



2007-2008 College Planning Handbook

A Note from the BJS Guidance Office

Dear Students and Families:

Greetings from the Guidance Office! At BJS, our academic program, within a Christian setting, allows students to mature in all areas; academically, spiritually, physically, and emotionally and, in turn, to choose a college that will continue to nurture that growth.

For most students, college decision-making should arrive as a natural result of the school programs, rather than as the driving force behind those programs. Students who focus too quickly and intensely on college admissions might shortchange their experience at BJS and inhibit to some degree their own personal growth. Pressure to perform simply to "look good" on college applications narrows individual development and disturbs the overall balance we hope our students achieve.

With this in mind, we advise students to initiate an honest self-assessment and introspection (i.e. ask themselves who they are and what is most important to them). Students can properly begin to formulate more specific plans in the second semester of the junior year. They then accelerate their efforts in the senior year, a time when they are most likely to have the perspective and experience to make the very best choices. Throughout their time at BJS, we urge *all* students in all grades to challenge themselves academically and intellectually, explore and pursue extra- and co-curricular interests as consistently as possible, and establish and maintain good relationships with their teachers.

It is our sincere hope that our students, their families, and the BJS counselors will work as a team in order to create a proper match for each student. Like individuals, colleges have a certain "character," and it is a high priority of the counseling program to create a good student-college match, taking advantage of the wide range of choices available all across the country.

Please take advantage of our [College Planning Handbook](#) to help structure your efforts--it contains invaluable information about the college search and application process, calendars and timelines for juniors and seniors, and a wealth of other information that should aid you greatly during this exciting time. However, it should be said that this handbook is not intended as surrogates for the personal advising process that is fundamental to a successful college search. We are here to support and advise you in every way we can, and we invite you to call or stop by with any questions, suggestions, or requests you may have. We look forward to helping you achieve your academic and personal goals.

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Roles and Responsibilities

While one of the goals of the Guidance Office at BJS is to provide a structured program of orientation, education, and guidance regarding the college search process, it is ultimately up to the student to take ownership of the process and his or her decisions relating to it. We have found that this type of ownership leads to a much more engaging and successful process.

One of the best things students can do for themselves is to remain well organized and manage their time well. This takes some discipline and sometimes a little sacrifice, but the returns and benefits of this far outweigh whatever small costs and initial adjustments. Most importantly, exercising good organization and time management helps keep stress at a minimum, keeps the college process from taking over the student's life, and makes it much more enjoyable and successful.

The Role of the Student

1. Regularly meet with your counselor to discuss plans, decisions, and questions.
2. Attend all group meetings and workshops scheduled.
3. Evaluate what you are looking for in a college--determine what criteria and preferences are most important (self-assessment).
4. Conduct research--use catalogs, websites, guidebooks, viewbooks, videos.
5. Talk with parents, alumni, older siblings, professors, and college admissions representatives.
6. Register on time for necessary standardized tests. Keep track of test scores sent, released or held back. Be aware of deadlines.
7. Be aware of financial aid and application deadlines and forms required.
8. Finalize your college list by October of senior year--keep your counselor aware of any changes--and request applications from colleges.
9. Request letters of recommendation from your teachers in a timely manner.
10. Follow all application procedures and requirements--submit supplementary materials, keep track of deadlines, adhere to requirements, copy your applications, and keep track of when materials are sent.

The Role of the Counselor

1. Meet regularly with students to provide guidance, support, and information. Help students assess, construct lists, and make realistic decisions.
2. Meet with parents to discuss progress and plans.
3. Direct students to resources for research.
4. Assist in planning college visit itineraries.
5. Give feedback on essays and interviews.
6. Serve as advocate for the student in the admissions process.

Junior Year College Planning Calendar

Fall Semester 2007

September-October: Become oriented to the college search process by meeting briefly with a Guidance Counselor in the fall term to acquaint yourself with the staff and resources in the Guidance Office, as well as the typical college search process timeline (i.e. what we recommend students should do, and when).

