

## **I. Introduction**

Choosing the right college is an important and exciting process. With a clear understanding of roles, and careful planning and research, this overwhelming process will be meaningful and much less stressful.

It is important to keep in mind that with over 3000 colleges and universities in the United States, there is not just one “right” college for you. Many colleges and universities offer programs, which will fit your needs. The goal of the college selection process is to identify those schools, which will be the best match for your particular talents and interests. The college decisions are important ones...ones in which VES and your family play a part, but you, the student, drive the process.

Basically, the college application process can be divided into three categories: exploring colleges; completing the applications; and attending to admission procedures and details (including DEADLINES!) The more organized and knowledgeable you are about your options, and the more actively you participate in the process, the greater your chances are of successfully finding a compatible match.

This handbook is for you and your parents. Use the handbook as a guide as your work through the process. Rather than reading the handbook in one sitting, it is better used as a reference guide as you move from one step to the next. Keeping the overall task in perspective and proceeding one step at a time can transform a seemingly overwhelming task into a rewarding experience.

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### **Information Needed for College Applications**

High School Code (CEEB):	471 305
College Counselor:	Amy G. Koudelka
Assistant to the College Counselor:	Meghan Crowther
School Telephone:	434-385-3600
School Address:	400 VES Rd., Lynchburg, Virginia 24503

## **II. Key Players in the College Application Process**

As you are going through this process, you will learn a great deal about your preferences, your interests, and your personal goals. There will be much work involved: introspection, research, interviewing, writing, and listening to advice from many different people. Though many people will help you along the way, the ultimate decision rests with you.

Throughout this process, you should maintain close contact with your parents and Mrs. Koudelka. While it is important to make use of the wide variety of resources around you, there should be a clear understanding of your responsibility for each portion of the process. Here is an overview of the roles played by the key people involved:

### ***Students Responsibilities***

- Engage in thoughtful, honest reflection of your hopes, goals, strengths and weaknesses and apply this knowledge to your advantage in the application process.
- Do the best academic work of which you are capable, right through senior year.
- Do the research to find and apply to a variety of colleges you would be happy to attend.
- Fill out the application with care. Write the essays required with thought and honesty. And most importantly KNOW YOUR DEADLINES.
- Keep Mrs. Koudelka and Mrs. Crowther informed as your interests and priorities change.
- Keep careful files to organize and document all admission related forms (applications, test scores, letters from coaches, etc.).

### ***College Counselor Responsibilities***

- Get to know you well enough to be able to advise you about a number of colleges and programs, which might be suitable for you.
- Present the official school recommendation and your transcript to the colleges.
- Gather, review and mail all paperwork needed to file a complete application to each college you are applying.
- Act as your advocate to the extent that your credentials and VES experience allow.
- Inform you about the appropriate standardized tests, visits by college representatives to VES, and local college fairs.
- Offer counsel and advice on all of the steps in the college admissions process.
- Provide open lines of communication with your parents and with college admissions officers.

### ***Parent Responsibilities***

- Listen to you, your plans, goals and needs.
- Act as rocks of assurance for you and your values, independent of any college's decision regarding admission.
- Inform you of their views in this project. They know you better than anyone else.
- Participate in some of the college research with you. Be aware and involved in communicating parental expectations (type of college, financial interests). Visit the colleges when possible.
- Allow you to do your own work on applications but be supportive when needed.
- Provide the college counselor with detailed information about you by completing the Parent Questionnaire in a timely fashion.

### **III. College Planning Calendar**

#### **Freshman Year**

- Get involved with as many clubs and organizations as you can.
- Get to know your teachers and dorm leaders.
- Try everything (sports, art, plays, yearbook, academic clubs)
- Introduce yourself to the college counselors.

#### **Sophomore Year**

- Take the PSAT in October.
- Think about which activities, subjects, sports you find most fulfilling.
- Take sample college tours on the Web.

#### **Junior Year**

##### *Fall*

- Visit the college counseling office/resource room.
- Take the PSAT in October.
- Work on achieving the best possible academic record in the most challenging classes you can handle.
- Develop good working relationships with your teachers.
- Select one or two clubs or activities that you can pursue in depth.
- Visit with any college representatives who visit VES.
- Take December SAT.

##### *Winter*

- Meet with College Counselor.
- Complete College Counseling Questionnaire.
- If you have an opportunity, visit colleges during spring break.
- Begin to make summer plans to take part in a job, service project, travel, or activity that reflects a genuine interest of yours.

##### *Spring*

- Parents attend the College Counseling Workshop during Family Weekend.
- Register for the June SAT II deadline (student's are responsible for the June registration).
- Take SAT in May.
- Take AP tests in May (if applicable).
- Research (using the Web, guidebooks, alumni connections) colleges and start to develop a broad list (10-15) college possibilities based on the criteria that is important to your success.
- Write to colleges requesting brochures and information.
- Plan any summer college visits, and if possible, make appointments for interviews.

##### *Summer*

- Visit colleges—take part in a meaningful summer activity.
- Narrow list of colleges as you continue to research.
- Send for additional catalogs and request applications.
- Think about essay topics.
- Don't forget to send Thank You notes to admissions counselors whom you met while visiting colleges.

## Senior Year

### *September*

- Meet with college counselor during first three weeks of school.
- Register to take the October SAT or SAT II and/or ACT.
- Register to take the November SAT or SAT II.
- Make sure all SAT/ACT scores have been sent DIRECTLY to colleges.
- Write for applications as soon as possible.
- Ask teachers for recommendations.
- Visit with college representatives who visit VES and attend the local College Fair.
- Register to take the TOEFL (if English is not your first language).
- Continue visiting tours (an official visit is a tour and interview—or information session)

### *October*

- Take SAT and/or ACT.
- Finalize your choices (make a “short list” of 6-10 colleges).
- Begin working on applications.
- BE AWARE OF EARLY DECISION DEADLINES.
- Keep in touch with Mrs. Koudelka and the College Counseling Office.
- Obtain a copy of the CSS Profile (if planning on applying to a subscribing school).
- Register for the December SAT or SAT II.
- Ask teachers for recommendations if you have not done so.

### *November*

- Take SAT or SAT II.
- Continue working on applications. (**Remember that the College Counseling Office requires student’s hand in applications TWO WEEKS before the college’s deadline!**)
- Check over final list of colleges with Mrs. Koudelka.

### *December*

- Take December SAT or SAT II.
- Register for January SAT or SAT II.
- Pick up FAFSA (Free Application for Federal Student Aid) from Counseling Office.
- Submit all applications with Jan 1 or Jan 15 deadlines to College Counseling Office by December 2.

### *January*

- Finish all applications.
- Complete Profile and FAFSA Forms.
- Keep grades up (colleges do have the right to revoke admissions offers).

### *February/March*

- Last chance to meet February and March deadlines.
- Visit schools if you already have not done so.

### *April*

- Receive notification of decisions on college applications.

### *May*

- Notify all colleges of your decision—the college you plan to attend and those you don’t.
- Take AP exams (if applicable).
- Graduation!

