

# Guidance Counsellor Handbook to U.S. Admissions

2022 Edition



Education  
**USA**

Your Official Source on U.S. Higher Education

# EducationUSA Canada

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## **Note**

This handbook was developed to help counsellors as a reference guide to U.S. admissions. This information was compiled by EducationUSA Canada in March 2022. Although this handbook is intended to be as evergreen as possible, policies and procedures related to admissions are always subject to change. Always verify information with the proper university or organization (Common App, NCAA, ACT, Collegeboard, etc.). If you ever want to confirm the current validity of information in this packet, please reach out to the EducationUSA adviser in your area.

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# Narrow Your Search



## *In this section...*

- Timeline for U.S. Study
- Definitions
- The Right Fit Questionnaire

# Timeline for U.S. Study

## Grade 9 and 10 / Secondaire 3, 4 et 5

1. Course load:
  - a. Difficult, but achievable with a healthy balance of Pre-IB, Pre-AP, gifted, or accelerated courses, when possible
  - b. Universities review Grade 9, so every course counts
2. Encourage your student to:
  - a. Get involved with school clubs, sports, and/or extracurricular activities
  - b. Volunteer in the community
  - c. Attend local study abroad fairs
  - d. Follow EducationUSA (@EdUSACanada)
  - e. Track all achievements and extracurriculars in a résumé
  - f. Use “Let’s Get Started” checklist to stay on track (Appendix D)
3. Athletes should:
  - a. Register for the NCAA and/or NAIA eligibility center
  - b. Create an online player profile and/or upload a highlight video on YouTube
  - c. Use “Let’s Get Started” athlete checklist to stay on track (Appendix E)

## Grade 11 / CEGEP 1

1. Course load:
  - a. “Junior year” (Grade 11) is the most important academic year for U.S. applications; universities make decisions before they know final Grade 12 marks
  - b. Stack one or two “Grade 12 courses” in this academic year, if possible
  - c. Review admissions requirements for universities of interest to help select courses
2. Encourage your student to:
  - a. Take on leadership roles in school clubs, sports, and/or extracurricular activities
  - b. Take on a special project with a volunteer organization
  - c. Take the PSAT (October only)
  - d. Visit universities in-person or virtually during Open House events
  - e. Study for and take either the SAT or ACT. Non-native English speakers plan to take the TOEFL or IELTS.
  - f. Sign-up for “prospective student” email lists for any university of interest. Attend in-person or virtual info sessions. Reach out to admissions officers if you have admissions questions. Demonstrate interest.
  - g. Schedule a 1:1 appointment with your EducationUSA adviser
  - h. Research scholarship opportunities (Financial information: Appendix A)
3. Reach out to admissions officers to:
  - a. Provide a School Profile (Template: Appendix C)
  - b. Invite them to visit your school when they travel to Canada
  - c. Ask any clarifying questions about the university’s admissions process
4. Help the student narrow down the list of choices to approximately 6-10 U.S. schools

## Grade 12 Fall / CEGEP 2 automne

1. Most applications open August 1. Student and Counsellor should begin filling out basic information early
2. Course load:
  - a. Stack more intensive courses in the Fall, when possible
  - b. Admissions decisions are made prior to final Grade 12 marks
3. Update School Profile to reflect the previous year, so it is ready to send with applications
4. Use College Worksheet (Appendix B) to manage school list and deadlines
5. Encourage your student to:
  - a. Be a leader in 1-2 school sponsored activities
  - b. Rewrite the SAT or ACT, if needed
  - c. Follow-up with admissions officers with any new questions
  - d. Polish résumé
  - e. Write and re-write personal statement and supplements
6. Be aware of students planning to apply for Early Action or Early Decision deadlines (typically October 15-November 15)

## Completing the Application

1. Once the student has completed an application:
  - a. Review for completeness, accuracy, and grammar
  - b. Make sure that all the pieces come together to tell a story about the student
  - c. Ensure the essay focuses on one of the student's human qualities, not on rehashing achievements in the résumé
2. Submit the Guidance Counsellor letter of recommendation
3. Submit School Report which includes current transcripts and School Profile
4. If a student is applying Early Decision, you are required to describe the binding nature of this choice to the student.

## Grade 12 Spring / CEGEP 2 printemps

1. For Regular Decision admissions, submit Mid-Year Report when semester grades are in.
2. End of March - Acceptance letter time! Encourage students to:
  - a. Weigh their choices carefully, based on their academic aspirations and how much scholarship funding is being offered
  - b. Visit the university before making their decision, if possible

# Definitions

## U.S. Two-Year Colleges

- Canadian colleges and U.S. two-year colleges are similar in that they offer diplomas or study concentrations in both academic training (for university transfer) and technical training (for entry into the job market).
- A U.S. two-year college will usually be called a “community college” or “junior college,” and sometimes “state college” or “college.”
- Community colleges are majority open enrollment, with the exception of a few impacted majors/fields, such as Nursing. A potential student only needs a high school diploma or equivalency (GED) in order to enroll.
- Community colleges often have transfer agreements with state-funded universities. For example, in California, community colleges have a 2+2 program called Transfer Admission Guarantee (TAG), which guarantees admissions to seven California campuses and many private and out-of-state campuses.
- Community colleges award Associate’s degrees, known as Associate of Arts (A.A.) or Associate of Science (A.S.). Typically, if the Associate degree is specifically for transfer it will have a “T” at the end, i.e. Associate Degree for Transfer (A.D.T.). These programs require 60 units to graduate and are meant to be completed in two years. Community colleges also offer certificates, which tend to be programs that are 30 units or less.
- Community colleges also have intensive language programs that are excellent for students who need to improve their English before beginning their studies.



## U.S. Universities (four-years)

- U.S. universities are similar to Canadian universities in that they grant undergraduate students Bachelor’s degrees, and may also have graduate level programs that grant Master’s degrees, PhDs, and/or professional degrees (MD, JD, etc.)
- Bachelor’s granting institutions can be called universities or colleges. Typically, colleges only have Bachelor’s programs and are smaller, teaching focused institutions, while universities tend to grant graduate level degrees as well.
- Most U.S. universities have a holistic admissions process that takes into account all of a student’s grades during high school (Grade 9-12), as well as any other activities the student is involved in, like sports, arts, clubs, paid work, volunteering, religious activities, and travel.
- A difference between the U.S. and Canada is that in the U.S. process students typically apply to the university, rather than the program of study. This means that there is a lot more flexibility in specific prerequisite classes. Rather, the emphasis is put on how the student has performed academically over time, and if they have challenged themselves with AP courses or the IB curriculum, when available.

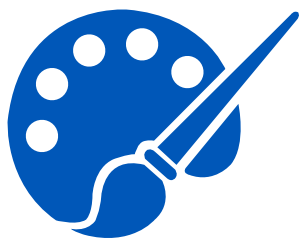


## Public vs. Private Institutions

- Public institutions are regulated by and at least in-part funded by individual states. Tuition costs the least for residents of the state (“in-state tuition”).
- Private institutions do not receive public funding. They are mainly funded by tuition, donations, and endowments. Private institutions include research universities, technical institutes, art institutes, religiously-affiliated colleges, and liberal arts colleges. Tuition costs the same for all students, regardless of where they are from.



## Liberal Arts Colleges



- Liberal arts colleges are four-year universities that serve small, undergraduate populations (sometimes with limited or no graduate programs) and have curriculums that encourage exploration and interdisciplinary studies. The goal of liberal arts schools is to provide small class sizes where students have a lot of one-on-one instruction with professors who will challenge students to hone their critical thinking skills.
- Many liberal arts colleges allow students to wait until the end of their second year to declare a major. While others allow students to be the designers of their course requirements on route to their degrees.
- Liberal arts colleges consistently top the list as the most generous institutions when it comes to financial aid. Approximately 65 universities in the U.S. meet 100% demonstrated need for international students. For low-income families, these schools are absolutely the most affordable, but are also the most challenging to gain admissions to.

## Can I determine what kind of institution it is by the name?

- The large, public, research-focused, doctorate-granting institution in any given state is usually called “The University of [state name].” For example, the University of Michigan or the University of Kansas. One big exception is Pennsylvania, where the University of Pennsylvania is a private school in the Ivy League, and the public school system is called Penn State.
- The medium to large-sized, public, Master’s or doctorate-granting institutions in any given state typically have the word “state” in their name and have a larger focus on career-orientation (such as Education or Criminal Justice majors).
- Both two-year and four-year institutions can be called “college,” so investigate further.
- The word “institute” indicates an institution that specializes in either technology or the arts, and is always private.
- Technology institutes will have mostly majors in the Natural and Physical Sciences, although larger institutes will have some Social Sciences options in order to provide an interdisciplinary approach to science majors.
- Art Institutes mostly award Bachelors of Fine Arts (B.F.A.) degrees. B.F.A.’s differ from traditional Bachelors of Arts (B.A.) or Bachelors of Sciences (B.S.) in that the degree focus is more on practical application of the art, rather than theory.
- “Conservatories” are institutes for performance arts. They can either be a stand alone institution, such as Julliard, or within a university, such as the Oberlin Conservatory of Music within Oberlin College. Conservatories typically award B.F.A. degrees.