For the purposes of college admissions, the junior year is the most important one academically (and the busiest!), so students should resolve to *be organized, manage their time well, maintain good relationships with their teachers* (from whom recommendation letters will be solicited), and *earn the highest grades possible*.

October 13: NACAC College Fair, Prime Osborne Center

October 20: PSAT @ BJS

October/November: begin the Self-Assessment process by beginning to openly and honestly consider certain key questions about what type of academic and social environment fits you best. Think about your high school application process, your likes and dislikes regarding high school, and what type of learning environment you like best-- these are usually very good initial indicators of the types of characteristics you'll appreciate in a college. This is the foundation of the college search process and will help you find schools that are a very good fit for you (which is where you'll be happiest and do your best work!).

December/January: continue the self-assessment process, keeping track of your thoughts, realizations, college criteria, and so forth, in writing whenever possible.

January 29: Registration deadline for March 1st SAT

Spring Semester 2008

March: Self-assessment and research on colleges continues.

March 1: SAT administration at a local test center

March 7: Registration deadline for April 12th ACT exam.

March/April: Continued self-assessment and research on colleges; campus visits during Spring Break; broach initial relationships with admissions officers at college fair(s)

April 1: Registration Deadline for May 3rd SAT exams.

April 12: ACT exam at a local test center

May 3: SAT Reasoning and Subject Tests (strongly recommended date for Reasoning Test)

May 6: Registration Deadline for June 7th SAT exams

May 9: Registration Deadline for June 14th ACT exams

June 7: SAT Reasoning and Subject Tests

June 14: ACT with Writing exam

Summer 2008

Continue to research colleges (including campus visits, although these are sometimes better during the school year) and, most importantly, *write a couple of college application essay drafts*. Though it is often one of the last things one wants to do on one's summer break, this simple act of *writing a couple of essays over the summer is one of the single best things you can do for yourself to help keep the college search process as low-stress, enjoyable, and ultimately successful as possible*.

Do find some time to relax and have fun, but be productive too, either by working, volunteering, participating in an academic summer program, taking a course at a local college, or otherwise pursuing an activity in which you're interested.

Senior Year College Planning Calendar

Fall Semester 2007

Students interested in Division I or II collegiate athletics: Fill out NCAA Clearinghouse.

SEPTEMBER

18: College admissions representatives begin visiting BJS (check the guidance office to sign up to meet with them).

21: Registration deadline for October 27th ACT exams

OCTOBER: Request recommendations from the teachers you would like to ask.

2: Registration Deadline for November 3rd SAT & Subject Tests (Only date for Foreign Language tests with listening component this year).

4: Begin to register with College Scholarship Service (CSS) Profile for financial aid forms for private institutions that require it (see College Board website for a list of these schools, under the Paying for College link).

13: NACAC College Fair, Prime Osborne Center

27: ACT testing at local centers

30: Registration Deadline for December 1st SAT's.

NOVEMBER: finalize your list of colleges and which teachers will be writing your recommendation letters

2: Registration deadline for December 8th ACT.

3: Test Date for SAT & Subject Tests (Only date for Foreign Language tests with listening component this year).

DECEMBER:

1: Test Date for SAT & Subject Tests.

December 31-January 31: Most college applications are due during this time; essays and all materials should preferably be completed and mailed prior to the winter break in December to ensure full consideration by the colleges and to leave time for finals preparation.

JANUARY 2008: submit any remaining college applications; study for finals; begin financial aid applications

1: You may begin to file FAFSA (Free Application for Federal Student Aid) forms. File prior to mid-February for best aid packages. We suggest you file online via www.fafsa.ed.gov.

January 1-February 1: Deadlines for submission of many college applications; students should plan on submitting all completed applications before the deadlines.

26: Test Date for SAT Reasoning and Subject Tests (not typically relevant for seniors).

Late January: for those applying for need-based financial aid, complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov (available beginning January 1, 2007)--and the CSS Profile for some private institutions.