## **IV. College Selection—Getting Started**

Now that you have a calendar to provide a timeline for the college selection process, what is next? Choosing a college involves many factors, some will be more important to you than others. The good news is that there is no such thing as “the perfect school” or “the one” school, but rather several colleges that will match your interests. Remember there are over 3,000 colleges and universities in the United States. The key will be narrowing your choices. Your college choices should match your personal preferences. The factors listed below can serve as a guide as you begin narrowing down the field of choices.

### **A. Characteristics**

**Type:** Two-year, four-year. Public or private. Church affiliated. Liberal arts college/research university/pre-professional (nursing, engineering, business, education). Coed or single sex.

**Size:** Do you want a small liberal arts college or a large university—or a mid-size school? How important is class size to you? How important is knowing your teachers? Would you prefer to live in an intimate community where you might know most of your peers or would you prefer to live in a large community where you might have greater anonymity?

**Location:** Would you rather be in a rural or urban setting? How important is being near a large city to you?

**Region:** How important is it to you to stay close to home? Or do you plan on spending four years of your life in a part of the country that is different from where you have been?

**Academics:** Do you know already that you would like a career in nursing, engineering, business education? Or do you know already that you are interested in a broad education in the liberal arts?

**Atmosphere:** Do you see yourself in an environment that is deeply academic or one that is career oriented? Would you prefer an atmosphere where students are more traditional in dress and ideas or one where students are more progressive? How important is diversity to you?

**Student Life:** What clubs or organizations would you like to join or continue pursuing in college? Do you plan on participating in athletics in college? Would you like to continue to participate in the arts or drama? Do you plan on joining a fraternity or sorority?

**Curriculum:** Are you looking for a school that has a “freshman year experience?” or certain core courses (i.e., I must go to a school with a meteorology department)?

**Affordability:** How much do finances or availability of financial aid factor into your choice?

These questions do not have to be answered right now. You might be able to answer these questions right away---based on your interests, but for some you may need to investigate (about yourself and the colleges you have in mind). The more research you do and the more colleges you visit, the easier it will be to answer these questions and create a better idea of the choices you will have. Your “long list” of colleges, developed in the Spring of your Junior year, will include the names of the colleges you will need to research in depth over the next few months.

## B. Developing Your List— (The Three Tiered List)

Once you have developed a solid idea of what you are looking for, you are ready to put together a “long list” of 10-15 colleges that fit your criteria. This grouping of a preliminary college list is NOT a precise science. It is important to experiment with the variety of possibilities open to you rather than starting with a narrow list based on what other people have told you. Keep in mind that the range of actual competitiveness in the admissions process varies within the groupings as well as from grouping to grouping. In addition, the college admissions process may change notably from one year to the next, and projections made today, based on last year’s cycle, may very well turn out quite differently when application pools are finally determined later in the year. It is for that reason that a final application list will be conservative in its projection and will represent colleges that cover “reach” to “likely.” Remember that you are looking not only for a school that will offer you admission, but also for a school where you will succeed and be happy for the next four years of your life. The list of colleges you will create is not a final list and can be edited and re-edited over the next few months. In constructing this list, you are encouraged to work closely with Mrs. Koudelka, your parents, and your advisor. Include three types of schools on your list:

1. **Reach Schools**: These are highly competitive colleges that represent a significant challenge for you because of strict admissions standards and/or highly competitive selection practices. These colleges receive many more applications from students than they have room for, so the statistical odds of admission are much lower than the other categories. There is a real difference between a reach school and one where you have little to no chance of admission.

2. **Reasonable Schools**: These are colleges that match your profile fairly evenly, but while the chances of being admitted may seem reasonably good, there is not guarantee of acceptance. Your GPA and test scores should compare favorably with those of other freshmen accepted to these colleges.

3. **Likely Schools**: These colleges represent schools where you are likely to be admitted, where the odds of admission are strongly in your favor. When comparing your GPA and test scores with these colleges, you will find that your credentials are as strong as those other freshmen that have been admitted.

The range of actual competitiveness in the admissions process will vary within the groupings as well as from grouping to grouping. The college admissions process often changes notably from one year to the next and projections made today based on last year's cycle may very well turn out quite differently when application pools are finally determined later in the year. It is for that reason that a final application list should represent colleges in all three categories. You are well-advised to plan on applying to six to eight colleges, and should consider them all “first choices.”

The bottom line is that this is your journey. You are the person who will be packing up and moving away in August. Many resources are available to you in the College Counseling Office, with your parents and your advisor. **Ultimately, it is YOUR responsibility to decide how you will take advantage of these resources!**

## C. The Research Process

Once you have developed a working list of colleges, it is time for some detailed research to decide which colleges you want to pursue further. Narrowing down your preliminary list of 10-15 schools can begin as early as the spring of your junior year and should be completed by the fall of your senior year. Although it is often difficult to know what to look for in those glossy view books and college guides, taking an organized approach and keeping careful notes will make this process easier (see Appendix C).

1. Sources You Should Consult come in many forms. Some will be available in the College Counseling Office, while others involve computer research or sending off to the colleges to have materials sent to you directly. The College Counseling Office contains various publications provided directly by the colleges, such as view books, catalogs, and videos. When researching schools, it is important to interpret the information carefully and read between the lines. You need to keep your own priorities in mind and gauge each source against your own criteria. Here are some ideas to think about when researching the colleges on your list:

- How many applicants are accepted each year, and how many actually enroll? This information will tell you how selective a college might be, and also provide an idea whether it was the first choice of those attending. Information about how competitive and popular a school might be should not eliminate it from your list, but it will help you to categorize it as a reach, realistic, or likely school.
- Look at the retention rate, which indicates how many students who enroll in a college choose to remain there. This is usually a good indication of whether students like or dislike the college once they have attended for a year.
- What is the average class size? Better than a published faculty/student ratio, this information gives you an idea of how much personal attention you might expect as a student.
- Do professors or instructors teach the courses? If you are attracted to a school by a strong faculty reputation, you want to make sure you will interact directly with professors—rather than being taught by graduate students.
- Are the students there like you? By comparing your own profile with that of their current freshman class, you can determine the likelihood of being admitted, as well as getting a sense of the social and academic environment there.
- Does the college have the support services and academic programs/facilities you will need to succeed and be happy there? Knowing that a school's technology program is state-of-the-art or that the music practice rooms are readily available might be important factors to you.
- Do the college publications you have seen motivate you to look further? Does it look like a place where you will fit in? Do you like what you see?

Some schools can be eliminated from your list as you learn more about them, while others may come to interest you more. It is important to **KEEP NOTES** throughout this process!

2. People You Should Consult can offer additional information that you cannot readily access through publications or websites. While these sources can provide important dates you will need, talking to college reps, students, and alumni of a particular college, attending a college fair, or visiting the campus itself will provide another dimension to your research. These are all steps you should take to narrow your list.

-Juniors and Seniors are invited to attend a Regional College Fair hosted by a local public high school in early September. This is an opportunity to talk briefly with admissions counselors and to pick up copies of admission materials.

-Many college admissions counselors travel to VES to meet with interested students. These meetings are an excellent opportunity for colleges to learn about VES and our student body and offer an excellent opportunity for our students to learn more about a particular college. \*This is a great time for a student to make a good impression on an admission counselor who later may be reading your application!