# The Right Fit Questionnaire

## Initial Parameter questions (academic, location, financial):

1. **What are is your Grade average and test scores?** Every university has an academic profile which includes a middle 50% range of where their current students scored on standardized tests and performed academically in high school. Collegeboard.org publishes a lot of data around this to help students see which schools may be an academic fit.
2. **How far from home do you want to be or is there a specific location you are targeting?** If a student wants to easily be able to easily return to Canada, it makes sense to narrow the search to schools within drivable distance or perhaps near an accessible airport. Additionally, there are some students who target a specific location due to affinity for a city or ties to family or friends.
3. **How much financial aid will your family require?** This is absolutely one the most important first questions to ask a student. The more aid a student needs, the more this will restrict their list. The number one place international students receive aid is from the university that they attend, so it is very important to consider the generosity of a university's scholarship policy during the search process. (See Appendix A)

Once initial parameters are established, ask questions to determine what kind of campus environment will best suit the student and their interests.

1. **Do you know what you want to study?** Some students will have a very strong sense of what they want to major and maybe even minor in. Others may be more flexible or completely unsure; liberal arts schools or schools that encourage students to enter undecided can be a good fit these students.
2. **Do you have a narrow focus or do you want to explore?** Students who want to do coursework solely in their field may be more attracted to institutes or universities with specialty colleges for their field, while students who want to explore will appreciate a liberal arts approach.
3. **Big classes or small classes?** Do you mind classrooms with hundreds of students, or would you prefer more intimate conversations with professors? Public universities tend to have much larger class sizes, while private schools have smaller class sizes.
4. **What campus activities do you want to be involved in?** Do you want the atmosphere of the “big game?” The opportunity to join Greek life? Do you prefer quirky traditions? A more “artsy” vibe? A political leaning? Is there a specific club you want to join?
5. **Would you like your campus to have a religious affiliation?** Many private colleges are currently or were once affiliated with specific religions. Understanding the denomination of an institution (if it has one) and what role religion currently plays in the everyday lives of students will help narrow your search. All public universities are unaffiliated with religion.
6. **Would you like a women's only or a historically black college or university (HBCU)?** Gender only colleges and institutions with a strong link to the African American community began out of necessity, when education was segregated by gender and race. Now, these campuses with a very unique history provide a learning environment unavailable in Canada.

# Finance Your Studies



## ***In this section...***

- Financial Aid Options
- How to Get An Athletic Scholarship

# Financial Aid Options

The reality for 80% of undergraduate students is that the majority of their funding will be coming from out of pocket with family savings or loans. However, that means that 20% of international students are able to get the majority of their U.S. higher education funded through another source. Here is what is available to Canadians. (See Appendix A for a handout of with this information)

1. University Grants and Scholarships – this is the top place a student will receive funding, so it is important to research schools that meet a student’s financial expectations.
  - a. Needs-based grants – funding given based on financial need. Universities that meet full demonstrated need charge families tuition based on their income level and assets- 65 universities meet full need for international students.
  - b. Merit-based scholarships – funding given based on a student’s grades, test scores, and sometimes leadership and community service.
  - c. Talent-based scholarships – given in the arts or for athletics (see next page)
  - d. Residence-based scholarships – there are a number of scholarships or fee waivers given to students with Canadian citizenship or specific provincial residency (see Appendix A)
  - e. EducationUSA scholarships – some universities give specific scholarships to students who work with an EducationUSA adviser (see Appendix A)
2. Provincial funding – students may apply for provincial scholarships and loans to use towards their U.S. study. This funding will cap out based on expected local costs, not on the total cost of the student’s U.S. tuition. For example, OSAP in Ontario will give up to approx. \$11,000 CAD, while Quebec gives around \$3,000 CAD.
3. External Scholarships – it is very challenging to find external scholarships that will make a large dent in the overall cost. For very focused students, they can spend time applying to small scholarships worth around \$500-\$1000 using some of the following websites:
  - a. [Scholarshipscanada.com](http://Scholarshipscanada.com)
  - b. [Yconic.com](http://Yconic.com)
  - c. [Scholarsnapp.org](http://Scholarsnapp.org)
  - d. [Fundingusstudy.org](http://Fundingusstudy.org)

## American students

Students with American citizenship can apply to any funding opportunities or scholarships based in the United States.

- [FAFSA.gov](http://FAFSA.gov) is where families can apply for government scholarships and loans
- [Fastweb.com](http://Fastweb.com) is one of the largest external scholarship databases

## International students

For students with nationalities other than Canadian or American, direct them to the main EducationUSA page, where they can connect with an adviser from their home country to see if there are any other citizenship-based scholarships they can apply for. There is also a database of scholarships on this website.

- [EducationUSA.state.gov](http://EducationUSA.state.gov)

# How to Get an Athletic Scholarship

## Athletic Organizations that give scholarships

- National Association of Intercollegiate Athletics (NAIA) – small and regional universities
  - Eligibility Center at [PlayNAIA.org](http://PlayNAIA.org)
  - Meet two of the following criteria
    - Graduate in top half of high school class
    - Minimum SAT (860) or ACT (16)
    - Minimum GPA – 2.0
- National Junior College Athletic Association (NJCAA) – two-year colleges
  - Eligibility Center at [eligibilitycorner.njcaa.org](http://eligibilitycorner.njcaa.org)
  - Open to all high school graduates
- National Collegiate Athletic Association (NCAA) – largest governing body for collegiate athletics in the United States.
  - Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org)

## The Three NCAA Divisions

- Division I: These schools spend the most money on sports and are the most competitive. Athletic scholarships available.
- Division II: These schools spend a little less on sports and are still quite competitive. Athletic scholarships available.
- Division III: These schools place more emphasis on academics and tend to play in more regional competitions. Only provide academic and needs-based funding.

## What is the NCAA's role?

- During the recruiting process, a student needs to use the NCAA website ([ncaa.org](http://ncaa.org)) as a guide to help them with the following:
  - Register for the Eligibility Center
  - Understand eligibility requirements
  - Discover which classes will count towards the 16 Core Courses in your province
  - Research teams in your sport (including their division, news updates, rankings)
  - Download your sport-specific recruitment calendar and amateurism requirements
  - Download the NCAA “[Guide to International Standards](#)” and the “[NCAA “Guide for the College-Bound Athlete”](#)”
- The NCAA is a clearinghouse. They are not a matching service. The NCAA does not help match athletes with coaches or universities.

## The NCAA Eligibility Center

- Interested athletes need to create an account at [eligibilitycenter.org](http://eligibilitycenter.org)
- Register as early as Grade 9.
- Cost of registration: around \$90 USD

## NCAA Eligibility – Amateurism

- Students need to make sure they remain an unpaid, non-professional athlete. Once this is breached, the student is no longer eligible to compete in the NCAA.

## NCAA Eligibility – Academics

- Maintain a minimum GPA of 2.2 (for Division I) or 2.3 (for Division II)
  - A student's GPA is calculated in the following way
    - A = 4 points
    - B = 3 points
    - C = 2 points
    - D = 1 point
    - F = 0 points
  - Use province's grading scale when calculating grades (found in International Guide) to create the 16 Core Course GPA.
  - If a student takes all 16 Core Courses, but falls short on their GPA, they can still be recruited as an Academic Redshirt (2.0-2.2).
- Complete 16 Core Courses (Division 1 and 2 only)
  - 16 Core Courses are the minimums needed to be eligible to play NCAA athletics. Each university will have their own academic requirements for admissions.

| Core Courses   | Division 1 | Division 2 |
|--|------------|------------|
| English (or French first language)   | 4 units    | 3 units    |
| Math   | 3 units    | 2 units    |
| Science  | 2 units    | 2 units    |
| English, Math, or Science  | 1 unit     | 3 units    |
| Social Science   | 2 units    | 2 units    |
| Additional courses (any listed above, foreign language, or comparative religion) | 4 units    | 4 units    |

- Finish on time
  - Once beginning high school, students must graduate in four years
  - Students must have completed 15 out of 16 Core Courses by their graduation. Only one Core Course can be taken after graduation.
- Take the SAT or ACT and submit official scores
  - The NCAA requires submission of official SAT or ACT scores even if the student's intended university does not require it. (this requirement was suspended during COVID-19, please see [ncaa.org](https://www.ncaa.org) to see if an SAT or ACT is currently required)
- Submit official transcripts
  - Guidance Counsellors need to upload official transcripts into the Eligibility Center during the recruiting process.
  - Guidance Counsellors need to send in the final transcript after graduation.

## How Do Students Get an Athletic Scholarship?

- To be recruited for an athletic scholarship, a student must be a very competitive athlete.
- Receiving a full athletic scholarship is reserved for the truly elite athletes, typically competing at the provincial level or higher.
- One of two things will happen during the recruitment stage:
  - Students will be contacted by interested coaches as early as Grade 9 or
  - Students will need to instigate contact with coaches
- Students should reach out directly to any university they are keen to play for, and keep a spreadsheet tracking contacts and any promises made. As students enter Grade 11, offers will get more serious. Students need to ask coaches what they are offering, as scholarship amounts range dramatically.
- Students who are not actively being recruited need to promote themselves to get on a coaches' radar:
  - Research athletic teams using the university's website
    - Complete a university's Recruiting Questionnaire (if available)
    - Retrieve the coach's name, email, and phone number and contact them
  - Keep a spreadsheet with program information and all contacts made (with dates)
  - Create an online athletic resume or profile
  - Post game tape and highlight videos on YouTube
  - When emailing coaches, share game tape and athletic resume/profile
  - Attend showcase tournaments and/or elite sports camps in the U.S.