Spring Semester 2007

February until May 1: Check on status of your applications and financial aid forms. If colleges have accepted you and you do not plan to attend, please notify the college in writing as soon as possible.

Early February: Complete any applications due in February or March.

March 15-April 15: Most colleges notify applicants of decisions.

May 1: Deadline for acceptance or rejection of admission offers. Accept only **ONE**. Decline all other schools in writing. Please submit final matriculation decision to your counselor.

Selecting Colleges

Students should plan to complete from 4 to 8 applications, including 1-2 "reaches," 2-4 "possibles" (schools in their target range), and 2 "highly likely" candidates. The bulk of colleges should fall into the middle group of "possibles." Don't apply to a college that you wouldn't attend just to see if you'll be admitted. Similarly, don't apply to a "sure thing" that you would not want to attend. The particular category a college falls into for you depends on your academic record and extracurricular involvement.

- "Reaches" are colleges where the student's credentials suggest that admission is unlikely, and some colleges are "reaches" for virtually every student, no matter how strong, because of the extraordinary selectivity of the institution.
- "Possibles" are colleges where the proximity of the student's credentials and the college's admission profile suggest that the chances may be around the 50/50 range.
- "Likelys" are colleges where the student's credentials suggest that the chances for admission are very good, and where the students would gladly go if admitted.

Your final list will be sorted out in consultation with your counselor. Don't feel that you must have a finalized list in your junior year. Most students don't, and it's usually not advisable to attempt this. Do, however, start to think about preferences with regard to the following characteristics that determine if a college is a good match for you.

The following are some areas to consider when selecting colleges. This information can be found in college catalogs and web sites, as well as college guides such as Fiske and Peterson's. The more you have reflected on your own interests and priorities, the easier it will be to determine which colleges will be good matches for you.

STUDENT ENROLLMENT

Enrollment: Total. Percent of undergraduates. Freshman class size.

Retention: Percentage of freshmen who graduate.

Background: Male/female ratio. % commuter vs. resident. % on financial aid. % minorities. % of religious affiliations. Political affiliation, student interests, athletic participation, etc.

LOCATION AND SURROUNDINGS

Location: Geographic region. Distance from home. Travel costs and convenience.

Setting: Urban vs. rural or suburban. Weather. Nearest city. Recreational opportunities.

Facilities: Libraries, labs, studios, practice rooms, computer access. Sports and recreational facilities. Residence halls. Student center.

COLLEGE TYPE AND PHILOSOPHY

Type: 2 or 4 year. Church/state/private control. College or university.

Purpose: Liberal arts. Pre-professional for business, education, fine arts, engineering, etc.

Technical or vocational . Degrees offered.

Philosophy: Traditional or progressive. Deeply scholarly or career-oriented.

Comprehensive.

Calendar: Semester/trimester/quarter. Inter-term programs. Accelerated programs.

Curriculum Requirements: Core curriculum or highly flexible requirements.

Proportion of study to general education/concentration/student choice.

Course offerings: Majors offered in your areas of interest. Breadth and depth of courses offered. Interdisciplinary courses/majors offered. Strength of departments.

Independent Study: Individual tutorials. Seminars. Senior projects. Research opportunities.

Special Study: Fieldwork. Internships. Exchange programs. Foreign study. Joint degree programs. Cooperative work/study plan. Pre-professional programs (law, medicine, etc.)

Standards: Degree requirements. Grading system. Honor Code. Accreditation.

ADMISSIONS

Selectivity: Percentage of applicants offered admission. Range of test scores. Class rank of admitted freshmen.

ACADEMIC ENVIRONMENT

Faculty: Percent with PhD's. Origins of degrees earned. Original faculty research/scholarship. Teaching course load. Undergraduate research opportunities. Emphasis on undergraduate teaching and learning.

Faculty-Student Relationships: Faculty:student ratio. Advising. Accessibility. Assistance. Departmental clubs, colloquia, committees with student representation. Average class size. Classes under 20 students/over 50 students. Opportunities for discussion/student participation/exchange of ideas.

