My Information

Identification

This Workbook Belongs To: ____________________________________________
My SOAR Counselor Is: _____________________________________________
My Group Name: ____________________________________________________
My Group Members: ________________________________________________

My MSS Advisor: _____________________________________________________
Assigned by last name; see pages 49-50 for Multicultural Student Services (MSS) staff listing.

My BYU Net ID: _______________________________________________________
This is your personal login name for MyBYU that you created.
You should only create this ONCE; do not make another one.

My Password: _________________________________________________________
This is your personal password for login to MyBYU.

My BYU ID #: _________________________________________________________
This is an assigned (by BYU) identification number that will be associated with your Net ID.
## My Information

### Personal Action Plan

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Date Completed</th>
<th>Goals</th>
<th>See Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Decide where to apply (choose at least 3):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. _______________________________</td>
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<td>2. _______________________________</td>
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<td>4. _______________________________</td>
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<tr>
<td>August 1</td>
<td>Brainstorm list of all extracurriculars since age 14</td>
<td>4, 24</td>
<td></td>
</tr>
<tr>
<td>August 1</td>
<td>Identify possible essay topics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>September 1</td>
<td>Recommit to Seminary</td>
<td>3, 7</td>
<td></td>
</tr>
<tr>
<td>September 12</td>
<td>Retake ACT (select to send results to BYU)</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students whose primary or native language is not English will be required to take the TOEFL exam</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with HS counselor to determine local/national scholarship opportunities</td>
<td>17, 33</td>
<td></td>
</tr>
<tr>
<td>October 1</td>
<td>Begin writing admissions &amp; scholarship essays</td>
<td>30, 37</td>
<td></td>
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<tr>
<td>October 15</td>
<td>Apply to CES schools (besmart.com); all four schools with one application!</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>October 24</td>
<td>Retake ACT (select to send results to BYU)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>November 1</td>
<td>Complete 3 endorsement interviews:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Seminary Teacher</td>
<td></td>
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<tr>
<td></td>
<td>2. Bishop</td>
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<td></td>
<td>3. Stake President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 15</td>
<td>Finish CES admissions application</td>
<td>38, 51</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*make sure to select on-campus housing option(s)</td>
<td></td>
<td></td>
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<tr>
<td>December 1</td>
<td>Complete BYU scholarship application</td>
<td>36</td>
<td></td>
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<tr>
<td></td>
<td>*including all “optional” sections</td>
<td></td>
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<tr>
<td>February 1</td>
<td>Complete FAFSA application at fafsa.ed.gov</td>
<td>20, 34, 39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*plan ahead—this will take time and parent help</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*be sure to use BYU’s institutional code: 003670</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete other scholarship applications</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>
AIMS of a BYU Education Outcomes Prompt Sheet

BYU’s Purpose is “. . . to assist students in their quest for perfection and eternal life . . . [while helping them] think clearly, communicate effectively, [and] understand important ideas in their own cultural tradition as well as that of others . . .” (BYU Mission)

<table>
<thead>
<tr>
<th>Outcomes of a BYU Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spiritually Strengthening</strong></td>
<td><strong>Intellectually Enlarging</strong></td>
</tr>
<tr>
<td>1. Build testimony</td>
<td>1. Think soundly</td>
</tr>
<tr>
<td>2. Frame questions in faithful ways</td>
<td>2. Communicate effectively</td>
</tr>
<tr>
<td>5. Recognize gifts</td>
<td>5. Acquire broad knowledge of religion, history, science, arts &amp; letters</td>
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</tbody>
</table>

Suggestions & Opportunities for Goals

<table>
<thead>
<tr>
<th>Spiritually Strengthening</th>
<th>Intellectually Enlarging</th>
<th>Character Building</th>
<th>Lifelong Learning &amp; Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Be active in church/ward</td>
<td>2. Attend Career Fairs</td>
<td>2. Credit all sources and references in papers</td>
<td>2. Attend cultural arts performances</td>
</tr>
<tr>
<td>3. Attend and be positively engaged in Seminary</td>
<td>3. Learn to schedule and practice time management</td>
<td>3. Be honest with fellowmen</td>
<td>3. Go to a planetarium</td>
</tr>
<tr>
<td>4. Pay tithing and fast offerings</td>
<td>4. Attend a study skills workshop</td>
<td>4. Cultivate a spirit of gratitude</td>
<td>4. Read the newspaper daily</td>
</tr>
<tr>
<td>5. Regular temple service</td>
<td>5. Commit to study “media free”</td>
<td>5. Practice fiscal responsibility &amp; debt management</td>
<td>5. Participate in school and church</td>
</tr>
<tr>
<td>6. Fulfill church calling(s)</td>
<td>6. Form a study group</td>
<td>6. Live by For The Strength of Youth</td>
<td>6. Become involved in civic opportunities</td>
</tr>
<tr>
<td>10. Participate in General Conference</td>
<td></td>
<td>10. Understand the importance of dates/deadlines and live accordingly</td>
<td>10. Cultivate and share talents</td>
</tr>
<tr>
<td>11. Share testimony</td>
<td></td>
<td></td>
<td>11. Share new knowledge with others</td>
</tr>
</tbody>
</table>
My Information

Personal Notes (Brainstorm about possible essay question topics):

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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Personal Notes (Make list of all extracurricular involvements since age 14—for use on part 6 of Admissions Application):

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SOAR Mission

BYU Multicultural Student Services college preparation programs identify and educate prospective students who will utilize their “various talents and backgrounds, including geographic, educational, cultural, ethnic and racial” to enrich their family, community, professional, church and educational environment. We support parents as well as educational and community organizations in facilitating students’ successful high school completion and increased post-secondary opportunities. We promote “a commitment to excellence . . . and the full realization of human potential” through educational awareness and the development of leadership, personal and social skills.

SOAR Objectives

SOAR provides an environment that promotes life-long service, leadership development, spiritual growth, and secular learning to:

- Identify participants that are spiritually, academically, socially, and culturally prepared to benefit from and contribute to BYU.
- Educate students about college life at BYU and MSS resources.
- Assist students in being competitive applicants to BYU.

University Statement on Fostering an Enriched Environment

“The Mission of Brigham Young University—founded, supported, and guided by the Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.”

To this end, the university seeks qualified students of various talents and backgrounds, including geographic, educational, cultural, ethnic, and racial, who relate together in such a manner that they are “no more strangers and foreigners, but fellowcitizens with the saints, and of the household of God” (Ephesians 2:19). It is the university’s judgment that providing educational opportunities for a mix of students who share values based on the gospel of Jesus Christ and come from a variety of backgrounds and experiences is an important educational asset to BYU.

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting personal challenges and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind.

To succeed in this mission the university must provide an environment enlightened by living prophets and sustained by those moral virtues which characterize the life and teachings of the Son of God. In that environment these four major educational goals should prevail:

- All students at BYU should be taught the truths of the gospel of Jesus Christ. Any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved. Certainly all relationships within the BYU community should reflect devout love of God and a loving, genuine concern for the welfare of our neighbor.
- Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.
- In addition to a strong general education, students should also receive instruction in the special fields of their choice. The university cannot provide programs in all possible areas of professional or vocational work, but in those it does provide the preparation must be excellent. Students who graduate from BYU should be capable of competing with the best in their fields.
- Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged.