## Making Their Choice

- Questions students should consider as they make their final choice:
  - Does the school have the academic major that you are looking for?
  - What is the overall reputation of the department of your major and what opportunities do they have for internships, co-ops, and job placements?
  - Did you get along with team during your unofficial or official visit?
  - How do you like the coach? Their coaching style? Their interactions with you?
  - What types of financial aid are being offered to you? Value of scholarships vs cost of institution?
- A coach may ask a student to make a "verbal commitment" to their school during Grade 11. If a student has indeed made their choice, they can move ahead with a verbal commitment. This is not legally binding and either party can back out. Students should still plan on applying to multiple interested institutions, while honoring their commitment.
- All recruitment ceases when a student signs a [National Letter of Intent \(NLI\)](#) with a university, which is legally binding for one full academic year. NLI signings begin in mid-November of the year prior to enrollment.

# Complete Your Application



## ***In this section...***

- Completing the Application- Student
- Completing the Application- Guidance Counsellor
- Understanding Grade Point Average (GPA)
- Standardized Test Information
- Essay Writing Tips
- Recommendation Letter Tips
- The School Profile
- Helpful Resources

# Completing the Application - Student

## Note

There are more than 4,700 U.S. universities and colleges, both public and private. The U.S. does not have a Ministry of Education, neither nationally or per state, that mandates consistency in the application process. Therefore, there are many different applications and various requirements students will encounter during the process.

## Student Application Requirements

### Complete an Application

- [Common Application](#) – has 900+ member institutions, it is indeed the most common application that you will encounter
- [Coalition Application](#) – has 150+ member institutions, many of which also use the Common Application
- [University of California](#) – large, public university system of nine campuses in California
- [Apply Texas](#) – Application for all of Texas' public universities and colleges
- Many schools have their own application, such as [MIT](#).

### Pay a fee

- Most universities require a fee between \$30-90 USD. Some universities are free to apply to or may give fee waivers to low-income students or students who have demonstrated interest.

### Standardized Tests [\(more info on Page 18\)](#)

- SAT or ACT – in response to the COVID-19 pandemic, many U.S. universities are test-optional. Use [fairtest.org](#) to find test-optional options.
- English language proficiency required for students whose first language is not English

### Essays/Personal statement [\(more info on Page 19\)](#)

- Common App or other main essay (or essays) – required for most selective universities
- Supplemental essays – university-specific questions

### Letters of Recommendation

- Required for more selective universities
- Anywhere between 1-3 required, typically 2 teacher letters and 1 counselor letter
- If optional letters are allowed, they can be from additional teachers, a school administrator, a coach, a supervisor for paid or volunteer work, a peer, or anyone else that can add additional color to a student's application

### Portfolio/Audition

- Fine Arts portfolio – images that are typically uploaded into SlideRoom that represents that student's artistic profile
- Performance Arts auditions – video files as required by the student's intended major demonstrating their talent.

### Other optional materials

- A student is never required to submit optional materials, especially if they do not already have the optional material available (such as an arts portfolio or resume). A student should only submit these things if it will illuminate a particular area of talent that they have.



# Completing the Application - Guidance Counsellor

The guidance counsellor is an integral part of the U.S. admissions process. This is a list of items that you may need to provide or support during the process. Need help with the Common App? Check out this [Guidance Counsellor Tool Kit](#).

## Submitting the application

### **Upload or mail in a transcript**

- Will be required for you to complete. In the United States, an “official” transcript is any grading information that the guidance counsellor/school, school board, or ministry submits. An “unofficial” transcript is any grading information sent by the student.
- NCAA – if you are working with a student-athlete, make sure you also submit a transcript to the NCAA via email to [ec-processing@ncaa.org](mailto:ec-processing@ncaa.org)

### **School Report** ([more info on Page 22](#))

- This information is critical for the university to understand your grading, curriculum, and other important information about your school.

### **Letter of Recommendation** ([more info on Page 21](#))

- Some universities require or recommend a guidance counsellor letter.

### **Explain Early Decision**

- Some selective U.S. universities have an Early Decision admissions plan. This is a binding admissions plan. If the student is accepted then they have agreed that they will attend that university. You will have a note in the Common App that you are required to check that says you have informed the student of the binding nature of this decision.

## After the application is submitted

### **Mid-Year Report and optional report**

- If the application was submitted prior to semester grades, you may be required or encouraged to submit a Mid-Year report, updating the university on the student’s final semester grades. At this time, you may also chose to include an Optional Report with any updates in regards to the student (academic, awards, extracurriculars, etc)

### **Final Report**

- Once the student graduates, the Final Report with their final grades and proof of graduation will need to be submitted to the university

### **NCAA Final Report (athletes only)**

- For athletes, the NCAA (or other sports organization) will also need a proof of graduation

# Understanding Grade Point Average (GPA)

## Note on GPA

If your school does not calculate a GPA, you will rarely be asked to create one. The following information is mostly for your understanding of what a GPA is and in the rare case where you may be asked to create one. Otherwise, if a university needs a GPA, they will do it themselves or require the student to pay for an evaluation (described below).

## Calculating GPA

GPA is a calculation produced by U.S. high schools and universities to indicate the relative value of the alphabetical grade scale (A - F) to a numeric value on a 4.0 scale.

Generally, the formula for calculating a GPA for U.S. students is based on the principle that an A grade equals 4.0, a B equals 3.0, a C equals 2.0, a D equals 1.0 and an F equals 0. All course letter grades on an academic transcript are converted using the above, added together and then divided by the total number of classes taken by the student in a given term. As an example, the below represents a one year fictional high school course load for a student at a U.S. school with a calculated GPA provided:

| Course       | Term | Unweight. | Weight. |
|--------------|------|-----------|---------|
| English      | Fall | A (4.0)   | A (4.0) |
| Math         | Fall | C (2.0)   | C (2.0) |
| History      | Fall | A (4.0)   | A (4.0) |
| AP Chemistry | Fall | B (3.0)   | A (4.0) |
| Art          | Fall | B (3.0)   | -       |
|              | GPA  | 3.2       | 3.5     |

Academic Year Unweighted GPA: 3.30

Academic Year Weighted GPA: 3.57

| Course     | Term   | Unweight. | Weight.  |
|------------|--------|-----------|----------|
| AP English | Spring | A (4.0)   | A+ (5.0) |
| Biology    | Spring | B (3.0)   | B (3.0)  |
| Geography  | Spring | B (3.0)   | B (3.0)  |
| P.E.       | Spring | B (3.0)   | -        |
| Journalism | Spring | A (4.0)   | -        |
|            | GPA    | 3.40      | 3.67     |

**Unweighted GPA:** Takes into consideration the average of all course work, including electives.

**Weighted GPA:** Typically take into consideration only core subject work, removing electives and Physical Education. Grades earned from honors, AP or IB coursework are weighted because the academic rigor is higher in these classes. Typically, a grade out of 100 is given 10 more points, increasing the grade a full letter grade. (ex. 78 becomes an 88; B becomes A)

### Admissions Standards:

- As each province across Canada has a separate Ministry of Education and grading system, admissions offices at U.S. universities will review a student within the standard of the province in which they are educated. Admissions officers will use tools such as AACRAO Edge, which provide a database of general transcript information for the province, and what a grade on that transcript would mean in the creation of a U.S. style GPA.
- Admissions officers also utilize transcript information provided by the high school. Providing a grading scale, including not only the score ranges, but also a general category (i.e. excellent, above average, average) will help admissions officers assess the academic rigor of the school in comparison to the provincial standard.
- The School Profile is critical in helping admissions officers understand your school's grading and range of academic performance. (Template: Appendix C)

### Transcript Evaluation

- Some universities will require that a student pay to have their transcript evaluated by a third party service. Must be a member of NACES. Options include:
  - World Evaluation Services: [wes.org/ca](http://wes.org/ca)
  - Educational Credential Evaluators, Inc: [ece.org](http://ece.org)

### Additional Information

- The Canadian system is considered very academically rigorous, and that rigor will be considered if grades are being converted.
- Use an online conversion scale to get a sense of a student's GPA out of 4.0.<sup>1</sup>
- The advanced status of AP or IB courses is often acknowledged by U.S. universities as equivalent to college level credit and can count toward the overall credits a student needs to graduate with their Bachelor's degree. Exceptional IB students can sometimes earn enough credits to cover the requirements of their first year of study at a U.S. university. Refer to a university's website for a table of their conversions.

---

<sup>1</sup> <https://www.scholaro.com/gpa-calculator/>

# Standardized Test Information

## **SAT:** [collegeboard.org](https://collegeboard.org)

Purpose: admissions requirement for many U.S. universities (SAT or ACT)

Sections: Math, Evidence-Based Reading and Writing

Optional essay was discontinued in January 2021

Length: 3 hours

2021 Cost: \$95 + tax

Maximum Score: 1600 (200-800 per section)

50th percentile: 1010; 90th percentile: 1290

## **SAT Subject Tests (discontinued):** [collegeboard.org](https://collegeboard.org)

As of January 2021, the SAT Subject Tests have been discontinued. Therefore, they are no longer an admissions requirement.

## **ACT:** [actstudent.org](https://actstudent.org)

Purpose: admissions requirement for many U.S. universities (SAT or ACT)

Sections: English, Math, Reading, Science, Writing (optional)

Length: 2 hours, 55 minutes (plus 40 minutes if taking ACT with writing)

2021 Cost: \$150 without writing or \$166.50 with writing

Maximum Score: 36 per section; Composite score averages 4 sections out of 36

50th percentile: 20; 90th percentile: 29

## **English language tests for non-native English speakers**

TOEFL iBT: [ets.org/toefl](https://ets.org/toefl)

IELTS: [ieltscanada.ca](https://ieltscanada.ca)

Duolingo: <https://englishtest.duolingo.com/>

Pearson (PTE): <https://pearsonpte.com/>

## **Standardized tests and COVID-19**

During the COVID-19 pandemic, many U.S. universities suspended their requirement for an SAT or ACT exam. Follow our EducationUSA [COVID-19](#) page for updates related to COVID-19.

