

INTRODUCTION

Choosing a group of colleges or career path to which you want to apply is a challenging task. Fortunately, there are many colleges and post high school careers that will suit each student, and this handbook is designed to help you in such a choice and to show you how to give yourself as many options as possible.

The value of starting the process early is immense. It gives you the opportunity to change your mind, to visit campuses, and to take or retake the college entrance exams (ACT, SAT Reasoning, SAT Subject tests) at the time most advantageous to you.

COLLEGE PLANNING

This information is compiled as a guide for use in preparation for your college entrance and post high school careers. We hope you will find it useful. Administrators will be happy to talk with you or your parents at any time about your plans.

GENERAL INFORMATION

Your immediate goal is to successfully complete high school with the necessary courses for post graduation. You should be deciding on the course of academic studies you desire. Once you decide on a course or career you should apply to college(s) that satisfies your interest, meets your needs, and has standards you can meet.

You will have many questions about preparing for college. You will be able to answer these questions and more before you graduate.

Our handbook will help you gain understanding and insight into solving some of these questions and problems. Administrators are here to assist you and help you realize your goals and make adjustments along the way.

The most important consideration is that there are many options available to you. Take advantage of opportunities to visit colleges, visit the college websites and find out about all the different possibilities in college or technical education. Refer to the college bulletin board in the 11th & 12th grade English room, and read all bulletins that come from the administration.

Be wise and practical in planning for your future education. Follow the advice regarding **deadlines** and important dates. **Do Not Wait** to the last minute to start planning your future.

“4-YEAR PLAN”

When making a 4-year plan, students and parents should take into consideration high school graduation requirements, college recommended courses, career plans, and building an extra-curricular resume. This plan is developed in the beginning of the freshman year and reviewed and revised each year with adjustments made for academic performance, personal interests, revised career plans, and changes in curriculum offerings.

BASIS FOR ADMISSION

Each college has its own basis for selecting students, but most give careful attention to the following: the student's record in secondary school, recommendation of the school, College Board (SAT Reasoning, SAT Subject Tests) and ACT scores, recommendation by one or more teachers, the academic reputation of the school (WASC accreditation and a-g requirements), student's statement as to why he/she wants to enter college, and his/her extracurricular talents, interests, community service, and achievements.

BCS - AVAILABLE STUDY PROGRAM

FRESHMAN

<i>Course</i>	<i>Credit</i>
Bible 1	10
English 1	10
Algebra 1	10
Geometry+	10
Physical Science	10
Physical Education	10
Spanish 1	10
Sign Language	10
Health	5
Computer Application	10
Pre-Honor English+	10
Elective (if scheduled)	5/10

SOPHOMORE

<i>Course</i>	<i>Credit</i>
Bible 2	10
English 2	10
Geometry	10
Algebra 2+	10
Biology	10
Physical Education	10
Spanish 2	10
Sign Language	10
Health	5
World History	10
Pre-Honor English+	10
Elective (if scheduled)	5/10

JUNIOR

<i>Course</i>	<i>Credit</i>
Bible 3	10
English 3	10
Algebra 2	10
Pre-Calculus+	10
Chemistry+	10
American History	10
Spanish 3+	10
Art History & Practice	10
Honor English+	10
Agricultural Science	10
Elective (if scheduled)	5/10

SENIOR

<i>Course</i>	<i>Credit</i>
Bible 4	10
English 4	10
Calculus+	10
Consumer Math	10
Physics+	10
Government	5
Economics	5
Spanish 3+	10
Art History & Practice	10
Honor English +	10
Agricultural Science	10
Elective (if scheduled)	5/10

+ College Prep Class

Elective classes vary by semester and may be added to schedule upon availability. If the student's schedule will allow, additional course(s) from underclassmen schedules may be substituted.

Gradation Required Courses:

<i>Course</i>	<i>Credits</i>	<i>Years</i>
Bible	40	4
English	40	4
Social Studies	30	3
Physical Education	20	2
Science	20	2
Math	30	3 (Math must be taken in the senior year)
Foreign Language	10	1
The Arts	10	1
Drivers Education	5	½
Health	5	½
Computer Application	10	1

A senior will not receive his/her diploma until he/she has completed all requirements and accumulated the total credit necessary. All financial and disciplinary obligations to the school must be met as well. Bloomington Christian School requires 240 total minimum credits to graduate if you attend BCS for four years. For those attending our school for one to two years, a minimum of 220 credits is required. All courses required by the State of California Board of Education must be completed with a passing grade.

BCS COURSE WORKSHEET

English

4 years required
(Pre-Honor 9 & 10 or
Honor 11 & 12)

- 9th grade
- 10th grade
- 11th grade
- 12th grade

Science

1 year of physical, 1 year biological
(2 years lab science for college prep)

- 9th grade_____
- 10th grade _____
- 11th grade_____
- 12th grade_____

Required Electives

(1 semester each)

- Health
- Drivers Ed

Bible

4 years required

- 9th grade
- 10th grade
- 11th grade
- 12th grade

Social Science

3 years required
(US Govt/Econ,US Hist, and WH)

- World History
- US History
- US Government/Economics

Fine Art

1 year required

- Art
- Choir

PE

2 years required

- 9th grade
- 10th grade
- 11th grade
- 12th grade

Mathematics

3 years required (Math must be taken in
Senior Year at BCS)

- Algebra I
- Geometry
- Algebra II
- Pre-Calculus
- AP Calculus
- _____

Electives

- _____
- _____
- _____
- _____
- _____
- _____

Foreign Language

1 year minimum, 2 years college prep

- Spanish I Sign Language
- Spanish II
- Spanish III

Credits Required to graduate : 240

Credits earned:_____

4 year College Plan Worksheet

Domains	9th grade	10th grade	11th grade	12th grade
Academics				
Evaluate grades				
Improve study skills				
PSAT				
SAT/ACT				
AP Exams				
SAT (subject)				
College Career				
College and Career Fairs				
Researching Colleges				
Visiting Colleges				
College Tour				
Applying to Colleges				
Recommendation Letters				
Scholarships				
FAFSA				
Personal/Social				
Community Service				
Athletics				
Leadership Development				
Summer Education Enrichment				
Internships				

Notes:

COLLEGE PLANNING CALENDAR

EIGHTH GRADE

Grades: Good grades will determine your enrollment in future classes.

Study Skills: Students who develop good study skills will ensure future academic success.

Activities: Students who are involved in extra curricular activities and/or community service are better rounded and are highly sought after by college and scholarship committees.

Course Selection for High School: When meeting with your high school principal it is a good idea of the direction you want to go after graduation. You will develop a four-year plan that will meet the requirements of the college or career of your choice.

NINTH GRADE

Grades: In ninth grade, everything starts to "count." Grades are used in determining a student's GPA (grade point average). Your courses, grades, and credits become part of their high school transcript. Semester grades earned in the UC a-g courses are used to calculate GPA's for college eligibility. Your grades in ninth grade can also dictate which courses they will be eligible in their sophomore year and subsequent years.

Activities: Freshmen activities, honors, and awards can be listed on college and scholarship applications. High school activities, such as athletics and leadership roles over four years show focus and commitment. Participation in activities outside of school and community service is also impressive on a college application. Begin developing an activity portfolio for college or a job. Set up your personal portfolio on college board com.

Course Selection for High School: When meeting with your high school principal make sure to review your 4-year plan and make sure that you select the most appropriate courses for 10th grade.