In meeting these objectives BYU’s faculty, staff, students, and administrators should be anxious to make their service and scholarship available to The Church of Jesus Christ of Latter-day Saints in furthering its work worldwide. In an era of limited enrollments, BYU can continue to expand its influence both by encouraging programs that are central to the Church’s purposes and by making its resources available to the Church when called upon to do so.

We believe the earnest pursuit of this institutional mission can have a strong effect on the course of higher education and will greatly enlarge Brigham Young University's influence in a world we wish to improve.

—Approved by the BYU Board of Trustees
November 4, 1981
The Aims of a BYU Education

*Education is the power to think clearly, the power to act well in the world's work, and the power to appreciate life.*

–Brigham Young

The mission of Brigham Young University is "to assist individuals in their quest for perfection and eternal life" ("The Mission Statement of Brigham Young University" [hereafter Mission Statement]). To this end, BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision.

The statement that follows reaffirms and expands on the earlier and more general Mission Statement adopted in 1981. As the quotations under each heading suggest, this document also draws on the religious and educational teachings of the university's founding prophet, Brigham Young. Quotations within the text come from the scriptures and from the counsel of modern prophets, whose teachings about BYU lay the foundation of the university's mission.

The following four sections discuss the expected outcomes of the BYU experience. A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service. Because BYU is a large university with a complex curriculum, the intellectual aims are presented here in somewhat greater detail than the other aims. Yet they are deliberately placed within a larger context. The sequence flows from a conscious intent to envelop BYU's intellectual aims within a more complete, even eternal, perspective that begins with spiritual knowledge and ends with knowledge applied to the practical tasks of living and serving.

**Spiritually Strengthening**

*Brother Maeser, I want you to remember that you ought not to teach even the alphabet or the multiplication tables without the Spirit of God.*

–Brigham Young

The founding charge of BYU is to teach every subject with the Spirit. It is not intended "that all of the faculty should be categorically teaching religion constantly in their classes, but . . . that every . . . teacher in this institution would keep his subject matter bathed in the light and color of the restored gospel."

This ideal arises from the common purpose of all education at BYU—to build testimonies of the restored gospel of Jesus Christ. A shared desire to "seek learning, even by study and also by faith" (D&C 88:118) knits BYU into a unique educational community. The students, faculty, and staff in this community possess a remarkable diversity of gifts, but they all think of themselves as brothers
and sisters seeking together to master the academic disciplines while remaining mastered by the higher claims of discipleship to the Savior.

A spiritually strengthening education warms and enlightens students by the bright fire of their teachers' faith while enlarging their minds with knowledge. It also makes students responsible for developing their own testimonies by strenuous effort. Joseph Smith's words apply equally to faculty and students at BYU: "Thy mind, O man! if thou wilt lead a soul unto salvation, must stretch as high as the utmost heavens, and search into and contemplate the darkest abyss, and the broad expanse of eternity—thou must commune with God." Students need not ignore difficult and important questions. Rather, they should frame their questions in prayerful, faithful ways, leading them to answers that equip them to give "a reason of the hope that is in" them (1 Peter 3:15) and to articulate honestly and thoughtfully their commitments to Christ and to his Church.

**Intellectually Enlarging**

*Every accomplishment, every polished grace, every useful attainment in mathematics, music, and in all science and art belong to the Saints, and they should avail themselves as expeditiously as possible of the wealth of knowledge the sciences offer to every diligent and persevering scholar.*

—Brigham Young

The intellectual range of a BYU education is the result of an ambitious commitment to pursue truth. Members of the BYU community rigorously study academic subjects in the light of divine truth. An eternal perspective shapes not only how students are taught but what they are taught. In preparing for the bachelor's degree, students should enlarge their intellects by developing skills, breadth, and depth: (1) skills in the basic tools of learning, (2) an understanding of the broad areas of human knowledge, and (3) real competence in at least one area of concentration. Further graduate studies build on this foundation.

**Undergraduate**

1. **Skills.** BYU undergraduates should acquire the basic tools needed to learn. The essential academic learning skills are the abilities to think soundly, to communicate effectively, and to reason proficiently in quantitative terms. To these ends, a BYU bachelor's degree should lead to:

- **Sound thinking** – reasoning abilities that prepare students to understand and solve a wide variety of problems, both theoretical and practical. Such skills include the ability to keep a proper perspective when comparing the things that matter most with things of lesser importance. They also include the ability to engage successfully in logical reasoning, critical analysis, moral discrimination, creative imagination, and independent thought.

- **Effective communication** – language abilities that enable students to listen, speak, read, and write well; to communicate effectively with a wide range of audiences in one's area of expertise as well as on general subjects. For many students this includes communicating in a second language.
Foundational Documents

- **Quantitative reasoning** – numerical abilities that equip students with the capacity to understand and explain the world in quantitative terms; to interpret numerical data; and to evaluate arguments that rely on quantitative information and approaches.

2. **Breadth.** BYU undergraduates should also understand the most important developments in human thought as represented by the broad domains of knowledge. The gospel provides the chief source of such breadth because it encompasses the most comprehensive explanation of life and the cosmos, supplying the perspective from which all other knowledge is best understood and measured. The Lord has asked his children to "become acquainted with all good books, and with languages, tongues, and people" (D&C 90:15); to understand "things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations . . . ; and a knowledge also of countries and of kingdoms" (D&C 88:79).

"Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education [that will help them] understand important ideas in their own cultural tradition as well as that of others" (Mission Statement). Specifically, BYU undergraduate students should be educated in the following broad areas of human knowledge:

- **Religion** – the doctrines, the covenants, the ordinances, the standard works, and the history of the restored gospel, as well as an awareness of other religious traditions.

- **Historical perspective** – the development of human civilization, appreciation for the unique contributions of America to modern civilization, and a general historical perspective, including perspective on one's own discipline.

- **Science** – the basic concepts of the physical, biological, and social sciences, and a recognition of the power and limitations of the scientific method—preferably through laboratory or field experience.

- **Arts and Letters** – lively appreciation of the artistic, literary, and intellectual achievements of human cultures—including Western culture and, ideally, non-Western as well.

- **Global awareness** – informed awareness of the peoples, cultures, languages, and nations of the world.

3. **Depth.** BYU undergraduates should develop competence in at least one area of concentration. Competence generally demands study in depth. Such in-depth study helps prepare students for their life's work; it also teaches them that genuine understanding of any subject requires exploring it fully. Students normally acquire such depth from their major and minor fields. BYU's religion requirement also asks all students to develop depth in scriptural studies and religion.

Depth does not result merely from taking many courses in a field. Indeed, excessive course coverage requirements may discourage rather than enhance depth. Depth comes when students realize "the effect of rigorous, coherent, and progressively more sophisticated study." Depth helps students distinguish between what is fundamental and what is only peripheral; it requires focus, provides intense concentration, and encourages a "lean and taut" degree that has a "meaningful core" and a
Foundational Documents

purposefully designed structure (Memorandum to the Faculty No. 13). In addition to describing carefully structured academic majors, this description applies to well-designed BYU courses of all kinds.

The chief result of depth is competence. BYU’s students should be "capable of competing with the best students in their field" (Mission Statement). Even so, undergraduate study should be targeted at entrance-level, not expert-level, abilities. The desire for depth should not lead to bachelor's degrees that try to teach students everything they will need to know after graduation. Students should be able to complete their degrees within about four years.