## **Test-optional universities**

[Fairtest.org](https://fairtest.org) maintains a list of all universities that have test-optional or test-flexible SAT/ACT policies. Their database reflects temporary COVID-19 changes.

# Essay Writing Tips

The personal essay is a significant feature of the U.S. college application process for most four-year institutions. The essay is not a cover letter or a summary of student achievements. Rather, the admissions staff is asking students to “tell them who you are” in 650 words or less. Here is a structure to support your student through their writing.

## Identify the Timeline

- Have your student make a spreadsheet of fall deadlines and a list of essays that they need to write to help them stay on target.
- Ideally, a student will approach you in Grade 11 or even earlier. In this case, they can begin to work on their essays over the summer prior to Grade 12.
- Unfortunately, you will have Grade 12 students coming into your office at the last minute to let you know they plan to apply to U.S. schools. Organization is key! You need to know the deadlines and essay topics immediately, so you can focus on the earliest deadlines and then work your way through each requirement.

## Understand the Prompts

- The Common Application has seven varied prompts with a 650 word limit. Updated prompts are available each Spring so that students can write during the summer.
- Your student will likely apply to some schools that do not use the Common Application. It is imperative that the student writes a new essay each time they are faced with a different prompt. Some Common App essays can be used for non-Common App schools easily or with some adjustment, while others cannot.

## Brainstorm

- Invite students to brainstorm anything that they would like to write about. Encourage the student to write down every idea and use a whiteboard or poster paper to help them get away from the officialness of digitizing their responses.
- To shape the brainstorm, your student should focus on these questions: What are you proud of? What are some positive adjectives that your friends would use to describe you? What is an interesting thing about you that you don't tell many people? What do you care about? What do you believe are the most important things about you?
- Next, review essay prompts to begin triggering additional ideas.

## Choosing the Topic

- Encourage your student to talk to you about the ideas that they have come up with. Through verbalizing their ideas, the students will begin to make additional connections, and may potentially find what they want to write about. Ask questions. Help students land on ideas that make the most sense.
- Admissions officers want to see a new side of the applicant that is not expressed anywhere else in the application.
- Strong topics include hobbies, family lore, identity transformation, and/or self-realization

## Outline

- Students can structure their essays any way they choose, however, most will choose (or at least start with) the standard five paragraph essay. Students should begin by making an outline that looks like this:
  - I. Essay question (exact wording)
  - II. Thesis
  - III. Idea 1
  - IV. Idea 2
  - V. Idea 3
  - VI. Conclusion
- First, the student needs to write a thesis that directly answers the prompt. This will set the student up for success as it ensures they will answer the question properly and write an essay that stays on point.
  - a. Each supporting paragraph should have their own purpose in supporting the story.
  - b. The conclusion paragraph is an opportunity to be about their next steps in life or as a college student.
  - c. The introduction is the last thing the student should write. The best introduction should drill down to a specific moment that is illustrated later in the essay. It is usually best to write the main paragraphs first to find out where the essay is going, then determine which moment will make the best hook.

## First Draft

- The goal here is to encourage students to just get all their ideas on paper. It is okay for those ideas to be not fully realized or for the structure to be incomplete.
- Do not spend time editing grammar. Focus only on the big ideas. You should be able to spend only a few minutes reading to get a sense of what ideas jumped out and which ones fell flat.

## Subsequent and Final Drafts

- Enlist other adults to help your students, including EducationUSA.
- Before your student hits upload and send, make sure that the grammar is polished, the prompt has been answered, they are within the word limit, and that they have made their main point. If the student is successful, they will bring an interesting additional piece of themselves to the admissions process.

## Supplementary Essays

- Many schools ask for supplementary essays where the student is asked to write specifically about the university that they are applying to. Such as:
  - a. "Why do you want to attend University X?"
  - b. "Why did you choose this major?"
  - c. "How do you see yourself as part of this campus community?"
- It is important for the student to really connect who they are with why this campus is a best fit for them.

# Recommendation Letter Tips

## Understand the mission of the letter of recommendation

- Goal: give admissions officers glimpse into what type of student and community member the student is and if they are academically prepared for post-secondary education
- Considers: How will this student contribute to class discussion? What kind of friend and roommate will this student be? What are strengths of the student's character?

## Formalize the process

- Create a formal way for students to ask you to be their recommender
- Ask students to outline the following things:
  - a. The schools to which they are applying
  - b. Deadline to submit letter(s)
  - c. Where to submit letter: Ex. Common Application, traditional mail, email

## Get to know the student

- Set-up meetings with the student to discuss their goals
- Ask the student why they are applying to each university of interest and what their long term objectives are (travel, career, university involvement, etc.)
- Ask teachers for their feedback on student's citizenship and classroom performance

## Check out the format and set up your account

- Create your Common Application (or other application) account.
- Common Application will walk you through a series of 16 questions about the student's academic achievement, intellectual promise, writing skills, maturity, leadership, etc.
- Following the 16 questions and 3 short answers, Common Application will allow you to upload a document with a formal letter.

## Write your recommendation

- Questions to ask yourself before writing: How do you know the student and for how long? What are the first words that come to mind when you think about the student? What makes this student special and what will they add to the campus community that they are applying to be a part of?
- Focus on what makes the student unique. What are their superlatives?
- Tell stories. This allows admissions officers a glimpse into the type of person the student is. Relay how they have connected with academic content and how they have interacted with their community in specific ways.

## Set a specific time in the day to work on evaluations without interruptions

- When it gets into high application season, set a few hours where you focus solely on working on recommendations. Once the allotted time is over, take a break and move on to other projects.

## Confirm with the student when you have actually submitted the review

- While the Common Application should let students know you have submitted it, double check to make sure it went through.

# The School Profile

**Intro:** A school profile is a summary that provides comprehensive and accurate information about the student body, the grading system and the types of classes offered at a high school. Its primary purpose is to offer academic context regarding the student body. Admissions officers will use the school profile to determine where a student falls in the context of their school and their post-secondary readiness level. (see School Profile Template: Appendix C)

## 1. Contact Information

- a. Include the name of the school, address, website URL, phone number, fax numbers, and school board (for public schools).
- b. List the names, email addresses, phone number, and fax number of the principal and any relevant school staff, such as counsellors or program directors.
- c. Include the CEEB code of the school (if you have one).

## 2. Introduction

- a. A general description of a school should include a brief history, accreditation, institutional memberships, special recognitions, and honors of the school.
- b. Private schools should include their mission and any admissions standards.

## 3. Student Demographics

- a. Include relevant demographic facts such as the socioeconomic background and ethnic diversity of students. Other applicable demographics include the percentage of students in low-income, subsidy programs.

## 4. Grade Structure and Distribution

- a. Provide a brief description of the grading system and, when applicable, the weighting system. Include a letter-grade translation. For example, 80-100=A
- b. Include explanations for any special codes that would appear on a transcript.
- c. Include information regarding class size and grade distribution. This is one of the most critical parts of a school profile.

## 5. Curriculum and Course Offerings

- a. Include a brief description of academic programs, special tracts, and other nontraditional curriculum. For schools who offer Advanced Placement or International Baccalaureate classes, list available AP and IB courses, whether they are open or selective, the number of students who take these classes and whether there is a limit to how many classes these students may take.
- b. List the classes students may take by year. Indicate which classes are compulsory by marking them with an asterisk or other symbol.

## 6. Standardized Testing

- a. Include the distribution and ranges of standardized tests for your province, district, and/or school. Other standardized tests that can be included: SAT, ACT, English language exams (TOEFL/IELTS), SAT Subject Tests, PSAT, AP exams, IB exams



## 7. Postgraduate Destinations and/or Distribution of Majors

- a. Include the percentage of students attending two-year colleges and four-year universities. List in-province, out-of-province, and international universities that recent graduates have attended. (U.S. Universities find this information incredibly helpful. Consider tracking this if you do not already do so.)
- b. Use a graph to show the distribution of majors. If most of your students are majoring in a certain field, this is a great way to demonstrate that.

## 8. Extracurricular Activities (optional)

- a. Enumerate sports, music, arts, and clubs available at your school. List the sports and clubs that stand out and provide context.
- b. For example, if the school's volunteer organization raised a lot of money for cancer research, list it. If the school's band has earned awards or annually competes in competitions, list it. This helps determine whether a student stands out by giving admissions officers context.

