

The following checklist can assist in your application process.

## TIMETABLE FOR COLLEGE ADMISSION PROCESS

### JUNIOR YEAR

- Fall*
1. Take the PSAT (required of all CHS students).
  2. Refer to college directories (available in the College Counseling Center).
  3. Write or e-mail to all colleges on your preliminary list for view books, brochures, catalogs, financial aid, information, etc.
  4. Set up a filing system, with individual folders for each college.
  5. Begin narrowing the list of colleges to those of greatest interest.
  6. Read the Insight each month.
  7. Use the Internet to research colleges and universities you are considering.
  8. Meet with college admission representatives visiting Cathedral High School.
- Winter*
1. Write or call colleges to schedule campus tours during your winter and spring vacations.
  2. Plan a circle tour of all colleges on your list.
  3. Obtain schedules and forms for SAT, ACT, Achievement tests and/or AP tests, and mail immediately with fees (or register on-line).
  4. Read the Insight each month.
- Spring*
1. Tour campuses. Obtain application forms on which to practice. Make certain you are on the mailing list to receive all correspondence and applications, including financial aid forms. Inquire about personal interviews and set up appointments if possible.
  2. Reduce the number of colleges that interest you to eight to twelve.
  3. Take SAT, ACT, and/or Achievement Tests on appropriate dates.
  4. Take AP tests (if enrolled in AP classes).
  5. Visit colleges. Juniors are granted two excused absences for college visits during the second semester. Your teachers and parents prior to the visit must sign permission forms, available from the College Advising Center.
  6. Send thank-you notes for each interview
  7. Read the Insight each month.
- Summer*
1. Reduce the number of choices to three to six.
  2. Fill out rough drafts of each college application on copies of last year's form.
  3. Begin composing essays.
  4. Start completing application forms, deciding whether to apply for Early Decision, Early Action or Regular Decision.
  5. Mail applications prior to or shortly after the beginning of the new school year.

## SENIOR YEAR

*Fall* Make sure your high school course selections are appropriate for your college/career interests and that you are meeting high school graduation and college admission requirements.

Confer with your counselor about your current plans for postsecondary education; evaluate those plans in light of your high school grades and SAT/ACT scores.

Narrow your college choices to three to six institutions; make sure that at least one or two schools on your list are “sure bet” schools (those schools at which you are certain you meet the admission requirements).

Request application materials for admission from schools to which you intend to apply, if you have not already done so.

Familiarize yourself with the application procedures at Cathedral High School. (See Chapter 6)

If you are requesting college admission on an Early Action or Early Decision basis, be sure that your application materials are submitted by the deadline.

Attend college/career fairs and meet with post-secondary school representatives who visit Cathedral.

Visit the schools you are considering to observe the school in session and to confirm your top choices. Make arrangements in advance. Obtain a permission form from the College Counseling Center prior to your visit.

Take or retake the SAT I, SAT II Subject tests (required by many schools with very selective admission processes) or the ACT, if you intend to do so; check with your counselor before deciding whether to retake an admissions test.

Discuss possibilities for financial aid in a conference with your counselor and your parents.

Be aware of admission and financial aid application deadlines, and meet them. **DON'T PROCRASTINATE.** Keep accurate records of all applications and supporting materials you submit.

Devote time, energy and thought to writing and re-writing any required essays.

Give recommendation forms to teachers, counselors, and other persons from whom you are seeking references at least four weeks before they are due to be returned. Follow up with your references to make sure they will complete your recommendation on time.

If you are seeking appointment to one of the military academies, make sure your file is current with the person or organization from which you are seeking a nomination.

If you are seeking an athletic scholarship, enroll with the NCAA Clearinghouse to be sure you are certified eligible for college sports programs.

If portfolios, audition tapes, writing samples, or other evidence of talent are required for admission or for scholarships, finalize them.

If admission interviews are required or recommended, schedule them.

*Winter* Confirm that all school admission application materials, including recommendations, have been sent on schedule.

Attend the financial aid meeting held at Cathedral High School.

Submit your family's financial information on a need analysis document as soon after January 1 as possible and no later than March 1. All State of Indiana and college/university awards have a priority receipt deadline of March 10 (no exceptions for missing deadlines). Your counselor can help you ascertain which form(s) to file. Most colleges and universities will require the FAFSA or Profile. Some also will require the college's institutional financial aid form. Check the item on the form that allows your information to be used to determine eligibility for a Pell Grant. **Note: Some colleges may have earlier deadlines for submitting the FAFSA. You will need to check with the schools you are applying to for those specific financial aid deadlines.**

If the schools to which you are applying require additional application forms for financial aid or request copies of your family's income tax returns for verification, submit them immediately.

If the need analysis processor requests additional financial information in order to process your application, submit it promptly.

Continue to seek and apply for private scholarships.

*Spring*

Make your final decision about which post-secondary institution you will attend. Revisit schools, if necessary, before making your final decision. May 1 is the decision deadline for most colleges and universities. Decline other offers of admission in writing (other students may be waiting for that place in the freshman class).

Review your financial aid award letter with your parents; be sure that you understand the terms and conditions that accompany each kind of aid.

Sign your financial aid award letter and any other items requiring your signature, and return them. Schedule an appointment with the financial aid administrator at the school if you have questions or wish to discuss contents of the letter. If you are hesitant to accept the offered aid, be sure to obtain an extension of time to help make up your mind.

If you have received financial aid award letters from schools whose offers of enrollment or aid you have decided to decline, notify the aid office in writing (other students who wish to attend that school will need the aid that you decline).

Notify the financial aid office of any outside scholarships, grants, or any other kinds of student aid from private sources that you have received since you submitted your aid applications.

Make separate application for any loan funds that require such application; understand all of your rights and responsibilities before you and/or your parents sign a promissory note.

Arrange with the school for housing and a meal plan, if necessary.

Find out when payment of school charges for tuition, fees, room and board, etc., will actually be due, and plan how you will meet those charges. Be sure you understand how financial aid will be disbursed and whether or not you can defer bill payment until the funds are available.

Be aware of any summer orientation sessions that you must attend at the school in which you will enroll, and formulate your summer plans accordingly.

## PUBLIC AND PRIVATE RESIDENTIAL COLLEGES: WHAT ARE THE DIFFERENCES?

Many people do not really understand the difference between public and private colleges. They may know the obvious—that public colleges are partially supported by tax dollars and private colleges are not—but they do not know that there are many other differences that lead to totally different kinds of college experiences.

Let's compare public and private residential colleges in Indiana. Residential colleges are those you “go away to” and live on campus for part, or all, of your college career. We deal with this group of colleges because it is the group more “traditional” students consider.

The following is a discussion of five general differences. This is to show that there is no one kind of college that is right for everyone. Each has its strengths and weaknesses. What you, the prospective student, should look for is which kind of college best “fits” your interests, needs and personality.

**Size**—The difference in school size leads to many of the other differences between public and private colleges. In Indiana, all of the four-year public residential colleges are large—the smallest one, Indiana State University, has almost 12,000 students. But, of the 31 private four-year colleges and universities in Indiana, only five have more than 2,500 students. The largest, Notre Dame, is still smaller than Indiana State. Some of the branch campuses of Indiana University and Purdue University have fewer than 12,000 students, but they have no residence halls. So, if you want to “go away” to a small college in Indiana and live on campus, then you will need to consider the private colleges.

Size also has a great impact on a number of aspects affecting college life and academic offerings. The following are just a few:

**Diversity of Academic Offerings**—Larger schools have more professors and often can offer a wider variety of classes. Larger schools also are more likely to have the money to buy highly specialized equipment and keep larger research libraries. So, if you want to study in some very specific field, a larger school may be better.

There are many smaller schools, however, that have developed special programs in selected fields, so don't assume bigger always means better. A smaller school could also be adequate for a student who does not yet have a particular major in mind or who wants a general liberal arts education.

**Graduate vs. Undergraduate**—All of the larger public colleges have graduate programs, but only eight of the 31 private colleges offer more than one or two graduate programs. This means that faculty members at larger, research-oriented universities often spend more time doing research or with graduate students than they do with undergraduate students. But, if you are self-motivated and are willing to seek out your instructor when you need direction, this will not be a problem.

**Class Size and Faculty Contact**—At larger universities, you have the chance of being in classes with 100 or more people. Some introductory classes have as many as 500 students in them. As you might imagine, the amount of contact with the professors in such classes is minimal. At smaller colleges, classes are much smaller and may have as few as five or six students, or as many as 100. This means that there generally is a greater chance of developing personal relationships with faculty members at smaller schools.

**Diversity of Student Activities**—At larger schools, there are more cultural events and a greater variety of activities to get involved with. You have less chance of doing some things, however, since there are more students competing for involvement. You could much more easily be the editor of the school newspaper at a smaller college, but the paper might neither be nearly as big nor be published as often.

### CHOOSING A COLLEGE MAJOR: SOME IDEAS TO CONSIDER

Some students begin college knowing exactly what they want to study. Many more students, however, fall into one or more of the following three categories:

- They do not know what they want to major in.
- They have chosen a profession they want to pursue (such as lawyer, salesperson or teacher), but they do not know the best major to prepare them for their career.
- They start college with one major in mind, but, while taking classes, become enthusiastic about another major.

The following information is not meant to tell you what major is the best for you. Your academic advisor, trusted teachers and inspiring professors are in much better positions to help you decide. They know more about you, can engage you in discussions about possibilities, and know more about what specific options there are at the college you will be (or currently are) attending.

On the following page are several questions we have been asked, followed by our best answers. Some questions may be ones you already have asked yourself; others may be ones you have not thought about yet. Use this as a starting point for future conversations with your advisor, trusted former high school teachers and/or current professors.

## **What exactly is a “major” in college?**

Virtually all colleges require you to “major” in an academic subject or professional field of your choice. This means you will intensively study one particular subject. At four-year colleges, your major will determine over one-third of your coursework; at two-year colleges, it is roughly three-quarters of your coursework. You will study that subject in depth and often learn analytical or research skills or a foreign language to support it.

The reason for the major is simple—most educators feel that the best way to learn how to learn is to master one particular field. By going beyond the basic facts in a given subject, you learn how to do research and analyze problems in the field. You also develop the skills of a professional in the subject, which will be important in your career.

## **Is there a difference between declaring a major at a two-year and a four-year college?**

Often there is. Because your program is so short, most two-year colleges need you to declare your major right from the start. At some four-year colleges, you will have to declare some technical or professional majors (e.g. accounting, engineering, architecture) right from the start, too. But, for most majors at almost all four-year colleges and universities, you can take your time choosing your major.

## **OK, but should I declare my major early?**

Most colleges do not require you to declare the majority of majors until the end of your sophomore year. As stated earlier, however, you might have to declare some technical or professional majors earlier. In many cases, there should be no rush to declare.

Get your general education coursework behind you. You might even find another subject that interests you more along the way! In fact, take a class or two in areas that you never have taken before, such as geology, astronomy, African-American studies, religion, or creative writing. Browse through your school’s course offerings and pick something that sounds interesting. Or, take a class taught by a well-known or highly recommended professor.

## **In general terms, what is the best major for me?**

We suggest that you pick a subject that will stimulate and challenge you. In high school, the emphasis is on getting a good, basic education in a number of subjects. In college, though, you will delve much more deeply into a particular subject, something that will motivate you. Some students make the mistake of majoring in a subject only because it comes easily to them, not realizing that this often leads to boredom. Pick something that fires you up!

\*\*See handout entitled *Your Career Connection* in the Appendix (back of handbook). The information might provide you with some ideas about a college major and career.

## A SELF-INVENTORY

With over 3200 colleges and universities from which to choose, you will need to analyze a lot of information—some that you know already and some that you will need to acquire. Before you plunge headlong into the *College Preparatory Handbook* or other resource guides, it may be helpful to know what you want and need from a college. However, what you want may not always be what you need. This is one reason why many students are unhappy with their choices and decide to transfer schools. Therefore, in order to make the best possible decision for yourself it is recommended that you (1) spend some time thinking about the type of person you are and (2) try to identify some factors that are important to you in choosing a college.