Make summer count! Complete your summer English assignment to the best of your ability. You can also benefit by participating in many traditional summer activities. For example, you could join an athletic team, take a summer course, volunteer at a hospital or nursing home. Many colleges offer excellent summer programs for high school students. Begin exploring and visiting different college campuses. Prepare for the PSAT test, which you will take in October of your sophomore year.

If you haven't already done so, begin **saving** for college.

TENTH GRADE

Grades: Sophomore and junior year grades are the most important grades for college. Work hard on improving study habits, reading comprehension, concentration, and self-discipline. Update your 4-year plan. Start thinking COLLEGE. Ask questions and obtain advice from teachers. Your options are numerous.

Tests: You will take the PSAT in *October*. Be prepared and study and complete the pretest information. In December when the scores are returned study the booklet thoroughly. Check your mistakes against the correct answers provided to find your weaknesses. Now is the time to work on them.

Activities: READ! READ! READ! Read books that will extend your outlook, vocabulary, and comprehension. Complete your Summer Reading Assignment. Summer is also a great time for work, volunteer community service, study, or travel experience. Colleges are increasingly interested in summer activities. Update your activity portfolio for college or job. Consider taking a summer course for college credit. Visit a college campus.

ELEVENTH GRADE

Grades: Continue to work hard and improve study habits. Update your 4-year plan.

Tests: You will take the PSAT in *October*. Be prepared and study and complete the pretest information. In December when the scores are returned study the booklet thoroughly. Check your mistakes against the correct answers provided to find your weaknesses. Now is the time to work on them.

Spring semester take the SAT Reasoning, SAT Subject tests and/or ACT. The best preparation is to develop good study habits and reading ability. The night before the exam relax – go to bed early.

You are encouraged to take both tests to see in which one you score better. Research indicates that many students perform quite differently on the ACT and SAT. Colleges and universities typically accept both test and they will use the higher score in determining admissions eligibility. Although the new SAT has changed, including adding a mandatory writing test, the ACT has NOT changed. The writing test is optional, is scored separately and the results do not affect the student's ACT Composite Score. Don't panic, it is important to remember that an admission test score is only one piece of information a college look at when considering your application.

Spring Vacation: Visit college websites or order college catalogs. Study these catalogs. Carefully check the admissions requirements against the academic preparation you have had. Check you 4-year plan and COURSE SELECTION for your senior year accordingly.

May: If you plan on attending a school that requires them (such as the UC schools), plan to take the SAT Subject Tests in May or June in English composition, Math 1 or 2 (completed Algebra 2), biology or chemistry (if you have completed either of those courses with an A in both semesters), and in an elective in two areas of study. In any event, plan to take the SAT Subject tests in May or June. SAT Subject tests are not given in March. December of your senior year is the absolute latest they can be taken for the UC system.

May: AP Test in the first week. You should have been working and studying all semester.

Activities: Summer vacation it is important to complete your English assignment. READ! READ! READ! READ! Make this a profitable summer. Plan for some experiences that might give direction to your future (e.g. working in a law office, or doing work in a hospital) Visit colleges if this is possible. Update your activity portfolio.

Discuss financing your future with your family. Begin narrowing your college choices.

As a senior you should realize that you would have a lot of hard work, many more activities and above all, the decision of where you are going to apply for college admission. Update your 4-year plan.

TWELFTH GRADE

September: Visit college websites, many application forms can be downloaded from the college websites and completed on-line. Update your activity portfolio.

October: Plan to visit the narrowed list of your colleges of choice. Check your admission and application deadline dates before you visit. Have some questions to ask of the admissions department.

Grades: Your first semester is very important work hard. There are some colleges who will take early transcripts and make decisions on admission after they see the first result of your senior year. CSU applications are due Oct 1st-Nov. 30th. Remember to get your application in as some colleges can close application early due to funding.

November: UC application due by November 30th but NOT before November 1st.

December: Have all applications completed and mailed BEFORE Christmas vacation unless your college choice has a later deadline.

January: Have transcripts showing your semester grades sent to your colleges who request them. Colleges base their decisions regarding admission on this evidence, plus results of your SAT Reasoning and SAT Subject tests or ACT tests and recommendations from the school, and in some instances teachers. Remember, you are responsible for ordering your transcripts mailed from BCS mail office. There is a time requirement of 2 days.

January 1 start submitting your FAFSA (Free Application for Federal Student Aid). For financial aid from the state of California, set up account and complete your application on-line. Please bring the school's GPA eligibility section to the school office for completion. Your parents have to have their tax information completed before you can apply for FAFSA. Your parents and you need separate pin numbers. Federal due **dates and requirements** are different from California. Four-year college dates are different from two-year college dates. YES, if you are going to a two-year community colleges you can receive a scholarship. Go to the web site www.fafsa.ed.gov/ for updated information.

February: Remember all college admissions granted during your senior year are tentative with the condition of "upon satisfactory completion of the senior year."

March: March 2nd; the absolute deadline to have your FAFSA postmarked.

April: In April or early May, you should decide upon your final college choice. You must withdraw all colleges but that one you are planning to attend.

May: Remember, you still take final examinations. Your second semester grades will constitute part of your final record. **FINISH THE YEAR STRONG! GRADUATION!!!** You are responsible for letting the office know to whom you want your final transcripts sent.

TESTING

PSAT/NMSQT

The Preliminary SAT[®]/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and [National Merit Scholarship Corporation \(NMSC\)](#).

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides firsthand practice for the SAT Reasoning Test[™]. It also gives you a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures: critical reading skills, math problem-solving skills, writing skills.

You have developed these skills over many years, both in and out of school. This test doesn't require you to recall specific facts from your classes.

The most common reasons for taking the PSAT/NMSQT are:

1. To receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus your preparation on those areas that could most benefit from additional study or practice.
2. To see how your performance on an admissions test might compare with that of others applying to college.
3. To enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11).
4. To help prepare for the SAT. You can become familiar with the kinds of questions and the exact directions you will see on the SAT.
5. To receive information from colleges when you check "yes" to Student Search Service.

SAT I - Reasoning Test & WRITING TEST

The SAT I is a three-hour test in seven sections, each of which is timed separately, and measures verbal and mathematical reasoning ability. Verbal, writing, and mathematical scores are each reported as three-digit scores, ranging from 200 - 800. SAT Writing Test is mandatory and judges the student's ability to write on a given topic. The SAT tests are offered seven times a year. The SAT I is required by most competitive colleges and is meant to provide a reliable indication of a student's ability to do college work. Most BCS students are ready to take the SAT I in their junior year, but there are several opportunities for the test. Each year the test dates change and you have to register on line early. You can register online at www.collegeboard.com.

SAT II - Subject Tests

These tests measure a student's general level of achievement in a particular area of study. They are each one-hour long, and you may take three different tests on any one test date. Like the SAT I, the scores range from 200 to 800.

Many colleges require three SAT II tests: Check carefully the testing requirements of the colleges in which you are interested. If you have any questions about which tests you should take, consult with your teacher in that subject area or administrator.

AP - Advanced Placement

These exams are given in May. They are three-hour long examinations based on full-year college level courses offered in high school. APs are scored from 1 to 5, with 5 being the highest score. Colleges have varying policies regarding the awarding of credit or placement based on your performance on AP exams.

Although APs were not initially intended to be used in the admissions process, some admissions officers do take notice of any AP scores on a student's application.