Undergraduate programs should prepare students to enter the world of work or to pursue further study. Often this requires educational activities that help upperclassmen culminate their studies by integrating them in a capstone project, honors thesis, senior seminar, or internship. By the time they graduate, students should grasp their discipline's essential knowledge and skills (such as mathematical reasoning, statistical analysis, computer literacy, foreign language fluency, laboratory techniques, library research, and teaching methods), and many should have participated in scholarly or creative activities that let them demonstrate their mastery.

Graduate

Building on the foundation of a strong bachelor’s degree, graduate education at BYU asks for even greater competency. Graduate studies may be either academic or professional and at either the master’s or doctoral level. In all cases, BYU graduate programs, like undergraduate programs, should be spiritually strengthening as well as intellectually enlarging.

Graduate programs should help students achieve excellence in the discipline by engaging its primary sources; mastering its literature, techniques, and methodologies; and undertaking advanced systematic study—all at a depth that clearly exceeds the undergraduate level. In addition, graduate programs should prepare students to contribute to their disciplines through their own original insights, designs, applications, expressions, and discoveries. Graduate study should thereby enable a variety of contributions—such as teaching complex knowledge and skills, conducting original research, producing creative work that applies advanced learning in the everyday world, and extending professional service to the discipline and to society.

***

These intellectual aims of a BYU education are intended to give students understanding, perspective, motivation, and interpersonal abilities—not just information and academic skills. BYU should furnish students with the practical advantage of an education that integrates academic skills with abstract theories, real-world applications, and gospel perspectives. Such an education prepares students who can make a difference in the world, who can draw on their academic preparation to participate more effectively in the arenas of daily life. They are parents, Church leaders, citizens, and compassionate human beings who are able to improve the moral, social, and ecological environment in which they and their families live. They are scientists and engineers who can work effectively in teams and whose work reflects intellectual and moral integrity; historians who write well and whose profound understanding of human nature and of divine influences informs their interpretation of human events; teachers whose love for their students as children of God is enriched by global
Foundational Documents

awareness and foreign language skill; artists whose performances seek to be flawless in both technique and inspiration; business leaders whose economic judgments and management styles see financial reward not as an end but as a means to higher ends. BYU graduates thus draw on an educated intellect to enhance not only what they know but also what they do and, ultimately, what they are.

Character Building

A firm, unchangeable course of righteousness through life is what secures to a person true intelligence.
– Brigham Young

Because it seeks to educate students who are renowned for what they are as well as for what they know, Brigham Young University has always cared as much about strong moral character as about great mental capability. Consequently, a BYU education should reinforce such moral virtues as integrity, reverence, modesty, self-control, courage, compassion, and industry. Beyond this, BYU aims not merely to teach students a code of ethics but to help them become partakers of the divine nature. It aspires to develop in its students character traits that flow from the long-term application of gospel teachings to their lives. This process begins with understanding humankind’s eternal nature and ends with the blessing of eternal life, when human character reflects in fully flowered form the attributes of godliness. Along the way, the fruits of a well-disciplined life are augmented and fulfilled by the fruits of the spirit of Jesus Christ—such as charity, a Christlike love for others, which God "hath bestowed upon all who are true followers of his Son, Jesus Christ" (Moroni 7:48). Students thus perfect their quest for character development by coming unto Christ through faith, repentance, and righteous living. Then their character begins to resemble His, not just because they think it should but because that is the way they are.

President David O. McKay taught that character is the highest aim of education: above knowledge is wisdom, and above wisdom is character. "True education," he explained, "seeks to make men and women not only good mathematicians, proficient linguists, profound scientists, or brilliant literary lights, but also honest men with virtue, temperance, and brotherly love." Consequently, a BYU education should bring together the intellectual integrity of fine academic discipline with the spiritual integrity of personal righteousness. The result is competence that reflects the highest professional and academic standards—strengthened and ennobled by Christlike attributes.

Thus understood, the development of character is so important that BYU "has no justification for its existence unless it builds character, creates and develops faith, and makes men and women of strength and courage, fortitude, and service—men and women who will become stalwarts in the Kingdom and bear witness of the . . . divinity of the gospel of Jesus Christ. It is not justified on an academic basis only." Rather, it fulfills its promise when "the morality of the graduates of this University provide[s] the music of hope for the inhabitants of this planet."

Every part of the BYU experience should therefore strengthen character—academic integrity in taking a test or writing a research paper; sportsmanship on the playing field; the honest reporting of research findings in a laboratory; careful use of university funds derived from the tithes of Church members; treating all other people with dignity and fairness; and wholehearted acceptance of commitments made to bishops and parents. Character is constructed by small decisions. At this
personal level of detail, BYU will realize its hope of teaching "those moral virtues which characterize the life and teachings of the Son of God" (Mission Statement).

Lifelong Learning and Service

*We might ask, when shall we cease to learn?*
*I will give you my opinion about it; never, never. . . . We shall never cease to learn, unless we apostatize from the religion of Jesus Christ.*

–Brigham Young

*Our education should be such as to improve our minds and fit us for increased usefulness; to make us of greater service to the human family.*

–Brigham Young

Well-developed faith, intellect, and character prepare students for a lifetime of learning and service. By "entering to learn" and continuing to learn as they "go forth to serve," BYU students strengthen not only themselves—they "also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind" (Mission Statement).

1. Continual Learning. BYU should inspire students to keep alive their curiosity and prepare them to continue learning throughout their lives. BYU should produce careful readers, prayerful thinkers, and active participants in solving family, professional, religious, and social problems. They will then be like Abraham of old, who had been "a follower of righteousness, desiring also to be one who possessed great knowledge, and to be a greater follower of righteousness, and to possess a greater knowledge, . . . desiring to receive instructions, and to keep the commandments of God." In this lifelong quest, they, like Abraham, will find "greater happiness and peace and rest" (Abraham 1:2). Thus a BYU diploma is a beginning, not an end, pointing the way to a habit of constant learning. In an era of rapid changes in technology and information, the knowledge and skills learned this year may require renewal the next. Therefore, a BYU degree should educate students in how to learn, teach them that there is much still to learn, and implant in them a love of learning "by study and also by faith" (D&C 88:118).

2. Service. Since a decreasing fraction of the Church membership can be admitted to study at BYU, it is ever more important that those who are admitted use their talents to build the kingdom of God on the earth. Hence, BYU should nurture in its students the desire to use their knowledge and skills not only to enrich their own lives but also to bless their families, their communities, the Church, and the larger society. Students should learn, then demonstrate, that their ultimate allegiance is to higher values, principles, and human commitments rather than to mere self-interest. By doing this, BYU graduates can counter the destructive and often materialistic self-centeredness and worldliness that afflict modern society. A service ethic should permeate every part of BYU's activities—from the admissions process through the curriculum and extracurricular experiences to the moment of graduation. This ethic should also permeate each student's heart, leading him or her to the ultimate wellspring of charity—the love for others that Christ bestows on his followers.
Conclusion

Education is a good thing, and blessed is the man who has it, and can use it for the dissemination of the Gospel without being puffed up with pride.

–Brigham Young

These are the aims of a BYU education. Taken together, they should lead students toward wholeness: "the balanced development of the total person" (Mission Statement). These aims aspire to promote an education that helps students integrate all parts of their university experience into a fundamentally sacred way of life—their faith and reasoning, their knowledge and conduct, their public lives and private convictions. Ultimately, complete wholeness comes only through the Atonement of Him who said, "I am come that they might have life, and that they might have it more abundantly" (John 10:10). Yet a university education, guided by eternal principles, can greatly "assist individuals in their quest for" that abundant "eternal life" (Mission Statement).