The following checklist may help you decide which factors are important to you in choosing a college. You may check as many factors as you wish in each category. However, the more selective you are, the easier it will be to identify some college choices. If you do not find any colleges that meet all of your preferences, you may need to prioritize your desired characteristics and begin to sort out what is really important. On the other hand, if you find more than one school that satisfies all of your preferences you may want to consider other items such as amount of financial aid, scholarship awards, “gut level feeling” and amount of personal contact with the college or university.

### *TYPE OF INSTITUTION*

Public       Catholic  
 Private       non-Catholic

### *STUDENT BODY GENDER*

Men Only  
 Women Only  
 Coed (men & women)

### *ENROLLMENT/SIZE*

Very Small (Below 1,000)       Large (10,000-20,000)  
 Small (1,000-4,000)       Very Large (over 20,000)  
 Medium (4,000-10,000)

### *LOCATION*

In-State  
 Out-of-State:       Midwest  
    East  
    South  
    West

*COLLEGE SETTING*

- Urban/Very Large City (e.g. Chicago, Boston, New York)
- City (e.g. Indianapolis, Cincinnati, St. Louis)
- Large Town (e.g. Bloomington, Evansville)
- Small Town/Rural (e.g. Greencastle, Hanover)

*COST*

- Under \$10,000
- \$10,000-\$15,000
- \$15,000-\$20,000
- \$20,000-\$30,000
- Cost is not a factor

*POSSIBLE AREAS OF STUDY/COLLEGE MAJOR*

\_\_\_\_\_

\_\_\_\_\_

*SPECIAL PROGRAMS*

- Honor Programs
- Internships
- Academic Support Programs (e.g. Learning Disabilities)
- Co-op Programs (work and study program)
- Study Abroad Programs

*CALENDAR YEAR*

- Semester
- Quarter
- Trimester
- 4-1-4 (Sept.-Dec., Jan., Feb.-May)
- 4-4-1 (Sept.-Dec., Jan.-April, May)
- Block Program (one course at a time)

*RESIDENCE HALLS*

- Coed
- Single Sex
- Theme Houses
- Apartments
- Academic/Honors Floor

*SOCIAL LIFE*

- Fraternities/Sororities
- Sports:  Intramural  Club  Intercollegiate
- Fine Arts:  Music  Theater  Dance  Other
- Ethnic/Cultural Organizations

*ATMOSPHERE*

- \_\_\_\_\_ Academically Competitive
- \_\_\_\_\_ Conservative
- \_\_\_\_\_ Personal/Friendly
- \_\_\_\_\_ Athletically Spirited
- \_\_\_\_\_ Value-Centered (e.g. religious activity, honor code, community service)
- \_\_\_\_\_ Non-Competitive
- \_\_\_\_\_ Liberal
- \_\_\_\_\_ Impersonal
- \_\_\_\_\_ Greek Oriented (fraternities and sororities)

*ORDER OF IMPORTANCE*—Rank the above categories in order of importance, with (1) being the most important.

- \_\_\_\_\_ Type of Institution
- \_\_\_\_\_ Student Body Gender
- \_\_\_\_\_ Enrollment/Size
- \_\_\_\_\_ Location
- \_\_\_\_\_ College Setting
- \_\_\_\_\_ Cost
- \_\_\_\_\_ Areas of Study/College Major
- \_\_\_\_\_ Special Programs
- \_\_\_\_\_ Calendar Year
- \_\_\_\_\_ Residence Halls
- \_\_\_\_\_ Social Life
- \_\_\_\_\_ Atmosphere
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Additionally, it is important to take a realistic assessment of your high school performance, which includes the rigor of your academic program (the quality of your courses) as well as your grades, class rank and test scores. In doing so, you will be able to determine the colleges that will also be good academic matches for you. See the section entitled *HOW DO MANY ADMISSION COMMITTEES MAKE A DECISION?* for additional information about how colleges and universities will evaluate your transcript and other academic records.

## REQUESTING INFORMATION FROM COLLEGES/UNIVERSITIES

Now that you have a sense of what is important to you, it is time to learn more about specific colleges and universities. Compile information from several resources including the following:

- College catalogs, bulletins and/or videos
- College representatives and college fairs
- Counselors and teachers
- Internet and other computer-based services
- Parents, students, and alumni

To request information from a college or university, use the following sample letter:

(Date)
(Your Address) (City, State Zip)
Office of Admission(s) (Name of College) (Address of College) (City, State, Zip of College)
Dear Admission(s) Staff:
I am a student at Cathedral High School in Indianapolis, Indiana, and will graduate in May, 20___. I plan to attend college in the fall of 20__ and am interested in learning more about _____ College/University.
Please send me any admission catalogs, brochures, housing information and application materials that you have for prospective students. Also, I am interested in financial aid information, including the procedures and deadlines for requesting such aid.
Thank you for your assistance.
Sincerely,
Your Signature
(Your Name)

\*\*See handout entitled *College Comparison Worksheet* in the Appendix (back of handbook). The worksheet will help you organize and compare information on colleges of interest.

## INDIANA PUBLIC COLLEGES AND UNIVERSITIES

Ball State University  
Office of Admissions  
2000 University Avenue  
Muncie, IN 47306-0855  
(800) 482-4278 or (317) 285-8300  
[www.bsu.edu](http://www.bsu.edu)

Herron School of Art, IUPUI  
Office of Admissions  
1701 N Pennsylvania Street  
Indianapolis, IN 46202-1472  
(317) 920-2403  
[www.herron.iupui.edu](http://www.herron.iupui.edu)

Indiana State University  
Office of Undergraduate Admissions  
217 North Sixth Street  
Terre Haute, IN 47809  
(800) 742-0891 or (812) 237-2121  
[www.isu.indstate.edu](http://www.isu.indstate.edu)

Indiana University-Bloomington  
Office of Undergraduate Admissions  
300 North Jordan Avenue  
Bloomington, IN 47405-3657  
(812) 855-0661  
[www.indiana.edu](http://www.indiana.edu)

Indiana University-East  
Office of Undergraduate Admissions  
2325 Chester Boulevard  
Richmond, IN 47374-1289  
(800) 959-3278 or (765) 973-8208  
[www.iue.indiana.edu](http://www.iue.indiana.edu)

Indiana University-Kokomo  
Office of Undergraduate Admissions  
2300 South Washington Street  
P.O. Box 9003  
Kokomo, IN 46904-9003  
(888) 875-4485  
[www.iuk.edu](http://www.iuk.edu)

Indiana University-Northwest

Office of Undergraduate Admissions  
3400 Broadway  
Gary, IN 46408-1197  
(800) 437-5409 or (219) 980-6991  
[www.indiana.edu](http://www.indiana.edu)

Indiana University-South Bend      E-MAIL: [ADMISSIONS@IUSB.EDU](mailto:ADMISSIONS@IUSB.EDU)  
Office of Undergraduate Admissions INTERNET: <http://www.iusb.indiana.edu/>  
Post Office Box 7111  
1700 Mishawaka Avenue  
South Bend, IN 46634-1400  
(219) 237-4839

Indiana University Southeast      E-MAIL: [admissions@ius.edu](mailto:admissions@ius.edu)  
Office of Undergraduate Admissions INTERNET: <http://www.ius.indiana.edu/>  
4201 Grant Line Road  
New Albany, IN 47150-6405  
(800) 852-8835 or (812) 941-2212

Indiana University-Purdue      E-MAIL: [IPFWADMS@IPFW.EDU](mailto:IPFWADMS@IPFW.EDU)  
University at Fort Wayne      INTERNET: <http://www.ipfw.edu/>  
Office of Undergraduate Admissions  
2101 E. Coliseum Boulevard East  
Fort Wayne, IN 46805-1499  
(800) 324-IPFW or (219) 481-6812

Indiana University-Purdue      E-MAIL: [APPLY@IUPUI.EDU](mailto:APPLY@IUPUI.EDU)  
University at Indianapolis (IUPUI) INTERNET: <http://www.iupui.edu/enroll/>  
Office of Undergraduate Admissions  
425 University Boulevard  
Indianapolis, IN 46202-5143  
(317) 274-4591

Indiana Univ.-Purdue Univ.      E-MAIL: [smontgom@iupui.edu](mailto:smontgom@iupui.edu)  
at Indianapolis in Columbus      INTERNET: <http://www.columbus.iupui.edu/>  
Office of Undergraduate Admissions  
4601 Central Avenue  
Columbus, IN 47203-1769  
(800) 414-8782 or (812) 372-8266

Ivy Tech State College, Central      E-MAIL: NOT AVAILABLE  
Office of Admissions      INTERNET: <http://www.ivy.tec.in.us/>  
1 West 26<sup>th</sup> Street  
Indianapolis, IN 46208-4700  
(800) 732-1470 or (317) 921-4824



INDIANA PRIVATE COLLEGES AND UNIVERSITIES

Ancilla Domini College  
Office of Admissions  
Union Road, Box 1  
Donaldson, IN 46513-9999  
(219) 936-8898

E-MAIL: ADMIN@Ancilla.edu  
INTERNET: NOT AVAILABLE

Anderson University  
Office of Admissions  
1100 East Fifth Street  
Anderson, IN 46012-3462  
(800) 428-6414 or (765) 641-4080

E-MAIL: INFO@ANDERSON.EDU  
INTERNET: <http://www.anderson.edu/>

Bethel College  
Office of Admissions  
1001 West McKinley Avenue  
Mishawaka, IN 46545-5591  
(800) 422-4101 or (219) 257-3339

E-MAIL: ADMISSIONS@BETHEL-IN.EDU  
INTERNET: <http://www.bethel-in.edu>

Butler University  
Office of Undergraduate Admissions  
4600 Sunset Avenue  
Indianapolis, IN 46208-3485  
(888) 940-8100 or (317) 940-8100

E-MAIL: admission@butler.edu  
INTERNET: <http://www.butler.edu/>

Calumet College of St. Joseph  
Office of Admissions  
2400 New York Avenue  
Whiting, IN 46394  
(219) 473-4215-2195

E-MAIL: NOT AVAILABLE  
INTERNET: <http://www.ccjs.edu>

DePauw University  
Office of Admission  
101 E. Seminary Street  
Greencastle, IN 46135-1611  
(800) 447-2495 or (765) 658-4006

E-MAIL: ADMISSION@DEPAUW.EDU  
INTERNET: <http://www.depauw.edu/>

Earlham College  
Office of Admissions  
National Road West  
Richmond, IN 47374-4095  
(800) 327-5426 or (765) 983-1600

E-MAIL: ADMISSION@EARLHAM.EDU  
INTERNET: <http://admis.earlham.edu/earlham.html>

Franklin College  
Office of Admissions  
501 East Monroe Street  
Franklin, IN 46131-2598  
(800) 852-0232 or (317) 738-8062

E-MAIL: [RICHARDS@FRANKLINCOLL.EDU](mailto:RICHARDS@FRANKLINCOLL.EDU)  
INTERNET: <http://www.franklincoll.edu>

Goshen College  
Office of Admissions  
1700 South Main Street  
Goshen, IN 46526-4798  
(800) 348-7422 or (219) 535-7000

E-MAIL: [ADMISSIONS@GOSHEN.EDU](mailto:ADMISSIONS@GOSHEN.EDU)  
INTERNET: <http://www.goshen.edu/>

Grace College  
Office of Admissions  
200 Seminary Drive  
Winona Lake, IN 46590-1298  
(800) 54-GRACE or (219) 372-5100

E-MAIL: [RHENRY@GRACE.EDU](mailto:RHENRY@GRACE.EDU)  
INTERNET: <http://www.grace.edu/>

Hanover College  
Office of Admissions  
P.O. Box 108  
Hanover, IN 47243-0108  
(800) 213-2178 or (812) 866-7021

E-MAIL: [MOYER@HANOVER.EDU](mailto:MOYER@HANOVER.EDU)  
INTERNET: <http://www.hanover.edu/home.html>

Holy Cross College  
Office of Admissions  
1801 North Michigan Street  
Notre Dame, IN 46556-0308  
(574) 239-8400

E-MAIL: [vduke@hcc-nd.edu](mailto:vduke@hcc-nd.edu)  
INTERNET: <http://www.hcc-nd.edu>

Huntington College  
Office of Admissions  
2303 College Avenue  
Huntington, IN 46750-1299  
(800) 642-6493 or (219) 356-6000

E-MAIL: [ADMISSIONS@HUNTCOL.EDU](mailto:ADMISSIONS@HUNTCOL.EDU)  
INTERNET: <http://www.huntington.edu>