ACT - American College Testing Program

The ACT is used by many colleges in place of the SAT I, and often for the SAT II Subject Tests. The ACT is comprised of four 35-50 minute subtests in English, mathematics, reading, and science reasoning. Scores ranging from 1 (low) to 36 (high) are given in these four separate areas as well as a composite score that averages the tests.

What is the difference between the ACT and SAT?

The ACT is an achievement test, measuring what a student has learned in school. The SAT is more of an aptitude test, testing reasoning and verbal abilities.

The ACT has up to 5 components: English, mathematics, reading, science, and an optional writing test. The SAT has only 3 components: Verbal, Mathematics, and a required Writing Test.

The College Board introduced a new version of SAT in 2005, with a **mandatory** writing test. ACT continues to offer its well-established test, plus an **optional** writing test. You take the ACT Writing Test only if required by the college(s) you're applying to.

The SAT has a correction for guessing. That is, they take off for wrong answers. The ACT is scored based on the number correct with no correction for guessing.

ACT lets the student decide what set of scores they want sent. The College Board's policy is to send all scores.

The ACT has an interest inventory that allows students to evaluate their interests in various career options.

	SAT	ACT
When is it administered?	Seven times per year	Six times per year
What is the test structure?	Ten-section exam: Three Critical Reading, three Math, three Writing, and one Experimental. The Experimental section is masked to look like a regular section.	Four-section exam: English, Math, Reading, and Science Reasoning. An Experimental section is added to tests on certain dates only, and is clearly experimental.
What is the test content?	Math: up to 9th grade basic geometry and Algebra II. Science: none. Reading: sentence completions, short and long critical reading passages, reading comprehension. Writing: an essay, and questions testing grammar, usage, and word choice.	Math: up to trigonometry. Science: charts, experiments. Reading: four passages, one each of Prose Fiction, Social Science, Humanities, and Natural Science. English: stresses grammar.
Is there a penalty for wrong answers?	Yes	No
How is the test scored?	200-800 per section, added together for a combined score. A 2400 is the highest possible combined score.	1-36 for each subject, averaged for a composite score. A 36 is the highest possible composite score.
Are all scores sent to schools?	Yes. If a student requests a score report be sent to specific colleges, the report will include the scores the student received on every SAT taken.	No. There is a "Score Choice" option. Students can choose which schools will receive their scores AND which scores the schools will see.
Are there other uses for the exams?	Scholarship purposes.	Scholarship purposes. Certain statewide testing programs.
Best time to register?	At least six weeks before the test date	At least four weeks before the test date
Need more information?	Educational Testing Service (ETS) (609) 771-7600 www.ets.org The College Board www.collegeboard.com	ACT, Inc.: (319) 337-1000 www.ACT.org

PREPARING FOR THE SAT I: Reasoning Test

The following statement was prepared by The College Board and is excerpted from *Taking the SAT I: Reasoning Test*. Amid all the media hype and self-serving misinformation available on this emotionally charged issue, we believe it contains the most accurate and helpful recommendations on this issue that you are likely to find:

"Students who have taken more academic courses and who have earned good grades generally receive higher scores than students with fewer courses and lower grades. We recommend strongly that you take challenging academic courses and work hard. The SAT I: Reasoning Test is a test of general reasoning abilities, which develop over a long period of time. Hard work in demanding courses usually results in academic growth that is reflected in higher SAT I scores."

What kinds of short-term preparation should you do?

Learn what to expect:

- Learn how the test is structured
- Find out how much time will be allowed
- Learn the directions for each type of question
- Read the Test-Taking Tips in Taking the SAT I booklet
- Study the directions and practice sample questions, particularly for the quantitative comparison questions and the student-produced response questions
- What are the best ways to practice for the SAT I?
- Take the PSAT/NMSQT
- Spend time going over sample questions
- Take a sample SAT I: Reasoning Test

While some practice is important, it should be in moderation, since in this case, practice does not necessarily make perfect. For most students, taking the PSAT/NMSQT and a sample SAT I and reviewing some additional practice questions are probably sufficient.

WILL COACHING PROGRAMS HELP?

There is no proven answer. Anecdotal reports from individual students who had score increases, as well as claims made by coaching schools, have led some to believe in extraordinary results from these programs. Research suggests the following:

- Most programs (about 20 hours) improve scores an average of about 10 points on verbal and about 15-20 points on math.
- Longer-term programs (40 hours or so) improve scores an average of about 25-40 points on verbal and math combined.
- Math scores appear to benefit more from coaching than do verbal scores. (There may be several reasons for this: the mathematical sections are more related to course work, some of the question types might be unfamiliar to students, and some students may have stopped their formal study of math and need to review mathematical concepts).
- Longer programs yield somewhat larger gains; however, additional benefits get smaller as programs get longer.

A few words of caution about these conclusions:

- These results come from many different types of programs, from basic familiarization to extensive programs that resemble full-time schooling.
- Many of the students enrolled in these programs may also have engaged in other preparation activities.

- These are generalizations; keep in mind that some students experienced much larger score increases, while others have seen their scores go down.

Perhaps the most important consideration in deciding what to do to prepare for the SAT I is how much time will be involved. Some preparation courses or activities involve 40 or more hours. In weighing the potential benefits and costs of any special preparation activity, you should consider how you could best use your time to help prepare for college. SAT I scores are only one part of an admission application.

SCORES DO CHANGE

Students who take the SAT I more than once almost always earn different scores. In general, the average change between the spring of the junior year and the fall of the senior year was an increase of 12-14 points on verbal and 14-16 points in math. While the scores of nearly two-thirds of repeat test takers rise, some decline. One out of every 25 students sees increases of 100 or more points on either verbal or math, while one out of 100 students sees declines of 100 points or more. And, as a general rule, students with lower scores are more likely to see larger increases than students with higher scores.

WHAT CAUSES THESE CHANGES?

- **Real academic growth.** While it is likely that individuals develop the verbal and mathematical reasoning abilities that the SAT I measures at different rates, most score gains are probably a reflection of this growth. This is particularly true if students are taking a full range of college preparatory courses.
- **Practice.** Although practicing may be more beneficial for students who have had relatively little experience with other standardized tests or who are familiar with the SAT I, even an experienced test taker will probably benefit somewhat from prior practice on the test.
- **Standard Error of Measurement (SEM).** No test, no matter how good, can measure with perfect precision. All tests are composed of a sampling of all the possible questions that might be included. This is why every test has what statisticians refer to as a standard error of measurement (SEM). For each part (verbal and math) of the SAT I, the SEM is about 30 points. This means that a student's true score (which would be known with absolute certainty only if a student took a test with every possible question that might be asked) is generally within a range that is plus or minus this SEM. If a student were to take the SAT I several times within the same week or month, most of the scores would fall within this range. This range is reported for each score.

There might be other reasons for score changes, such as illness, distractions, or careless marking of the answer sheet.

We would add only that while some students have seen dramatic gains in scores after taking coaching courses; many have found that their scores have not changed significantly, and in some cases have declined. Our experience is consistent with surveys of independent school students elsewhere, where average increases in coached test takers are statistically insignificant compared to those who do not take coaching courses. Over the years, many students have spent many hours and a great deal of money on such courses, only to feel disappointed and even less confident when their scores have not improved.

SENDING YOUR TEST SCORES TO COLLEGES

It is your responsibility to make sure that the required test scores reach each college to which you are applying. The Educational Testing Service (ETS) has made this relatively easy for you to do; however, sending test scores is often the single most confusing thing in the college process.