Academic Demands: Workload. Course expectations. Type of assignments. Academic pressure/competition. Availability of classes. Ease of registration.

Intellectual vitality: Students' attitude towards learning. Flexibility/structure for study. Interest in political, social issues. Exchange of ideas.

Career Preparation: Pre-professional programs. Career advising and information programs. Percentage to go on to graduate school. Graduate school/job placement.

CAMPUS & STUDENT LIFE

Types of students: Diversity and tolerance of differences. Typical/off-beat student. Importance of money/material possessions/social appearances.

Community type: Homogeneous. Pluralistic. Cohesive or fragmented. School spirit. Controversial campus issues. Liberal/directive/restrictive social policies.

Living quarters: Predominantly large dorms/housing clusters/small houses. Availability of singles/doubles/suites. System of housing allocation/roommate selection. Coed vs. single sex. Centralized/decentralized dining. Alternative dining programs. Percentage of commuters. Off-campus housing availability.

Campus activities: Activities related to your interests. Emphasis on social life, fraternities, sports, or other dominant interests. Clubs and organizations-traditional, creative, competitive, issue-oriented. Presence of religious, ethnic, or cultural groups. Cultural opportunities on campus or in community. Focus of social life on campus/fraternities/community/other colleges nearby/home. Athletic teams in Divisions I, II, III.

COSTS & FINANCIAL AID

Costs: Total per year. Student budget for tuition & fees/room & board/books and personal expenses/travel costs.

Family Resources: What can your family pay toward college expenses?

Awards: Percentage of students receiving aid. Range of awards. Average award.

Financial Aid: Based on need/merit/or funds available. Loan and job expectations.

Application: FAFSA/PROFILE/state college forms required. Deadlines for filing.

Standardized Tests

We advise that you take the SAT or ACT for the first time during the spring of your Junior year. It is best to register via the internet. SAT information can be found at www.collegeboard.com and ACT information can be found at www.act.org. Be sure to indicate our high school code (**100819**) when registering. Make sure to check with your college to see if you need to take any of the SAT Subject tests or the ACT writing section.

Preparation for standardized testing is recommended and can range from working through a prep book and taking practice tests on your own, to group prep courses to individual or small group private tutoring. We do not endorse any particular test prep

organization or tutor; this varies a lot based on individual needs and preferences. Working on your own may be quite adequate; private tutoring may be a good option for some students yet unnecessary for others. We have preparation materials in the guidance office for your use.

REMEMBER:

It is your responsibility as an applicant to report your test scores by (1) indicating a college as a score recipient at the time you register to take a test, or (2) requesting that additional scores be sent from the testing agency directly to the colleges, scholarship programs, or NCAA Clearinghouse. *You must update where you want the scores sent each time you take the test(s)*. All of these transactions may be completed online.

Writing College Application Essays

Almost every college or university requires you to write one or more essays. Essays are one of the most important parts of your application. Some topics are broadly defined (for example, the generic "Tell us about yourself" essay), others are more narrow in scope (for example, the specific "If you undertook to write a book what would it be about?"). From the essay, the college wants to learn what you are thinking about and doing. That you haven't figured out your entire life won't be a strike against you. That there are things that you care about and serve as a rough guide to your daily living and future plans, and that you are beginning to understand yourself -- these will impress them. There is an essential uniqueness about each of us; the trick is to capture that, as difficult as that may seem, and convey it to the reader. Warmth, directness, and humility -- if genuine -- are qualities that can shine through. Cynicism and "cutesiness" are generally unattractive. Humor frequently flops and "laundry lists" of activities and cliches should be avoided. The following are notes from Bill Hiss, former Dean of Admissions at Bates College, on writing college application essays.