Indiana Institute of Technology  
Office of Admissions  
1600 East Washington Blvd  
Fort Wayne, IN 46803  
(219) 422-5561, ext. 205

E-MAIL: [FILUS@INDTECH.EDU](mailto:FILUS@INDTECH.EDU)  
INTERNET: <http://www.indtech.edu>

<p>Indiana Wesleyan University  Office of Undergraduate Admissions  4201 South Washington Street  Marion, IN 46953-9980  (800) 332-6901 or (765) 677-2138</p>	<p>E-MAIL: NOT AVAILABLE  INTERNET: <a href="http://www.indwes.edu/">http://www.indwes.edu/</a></p>
<p>Manchester College  Office of Admissions  604 East College Avenue  North Manchester, IN 46962-0365  (800) 852-3648 or (219) 982-5055</p>	<p>E-MAIL: ADMITINFO@MANCHESTER.EDU  INTERNET: <a href="http://www.manchester.edu/">http://www.manchester.edu/</a></p>
<p>Marian College  Office of Admissions  3200 Cold Springs Road  Indianapolis, IN 46222-1997  (800) 772-7264 or (317) 955-6300</p>	<p>E-MAIL: ADMIT@MARIAN.EDU  INTERNET: <a href="http://www.marian.edu">http://www.marian.edu</a></p>
<p>Martin University  Office of Admissions  2171 Avondale Place  Indianapolis, IN 46218-3867  (317) 543-3243</p>	<p>E-MAIL: NOT AVAILABLE  INTERNET: NOT AVAILABLE</p>
<p>Oakland City University  Office of Admissions  143 Lucretia Street  Oakland City, IN 47660-1999  (800) 737-5125 or (812) 749-1222</p>	<p>E-MAIL: NOT AVAILABLE  INTERNET: NOT AVAILABLE</p>
<p>Rose Hulman Inst. of Technology  Office of Admissions  5500 Wabash Avenue  Terre Haute, IN 47803-3999  (800) 552-0725 or (812) 877-8213</p>	<p>E-MAIL: ADMIS.OFC@ROSE-HULMAN.EDU  INTERNET: <a href="http://www.rose-hulman.edu/">http://www.rose-hulman.edu/</a></p>
<p>Saint Joseph's College  Office of Admissions  Post Office Box 890  Rensselaer, IN 47978-0890  (800) 447-8781 or (219) 866-6170</p>	<p>E-MAIL: ADMISSIONS@SAINTJOE.EDU  INTERNET: <a href="http://www.saintjoe.edu/">http://www.saintjoe.edu/</a></p>

Saint Mary's College  
Office of Admissions  
Notre Dame, IN 46556-5001  
(800) 551-7621 or (219) 284-4587  
E-MAIL: MPNOLAN@SAINTMARYS.EDU  
INTERNET: <http://www.saintmarys.edu/>

Saint Mary-of-the-Woods College  
Office of Admissions & Fin. Aid  
St. Mary of the Woods, IN 47876-0068  
(800) 926-7692 or (812) 535-5106  
E-MAIL: smwcadms@smwc.edu  
INTERNET: <http://www.smwc.edu/>

Taylor University  
Office of Admissions  
236 West Reade Avenue  
Upland, IN 46989-1021  
(800) 882-3456 or (765) 998-2751  
E-MAIL: ADMISSIONS\_U@TAYLORU.EDU  
INTERNET: <http://www.tayloru.edu/>

Tri-State University  
Office of Admissions  
1 University Avenue  
Angola, IN 46703-1764  
(800) 347-4878 or (219) 665-4132  
E-MAIL: ADMIT@ALPHA.TRISTATE.EDU  
INTERNET: <http://www.tristate.edu/>

University of Evansville  
Office of Undergraduate Admissions  
1800 Lincoln Avenue  
Evansville, IN 47722-0002  
(800) 423-8633 or (812) 479-2468  
E-MAIL: ADMISSION@EVANSVILLE.EDU  
INTERNET: <http://www.evansville.edu/>

University of Indianapolis  
Office of Undergraduate Admissions  
1400 East Hanna Avenue  
Indianapolis, IN 46227-3697  
(800) 232-8634 or (317) 788-3216  
E-MAIL: ADMISSIONS@GANDLF.UINDY.EDU  
INTERNET: <http://www.uindy.edu/>

University of Notre Dame  
Office of Undergraduate Admissions  
One Grace Hall  
Notre Dame, IN 46556  
(574) 631-7505  
E-MAIL: admissions.admissio.1@nd.edu  
INTERNET: <http://www.nd.edu>

University of Saint Francis  
Office of Undergraduate Admissions  
2701 Spring Street  
Fort Wayne, IN 46808-3994  
(800) 729-4732 or (219) 434-3279  
E-MAIL: ADMISSION@SF.EDU  
INTERNET: <http://www.sf.edu/>

Valparaiso University                      E-MAIL: UNDERGRAD\_ADMISSIONS.EDU  
Office of Undergraduate Admissions INTERNET: <http://www.valpo.edu/>  
Valparaiso, IN 46383-6493  
(888) GO-VALPO or (219) 464-5011

Wabash College                              E-MAIL: [admissions@wabash.edu](mailto:admissions@wabash.edu)  
Office of Admissions                      INTERNET: <http://www.wabash.edu/>  
P.O. Box 352  
Crawfordsville, IN 47933-0352  
(800) 345-5385 or (765) 361-6225

OUT-OF-STATE COLLEGES AND UNIVERSITIES  
FREQUENTLY APPLIED TO BY CATHEDRAL STUDENTS

Arizona

Arizona State University  
Office of Undergraduate Admissions  
Tempe, AZ 852877-0112  
(602) 965-7788

E-MAIL: [undgradadm@asuvm.inre.asu.edu](mailto:undgradadm@asuvm.inre.asu.edu)  
INTERNET: [www.asu.edu](http://www.asu.edu)

Northern Arizona University  
Box 4084  
Office of Undergraduate Admissions  
Flagstaff, AZ 86011-4084  
(520) 523-5511

E-MAIL: [undergraduate.admission@nau.edu](mailto:undergraduate.admission@nau.edu)  
INTERNET: [www.nau.edu](http://www.nau.edu)

University of Arizona  
Robert L. Nugent Building  
Office of Undergraduate Admissions  
Tucson, AZ 85721-0040  
(520) 621-3237

E:MAIL: [appinfo@arizona.edu](mailto:appinfo@arizona.edu)  
INTERNET: [www.arizona.edu](http://www.arizona.edu)

California

University of Southern California  
Office of Undergraduate Admission  
University Park  
Los Angeles, CA 90089  
(213) 740-1111

E-MAIL: NOT AVAILABLE  
INTERNET: [www.usc.edu](http://www.usc.edu)

Colorado

University of Colorado at Boulder  
Office of Undergraduate Admissions  
Campus Box 30  
Boulder, CO 80309  
(303) 492-6301

E-MAIL: [apply@colorado.edu](mailto:apply@colorado.edu)  
INTERNET: [www.colorado.edu](http://www.colorado.edu)

Illinois

Bradley University  
Office of Undergraduate Admission  
1501 West Bradley Avenue  
Peoria, IL 61625  
(309) 677-1000

E-MAIL: [admissions@bradley.edu](mailto:admissions@bradley.edu)  
INTERNET: [www.bradley.edu](http://www.bradley.edu)

DePaul University  
Office of Undergraduate Admissions  
1 East Jackson Boulevard  
Chicago, IL 60604-2287  
(800)4-DEPAUL or (312)362-8300

E-MAIL: [admitdpu@wppost.depaul.edu](mailto:admitdpu@wppost.depaul.edu)  
INTERNET: [www.depaul.edu](http://www.depaul.edu)

Loyola University of Chicago  
Office of Undergraduate Admissions  
820 North Michigan Avenue  
Chicago, IL 60611  
(312) 915-6500

E-MAIL: [admission@luc.edu](mailto:admission@luc.edu)  
INTERNET: [www.luc.edu](http://www.luc.edu)

Millikin University  
Office of Admission  
1184 West Main  
Decatur, IL 62522-2084  
(217) 424-6210

E-MAIL: [admis@mail.millikin.edu](mailto:admis@mail.millikin.edu)  
INTERNET: [www.millikin.edu](http://www.millikin.edu)

Northwestern University  
Office of Undergraduate Admissions  
1801 Hinman Avenue, P.O. Box 3060  
Evanston, IL 60204-3060  
(847) 491-7271

E-MAIL: [ug.admission@nwu.edu](mailto:ug.admission@nwu.edu)  
INTERNET: [www.nwu.edu](http://www.nwu.edu)

University of Chicago  
Office of Undergraduate Admissions  
1116 East 59<sup>th</sup> Street  
Chicago, IL 60637  
(312) 702-8650

E-MAIL: NOT AVAILABLE  
INTERNET: [www.uchicago.edu](http://www.uchicago.edu)

University of Illinois  
Office of Undergraduate Admissions  
901 West Illinois  
Urbana, IL 61801  
(217) 333-0302

E-MAIL: [admissions@oar.uiuc.edu](mailto:admissions@oar.uiuc.edu)  
INTERNET: [www.uiuc.edu](http://www.uiuc.edu)

### Massachusetts

Boston College  
Office of Undergraduate Admission  
Devlin Hall 208  
Chestnut Hill, MA 02167-3809  
(617) 552-3100

E-MAIL: [undergraduate.admission@bc.edu](mailto:undergraduate.admission@bc.edu)  
INTERNET: [www.bc.edu](http://www.bc.edu)

## Michigan

University of Michigan  
Office of Undergraduate Admissions  
1220 Student Activities Building  
Ann Arbor, MI 48109-1316  
(734) 764-7433

E-MAIL: [ugadmiss@umich.edu](mailto:ugadmiss@umich.edu)  
INTERNET: [www.umich.edu](http://www.umich.edu)

## Missouri

St. Louis University  
Office of Undergraduate Admissions  
221 North Grand Boulevard  
St. Louis, MO 63103-2097  
(314) 977-2500

E-MAIL: [admitme@sluvca.slu.edu](mailto:admitme@sluvca.slu.edu)  
INTERNET: [www.slu.edu](http://www.slu.edu)

Washington University  
Office of Undergraduate Admissions  
Campus Box 10891, Brookings Drive  
St. Louis, MO 63130-4899  
(314) 935-6000

E-MAIL: [admission@wustl.edu](mailto:admission@wustl.edu)  
INTERNET: [www.wustl.edu](http://www.wustl.edu)

## North Carolina

Duke University  
Office of Undergraduate Admission  
2138 Campus Drive  
Durham, N.C. 27708  
(919) 684-3214

E-MAIL: [askduke@admiss.duke.edu](mailto:askduke@admiss.duke.edu)  
INTERNET: [www.duke.edu](http://www.duke.edu)

University of North Carolina  
Office of Undergraduate Admissions  
Jackson Hall CB #2200  
Chapel Hill, N.C. 27599-2200  
(919) 966-3621

E-MAIL: [uadm@email.unc.edu](mailto:uadm@email.unc.edu)  
INTERNET: [www.unc.edu](http://www.unc.edu)

## Ohio

Miami University  
Office of Undergraduate Admissions  
301 South Campus Avenue  
Oxford, OH 45056-3434  
(513) 529-2531

E-MAIL: [admission@muohio.edu](mailto:admission@muohio.edu)  
INTERNET: [www.muohio.edu](http://www.muohio.edu)

University of Dayton  
Office of Undergraduate Admission  
300 College Park  
Dayton, OH 45469-1611  
(937) 229-4411

E-MAIL: [admission@udayton.edu](mailto:admission@udayton.edu)  
INTERNET: [www.udayton.edu](http://www.udayton.edu)

Xavier University  
Office of Admission  
3800 Victory Parkway  
Cincinnati, OH 45207  
(513) 745-3301

E-MAIL: [xuadmit@admin.xu.edu](mailto:xuadmit@admin.xu.edu)  
INTERNET: [www.xu.edu](http://www.xu.edu)

### Pennsylvania

Villanova University  
Office of Undergraduate Admissions  
800 Lancaster Avenue  
Villanova, PA 19085-1672  
(610) 519-4000

E-MAIL: [gotovou@email.villanova.edu](mailto:gotovou@email.villanova.edu)  
INTERNET: [www.villanova.edu](http://www.villanova.edu)

### Tennessee

Vanderbilt University  
Office of Undergraduate Admissions  
2305 West End Avenue  
Nashville, TN 37203-1727  
(615) 322-2561

E-MAIL: [admissions@vanderbilt.edu](mailto:admissions@vanderbilt.edu)  
INTERNET: [www.vanderbilt.edu](http://www.vanderbilt.edu)

### Wisconsin

Marquette University  
Office of Undergraduate Admissions  
P.O. Box 1881  
Milwaukee, WI 53201-1881  
(414) 288-7302

E-MAIL: [go2marquette@marquette.edu](mailto:go2marquette@marquette.edu)  
INTERNET: [www.marquette.edu](http://www.marquette.edu)

University of Wisconsin  
Office of Undergraduate Admissions  
716 Landgon Street  
Madison, WI 53706-1490  
(608) 262-3961

E-MAIL: [on.wisconsin@mail.admin.wisc.edu](mailto:on.wisconsin@mail.admin.wisc.edu)  
INTERNET: [www.wisc.edu](http://www.wisc.edu)

## CAMPUS VISITS

The best way to select a college is to see it first hand. However, your impressions of a college will be greatly influenced by when you visit, who you talk with, how long you stay and what you choose to do on your visit. Careful planning will ensure that you get the most out of your visit and, ultimately, help in your final selection of a college. The following is a list of suggestions to use in planning a college visit.