## Additional Suggestions:

### 1. Stick to two pages

- a. The longer it is, the less people are likely to read it.
- b. If the information you wish to showcase cannot fit on two pages, either cut the information down or rearrange the format.
- c. If the information needs more pages, consider adding photos

### 2. Data is most engaging and helpful

- a. Graphs are easier to understand and look better than explaining percentages

### 3. Don't be shy - Brag!

### 4. Update annually

- a. Update each fall prior to college admission season so it reflects the graduating class

# Helpful Resources

## U.S. Government resources

[Educationusacanada.ca](http://Educationusacanada.ca)

[EducationUSA Resources](#) – updated pdfs, including those in this document

[Educationusa.state.gov](http://Educationusa.state.gov)

[studyinthestates.dhs.gov/students](http://studyinthestates.dhs.gov/students)

[Database of SEVP-certified schools](#) (those that allow international students)

## COVID-19 Updates

<https://www.educationusacanada.ca/latest-covid-19-updates/>

[U.S. Embassy Travel restriction information](#)

## Studying for standardized tests

[Collegeboard.org](http://Collegeboard.org)

[Act.org](http://Act.org)

[Kaptest.com](http://Kaptest.com)

[Princetonreview.com](http://Princetonreview.com)

[Khanacademy.org/test-prep/sat](http://Khanacademy.org/test-prep/sat)

[EducationUSA SAT Boot Camp](#) (3 recorded sessions)

Popular book publishers: Kaplan, Princeton Review, Barron's

## Student-athletes

[NCAA.org](http://NCAA.org) and [naaa.com](http://naaa.com); and these NCAA Eligibility webinars for [Canadians](#) & [Quebecers](#)

[NAIA Eligibility Center](#)

[NJCAA Eligibility Center](#)

*The Student-Athlete's Guide to Getting Recruited*, Stewart Brown

## Narrowing your Search

[Collegeboard.org](http://Collegeboard.org)

*College Match: Choosing the Best School for You*, Steven Antonoff

*Colleges that Change Lives*, Loren Pope

*Creative Colleges*, Elaina Loveland

*Fiske Guide to Colleges*, Edward Fiske

*The Hidden Ivies*, Howard Greene and Matthew Greene

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

## Visa information

Canadian citizens do not need to apply for a visa – [see more here](#)

Not a Canadian citizen? [Apply for a visa here.](#)

## Prepare to Depart

[View past Pre-Departure orientations for Canadians on YouTube.](#)

Live Pre-Departure orientations given virtually annually in May/June.

# Prepare for Departure



## ***In this section...***

- Your Roadmap to Study and Exchange in the United States

# Your Roadmap to Study and Exchange in the United States

## 1 RESEARCH and apply to program(s)

### STUDY

Research and apply to a SEVP-certified schools or programs.  
Check out **EducationUSA**.

### EXCHANGE

Find a program and designated sponsor. Your sponsor will assist you throughout the visitor exchange program.

Check out **J1Visa.state.gov**.

## 2 IDENTIFY your visa category

- University/college
- High School
- Private elementary school
- Seminary
- Conservatory
- Other academic institution (language school)

Vocational or other recognized nonacademic institution, other than a language training program

**F-1 (Student)**

**M-1 (Vocational)**

- Au pair and EduCare
- Short-term Scholar
- Summer Work Travel
- Student, college/university
- Professor & Research Scholar
- Camp Counselor
- International Visitor (Dept. of State Use only)
- Specialist
- Intern
- Physician
- Teacher
- Trainee
- Student, secondary
- Government Visitor

**J-1 (Exchange Visitor)**

## 3 OBTAIN

Once you are accepted, your school will send you a **Form I-20**, "Certificate of Eligibility for Nonimmigrant Status."

Your sponsoring organization will send you a **Form I-2019**, "Certificate of Eligibility for Exchange Visitor (J-1) Status."

## 4 PAY

Pay the **I-901** Student and Exchange Visitor Information System (**SEVIS**) Fee.

### CANADIANS

**No visa required\***

Process visitor status at border

Bring completed I-20 (student) or I-2019 (exchange) and supporting documentation when travelling.

### NON-CANADIANS

**Apply for a U.S. visa**  
at designated U.S. embassy or consulate

Complete Form DS-160 online  
([canada.usembassy.gov](http://canada.usembassy.gov)) and pay visa fee.

Schedule an interview at U.S. embassy or consulate. Bring completed I-20 (student) or I-2019 (exchange visitor), valid passport, one 2x2 photo, and other supporting documentation. Interns and trainees also require form DS-7002. Refer to [J1Visa.state.gov](http://J1Visa.state.gov) for specific requirements.\*

\*Entry into the US is at the discretion of US Customs and Border Patrol (CBP).



CONSULATE GENERAL OF THE UNITED STATES  
Montreal, Canada

# Appendix

## ***In this section...***

- Finance Your Studies
- College Worksheet
- School Profile Template
- Let's Get Started... Applying for Undergraduate Study
- Let's Get Started... Becoming A U.S. Collegiate Athlete

While narrowing your search for a good fit U.S. university, it is critical to determine how you will fund your studies. Tuition rates and scholarship opportunities vary widely. Create a budget and target universities that have either tuition and/or scholarships that are affordable.

**Contact your local  
EducationUSA adviser at  
[EducationUSAcanda.ca](http://EducationUSAcanda.ca)**

**University financial aid:** This is the most likely place that international students receive scholarships. Universities may have one or more of the following options available.

- **Needs-based aid:** scholarships given based on a family's income and assets. More than sixty universities will meet an international student's full demonstrated need. Eight of these are need-blind during the admissions process, while most are need-aware.
- **Merit-based aid:** scholarships given based on the student's academic profile, usually with emphasis on grade point average (GPA) and test scores (SAT or ACT).
- **Talent-based aid:** scholarships given for athletics or the arts. Athletes will need to be recruited by coaches and meet eligibility requirements. Artists will usually need to provide an audition/portfolio.
- **Residence-based aid:** some universities provide reduced tuition or special scholarships for Canadians or residences of certain Canadian provinces (see back for more details).
- **Work-study:** aid given to students based on a certain number of work hours that they contribute throughout the school year.

**Provincial funding:** You can apply for your Canadian province's student financial aid system which typically includes scholarships and loans.

**External scholarships:** It is challenging to locate external scholarships provided by private funders that students can apply to in Canada and take to the United States. There are some that exist, but tend to be for small amounts like \$500.

**Loans:** Loans are money that you will need to pay back. You cannot take out a loan in the United States without an American co-signer. You can use Canadian bank loans to study in the USA.

### American citizens

**Government loans and scholarships:**  
[FAFSA.gov](http://FAFSA.gov)

**Popular scholarship website:**  
[Fastweb.com](http://Fastweb.com)

### EducationUSA resources

**Scholarship search engine:**  
[educationusa.state.gov](http://educationusa.state.gov)

**Most recent update of this document:**  
[educationusacanda.ca/resources](http://educationusacanda.ca/resources)

More than 100 colleges and universities in the United States provide scholarships or reduced tuition based on Canadian citizenship or provincial residency. This list is an EducationUSA Canada compilation and is subject to change. Always refer to a university's website for its up-to-date financial aid and admissions information.

### Reduced Tuition for Canadians

Dakota College at Bottineau (North Dakota)  
D'Youville College (New York)  
Ferris State University (Michigan)  
Lake Region State College (North Dakota)  
Liberty University (Virginia)

### Reduced Tuition by Province

#### Ontario

Wayne State University (Michigan)  
University of Michigan-Flint: **Hamilton residents only**

#### Saskatchewan

Miles Community College (Montana)

#### Saskatchewan and Manitoba

Bismarck State College (North Dakota)  
Dickinson State University (North Dakota)  
Mayville State University (North Dakota)  
North Dakota State College of Sciences  
North Dakota State University  
University of North Dakota  
Valley City State College (North Dakota)

#### Inuvik, Northwest Territory and Whitehorse, Yukon

University of Alaska Fairbanks

### Scholarships for Canadians

Canisius College (New York): up to \$17,000 annually  
Davenport University (Michigan):  
up to \$6,000 annually  
North Dakota State University: various amounts  
Northern Vermont University: \$6,500  
Oakland University (Michigan): in-state  
St. Lawrence University (New York):  
up to \$50,000 annually  
University of Akron (Ohio): various

### Statewide Spotlights

#### Florida Canada Linkage Institute

[global.ucf.edu/linkages/fcli/](http://global.ucf.edu/linkages/fcli/)  
Canadian citizens who have been accepted to one of Florida's 40 public universities or colleges may apply for a scholarship which reduces tuition to the in-state rate.

#### Manitoba-Minnesota Reciprocity

[edu.gov.mb.ca/ie/domestic/minnesota.html](http://edu.gov.mb.ca/ie/domestic/minnesota.html)  
Residents of Manitoba are eligible for in-state tuition at any of Minnesota's 41 public universities or colleges.

#### Maine Public Universities and Colleges

Canadian citizens pay a reduced tuition rate at all 7 University of Maine and 11 Maine Community College campuses.

### #YouAreWelcomeHere scholarship

More than 60 U.S. universities have committed to awarding at least two international students ½ off tuition scholarships. See the full list at [youarewelcomehereusa.org](http://youarewelcomehereusa.org)

### EducationUSA adviser nominations

Some universities provide scholarships through nominations by an EducationUSA adviser. Contact your adviser for more information.



