

Preparing for College Admission

COURSE OF STUDY

The student must fulfill a number of minimum credits in order to graduate from high school. Traditionally, one credit of high school equals 120 hours of class work, or 160 45-minute periods. Typically, twenty credits are required for graduation:

Language Arts	4
Mathematics	2
Science	2
American History	1
American Government	1
Physical Education	2
Electives	8

A college preparation course is more extensive,
typically requiring the following:

Language Arts	4
Mathematics	3-4
Foreign Language	2-4
World History	1
American History	1
American Government	1
Science	3-4
Physical Education	2
Electives	4-8

Instruction by parent
Correspondence course graded by parent
Correspondence course graded by school/tutor
Independent study
Class taken at community college/local high school
Class taken online
Instruction by tutor

k12.com
highschool.unl.edu
keystoneschoolonline.com
www.memoriapress.com/onlineschool

“accredited high school distance learning”

DOCUMENTING YOUR COURSE OF STUDY HIGH SCHOOL: TRANSCRIPTS

Subjects studied

Years of study

Units of credit

Final grades (per semester)

Achievement test scores

Extracurricular activities

Side by side comparison

Language Arts	4
Mathematics	2
Science	2
American History	1
American Government	1
Physical Education	2
Electives	8

Language Arts	4
Mathematics	3-4
Science	3-4
American History	1
American Government	1
World History	1
Physical Education	2
Foreign Language	2-4
Electives	4-8

SECONDARY SCHOOL RECORD

1. STUDENT IDENTIFICATION STUDENT'S FULL LEGAL NAME, LAST NAME FIRST			
BAUER, CHRISTOPHER JOHN			
SEX	COMMON NAME	OTHER LAST NAMES USED	BIRTH DATE
M			8/9/91
PARENT OR LEGAL GUARDIAN			
NAME: Peter + Susan Bauer		ADDRESS: 18101 The Globe Lane	
CITY: Charles City		STATE: VA	ZIP: 23030

2. SCHOOL IDENTIFICATION			
NAME: HOME EDUCATED			
ADDRESS:			
CITY:		PHONE:	
STATE:	ZIP:	SCHOOL CODE:	

3. STUDENT'S ACADEMIC HISTORY								
MINIMUM PASSING MARK				OTHER PASSING MARKS USED (AND NUMERICAL EQUIVALENT)				
GRADE & YRS.	COURSES TAKEN (AND SPECIAL LEVEL WHERE APPROPRIATE)	MARKS	CREDITS	GRADE & YRS.	COURSES TAKEN (AND SPECIAL LEVEL WHERE APPROPRIATE)	MARKS	CREDITS	
PE	9 Physical Education 1	A	1	11	Algebra 2	B+	1	M
PA	9 Beginning Shop Skills	A	1	11	Japanese 1	A	1	FL
FA	9 Art: Skills in Drawing + Composition	B+	.5	11	American Literature 1	A	1	LA
SS	9 Basic Psychology	B	.5	11	American History and Govt 1	A	1	SS
NS	9 Biology 1	A-	1	11	Spanish Conversation 1(A)	A-	.5	FL
M	9 Algebra 1	B	1	11	Drivers Education	A	.5	PA
FL	9 Latin 1	A	1	11	Rhetoric + Communication	A	1	LA
LA	9 World Literature 1	A	1	11	Expository Writing	A	1	LA
SS	9 Modern History: World	A	1	12	Japanese 2	A	1	FL
LA	9 Creative Writing 1	A	1	12	Environmental Science	A	1	NS
PE	10 Physical Education 2	A	1	12	Introduction to Journalism	A	.5	LA
PA	10 Intermediate Shop Skills	A	1	12	Spanish Conversation 1 (B)	A-	.5	FL
NS	10 Biology 2	A-	1	12	American History and Govt 2	A	1	SS
M	10 Geometry	B	1	12	American Literature 2	A	1	LA
FL	10 Latin 2	A-	1	12	Literary Analysis	A	.5	LA
LA	10 World Literature 2	A	1	12	Applied Music	A	1	PA
LA	10 Creative Writing 2	A	1	12	Advanced Creative Writing	A	1	LA
SS	10 Ancient History: World	A	1					
O	10 Logic	B+	1					