### BEFORE YOUR VISIT

1. *Decide on your purpose.*
  - a. How well do you already know the college? Are you familiar with housing, academic programs, size, social atmosphere, etc.? Know the obvious facts!
  - b. What do you want to know about the college that you cannot find out from college brochures and catalogs?  
For Example:
    - accessibility of faculty
    - intensity of the academic atmosphere
    - number of students who return after the freshman year
    - the place where most students study (Are the dorms conducive to studying? Is it safe to walk from the library to the dorms at night? If not, is security provided?)
    - the atmosphere of the neighborhood surrounding the campus
    - the relationship between students, faculty and administration
2. *Make arrangements (2-4 weeks in advance).*
  - a. Try to visit a campus when school is in session. This will give you a realistic idea of what the school is really like.
  - b. It is perfectly okay to phone the admission office to set up a visit and often more expedient to do so. Call at least two weeks before your visit. Let them know everything you would like to do so that proper arrangements can be made. (See list of activities under “During the Visit”)
3. *Ask your high school counselor or the registrar to provide you with an unofficial copy of your transcript.* There may be other things you wish to bring with you, such as a portfolio, a resume or an instrument for an audition.
4. *Read the college’s catalogues and brochures, and prepare a list of questions.*
5. *Bring your parents.* Parents often have questions of their own and may want to visit with you. Remember, they care about you and have an interest in what you do.

DURING THE VISIT

1. Be on time!
2. Take a tour of the campus—preferably with a student guide.
3. Visit different dorm rooms—not all dorm rooms on a campus are the same.
4. Browse in the library—determine hours and accessibility to books.
5. Eat a meal in the dining hall.
6. Attend classes.
7. Interview with an admission counselor—dress and grooming is important!
8. Talk with different students on campus.
9. If you plan to apply for financial aid, plan to visit the financial aid office.
10. A visit to the college placement office will give you an idea of the types of positions obtained by their graduates and the graduate schools to which they apply.
11. Meet with a professor in the academic area(s) of interest to you.
12. Talk to a coach, club advisor or administrator who can tell you more about specific programs of interest.
13. Stay overnight in a campus living unit if time permits.

WORKSHEET FOR VISITING A COLLEGE

It is very important to know what questions you want answered before you visit a college. Below are some of the questions you may have.

**1. Find out about the learning facilities and resources.**

What is the average size of the classes? \_\_\_\_\_

What are the facilities like? \_\_\_\_\_  
\_\_\_\_\_

What is the library like? \_\_\_\_\_  
\_\_\_\_\_

Are there enough quiet places on campus to study? \_\_\_\_\_  
\_\_\_\_\_

Where are these quiet places to study? \_\_\_\_\_  
\_\_\_\_\_

Do students have access to computers? \_\_\_\_\_

Is the equipment up-to-date? \_\_\_\_\_

What kind of help is available to students? Career counseling? Job placement? Skills improvement? \_\_\_\_\_

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**2. Ask about academics and the faculty.**

What is the background of the faculty? \_\_\_\_\_

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Who teaches the undergraduate courses? Are they usually taught by professors or by graduate students? \_\_\_\_\_

What is the quality of student and faculty relationships? Is the faculty interested in and accessible to students after class? \_\_\_\_\_

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Which departments are outstanding? Which areas are weak? \_\_\_\_\_

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What is distinctive about education here? \_\_\_\_\_

What are the most popular majors and why? \_\_\_\_\_

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Are honor programs available? Internships? Off-campus and study abroad programs?

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How many students are in a typical freshman class? in advanced courses? \_\_\_\_

How does freshman advising and registration work? \_\_\_\_\_

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**3. Find out about the students and the social life on campus.**

How diverse is the student body (geographically, economically, culturally, etc.)? \_\_\_\_\_

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What do students like most about the college? What do they like least? \_\_\_\_\_  
\_\_\_\_\_

What do students do for fun? \_\_\_\_\_  
\_\_\_\_\_

What is the role of fraternities and sororities on campus? \_\_\_\_\_  
\_\_\_\_\_

What role do team sports play in the social life of the college? How difficult is it to make a team? \_\_\_\_\_  
\_\_\_\_\_

Are literary, artistic, and musical activities supported? How difficult is it to get involved in the fine arts as an extracurricular activity? \_\_\_\_\_  
\_\_\_\_\_

Do students consume alcohol on campus? Is there an alcohol problem, and if so, how is the administration handling it? \_\_\_\_\_  
\_\_\_\_\_

What is dorm life like? What kind of dining facilities are available for students? \_\_\_\_\_  
\_\_\_\_\_

What is there to do in town? How well do the college and townspeople? What are my chances of being admitted (provide a copy of your transcript)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Based on my academic profile, talents and/or athletic ability, what scholarships are available? \_\_\_\_\_  
\_\_\_\_\_

What is the procedure for applying for financial aid? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## THE ADMISSION INTERVIEW

1. *Again, be on time and make a good first impression!*
2. *Relax and be yourself.* Let the admission counselor see you as you really are. After all, you wouldn't want them to accept you any other way, would you?
3. *It's your interview too.* You don't want to dominate the interview with your questions, but remember that you are there to interview the college as well as have them interview you. A good admission counselor will understand and appreciate that fact.
4. *Keep some of your priority questions in mind.* Don't ask every conceivable question, but if there are a few very important ones, be sure to ask them.
5. *It's all right to ask about your admission chances.* Hopefully you will have a copy of your high school transcript with you. Even if you don't, give the admission counselor an accurate profile of your high school record and test scores. In turn, most admission counselors will be able to give you some idea of your academic chances of being admitted...but don't expect a definitive answer. Usually that can only come later, once the college has more complete information on you and its overall admission competition in that particular year.
6. *If there are important things about you or your background and achievement the admission office needs to know, be sure to mention them.* Don't be bashful. The purpose of the interview from the admission office's point of view is to get to know you as well as it can. Again, just relax and be yourself...and good luck!

## AFTER THE VISIT

1. *On your way home, while your thoughts are still fresh, jot down some of your impressions of the college.* Save these notes for future reference. Consider having your parents do the same, then compare notes later.
2. *If questions come up after the visit, don't hesitate to contact the people you have met.*
3. *Send thank-you notes to those with whom you had appointments.*

\*\*See handouts entitled *College Evaluation Checklist* and *Hints for A Campus Visit* in the Appendix (back of handbook). These handouts will help you plan and evaluate the campus visit.

## COLLEGE ADMISSION TESTS: WHAT ARE THEY?

College admission tests are used to judge students' preparation for college. They give colleges a way to compare students from different backgrounds and schools. If all the students who apply for admission take different tests, it is hard to compare them. It is easier for colleges to compare students who take the same test.

There are two main testing services in the United States—the College Entrance Examination Board (CEEB) and the American College Testing Program (ACTP). Most colleges in Indiana accept scores from either. Ask your guidance counselor and college admission offices which test would be best for you. Take the college admission test that is best for both you and the school to which you are applying. You may take both tests. There are special programs to help you do your best on the tests.

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### THE CEEB TESTS

The CEEB tests measure a student's general academic preparation in critical reading, math and writing skills. Each part is scored on a scale of 200 to 800.

#### **The Preliminary Scholastic Aptitude Test (PSAT)**

Students usually take this test during their sophomore and/or junior year. The PSAT is used during the junior year by the National Merit Scholarship competition. It also helps students become familiar with the SAT.

#### **The Scholastic Aptitude Test I (SAT I)**

The SAT I is a 3 hour and 45 minute long test. Students usually take it late in their junior year or early in their senior year or both. The verbal section consists of sentence completions, comprehension and vocabulary. The math section tests skills in algebra I, II, geometry, statistics, probability, and data analysis. The new SAT includes a 25 minute short essay and 35 minute multiple choice writing component.

#### **SAT II: Achievement Tests**

The SAT II - Achievement Tests are one-hour tests in specific subjects such as science, English, or foreign languages. Some schools require two or three tests for first-year placement.

### THE ACT TESTS

The ACT tests are very different from the CEEB tests. The ACT tests assess specific academic abilities in English, math, reading, and science reasoning. Scores range from 1 (low) to 36 (high) for each of the four tests and for the composite. The composite is the average of the four test scores, rounded to the nearest whole number. The ACT tests are very common in the Midwest. Most colleges accept them, and any high school can offer them. Ask your guidance counselor for details.

## TO REGISTER FOR THE SAT OR ACT TESTS

1. Get a copy of the Registration Bulletin and Test Preparation Booklet from the College Counseling Center.
2. Review the registration information carefully.
3. Register for the test dates, which will enable you to meet the application deadlines for the schools you are considering.
4. Fill out registration forms (**Cathedral High School code is 151660**). This code is needed for both the ACT and SAT.
5. Mail the registration, with a check or money order, before the regular registration deadline. You can also register for both the SAT & ACT online (see websites below). After the regular registration, there is an additional late registration fee. To prepare for the test, study the Test Preparation booklet carefully. An SAT test preparation computer program is available in the computer lab and can be used when convenient. One on One with the SAT, a test preparation disk can be checked out from the Media Center Library or ordered from College Board (for a fee).

### 2005-2006 ACT PROGRAM TEST DATES

[WWW.ACT.ORG](http://WWW.ACT.ORG)

<u>Test Dates</u>	<u>Regular Registration Postmark Deadlines</u>	<u>Late Registration Postmark Deadlines (fee)</u>
September 24, 2005	August 19, 2005	September 2, 2005
October 22, 2005	September 16, 2005	September 30, 2005
December 10, 2005	November 4, 2005	November 17, 2005
February 11, 2006	January 6, 2006	January 20, 2006
April 8, 2006	March 3, 2006	March 17, 2006
June 10, 2006	May 5, 2006	May 19, 2006

### 2005-2006 SAT PROGRAM TEST DATES

[WWW.COLLEGEBOARD.COM](http://WWW.COLLEGEBOARD.COM)

<u>Test Dates</u>	<u>Regular Registration Postmark Deadlines</u>	<u>Late Registration Postmark Deadlines (fee)</u>
October 8, 2005	September 7, 2005	September 14, 2005
November 5, 2005	September 30, 2005	October 12, 2005
December 3, 2005	October 28, 2005	November 9, 2005
January 28, 2006	December 22, 2005	January 04, 2006
April 1, 2006	February 24, 2006	March 8, 2006
May 6, 2006	March 31, 2006	April 12, 2006
June 3, 2006	April 28, 2006	May 10, 2006

HOW DO MANY ADMISSION COMMITTEES MAKE A DECISION?

Although selection criteria vary from school to school, some elements remain constant. Most colleges consider, to varying degrees, all of the following:

1. High School Transcript
2. Test Scores (ACT and/or SAT)
3. Essays
4. Interview with an Admission Counselor
5. Extracurricular and Personal Activities
6. Teacher/Counselor/Alumni Recommendations

Research indicates that most schools place more emphasis on the transcript than on any other admission criterion. Let's take a closer look at the high school transcript.

