

# Senior: Fall/September/Unit 13

## Postsecondary Admissions Applications

### Objectives:

- Collect application materials for three postsecondary institutions.
- Evaluate what you have learned.
- Contact Site Teachers and NAU Upward Bound Staff for help as needed.
- Assist in the development of the portfolio program.

To complete this unit successfully and receive your stipend, you and your parents should finish the following activities:

1. Complete all of the activities in this unit!
2. Complete and include your Student GRADE CHECK form.
3. Fill out the evaluation sheet when you have completed the unit assignments, and get your parent/guardian's signature.
4. Fill out the Honorarium/Stipend Request form.
5. Complete this unit and be prepared to review it by \_\_\_\_\_.

Once you have completed this unit, you should meet with an Upward Bound staff member to go over it and receive and review the next unit, Fall/October/Unit 14.

Telephone: 1-800-628-4494  
 E-mail: [Diana.Betoney@nau.edu](mailto:Diana.Betoney@nau.edu)  
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[Sarah.Kennedy@nau.edu](mailto:Sarah.Kennedy@nau.edu)

How much will I earn this month?	
C = \$40.00 complete	<ul style="list-style-type: none"> <li>• Unit 100% complete</li> <li>• Unit turned in on time</li> </ul>
P = \$20.00 partial	<ul style="list-style-type: none"> <li>• Unit <b>more than</b> 50% complete</li> <li>• Unit turned in on time</li> </ul>
0 = \$0.0 incomplete	<ul style="list-style-type: none"> <li>• A unit turned in <b>late</b> is considered incomplete</li> <li>• A unit <b>less than</b> 50% complete is considered incomplete</li> </ul>

What to do if you are absent on the day Portfolio's are to be reviewed by Upward Bound staff members?	
Planned Absences (e.g., basketball games, track meets, etc.)	Unplanned Absences (e.g., sickness, flat tire, abduction by aliens, etc.)
<ul style="list-style-type: none"> <li>◆ Give your binder to your site teacher <b>before you leave</b> for the planned absence.</li> <li>◆ If you give your binder to your site teacher <b>before you leave</b>, then the UB staff can review your work and you are still eligible for the full \$40.00 stipend.</li> <li>◆ If you forget to leave your binder with your site teacher before you leave, then your work is late and you are no longer eligible for a stipend.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Give your binder to your site teacher <b>As Soon As You get back to school</b>.</li> <li>◆ If you give your binder to your site teacher <b>As Soon As You return from an unplanned absence</b>, then you are still eligible for the full \$40.00 stipend.</li> <li>◆ If you forget to give your binder to your site teacher <b>As Soon As You return</b>, then your work is late and you are no longer eligible for a stipend.</li> </ul>

## SEPTEMBER 2008

- Meet with your counselor to make sure you are on track to graduate.

- Register to take the ACT or SAT

## OCTOBER

- Apply for a PIN for you and your parents @ [www.pin.ed.gov](http://www.pin.ed.gov)
- Visit colleges in person or virtually on line.

- Apply to colleges—Notice DEADLINES!
- Make copies of all application materials for your records.
- Ask teachers and counselors to submit transcripts, letters of recommendation and any other school documents to your colleges.

## NOVEMBER

- Fill out the FAFSA on the Web worksheet which you will find at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) so you are prepared to fill out the FAFSA in January.

- Apply for scholarships.
- Keep your grades up!

## DECEMBER

- Check mail and email for acceptance notification and financial aid offers.
- Apply for scholarships!

- Gather income and tax information from your parents so you are prepared to fill out the FAFSA in January.

## JANUARY

- Meet all financial aid deadlines.
- Continue to apply for scholarships!

- Apply for the FAFSA on line as soon after January 1 as possible, [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Use the income tax estimator option if necessary. Ensure all information is correct for faster processing.

## FEBRUARY

- Attend College Goal Sunday in your community for free help with the FAFSA.
- Keep your grades up!!

- If you have already submitted the FAFSA, look for your SAR to arrive via email. Make corrections and resubmit ASAP.
- Meet college financial aid deadlines!

## MARCH

- Promptly respond to colleges or scholarships you have applied to when they request additional information.

- Keep your grades up!
- Compare financial aid award packages.
- Apply for a Summer Bridge Program

## APRIL

- Make your final college choice and notify them about your acceptance.

- Respond to financial aid award letters and let the college know what \$\$ you are accepting.