A commitment to this kind of education has inspired the prophets of the past to found Church schools, like BYU, on the principle that "to be learned is good if they hearken unto the counsels of God" (2 Nephi 9:29). These prophets have known the risks of such an enterprise, for "that happiness which is prepared for the saints" shall be hid forever from those "who are puffed up because of their learning, and their wisdom" (see 2 Nephi 9:42-43). Yet they have also known that education plays a vital role in realizing the promises of the Restoration; that a broad vision of education for self-reliance and personal growth is at the very heart of the gospel when the gospel is at the heart of education. To the degree that BYU achieves its aims, the lives of its students will confirm Brigham Young's confidence that education is indeed "a good thing," blessing all those who humbly and faithfully use it to bless others.

Notes
3. Spencer W. Kimball, "Education for Eternity," Preschool Address to BYU Faculty and Staff, 12 September 1967, p. 11.
6. Brigham Young, JD 8:32.
Honor Code Statement

We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men. . . . If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things (Thirteenth Article of Faith).

As a matter of personal commitment, faculty, administration, staff, and students of Brigham Young University, Brigham Young University–Hawaii, Brigham Young University–Idaho, and LDS Business College seek to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ, and will

- Be honest
- Live a chaste and virtuous life
- Obey the law and all campus policies
- Use clean language
- Respect others
- Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse
- Participate regularly in church services
- Observe the Dress and Grooming Standards
- Encourage others in their commitment to comply with the Honor Code

Specific policies embodied in the Honor Code include (1) the Academic Honesty Policy, (2) the Dress and Grooming Standards, (3) the Residential Living Standards, and (4) the Continuing Student Ecclesiastical Endorsement. (Refer to institutional policies for more detailed information.)

Dress and Grooming Standards

The dress and grooming of both men and women should always be modest, neat, and clean, consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education.

Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty represent the principles and standards of the Church. Members of the BYU community commit themselves to observe the following standards, which reflect the direction of the Board of Trustees and the Church publication For the Strength of Youth. The Dress and Grooming Standards are as follows:

Men

A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, revealing, or form fitting. Shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extreme styles or colors, and trimmed above the collar, leaving the ear uncovered. Sideburns should not extend below the earlobe or onto the cheek. If worn, moustaches should be neatly trimmed and may not extend beyond or below the corners of the mouth. Men are expected to be clean shaven; beards are not acceptable. Earrings and other body piercing are not acceptable. Shoes should be worn in all public campus areas.

Women

A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing; has slits above the knee; or is form fitting. Dresses, skirts, and shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extremes in styles or colors. Excessive ear piercing (more than one per ear) and all other body piercing are not acceptable. Shoes should be worn in all public campus areas.
Post-SOAR Timeline

**WATCH YOUR MAIL & EMAIL CORRESPONDENCE AFTER SOAR. YOU WILL RECEIVE REMINDERS TO HELP YOU MEET THE PRIORITY DEADLINE: DECEMBER 1, 2015**

Immediately After SOAR

☐ Put your SOAR Workbook in a safe place where you can easily access it and review it OFTEN!

☐ Make a college admissions action plan outlining your timeline to complete everything before the December 1st priority deadline.

☐ Email your MSS Advisor your college admissions action plan & timeline.
  ☐ Advisor’s Email ____________________________

☐ Brainstorm your list of all extracurricular involvements since you were age 14 (leadership, church, community, school, service, work, service, awards and honors, etc.); BRAG ABOUT YOURSELF! (Use page 24.)

☐ Start putting together thoughts (ideas, outlines, drafts) for your admissions and scholarship essays:
  ☐ 3 General Admissions Essays, 250 words each (use on Admissions App, Part 7)
  ☐ 5 Mini-Essays about Noteworthy Accomplishments, 100 words each (use on Admissions App, Part 6)
  ☐ 3 Scholarship Essays, 300 words EACH (University Scholarship App, 3 sections)

☐ Find the ACT (or SAT) deadlines and tests dates for your area
  **WRITE THEM ON YOUR CALENDAR (along with the dates to pay early registration fees).**
  ☐ ACT: http://www.actstudent.org/
  ☐ SAT: http://sat.collegeboard.org/home?affiliateId=nav&bannerId=h-satex

☐ Start reviewing and studying to take the ACT or SAT again.

Personal Notes:

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Post-SOAR Timeline

August 2015

☐ Review ACT (or SAT) deadlines and test dates for your area.
  o ACT: http://www.actstudent.org/
  o SAT: http://sat.collegeboard.org/home?affiliateId=nav&bannerId=h-satex
☐ Register to take September 12 ACT—registration deadline is August 7, 2015.
☐ Continue to review and study for ACT or SAT.
☐ Gather brochures and information from various departments and majors to determine requirements and career options.
  o The BYU Information number is (801) 422-INFO
  o Website: www.byu.edu. Click on “Academics” > “Colleges & Departments”
  o Find information in the Undergraduate Catalog: http://registrar.byu.edu/catalog/2014-2015ucat/
  o Review your results from SOAR Career Assessment Workshop

Personal Notes:
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September 2015

☐ Retake ACT on September 12.
  ➢ Make sure you request that your score be sent to BYU.
☐ Review additional ACT (or SAT) deadlines and test dates for your area.
  ➢ ACT: http://www.actstudent.org/
  ➢ SAT: http://sat.collegeboard.org/home?affiliateId=nav&bannerId=h-satex
☐ Register to take October 24 ACT—registration deadline is September 18, 2015.
☐ Talk to your Bishop and Stake President; set up appointments for Ecclesiastical Endorsements sometime before the end of October (the Admissions Application should open October 15).
☐ Students whose primary or native language is not English will be required to take the TOEFL exam. Plan ahead how to identify when and where you will take this exam in order to meet the Priority Deadline.
Post-SOAR Timeline

October 2015

☐ Meet with High School Counselor and identify scholarships; continue your own scholarship search and make a goal to apply for at least 20–30 scholarships. Plan ahead, making your budget projection for your first year of college: you'll need to earn, save, and acquire sufficient funds for your college expenses.

☐ Retake ACT on October 24.
  ➢ Make sure you request that your score be sent to BYU.

☐ Review additional ACT (or SAT) deadlines and test dates for your area.
  ➢ ACT: http://www.actstudent.org/
  ➢ SAT: http://sat.collegeboard.org/home?affiliateId=nav&bannerId=h-satex

☐ Begin admission application: http://www.BeSmart.com (it should open October 15)
  o IMPORTANT: use NetID from SOAR (see page 1), don't create a new one!
  o Follow instructions in your SOAR Workbook (pages 25-32).
  o Apply to all 4 Church Educational System schools (BYU-Provo; BYU-I; BYU-H; LDSBC) with one application; remember, however, there is a $35 fee for each school.
  o Don't forget to send a new high school transcript as part of the admissions application.
    ➢ The transcript sent with your SOAR application does NOT count; you must send a new, official transcript that includes your complete 9-11 school years.
  o Seriously consider asking your MSS advisor to review your essays before you submit your admission and scholarship applications.
    ➢ Specific questions about admission should be directed to:
      CES Admissions Office
      Phone: (801)422-2507
      A-41 ASB
      Email: admissions@byu.edu
      Provo UT 84602
      ymessage.byu.edu