-Mrs. Koudelka can also provide you with a list of recent VES alumni who are enrolled in certain colleges so you can get another viewpoint from someone you may know. Often you can ask them questions you may not put before an admissions counselor, and sometimes you can learn from our alumni how well they were able to adjust to a particular campus.

3. Trips You Should Take include a preliminary visit to some of the colleges on your list to attend an information session, tour the campus, and meet with students, admissions counselors and faculty. Your first visit to a campus can be an informal visit; you might be on a group tour and in a group information session. Depending on the distance from home and the travel cost to visit, you may only be able to visit a college once. Visiting campuses during the summer and fall with your parents is the recommended time to explore campuses. Seniors will be granted weekend leaves on a limited basis to visit colleges. A more formal visit involves careful planning ahead of time. It is important to call and schedule and tour and interview (or information session). It is just as important for you to prepare for the visit by reading about the college (in advance) and having a list of questions to ask an admissions counselor. It is at this point that your name, your personal profile and your prospects as a candidate become important to the admissions office. If you are visiting a campus with your parents, it is important that they remain in the background; you should do the majority of talking yourself. You need to think through what you want to know, who you want to meet, what you want to see, and why you are interested in a particular school, for you will surely be asked these questions upon your arrival. Remember, except for unusual circumstances, **YOU SHOULD NOT APPLY TO A COLLEGE THAT YOU HAVE NOT VISITED.**

4. The College Interview is a highly recommended part of your college visit, which enables you to talk directly with college admission counselors about your interest in their college. Meetings are either arranged ahead of time to coincide with your trip or are conducted by alumni who can reach you at home or at VES. Either way, a person-to person conversation can accent some of your personal strengths that may not come out clearly on your application.

5. Narrowing Your List is now much easier as you start to get a feel for the differences between the schools on your list. At this point, you should be able to narrow down the field and remove colleges from further consideration. It is imperative that you keep Mrs. Koudelka and your parents informed of your progress, and we all will work closely with you to stay on task so that you can make your application deadlines.

***By the end of September of your Senior year, you need to have a “short list” of colleges that you have researched carefully and want to pursue. This list of 6-10 colleges should have at least 2 colleges in each category (reach, realistic, and likely). These will most likely be the schools to which you will apply.***

## V. Completing the Application

Once you are satisfied with your “short list,” with at least two in each tier, you are ready to begin filling out your applications. College admission counselors read all application forms very carefully and you should regard each application form as a vital part of your candidacy. It is a highly recommended to photocopy the application before you begin so that you can do a rough draft, assuring your answers will fit in the provide spaces.

### A. **Which Application To Use**

Once you decide to fill out an application, you have a number of choices as to which application to use. Most colleges will state that it does not matter which application you use, so you should find the one that is the most comfortable for you.

**Individual College Applications**-You can easily obtain a college’s application form by making any inquiry to the college (phone call, email or written request).

**Common Application**-Hundreds of schools have agreed on a common application that students may simply fill out once, photocopy, and send to as many colleges as they like. All colleges must sign a pledge each year stating that they will regard the common application with the same reverence that they offer to their own applications. If using a common application, it is still important that you secure and review each college’s admissions material for information about additional forms (such as the institutions financial aid application---or an additional essay). If a college has a supplement, it can be found on the college’s website or [www.commonapp.org](http://www.commonapp.org).

When filling out either the individual college application or the Common Application, there are some strict procedures to follow and deadlines to be met:

- Make a copy of the application so you can do a rough draft.
- Complete the rough draft, taking care that everything is clear, accurate, and complete.
- Answer every question that applies to you; don’t leave things blank just because you don’t know the answers. You may need to call your parents or check your school file to get all of the necessary information. Accuracy is very important.
- When you are ready to complete the application, fill it out in ink or type—but do not feel as though you have to type them as long as your handwriting is neat. If you make an error, don’t panic; simply use correction fluid to make a correction.
- If you are handwriting the application, make sure you use blue or black ink and use the same color of ink throughout the application, otherwise it looks messy and inconsistent.

**Electronic Applications**-Again, many colleges will state that it does not matter how you apply to their school, as long as the application is complete and accurate. The electronic or on-line application is excellent for those of you who are computer literate and who prefer to type over writing. Some advantages include certain colleges waiving the application fee for on-line applications, also, sending your application is quicker and if there is an application fee, you can use your credit card and not worry about writing checks. If you choose to apply on-line, make sure you have completed all the necessary information and have triple-checked your responses.

## **B. Teacher Recommendations**

Usually students should plan on asking two teachers for recommendations, and it is always best to ask teachers whom you have had in your junior or senior year. Some schools specify that they want a recommendation from an English and or math and science teacher—it is your responsibility to know what is required! It is a good idea to ask and get a verbal commitment from your teachers by October or November (remember, these teachers will be asked by many other students to write for them as well).

Sometimes colleges will have special Teacher Recommendation forms. Pay close attention to the information asked on these forms. The colleges usually ask for you to fill out the top portion of the form and then give it to your teacher. If there is no form, but a teacher recommendation is requested, it is a good idea to provide your teachers with some basic information about the colleges to which you are applying and any activities you have participated or honors or awards you have won. Don't forget to let us know which teachers are writing on your behalf.

\*\*\*Remember, it takes time for a teacher to write a GOOD letter of recommendation, so do not expect to ask a teacher on Monday for an application that is due on Wednesday. **Also, remember that this is a request you are making to your teachers, not a statement or demand;** some faculty members may choose to decline if they do not feel they can write a positive letter on your behalf.

## **C. Secondary School Report/Transcripts**

All colleges and universities expect a transcript to accompany a student's application. Some colleges have special forms that the College Counselor must fill out. This form called a Secondary School Report or a Counselor's Report should be submitted to Mrs. Koudelka as SOON as you know you are applying to a specific school.

In addition to filling out the Secondary School Report, we will include a letter of recommendation for each student in the senior class. Also, a VES transcript and school profile will be included.

## **D. Testing Requirements**

Testing requirements vary from college to college, and it is important that you carefully plan to meet the requirements of each of the schools on your list. Most colleges accept both the SAT and the ACT. Some schools require specific SAT IIs, while other colleges encourage but do not require the SAT IIs.

Your test scores may need to be sent to the colleges directly from the testing agency (either the College Board-for SAT I and II, AP and TOEFL scores---or the American College Testing Program for ACT scores. Although VES includes some scores on your transcript, many colleges require official score reports (scores sent directly by the agency to the college).

## **E. Essays**

Some colleges do not require an essay; some require two or three on very specific topics. It is important that you know the essay requirements for each college in which you are applying.

### **Some Hints**

*Don't forget the application fee. Ask your parents for enough checks.*

*Don't forget to sign your application in all the required places.*

*Proofread everything.*

## VI. Deadlines Are Important

*It is your responsibility to know when your college applications are due.* Some colleges have “postmarked by” deadlines, where other schools have “arrived by” deadlines. Applications received late may be automatically rejected, receive less than priority, or be put on the waiting list.

In order to get their work done by the decision notification date, some admissions officers begin reading applications well before the filing deadline. In some cases, submitting your application earlier in the cycle will enable admissions offices to process your file, notify you if anything is missing, and prepare your file for evaluation. \*Students are encouraged to apply VERY early in the cycle to colleges that have rolling admission when the student’s chance of admission to that school is likely.