A. Sending SAT I Test Scores by Phone:

1. Before calling ETS, gather the following information:

- Score reports for each test
- The CEEB codes of each college
- Credit card

2. Dial 1-800-SAT-score

3. You will be asked for your name, registration number (on the bottom of the score report), or your social security number (if you used it when you registered), and date you took the test.

B. Sending SAT I scores electronically:

Follow the directions online at www.collegeboard.com

C. Sending SAT I scores by mail:

Follow the directions in the SAT Registration Bulletin.

Remember: While SAT II scores placed on Score Choice must be released as well as sent, the Score Choice option is not available for SAT I's. All SAT I's which you have taken during high school are a part of your record at ETS.

When you release and send SAT II Subject Tests, your Sat I scores will automatically be sent as well.

Releasing and Sending SAT II Subject Test Scores by phone or electronically:

Follow instructions above, remembering that it is especially important that you know the date on which you took the Subject Test(s) you wish to release especially if you took the same test more than once.

Releasing and Sending SAT II Subject Test Scores by mail:

There is a special release form contained in the Registration Bulletin for the SAT program as well as mailed to you with your score reports. Follow the instructions and FAX or mail it to ETS.

HOW TO CHOOSE A COLLEGE

To choose a college wisely, you must have definite information about both yourself and the college.

ABOUT THE STUDENT

SCHOLASTIC ACIEVEMENT: high school record, grade point average, standing in class (class rank), subjects taken, scholastic awards, honor roll, CSF.

SCHOLASTIC POTENTIAL: Revealed by college entrance tests: SAT Reasoning and/or ACT.

CONTRIBUTION AND INVOLVEMENT AT SCHOOL: Class activities, clubs, athletics, yearbook, student government, special awards, class offices held.

OFF CAMPUS INVOLVEMENT: Community service, church organizations, social clubs, internships, work and/or travel experiences.

PERSONAL CHARACTERISTICS: Strengths, weaknesses, and special talents. Goals and direction for future. What do you stand for!

TYPE OF HIGH SCHOOL ATTENDED: Bloomington Christian School has different tracks of educational programs: University preparatory, State college preparatory, and general education.

REASONS FOR PURSUING COLLEGE STUDIES: Even if you do not have a detailed idea of why you are going to college, you should have some general idea or answer if the question is asked of you.

ABOUT THE COLLEGE

Questions to ask on college visit:

1. What percentage of students graduate in 4 years?
2. When do you have to declare a major? Can you design your own?
3. How many and what kinds of crimes occurred on campus last year
4. Is there a safety escort or shuttle service for students returning to their dorms at night?
5. Do students get free Email and Internet access from their dorm rooms? From off-campus apartments?
6. What do YOU like most about this college?
7. Do graduate students or professors teach introductory classes?
8. How accessible are professors outside of class?
9. Where do students study?
10. Where do students relax on campus? Off campus?
11. What do students do on the weekends?
12. How important are fraternities and sororities to campus social life?
13. What percentage of students go home on weekends?
14. Are sports a big deal here?
15. How do students get around campus? And to off-campus stores and sites?
16. How many students have cars? Where do they park? How much does a parking permit cost?

ALL THE ITEMS ABOUT CHOOSING A COLLEGE SHOULD BE TAKEN CARE OF AT THE BEGINNING OF THE SENIOR YEAR.

STEPS IN SELECTING A COLLEGE

1. Using the information of the page on **HOW TO CHOOSE A COLLEGE**, draw up a list of specifications about the colleges that would match your characteristics and interests.
2. Talk to teachers and administrators about these specifications. Also visit the college's website, and consult reference books.
3. Draw up a list of 4 or 5 colleges that seem to have what you want.
4. Send for catalogs (if available) and visit college websites.

CRITERIA TO COMPARE AND SELECT COLLEGES

STUDENT ENROLLMENT

Enrollment: Total size, percent of undergraduate students, freshman class size.

Retention: Percent of freshmen who graduate.

Background: Male/female ration; percent commuter/resident; geographic origin; percent minority; percent with financial aid.

LOCATION AND SURROUNDINGS

Location: Geographical region; distance from home; travel cost and convenience.

Setting: Urban/rural; weather; nearest city/countryside; recreational opportunities.

Facilities: Library; laboratories; studios and practice rooms; sport; student center.

COLLEGE TYPE AND PHILOSOPHY

Type: 2 or 4 year; church/state/private control; college or university.

Purpose: Liberal arts; pre-professional for business, education, engineering, fine arts, etc. technical or vocational institute; degrees offered.

Calendar: Semester/trimester/quarter/module; interim program; acceleration.

CURRICULUM

Academic Requirements: Proportion of study to general education/concentration/student choice. Required freshman courses or curriculum/distribution in curricular areas/elective curriculum.

Academic Offerings: Majors offered in your areas of interest. Breadth and depth of: courses offered in your areas of interest. Interdisciplinary courses and major; strong department.

Independent Study: Individual tutorials; seminars, research opportunities.

Special Study Program: Field work; internship; exchange programs; foreign study; joint degrees program; cooperative work/study plans; pre-professional programs.

Standards: Accreditation; degree requirements grading systems; grading distribution; honors system.

Course Descriptions: Sequential/open order; introductory/advanced/specialized courses/courses for majors/non-majors; number of courses required for major.

AP Exams: College credit offered for passing AP exams.

ADMISSIONS

Deadlines: Application; notification of decision; reply to offer of admission.

Application Requirements: Fee; information forms; specific high school courses; transcripts; secondary school report; recommendations; interview; other.

Admissions: Percent applicants offered admission, selectivity: SAT Reasoning/ACT scores of freshman; percent of freshman ranked in top 10% of high school class, freshman class profile.

ACADEMIC ENVIRONMENT

Faculty: Percent with PhD's; origin if degrees earned; original faculty research/scholarship; teaching course load; expectations for teaching/scholarships/advising and other college service; emphasis on undergraduate teaching and learning.

Faculty Student Relationship: Faculty-student ratio: advising; accessibility for conferences, assistance; departmental clubs, colloquia, committees with student representative; class size average, classes under 20 students/over 50 students, opportunities for discussion/student presentation/exchange of ideas.

Academic Demands: Workload; course expectation; type of assignments; academic pressure/competition.

Intellectual Vitality: Student attitude toward learning; flexibility/structure toward study, exchange of ideas; interest in political, social or world issues.

Career Preparation: Pre-professional programs; career advising and information programs, percent who go on to graduate school and job placement.

CAMPUS AND STUDENT LIFE

Types of Students: Diversity and tolerance of differences; importance of money/material possessions/social appearance.

Community Type: Homogenous; pluralistic; cohesive; fragmented; school spirit; controversial campus issues; liberal/directive/restrictive social regulations.

Living Arrangements: Predominantly large dorms/housing clusters, small houses/ availability of single rooms/doubles/suites/multiple rooms; system of housing allocation/roommate selection; centralized/decentralized dining; alternative dining programs.

Campus Activities: Activities related to your interest; emphasis on social life, fraternities, sports or other interest; clubs organization; cultural opportunities on campus or in the community.

COSTS AND FINANCIAL AID

Costs: minimum-maximum total costs per year; student budget for tuition and fees/room and board/books and personal expenses; travel costs; admission and enrollment fees.

Family Resources: What your family can pay towards college expenses; your own earnings and savings.

Awards: Percent of students receiving aid; range of awards; average award.