## MAY

- Arrange to have your final transcript sent to your chosen college.
- Pay Enrollment, Housing and Meal Plan deposits, or apply for waivers.

- Prepare for your Summer Bridge program.
- Consider a summer job.

JUNE

- Report any changes to your financial situation.



- Attend Summer Bridge Program.
- Sign up to attend Orientation.

JULY

- Attend Orientation.



- Make final arrangements for the dorm, transportation, finances, etc.

AUGUST

- MOVE INTO THE DORM!!



- Prepare to begin classes!!!

SEPTEMBER 2009

CLASSES BEGIN AND SO DOES YOUR  
NEW EXCITING LIFE!

## Step 1: Instructions

To finish this unit, **you will collect all materials for three postsecondary applications for admission.** (You shouldn't let this requirement stop you from submitting more than three applications if you're interested in more than three schools.)

Please complete the following steps:

1. Read the helpful hints and instructions for completing postsecondary admissions applications and college application essays.
2. Collect **applications, transcripts, letters of recommendation, résumé, fee waiver forms, test scores, any material required** for the postsecondary admissions process for three schools of your choosing. You should consider two-year community colleges, four-year universities, and technical as well as vocational schools. Many colleges/universities now utilize on-line applications.
  - Ask a counselor at your school or call the Upward Bound office if you need assistance getting these materials together.
3. Please print all on-line applications prior to submission (or make a copy of hard-copy applications), and place a copy of all the application materials for each of your postsecondary applications in your three-ring portfolio binder.
4. Complete the Important Dates to Remember table.
5. Read the information about summer bridge programs, and find out if any of the colleges you applied to have bridge programs. If they do, then you should **seriously** think about applying. (Truth be told, you should not just think about applying. You should apply!)
6. Review, update & take ACTION on completing any of the recommended "to-do's" for the month.
7. Fill-in the College/University Contact list in order to keep track of any information received from the colleges/universities you're interested in attending.

## **Step 2: Helpful Hints and Instructions for Completing Postsecondary Admissions Applications**

### 1. Use the school's forms

Even though you can get a copy of the form over the Internet, write or call the school yourself and have them send you a complete admissions package. **Do this as soon as possible.** It often contains tips and hints about the application and the school's services. It also looks better to the review board than a copy.

### 2. Apply early

Competition is severe and sometimes the early applications get preference in some form. Don't wait until the week before the deadline. Most universities use a January deadline, but also have an "early consideration" deadline that is in the fall. Beat that deadline by at least two weeks. Make sure you know the deadlines for each school to which you are applying.

### 3. Send in your application yourself

Send it in as a registered letter with a return receipt requested. This way you know it got there. Also include a self-addressed and stamped postal card for the admissions office to send to you when they have received all of your application materials. If your high school requires you to send your application through their office, do so, but call the university later and make sure it was received on time. If you submitted your **application on-line**, follow up with a phone call as well.

### 4. Read all the instructions first before you start

Type it or pay someone to type it for you. It should be clean and professional in appearance. Get help if you need it. Ask questions and be sure about what you put on the application. This is serious business.

### 5. Use copies of the application for practice

It is advisable to print a copy of all **on-line applications** prior to submission, and practice filling them out to ensure final on-line submission is correct and complete. Make copies of each form you are required to complete. This way if there is a problem later, you have an immediate backup copy. Neatness does count. You are creating an impression of yourself. These people do not know you. You must get their attention.

### 6. Make sure your application is complete

Never send in an incomplete or partial application. Incomplete applications reflect poorly on the applicant and only create problems.

### 7. Most schools look for balanced students

Here again image is everything. A balanced student is one who has **community service, a work history, clubs and organization memberships, athletic interests and outside activities**. Don't list everything you have done and make the list boring and repetitive. List a balance of items that show off your initiative and command of your own future and talents. Ask for help if you are unsure.

### 8. A diverse university adds to the intellectual atmosphere

A good school knows this. If your background is unusual, use it to your advantage.

### 9. Take advantage of an early admission or early notification program

Often these applicants get preferential treatment. Check each school's deadline carefully. Your submission of the application means that you have made a commitment to attend if accepted. If accepted, you are required to withdraw all other applications immediately. You can file only one early decision application. These procedures are often confusing so ask for help.

### 10. Ask only those teachers and counselors that you know well to write recommendation letters

If possible, make sure you see the letters beforehand. Ask each writer if he or she would mind giving you a copy for your files. Most will be glad to do so. One weak letter can make the difference between acceptance and rejection.