Start on your applications at least a month before they are due so that you will be able to devote ample time to revision and to cope with any major pitfalls that might occur.

**Students should plan on having COMPLETED applications (application, fee, essay, completed teacher recs) to the College Counseling Office at LEAST two weeks before any college deadline to allow time to process your transcript, application, and counselor recommendation.**

### Application Due to College

October 15  
November 1  
November 15  
December 1  
December 15  
January 1-15  
All Other Deadlines

### Application Due to Mrs. Koudelka

October 1  
October 15  
November 3  
November 14  
December 1  
December 2  
January 15

All applications are sent out through the VES College Counseling Office unless the student makes other arrangements with us. We have found that it is helpful to colleges when they receive the entire application packet in one large folder with all the necessary materials in it instead of in a number of different mailings. We are able to provide this service for students, and we recommend that students take advantage of this service.

We will set up a folder to assemble and review all of the necessary components to complete your application. Incomplete applications sit in a file in the College Counseling Office and gather dust. It is your responsibility to complete your application and meet all deadlines (including those listed above). When an application is complete, Mrs. Crowther will mail the application and include a stamped, self-addressed postcard for the college to sign making sure that everything was received.

### **A note about reporting suspensions-**

It is expected that students will report any suspensions (in school or out of school) when asked on a college application. It is VES policy to report suspensions when asked. Students should talk to Mrs. Koudelka about reporting any suspension.

## **VII. How Colleges Review Applications**

How colleges review applications for admissions will vary from college to college. Some schools make admissions decisions using a computer formula that measures the extent to which students have met minimum grade, testing, and credit requirements. At most private colleges and selective public colleges, admission is based on careful and often multiple readings of applications—based on several factors. While the majority of college admissions officers are sensitive and humane, you should understand that their professional loyalty lies with their own institution and the various constituencies within it. They seek not only the best and brightest scholars, but also the most talented artists, athletes, and leaders. Many schools want to balance their population geographically and racially. Many schools want to represent their alumni and their children. For these reasons, colleges may give preferential treatment in their admissions decisions to candidates who possess certain talents or who come from certain families or backgrounds. What that means is that the process is not always clear—that you might feel that someone else whose academic credentials appear weaker than yours has unfairly gained admission to a school at which you have been denied.

Generally, the college selection will evaluate a number of factors about you, but there is no formula that tells how much weight is given to each different category at each different school:

### **A. Grades and Program of Study**

Most colleges look first and foremost at the student's academic record, taking into account the actual grade trends and program of study. VES's graduation requirements meet most standards for admission, but you must check each specific college's requirement to make sure. Your academic record over your high school years should reflect genuine effort, intellectual ability, and a real interest in learning. Selective colleges are interested not just in strong grades, but also in a constant and challenging course selection. They want to know that you have taken the most difficult and challenging courses you were qualified to take and you met that challenge. If you have the ability to take AP or honors courses, you should do so.

### **B. Standardized Testing**

Standardized tests (SAT I, SAT II, ACT) carry more weight in the selection process at some colleges than at others, but colleges do not typically base admissions decisions on scores alone. Admissions tests provide colleges with a nationally standard measure of academic aptitude and background that helps frame a comparison of applications who are coming from different secondary school settings. Test scores are looked at in relation to the academic record and the selection of courses. One major hindrance to admissions is the situation when a student has very high test scores and mediocre or low grades—this signifies to the college that you are an underachiever. On the contrary, many schools find it appealing when a student who has lower scores has overcome them in the classroom.

### **C. Teacher/Counselor Recommendations**

Most colleges are very interested in what teachers and counselors have to say about your personal and academic qualities. Recommendations provide the college with a glimpse into who you are at VES. Teachers will write about your academic performance as well as extracurricular activities and personal characteristics—if they have known you in that capacity. The counselor letter is the overall evaluation of your time at VES. This letter will include information about academics, extracurricular activities, and personal qualities. Recommendations are an important factor in this process because they provide personal information about you and how others perceive you.

#### **D. The Essay**

The essay is your opportunity to let your personality and writing style come alive. Your essay gives you a chance to display enthusiasm, intelligence, leadership, talent, maturity, and originality. Most colleges will require an essay and you should consider this as your chance to introduce your personality and “tell your story.”

#### **E. Legacies**

Daughters and sons of alumni receive careful consideration at most colleges. Schools will deal with alumni applicants differently. Most college applications have a section that allows you to indicate family members who have attended that particular college.

#### **F. Interest**

Interest in a college can play an important factor in the admissions process—especially at small, liberal-arts colleges. Colleges want to accept the students who want them, and they believe that they are wasting space admitting students who do not want to attend. You can show your interest in schools in various ways. When admissions officers visit VES, make sure you introduce yourself and join the representative for their lunch or dinner visit. Visiting the school and doing an interview, writing or emailing the admissions counselor, getting your application in on time, and following up on information that colleges request are all ways of showing interest. It is important that you, the student, are showing interest—not just your parents. Students who allow their parents to do all of the writing and calling do not seem as though they are prepared for the independence of college life. Take the initiative so your parents are not tempted to do it for you.

#### **G. Extracurricular Activities**

Most colleges are interested in knowing about your talents and interests outside the classroom including activities in athletics, drama, art, music, theater, internships, jobs, summer activities, etc. Many applications ask students to list activities in which they have participated and list the position they held in each activity. This gives you an opportunity, not to merely list your activities, but indicate that you served as captain of this team, or lead part in that production. It is far more impressive to colleges when they see student joining teams or clubs and taking on leadership roles than the students who join twenty different clubs just to have something to list on their application.

## VIII. Standardized Testing

There are a variety of tests used in the college admissions process. Each test measures different skills that colleges want to learn about when they assess their candidates for admissions. Learning about these tests and anticipating when you need to take them will help to reduce the anxiety that can be associated with them.

***PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test)*** is a sample SAT, and its score is an indication of the score you are likely to earn on the SAT. There are three subtests on the PSAT: verbal, math, and writing. The results of this test from the Junior year are used to determine National Merit Finalists.

***SAT (Scholastic Assessment Test)*** is a three- hour examination that measures a student's ability to communicate and reason with words and numbers. Consisting of two sections (verbal and quantitative), it is required or accepted for admission at most colleges. In additions, students can compare their SAT scores with the average SAT scores of freshmen at colleges of their choice to better determine their chance for acceptance.

***SAT II Subject Tests*** are one-hour examinations, which measure a student's level of achievement in certain subject areas. Some colleges require or recommend three tests for admission and/or placement purposes. Students should take subject tests in academic areas where they are completing a serious of courses or in any one-year subjects in which they are competent and want to include with college admissions credentials.

***ACT (The American College Test)*** is an alternative to the SAT, which tends to be preferred by colleges in the Midwest and western part of the country. It consists of multiple-choice questions in four subject areas: English, Math, Reading and Science Reasoning. Some students will find their scores are better on this test than on the SAT because it is less focused on quantitative skills. Most colleges will accept either SAT or ACT scores.

***AP (Advanced Placement)*** exams give students the opportunity to take college-level courses while in high school and possibly earn college credit. Over 1,000 colleges in the nation offer AP and/or specific college credit to AP students who score at a certain level on the AP examinations. Collegiate admissions officials in selective schools tend to recruit AP students.