☐ Complete the entire BYU Scholarship Application online:
  ➢ Login to MyBYU with your NetID.
  ➢ Go to the School Tab (folder or link).
  ➢ Click on Scholarship Application (this link can also be found at the end of the Admissions Application). Fill out ALL of the top three “optional” pop-up sections (personal information, essays, financial need). You can also choose to complete the remaining four “optional” sections if they are applicable to your situation. Remember, you should complete at least the first three (personal information, essays, financial need).
    ➢ Follow instructions in your SOAR Workbook (pages 33-39).
  o Seriously consider asking your MSS advisor to review your essays before you submit your admission and scholarship applications.
Post-SOAR Timeline

Personal Notes:
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November 2015
☐ Send admission and scholarship essays to MSS advisor for review by November 1, 2015 if you want feedback before the December 1st priority deadline.
☐ Register to take December 12 ACT—registration deadline is November 6, 2015.
   ➢ Tests taken after December will not reach us before the final February 1 application deadline. Please make sure to retake the ACT or SAT by December 12 at the very latest.
☐ You should be checking your admission status online to make sure all your application parts are complete before the December 1st priority deadline—do not wait, check early and check often!
   ☐ After completing the Admissions and Scholarship Applications, follow up with your MSS advisor to make sure he/she knows you are finished (ask for a double check on your applications and for any additional feedback).
☐ Continue your scholarship search and make a goal to apply for at least 20–30 scholarships. Plan ahead, making your budget projection for your first year of college: you’ll need to earn, save, and acquire sufficient funds for your college expenses.

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December 2015

☐ December 1, 2015—you have already completed BOTH your admission and scholarship applications BEFORE the December 1st priority deadline; double check your admissions status page to make sure everything has arrived; follow up with your MSS advisor to make sure he/she knows you are finished.

☐ Retake ACT December 12.
  ➢ Make sure you request that your score be sent to BYU.
  ➢ This is your last chance to take the ACT before February 1 (final deadline)

☐ Prepare for the Free Application for Federal Student Aid (FAFSA) which opens January 1, 2016 (you will need 2015 tax information from your parents to complete this application—talk with them NOW so they will have their taxes done early).

☐ DON’T PANIC IF YOU HAVEN’T HEARD FROM ADMISSIONS YET, THEY HOLD DECISIONS UNTIL AFTER THE FINAL FEBRUARY 1 DEADLINE!

Remember, the reason you completed your application by the December 1st priority deadline was for the extra consideration in the admissions process—you will hear about your admission status toward the end of February!

☐ Continue your scholarship search and make a goal to apply for at least 20–30 scholarships. Plan ahead, making your budget projection for your first year of college: you’ll need to earn, save, and acquire sufficient funds for your college expenses.

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Post-SOAR Timeline

January 2016

☐ Begin the Free Application for Federal Student Aid (FAFSA) by going to:
   http://www.fafsa.ed.gov
   ○ Have your parents help you with the income information and any questions you
     have.
   ○ Make sure to select that your information be sent to the appropriate school(s)
     ➢ BYU’s Institutional Code is: 003670
   ○ To be considered for MSS scholarships and university need-based scholarships, you
     must finish BOTH the BYU scholarship application (all parts) and the FAFSA
     application before the final February 1, 2016 deadline. (You should have already
     completed the scholarship application by the December 1st priority deadline, so
     you’re only concerned about completing your FAFSA now. 😊)

☐ Continue your scholarship search and make a goal to apply for at least 20–30 scholarships.
   Plan ahead, making your budget projection for your first year of college: you’ll need to earn,
   save, and acquire sufficient funds for your college expenses.

Personal Notes:

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February 2016

☐ Last/final admissions deadline for new freshmen is February 1, 2016. Of course you aren’t
   worried about this because you finished last fall by the December 1st Priority Deadline! 😊

☐ Last/final scholarship deadline for new freshmen is February 1, 2016. Once again, you’re
   not worrying about this because you already completed it last fall by the December 1st
   Priority Deadline.

☐ Complete your FAFSA application by February 1, 2016. If you want to be considered for
   both BYU need based scholarships and MSS scholarships you must complete the FAFSA.

☐ Continue your scholarship search. Many scholarship applications may already be closed by
   now, but don’t give up! Talk with your high school counselor. Apply for those smaller local
   scholarships that are still open (and all your friends overlooked). Plan ahead, making your
   budget projection for your first year of college: you’ll need to earn, save, and acquire
   sufficient funds for your college expenses.

☐ Remind your family and friends to apply for SOAR 2016 (those who are juniors qualify)!

☐ BYU class registration begins this month if you applied and were admitted for Summer 2016
   term.

20
Post-SOAR Timeline

Personal Notes:

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March 2016

☐ Students who wish to live on campus do not need to complete a separate housing application (you should have checked the appropriate boxes on your admission application). Admitted students will have their information sent to the Campus Accommodations Office, who will then contact them with further information about obtaining on-campus housing. Be sure to thoroughly read any and all correspondence.

- New freshmen will receive a room selection date which will be determined by the completion date of the admission application. Once again, you’re not worrying about this because you met the December 1st Priority Deadline last fall.
- While it is anticipated that those who met the December 1st Priority Deadline will have the opportunity to live on campus, options are dependent upon what is available on any given room selection date.
- If you receive information about a security deposit, pay by the appropriate deadline.
- **Once housing has been secured, make sure to mark in your calendar when payments are due.** You could lose your room if you miss payments or send them late.
- On-Campus Housing fills up quickly. Make sure to carefully read and follow all directions precisely to secure your housing.
- Direct questions about housing to:
  - BYU On-Campus Housing
  - Phone: (801) 422-2611
  - Toll Free Number: (877) 403-0040

☐ View your housing contract and meal plan (price varies by meal plan you selected).
  - First Payment DEADLINE (for both housing and meal plan) will be BEFORE July 1st.

☐ If you are registered with the Navajo Nation Tribe, complete and submit your application online for scholarships and financial assistance [http://www.onnsfa.org/](http://www.onnsfa.org/).

Personal Notes:

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Post-SOAR Timeline

April 2016
☐ Continue your scholarship search working toward your goal of applying for 20–30 scholarships. Many scholarship applications may already be closed by now, but don’t give up! Talk with your high school counselor. Apply for those smaller local scholarships that are still open (and all your friends overlooked). Plan ahead, making your budget projection for your first year of college: you’ll need to earn, save, and acquire sufficient funds for your college expenses.

Personal Notes:
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May 2016
☐ View class schedule online (using MyMAP) and prepare to select classes for the fall:
   ○ Good rule of thumb: take two hard, two medium, and two easy classes.
   ○ Select extra courses you’re interested in—just in case the classes you want are full.
   ○ If you plan to work during the semester and want to work on campus, schedule your classes all in the morning or all in the afternoon. Most on-campus jobs are daily, four-hour shifts. Many employers will want you to have the same block every day.
   ○ Remember, look at various ways to satisfy requirements (e.g., advanced math classes or language classes can cover GE credits even if they are part of your major or planned minor).
   ○ Contact your MSS Advisor for assistance with class selection.

Personal Notes:
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Post-SOAR Timeline

**June 2016**
- If you were admitted for Fall 2016 Semester, register for your classes online through MyMAP according to the priority date assigned to you.
- If you were admitted for Summer 2016 term, attend New Student Orientation activities, especially the orientation for the Multicultural Student Services Office.

**Personal Notes:**

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**July 2016**
- First on-campus housing payment DEADLINE is July 1, 2016.
- View your housing contract and meal plan (price varies by meal plan you selected).
- **Make sure to mark in your calendar when future payments are due.** You may lose your room if you miss payments or pay them late.