4. STUDENT'S ACADEMIC SUMMARY																
ACADEMIC STANDING					NUMBER OF CREDITS EARNED										SIGNIFICANT DATES	
AT THE END OF:*	GPA	CLASS RANK	CLASS SIZE	LANGUAGE ARTS	FOREIGN LANGUAGE	MATH	SOCIAL SCIENCE	NATURAL SCIENCE	FINE ARTS	PRACTICAL ARTS	BUSINESS	PHYSICAL EDUCATION	OTHER	ENTRY:	REENTRY:	
Grade 12	3.85	N/A	N/A	10	5	3	4.5	3	1.5	2.5	-	2	1	WITHDRAWAL:	ANTICIPATED GRADUATION:	
														GRADUATION: May '09		

*ENTER NUMBER AND "SEMESTERS," "TRIMESTERS," "QUARTERS," "GRADE," "YEARS," ETC.

RESOURCES

The Homeschooler's High School Journal, 7-12. Records test scores, time spent on each subject and time spent on field trips or research, library list forms, chart for weekly hours, grades. (Rainbow Resource)

Daily Planner from Scholastic is a basic record book to keep track of dates, assignments, field trips, and grades in K-12.

High school transcript form:

National Association of Secondary School Principals transcript, available at hsrc.com (Home School Resource Center)

Another acceptable form at www.homeschoolorganizer.com

HSLDA diploma: \$20, 1-540-338-5600

APPLYING TO COLLEGE: STANDARDIZED TESTING AP AND CLEP

Advanced Placement and College Level Examination Program exams are both administered by the College Board, which offers 34 CLEP exams and AP exams in twenty different areas of study.

www.collegeboard.com

PSAT, SAT, AND ACT TESTS

The PSAT, the SAT, and the ACT are all standardized high school achievement/skills evaluation tests, used by colleges to sort through and rank applicants.

To do well:

Finish as much math as possible before the junior year.

Study Latin

Use Vocabulary from Classical Roots

Read Mortimer Adler's How to Read a Book or Susan Wise Bauer's *The Well - Educated Mind*

Study to the test!

PSAT

The PSAT—Preliminary SAT/National Merit Scholarship Qualifying Test— is administered by the College Board and is taken during the sophomore or junior year of high school. Questions about National Merit scholarships should be directed to the National Merit Scholarship Corporation at (847)866-5100.

SAT

The SAT, the standard college admissions test, has three parts.

Time: 3 hours, 35 mins

Three scores:

Mathematics (both concepts and calculations)

Critical Reading (short and long passages)

Writing (students are asked to take a position on an issue that requires no specific knowledge) (becoming optional 2016)

The SAT II or Subject Tests are optional, but home schoolers should strongly consider taking as many as they feel prepared for (some colleges require them for home schoolers). The tests are one-hour, multiple choice, and measure knowledge in specific content areas.

Take the SAT in the fall of the senior year.

To register for the SAT, visit www.collegeboard.com

**FOR BOTH THE PSAT AND SAT, MAKE SURE
GEOMETRY HAS BEEN FINISHED BEFORE
TAKING THE TEST FOR THE HIGHEST SCORE.**

ACT

The four ACT tests cover English, mathematics, reading, and science reasoning. The test is three and a half hours long. It's given five times—October, December, February, April, and June— it costs \$20. For full information about the ACT, visit their online site at www.act.org. You should take the ACT in the Spring of your junior year.

AP prep guides published by:

Barron's, Research Education Associates

CLEP prep guides published by:

Research Education Associates

SAT preparations guides published by:

Barron's, Princeton Review

ACT preparation guides published by:

Barron's

GENERAL THOUGHTS ON ADMISSIONS

An application will give you room to describe your areas of interest, extracurricular activities, and any special research projects you've done. Maximize your application by using the lines set aside for interests, activities and clubs to emphasize your language accomplishments and great books study. List all community service projects – anything you've done free that benefits someone else.

THE PORTFOLIO

- 1) A narrative description of your high school studies, written by the student.
- 2) A reading list of all significant books read (from about 7th grade on.)
- 3) At least one writing sample
- 4) A description of any academic contests and honors
- 5) Descriptions of any apprenticeships, interesting work experiences (not McDonalds), or internships.
- 6) A brief description of any special area of expertise

I am submitting this letter and the attached documentation in support of Christopher Bauer's application for admission.

Christopher has been home educated. As Christopher's mother, I realize that any evaluation I give of his work is extremely biased. On the other hand, I have extensive college teaching experience (fifteen years on the English department faculty at the College of William and Mary), and I've been a professional writer for the last eighteen years (eleven books published with W. W. Norton, Princeton University Press, and other major publishers). Christopher is literate, curious, engaged, and knows how to spell. He is conscientious to a fault and passionate about the world he lives in. He is fully ready to take on college work.