***TOEFL (Test of English as a Foreign Language)*** is offered by the Educational Testing Service to measure English proficiency of nonnative English-speaking students wishing to enroll in American colleges. The 4 hour exam may be taken on paper or on the computer and consist of four sections: Listening, Structure, Reading, and Writing.

Virginia Episcopal School's transcript provides SAT I and ACT scores, but students will also have to request that official scores be sent directly to colleges by the testing agency to complete their applications. Most colleges will take the highest combination of SAT I math and verbal scores.

In order for a student to be eligible for an ***extended time PSAT, SAT, SATII or ACT***, the student or parent must notify Mrs. Koudelka that a current (within the past three years) educational or psychological evaluation exists. That document must identify the disability and support the need for special testing. In addition to this documentation, the College Board provides a form that the parent must fill out and return to the College Counseling Office for Mrs. Koudelka to verify. ***If requesting extended time on tests, please note that this process is deadline sensitive and takes a few weeks to process.***

## IX. The College Essay

The college essay is usually the part of the application that causes students to “stress out” the most. The essay should not be a cause a stress for students who have given themselves enough time to prepare and organize a well-thought piece of writing that truly expresses their personality. While your aim is to show who you are, the admissions committee also wants to see how well you express yourself in writing. The essay enables the admissions officers to evaluate your communication skills. Through your essay they can assess the clarity of your thinking and your ability to convey your thoughts in written form. The essay also enables the admissions office to learn more about you as a person, beyond what grades and SAT scores can convey. The essay adds another important piece to the puzzle because it distinguishes you as an individual, different from any other student who is applying.

### *Helpful Hints*

- Most essay questions are looking for your innermost thoughts and ideas. Superficial answers are not effective. Write clearly and in your own style or “voice.”
- If you are given a choice of essay questions, do not necessarily pick the easiest one. Rather, pick the question in which you can best express who you are and what you want them to know about you.
- Show, don’t just tell. Make sure that you use anecdotes and examples to back up what you say about yourself. It’s not enough to say that you want to be a teacher—what do you like about teaching, what experiences caused you to choose this career?
- Do not use your essay to reiterate things that are already clearly spelled out—that is a waste of an opportunity.
- Relate the topic to yourself. The easiest person for you to write about is yourself. Remember, the purpose of an essay is usually self-evaluation. Do not be shy or modest. Feel good about being enthusiastic and positive about yourself.
- Do not be afraid to write about something that is different and unique. The reader is a person— attract his or her attention and capture his or her imagination.
- Do not use the essay to plead or lobby for admission; rather answer the question that is asked.
- Ask your parents, advisor, English teacher, or Mrs. Koudelka to review your essay—not write your essay. Colleges recognize when an essay doesn’t seem like it is coming from you.
- Be aware of spelling and grammar.
- Rewrite, rewrite, rewrite. Practice makes perfect!

### *Selecting a Topic*

Choosing a topic can be difficult—although some schools will either give you a topic to write about or give you several specific topics from which to choose. Listed below are some essay questions our students were asked to write this past year:

- ◆ Evaluate a significant experience or achievement that has special meaning to you.
- ◆ Indicate a person who has had significant influence on you, and describe that influence.
- ◆ Discuss some issue of personal, local, or national concern and its importance to you.
- ◆ In the spirit of adventurous inquiry, pose an untraditional or uncommon question of your own.
- ◆ If there were one picture left on your last roll of film, what would you photograph and why?
- ◆ React to something you have read recently.
- ◆ Describe a creative solution you have used to solve a non-classroom related problem.
- ◆ Identify some personal object or item you have saved for years and explain why you kept it.
- ◆ Tell about an experience you have had with people of a different race, background, or culture.
- ◆ What risks have you taken in life? What were the circumstances and the results.

## X, **Athletics**

If you are interested in participating in athletics in college, you should inform the colleges you are interested in, your coach at VES and Mrs. Koudelka know. While you may think, “there is no way I am able to play a sport in college,” you may be surprised at how many of our students can compete at the small college (Division III) level.

An interest in athletics can provide an upper hand in admissions, but you need to discuss this with your coach and Mrs. Koudelka so you can begin writing coaches and letting them know you are interested. You should see your coach about getting copies of game tapes sent to schools where you are interested in applying.

It is important that any student interested in participating in Division I or II athletics register with the **NCAA Clearinghouse**—registration forms are located in the College Counseling Office.

The NCAA is the governing body for more than 1,200 colleges and universities’ athletic programs. One major division of this organization manages collegiate recruitment and eligibility for prospective student athletes. Colleges rely upon the NCAA Clearinghouse to establish eligibility for an athletic recruitment by their coaches. For general regulations for Division I and II athletics, see the NCAA Guide for College-Bound Student-Athlete” for more specific guidelines and exceptions.

## **XI. Affording a College Education**

Financial Aid is the term used to describe the various options available to help students and their families finance a college education. A financial aid package is the combination of funds needed to make up the difference between a college's cost and the amount you and your family can reasonably afford. A financial aid package may include grants, scholarships, low-interest loans, and work/study funds.

### **A. Types of Financial Aid**

**Grants and Scholarships** (gift aid based on need and/or merit that does not require repayment)

--***Federal Pell Grants***

Available to the neediest students.

--***Federal Supplemental Educational Opportunity Grants (SEOG)***

Available for undergraduate study to students with very low Expected Family Contribution.

--***Institutional Scholarships and Grants***

Available from a specific college's endowment

--***Outside, Privately Funded Scholarships***

Available usually through corporate and civic sponsors.

**Loans** (aid that has to be repaid, usually after graduation)

--***Federal Perkins Loan***

Loans with a low interest rate based on demonstrated need using the FAFSA.

--***Stafford Loan***

Loans with a higher interest rate based on the FAFSA

--***Parent Loans (PLUS)***

Loans that have a capped interest rate based on credit worthiness.

**Work Programs** (awards earned as hourly wages or credited to tuition)

--***Federal College Work Study (CWS)***

Subsidized either by the federal government or the college.

--***Institutional Employment***

Specific employment opportunities offered by the college.

### **B. Applying for Financial Aid**

Any candidate for admission to a college should apply for financial aid if his or her family feels that they may not be able to pay for the entire cost. Every student who applies for financial aid must fill out the FAFSA (Free Application for Federal Student Aid). This application is available to students at the beginning of December (their senior year) and can be obtained from the College Counseling Office and should be mailed to the U.S. Department of Education. Some colleges require students to submit the CSS Profile in October of their senior year. **It is the family's responsibility to know what forms need to be submitted and the deadlines for the submissions.**

Both the FAFSA and the CSS Profile are available online. The FAFSA website is [www.fafsa.org](http://www.fafsa.org). The CSS Profile is a supplemental aid application required by many institutions in addition to their own institutional aid form. Administered by the College Scholarship Service of the College Board, students must pay a registration fee as well as a processing fee for each college aid application. The website is [www.collegeboard.org](http://www.collegeboard.org).

## **XII. The Final Steps**

Once your applications are complete and your parents have filled out all the necessary financial aid forms, then comes the waiting game. During the late winter and early spring of your senior year, as you are waiting to hear from colleges, there might be a temptation to relax and forget about your coursework and projects. While a certain degree of relaxation is understandable, it is very important that you avoid a total shutdown.