### 11. Never waive your rights to see any material that goes into your file

### **Step 3: Helpful Hints and Instructions for Writing the College Application Essay**

The essay is an important part of a college application. Here are some insights on writing an essay from the people who read hundreds of them every year – college admission officers.

#### **Use your voice**

The essay is the living, breathing part of your application to a college. In the essay, you can speak in your own voice and personalize your application. Here's your opportunity to show something about you that doesn't really come across elsewhere in your application.

Try to step back and be reflective. Think about who you are as an individual. How do you view the world? What do you care about deeply? What experiences and people have been important in shaping you as a person? What are your aspirations in life? It is in such reflection that you can find your own, unique voice. That's the voice that will help you write an interesting essay.

#### **Why do colleges require essays?**

A college application includes a lot of information about you, such as grades, recommendations, lists of your extracurricular activities, and test scores. All of that information is very important and helps admissions officers form a picture of your accomplishments and abilities. However, while it tells about how other people see you, there isn't much about how you see yourself. It's that inside view – how you see yourself – that colleges hope to find in your essay.

The essay also performs other functions, such as:

- The essay can be a way of showing that you have researched and thought carefully about the college to which you are applying. It shows, in your own words, why you and the college would be a good "match."
- An essay demonstrates your writing ability, which is a key component to success in college.
- In your essay, you can show that you are willing to put yourself into what you do. That kind of commitment is an important part of effective learning in college. It also shows the admissions committee that you are someone who is willing and able to be a contributing member of a community of learners.
- For selective colleges especially, the essay helps admission committees draw distinctions and make choices among applicants. An essay will rarely take an applicant out of consideration at a college, but it certainly can elevate an applicant in an admission committee's eyes.

Colleges are interested in finding out how you view yourself, and the essay helps them discover that.

#### **The nuts and bolts of writing college application essays**

Here are some key points that admissions officers look for in an essay:

- Make sure to answer the essay question and to follow all the instructions.
- Start off with a strong opening paragraph that captures the reader's interest.
- Use a style that you find comfortable and that is appropriate for the subject matter.
- Use correct grammar, punctuation and spelling.
- Make a point and stick to it; develop your argument or narrative.
- Check all of your facts. Do you mention a date, a place, or an event in your essay? Make sure it's correct.
- Give your reader complete information so he or she won't be confused.
- In general, it is best to be succinct (brief). If there is a recommended length for the essay, pay attention to it.
- The essay should be neatly typed.
- Remember that mistakes, especially sloppy mistakes, make it look like you don't take the essay (and, by extension, the application) very seriously.

## Good sources for essay topics

Does the application ask you to choose your own topic? Here are some places you might look for an essay topic:

- Do you have hobbies and non-school pursuits that really excite you and that engage your heart and mind? Writing about your out-of-classroom interests could help bring out a part of you that's not covered, or not covered completely and to your fullest advantage, elsewhere in your application.
- Is there a social cause that you support or with which you identify? Remember that an essay is not an academic paper, but a cause that you feel passionately about, and that has been in your thoughts and activities, might be the basis for a strong essay.
- Perhaps there is an event (local, national, or international) that has touched you in a personal way.
- Is there an academic subject that really sparks your interest? Why does that subject engage you? Has it led to experiences or study outside of school?

Try your best to present information about yourself that goes beyond the courses you took or your AP and ACT test scores.

## How to handle a topic

Often, you will be asked to write about an experience you've had, an achievement in your life, or someone who has been significant to you. Go beyond the what and dig into the how and why. For example:

- This is a personal essay, not a travelogue. So, if you're writing about a trip to another country, tell about how your experiences affected you, and why they were interesting or meaningful to you. In other words, the people reading the essay are interested in what makes you tick and how you got the way you are, not in how the trains run in Paris.
- Are you writing a tribute to your grandparents and their influence on your childhood? Be personal and specific, not just sentimental. Explain how the particular things your grandparents did or said were important to you.
- Did you overcome an athletic injury and recover to perform well? A description of the type of cast you wore and your rehab routine won't make a compelling essay. However, a reflection on what it felt like to watch your teammates, instead of play alongside them, just might be the ticket.

## Possible pitfalls when writing an essay

- Writing a poem or making a videotape in place of an essay is probably not a good idea, unless you're applying to a specialized school that encourages such a submission.
- Humor can be risky, so be careful how you use it.
- "Honor code" rules are in effect when you write an essay, so do your own work and don't make things up. As a practical matter, other items in the application, such as letters of recommendation, make it quite possible that you'd be found out if you tried to make things up.