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

BCS COURSE DESCRIPTION

BIBLE DEPARTMENT

9th Grade Bible

Our freshman study is designed to familiarize the student in knowing who Jesus is and who they are personally, to Jesus Christ. This understanding is fundamental in knowing the purpose of a Christian education and the mission of Bloomington Christian School. By working through a systematic study of the Gospel of John, the three Epistles of John as well as the Book of Jude, freshman will learn the major events of the life and ministry of Jesus Christ as well as develop an apologetic for Christian faith and the reality of the life of Jesus Christ, and a deeper appreciation for the Bible. Students will also have opportunity to develop a personal awareness to have the knowledge and information to have a relationship with Jesus Christ.

10th Grade Bible

The sophomore study is designed to further develop an understanding of Christian living, by providing a historical study and background of major events describing man's responsibility towards God and mankind. By systematically surveying the Books of Genesis and Exodus, sophomores will learn from Biblical history about God's behavior and man's social responsibility to one another. In an age characterized by relative morals, Christians need to clearly perceive God's absolute moral standards. Knowing why God set such standards will provide reasoning and critical thinking of our social needs and help stimulate an awareness to set a mind for serving our community.

11th Grade Bible

Our junior study is designed with intent for students to identify the difference of having religion versus a true relationship with Jesus Christ. Using the Books of Romans, Hebrews, Ephesians and James, juniors will work systematically to understand justification is by faith and not by work as recorded in the Bible. The Apostle Paul a Pharisee and renowned religious leader outlines the fallacy of man made rules and traditions as opposed to Jesus' direction to worship freely and know the freedom of salvation. From the scriptures, students will get answers to critical questions that youth are asking today. Students will be encouraged to respond to these issues from a properly informed and biblically oriented perspective. Students will be able to tell others of the gospel with a confidence to answer questions. Students will be able to identify and defend themselves from modern heresies concerning salvation.

12th Grade Bible

Our senior course begins with a systematic study of the Book of Acts. Topics discussed are the formation of the church and the confidence of being affiliated with other believers as an act of worship not burden. Explained are the conditions of a healthy church and the blessing to submit to biblical authority. Seniors will also study other religions of the world, discussing and identifying their truths and fallacies. Seniors will discuss secularism and the conditions in our college system. Students will also discuss life after high school formulating a biblical philosophy of marriage and biblical finances.

ENGLISH DEPARTMENT

9th grade English

In this two semester course, students will improve their writing skills, increase and enrich their vocabulary, and improve their skills for reading, interpreting, and appreciating a broad spectrum of short stories, novels, plays, essays, and poetry. Detection and correction of weaknesses in organization of content and mechanics will be emphasized. Speaking techniques are identified and improved. Good listening habits are developed.

9th grade Pre-Honors English

In this two semester course, students will improve their writing skills, increase and enrich their vocabulary, and improve their skills for reading, interpreting, and appreciating a broad spectrum of short stories, novels, plays, essays, and poetry. Processes for critical thinking will also be explored, and students will develop the skills necessary for public speaking.

10th grade English

In this two-semester course, students will develop critical thinking skills by reading, interpreting, and comparing a wide range of literature including novels, short stories, plays, essays, and poetry. Writing techniques will be emphasized, as well as an increased vocabulary base. Public speaking skills and good listening habits will be developed and practiced.

10th grade Pre-Honors English

In this two semester course, students will more intensely develop critical thinking skills by reading, interpreting, and comparing a wide range of literature including novels, short stories, plays, essays, and poetry through writing, research and group activities. Good writing habits will be emphasized, as well as an increased vocabulary base. Public speaking techniques will be developed and practiced.

11th Grade English

English is presented with emphasis on literary terms and philosophical influences and reports on books by different authors. Grammar is reviewed briefly and taught to meet special needs of the class with emphasis on usage. Literature is taken from the anthology and supplemental paperbacks required for reading. Students will analyze literature in light of human nature, as related to Biblical truth, and as related to history.

12th Grade English

In this course, students are being prepared for freshman composition in college with an emphasis on expository writing and vocabulary development. Students continue to develop critical thinking skills by reading, interpreting, and comparing a wide range of literature including novels, short stories, plays, essays, and poetry through writing, research and group activities.

11th & 12th Grade English - Honor

This honor course covers the novels, anthological reading, and writing as in the regular course, but additional reading and writing are required. The level of acceptable work is accelerated; students should demonstrate proficiency in essay writing, critical thinking, and literary and style analysis. Class discussion is geared to develop higher-level thinking skills. Prerequisite - A or B in previous English and teacher recommendation

MATH DEPARTMENT

Algebra I

The student will study the basic structure of algebra and learn how to apply algebraic concepts and skills. Deductive reasoning will be used extensively. The properties of number operations will be incorporated in solving quadratic equations and word problems. Completing the square and introduction of functions will be included.

Geometry

The study of sets of points includes points, lines, planes, their intersections, and unions. There will be skill development in properties of angles, triangles, quadrilaterals, and polygons. Development of proofs of theorems and postulates will be emphasized. Co-ordinate Geometry will prepare students for Algebra II.

Algebra II

There will be an extensive review of Algebra I and new skills will be developed thoroughly. Polynomial equations in two variables with application in solving word problems will be emphasized. Functions, graphing, and matrices will round out the course. Pre-requisite: B- or better in Algebra I

Pre-Calculus

Pre-Calculus continues student development of basic function analysis introduced in Algebra II with additional analytical tools to help the student understand those families. These tools include limits, derivatives, transformation, symmetry analysis, inverse function and compositions. Pre-requisite: Algebra II and Geometry.

Calculus AP

Students study the differentiation of functions of all kinds and applications of this process to technical problems from engineering, biology, chemistry and physics. Integration and application of these processes will be studied in relationship to problems from related technical fields. This AP level course will include a curriculum component designed in preparation for the AP Calculus Test. Pre-requisite: Pre-Calculus

Consumer Math

Consumer Math is an interesting study of math made practical in life. Emphasis will be placed on basic skills, banking, housing, taxes, budgeting, and purchasing.

Introduction to College Math

Concepts from Algebra and Geometry are reviewed and further developed. Fundamental math functions will be mastered. Students who do not take Calculus and are planning to go to college will benefit in this class.

SOCIAL STUDIES DEPARTMENT

World History

This is the study of the recorded history of man from the beginning of time to the present. As a study of humanities past, this course will be concerned with two main approaches: a Christian perspective, beginning in genesis and a conceptual approach dealing with the political, economic, and social aspects of history.

US History

US History is the studying of the cultural, social, economic, and political aspects of our society from our founding as a nation to the present time. Class time will be devoted primarily to student discussion, lecture, and historical research.

American Government

This is a semester course and will be devoted to examining the Christian purpose for government in the world today, as well as what our responsibility is to government. It will address the major political/economic issues facing our nation today.

Economic

This is a semester course on the study of how people satisfy their basic needs and wants. Students study basic economic questions. Students compare different economic systems but concentrate on the free market economy in the United States.

LANGUAGE DEPARTMENT

Spanish I

Spanish I is an in-depth introduction to the Spanish language, culture and history of the Spanish-speaking world. Emphasis is placed on listening, speaking, reading, writing, pronunciation, vocabulary, and basic grammatical structures. Students will master the use of present tense verbs, commands, and past tenses.

Spanish II

Spanish II continues to build on the skills learned in Spanish I. This is a more accelerated pace that helps students expand their daily conversations. Students will expand their ability to greet people and socialize.

Spanish III

Spanish III continues to build and develop skills previously learned in Spanish I and Spanish II. There is an increase in student's daily conversations and translations. There is still emphasis on speaking, reading, writing, pronunciation, and grammatical structures.