### **A. Resisting Senioritis**

“Senioritis,” that condition dreaded by teachers and parents when high school seniors slack off in the spring, can jeopardize your college acceptance. Many colleges will contact you and ask for an update on your courses and grades. Looking carefully at admission acceptance letters, you might notice that admission is usually contingent upon your continued pattern of performance until you graduate. Colleges are known to rescind admission to students who “fall out” their senior year. Also, keep in mind that a college is more likely to take a wait-listed student who has worked diligently throughout the year.

### **B. Hearing from Colleges**

Most colleges will notify you in writing of their decision by April 1. Though this can be a stressful and anxious time, you need to keep track of these responses, notify us, and let your parents know what you are hearing.

In the case of *denials*, try to keep these matters in perspective: you were advised to apply to some “reach schools” where your admission was a long-shot from the start. What feels like a rejection from one college should show you that it was not the right place for you. Your applications to “realistic” and “likely” schools should provide you with other, more appropriate places that will be a better fit in the long run.

Some students will find that they have been wait listed at a particular college. If you find yourself on a waiting list, there are several strategies that you need to discuss with Mrs. Koudelka. Some schools will rarely resort to their waiting lists to fill a class, while others will rank students on the list and tell you the likelihood of your status changing by early June. Once you are informed of your chances there, you will be in a better position to decide what to do next. If you want to remain on the waiting list, you will need to reply to the college immediately to keep your file active. If you choose to decline, they also need to be notified.

You must notify all colleges of your final decision in writing no later than May 1, a date nationally recognized by all colleges as the Candidate Reply Date. Most schools will require a deposit from you to hold your place in the class.

### **Remember**

- Notify Mrs. Koudelka or Mrs. Crowther when you receive notification.
- Be sure to thank your teachers and anyone else who has helped you with a recommendation. Having given their time on your behalf, they deserve the courtesy of your following through with a brief note of appreciation.
- Reply to schools by May 1.

## **APPENDIX A: Glossary**

<u>ACT</u>	The American College Test is an assessment used in lieu of or accompanying the SAT I for college admissions. It has four subtests (English, math, reading, and science) with score ranges of 1-36 as well as a composite score.
<u>Advanced Placement (AP)</u>	A course of study for high school students who are able to do college level work in high school. AP exams are given at the end of the course-in May. There are currently 29 exams in 16 subject areas. Exams are scored by a national team (not your high school teachers) on a scale of 1-5 with 5 as the highest. Most colleges will give credit or waive courses from scores of 3-5.
<u>Candidate Notification Date</u>	The date by which a college notifies a student of the admission decision. Usually colleges will notify by April 1.
<u>Candidate Reply Date</u>	The date, after acceptance by a college, that the college expects a student to make a final college choice. Usually this date is May 1.
<u>CEEB Code</u>	The CEEB code (or High School code) for VES is 471 305.
<u>College Board</u>	This organization sponsors the SAT I, SAT II, AP, TOEFL and CLEP exams.
<u>College Fair</u>	A gathering of admissions representatives from many colleges and universities to meet students and their parents. This is a great opportunity to talk to admissions representatives, pick up brochures and applications, and get your name on mailing lists.
<u>Common Application</u>	A single application form accepted by over 150 colleges. After a student completes the Common App either on line or paper, s/he copies it and submits the same application to those colleges that accept the Common App. *Some colleges that accept the Common Application require a supplement to the application.
<u>CSS/Profile</u>	College Scholarship Service. This division of the College Board is primarily concerned with scholarships and other financial aid matters. The PROFILE is a supplementary application for financial aid which may be utilized by mostly private and some selective schools.
<u>Deferred Admission</u>	Many schools will offer this option to its newly accepted students. This student can defer his or her admission to colleges for one semester or one year for personal reasons (travel, work, personal hardship, etc.). Students interested in having their admission deferred need to see Mrs. Koudelka for further guidelines.
<u>Early Action</u>	A program which allows students to apply early and be notified of an admissions decision before Spring semester. Unlike early decision, you have no commitments to that college.

<u>Early Decision</u>	Students with a strong desire to attend one particular college may decide to apply by an earlier fall deadline. Admissions offices consider these applications as a separate candidate pool, and a view any student they accept as fully committed to their school alone. Early decision is a binding one.
<u>FAFSA</u>	Free Application for Federal Student Aid is a form used to apply for various forms of federal aid (grants and loans). Most colleges use information from the FAFSA to award institutional scholarships and grants.
<u>FWS</u>	Federal Work Study programs provide on-campus jobs scheduled around class and study time.
<u>Grant</u>	A grant can be need-based or merit-based and is “free” money for your college education. Grants do not need to be repaid.
<u>Liberal Arts</u>	A school or major with the main focus of humanities such as literature, the arts, natural and social sciences and education. It is a much broader course of study than one focused on engineering or business.
<u>Loan</u>	Borrowed money which is often part of your financial aid package. Loans are generally made from banks or the federal government and can be subsidized or unsubsidized. Unlike grants and scholarships, loans must be repaid.
<u>Merit-based</u>	Grants and scholarships awarded without consideration of financial need. Merit awards are made on the basis of high academic achievement, musical or artistic talent, or athletic ability.
<u>NCAA</u>	National Collegiate Athletic Association governs college sports programs, divided into divisions based on the level of competitiveness of teams. The Clearinghouse agency evaluates a high school athlete’s academic eligibility based on standardized criteria. You need specific core courses, a minimum GPA and standardized test scores that meet NCAA standards.
<u>Placement Tests</u>	Placement tests are not ordinarily a formal part of the admissions process, but are used after you are admitted to determine what level course you should take next. Placement tests come in many forms. High scores on admissions test can be used for placement, as can SAT I and II scores. AP exams may earn college credit but can also be used for placement by some colleges. Colleges often have their own placement tests.
<u>PSAT/NMSQT</u>	Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test is offered on one Tuesday or one Saturday each October. You might take this “practice SAT” as a sophomore, but it is your junior year score which may qualify you as a National Merit Semifinalist.

<u>Regular Admission</u>	Colleges select a specific date (usually in early April) by which they will have reviewed and notified all candidates of their admission decisions. They let all applicants know at the same time (except Early Action/Decision candidates) whether they have been offered or denied admission or waitlisted.
<u>Rolling Admission</u>	Colleges which have a rolling admissions policy make admissions decisions and admit students as applications are received throughout the year until all spaces are filled.
<u>SAR</u>	Student Aid Report. You get an SAR after your FAFSA (Free Application for federal Student Aid) is complete. It will give you a number that represents your Expected Family Contribution.
<u>SAT I</u>	Scholastic Assessment Test is a standardized college admissions test measuring verbal and math aptitudes and reports the results on a scale of 200 to 800 with an 500 average on each section. Combined with other factors, SAT I scores help schools predict success in college.
<u>SAT II</u>	Previously called Achievement Tests, SAT II exams are subject tests sponsored by the College Board. Usually used for placement, some schools require that you take one or more of these tests as part of the admissions process.
<u>Scholarship</u>	This is “free” money which is awarded as a recognition of some special attribute which may be academic, musical, or athletic; a characteristic such as ethnicity; an affiliation such as being a member of a Credit Union or the child of an employee of certain businesses.
<u>Student Search</u>	A search provided by the College Board. Students may choose to receive information from colleges by indicating YES on the Student Descriptive Questionnaire, part of the PSAT or SAT registration form.
<u>TOEFL</u>	Test of English as a Foreign Language. This admissions test, sponsored by the College Board, allows foreign born students whose first language is not English and whose SAT scores will be affected by a language barrier, to demonstrate their ability to understand written and spoken English. A minimum TOEFL score is usually required for admission. The VES TOEFL code is 8110.
<u>Wait List</u>	If you are not offered admission at a college, you might be placed on a waiting list. If you are <b>waitlisted</b> , it means that you meet the minimum qualifications for admission, but the school has already offered enrollment to enough students to fill its available places. If some applicants decline the offer, you may be offered their places in the freshman class.