#### 1. CLASSES

As a general rule, a good college preparatory schedule consists of at least the following:

- English, 4 years
- Math, 3 years
- Foreign Language, 2 years
- Science, 3 years (2 lab sciences)
- Social Studies, 3 years

#### 2. TRENDS

Because students develop study skills and mature at different rates, many transcripts reflect grade trends. A grade trend is an improvement or decline in the types and rigor of the courses taken, or on the grades received over time. If you're not already a top student, know that admission committees like upward trends. This means that the junior year and the first semester of your senior year are particularly influential in establishing your chances of admission.

#### 3. SENIOR SCHEDULE

Your senior year is the last time you will be in a formal classroom situation prior to college. **Use this time wisely!** Admission committees view the senior schedule and grades as evidence of perseverance and intellectual interest—a necessity for college work. Don't take your senior year off academically!

#### 4. HONORS AND ADVANCED PLACEMENT CLASSES

Take risks...within reason, of course. Most colleges prefer to see honors and advanced classes, even if sometimes they come at the expense of slightly lower grades. Risk-taking suggests intellectual curiosity. In addition, Advanced Placement tests may be used for college credit and/or placement.

5. CLASS RANK/GRADE POINT AVERAGE (GPA)

Class rank does offer admission committees a standard to compare one member of the class to another, although the calculation of this figure is not necessarily consistent among different schools.

The grade point average differs from the class rank in that the former does not address the student's standing relative to his/her classmates, nor does it reflect differing grading scales or the inflation of the average due to non-academic courses.

6. THE HIGH SCHOOL PROFILE

Admission offices usually have extensive high school files, which are used to establish the background of each applicant and his or her high school. For example, the percentage of students going on to college is a good indicator of the level of competition a student has faced in the classroom. The bottom line is...have you taken advantage of the opportunities available to you?

7. CLASSES FOR COLLEGE CREDIT

There are as many different policies for college credit as there are colleges. Any advanced education is commendable, but credit transfer may not be automatic. For your benefit, contact the colleges to which you are applying when the time comes.

8. NON-ACADEMIC ELECTIVES

Skill-related electives are the spice of any high school curriculum and add personal breadth. Like any good spice, however, they should not overwhelm the main course, particularly at the expense of good college preparatory classes.

9. A WORD ABOUT TEST SCORES

While test scores may or may not be the deciding admission factor, they are the only common denominator shared by students nationally. Solid high school coursework should be sufficient preparation for either the SAT or the ACT. Relax and do your personal best. Retaking the tests is common, so if you don't do particularly well the first time, try again.

## COLLEGE ADMISSION APPLICATION PROCEDURES AT CATHEDRAL

### APPLICATIONS NOT REQUIRING A COUNSELOR RECOMMENDATION FOR EXAMPLE: I.U., PURDUE, BALL STATE, INDIANA STATE

AT LEAST ONE WEEK BEFORE THE APPLICATION IS TO BE SENT, submit the following to the College Counseling Center:

- a neat, complete, signed, legible application
- personal statement and/or essay, if required or desired
- a resume, if required or desired
- recommendations, if desired
- an envelope (Cathedral will provide postage)
- a check in the amount of the application fee (please do not submit cash)
- CHS Transcript Release Form\*\*

Students are expected to complete an application checklist form\*\* to assure that a completed application is being submitted to the college advisor. Within 2-5 days, the application will be forwarded to the college/university if all of the above materials are received on time.

### APPLICATIONS REQUIRING A COUNSELOR RECOMMENDATION FOR EXAMPLE: DAYTON, DEPAUW, WABASH, VANDERBILT

#### STEP ONE

At least four weeks before the application is to be sent:

- Ask two teachers (at least one from a core subject area- English, math, science, social studies or foreign language) to each complete and return a Teacher Assessment Form (yellow form\*\*) to your college advisor within one week. It is the student's responsibility to remind a teacher to complete and return the form.
- Complete and return a Self-Assessment Form (purple form\*\*) to the College Counseling Center within one week.

\*\*See examples of the CHS Transcript Release Form, application checklist forms, Self-Assessment Form (purple), and Teacher Assessment Form (yellow) in the Appendix (back of handbook).

## STEP TWO

At least three weeks before the application is to be sent, submit the following to the College Counseling Center:

- a neat, complete, signed, legible application
- personal statement and/or essay, if required or desired
- a resume, if required or desired
- additional recommendations, if desired
- an envelope (Cathedral will provide postage)
- a check in the amount of the application fee (do not submit cash)
- CHS Transcript Release Form\*\*

Students are expected to complete an application checklist form\*\* to assure that a completed application is being submitted to the college advisor. Within three weeks, the application will be forwarded to the college/university if all of the above materials are received on time.

APPLICATIONS REQUIRING A COUNSELOR RECOMMENDATION & LETTER  
OF RECOMMENDATION(S) FROM A TEACHER(S)  
FOR EXAMPLE: NOTRE DAME, HARVARD, GEORGETOWN, DUKE

### **IN ADDITION TO STEPS ONE AND TWO ABOVE, DO THE FOLLOWING:**

At least four weeks before the application is to be sent:

- Ask a teacher(s) from a core subject area (English, math, science, social studies or foreign language) to write a letter of recommendation and forward it to your college advisor within one week. It is the student's responsibility to remind a teacher when the letter of recommendation is needed.

\*\*See examples of the CHS Transcript Release Form, application checklist forms, Self-Assessment Form (purple), and Teacher Assessment Form (yellow) in the Appendix (back of handbook).

## HELPFUL HINTS ABOUT THE COLLEGE APPLICATION

### How to get an application

The College Counseling Center maintains a supply of applications. Seniors should come into the center and browse at leisure searching for the application of choice. If there is none available, the student can write, e-mail or call the college asking for admission materials. Additionally, it is possible to apply on-line to many colleges and universities via their institutional websites.

### The Common Application

The Common Application is also available in the College Counseling Center. The Common Application is used by nearly 200 colleges, most of which are private (see colleges listed on the top of the Common Application). Each participating institution assures that the Common Application is given the same consideration as its own institutional application. This assurance gives students the freedom to send the timesaving single application to a number of colleges by simply photocopying a completed Common Application.

There is also a Catholic Colleges and Universities Common Application that can be used, in a manner similar to the one described above, at many Catholic institutions.

### Submitting the application

- It is important that the application be neat. Print or write neatly in black or blue ink. You may type the application if you choose, but it is not mandatory. Answer all the questions you are asked as well as you can. When you have finished, make sure you sign your name and date the application. You may also choose to make a copy of the application for your files. The College Counseling Center does not make copies of student applications.
- Submit the application on time! (see the CHS Application Procedures)
- Sometimes a college will request a seventh semester transcript or the most recent report card. Make a copy of that request and bring the copy into the College Counseling Center. The appropriate information will be forwarded as requested.

\*\*See worksheet entitled *College Admission and Financial Aid Log* in the Appendix (back of handbook). This worksheet will help you keep track of your admission and scholarship application process.

## WRITING THE COLLEGE ADMISSION ESSAY

When you apply to a college, you have to put together a lot of information about yourself—transcripts, recommendations, test scores, lists of activities and honors. After you've filled in all the blanks, you may still have to write an essay or personal statement.

Why do many colleges ask for an essay or personal statement? There are two reasons:

1. They want to see how well you write.
2. They want to find out who you are.

Transcripts, test scores and recommendations tell about your abilities and accomplishments. Colleges want to know the person behind the numbers, lists and scores. So when a college asks for a personal statement, try to be as clear, interesting and honest about yourself as you can.

Before you start, think about who is going to read your essay. It is hard to write to people you do not know. It is even harder when something important depends on your writing well. If you put yourself in your reader's place, it can help you write a better essay.

Several people will probably read your essay. These people may be:

- junior members of the admission committee who may be just a year or two out of college
- senior members of the staff who have read thousands of essays before
- a faculty member or two

Your essay will be one of hundreds, or even thousands that this committee will read. Readers may feel they have read it all before and may think that most of the essays sound pretty much the same.

Admission committees are always looking for special students who have something different to say or a different way of saying it. They look for students who write essays that make the reader want to meet them—and admit them to the next first-year class. Your task is to write the kind of essay that is written well and stands out.

Start by choosing a topic. Most colleges suggest two or three topics and want you to choose one. They may ask you to write about a significant experience in your life, such as a book that changed the way you think or a teacher who inspired you, or you may be asked to write about an issue that is important to you, the country, or the world.

Here are the topics on an application used by 195 colleges in the U.S. What would you write about these topics?

- Evaluate a significant experience or achievement that has special meaning to you.
- Discuss some issue of personal, local, or national concern and its importance to you.
- Indicate a person who has had a significant influence on you, and describe that influence.

Think carefully about each topic before you start to write. First of all, notice that each topic includes the word “you.” No matter what you choose to write about, the essay should say something about who you are, what you value, how you think, and/or what you hope to accomplish. As you search for a suitable topic, be sure to think about the relationship between **YOU** and the experience, issue, or person.

Focus on a second word in each topic—**SIGNIFICANT (or important)**. Some topics are used so often that few admission officers find much significance left in them. They read many essays each year on “The Teacher Who Changed My Life” or “The Dangers of Drunk Driving.” Your topic should reveal who you are, but it also should be important enough to make the reader sit up and take notice.

Be creative. Don’t make the mistake of adding one more routine essay to the pile. Many topics that jump to your mind may also jump to the minds of thousands of others applying to college this year. Instead, explore a new angle. Explain how you are different from everybody else, or investigate an unusual opinion.

Don’t be afraid of controversy. If you have strong opinions about your topic, let them be known. It’s probably a mistake to say what you think your readers want to hear just to keep from offending them. Instead, write what you believe. Admission officers often welcome strong opinions, especially if convincing facts and examples supports the ideas.

Remember all the times your English teachers have said, “You write best about what interests you most?” Take their advice. Find a topic that excites you, one about which you have strong feelings. If you bring genuine interest to your writing, your readers will find it interesting as well.

### *COMPOSING THE ESSAY*

Your English teachers have given you other good pieces of advice to remember too. Show your topic, don’t just tell about it. Use vivid examples. Describe the scene or the person with sharp nouns and active verbs, using details that will invoke the senses. How did it look? feel? smell? sound? What, exactly, did the person say?

Don’t just tell your reader that “Uncle Henry was odd.” Show us his collection of paper clips and his pet slug, Seymour. Don’t just say you’ve been involved in “various leadership positions.” Show us how you talked the school board into changing the study hall policy and

how you turned the annual church youth group chicken BBQ from a poorly attended, money-losing embarrassment into a standing-room-only, budget-busting, finger-licking success.

One of your hardest tasks will be controlling tone. You need to come across as confident but not boastful, self-assured but not aggressive, accomplished but not a Superhero. Try to avoid claiming that everything you've done has been unbelievably great. Don't use endless strings of superlatives (e.g. biggest, best, newest, fastest). Don't be afraid to admit that you are human. Colleges don't want Saturday-morning-cartoon Supermen and Superwomen; they want interesting people who will bring variety and commitment to their campuses.

Because it's so hard to control the tone of an essay about yourself, you will want to ask several people—teachers, friends and parents—to read and respond to your essay. Get a variety of reactions, and then decide how you want to revise the essay.

### *REVISING THE ESSAY*

After you've finished a draft, take a break—a couple of days if you can—before you begin to revise. You need to take a fresh look at the essay. Does it reveal who you are? Does it represent your best academic ability? Does it sound like you?

Be sure to examine the overall structure of the essay. Does it make a stunning point at the beginning and then fizzle, or does it steadily build in interest and intensity? Have you made clear the relationship between your ideas? Is the essay well organized?

The essay needs to read smoothly. As you revise and refine the piece, be sure that it has an attractive introduction, carefully crafted body paragraphs, and a confident conclusion. Look for clear transitions between paragraphs, and try to vary sentence length and structure.

Pay careful attention to the verbs of each sentence. They should be active rather than passive (not “A decision was made,” but “I decided”) and should give your reader a clear picture of you in action. Although the essay needs to be personal, you shouldn't overuse the pronoun “I.” Use it, of course, but don't start every sentence of the essay with it. Sometimes putting another word in the subject position of the sentence will help. (Compare: “I cut lawns every summer during high school, and I learned a lot.” “My lawn care business taught me to work hard, to manage my time and my money, and to communicate well with my customers.”)