Sign Language

American Sign Language is a form of communication using finger to form the alphabet and specific signs for words using facial expression to collaborate a conversation between two people. Bridging the gap between the hearing and the deaf.

PHYSICAL EDUCATION DEPARTMENT

Physical Education I

The major emphasis is fitness and the development of a personal fitness program for a healthy lifestyle. Team sports are studied with emphasis on offensive and defensive team skills.

Physical Education II

Physical Education II continues to develop skills previously learned with emphasis on analyzing skills. Students work to develop individual skills for a healthy life style.

SCIENCE DEPARTMENT

Physical Science

This course combines key elements of astronomy, chemistry, geology, biology, anthropology, and ecology. The students learn not only about living organisms, their organization, life process, and relationships to each other and their environment, but also about their benefits and practical uses for humanity. The course will focus on building scientific vocabulary and concepts and developing problem solving skills.

Biology I

Biology is the study of living things from a Christian perspective. The first semester concentrates mainly on plants and an introduction to vertebrates including human biology. The second semester continues to explore vertebrates including mammals, birds, fish, reptiles, and leads to studying invertebrates. This is a hands-on lab science, which include dissections.

Agricultural Biology

Agricultural Science is a course that exposes students to a wide range of basic animals and plant science principles, such as genetics, anatomy physiology/nutrition, diseases, pests and management practices. Career opportunities and educational preparation are examined; learning activities are varied in the classroom, along with lab and field experiences being emphasized.

Chemistry

Chemistry is a college-preparatory course including various laboratory experiments. Students will explore properties of matter, the periodic table of elements, chemical reactions, and the differences between acids and bases.

Physics

This course explores the basic laws and principles, which govern the physical universe. Topics covered include kinematics, dynamics, simple machines, work, heat, electricity, magnetism, light optics, and modern physics.

Health

This is one semester for students to gain an understanding of wellness or total health by considering the physical, mental, social and spiritual influences on the whole person and health. The students will learn health facts, and are encouraged to put these facts to use in all areas of their Christian lives.

VISUAL & PERFORMING ARTS DEPARTMENT**Art History** (One semester)

Students explore the fundamental elements of art and the principles of design. Students are also introduced to major artists and their work throughout the course. Outside visits to art museums are required.

Art Practice (One semester)

Students explore a variety of media and techniques. Students will produce artwork that emphasizes personal self-expression.

ELECTIVES: Can vary depending on the semester.

Psychology

Psychology, by definition, is the study of individual personality development rather than the behavior or groups. This survey course will critically examine secular contemporary theories regarding personality development and present some Biblical responses to the latest developments in the field. This is a semester course.

Sociology

Sociology, by definition, is the science and study of groups. This course will be a traditional look at the discipline, analyzing the six basic levels of society's values, social institutions, organizations, groups, positions, and social roles. This is a semester course.

Yearbook

Yearbook is the study of practice in gathering and analyzing information, interviewing and note taking for the purpose of writing, editing and publishing for print in the school's yearbook. This course includes instruction and practice in writing forms and techniques as well as layout, design and topography. Students plan and are responsible for the complete creation of the yearbook, all while learning teamwork and understanding the importance of deadlines.

SAT Prep

Students will practice and discuss the skills necessary to take the SAT / Act test. This is a semester course

Drivers Education

This course meets the state requirements for driver's education through tests and discussions questions.

COMPARISON OF COURSE REQUIREMENTS FROM HIGH SCHOOL TO COLLEGE

High School Subjects	State Mandated Requirements* (EC 51225.3) for High School Graduation	Bloomington Christian Schools Requirements for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English	Three years	Four years	Four years of approved courses	Four years of approved courses
Math	Two years, including Algebra I beginning in 2003-04. (EC 51224.5)	Three years (Math must be taken in the senior year)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
Social Science	Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	Three years of history/social science, including one year of US history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
Science	Two years, including biological and physical sciences.	Two years with lab required.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.
Foreign Language		One year	Two years in same language required. Three years recommended.	Two years in same language required.
Visual & Performing Arts	One year of either visual and performing arts or foreign language.	One year	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years	Two years		
Electives		Semester Driver Education Semester Health	One year**	One year**
Bible		Four years		
	13	21	15 (7 in the last two years)	15

** Must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts.

Some colleges and universities have individual freshmen entrance requirements. It is important to check to make sure you have meant these requirements.

Bloomington Christian School a-g Approved Courses

a - History / Social Science - 2 years required

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
American Government	Gov-1	American Government / Civics		Semester
American History	USH 1	U.S. History		
Government & Politics: United State🌟	Gov-AP	American Government / Civics		Semester
US History (AP)🌟	Honors US History, USH-HON	U.S. History		
World History	WOH-1, WOH-2, WOH-3	World History / Geography / Cultures		
World History (AP)🌟	Honors World History, WOH-HON	World History / Geography / Cultures		

b - English - 4 years required

Four years of college preparatory English. Students may only use 1 year of ESL/ELD, SDAIE, or Sheltered English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
English 9	ENG 1 9-1, ENG 1 9-2, ENG 1 9-3	English		
English 10	ENG 2-1, ENG 2-2, ENG 2-3	English		
English 10 (H)	HON ENG 10	English		
English 11	ENG 3, ENG 3 11-3	English		
English 11 (H)🌟	HON ENG 3	English	H	
English 12	ENG 4	English		

English 12 (H)🌟	HON ENG 4	English	H	
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c - Mathematics - 3 years required, 4 years recommended

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra I🌟	ALG 1-10, ALG 1-9, ALG I 9-2	Algebra 1	College	
Algebra II🌟	ALG 2-10, ALG 2-11, ALG 2-9	Algebra 2		
Calculus	Cal	Advanced Mathematics		
Geometry🌟	GEO-1, GEO-2	Geometry		
Trigonometry	TRI	Advanced Mathematics		

d – Laboratory Science – 2 years required, 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Biology I	BIO-1, BIO-2, BIO-3	Biological Science		
Biology II	BIO 2-1	Biological Science		
Chemistry	CHE, CHE-2	Chemistry		
Physics	PHY	Physics		

e – Language Other than English – 2 years required, 3 years recommended

Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Spanish 1🌟	SPA 1 9-1, SPA 1 9-2, SPA I 9-3	LOTE Year 1		
Spanish 2	SPA 2-6, SPA 2-7	LOTE Year 2		

Spanish 3	SPA 3	LOTE Year 3	
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f – Visual & Performing Arts – 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Art♦	Art	Visual Arts (Intro)		
Choir♦	Choir	Music (Intro)		

g – Elective – 1 year required

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (♦) in Mathematics, Language Other t

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Physical Science	PS 9-1, PS 9-2, PS 9-3	Science-Physical		
Psychology	PSY	History / Social Science		Semester
Sociology	SOCO1	History / Social Science		Semester

A GLOSSARY OF TERMS FOR COLLEGE

Academic year: A period of time from the start of the fall semester or quarter, usually in September, but occasionally in August or October, and continuing through the completion of the spring semester or quarter, usually in May or June.

Articulation Agreement: An official agreement in which one college agrees to accept specific courses or groups of courses from another college in place of its own courses.

Associate Degree (AA or AS): A degree granted by community colleges to students who complete a specified program of study, usually totaling 60 semester units. Associate degrees are awarded in arts and science and are sometimes called two-year degrees, in contrast to the four-year, or bachelor's degree, awarded by a university.