Name:

Grad Year:

**School Names**

**Applications**

**Application Deadline**

|                            |                          |                          |                          |                          |                          |                          |                          |                          |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Early Action               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Early Decision             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Application Form Completed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Essay Completed            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Application Submitted      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial Aid Deadline     |                          |                          |                          |                          |                          |                          |                          |                          |
| Financial Aid Submitted    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Standardized Tests**

**Test Results**

|                        |  |  |  |  |  |
|------------------------|--|--|--|--|--|
| Test Date              |  |  |  |  |  |
| Score                  |  |  |  |  |  |
| Maximum Score Possible |  |  |  |  |  |

**Position**

**Subject**

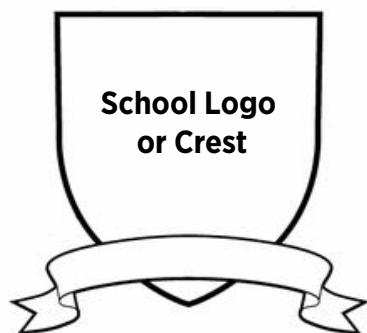
**Organization**

**Names of Recommenders**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



|                     |                    |            | Timeline   |
|---------------------|--------------------|------------|--|
| Early               | Regular            | Counsellor |  |
| <b>July 1</b>       |                    |            | Schedule TOEFL or IELTS (if applicable)  |
| <b>August 1</b>     |                    |            | Applications open  |
| <b>August 2</b>     |                    |            | Register for September SAT (if applicable)   |
| <b>August 15</b>    |                    |            | Brainstorm essay topics, begin outlines and first drafts   |
| <b>August 30</b>    |                    |            | Complete profile, family, and education information in the Common App                                    |
| <b>September 1</b>  |                    |            | Register for October SAT or SAT Subject tests (if applicable)<br>Complete TOEFL or IELTS (if applicable) |
| <b>September 5</b>  |                    |            | Make Guidance Counsellor appointment, prepare school list, consider fall standardized test dates         |
| <b>September 15</b> |                    |            | Guidance Counsellor appointment to finalize list of schools, review admissions timeline for fall         |
| <b>September 16</b> |                    |            | Register for October ACT (if applicable)   |
| <b>September 20</b> | <b>November 1</b>  |            | Ask recommenders to write letters  |
| <b>October 1</b>    |                    |            | Register for November SAT Subject Tests (if applicable)  |
| <b>October 1</b>    | <b>November 1</b>  |            | First drafts of essays completed, ready for review   |
| <b>October 15</b>   | <b>November 15</b> |            | Counsellor appointment to review application progress  |
| <b>October 15</b>   |                    |            | Register for December ACT, SAT, or SAT Subject Tests (if applicable)                                     |
| <b>October 28</b>   | <b>December 1</b>  |            | Final Counsellor appointment to submit application   |
| <b>November 1</b>   | <b>January 1</b>   |            | Deadline for application submission  |
| <b>November 7</b>   | <b>February 1</b>  |            | Deadline for financial aid submission (CSS profile)  |
| <b>February 15</b>  |                    |            | Counsellor submits students' mid-year report   |
| <b>February 15</b>  | <b>April 1</b>     |            | Receive admissions decisions   |
| <b>May 1</b>        |                    |            | Candidates deadline to accept admissions   |
| <b>July 1</b>       |                    |            | Counsellor submits students' mid-year report   |



# School Name and Year

## STEP 1: CONTACT INFORMATION

Address

Contact Information

School Board Information, include contact info (website at least)

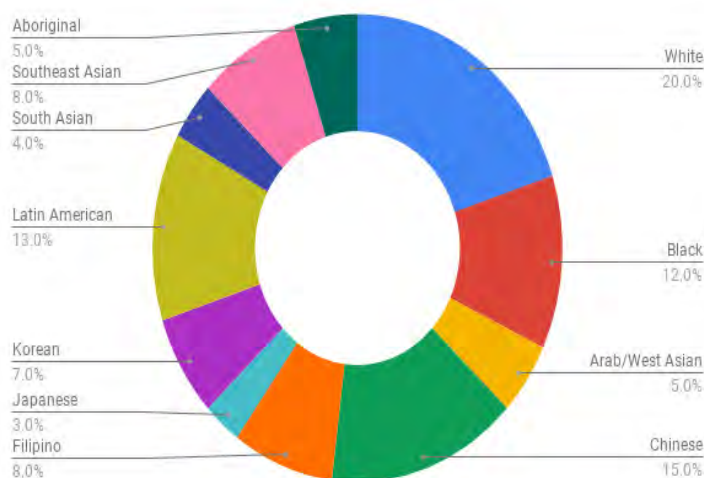
CEEB code

## STEP 2: INTRODUCTION

General Description of school, include relevant history, accreditation, institutional memberships, special recognitions and honors of the school. Private schools should include Admissions standard.

## STEP 3: STUDENT DEMOGRAPHICS

Include socioeconomic background & ethnic diversity of students.



## STEP 4: GRADE STRUCTURE & DISTRIBUTION

Provide a brief description of the grading system and, when applicable, the weighting system.

| IB Final Grade Scale | EE/TOK Grading Scale |
|----------------------|----------------------|
| 7 Excellent          | A Excellent          |
| 6 Very Good          | B Good               |
| 5 Good               | C Satisfactory       |
| 4 Satisfactory       | D Mediocre           |
| 3 Mediocre           | E Elementary         |
| 2 Poor               |                      |
| 1 Weak               |                      |

| Refined Letter Grade | Numerical Scale |
|----------------------|-----------------|
| A                    | 80-100%         |
| B                    | 70-79%          |
| C                    | 60-69%          |
| D                    | 50-59%          |
| F                    | 49 and below    |

STEP 5: CURRICULUM & COURSE OFFERINGS

Include a brief description of academic programs, special tracts, and other nontraditional curriculum.

For example, required classes have been indicated with an asterix.

| Grade 11 Course Offerings |
|---------------------------|
| English*                  |
| French*                   |
| Philosophy                |
| Human Biology*            |
| Physics                   |
| Psychology                |
| Ethics                    |
| World History             |
| Mathematics*              |

| Grade 12 Course Offerings |
|---------------------------|
| English*                  |
| French*                   |
| Philosophy                |
| Economics                 |
| Chemistry*                |
| Government                |
| A.P. Psychology           |
| A.P. World History        |
| Mathematics*              |

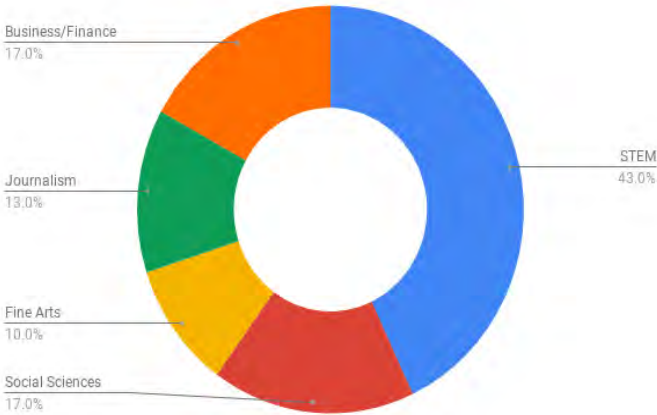
| Standardized Test Scores |       |
|--------------------------|-------|
| SAT Math                 | 631   |
| SAT EBRW                 | 536   |
| ACT English              | 20    |
| ACT Math                 | 24    |
| ACT Reading              | 21    |
| ACT Science              | 26    |
| ACT Composite            | 22.75 |

STEP 6: STANDARDIZED TESTING

Include the distribution and ranges of standardized tests for your state, district, and school. Other standardized tests that should be included include the SAT and the ACT.

STEP 6: POSTGRADUATE DESTINATION AND/OR DISTRIBUTIONS OF MAJORS

Include the percentage of students attending two year and four year universities. List in-state, out-of-province and international universities that recent graduates have attended.



Canadian Universities:

- Acadia University
- Bishop’s University
- Oxford University
- Humber College
- McGill University
- University of Ottawa

American Universities:

- American University
- Emory University
- New York University
- Tufts University
- University of Michigan
- University of Vermont

International Universities:

- Cambridge University
- École Polytechnique
- Oxford University
- Sciences Po
- University of Melbourne
- Yonsei University

STEP 7: EXTRACURRICULAR ACTIVITIES

List the sports and clubs that stand out at the school and provide context. For example, if the school’s volunteer organization raised a lot of money for cancer research, list it. If the school’s band has earned awards or annually competes in competitions, list it. This helps determine whether a student stands out by giving admissions officers context.



**Education  
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# Let's Get Started...

## *Applying for Undergraduate Study*

### GRADES 9 TO 11

- ☐ Obtain a valid [passport](#)
- ☐ Determine your top priorities
  - ☐ Use the [EducationUSA website](#) to begin your search
  - ☐ Schedule a free advising session with an EducationUSA adviser
  - ☐ Create a budget using a college cost [college cost calculator](#)
  - ☐ Use EducationUSA Canada resources and follow on social media
    - Find EducationUSA [events](#) online and in your area
    - Follow EducationUSA on [Twitter](#), [Facebook](#) & [Instagram](#)
    - Subscribe to our [e-newsletter](#)
    - Read the [Study South of the Border](#) blog
  - ☐ Research and narrow your choices
    - Use college search engines (see purple box)
    - Attend an [education fair](#) near you
    - Explore college websites and take virtual campus tours
    - Schedule on-campus tours (if possible)
- ☐ Work with your Guidance Counselor to ensure prerequisite requirements are met
  - Take challenging, but achievable, coursework ([AP](#), Honors, or [IB](#) classes when offered)
- ☐ Prepare for and complete standardized testing
  - ☐ Take a [PSAT](#) for practice (optional- Grade 10 or 11)
  - ☐ Determine which tests you need to take for admissions
    - [SAT](#) or [ACT](#) (most schools); [list of test optional schools](#)
    - Non-native English speakers: [TOEFL](#), [IELTS](#), [Duolingo](#), or [Pearson](#)
  - ☐ Register for an upcoming test date
  - ☐ Create a study plan
    - Sign-up for free online resources (like [Khan Academy](#))
    - Consider enrolling in a class or hiring a tutor
- ☐ Commit to extracurriculars you care about
  - Take on leadership roles in clubs or sports
  - Develop work or volunteer experience
  - Feed your intellectual curiosity
- ☐ Apply for external scholarships (see box page 2)