**Personal Notes:**

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**August 2016**
- Fall students attend New Student Orientation activities, especially the orientation for the Multicultural Student Services Office.
- Meet with your MSS Advisor. Make sure to set up an appointment by calling (801) 422-3065 or by visiting 1320 WSC once you arrive on campus.

**Personal Notes:**

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Applying to BYU

The application to all of the Church Educational System (CES) schools (BYU-Provo, BYU-Idaho, BYU-Hawaii and LDSBC) can be found at: www.besmart.com.

1. Open a web browser and type “www.besmart.com” in the URL.

2. Click on the “Application & Admissions” link to begin.

3. The “Admissions” screen should pop up – click on the first box that says: “Apply Online”.

4. A page titled “Honor Code” will pop up. Read the entire agreement carefully.

5. Click the bottom that says: “I have read and agreed to live by the Honor Code”.

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Student Commitment

I have read the Church Educational System Honor Code and the Dress and Grooming Standards, and I agree to abide by the above requirements. If I discontinue to attend Church meetings, I certify all statements in this application to be complete and true and acknowledge that my admission and continuing status at any of the CES universities or colleges are conditional on such completeness and truthfulness.

I have read and agree to live by the Honor Code.

I do not agree to live by the Honor Code.
Applying to BYU

6. Click on “Login using Net ID and Password” if you already have a NetID at BYU. Do not create a new NetID.

7. An “Instructions” page will come up detailing each part of the application; read through this carefully and click on the “Submit” button at the bottom of the page.
Applying to BYU

8. Fill out each section of the application (there are 7 sections) as they come up.

The Application has 7 sections, you are required to click “Save” or “Submit” at the end of each section. Please proofread your information carefully.

Your application will NOT be complete until you have finished each of the following 7 sections:

Parts 1 and 2: Personal Information:

☐ Fill in the “Applicant Information” section with your personal information:
  o Make sure you put the email address you will access most (this should be your personal email, not your parents).
  o Your application will be seen by an official BYU Admissions Committee Reader – please make your email address a professional one!

☐ Fill in the “Educational History” section.

☐ Fill in the “School Selection”
  o You may apply to any or all CES schools at the same time with one application.
  o BYU-Provo will not count it against you if you put other schools as your first choice; however, BYU-Idaho and BYU-Hawaii will, so take that into consideration when you are selecting your preferences.
  o Apply as a “New Freshman” for your admissions type!
  o Make sure to select your HOUSING option for each school in this section.

☐ Click “Save”.

☐ Click “Submit”.

Part 3: Ecclesiastical Endorsements:

☐ This is done online.

☐ Set separate appointments with your bishop and stake president (in that order); you will want to do this early to make sure that their busy schedules will accommodate your timeline.

☐ Read through the BYU Honor Code again (found at: http://honorcode.byu.edu/); make sure you read it thoroughly and can commit to living the standards. If you have questions be prepared to ask them during your interviews.

☐ Make sure you check your admissions status page online to verify that your church leaders sent your ecclesiastical endorsements and that BYU received them (see “Status Screen” section on page 31 for how to check your status).

Part 4: Seminary Endorsement:

☐ This is also done online.

☐ Set an appointment with your current seminary teacher and formally ask for his/her recommendation on your behalf.

☐ Make sure you check your admissions status page online to verify that your teacher completed your endorsement and that BYU received it.
Applying to BYU

Part 5: High School Information:

☐ Read the instructions and fill in the high school information requested.
☐ Make sure to get credit for all of your AP/IB semesters and your senior year courses – they all count!

[Form]

High School Information

Please enter your high school counselor’s name, phone number, and email address. Your high school counselor will be contacted directly to provide specific academic information and a brief recommendation. If your counselor is no longer at this high school, you can provide the name, phone number and email address of a school administrator who has access to student academic records. That information is usually available on the high school website.

Counselor Name: ___________________________ Counselor Phone Number: ___________________________

Please enter your high school counselor’s email address: ___________________________

Please re-enter your high school counselor’s email address: ___________________________

Select any AP and/or IB courses which you have completed or in which you have enrolled. Do not include pre-AP/IB classes. Select “Full Year” for any class lasting 2 or more semesters / trimesters and select “Partial Year” for any class lasting 1 semester / trimester.

AP Classes:

IB Classes:

If you are currently attending high school, please enter the classes you have taken or will take in 12th grade (including any AP or IB classes you listed above.)

If you were home schooled for all of grades 9-12 you are not required to complete this portion of the application. Home Schooled Students should contact the CES school(s) to which application is being submitted for more information regarding home school policies.

☐ Click “Save”.
☐ Click “Submit”.

IMPORTANT NOTE FOR INTERNATIONAL SCHOOLS:

For students attending international schools (This information is for those applying to BYU, BYU-Idaho, and LDSE): All applicants that have attended international schools will need to arrange for their academic documents to be evaluated by a third party evaluator. CES schools’ preferred agency is International Education Research Foundation (IERF) http://www.iert.org/bysu-ces. When selecting report type, please choose “Detailed Report”.

If you choose World Education Services (WES), the required type of evaluation report for high school (secondary education) documents is “Domestic”, and the required type of evaluation report for college or university documents is “Curricular”.

Choosing alternate evaluations may result in additional fees and a delay in the assessment. We suggest that you arrange for your academic documents to be submitted to IERF or WES 4-6 weeks before your admission application deadline in order to allow enough time for the company to submit the evaluation to CES.
Part 6: Extracurricular Activities:

TIP: Ask parents for help – they are great at bragging about you and may have some insights.

We also recommend that before you mark the individual boxes you make a list of everything you have done since age 14 and then see if what you have written on your list can fit in a box somewhere.

If you have questions or concerns about it call your MSS Advisor who will give you feedback and may be able to help you find where to put the activities in question.

- This is an important section and one that often isn’t filled out as well as it could be.
- Go through each section and make sure to get credit for all of the great things you’ve done!
- Count anything from age 14 & up.
- Read statements carefully, pay attention to the principles behind them (for example, you don’t have to be the Student Body President; there are other leadership positions listed).
- Make sure that you count your church and school service (including Church Youth Programs) as part of the “Hours in Community or Special Needs Services”.
- Write down and explain your Noteworthy Accomplishments in the section provided. These can be an elaboration of boxes that you already marked (if there are noteworthy and unique things to add about your involvement) but preferably write about different accomplishments that aren’t found in the boxes—such as Sterling Scholar (for Utah applicants) or special awards from your school or community. Read the prompt and write about those things. Do not leave any blank!

- Click “Save”.
- Click “Submit”.

DO NOT leave these blank!
Applying to BYU

Part 7: Student Essays & Other Information:

☐ You will be asked to answer 3 essay questions; make sure you carefully read through them and think about your answers before beginning.

☐ Be careful to stay within the word limit (250 words)—anything above that will be cut off when you submit this section.

☐ Fill out the “Other Information” section (see below)—it helps in evaluating applicants.

TIPS:

Type your essays in a separate document and save them (just in case you need them again later). Cut and paste the final product into the application when you’re done! Double check after pasting to make sure everything (including formatting) copied correctly.

Think carefully about what the questions are asking—you would be surprised how off-topic some responses can be. Be particularly careful to answer the whole question, not just a part.