### *TARGET: PERFECTION*

If you ever write an error-free essay, this needs to be it. Grammatical and mechanical errors may ruin the entire application. Ask a knowledgeable person to help you proofread, and be sure that you type it carefully or—if the application insists—write it neatly by hand. Don't let careless last-minute flaws keep you out of the college you want to attend.

## GUIDE TO STUDENT FINANCIAL AID

How can I afford more education? You can get help to continue your education. It is called financial aid, and it helps thousands of students pay for more education. Financial aid helps many kinds of students—not just full-time, four-year college students. Find out how financial aid can help you. Start by reading these pages.

What is financial aid? Financial aid programs help pay the expenses of postsecondary education. This includes direct educational expenses such as tuition and fees. It can also include school-related and living expenses such as housing, food, transportation, books, supplies and personal expenses. If you want to continue your education but think you can't afford it, apply for financial aid.

### COMMONLY ASKED FINANCIAL AID QUESTIONS

- 1. *What kinds of financial aid are available?*** There are three kinds of aid.
  - Gift aid does not have to be paid back. Grants and scholarships are gift aid.
  - Student employment includes work-study programs and part-time jobs.
  - Loans are money you borrow for your education. They are paid back with interest.
- 2. *Can I get financial aid if I am not an “A” student?*** Yes. Several aid programs base awards on your financial situation. These are need-based aid programs. Other aid programs look at your grades, activities, or special talents. These are called merit-based aid programs.
- 3. *Who is eligible for financial aid?*** For federal funds, you must be a U.S. citizen or an eligible non-citizen. In order to receive aid, you also must be admitted to a school. For most awards, you must be enrolled at least half time. Some funds are limited to full-time students.
- 4. *When and where should I look for aid?*** It's never too early to start looking for sources of aid for postsecondary education. There are many places you may want to check. The best sources are federal, state and school financial aid programs. Approximately 90% of all financial aid comes from these sources.
- 5. *How do I apply for need-based financial assistance?*** Either one of, or a combination of, the following forms must be completed to apply for need-based financial assistance. Check with each college or university of interest to determine which forms are needed and the deadline for filing each.

- FAFSA (Free Application for Federal Student Aid)—When students seek financial assistance to meet college costs, most colleges and universities require them to complete the Free Application for Federal Student Aid (FAFSA). This confidential form contains income and expense information about the student and her or his family. The information is used to determine the student’s eligibility for financial aid and how much the student and family can contribute toward the cost of education. The FAFSA is most often used to determine how much aid is available to the student through the federal or state government. Examples of federal and state aid include: Federal Pell Grants, Federal Stafford Loans, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Perkins Loans, and Federal Work-Study.
- PROFILE—This is a confidential, supplementary financial aid form often required by private colleges. It requests more specific information than the FAFSA so that a more complete financial profile of the student and family can be established. To find out more about which form(s) you should complete, talk with a financial aid or admission officer at the colleges you are considering.
- Institutional Form—a college’s own form used to determine eligibility for financial assistance.

By filing the above form(s), the Expected Family Contribution (EFC) is calculated. This information is sent to the family filing for need-based financial assistance and to the colleges and universities designated by the family on the form(s). If the cost of attending a particular college exceeds the EFC, there is a demonstrated financial need, which many, but not all, institutions will fully meet by providing a financial aid package. The financial aid package could consist of scholarships, grants, loans and/or work-study.

6. ***How do I apply for merit-based financial assistance?*** Check with the financial aid office at each college of interest to get the proper forms. Private sources of scholarships also exist and will have their own application processes. Complete and mail each form to the proper address by the deadline date.
7. ***Do I have to go to a certain kind of school to get financial aid?*** No. Financial aid can help you go to almost any kind of postsecondary school. Check with the financial aid office at each school that interests you to find out what kinds of aid are available there and what you must do to apply for aid.
8. ***When should I contact the financial aid office at a postsecondary school?*** Wait until about a year before you intend to enter postsecondary school to talk with the financial aid office at any school that interests you. These offices are the best source of information for aid possibilities at the schools.

- 9. *When do I apply for financial aid?*** In Indiana, you should apply for federal and state aid between January 1 and March 1 of the year you intend to enter postsecondary school. Schools and private aid sources may have earlier deadlines. Check into these early so you don't miss out.
- 10. *Should I borrow money to pay for my education?*** First, apply for gift aid. Then, apply for loans to cover costs not met by gift aid or work. An investment in education can pay off a loan many times over. Check into interest rates and repayment plans before you borrow, though. Make sure you know what you are agreeing to before you take a loan.

### SOURCES OF FINANCIAL ASSISTANCE

There are many sources of financial aid to explore. The best sources are federal, state and school financial aid programs. Approximately 90% of all financial aid comes from these sources. Find out about them by contacting:

- State Student Assistance Commission of Indiana (SSACI)—Call (317) 232-2350 or write SSACI, 150 W. Market St., Suite 500, Indianapolis, IN 46204 [www.in.gov/ssaci/](http://www.in.gov/ssaci/)
- U.S. Department of Education Federal Student Aid Information Center (800-433-3243) [www.ed.gov/offices/osfap/students](http://www.ed.gov/offices/osfap/students)
- financial aid offices at postsecondary schools
- high school counseling center

Expand your search to groups and organizations with which you may have some contact. Try checking these:

- Citizens Scholarship Foundation of America (652 N. Girls School Road., Suite 220, Indianapolis, IN 46214)
- public library
- civic groups
- community organizations
- local Department of Veterans' Affairs (if a parent was in the Armed Forces)
- employers
- foundations
- Internet—A more extensive list is available in the College Counseling Center, but here are some of the more popular sites:

[www.finaid.org](http://www.finaid.org)  
[www.fastweb.com](http://www.fastweb.com)  
[www.icpac.indiana.edu](http://www.icpac.indiana.edu)

- labor unions
- organizations in field of interest
- political parties
- religious organizations

Following is a list of some other resources that will provide general information about financial aid, while others provide information about specific scholarships and programs. Many of these resources can be found at a public library or at a local bookstore. Do not put off getting or applying for financial aid. Most financial aid processes take time. The sooner you start, the better your chances will be to get aid!

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**AFL-CIO Guide to Union Sponsored Scholarships, Awards and Student Financial Aid.** 1991. The Pamphlets Division, AFL-CIO, 815 16th Street, NW, Washington, DC 20006. Revised annually. 88 pp. Free to union members. Lists over \$3 million in student aid from unions. Although most scholarships are reserved for union members and their families, some are available to the general public.

**Applying for Financial Aid.** American College Testing Program, Box 168, Iowa City, IA 52243. Revised annually. Free. Provides information to help students and parents apply for financial aid and understand how schools determine financial need.

**The A's and B's of Academic Scholarships.** Fourteenth edition, 1992-93. Priscilla S. Goeller. Octameron Associates, Box 2748, Alexandria, VA 22301. Revised annually. 123 pp. Describes more than 100,000 scholarships for students with a "B" average or higher and with ACT scores of 20+ or SAT scores of 1000+. Also lists government and privately sponsored scholarships, and colleges with honors programs.

**The College Cost and Financial Handbook.** College Board Publications, Box 886, New York, NY 10101-0886. \$16.00 + \$3.95 s/h. Lists expenses at more than 3,100 colleges and universities. Gives information on how to plan for the cost of higher education. Offers advice to students with divorced or separated parents.

**College Grants from Uncle Sam: Am I Eligible and For How Much?** Eleventh edition. 1992-93. Octameron Associates, Box 2748, Alexandria, VA 22301. Revised annually, 31 pp. Provides descriptions of federal grants and worksheets to enable readers to calculate their eligibility.

**College Loans From Uncle Sam: The Borrower's Guide That Explains It All.** Eleventh edition, 1992-93. Octameron Associates, Box 2748, Alexandria, VA 22301. Revised annually, 32 pp. Provides complete descriptions of all federal loan programs, together with tips for increasing your eligibility.

**The College Money Handbook.** Thirty-fifth edition, 1998. Lehman & Suber, eds. Peterson's Guides, Box 2123, Princeton, NJ 08543. 1,754 pp. \$23.95. Provides costs and financial aid opportunities at more than 1,700 accredited four-year colleges across the country. Lists information on expenses, scholarships, loans, jobs, and special aid programs at each school.

**The College Planning/Search Book.** 1991. American College Testing Program, Box 168, Iowa City, IA 52243. \$10.00. Handbook compares expenses among more than 3000 two- and four-year American colleges and universities.

**Directory of Financial Aid for Minorities.** 1995. Gail Schlachter. Reference Service Press, 1100 Industrial Road, Suite 9, San Carlos, CA 94070. \$45.00 + \$4.00 s/h. Check with publisher for current price. Definitive list of scholarships, fellowships, loans, awards, and internships for minorities.

**Directory of Financial Aid for Women.** 1995. Gail Ann Schlachter. Reference Service Press, 1100 Industrial Road, Suite 9, San Carlos, CA 94070. \$45.00 + \$4.00 s/h. Definitive list of scholarships, fellowships, loans, awards, and internships for women.

**Don't Miss Out: The Ambitious Student's Guide to Financial Aid.** Sixteenth edition, 1996-97. Anna and Robert Leider. Octameron Associates, Box 2748, Alexandria, VA 22301. Revised annually. \$7.50 + \$2.00 s/h. Descriptions of all major federal, state, and private student aid programs. Special sections for women, minorities, and the differently-abled.

**Earn and Learn, Cooperative Education Opportunities Offered by the Federal Government: Sponsors, Occupational Fields, and Participating Colleges.** Thirteenth edition, 1992-93. Octameron Associates, Box 2748, Alexandria, VA 22301. Revised annually, 32 pp. Lists cooperative education opportunities at more than 850 colleges. Also contains suggestions on ways for students to earn money and then turn their jobs into professional employment.

**Foundation Grants to Individuals.** 1995—Foundation Center, 79 Fifth Avenue, 8<sup>th</sup> Floor, New York, NY 10003. \$65.00. Describes over 950 foundations that offer undergraduate and graduate scholarships.

**Free Money for College.** 1994—Laurie Blum. Facts on File, 460 Park Avenue South, New York, NY 10016. \$14.95. Source book for over 1,000 grants and scholarships for undergraduate students.

**Need a Lift?** 1995—Emblem Sales, Attention: Need a Lift, Box 1050, Indianapolis, IN 46206. \$2 prepaid. American Legion list of scholarship, loan and employment sources for all students. Emphasizes scholarship opportunities for veterans, their dependents and children of deceased or disabled veterans.

**Paying Less for College.** Peterson's Guides, Box 2123, Princeton, NJ 08543. \$24.95 + \$3.95 s/h. Provides costs and financial aid opportunities at more than 1700 four-year American colleges. Gives information on expenses, scholarships, loans, jobs and special aid programs at each school.

**Scholarships, Grants & Prizes.** Lehaman & Suber, eds. Peterson's Guides, Box 2123, Princeton, NJ 08543. 334 pp. \$17.95. Provides college financial aid from private sources.

**The Student Guide: Financial Aid from the U.S. Department of Education.** FREE. Federal Student Aid Programs, Dept. p-12, Pueblo, CO 81009. Free government publication that describes federal student aid programs and the application process.

\*\*See handout entitled *Sample Letter for Requesting Scholarship Information* in the Appendix (back of handbook). Use this sample letter to request scholarship information.

In the College Counseling Center, you can find the following:

- ACT and SAT registration forms and informational booklets
- Handbooks from colleges and universities throughout the United States
- Reference books pertaining to financial aid, scholarships, colleges and college majors, career choices, etc.
- List of scholarship opportunities received by CHS (updated weekly)
- Files containing applications for current scholarships
- FAFSA and CSS Profile forms
- Applications for the colleges that are most commonly applied to by Cathedral students
- Files with applications, brochures, etc. from assorted other colleges
- *The Official Catholic College and University Guidebook*
- College videos
- *One-on-One with the SAT* (four copies/computer disk for Windows)
- Computers for internet college and scholarship searches

### **myFootPath**

The College Advising Center has built a website to assist families in many aspects related to college preparation. This website can only be accessed by parents, students, and faculty from Cathedral High School. To access the website go to [www.prephq.com](http://www.prephq.com) or go to [http://www.cathedral-irish.org/college\\_advising/index.html](http://www.cathedral-irish.org/college_advising/index.html) and click on “Go to myFootpath.”