## APPENDIX B: Web Resources for College Counseling

### *Financial Aid*

[www.fafsa.ed.gov/](http://www.fafsa.ed.gov/)

U.S. Department of Education Web site with the FAFSA

[www.ed.gov/finaid.html](http://www.ed.gov/finaid.html)

Student financial assistance site with link to The Student Guide for Financial Aid from the U.S. Department of Education.

[www.finaid.org](http://www.finaid.org)

Financial aid information page. This page provides a free, comprehensive guide to aid.

[www.fastweb.com](http://www.fastweb.com)

Search for scholarships and financial aid information.

[www.yahoo.com/Education/Financial\\_Aid/Scholarship\\_Programs/](http://www.yahoo.com/Education/Financial_Aid/Scholarship_Programs/)

Listing of scholarship programs as compiled by Yahoo.

[www.nslc.org](http://www.nslc.org)

National student loan clearinghouse.

[www.wiredscholar.com](http://www.wiredscholar.com)

Guidance on loan processes and types available, scholarship opportunities.

[www.absolutelyscholarships.com](http://www.absolutelyscholarships.com)

A database of over 200,000 scholarship awards.

[www.collegboard.com](http://www.collegboard.com)

The College Board Website contains a database of scholarship sources called Expan Scholarship Search.

[www.sallimae.com](http://www.sallimae.com)

Offers information on scholarships, grants, and student loans.

Other sites:

[www.collegexpress.com](http://www.collegexpress.com)

[www.easi.ed.gov](http://www.easi.ed.gov)

[www.gocollege.com](http://www.gocollege.com)

[www.collegesmart.com](http://www.collegesmart.com)

## *The College Search*

[www.campustours.com](http://www.campustours.com)

Find colleges, virtual tours, web cams, campus maps, and more.

[www.C3Apply.com](http://www.C3Apply.com)

College search, virtual tours, financial aid estimators, scholarship information, etc.

[www.embarc.com](http://www.embarc.com)

Find colleges, scholarship information, links to college applications and supplements.

[www.petersons.com](http://www.petersons.com)

Contains links to information about colleges, graduate study, summer programs, allows you to search form specific schools.

[www.review.com](http://www.review.com)

The website for the Princeton Review—a fun sit with good SAT information, college rankings, admissions tips, college and university information, and Apply!CD link.

[www.collegeview.com](http://www.collegeview.com)

Collegeview is one of the leaders in bringing technology into the college counseling office; allows the user to search colleges and universities for certain criteria or by specific name of the college.

[www.mycollegeguide.org](http://www.mycollegeguide.org)

The College Guide-a good site with admissions information, the common application, and college search features.

[www.kaplan.com](http://www.kaplan.com)

Kaplan Online

[www.commonapp.org](http://www.commonapp.org)

Common Application online

### *Other sites*

[www.soucepath.com](http://www.soucepath.com)

[www.collegeboard.com](http://www.collegeboard.com)

[www.collegenet.com](http://www.collegenet.com)

[www.niep.com](http://www.niep.com)

[www.collegelink.com](http://www.collegelink.com)

[www.collegequest.com](http://www.collegequest.com)

[www.gocollege.com](http://www.gocollege.com)

### ***College Information***

[www.schoolsintheusa.com](http://www.schoolsintheusa.com)

In-depth information on various programs.

[www.collegetownusa.com](http://www.collegetownusa.com)

College, sports scholarship resource.

[www.collegeboard.com](http://www.collegeboard.com)

College Board website with information on testing, etc.

[www.chnet.com](http://www.chnet.com)

Great website with enormous database of schools, plus links to the colleges.

[www.yahoo.com/Education/](http://www.yahoo.com/Education/)

Yahoo sites with information about higher education and college entrance.

### ***Summer Programs***

[www.petersons.com/summerop/ssector.html](http://www.petersons.com/summerop/ssector.html)

[www.yahoo.com/Education/K\\_12/Programs/Summer\\_Programs](http://www.yahoo.com/Education/K_12/Programs/Summer_Programs)

[www.afs.org/usa/abroad.html](http://www.afs.org/usa/abroad.html)

## APPENDIX C: Print Resources for College Counseling

### *Comprehensive College Reference Books*

These are the guidebooks that give “just the facts” about colleges and tend to be very thick. These guidebooks are objective and consist mainly of statistics about the colleges. It is difficult to get the “feel” of a college or university based on this book, but they provide factual information which is useful.

Barron’s Profiles of American Colleges  
College Admissions Data Handbook  
The College Handbook  
Cass and Birnbaum’s Guide to American Colleges  
Lovejoy’s College Guide  
Peterson’s Guide to Four-Year Colleges  
The Right College

### *Narrative, Subjective College Guidebooks*

These are the guidebooks that try to give you a “feel” for a college. These books offer opinions on what is good and bad about particular colleges and rate their quality. This information can be very helpful, but remember that they are subjective.

Barron’s Best Buys in College Education, Lucia Solorzona  
Barron’s Top 50- An Inside Look at America’s Best Colleges, Tom Fischgrund  
The Best Buys in College Education, Edward Fiske  
The Common-Sense Guide to American Colleges, Charles Homer  
The Fiske Guide To Colleges, Edward Fisk  
How to Get Into An Ivy League Education At A State Institution, Martin Nemko  
The Insiders Guide to Colleges, Yale Daily News  
Ivy League Programs at State School Prices, Robert Sullivan  
The Public Ivys, Richard Moll

### *Preliminary College List Builder Books*

The College Finder-475 Ways to Choose the Right School for You, Steven Antonoff  
Rugg’s Recommendation on the College, Frederick E. Rugg  
Directory of Unusual Majors, The College Connection  
College Admissions Index of Majors and Sports, Wintergreen Orchard House  
Index of Majors and Graduate Degrees, College Board  
Peterson’s National College Databank, Peterson’s Guides

### *SAT/ACT Preparation, Review Books*

How to Prepare for the SAT I, Samuel C. Browsteing  
Introducing the New SAT, The College Board  
The Official Guide to SAT II: Subject Tests, College Board  
Real SATs, College Board  
Peterson’s SAT Success, Peterson’s Guides  
Preparation for the New SAT: Scholastic Assessment Test, Edward Deptula  
Up Your SAT Score-The Underground Guide to the New PSAT and SAT, Manek, Mistry, Michael Colton, Paul Ross, Larry Berger  
ACT-American College Testing Program, Joan U. Levy and Norman Levy  
Cliffs Enhanced ACT Preparation Guide, Jerry Bobrow  
How To Prepare For the ACT, Barron’s Educational Series  
Official Guide to the ACT Assessment, Harcourt Brace Jovanovich