1. Essay's importance for colleges:
 - a. *To judge depth of students' understanding of intellectual or social issues, quality and freshness of mind, "lighting up" of issues referred to skeletally elsewhere in application.*
 - b. *To show writing style, technical correctness, fluency (sentence subordination, paragraph construction/unity, vocabulary, metaphorical versus concrete language, etc.)*
2. Subject: Anything of real interest to the student. It should light up another part of the folder.
 - a. *Autobiographical: Be careful of the obvious "How my trip to France taught me independence." but if reflective (travel, significant personal struggle, or family experience) can be a very impressive subject.*
 - b. *Social/political: Ought to be tied to previous student interests. An essay on devotion to environmentalism as an abstract idea carries little weight.*
 - c. *Intellectual interests: Response to works of a particular author, research in*

- certain areas, places where the student has outgrown and reached beyond his/her curriculum.*
3. Length: More than 2/3 of a page, and usually less than three pages to ensure being read carefully.
 4. Format:
 - a. Neat, readable, typed or hand written (or word processed)
 - b. Physically prepared by student him/herself (not dad's/mom's secretary, even as typed -- it raises doubts about editorial overlays.)
 5. For weak writers/poor scorers:
 - a. Take real care; start in summer or September; rewrite frequently.
 - b. Send one to three extra writing samples; in and out-of-class work, with teachers' comments.
 6. How weighted by college: Often as a confirmer of decision if other credentials clear. Essay can be a powerful "tipper" in close cases, especially with very strong or very poor essays. Warning: Faculty admissions readers pay careful attention to essays. As eventual consumers they are vociferous complainers about admitting students with dull or error riddled essays.

Obtaining Teacher Recommendations

One or two teacher recommendations are required by most colleges. You may want to submit a supplemental recommendation from a coach, teacher in a "non-solid" subject, or from an employer, if you feel that he/she knows you from a different angle and can shed additional light on you. Don't feel obligated to submit supplemental letters and if you do, one is usually plenty. More than one would be considered "file padding." The following is a list of steps to follow when requesting recommendations from teachers.

1. Ask the teacher for a recommendation in person. Do not simply leave a note in the teacher's mailbox.
2. You are best off asking for recommendations from teachers who have taught you recently (11th or 12th grades) and for more than one semester.
3. Ask the same teachers to recommend you to all of the colleges to which you are applying. Most teachers write one recommendation and make copies of it for each college.
4. Give the teacher as much advance notice as possible. One month before the recommendation is due should be the minimum. Make sure you let the teacher know the due date.
5. Complete the top of the recommendation form before you give it to the teacher.
6. Supply a stamped, addressed envelope with each recommendation. The return address should be that of the school, not of your home.
7. You may want to discuss extracurricular, and community service activities with the teacher before he/she writes the recommendation, though colleges are primarily looking to hear from teachers about you as a student.
8. About a week or so before the deadline remind the teacher that the due-date is upcoming.

9. If you receive notification from the college that a teacher recommendation is missing please notify the teacher and your counselor immediately.
10. Please be sure to personally thank the teacher, either orally or in writing.

Tips for Completing College Applications

SOURCE: National Association of College Admissions Counselors

In an admissions report from the Massachusetts Institute of Technology's Education Council the following reminder was given to future applicants:

"People do not apply to colleges; folders do. The folder and application are a single opportunity to influence process. Approach each aspect of the application as an opportunity. Devote time and thought to each of the various portions."

As you think about your folder circulating among an admissions committee, consider the following:

1. **Read every word of the directions before you even print your name.**
2. Demonstrate your **best** work - something of which you can be proud.
3. Essays should be error-free, thoughtful, logical and organized. Do not overreach. Use comfortable vocabulary. Be yourself. "The essay should say something the rest of the application doesn't say, or at least should elaborate on something the application barely suggests; a talent, an interest, thought on world or local problems, a personal accomplishment."
4. Do not write what you think the admissions office wants. The committee reading your application wants to know you - whatever you think and do. No matter how ordinary you feel, your folder represents a different individual from all the others.
5. Use specific examples when describing your interests and achievements. Explain your involvement - why the things you chose to discuss are important to you. It is better to emphasize the degree of involvement in a few activities than a long list of superficial interests.
6. Why are you going to college? To learn? To learn what? Why? A college should be convinced that you truly want an education. Avoid simplistic answers and reasons. If you want to be an engineer, for example, cite some experience from your own life of deed and thought that led you to this present choice.
7. If humor is part of your style, feel free to use it.
8. Typing or printing is acceptable. In some cases you will be required to write an essay in your own handwriting. Neatness and legibility are obviously essential.
9. **Proofread.** Spelling errors are unacceptable.
10. Photo copies (clear ones) are perfectly acceptable, but sign each one individually. Your name should be on each page or article submitted in addition to the applications.
11. **Proofread again!**