The Admissions Committee is looking for things that are unique—if something is already listed in Part 6, it’s likely common (unless you’ve gone above and beyond the general principle). For example, earning your Eagle Scout, playing a sport, or having a musical ability is wonderful, but not necessarily unique in the BYU admissions process. If you have received national recognitions for any of these things, that would be unique—write about it. Think about what makes your experience different and write about it. Be careful also to stay away from challenges that aren’t flattering (don’t admit previous moments of weakness or sin, stick to the positive side).

When you answer the question about overcoming a challenge, also make sure it is more than just a normal teenage challenge. If the challenge could have impeded your academics but you overcame it, then write about how you overcame it (something like breaking a bone, while difficult, likely didn’t change your life unless it was such a bad break that it went well beyond the normal wear-a-cast-for-a-month type of difficulty). Make sure that you focus on how you overcame the challenge, not just the challenge. Focus on what you learned and how you grew in the process.

Write your essays in advance. Edit them. Ask others for feedback. Email them to your MSS Advisor before November 1, 2015, if you want feedback.
Applying to BYU

Status Screen:

☐ Once you are finished you can check your status anytime by logging onto the Status Screen. (through www.BeSmart.com or www.byu.edu and “MyBYU”)

☐ (Arrow 1) Make sure to check the dates of when things were received to see that you met the December 1st Priority Deadline. (Everything must be received by December 1st—it’s okay if it hasn’t been processed).

☐ (Arrow 2) This will show your application status; you should check here often. You will also be sent an email to check your final status once the Admissions Committee finishes the application process—likely the end of February.

☐ (Arrow 3) You should see all of your submitted ACT scores at the bottom (including your SOAR score which will show a June or July date)—BYU will only look at your highest score.
Applying to BYU

NOTES TO CONSIDER:

Multiple NetIDs
If you are missing some information that you know was turned in (such as your SOAR ACT score) double check to make sure that you don’t have two Net IDs (one from SOAR and one from a previous BYU experience).

If multiple Net IDs were created, please contact the BYU Records Office at 801-422-2631 to have them merged. Then please contact your MSS Advisor to notify him/her of the change.

Other Options
It is strongly recommended that students apply to other colleges for additional options. Even if you think you only want to attend one particular institution, it is crucial you have various options. Your financial resources or family situation may change and require you to attend a different school. Also, if BYU reaches its enrollment ceiling or you are not admissible as a new freshman, you can always attend another accredited institution and apply to BYU in the future as a transfer student. Applying to two or three other colleges, with at least one of those options having guaranteed admission, will provide a safety net of options.

Updating Your Application
Students can update their application online by using their NetID login and password for MyBYU. First select the section or part you would like to update. After you have made the necessary changes, click “submit” to send your most recent information. It will completely replace anything you have previously submitted. If you have any questions, you can contact the Admissions Office at (801)422-2507. Important—do not make updates after the December 1st Priority Deadline if your application was complete by that time. If you have a new ACT score sent to BYU, that is fine.

Transferring to BYU
Students who wish to transfer to BYU should focus on taking general education classes and receiving a 3.7+ GPA to be considered competitive. Since you attended SOAR, we will continue to assist you with admissions as a transfer student. Please stay in contact with your MSS advisor if you are interested in transferring in the future.
Financial Aid & Scholarships

“The responsibility for each person’s social, emotional, spiritual, physical, or economic well-being rests first upon himself, second upon his family, and third upon the Church if he is a faithful member thereof. No true Latter-day Saint, while physically or emotionally able, will voluntarily shift the burden of his own or his family’s well-being to someone else. So long as he can, under the inspiration of the Lord and with his own labors, he will supply himself and his family with the spiritual and temporal necessities of life. (See 1Timothy 5:8)”


Looking for Scholarships

- **It is your responsibility** to search for scholarships; apply for as many as possible. If you are not applying, you are not being considered; if you are not being considered you cannot be awarded. Make a goal to apply for at least 20-30 total scholarships to have a good return on your application process.

- **Prepare four good scholarship essays** (biographical information, educational goals, leadership and extra-curricular experiences, financial circumstances/need); these can then be adapted for most any scholarship application you will find.

- **Local and National Scholarships** can help with educational expenses. Use prudence when completing applications—you should never be asked to pay to apply for consideration.

- **Some suggestions** to help you begin a scholarship search:
  - Your high school or TRIO counselor
  - Your employer and/or your parents’ employers
  - BYU department (program specific) scholarships
  - National and local corporations (Office Depot, Target, Walmart, local banks, etc.)
  - Local communities (foundations, community organizations, local businesses or civic groups)
  - Organizations (including professional associations) related to your field of interest
  - American Indian Tribes may have scholarship options for their registered members. Inquire.
  - American Indian Services (www.americanindianservices.org)
  - Asian & Pacific Islander American Scholarship Fund (www.apiasf.org)
  - Gates Millennium Scholars (www.gmsp.org)
  - Ke Ali‘i Pauahi Foundation (www.pauahi.org)
  - National Hispanic Scholarship Fund (www.hsf.net)
  - National Scholarships, Fellowships, and Programs (www.nsfp.byu.edu)
  - Navajo Nation/Tribal Funding (www.onnsfa.org)
  - The Smart Student Guide to Financial Aid (www.finaid.org/scholarships)
  - www.fastweb.org
  - www.higheredutah.org
  - www.petersons.com
  - www.scholarships.com
  - www.studentaid.gov
  - www.zinch.com

Personal Notes:

________________________________________________________________________________________________________________________________________
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BYU Financial Aid & Scholarship Information

Coming to SOAR does NOT guarantee a scholarship from the MSS office nor from BYU, however, you will be appropriately considered IF you follow all instructions. The scholarship application deadline for SOAR students is DECEMBER 1, 2015.

Apply Before SOAR Deadline

Even if you have not yet been accepted to BYU, you should still apply for scholarship consideration so you can be considered upon admission. The recommended scholarship application deadline for SOAR students is DECEMBER 1st!

No Separate Application for MSS

Please note there is NOT a separate Multicultural Student Services (MSS) scholarship application. If you complete the BYU comprehensive-equivalent scholarship application (including all “optional” sections—personal information, 3 essays, financial need info/essay), the FAFSA, and apply before the deadline, your application will be reviewed by the MSS Office. After applying, please remember to print your confirmation number which is proof that you submitted your application.

Additional Benefits

The BYU Scholarship Application has additional benefits and you will be considered broadly at the university, including by other on-campus departments.

Other School Applications

The BYU comprehensive-equivalent scholarship application is for BYU-Provo only. If you are applying to other CES schools, you must also complete their independent scholarship application(s). Always complete the most comprehensive and detailed application available. The only CES application that is combined is the admissions application. Scholarship applications are separate and you should complete a scholarship application for EACH CES school.

Other Financial Aid Options

Which college to attend is one of the most important decisions you will make; another is how you plan on paying for your education. To help you, the U.S. Department of Education offers a variety of student financial aid programs. It is your responsibility to find out the options available to you and apply before any deadlines.

Federal Pell Grants

Available to undergraduate students only, pell grants are awarded according to financial need and do not have to be repaid (apply at: http://www.fafsa.ed.gov). The FAFSA application is available beginning January 1st of each year. Insert BYU’s institutional code (003670) on your FAFSA application.

**Completing the FAFSA is a requirement to be considered for MSS scholarship.**
Financial Aid & Scholarships

Federal Stafford Loans

Student loans must be repaid and are available to both undergraduate and graduate students. Please make sure to fully read about and understand your financial obligations with regard to any loan(s).