### ***College Books for Students With Specific Interests***

The Black Student's Guide to Colleges, Barry Beckham  
Choose A Christian College, Christian College Coalition  
Directory of Catholic Colleges and Universities, The College Connection  
Education for the Earth-A Guide to Top Environmental Studies Programs, Alliance for Environmental Education  
Guide to American Art Schools, John D. Wernko  
The Jewish Student's Guide to American Colleges, Lee and Lana Goldberg  
Making a Difference College Guide, Miriam Weinstein  
The Multi-Cultural Student's Guide to Colleges, Robert Mitchell

### ***Campus Visits and Interview Books***

Campus Pursuit-How to Make the Most of the College Visit and Interview, G. Gary Ripple  
Campus Visits and College Interviews-A Complete Guide for College-Bound Students and Their Families, Zola Dincin Schneider  
The Complete Guide to College Visits, Janet Spencer and Sandra Malestoon

### ***Books on Writing College Essays***

The Admissions Essay, Helen W. Power and Robert DiAntonio, Lyle Stuart  
Essays That Worked, Boykin Curry and Brian Kasbar  
How to Write a Winning College Essay, Michael James Mason  
100 Successful College Application Essays, Christopher J. Georges and Gigi E. Georges

### ***College Books for International Students***

Applying to Colleges and Universities in the United States: A Handbook for International Students, Andrea E. Lehman  
The College Handbook Foreign Student Supplement, College Board  
The International Student's Guide to the American University, Gregory A. Barnes

### ***College Books for the Learning Disabled***

A Guide to Colleges for the Learning Disabled, Mary Ann Liscio  
The K & W Guide to Colleges for the Learning Disabled, Mary Beth Kravets and Imy Wax  
Lovejoy's College Guide for the Learning Disabled, Charles T. Straughn  
Peterson's Guide to College With Programs for Learning Disabled Students, Charlest T. Mangrum and Steven S. Strivhart

### ***College Books for Parents***

Choosing a College: A Guide for Parents and Students, Thomas Sowell  
The College Guide for Parents, Charles J. Shields  
Letting Go-A Parents' Guide to Today's College Experience, Karen Levin Coburg and Madge Lawrence Treeger  
Putting Your Kids Through College, Scott Edelstein

### ***Books on Financial Aid***

College Costs and Financial Aid Handbook, College Board  
College Scholarships and Financial Aid, Arco  
Cutting College Costs, James P. Duffy  
Lovejoy's Guide to Financial Aid, Robert and Anna Leider  
The Scholarship Book, Daniel J. Cassidy

## APPENDIX D: College Lists By Topic

### Some Schools Over 200 Years Old\*

Bowdoin College  
Brown University  
College of William and Mary  
Columbia College of Columbia University  
Dartmouth College  
Dickinson College  
Franklin & Marshall College  
Georgetown University  
Hampden-Sydney College  
Harvard and Radcliffe College  
Princeton University  
Rutgers, State College of New Jersey  
St. John's College  
Union College  
University of Delaware  
University of Georgia  
University of North Carolina/Chapel Hill  
University of Pennsylvania  
University of Pittsburgh  
University of Tennessee/Knoxville  
University of Vermont  
Washington and Lee University  
Williams College  
Yale University

### Single-Sex Schools\*

#### *Women*

Agnes Scott College  
Barnard College  
Hollins College  
Mills College  
Mt. Holyoke College  
Randolph-Macon Woman's College  
Scripps College  
Simmons College  
Smith Colleges  
Spelman College  
Sweet Briar College  
Trinity College (D.C.)  
Wellesley College  
Wells College

#### *Men*

Deep Springs College  
Hampden-Sydney College  
Morehouse College  
Wabash College

### Some Schools Less than 50 Years Old\*

California Institute of the Arts  
Eugene Lang College of the New School  
Evergreen State College  
Florida Institute of Technology  
George Mason University  
Hampshire College  
Harvey Mudd College  
New College of the University of South Florida  
North Carolina School of the Arts  
Oral Roberts University  
Pitzer College  
SUNY/Stony Brook  
United States Air Force Academy  
University of California/Irvine  
University of California/Riverside  
University of California/Santa Cruz  
University of Dallas  
University of Waterloo

### Predominantly Male Schools (More than 2/3)\*

California Institute of Technology  
Carnegie Mellon University  
Clarkson University  
Colorado School of Mines  
Georgia Institute of Technology  
Harvey Mudd College  
Rensselaer Polytechnic Institute  
Rose-Hulman Institute of Technology  
Stevens Institute of Technology  
United States Air Force Academy  
United States Coast Guard Academy  
United States Military Academy  
United States Naval Academy  
Worcester Polytechnic Institute

### Predominantly Female Schools (More than 2/3)\*

Adelphi University  
Bennington College  
Bryn Mawr College  
CUNY/Hunter College  
Eugene Lang College of the New School  
Goucher College  
Manhattanville College  
Parsons School of Design  
Sarah Lawrence College  
Wheaton College

\*From *The Insider's Guide to the Colleges*, Yale Daily News, 2001

## APPENDIX E: College Lists for Students With Learning Differences

### Universities with Strong Support Services\*

Adelphi University  
American University  
University of Arizona  
University of California-Berkeley  
Clark University  
University of Colorado-Boulder  
University of Denver  
DePaul University  
University of Georgia  
Hofstra University  
Purdue University  
Rochester Institute of Technology  
Syracuse University  
University of Vermont  
University of Virginia

### Comprehensive LD Programs\*\*

American International College  
Curry College  
Farleigh Dickinson University  
Landmark College  
Marist College  
Muskingham College  
New York University  
Northeastern University  
University of Arizona  
University of Denver  
University of Pittsburgh  
University of Vermont  
Western Maryland College

### Small Colleges with Strong Support Services\*

Bard College  
Bradford College  
Curry College  
Landmark College  
Loras College  
Lynn College  
Marist College  
Mercyhurst College  
Mitchell College  
Muskingum College  
University of New England  
St. Thomas Aquinas College  
Southern Vermont College  
Westminster College of Missouri  
West Virginia Wesleyan College

### Top Five Learning Disabilities Programs\*\*\*

Adelphi University  
Fort Lewis College  
Landmark College  
Muskingham College  
West Virginia Wesleyan

\* From *Fiske's Guide to Getting Into the Right College*, 1997

\*\* From *The Insiders Network to College*, based on visits by consultants Susan English and Ann Sartori

\*\*\*From *Rugg's Recommendations*, 1999

## ***Information You Will Need***

<b><i>School Name and Address</i></b>	Virginia Episcopal School 400 VES Road Lynchburg, VA 34503
<b><i>Phone:</i></b>	434-385-3600
<b><i>Fax:</i></b>	434-385-3603
<b><i>College Counselor</i></b>	Amy Koudelka <a href="mailto:akoudelka@ves.org">akoudelka@ves.org</a> 434-385-3631
<b><i>School Code:</i></b>	<b><i>471 305</i></b>

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