#### **Website Features**

With the new website, you’ll be able to do lots of things to prepare for college more effectively, including:

- Search for colleges based on data from our high school
- Understand what test scores, grades are needed for admission to certain colleges
- Search for local scholarships
- Access important dates and information (college representative visits, standardized tests, etc.)
- Check on the status of your college applications

And a whole lot more! Check out the site today! Instructions and explanations will be on the site, and your college advisor will make you aware of all that’s available.

**A company called myFootpath runs this website in conjunction with the College Advising Center. You will see myFootpath’s logo throughout the site. myFootpath offers various college prep resources, some free and some fee-based. To browse these offerings click the logo anytime from the counseling website. Any fees are the responsibility of the family.**

RESOURCES AVAILABLE ON THE INTERNET

(\* ) indicates a site that is bookmarked on the computer in the College Counseling Center

### ***Exploring College Options***

<a href="http://www.icpac.indiana.edu">www.icpac.indiana.edu</a> (*)	Indiana Career & Post-Secondary Advancement Ctr.
<a href="http://www.collegeboard.org">www.collegeboard.org</a> (*)	College Board online
<a href="http://www.collegeview.com">www.collegeview.com</a> (*)	College View online version
<a href="http://www.petersons.com">www.petersons.com</a>	Peterson's online
<a href="http://www.collegenet.com">www.collegenet.com</a>	Comprehensive links
<a href="http://www.embark.com">www.embark.com</a>	College search
<a href="http://www.edworks.com">www.edworks.com</a>	College search
<a href="http://www.collegeplan.org">www.collegeplan.org</a>	College search
<a href="http://www.ecola.com/college">www.ecola.com/college</a>	College search by city & state
<a href="http://www.collegelink.com">www.collegelink.com</a> (*)	College search
<a href="http://www.campustours.com">www.campustours.com</a>	College campus tours

### ***Financial Aid & Scholarship Sites***

<a href="http://www.icpac.indiana.edu">www.icpac.indiana.edu</a> (*)	Affordability of colleges
<a href="http://www.finaid.org">www.finaid.org</a> (*)	Comprehensive information (and estimator)
<a href="http://www.fastweb.com">www.fastweb.com</a> (*)	Financial aid & scholarship search
<a href="http://www.ed.gov/offices/OPE/express.html">www.ed.gov/offices/OPE/express.html</a>	Electronic FAFSA
<a href="http://www.collegeexpress.com">www.collegeexpress.com</a>	Private scholarship search
<a href="http://www.collegeaid.com">www.collegeaid.com</a>	Financial aid & other resources
<a href="http://www.salliemae.com">www.salliemae.com</a>	Major financial aid search
<a href="http://www.scholarstuff.com">www.scholarstuff.com</a>	Financial aid & other resources
<a href="http://www.rams.com/srn/">www.rams.com/srn/</a>	Scholarship resource network
<a href="http://www.collegenet.com/mach25/">www.collegenet.com/mach25/</a>	Financial aid & other resources
<a href="http://www.act.org/fane/index.html">www.act.org/fane/index.html</a>	Financial aid estimator
<a href="http://www.gocollege.com">www.gocollege.com</a>	College & Scholarship search
<a href="http://www.finaid.org/nasfaa">www.finaid.org/nasfaa</a>	Wide array of scholarships & grants
<a href="http://www.uncf.org">www.uncf.org</a>	United Negro College Fund
<a href="http://www.collegefund.org">www.collegefund.org</a>	American Indian College Fund
<a href="http://www.hsf.net">www.hsf.net</a>	Hispanic Scholarship Fund
<a href="http://www.ftc.gov">www.ftc.gov</a>	Scholarship scams & how to avoid them

### ***Exploring Loan Possibilities***

<a href="http://www.nelliemae.org">www.nelliemae.org</a>	Nellie Mae (loan information)
<a href="http://www.teri.org">www.teri.org</a>	The Educational Resources Institute
<a href="http://www.mefa.org">www.mefa.org</a>	Mass Ed. Loan Authority
<a href="http://www.nhelp.org">www.nhelp.org</a>	National Higher Education Loan Program

### ***Test Preparation***

[www.review.com](http://www.review.com)  
[www.kaplan.com](http://www.kaplan.com)  
[www.testprep.com](http://www.testprep.com)  
[www.act.org](http://www.act.org) (\*)  
[www.collegeboard.org](http://www.collegeboard.org) (\*)

Princeton Review online  
Kaplan online  
SAT preparation  
ACT information  
SAT information

### ***Knowing Yourself & Self-Exploration***

[www.coach.net/personal.htm](http://www.coach.net/personal.htm)  
[www.keirsey.com](http://www.keirsey.com)  
[www.collegeboard.org/career/bin/career.pl](http://www.collegeboard.org/career/bin/career.pl)  
[www.test.com](http://www.test.com)

Self-assessments & testing  
Personality: Character & Temperament  
College Board career interest  
Online testing center

### ***Career Direction***

[www.icpac.indiana.edu](http://www.icpac.indiana.edu) (\*)  
[www.stats.bls.gov:80/ocohome.htm](http://www.stats.bls.gov:80/ocohome.htm) (\*)  
[www.quintcareers.com](http://www.quintcareers.com)  
[www.jobweb.org/catapult/catapult.htm](http://www.jobweb.org/catapult/catapult.htm)

Indiana Career & Post-Secondary Advancement Ctr.  
Occupational Outlook Handbook  
Career & job hunting resource guide  
Job-related site

### ***Other Useful Sites***

[www.collegegate.com](http://www.collegegate.com) (\*)  
[www.weapply.com](http://www.weapply.com)  
[www.commonapp.org](http://www.commonapp.org)  
[www.niep.com](http://www.niep.com)  
[www.nacac.com](http://www.nacac.com) (\*)

Essay suggestions & evaluation  
APPLY online  
Common Application online  
National Institute for Educational Planning  
National Assoc. of College Admission Counseling

## ADDITIONAL SOURCES OF INFORMATION

**General Information** (These guides specialize in statistical information.)

- Barron's Guides
- Cass and Birnbaum's Guide to American Colleges
- College Board's College Handbook
- Lovejoy's College Guide
- Peterson's Guides

**Special Guides** (These guides offer a more subjective view. Be sure to question whatever you read.)

- Antonoff, The College Finder
- Arco, Ivy League Programs at State School Prices
- Arco, Top American Colleges
- Birnbaum, Lisa Birnbaum's College Book
- Fiske, Guide to College
- Kaplan, Ultimate Shopper's Guide
- Madison Center, Common Sense Guide to American Colleges
- Moll, The Public Ivys
- Nemko, How to Get an Ivy League Education at a State University
- Pope, Looking Beyond the Ivy League
- Pope, Colleges that Change Lives
- Princeton Review, The Big Book of Colleges
- Rugg's Recommendations on the Colleges
- US News Guide, America's Best Colleges
- Yale, Insider's Guide

### **Guides For Particular Audiences**

- B'Nai B'rith, Hillel Guide to Jewish Life on Campus
- Catholic College Coordinating Council, Guide to Catholic Colleges & Universities
- Christian College Coalition, A Guide to Christian Colleges
- College Board, How to Decide: A Guide for Women
- Peterson's Consider a Christian College
- Peterson's Colleges with Programs for Learning-Disabled Students
- Scalafani and Lynch, College Guide for Students with Learning Disabilities

### **Guides for Financial Assistance**

- Peterson's Scholarships, Grants and Prizes
- Peterson's College Money Handbook

**Academic Discipline or Field:** A subject area such as history, biology, philosophy, Spanish, etc. is an academic discipline or field.

**Additional Report Request Form:** A scantron form sent with your SAT admission ticket. This card is used by twelfth graders to send their testing record to colleges.

**ACT:** A multiple-choice test scored from 1 to 36. Its scores are reported in four parts: English, Mathematics, Reading, and Science Reasoning. The Composite is the rounded average of the four subscores. This curriculum-based test is a factor used to determine a student's admissibility to a college.

**AP (Advanced Placement):** A program offered by the College Board and endorsed by secondary schools, institutions of higher learning, and some state legislatures that allows secondary school students to take college-level courses.

**B.A.:** Bachelor of Arts degree.

**B.F.A.:** Bachelor of Fine Arts degree.

**B.S.:** Bachelor of Science degree.

**Calendar year:** Most colleges operate on a two-semester calendar, some colleges work on a four-quarter system, and a few have a three-term (trimester) plan. A 4-1-4 program consists of two semesters with a mini semester (one-month) in between, usually in January. A rare option is 4-4-1, with the one month coming after the two semesters.

**Campus Visit:** It is recommended that students visit the colleges they are considering. If possible, you should tour campus, attend classes, and talk with admission officers, faculty and students. Contact the admission office at any college you are considering to set up a campus visit.

**Candidate Reply Date:** May 1 is the national deadline for submitting a deposit to one college.

**Class rank:** The numerical ranking of students based on cumulative GPA.

**College Application:** A form containing biographical and academic data to be completed by students for evaluation by college admission committees.

**Common Application:** A universal form accepted by approximately 200 colleges that enables students to fill out only one application, duplicate it, and submit it to participating institutions.

**Competitive:** A college that is competitive for admission is one that receives more applications than it has spaces.

**CSS:** College Scholarship Service, a division of College Board devoted to the financial aspects of a college education.

***Cumulative GPA:*** Overall grade point average; the average of all semester grades.

***Deferral:*** There are two types of deferrals: 1.) When a student applies to a college under either an E.A. or E.D. plan, the college can accept, deny, or defer that student. Ordinarily, a deferral puts off the decision to the regular decision cycle, later that year. 2.) When a twelfth grader, having been admitted to a college and having put a deposit down to guarantee a space in that college's incoming class, takes a year off with the permission of the college.

***Degree:*** There are several types of degrees: associate, bachelor, professional, master and doctoral. Associate and bachelor degrees are also referred to as undergraduate degrees. Associate degrees are two-year degrees, most often earned at junior or community colleges. Bachelor's degrees, or baccalaureates, are four- to five-year degrees, usually earned at colleges and universities. Some universities also grant post-baccalaureate degrees, or degrees beyond a bachelor's, including professional, master's and doctoral degrees. The professional degree is a very specific degree that prepares students for a particular career such as law, business or social work. The master's and doctoral degrees continue study in an area of interest such as history, economics or music. Post-baccalaureate degrees can take anywhere from one and a half to eight years of study beyond the bachelor's degree.

***Demonstrated Need (Cost of Education - Family Contribution = Demonstrated Need):*** Before financial aid is awarded, the student must demonstrate a need for financial assistance. Most colleges determine need based on the Free Application for Federal Student Aid (FAFSA), the CSS PROFILE and/or an institutional aid form. To find out more about which form(s) you should use, talk with a financial aid or admission officer at any college of interest to you.

***Double Deposit:*** Committing (by sending an enrollment deposit) to attend more than one college. This is unethical and strongly discouraged.

***E.A.:*** Early Action is a program designed for students to apply early in the autumn of the twelfth grade year and to receive an early response, usually by December. If a student is accepted E.A., then s/he still has until May 1 to submit an enrollment deposit and may apply to other institutions.

***E.D.:*** Early Decision is a program similar to E.A., but is a binding commitment that requires the student to submit an enrollment deposit and withdraw all applications to other colleges/universities, if accepted (and once a financial aid award is received). Only students who can clearly name their first choice school are recommended to apply under this program.

***EFC (Expected Family Contribution):*** This is the amount the student and his/her family is expected to contribute toward the cost of college. This amount is determined based on the information provided on financial aid forms.

**Essay/Personal Statement:** The essay or personal statement is the student’s opportunity to “speak” about himself or herself to the admission officers at a given college. Applicants usually are asked to share something about themselves, comment on why they are interested in the college to which they are applying, and/or provide any special reasons why they should be admitted to that college.

**Extracurricular Activities:** Extracurricular activities refer to things that a high school student does while not in classes. These include jobs, sports, clubs, and volunteering in the community, at church, at school, etc.

