birthday. If you cannot register on time because you are hospitalized or in prison, you have 30 days in which to register after you are released. If 30 days have already passed since your 18th birthday, register immediately, either online or at your post office. Although Selective Service will accept a late registration, the longer you wait, the longer you are breaking the law and jeopardizing your future benefits.

Q: How do I prove I registered?

A: When registering via the Internet, you will receive your Selective Service registration number immediately. That number is your proof of registration - for safekeeping, jot it down. You will receive a Selective Service card by mail within 2 weeks confirming that number. (Note: If you registered by mail, you will receive a card confirming your registration within 60-90 days.) If you don't get your card within 90 days, write to:

Selective Service System - Registration Information Office
P.O. Box 94638
Palatine, IL 60094-4638 - Or call 1-847-688-6888



WWW.SSS.GOV

Ten Things Students Should Know

Learning Life's Lessons in College

About Education and Career:

By Sheila J. Curran

A student's education happens everywhere — in the classroom, while working as an intern, through extracurricular activities, and on the athletic field. Learnings[^] key skills outside the classroom as well as inside may prove to be more important to your career than the subject of your degree. Take responsibility for, and engage with all aspects of your education. It will make your college experience more meaningful and it will be helpful to your career.

When you start college, you're not expected to know what you want to do after you graduate. Abandon preconceived notions of acceptable career directions. Make the decision yours — not your parents, nor your peers. To explore potential avenues of interest, take advantage of opportunities such as becoming a leader of a campus group or doing research with faculty, and weigh the value of internships versus lifeguarding or summer school. *i*

Recognize that confusion and discomfort is not only normal, it's expected and it's a good thing. Give yourself permission to not be perfect. Allow yourself to fail. But make sure you learn from failure. You can recover from a "D." Colleges want you to succeed and have many resources available to help you improve. Take early advantage of these resources to get back on track.

Don't choose your major too early, or decide on a major because you think you need it for a particular career. It's much more important to study what you love than to follow a path that may be more common but doesn't interest you. Unless you're studying a vocational major like nursing, the subject matter of your degree will usually not determine your career.

A high GPA may be necessary for a good graduate school, professional school or fellowships/scholarships, but a very high GPA is not essential for most positions and employers rarely consider GPA for second jobs. Students with a stellar academic record aren't necessarily the best candidates for • employment. Employers want to see transferable skills, which can be drawn from any part of your education.

Further education can be a great idea, but may not be as necessary as you think. Only go to graduate school or professional school if you are convinced you need that type of education for what you want to do. Increasingly students are working for a while before going on to further education, providing the opportunity to consider the value and need for graduate and professional school.

Studying abroad can be very helpful to your career. But it can only give you a real career advantage if you step outside your comfort zone and learn skills like linguistic fluency, cross-cultural competency, flexibility, resilience and decision making/problem solving. Avoid having an American experience abroad, rather than a true international experience.

• You're missing the boat if you don't build relationships with faculty, staff and advisors early, and throughout your time at college: they can be your biggest allies and guides.

Define success for yourself, even if it means you'll be temporarily unemployed at graduation and won't be making the highest salary/Being employed at graduation has more to do with the type of employer you seek than with your value to the work world. Most employers do "just in time" hiring, only selecting a new grad when a vacancy occurs. Prepare for the job search while in college, but recognize that the actual application process may happen after finals.

Careers don't happen overnight: they take time. Build a partnership with counselors in your Career Center and with other trusted advisors, so that you can best prepare yourself in college for life after graduation.

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