## Some final tips

- Leave yourself time to rewrite and revise. For the great majority of people, this is not an easy assignment. Start early and leave plenty of time! Give yourself weeks, not days, and certainly not hours, to rework your essay.
- If your essay is longer than three pages (unless the instructions call for something longer), then it had better be interesting! Think hard about what you really want to focus on, and take out whatever gets away from your central point.
- The admissions committee will take your essay seriously. You should, too. You have a lot to gain by putting in the time and effort to write a good essay.

*The above information comes from the Associated Colleges of the Midwest at the following Internet address: <http://www.acm.edu/admiss/essay.pdf>.*

## Step 4

<b>Important Dates to Remember</b>			
	School #1 <hr/> <small>(Please write name of school)</small>	School #2 <hr/> <small>(Please write name of school)</small>	School #3 <hr/> <small>(Please write name of school)</small>
admissions due date (priority)			
institutional scholarship application due date for each school			
FAFSA deadline			
housing application deadline (priority)			
summer bridge program deadline (priority)			
previews/orientation dates			

Refer back to this table often during the remainder of this school year so that you don't miss any important deadlines!

## Step 5: Summer Bridge Programs

From: [http://www.ed.gov/databases/ERIC\\_Digests/ed442421.html](http://www.ed.gov/databases/ERIC_Digests/ed442421.html)

Summer bridge programs are designed to provide assistance to students entering college in the fall. The focus of summer bridge programs varies depending on the specific goals of each program. The main thrust of these types of programs is to retain the students they serve within higher education.

Summer bridge program activities range enormously. Some focus almost exclusively on academic support such as writing, mathematics, and reading. Many contain study skills such as time management, individual learning style, study strategies, and expectations for college work. Since students in summer bridge programs are often first-generation college students, a section on the goals of a liberal arts education or general education and discussions about college life is included. Also, career counseling is found within the majority of programs, assisting students in expanding their vocational aspirations. Many programs contain a parent involvement component, since parental influence is strongly related to student success. Helping students to develop relationships on campus is another goal; this is accomplished by introducing students to campus offices and potential mentors. In addition, computer literacy is becoming a critical issue. Journal writing and self-reflective activities are also important program components.

The populations served by summer bridge programs vary greatly. Some programs are specifically designed for minority, low-income, disabled, or first-generation students. Programs are also developed for students within particular majors such as math and science. These summer bridge programs tend to have a very different curriculum focused on introducing lab work, understanding what it means to work in a science or math area, familiarizing students with group and problem-based learning, and developing mentoring relationships.

A few of the summer bridge programs available at postsecondary institutions in Arizona are listed below. If the school you are planning to attend does not appear on this list, it does not mean that it does not have a summer bridge program. *No matter what postsecondary school you are considering, you should contact the admissions office and ask if they offer summer programs for entering freshman.*

### Arizona State University Summer Bridge Program

Website: [http://newcollege.asu.edu/beyond\\_classroom/summerbridge/](http://newcollege.asu.edu/beyond_classroom/summerbridge/)  
E-mail: Patsy Reeve at [Patricia.Reeve@asu.edu](mailto:Patricia.Reeve@asu.edu)  
Phone: 602-543-5520  
Address: ASU, New College  
P.O. Box 37100  
Phoenix, AZ 85069-7100

### Central Arizona College Summer Bridge

Website: [http://www.centralaz.edu/Home/Student\\_Resources/Academic\\_Support/Student\\_Success\\_Program.htm](http://www.centralaz.edu/Home/Student_Resources/Academic_Support/Student_Success_Program.htm)  
E-mail: Bonnie Rideout at [Bonnie.Rideout@centralaz.edu](mailto:Bonnie.Rideout@centralaz.edu)  
Phone: (800) 237-9814 or (520) 494-5060  
E-mail: Santos Apodaca at [Santos.Apodaca@centralaz.edu](mailto:Santos.Apodaca@centralaz.edu)  
Phone: (520)494-5448  
Address: Central Arizona College, ACCESS Coordinator, Student Services Building,  
8470 N. Overfield Road, Coolidge, Arizona 85228

### Northern Arizona University STAR Program

Website: <http://home.nau.edu/msc/star.asp>  
E-mail: Lorri Hull at [Lorri.Hull@nau.edu](mailto:Lorri.Hull@nau.edu)  
Phone: (928) 523-5656  
Address: The STAR Program, Northern Arizona University, Multicultural Student Center,  
PO Box 5677, Flagstaff, AZ 86011