Baccalaureate (degree, program, etc): A level of education marked by the completion of the equivalent of four or more years of full-time education (at least 124 semester units of 180 quarter units). The CSU, UC, and many private colleges and universities offer baccalaureate degrees. Baccalaureate level also refers to courses that meet requirements for the baccalaureate degree, also called a four-year or bachelor's degree.

Bachelor's (degree, program, etc): Another term for the baccalaureate degree, e.g., Bachelor of Arts or Bachelor of Science.

California State University: One of two systems of state-funded higher education in California that grant baccalaureate and higher degrees. The other is the University of California system.

Catalog Rights: A policy that allows, in certain circumstances, a college student to select the set of requirements he/she will follow to qualify for university graduation.

Certification: An official notice, either on the transcript or on a certification form, provided by a community college verifying that a transfer student has completed courses satisfying all or a portion of CSU lower-division general education requirements. Certified courses refers to community college courses that the community college has certified and that the CSU has agreed to accept as fulfilling its lower-division general education or American institutions requirements.

Community Colleges: Institutions of higher education that award associate (two-year) degrees and vocational certificates, and that offer classes that can be transferred to a four-year college or university and applied toward a baccalaureate degree.

Continuous Attendance: The act of remaining enrolled at any accredited college or university at least one semester or two quarters in each calendar year; a requirement to retain catalog rights for a given year.

Electives: Courses that are not used to meet specific major, general education, or graduation requirements, but can be used to complete the total units required for a degree.

Freshman: Refers to the first year of study for an associate or bachelor's degree. Students who have completed 1 – 29 semester units are considered freshmen.

General Education – Breadth Requirements: A specific program of courses that a student may use to fulfill CSU general education requirements for the baccalaureate degree. Most of these courses may be taken at a community college or other accredited college or university prior to transfer to a CSU campus.

Grade Point Average: The average of all grades received in baccalaureate –level courses. For transfer students, grade point average refers to the average grade received in transferable units. Also called GPA and cumulative grade point average.

Graduation Requirements: This refers to units, courses, examinations, or academic programs that students must complete to obtain a baccalaureate degree. Student must meet requirements for the major, general education, U.S. History, Constitution, American Ideals, and elective courses, as well as a minimum number of units.

Impacted: Refers to those majors that receive more applications during the initial application filing period than there are spaces available. A major may be impacted on one campus, several campuses, or all campuses where it is offered.

Initial Application Filing Period: A period of time in which applications for admission are accepted by CSU campuses. Applications to impacted programs of study must be filed during this period.

Juniors: Refers to the third year of study for a bachelor's degree. Students who have completed 60 – 89 semester units are considered juniors.

Lower Division: Courses designed for the first two years or within the first 59 semester units of study toward a baccalaureate degree, often taken at community college and transferred to a university. Also refers to freshman and sophomore students.

Major: The subject area in which a student pursuing a college degree develops greatest depth of knowledge.

Master's Degree: A degree beyond the bachelor's, also called a graduate degree. Master of Arts or Masters of Science degrees are most common, but there are also profession master's degrees, such as the Master of Fine Arts or the Master of Business Administration (MBA).

Program: A specified set of courses required to achieve a specific objective or degree, such as general education or major requirements.

Quarter: One type of term within an academic year, marking the beginning and end of classes. Semesters are approximately 10 weeks in length.

Semester: One type of term within an academic year marking the beginning and end of classes. Semesters are approximately 15 weeks in length.

Senior: Refers to the final year of study for a baccalaureate degree. Students who have completed 90 or more semester units are considered seniors.

Sophomore: Refers to the second year of study for a bachelor's degree. Sophomore level is usually attained by completing 30 – 59 semester units.

Term: A specific period of the year during which classes are in session. Examples include fall term and spring term.

Transfer Units: Credit earned in courses that are transferable to other colleges or universities.

Undergraduate: An enrolled student who has not completed a baccalaureate degree; a freshman, sophomore, junior, or senior.

Unit: A measure of credit earned for course completion. A unit is based on the number of hours of instruction per week required in the classroom and/or lab or in independent study. A course earning three semester units will usually meet three hours a week. One-quarter unit is equal to 2/3 of one semester unit.

Upper division: Courses designed for the third and fourth (junior and senior) years of study toward a bachelor's degree. These courses are not offered by community colleges, and they often require completion of prerequisite courses. Also refers to junior and senior students.

Vocational: Refers to courses and programs that pertain to an occupation or are job-oriented, providing specific skills for a trade.

WEB SITES

Here's a roundup of Web sites that do a great job covering the ABC's of financial aid, and much more. (This is just a listing and not an endorsement of the sites named.) In addition, most colleges and universities have their own web sites.

ACT

www.act.org

Register to take the ACT exam or have your ACT scores sent to colleges.

All About College – International Colleges –

www.allaboutcollege.com

Association of Independent California Colleges and Universities

www.aiccu.edu

Find information for parents and students on planning and paying for college in California.

Cal Grants

www.calgrants.org

Information on how to receive free money to pay for JC, UC, or private colleges and universities.

California Community Colleges

www.cccco.edu

California Postsecondary Education Commission

www.cpec.ca.gov

Check here for an overview of postsecondary education in California.

Campus Tours–

www.campustours.com

Center for All Collegiate Information –

www.collegiate.net/infoa.html

College Board Online Scholarship Search

<http://cpweb10p.collegeboard.org/fundfinder/html/fundfind01.html>

Search this free database of more than 2,000 college sources of funding for undergraduates.

College Board and SAT

www.collegeboard.com

Sign up here for the SAT exam or to have your SAT scores sent to colleges.

College Night –
www.collegenight.com

College Opportunities Online
www.nces.ed.gov/ipeds/cool

Plug in your major, interests, and geographic area and this U.S. Department of Education site will fetch likely matches from colleges and career schools.

College Net –
www.collegenet.com

CollegeNetMach25
www.mach25.com

Search this College Net site for information on more than 600,000 awards.

College Search –
www.college-scholarships.com

College View –
www.collegeview.com

Common Application –
www.commonapp.org

EDFUND
www.edfund.org

Click on Students/Parents to learn more about planning for college, applying for financial aid, and managing your student loan.

EDWISE
www.edwise.org

Calculate how much you can afford to borrow using EdWise, a financial planning tool developed by EdFund and UCLA.

Employment Trends
www.edd.cahwnet.gov

Find out where the jobs are now and where they'll be tomorrow.

Essay Edge
www.essayedge.com

Take a free online course to improve essay writing.

FAFSA on the Web
www.fafsa.ed.gov

Complete and file the FAFSA online. (Must be filed before any financial aid is granted.)

Fast Aid Scholarship Search
www.fastaid.com

Search this database for private scholarships.

Fast Web

www.fastweb.com

Browse perhaps the largest and best-known free database of private sources of financial aid.

FinAid! The Smart Student Guide to Financial Aid

www.finaid.org

Learn a good deal of information on financial aid and how to apply for it; includes advice on college life and calculators to estimate expected family contribution.

Free Application for Federal Student Aid –

<http://studentaid.ed.gov/PORTALSWebApp/students/english/fafsa.jsp>

Funding Your Education

www.ed.gov

Use this U.S. Department of Education publication for a good overview of student aid - the major federal programs and how to apply for them.

Government Services for Students

www.students.gov

Enter a one-stop portal to all the services the federal government has to offer students – from paying for college to getting a passport.

Help Completing the FAFSA

www.ed.gov/studentaid

Get help here if you're struggling with the FAFSA.