Please note that Christopher finished his senior year in May '09. I strongly recommended that Christopher take a gap year. My experience in teaching freshman has convinced me that a gap year produces students who are more mature, better focused, and able to take full advantage of their classroom work. I also believe that home-educated students benefit from being thrown out of the nest for a year before beginning college.

Christopher has taken full responsibility for organizing his gap year. He has spent the summer and fall working three jobs to save up airfare and living expenses and will leave in January to spend eight months overseas. He has lined up two conservation projects (South Africa and Australia) and one humanitarian project (India) and will end up his trip by attending martial arts camp in China (that one's just for fun).

I have filled out a standard transcript for Christopher, showing how his work at home has fulfilled standard graduation requirements. His grades are based on a combination of my evaluation, the evaluation of outside tutors and teachers, and test scores.

His two recommendations were written by outside tutors. Audrey Anderson tutored him for two years of Japanese plus an additional year of informal study, and Brandi Gunn tutored him in maths and sciences for almost all of high school. Both are graduates of the College of William & Mary (where I am a faculty member). Audrey is currently overseas; she has been teaching English in Japan and shortly will be moving to Costa Rica for the same purpose. Brandi is attending medical school at Emory.

I would like to add three more pieces of information to Christopher's application. First, I am listing his high school courses and a few details about their content. Second, I am including a brief essay on the Crusades which demonstrates Christopher's nonfiction style. I had minimal input into this essay (I corrected the footnote style). Finally, I hope that you'll take the time to read the excerpt from the novel Christopher is currently working on. I have not read this manuscript at all--it is completely his own work.

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Thank you for taking the time to consider Christopher's application. Please let me know if I can be of any further assistance.

Christopher Bauer

Home educated student

Course description prepared by Susan Wise Bauer, parent/teacher

Course	Grades	Curriculum followed
Algebra 1 & 2/Geometry	9, 11	Saxon Home School Study course along with Geometry: An Integrated Course (Larson, Boswell & Stiff), pursued with tutor (William & Mary graduate in maths & sciences, see provided reference).
American Literature	11-12	Reading and discussion of American literature classics including <i>The Scarlet Letter</i> , <i>Moby Dick</i> , <i>Uncle Tom's Cabin</i> , <i>The Return of the Native</i> ; regular response and critical papers
American History/Gov't	11-12	In-depth study of <i>America: A Narrative History</i> , by George Brown Tindall (Norton) along with <i>A Guide to American Government</i> and outside resources; regular response papers, outlines, time lines
Ancient History	10	In-depth study of ancient world (Roman, Greek, Indian, Eastern) using <i>The History of the Ancient World</i> (Norton); produced regular response papers, outlines, time lines.
Applied Music	12	Private lessons in voice and piano with Brinkley Music Studios, Williamsburg, Virginia
Art	10	Correspondence course, University of Nebraska-Lincoln Independent Study High School
Biology	9-10	Correspondence courses for Biology 1 and Advanced Biology, University of Nebraska-Lincoln Independent Study High School

Creative Writing	9-10, 12	<p>Creative Writing 1 & 2 audited at The College of William and Mary in Virginia (course taught by parent); every other week, produced short story or poem based on classical models and took part in group critique of other submitted writings.</p> <p>Advanced Creative Writing pursued independently. Produced both first and revised drafts of two separate fully-developed novels under guidance of parent (professional writer). Guidebooks: <i>Writing Fiction: A Guide to Narrative Craft</i> (Janet Burroway) and <i>The Fiction Editor</i> (Thomas McCormack)</p>
Environmental Science	12	Correspondence course, Keystone National High School
Expository Writing	11	Study of forms (response paper, critical paper, research paper) under guidance of parent (professional writer)
Japanese	11-12	Pursued with fluent Japanese speaker, graduate of the College of William and Mary/resident of Japan (see provided reference); completed Nakama 1 & 2 textbooks
Journalism and	11	Correspondence course, using University of Missouri Center for Distance Independent Study, text <i>Journalism Today</i> (Ferguson, Patten & Wilson)
Latin	9-10	Jenney/Scudder/Baade Latin grammar and translation, pursued with help of parent (college classics minor)
Logic	10	Completed Introductory Traditional Logic course from Canon Press
Modern History	10	Study of modern history from the beginning of the American Civil War through the end of the twentieth century; incorporated American history along with European history, Indian and Far Eastern events.