**Contact your local  
EducationUSA adviser at  
[EducationUSACanada.ca](http://EducationUSACanada.ca)**

**Search Tools**  
[collegeboard.org](http://collegeboard.org)  
[petersons.com](http://petersons.com)  
[aacc.nche.edu](http://aacc.nche.edu)  
[cappex.com](http://cappex.com)  
[princetonreview.com](http://princetonreview.com)

**Test Websites**  
SAT: [collegeboard.org](http://collegeboard.org)  
ACT: [actstudent.org](http://actstudent.org)  
TOEFL: [etscanada.ca](http://etscanada.ca)  
IELTS: [ieltscanada.ca](http://ieltscanada.ca)  
Duolingo:  
[englishtest.duolingo.com](http://englishtest.duolingo.com)  
Pearson: [pearsonpte.com](http://pearsonpte.com)



**Education  
USA**

**Let's Get Started...**  
*Applying for Undergraduate Study*

## ADMISSIONS TIMELINE - GRADE 12

September-October

- ☐ Finalize your list of universities
- ☐ Open and work on applications
- ☐ Work closely with guidance counsellor and EducationUSA adviser
- ☐ Ask recommenders to write letters
- ☐ Write and rewrite your essays
- ☐ Take or retake standardized tests (if not completed in Grade 11)

Mid-October-December

- ☐ Early Action and Early Decision applications due (optional)
- ☐ Early Action and Early Decision admissions received
- ☐ Some Regular admissions due

January-February

- ☐ Most Regular admissions due (Jan 1)
- ☐ [CSS profile](#) for needs-based financial aid due

March-April

- ☐ Admissions decisions received

May 1

- ☐ Select your university; deposit required to secure your attendance

### Application Requirements

(varies by institution)

Application  
Application fee  
Official transcripts  
Standardized test scores  
Personal essays  
Letter(s) of recommendation  
Proof of financial support

### Funding your Studies

[fundingsstudy.org](http://fundingsstudy.org)  
[yconic.com](http://yconic.com)  
[scholarshipscanada.com](http://scholarshipscanada.com)  
[college-scholarships.com](http://college-scholarships.com)  
[iefa.org](http://iefa.org)  
[internationalscholarships.com](http://internationalscholarships.com)

## PREPARE FOR YOUR DEPARTURE

- ☐ Review your financial aid
  - ☐ University-provided aid (usually with admissions decision)
  - ☐ [Provincial Loans and Scholarships](#)
  - ☐ External scholarships
- ☐ [Watch](#) or attend an EducationUSA Pre-Departure orientation
- ☐ [Canadian citizens](#) do not need to apply for a student visa
  - ☐ Receive I-20 from your university and pay [SEVIS fee](#) online
  - ☐ Non-Canadian citizens, [apply for an F1 visa](#)
- ☐ [Work options](#)
  - ☐ International students can work up to 20 hours per week on campus
  - ☐ [Optional Practical Training](#) time available for 12 months or 36 months ([STEM fields](#))

### Crossing the Border

Passport  
I-20 or DS-2019  
Proof of SEVIS payment  
Driver's License  
University contact info  
Your new address

### 4e et 5e SECONDAIRE

- ☐ Obtenir un passeport en cours de validité
- ☐ Déterminer vos priorités
  - ☐ Utiliser le site web EducationUSA Canada pour commencer vos recherches
  - ☐ Programmer un rendez-vous gratuit avec une conseillère d'EducationUSA
  - ☐ Établir un budget avec une [calculatrice de budget collégial](#)
  - ☐ Profiter des ressources d'EducationUSA et suivre ses réseaux sociaux
    - Assister aux événements d'EducationUSA en ligne et près de vous
    - Suivre EducationUSA sur [Twitter](#), [Facebook](#), et [Instagram](#)
    - Lire notre blog [Study South of the Border](#)
    - Inscrivez-vous à [notre infolettre](#)
- ☐ Faire des recherches et préciser vos choix
  - Utiliser les "Outils de recherches" spécifiques aux études collégiales dans la boîte violette
  - Assister à [un salon de l'éducation](#) dans votre région
  - Explorer les sites web des universités et assister aux visites virtuelles
  - Programmer des visites aux campus (si possible)
- ☐ Travailler avec votre conseiller d'orientation afin de savoir comment compléter les exigences préalables
  - Suivre des cours ambitieux, mais atteignables (des cours d'[AP](#), avancés, ou de [IB](#) si possible)
- ☐ Préparer et passer les tests standardisés
  - ☐ Passer le test [PSAT](#) pour pratiquer avant passer le SAT ou l'ACT (facultatif- 4e ou 5e secondaire)
  - ☐ Déterminer si les tests standardisés sont nécessaires pour votre demande à votre université préférée
    - [SAT](#) ou [ACT](#); [liste des universités](#) qui n'exigent pas de notes des tests standardisés
    - Candidats dont la langue maternelle n'est pas l'anglais: [TOEFL](#), [IELTS](#), [Duolingo](#), ou [Pearson](#)
  - ☐ Vous inscrire au prochain test
  - ☐ Créer un plan de vous préparer avant le test
    - Vous inscrirez aux ressources gratuites en ligne (comme [Khan Academy](#))
    - Considérer de vous inscrire à un cours préparatoire ou recruter les services d'un tuteur
- ☐ Vous investir aux activités extrascolaires qui vous tiennent à cœur
  - Assumer des rôles de leadership aux associations ou aux sports
  - Acquérir de l'expérience de travail ou faire du bénévolat
  - Satisfaire votre curiosité intellectuelle
- ☐ Demander des fonds venu de l'extérieur (voir la deuxième boîte violet à la prochaine page)

**Contactez votre  
conseillère  
d'EducationUSA à  
EducationUSAcanda.ca**

#### Outils de recherche

Collegeboard.org  
petersons.com  
aacc.nche.edu  
cappex.com  
princetonreview.com  
hotcoursesabroad.com

#### Sites web des tests

SAT: collegeboard.org  
ACT: actstudent.org  
TOEFL: etscanada.ca  
IELTS: ieltscanada.ca  
Duolingo:  
englishtest.duolingo.com  
Pearson: pearsonpte.com

### CALENDRIER D'ADMISSION - CÉGEP

septembre - octobre

- ☐ Compléter votre liste d'universités
- ☐ Ouvrir vos dossiers et assembler vos demandes d'inscription
- ☐ Travailler étroitement avec un mentor et EducationUSA
- ☐ Demander à vos personnes de référence de rédiger des lettres
- ☐ Rédiger et réviser vos dissertations/déclarations/échantillons
- ☐ Réussir ou repasser les examens d'admission

#### Exigences relatives à la demande (varient selon l'institution)

Demande  
 Droits d'admission  
 Relevés officiels  
 Résultats de tests uniformisés  
 Dissertations personnelles  
 Lettre(s) de recommandation  
 Preuves de soutien financier

mi-octobre - décembre

- ☐ Les demandes Early Action et Early Decision sont à rendues (près du 1er nov., facultatif)
- ☐ Les admissions Early Action et Early Decisions sont reçues
- ☐ Certaines demandes d'admission normales sont à rendues

janvier - février

- ☐ La plupart des admissions normales sont à rendues (près du 1er janv.)
- ☐ Le profil CSS pour recevoir de l'aide financière est à rendu

mars - avril

- ☐ Décisions d'inscriptions reçues (près du 1er avril)

1er mai

- ☐ Choisir votre université pour garantir votre présence

#### Obtenir une bourse

[fundingsstudy.org](http://fundingsstudy.org)  
[yconic.com](http://yconic.com)  
[scholarshipscanada.com](http://scholarshipscanada.com)  
[college-scholarships.com](http://college-scholarships.com)  
[iefa.org](http://iefa.org)  
[internationalscholarships.com](http://internationalscholarships.com)

### PRÉPARER AVANT VOTRE DÉPART

- ☐ Réviser votre aide financière
  - ☐ Aide fournie par l'université (avec la décision de l'admission)
  - ☐ Prêts et bourses de la province
  - ☐ Bourses provenant de l'extérieur (voir la deuxième boîte violette)
- ☐ Regarder ou assister à une session d'orientation avant-départ
- ☐ Les citoyens canadiens n'ont pas à obtenir de visa
  - ☐ Recevoir I-20 de votre université et déboursier droits SEVIS en ligne
  - ☐ Les personnes qui n'ont pas la citoyenneté canadienne doivent demander un visa F1
- ☐ Options d'emplois
  - ☐ Les étudiants internationaux peuvent travailler jusqu'à 20 heures par semaine sur le campus
  - ☐ Formation pratique (facultative) offerte pour 12 à 36 mois (domaines STEM)

#### Franchir la frontière

Passeport  
 Formulaire I-20 ou DS-2019  
 Preuve du paiement SEVIS  
 Permis de conduire  
 Coordonnées de l'université  
 Votre nouvelle adresse





**Let's Get Started...**  
*Becoming a U.S. Collegiate Athlete*

## ATHLETIC ASSOCIATIONS WITH SCHOLARSHIPS

**NCAA:** National Collegiate Athletic Association ([ncaa.org](http://ncaa.org))

Division I and Division II (No sports scholarships in Division III)

Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org)

**NAIA:** National Association of Intercollegiate Athletics

Eligibility Center at [PlayNAIA.org](http://PlayNAIA.org)