Additional Important Tips

1. Colleges pay close attention to choice of senior year courses and to performance in the seventh semester of high school. Hence it is not wise to "lighten up" in the senior year. An upward trend in the senior year can be helpful in the admissions process whereas a senior year slump can be extremely detrimental.
2. Colleges reserve the right to revoke offers of admission or to put matriculating students on academic probation if eighth semester grades should fall dramatically. Avoid dramatic changes in effort during the last semester.
3. Be sure to inform your college counselor if a college notifies you that your file is incomplete.
4. Thank your teachers for writing letters of recommendation, preferably with a card or note. (It is a very time-consuming task.)
5. As a courtesy to the colleges please respond either affirmatively or negatively to their offers of admission in writing. Do so within the time allotted for such a response.

Financial Aid

- Substantial financial aid is available.
- Students should apply for financial aid even if they aren't certain they'll qualify. Financial aid certainly will not be offered unless an application is submitted, and often students and families are surprised by what they may qualify for.
- Most financial aid is awarded on the basis of need (this is called "need-based aid"). Academic scholarships get the most publicity, but the bulk of financial aid goes to students who can demonstrate "financial need": financial need is simply the difference between the amount her family can pay--as calculated from the financial information in her application--and the cost of attendance.
- Family income is not the only factor used in determining how much a family can pay. How much the family can pay depends partly on family income, but other factors such as family size, number of children in college, and other expenses also are considered.
- Students should not eliminate any college from consideration based on costs alone. Because eligibility for aid is determined by subtracting the amount the family can pay from what it costs to attend the college, the amount a family can pay stays the same regardless of how much a college costs. A student usually will be eligible for more aid at a higher-cost college.
- Colleges expect both students and parents to contribute toward college costs. Financial aid is intended to supplement, not replace, a family's own resources. Families should be prepared to help themselves and should start planning to meet their share of college costs well in advance.
- Students may receive different amounts or types of financial aid from different colleges. Even colleges that cost about the same may offer a student different types and amounts of aid, usually because their policies for awarding financial aid differ.

- The college that offers the most aid, or whose award letter arrives first, may not be the best one for the student to attend. Educational, not financial, considerations should remain central factors in selecting a college.

The most important things to remember are: 1) even if you don't think you are eligible, consider applying for aid; and 2) the definition of financial need is simply the difference between what you and your family can afford and what the college you wish to attend costs. This means the net cost of attending an expensive private college or a lower cost state university may end up being about the same.

Regardless of how a college awards its financial aid, whether by need alone or need and merit, most colleges will expect that you will file at least one form: the Free Application for Federal Student Aid (FAFSA). It is produced by the US Department of Education and processed by Federal Student Aid Programs. This form must be filed every year and includes such information as income and asset information from both students and parents. (Typically the form asks for parent income information on the parent who provided the most financial support during the previous 12 months.) It also asks for a list of the colleges that you would like to receive your financial information; up to six colleges may be listed on the initial form, and additional schools may be added by phone (1-800-4FEDAID) once the FAFSA has been processed and you have received your Student Aid Report (SAR). Since these forms help to determine financial need and are based on total cost of attendance, it is suggested by most financial aid offices that you list these schools in order of expense starting with the most expensive, regardless of preference. This form is available in the Guidance Office and online and may be filed after January 1st.