**FAFSA (Free Application for Federal Student Aid):** When students seek financial assistance to meet college costs, most colleges and universities require them to complete the Free Application for Federal Student Aid (FAFSA). This confidential form contains income and expense information about the student and his/her family that is used to determine the student’s eligibility for financial aid and how much the student and family can contribute toward the cost of education. The FAFSA is most often used to determine how much aid is available to the student through the federal or state government. Examples of federal and state aid include: Federal Pell Grants, Federal Stafford Loans, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Perkins Loans, and Federal Work-Study.

**Federal Methodology:** The formula used to determine eligibility for federal funds; some states use it as a rationing device for state funds as well.

**Fee Waiver:** Those students who demonstrate a substantial need for financial assistance may be eligible for a fee waiver, exempting them from paying application or testing fees. Guidelines must be met.

**Financial Aid:** The monetary assistance available from federal, state and/or university programs to supplement family contributions to pay for college. The amount of assistance available is determined after filing the appropriate forms.

**Financial Aid “Package”:** A combination of grants/scholarships, loans and/or employment offered by a college to a family after determining the financial need.

**Financial Need:** The difference between the EFC and the college’s cost. (see also “Demonstrated Need”)

**Fine and Performing Arts:** The fine and performing arts usually include studio art (painting and drawing, ceramics, photography, graphic design, etc.), music, theater and dance.

**4-1-4:** A 4-1-4 academic calendar usually includes a 13- to 15-week term with four courses in the fall, a 4-week term with one course or internship/service opportunity in the winter, and a second 13- to 15-week term with four courses in the spring.

**Gapping:** Term used to describe a financial aid package that does not meet 100% of demonstrated need. The package leaves a “gap” between the need and the financial assistance.

**GPA:** Grade Point Average.

**Grants:** Grants, whether they are from a federal, state or college source, are “gifts” to the student. They do not have to be repaid.

**Honors Program:** Students who demonstrate exceptional academic achievement can enjoy extra challenge or stimulation through honors programs. Colleges set standards and provide additional intellectual opportunities for honors students through courses and the opportunity to work closely with faculty on scholarly activities.

**Humanities:** The humanities usually include English, history, languages, philosophy, religion and classics. Depending on the college, music, art and drama may also be considered part of the humanities.

**Insight:** A newsletter published by Cathedral High School that is designed to update the Cathedral community about pertinent information.

**Institutional Aid:** Often the federal and state programs do not provide enough funds to enable the student to attend the college of choice. In these instances, a college may use its own funds to enable the student to attend the institution. Most colleges and universities require the FAFSA, PROFILE, and/or their own forms to determine eligibility for institutional aid.

**Interdisciplinary:** Interdisciplinary refers to a program of study that includes two or more fields or disciplines. Programs such as environmental studies, Latino/Latina studies, peace studies and African American studies are generally interdisciplinary programs, because they usually draw from a variety of disciplines including history, sociology, literature, etc.

**Internship:** Internships allow students to gain first-hand exposure to career or academically related environments by spending a summer, term or year working in a chosen field. Academic credit sometimes is awarded if students can demonstrate how this work is related to their coursework. Students often do a project, make a presentation, or write a paper about some aspect of their internship experience.

**Institutional Methodology:** The formula used by a college to determine eligibility for its own financial aid packages.

**Interview:** A dialogue between a prospective student and an admission representative or alumnus/a. At some colleges, this interaction is important and may become part of the applicant’s file; at other schools, it may be more informational.

***Ivy League:*** An athletic conference comprised of eight competitive northeastern colleges (Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, and Yale). This collection of schools has achieved a standard of prestige based partly on competitive admission.

***Liberal Arts:*** “Liberal Arts” is a term that refers to a long-standing American tradition of higher education. A liberal arts education generally involves studying a wide variety of subjects including the social sciences, humanities, fine arts and natural sciences.

***Loans:*** Loans are a form of financial assistance that must be repaid, in most cases, after the student leaves the college. Some colleges offer emergency or short-term loans, which must be repaid within a given time period. In the case of most educational loans, the student will have a reasonably generous time in which to repay loans after leaving college. Interest rates on most student loans are very low.

***Major or concentration:*** The major or concentration is the discipline or department in which the student generally takes the greatest number of courses. Most colleges have special requirements for each major to ensure sufficient knowledge of the field. Majors are usually chosen by the end of the sophomore year.

***Merit-based Aid:*** Offered to students with special talents (e.g. academic, athletic, musical, artistic) who meet specific institutional criteria.

***Minor:*** The minor is similar to the major, but with fewer requirements. The minor is sometimes a field related to the major, or it can be an unrelated field in which the student has a strong interest.

***Multicultural:*** Multicultural is a term that many colleges use to refer to people from the following groups: African Americans or Blacks, Asian Americans, Latinos or Hispanics, and Native Americans. It also refers to the inclusion, in the course of studies, of materials that introduce students to cultures other than their own.

***NCAA Clearinghouse:*** A branch of the National Collegiate Athletic Association established to monitor the eligibility of student-athletes interested in participation in intercollegiate athletics at Division I and II programs. A student who is considering this level of athletic participation must complete a form to be submitted to the Clearinghouse at the end of the eleventh grade year. This form is available in the College Counseling Center.

***Natural Sciences:*** The natural sciences usually include astronomy, biology, chemistry, geology and physics. Mathematics also may be part of the natural sciences at some colleges.

***Need-based Aid:*** Federal, state and institutional monies offered to families who have demonstrated a financial need.

***Need-blind:*** A college that is need-blind will review a student’s application for admission without regard to financial need.

***NMSQT:*** National Merit Scholarship Qualifying Test, which is owned and operated by the National Merit Foundation and co-owned by College Board as the PSAT. The PSAT/NMSQT, taken in the autumn of the eleventh grade year, is evaluated and given an index score (Verbal + Math + Writing). Students whose selection index score is in the 99th percentile likely will qualify as National Merit Semifinalists and become eligible to continue in the competition.

***Non-custodial parent:*** Parent with whom the student does *not* live; used primarily for financial purposes.

***Off-campus Study:*** Off-campus study refers to participation in programs that allow students to spend a term or year studying at another college or university, or at a program of interest to the student. This includes “study abroad” programs in other countries as well as programs within the U.S.

***PLAN:*** The preliminary test for the ACT. The counseling staff administers the PLAN in the autumn of the tenth grade year.

***Pre-med, Pre-law, Pre-dental, etc.:*** These terms refer to preparation for entry into professional degree programs after completion of the undergraduate degree. Contrary to popular belief, “pre-medicine” or “pre-law” are not disciplines or majors. For example, students who major in English, sociology, or other areas and wish to attend medical school may consider themselves “pre-med.” While some colleges have prescribed a set of courses referred to as “pre-med,” the majority of colleges offer guidelines for students interested in gaining entrance to medical school. The same holds true for other “pre-” programs.

***Prestigious Institutions:*** Colleges and universities whose reputations over the years have acquired national or local recognition.

***Private (or Independent):*** Colleges and universities that derive their funding from student tuition as well as gifts from alumni and friends are called private or independent institutions. The term “private” does not mean exclusive. Private colleges serve the public by educating a diverse group of students who attend. Students attending private or independent colleges are eligible for federal and state financial aid programs.

***Profile:*** An informational piece published by a school that keeps colleges informed and updated. The College Counseling Center includes a Profile with each admission application sent on behalf of a student.

**PROFILE Form (CSS PROFILE):** This is a confidential, supplementary financial aid form often requested by private colleges. It requests more specific information than the FAFSA so that a more complete financial profile of the student and family can be established. To find out more about which form(s) you should complete, talk with a financial aid or admission officer at the colleges you are considering.

**PSAT:** Preliminary Scholastic Assessment Test. A preparation test for the SAT that is administered in October to tenth and eleventh grade students. (see also NMSQT)

**Quarters:** Four 10-week terms.

**Rate of Attrition:** Attrition refers to students who do not continue (either by dropping out or stopping out for a period of time) with their classmates to graduate from college. Attrition is monitored both on a yearly basis and over the course of a student's four-year program. A low attrition rate means that a high percentage of students who enter college in a given year will complete a degree.

**Recentering:** The process of adjusting SAT scores to reestablish 500 as the median.

**Recommendations:** Letters written on behalf of an applicant, usually by counselors, teachers, or coaches. These letters provide personal and academic insight about the applicant to admission and scholarship committees as well as employers. The letter written by the college counselor is the school's official recommendation (based partly on a compilation of comments and interactions with faculty) and is aimed at defining qualities that accurately represent the student.

**Residential:** Colleges where the majority of the student body lives on campus are called residential. Most colleges provide residence halls—co-ed and/or single sex, for their first-year students, and some colleges provide housing for all or most students. Residential colleges seek to develop a strong sense of community for the students who live there on a daily basis. These colleges believe that the living arrangements, campus activities and availability of most services on the campus are an important part of the whole educational experience.

**Rolling Admission:** A process colleges use to evaluate completed applications on an ongoing basis. The application may go to committee for a decision as soon as it is complete, and that decision usually is communicated to the student within two to six weeks of the completion of the application.

**SAR:** Student Aid Report. A form that is a part of the financial aid process, the SAR is a confirmation of the figures listed on the FAFSA. It also will provide the Estimated Family Contribution (EFC).

**SAT I:** Scholastic Assessment Test published by the College Board. Three parts, critical reading, mathematics, and a writing skills section are each scored from 200 to 800 in an attempt to assess the student's projected success as a first-year college student. The SAT I is used by many colleges as a factor to determine admissibility.

**SAT II: Subject Tests:** Examinations published by the College Board. Over fifteen tests are offered in major academic disciplines. The more competitive colleges usually expect their applicants to submit three of these tests, one of which must be Writing. Some colleges use SAT II: Subject Tests to determine admissibility and/or course placement.

**Scholarships:** Scholarships, like grants, are money that does not have to be paid back. Scholarships usually are offered to students who demonstrate high academic achievement or have a special talent (e.g. musical or athletic ability). Scholarships often carry a stipulation, such as maintaining a certain grade point average or enrolling in a specified number of courses. For information on scholarships for which you may be eligible, check with an admission or financial aid counselor at the colleges of interest to you as well as the College Counseling Center at Cathedral.

**School Code:** National testing agencies assign a six-digit number to each secondary school for identification purposes. The Cathedral High School code is **151660**. You should memorize this number since it will be required on each standardized test you take as well as on each application you submit.

**Score Choice:** An SAT II option on the registration form that allows you to delay the release of your Subject Test scores until you have had a chance to review them. You may decide later whether or not you wish for any or all of the scores to be released. Released scores become part of your cumulative testing record with College Board.

**Secondary School Report:** Part of the application that is completed by your counselor (also known as the School Recommendation).

**Selectivity:** The level of difficulty in gaining admission to a college. A college that receives more applications than it has spaces available is said to be selective in its admission process.

**Self-designed Major or Concentration:** The self-designed concentration is a program of study designed by the student and his/her advisor, generally drawing from several related fields, resulting in a major that the college or university typically does not offer.

**Semesters:** Two 15-week terms.

**Social Sciences:** The social sciences usually include psychology, sociology, political science, anthropology and economics. History may be considered a social science at some institutions.

**Standard/Regular Decision Date:** Under this option, the student submits all credentials (the application form, application fee, high school report and transcript, recommendations and standardized test results) to the colleges of choice by mid-winter. Decisions usually are announced in March or April.

**Student/Faculty Ratio:** Student/Faculty Ratio is used to describe how many students there are for the equivalent of every faculty person on campus. A 10:1 student/faculty ratio indicates that for every 10 students on campus, there is the equivalent of one faculty person, while a 100:1 ratio indicates 100 students for every faculty person.

**Transcript:** An official report from a school listing the coursework and grades earned. In addition to all semester grades, a Cathedral transcript includes a student's cumulative GPA, class rank, attendance record, immunization information and standardized test scores (ISTEP, PSAT, PLAN, SAT and/or ACT).

**Trimesters:** Three 10-week terms.

**1040 Form:** The 1040 is the basic federal income tax form. The information in the 1040 is used to fill out the various financial aid forms. Some colleges also require a copy of the student and/or parent 1040 to process financial aid requests.

**Waitlist:** An admission decision by a college that indicates that an applicant normally would qualify for admission, but that there is currently no space available.

**Yield:** The percentage of accepted students who decide to enroll (matriculate). Generally, the higher the yield, the more competitive or selective the institution.