**NJCAA:** National Junior College Athletic Association

Eligibility Center at [eligibilitycorner.njcaa.org](http://eligibilitycorner.njcaa.org)

**JENIKA HEIM**

EducationUSA Advisor  
[educationusacanada.ca](http://educationusacanada.ca)

## NCAA Eligibility

Review [ncaa.org](http://ncaa.org) for specific rules on the following:

Amateurism

Academic minimums:

Minimum 2.3 GPA for Division I; 2.2 GPA for Division II in 16 Core Courses

Official SAT or ACT scores

## GRADES 9 & 10

- ☐ Create a resume that includes [academic](#) and [athletic](#) information
  - Academic: Grade average (since Grade 9), test scores, major of interest
  - Athletic: Number, position, statistics, tournament wins and accolades
- ☐ Create a 5-8 minute highlight video demonstrating your technical skills and team performance
  - Intro with your demographics and statistics
- ☐ Build an online presence by creating an online player profile
  - Use a player profile site, YouTube, Twitter, or build your own website
  - Scan newspaper mentions, list championship titles, and upload your highlight video
- ☐ Meet with your guidance counselor and plan to meet all athletic association eligibility requirements
- ☐ Create a spreadsheet to monitor contact with coaches and to track schools you are interested in
- ☐ Reach out to universities
  - Send your resume or transcript to coach/school
- ☐ College coaches may contact you to...
  - Send materials about camps and general educational info
  - Complete an athletic questionnaire
- ☐ Register for the NCAA Eligibility Center

### Player Profile Sites

[berecruited.com](http://berecruited.com)  
[smarthlete.com](http://smarthlete.com)  
[gobigrecruiting.com](http://gobigrecruiting.com)  
[ncsasports.org](http://ncsasports.org)  
[athleterecruittingservices.com](http://athleterecruittingservices.com)  
[recruitmenow.org](http://recruitmenow.org)





Education  
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# Let's Get Started...

*Becoming a U.S. Collegiate Athlete*

## GRADE 11

- ☐ Consider taking the PSAT (Oct). This is just for practice, but you can also send the score to coaches.
- ☐ Ensure you are on track to meet athletic association eligibility requirements
- ☐ Ensure you are on track to meet admissions criteria of potential schools
  - Take challenging courses that you can balance with your sport
- ☐ Continue researching and contacting universities
  - Very competitive athletes will have heard from Division I coaches by now
- ☐ Starting Sept 1 (most sports) coaches may contact students directly
- ☐ Register, study for, and take the [SAT](#) and/or [ACT](#)
  - Submit test results to schools of interest and to eligibility center
  - Coaches will let you know the minimum needed to be eligible for their universities
  - You may not schedule an official visit until you have taken an official SAT or ACT
- ☐ Research additional funding for your education
  - Many athletic scholarships are not full scholarships
- ☐ Update your online player profile often to include statistics, highlights, photos, and videos
- ☐ Schedule and attend unofficial visits
- ☐ Potentially make a verbal commitment, if you get a top offer

### Know the Rules

The rules and deadlines can be different for each specific sport, and coaches have rules too!

## GRADE 12

- ☐ Schedule and attend official visits
- ☐ Complete and monitor your online player profile
- ☐ College coaches have few contact restrictions
  - Most coaches have made verbal commitments to scholarship receiving athletes
- ☐ Be ethical and honest in all communications with coaches
- ☐ Apply to your top choice universities - contact EducationUSA with application questions
- ☐ After receiving acceptance letters, determine which university or college best fits your needs
  - Consider your academic, athletic, and financial needs
  - Would you attend this school even if you weren't playing sports?

## SCHOOL DECIDED

- ☐ Sign a [National Letter of Intent](#) (NLI)
- ☐ Submit your final transcript to the eligibility center and your new university
- ☐ Contact your coach for a summer workout plan and get ready to move to the United States



# Guide de démarrage...

*Devenir un athlète collégial aux États-Unis*

## Associations athlétiques avec bourses d'études

**NCAA:** National Collegiate Athletic Association ([ncaa.org](http://ncaa.org))

Division I et Division II (aucune bourse sportive dans la Division III)

Centre d'admissibilité à [eligibilitycenter.org](http://eligibilitycenter.org)

**NAIA:** National Association of Intercollegiate Athletics

Centre d'admissibilité à [PlayNAIA.org](http://PlayNAIA.org)

**NJCAA:** National Junior College Athletic Association

Centre d'admissibilité à [eligibilitycorner.njcaa.org](http://eligibilitycorner.njcaa.org)

**JENIKA HEIM**

Conseillère EducationUSA  
[educationusacanada.ca](http://educationusacanada.ca)

## Critères d'admissibilité à la NCAA

Parcourir le site [ncaa.org](http://ncaa.org) afin de connaître les critères précis qui s'appliquent: Sport amateur

Qualifications académiques minimales requises:

Moyenne pondérée cumulative de 2.3 pour la Division I; 2.2 pour la Division II, dans les 16 cours obligatoires

## 3e et 4e secondaire

- ☐ Rédiger un curriculum vitae qui comprend votre profil [académique](#) et [athlétique](#)
  - Académique: Note moyenne (depuis 1re secondaire), résultats obtenus aux tests, champs de spécialisation
  - Athlétique: Numéro, position, statistiques, victoires en tournoi et distinctions
- ☐ Créer une vidéo de 5 à 8 minutes soulignant vos compétences techniques et votre performance d'équipe.
- ☐ Inclure une introduction incluant votre situation démographique et vos statistiques sportives
- ☐ Entretenir une présence virtuelle en créant un profil de joueur en ligne
  - Utiliser un site mettant en évidence votre profil athlétique, par exemple YouTube, Twitter ou créer votre propre site Web
  - Numériser les mentions dans les journaux, énumérer les titres de championnats et télécharger la vidéo qui vous mettant en valeur
- ☐ Rencontrer votre conseiller en orientation pour s'assurer de bien répondre à toutes les exigences de l'association athlétique
- ☐ Créer une liste afin de noter vos communications avec les entraîneurs et suivre les écoles qui vous intéressent
- ☐ Communiquer avec des universités
  - Transmettre votre curriculum vitae ou relevé de notes à l'entraîneur et à l'école
- ☐ Les entraîneurs des collèges pourraient vous contacter
  - Pour transmettre des renseignements d'ordre général ou au sujet de camps
  - Remplir un questionnaire athlétique
- ☐ S'inscrire au Centre d'admissibilité de la NCAA

### SITES DE PROFIL DE JOUEURS

[berecruited.com](http://berecruited.com)  
[smarthlete.com](http://smarthlete.com)  
[gobigrecruiting.com](http://gobigrecruiting.com)  
[ncsasports.org](http://ncsasports.org)  
[athleterecruiting-services.com](http://athleterecruiting-services.com)  
[recruitmenow.org](http://recruitmenow.org)

## 5e secondaire

- ☐ Envisager d'entreprendre le PSAT (oct.). Ce n'est qu'un exercice, mais vous pouvez faire parvenir vos résultats aux entraîneurs
- ☐ S'assurer d'être sur la bonne voie afin de répondre à toutes les exigences de l'association athlétique
- ☐ S'assurer de satisfaire aux critères d'admissibilité des écoles potentielles
  - Suivre des cours exigeants qui s'intègrent bien avec votre sport
- ☐ Poursuivre vos recherches et contacter des universités
  - Les athlètes les plus compétitifs auront déjà été contactés par les entraîneurs de la Division 1
- ☐ À partir du 1er septembre (la plupart des sports) les entraîneurs peuvent contacter les étudiants directement
- ☐ S'inscrire, étudier et faire le [SAT](#) et/ou [ACT](#)
  - Faire parvenir les notes d'examens aux écoles qui vous intéressent
  - Les entraîneurs vous tiendront informé du minimum nécessaire afin d'être accepté à leur université
  - Vous ne pouvez pas organiser de visite officielle avant d'avoir transmis vos résultats au SAT ou d'ACT
- ☐ Rechercher des méthodes de financement supplémentaires pour vos études
  - Plusieurs bourses athlétiques ne sont pas des bourses complètes
- ☐ Mettre votre profil de joueur en ligne à jour régulièrement pour y inclure statistiques, faits marquants, photos et vidéos
- ☐ S'inscrire et assister aux visites non officielles

## CÉGEP

- ☐ S'inscrire et assister aux visites officielles
- ☐ Dresser un profil de joueur en ligne et faire un suivi régulier
- ☐ Les entraîneurs collégiaux ont peu de restrictions quant aux communications avec les joueurs
  - La majorité des entraîneurs ont pris un accord verbal avec les athlètes boursiers
- ☐ Toujours être honnête et éthique lorsque vous communiquez avec les entraîneurs
- ☐ S'inscrire à vos universités de 1er choix - contacter EducationUSA avec vos questions sur les critères d'admission
- ☐ Après avoir reçu les lettres d'acceptation, déterminer le collège ou l'université qui répond le mieux à vos besoins
  - Tenir compte de vos besoins académiques, athlétiques et financiers
  - Fréquenteriez-vous cette école même si vous ne pratiquiez pas de sport?

## L'ÉCOLE CHOISIE

- ☐ Signer une lettre d'intention ([National Letter of Intent](#) (NLI))
- ☐ Présenter votre relevé de notes final au centre d'admissibilité et à votre nouvelle université
- ☐ Contacter votre entraîneur pour le plan d'entraînement d'été et préparez-vous à déménager aux États-Unis