To apply for a Bright Futures Scholarship, submit a completed Florida Financial Aide Application during your last year in high school (after December 1 and prior to graduation). You may access www.FloridaStudentFinancialAid.org to apply online. Select State Grants, Scholarships and Applications, then Apply Here. The application gives the Florida Department of Education (FDOE) permission to evaluate your high school transcript and test scores for eligibility for a Bright Futures and other state scholarships and grants. ***You must apply during your last year in high school, before graduation, or you will forfeit all future eligibility for a Bright Futures Scholarship.***

Many private and independent colleges will request at least one additional form. Some will have their own two or four page Institutional Financial Aid Form that may come with the application for admission. Some will require that you file a form known as PROFILE. It is produced and processed by the College Scholarship Service (CSS), a division of the College Board (the SAT people). This form is available in early fall and typically asks for more specific information about assets and home equity. The individual institutions may then send an additional list of questions specific to their criteria for determining financial aid eligibility. These forms should be filed as soon as they are available!

Resources for College Planning

Books

Fiske, Edward, *The Fiske Guide To Selective Colleges*, Times Books, Random House

Goldman, Jordan and Buyers, Colleen, *Students' Guide to Colleges (The Definitive Guide to America's Top 100 Schools)*, Penguin Books

Mathews, Jay, *Harvard Schmarvard: Getting Beyond the Ivy League*

Moll, Richard, *Playing The Selective College Admissions Game*, Penguin Books, and *The Public Ivys*, Penguin

Peterson's Guides: Professional Degree Programs in the Visual & Performing Arts

Pope, Lauren, *Looking Beyond The Ivy League, (Finding The College That's Right For You)*, Viking Penguin and *Colleges That Change Lives*

Princeton Review Series: Complete Book of Colleges, 2006

Slayton Mitchell, Joyce, *Winning the Heart of the College Admission Dean*, Ten Speed Press

Springer, Sally P. & Franck, Marion R., *Admission Matters (What Students and Parents Need to Know About Getting Into College)*, Jossey-Bass

Solorzano, Lucia, *Barron's Best Buys in College Education*, Barron's

Steinberg, Jacques, *The Gatekeepers*, Viking Press

Yale Daily News, Insider's Guide To The Colleges, St. Martin's Press

Zuker, R.F., K.C. Hegener, *Peterson's Guide To College Admissions*, Peterson's Guides

How-To Books

DeOliveira, Paulo and Steve Cohen, *Getting In*, Workman Press

Kilpatrick, Frances and James, *The Winning Edge (for athletes)*, Octameron

Light, Richard, *Making the Most of College*, Harvard University Press

McGinty, Sarah, *Writing Your College Application Essay*, Harper and Row

Robinson, Adam and John Katzman, *The Princeton Review: Cracking The SAT and PSAT*, Random House

Spencer, Janet and Sandra Maleson, *The Princeton Review: Visiting College Campuses*, Random House

Financial Guides

Get a Jump! The Financial Aid Answer Book, Thomson Peterson's

Hammond, Bruce G., Discounts and Deals at the Nations 360 Best Colleges, St. Martin's Griffin

Lehman, A.E., E.A. Suber, The College Money Handbook, Peterson's Guides

Paying Less for College, Peterson's Guides

Of Special Interest To Parents

Coburn, K. Levin and Madge Lawrence Treeger, Letting Go (A Parent's Guide To Today's College Experience), Adler and Adler

MacGowan, Sandra F. and Sarah M. McGinty, 50 College Admissions Directors Speak To Parents, Harcourt, Brace, Jovanovich

Mayher, Bill, The College Admissions Mystique, Farrar, Straus & Givoux

Riera, Michael, Uncommon Sense for Parents of Teenagers, Celestial Arts

Riera, Michael, Field Guide to the American Teenager, Perseus

Johnson, Helen E. and Schelhas-Miller, Christine, Don't Tell Me What to Do, Just Send Money (The Essential Parenting Guide to the College Years), St. Martin's Griffin