ONE SUCCESSFUL APPLICATION

- 1) **SCHOOL PHILOSOPHY-** - A one-page statement written by Peggy about why she taught her daughter at home, including her summary of their use of the Trivium.
- 2) **CHARACTER PROFILE** – A brief assessment written by Peggy, using comments from teachers, friends, relatives, and siblings.
- 3) **STUDY ASSESSMENT OF HOME SCHOOLING**– Written by Peggy’s daughter; a 1-page critique of her home school experience, including both positives and negatives.

- 4) CURRICULUM DESCRIPTION -- A narrative description of each course done in high school, written by Peggy. According to Peggy, this turned out to be 13 pages long – much longer than necessary for most home schoolers.
- 5) TEACHER EVALUATIONS -- Copies of evaluations given to Peggy by some of her daughter's other tutors.
- 6) SAMPLE PAPERS – Three papers written by Peggy's daughter. (one is sufficient for most portfolios.)
- 7) READING LIST – All the books read by Peggy's daughter since eighth grade.
- 8) MUSIC ACHIEVEMENT – Details of competitions, master classes, recitals and a tape. You could use this section for any major achievement.

RESOURCES

General guide to colleges

The College Handbook (College Board). Includes admission policies, requirements, and deadlines; ACT and SAT test dates; *Peterson's guide to Four-Year Colleges* (Peterson's). Good, standard annual guide colleges; comes with CD-ROM so you can also search electronically. *Peterson's Competitive Colleges* lists colleges which admit those with high grades/scores.

Barron's Best Buys in College Education by Lucia Solorzano

Barron's Profiles of American Colleges divided by geography (Northeast, Southeast, etc.)

The Princeton Review Advantage Guide to the Best 310 Colleges (Random House) uses counselor surveys and information from an independent research firm

The Admissions Essay; How to Stop Worrying and Start Writing. Clear and Effective Guidelines on How to Write That Most Important College Entrance Essay, by Helen W. Power, and Robert Diantoino. (1992)

And What about College? How Homeschooling Leads to Admissions to the Best Colleges and Universities (Holt Associates, 1997) written by home school mom Cafi Cohen.

The Better Book for Getting Hired: How to Write a Great Resume, Sell Yourself in the Interview, and Get That Job (Self-Counsel Reference Series) by Robert P. Downe

PLANNING FOR COLLEGE

Grades 5&6 Plan a math sequence that will finish up Algebra 2 and geometry by PSAT time. Also plan to complete the vocabulary from Classical Roots series, the courses in logic, and at least two years of Latin before taking the PSAT.

Grades 7&8 Start with writing for prospective college catalogues to find out what high school requirements you must fulfill in grades 9-12. (See “Choosing a College” below)

Grade 9 Ask prospective colleges what form they prefer home school admissions to take – a transcript, portfolio, etc. That way, you can start your high school records in an orderly manner. If you're not sure, keep good records so that you can be flexible when application time comes. **KEEP A TRANSCRIPT EVEN IF YOUR COLLEGES DON'T REQUIRE IT!!** You never know when you might need one.

Grade 10 Find out from a local public or private school guidance counselor when the PSAT will be given (in the fall of the 11th grade year) and how to pre-register. You can take the PSAT any time from the eighth grade on, as many times as you wish, but if you're interested in a National Merit Scholarship, only the 11th grade administration counts. Start working through an SAT preparation guide, daily, as though you were taking an extra course.

Grade 11 Register for the SAT, to be taken in the fall of the 12th grade year. Continue to work through SAT preparation guide, daily. Visit colleges and zero in on choices. Call admissions offices; find out when they start taking applications for early decision and regular admissions, and how to apply for financial aid. Early admissions produce better aid than last-minute submissions.

- Prepare to fill out FAFSA in March of senior year!

Investigate taking classes for college credit. Some colleges allow students who take college courses during their senior year to apply these credits to their freshman year. Also, these classes prove you're capable of doing college work.

Grade 12 Take the SAT's. Complete the application forms for the colleges of your choice. Get these forms and the financial aid forms as soon as possible. If the college conducts interviews, practice role-play interviews. You can use a guide to job interviews to check on basic skills (dress nicely, make eye contact, shake hands)

– FAFSA in March!