**University of Arizona New Start Summer Program**

Website: <http://www.ui.arizona.edu/newstart>

E-mail: Kendal Washington White at [kwashing@email.arizona.edu](mailto:kwashing@email.arizona.edu)

E-mail: Judy Marquez Kiyama at [jkiyama@email.arizona.edu](mailto:jkiyama@email.arizona.edu)

Phone: 520-621-1094

Address: New Start Summer Program, The University of Arizona, Chemistry 214,  
PO Box 210041, Tucson, AZ 85721-004

**Step 6: Portfolio Unit Check list**

Please keep track of what you have collected for your Admission's process by checking off items on this list.

<b>Application Packet Checklist</b>			
	School #1	School #2	School #3
	_____ (Please write name of school)	_____ (Please write name of school)	_____ (Please write name of school)
Admission's application			
Official high school transcript			
ACT/SAT test scores submitted			
Admission's Essay			
Resume			
Enrollment Deposit Waiver form			
Housing application			
Housing Deposit Waiver form			
Meal Plan application			
Summer bridge program application			
Orientation application			
Letters of Recommendation			

**SENIOR MID-MONTH PORTFOLIO CHECK-IN SHEET**  
**Fall/September/Unit 13** **Postsecondary Admission's Applications**

Student Name: \_\_\_\_\_

**Directions: To obtain full credit complete this check-in sheet of your unit work.**

- It is advisable to take time to think of what portfolio work you need to complete between now and the day your portfolio is due, and get to work on it!
- Please circle the appropriate response and answer in complete sentences where asked.

1. What parts of the unit have you completed?
  - a. all of it
  - b. half or more
  - c. very little of it
  - d. none of it
  
2. When do you work on your unit?
  - a. at home in the evening
  - b. on the weekends
  - c. during class
  - d. on the bus going to/from school
  - e. other (*please explain*):
  
3. Rate the difficulty of this unit. 1 is easy and 5 is very hard.  
1          2          3          4          5
  
4. From whom did you/will you seek help for this unit?
  - a. teacher
  - b. friend
  - c. parent
  - d. other adult (*please identify*)
  - e. other (*please explain*)
  
5. How well did you manage your time during this unit?
  - a. very well
  - b. ok
  - c. not great
  - d. poorly
  
6. Look at your answer to number 5, how could you improve the way you manage your time? Or if you answered "a. very well", what else could you do to be a more efficient time manager?

**SENIOR FEEDBACK AND EVALUATION SHEET**  
**Fall/September/Unit 13** **Postsecondary Admissions Applications**

Student Name: \_\_\_\_\_

**Directions: To obtain full credit**

- You are required to fully explain your answers to the following questions in paragraph form and in full sentences. Simple yes or no responses are not acceptable.
- It is advisable to take time to think of what was interesting to you, what you learned, and WHY.

**Student:**

1. How do you feel that this unit helped you to better understand the process of applying for admission to a postsecondary school?
  
2. Why do you think we dedicated an entire unit to the *collection* of admission's material?
  
3. You are beginning your last year of high school. How are you preparing to say good bye to friends, family and familiarity? How do you feel about the upcoming end to your time in high school?
  
4. What part of this unit did you find the most useful? What part of this unit did you find the least useful? Why?
  
5. Explain how you chose the three institutions you are applying to.
  
6. From whom did you seek help?
  
7. Are there people on your "dream team" now that were not on that team before? Who and why?
  
8. Were the directions from this unit easy to read and understand? Please explain your answer.

**Parent:**

1. How do you feel about the three schools to which your child has applied?
  
2. Do you have any questions about the college admission process? Please list them and we'll try to get the answers for you.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Parent Phone # : \_\_\_\_\_ Parent E-Mail Address : \_\_\_\_\_

# STUDENT GRADE CHECK

**Instructions:** Fill out this form. Obtain an estimate of your current grade from each of your teachers. He/she should sign and date next to each grade in the appropriate column. Include this form in your Portfolio Unit for review by Upward Bound staff at your next Portfolio visit.

Student's Name: \_\_\_\_\_

Name of Class	Grade	Teacher's Name (Printed)	Teacher's Signature	Date	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

STUDENT: Please give an explanation for any grade lower than a C in the space provided below. Feel free to use an additional page if necessary.