College Related Web Sites

College Information

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|-------------------------------------|--|
| College Board Online | www.collegeboard.com |
| FL Academic Counseling & Tracking | www.facts.org |
| ACT Online | www.act.org |
| Common Application | www.commonap.org |
| College View | www.collegeview.com |
| Education and Career Center | www.petersons.com |
| Online College Fairs | www.onlinecollegefair.com |
| CollegeEdge | www.embark.com |
| CollegeXpress | www.collegexpress.com |
| Princeton Review | www.review.com |
| The College Guide | www.mycollegeguide.org |
| National Assoc of College Admission | www.nacac.com |
| Ivy League Universities | www.miskatonic.net/university/ivy.html |

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| Jesuit Colleges and Universities | www.ajcunet.edu |
| Athletics | www.ncaa.org/eligibility/cbsa |
| Selective Service Registration | www.sss.gov |
| College Video Site | www.videc.com |
| Virtual College Tours | www.campustours.com |
| Florida Department of Education | www.firn.edu/doe |
| Florida Community College System | www.dcc.firn.edu |
| Florida State University System | www.borfl.org |
| Career & College Resource | www.schoolsintheusa.com |
| United States Department of Ed | www.ed.gov |

Testing Prep on the Web

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| ACT Prep | www.act.org |
| Others | www.testu.com |
| | www.free-sat.org |
| | www.number2.com |
| | www.testprep.com/satprep/all/ |
| | www.princetonreview.com |

Scholarship & Financial Aid

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| Federal Student Aid Information | www.ed.gov/studentaid |
| FAFSA Online | www.fafsa.ed.gov |
| Hope Tax Credits | www.irs.ustreas.gov |
| General Scholarship & Aid | www.collegeispossible.org |
| | www.mapping-your-future.org |
| | www.college.net.com |
| Free Scholarship Searches | www.finaid.org |
| | www.fastweb.com |
| Loan Repayment Calculation | www.salliemae.com |
| Financial Aid Information | www.nasfaa.org |
| Bright Futures Scholarship | www.firn.edu/doe/brfuture |
| Florida Department of Education | www.floridastudentfinancialaid.org |
| Military Dependents Information | www.military.com |

Career Planning

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| College Board Search | www.collegeboard.com |
| University Career Centers | www.careerresource.net |
| CareerWeb | www.careerweb.com |
| Career Options | www.careervoyages.gov |
| Health & Medical Science Careers | www.science.education.nih.gov/LifeWorks |
| Career Planning | www.mapping-your-future.org |
| | www.myfuture.com |
| | http://adventuresineducation.org |

State of Florida Colleges

(partial listing)

Public

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| Florida A&M University | www.famu.edu |
| Florida Atlantic University | www.fau.edu |
| Honors College of FAU | www.fau.edu |
| Florida Gulf Coast University | www.fgcu.edu |
| Florida International University | www.fiu.edu |
| Florida State University | www.fsu.edu |
| University of Central Florida | www.ucf.edu |
| University of Florida | www.ufl.edu |
| University of North Florida | www.unf.edu |
| University of South Florida | www.usf.edu |
| USF/New College | www.usf.edu |
| University of West Florida | www.uwf.edu |

Private

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| Barry University | www.barry.edu |
| Bethune-Cookman College | www.bethune.cookman.edu |
| Eckerd College | www.eckerd.edu |
| Embry Riddle Aeronautical University | www.embryriddle.edu |
| Flagler College | www.flagler.edu |
| Florida Institute of Technology | www.fit.edu |
| Florida Southern College | www.flsouthern.edu |
| Jacksonville University | www.ju.edu |

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| Lynn University | www.lynn.edu |
| Nova Southeastern University | www.nova.edu |
| Palm Beach Atlantic College | www.pbac.edu |
| Ringling School of Art and Design | www.ringling.edu |
| Rollins College | www.rollins.edu |
| St. Thomas University | www.stu.edu |
| Stetson University | www.stetson.edu |
| University of Miami | www.miami.edu |
| University of Tampa | www.utampa.edu |