Mapping Your Future

www.mapping-your-future.org

Take steps toward college and a career at this destination for middle and high school students, college students, borrowers, non-traditional students, and parents.

Monster –

www.monster.com

Occupational Outlook Handbook

www.bls.gov/ocohome.htm

Look up job prospects and how much you can expect to earn in your future career.

Peterson's College Quest

www.collegequest.com

Search this database of scholarships from more than 2,000 sources.

Sallie Mae –

www.salliemae.com

The Princeton Review

www.princetonreview.com

The Student Guide for Financial Aid

www.ed.gov

Access the U.S. Department of Education's *The Student Guide*, with information on federal student aid programs.

University of California

www.ucop.edu

Yahoo Higher Education –

www.yahoo.com/education/higher_education

SCHOLARSHIP INFORMATION

Funding Education Beyond High School: The Guide to Federal Student Aid

[Click here for a UC power point presentation on financing college.](#)

In 7th or 8th grade? Start EARLY!!! Even 9th or 10th grade might provide enough time for some tax savings. Check out these 529 Plan sites

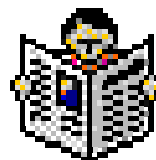
[529 plan features in California and other states](#)

[529 Tax considerations from Finaid with other links](#)

[529 Plan estimator](#)

[529 Plan Answers](#)

[Compare Top Ten 529 plans and more](#)



Get a scholarship search going for you by using one of the search engines below.

Start making contact with the financial aid offices of the school(s) you are most interested in. Establish a relationship. Talk to the department of the majors you are interested in. They won't be able to finalize anything with you until they have the FAFSA, but you will be ahead of the game for consideration of that school's financial aid pot.

Seniors only, start here at the pin link to get your pin numbers (see special note 1). This will allow you to find out your expected family contribution (EFC) from the FAFSA site when you complete their form in January. Juniors, see FAFSA4caster information below.

A blue banner with white and yellow text. On the left, it says "Apply Here For Your PIN, Your Key to Online Financial Aid". In the center is the FSA logo with a graduation cap and the text "FSA FEDERAL STUDENT AID". On the right, it says "WWW.PIN.ED.GOV" in large yellow letters.

Special Note 1: Students and parents each need separate pin numbers to complete the FAFSA online. Get these before January of the following year. Visit this FAFSA Site to check on the kinds of information you should collect in order to finish the form. Then you will be ready to start the FAFSA when it becomes available. The form for students starting college in the Fall, 2009 semester will be available online as of 1 January 2009. Finish this form as soon as possible thereafter. Do it online. It's faster and they'll catch mistakes for you.

A blue banner with white and yellow text. On the left, it says "Need Money For Your Education?". In the center, it says "www.fafsa.ed.gov Start Here" with a yellow arrow pointing right. On the right, it says "www.fafsa.ed.gov" in large yellow letters, with a graduation cap and an American flag graphic.

The U.S. Department of Education's office of Federal Student Aid is pleased to announce the release of *FAFSA4caster*, a new Web tool designed to assist high school juniors and their families plan for education beyond high school. Students can receive an estimated Expected Family

Contribution (EFC) by entering their information into FAFSA4caster, a simplified version of the *Free Application for Federal Student Aid* (FAFSA). The FAFSA4caster also provides guidance on the next steps to take for applying for admission, applying for federal student aid, and paying for education beyond high school.

FAFSA4caster Benefits

FAFSA4caster is a companion piece to the official *FAFSA on the Web*. The free FAFSA4caster tool will assist high school juniors and their families in the following ways:

- Instantly calculate an estimated EFC
- Inform the student of potential Federal Pell Grant (Pell Grant) eligibility
- Reduce the time needed to complete the FAFSA when the student applies as a senior

FAFSA4caster Access

Students and families interested in assessing their eligibility for federal student aid can access FAFSA4caster by visiting, www.FederalStudentAid.ed.gov

The links for FAFSA4caster are located in the right corner of the Federal Student Aid home page. Note this is advance preparation for filling out the real FAFSA in January of the year you are graduating. If you start this, it will feed into your official application and speed up your completion of this vital step.

Some schools require a more detailed summary of your finances. Here is the site for that summary.
[College Board CSS Financial Aid Profile](#)

Special Note 2: Here is a website that lets colleges know what you are looking for and gets them in contact with you. Although it is not about scholarships, check this one out! <http://www.cappex.com/index.jsp>

Special Note 3: Sending Cal Grant GPA- BCS only uses hard copy GPA forms. Download the form, complete your portion of the form, and then bring form into the school office to have BCS complete our section. We will return it to you for mailing.

You can create your own account on WebGrants for Students and check 24/7 on application status, manage awards, update address, view payment history, file a school change, or leave of absence using this address:

<https://mygrantinfo.csac.ca.gov/logon.asp>

This address links to:

Commission Programs

Important Deadlines

Forms/Applications

Cal Grant/Chafee updates

FAQS

New Cal Grant Recipient Manual

Renewal Recipient Manual

Foster Youth Resources

Other Financial Aid Resources and links

Security Information

Tools

Help Center

Special Note 4: You've been accepted to several colleges and received financial aid packages from them. If all else

were equal, you would want to compare the net cost to you for each school. Net cost = Total cost of attendance minus all grants and all scholarships. Do not include loans or work-study in this calculation.

Special Note 5: Are you interested in possible income tax savings related to education? Try the Hope and Lifetime Learning credits <http://www.ed.gov/offices/OPE/PPI/HOPE/index.html>



FastWeb's Free Scholarship Search and College Search
Search over \$1 Billion in scholarships and find your dream school. It's free and Bloomington Christian School is a proud FastWeb member.

[Click here to search for colleges and scholarships! Now!](#)

FASTWEB financial tools and scholarship search



Scholarship Resource Network

Scholarship Resource Network Express contains a database of over **8,000 programs** with a distribution level of over **150,000 awards** for undergraduate and postgraduate students worth a total of more than **\$35 million!** This database also includes student loan forgiveness programs for those who have graduated from college and need alternatives for repayment.

Making It Count Financial Planning tool.

The online version of the Making College Financial Planning Count in-school presentation is a free resource that provides a comprehensive, interactive overview of the entire college financing process. By visiting elearning.makingitcount.com, you, your students and their families will have access to:

- The electronic College FundPath™ Worksheet, which allows users to create a customized college funding strategy.
- Valuable tips and deadlines for the FAFSA.
- The most up-to-date information about the types of financial aid that is available, including scholarships and grants.

Looking for a Latino Search engine? Try this.

Scholarships.com link

Federal Student Aid site

Check out Finaid for general financial information

Citbank scholarship search engine

The Financial Aid Resource Center

College and Scholarship Search. Practice SAT and ACT

College Cost Calculators

The Junior Achievement Student center

Financial Aid for California Community Colleges

College Answer Site (free scholarship searches)

Sallie Mae's College Answer Free Scholarship Search

If you need more than a scholarship search engine check out this Sallie Mae site map. A wealth of

information on college selection and financing is organized for you right here: [College Answers site map](#)

[UC Dollars and Sense Site](#)

[Check here for MSN's article on saving money for college](#)

[Your Financial Aid Does Not Stop Here](#)

[Scholarship Resource Network Express](#)

[ACT's financial aid resources page](#)

[Hobson's CollegeView page](#)

[Peterson's College Planner](#)

Community Colleges may waive enrollment fees under certain financial conditions. Check their financial aid office to find out about BOG waivers!