My BYU Scholarship Application Guide

Find the BYU scholarship application by logging into your MyBYU: (see SOAR Workbook page 1 for information on your Net ID and Password).

Personal Notes:
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1. Open a web browser and type “www.byu.edu” in the URL.

2. Click on the “myBYU” icon in the upper right-hand corner.

Personal Notes:
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________________________________________________________________________
________________________________________________________________________

3. Enter your Net ID and password.

4. Once you are logged into MyBYU, click on the “School” and “Scholarship Application” links under the Campus Links tab. (You may need to look around for the Campus Links tab because tabs are moveable.)

35
Financial Aid & Scholarships

5. Choose **ALL** the semesters you desire to be considered for scholarship.

6. You will see 7 different options to be considered for additional university scholarships. With much honesty and preparation, fill out **EACH** of the first 3 pop-up sections (personal information, essays, financial need), which are **requirements** to be considered for MSS scholarship. Look at the other 4 “optional” sections to see if additional possibilities may be available for you.
Financial Aid & Scholarships

7. Thoroughly write and edit the three essays, which will play a large role in your application being considered.

Personal Notes: __________________________________________
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8. Fill out the Financial Need Section by completing the following three steps:

Discuss with parent(s) or guardian(s) annual family income; click on selection that best describes your family’s annual income.

Describe in detail your family financial situation including any extenuating circumstances.

Click on FAFSA Link and complete FAFSA to be considered for BYU, MSS, and Federal Aid. (http://www.fafsa.ed.gov)
Financial Aid & Scholarships

**NOTE:** Although the FAFSA cannot be completed until it becomes available January 1, the BYU scholarship application should be completed by the December 1st Priority Deadline.

9. Once everything is completed, click on “Submit Application”.

**IMPORTANT:** Save a copy of your confirmation page; it is a receipt that you applied.

10. **NOTE:** This scholarship application is for BYU-Provo only. If you are applying to other CES schools, you must also complete their independent scholarship application(s). Always complete the most comprehensive and detailed application available. The only CES application that is combined is the admissions application. Scholarship applications are separate and you should complete a scholarship application for EACH CES school. (You can find a quick link to each school’s scholarship application on the admission status page.)

Personal Notes:
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
Financial Aid & Scholarships

BYU Financial Aid Checklist

October 2015

✓ Step 1: Complete BYU Scholarship Application
  □ Fill out Comprehensive Application
  ✓ Go to www.byu.edu and log onto MyBYU
  ✓ Click on “School” and then “Scholarship Application” links
  ✓ Do not worry about FAFSA yet—fill out all sections of the application
    (including those marked “optional” which is the equivalent of the former
    Comprehensive Scholarship Application)
  ✓ EVEN IF YOU DON’T FEEL YOU HAVE FINANCIAL NEED—FILL OUT ALL SECTIONS!!!
  □ Print a copy of your Confirmation Page for your records

January 2016

✓ Step 2: Complete FAFSA Application (Pell Grant)
  □ Complete Free Application for Federal Student Aid
  ✓ Ask parents to finish their taxes now so you can complete the FAFSA application
  ✓ Go to www.fafsa.ed.gov
  ✓ Follow step-by-step instructions found online:

April 2016

✓ Step 3: Complete FAFSA Verification (Task Items)
  ✓ Go to your MyBYU account at www.byu.edu
  ✓ Click on “School”—“My Financial Center”—“TASKS”
  ✓ Complete any links/information requests and follow all instructions (read all items)
Test Taking Skills

General Guidelines

1. Arrive early and take a moment to relax and reduce your anxiety. This brief time period will
   boost your confidence and give you time to think positive thoughts, focus your mind.

2. Listen attentively to last minute instructions given by the instructor. The teacher will almost
   always give you some valuable information just before handing out the test.

3. Read the directions carefully, looking for specific instructions on how to proceed. Watch for
details. You may find that more than one answer may be possible on multiple choice or that
you only need to answer three out of the five essay questions given.

4. Plan how you will use the time for the test. Estimate how many minutes you will need to
   finish each test section. Bring your watch, and pay close attention to the passing time.
   Follow your own pace, and do not let the pace of others cause you to become nervous.

5. Determine which test sections will receive priority. It is generally best to do the section that
   is easiest for you especially if it has a high point total. It is not a good idea to do the most
difficult section first. Often, a student following this method will not leave enough time for
questions that would have been sure points. Leaving essay and sentence completion
questions for last can often be beneficial because you find answers among the already
completed objective questions.

6. Maintain a positive attitude and steady pace, and do not let more difficult questions affect
   your attitude and steal your valuable time. Students often cloud their minds by lingering
over difficult questions. Moving on and finding success with other questions is a better
method. If you are not penalized for wrong answers, guess and move on.

7. Rely on your knowledge, and don’t watch for patterns. Noticing that the last four answers
   are “c” is not a good reason to change an answer. You cannot be sure that the teacher
varied the answers. It is better to trust knowledge to help you answer the questions.

8. Change answers only when you are certain. The answer which comes to mind first is often
correct. Reviewing with an anxious mind and changing answers when you are not certain
can do more harm than good.

9. When you have completed your test, use the remaining time effectively. Review the difficult
   questions you left. Proofread your essays. Check your grammar and spelling. Make sure
   you answered all questions; check the other side of a test for more questions.

10. Learn from your tests! When tests are returned, go through them thoroughly, and see if
    your plan worked. Look at each section to identify your fault patterns. Do not be a
defeatist. Consider every test a practice session. Talk with the teachers regarding essay
    questions, and find out how to describe your ideas, provide examples or be more clear. Test
    taking is an art, one which needs refinement. You cannot refine the art without practice and
    serious thought.
Test Taking Skills

Guidelines for True/False Tests

1. There is no substitute for the truth. Many concentrated hours of study to force facts into your memory is the best way to prepare for true/false questions. Teachers, however, often try to test your memory of the material by slightly altering it. In this case, practice and some test-taking skills will help.

2. When you do not know or can’t remember information to determine the truth of a statement, assume that it is true. There are generally more true questions on true/false exams than false questions because instructors tend to emphasize true questions. If there is specific detail in the statement, it may also tend to be true. For example, the statement “There are 980 endangered species world wide” has specific detail and is likely to be true.

3. Carefully read each question, looking for any factor that will make it false. It is easier for the instructor to add a false part to an otherwise true statement. Students often read the question, see some truth, and assume that the entire statement is true.

4. Look for extreme modifiers that tend to make the question false. Extreme modifiers, such as always, all, never, everybody, certainly, no one, absolutely, or only make it more likely that the question is false.

5. Identify qualifiers that tend to make the question true. Qualifiers (seldom, often, frequently, many, or majority) make the question more likely to be true.

6. Watch out for negative words and how they may affect the truth. Statements containing negative words may be true or false, but you must see them to make that determination. The prefixes (un-, im-, mis-) will alter the meaning of the statement. Double negatives make the statement true (e.g. “Not uncommon” means common). Don’t let this language dilemma cause you to make a mistake.

7. Questions that state a reason tend to be false. Words in the statement that cause justification or reason (since, because, if, when) tend to make the statement false because they bring in a reason that is incorrect or incomplete.
Test Taking Skills

Guidelines for Multiple Choice Questions

1. Read each question with the intention of answering it without the alternatives which follow. Focus on finding an answer without the help of the alternatives. This will increase your concentration and help you read the question more clearly.

2. Use the process of elimination when you do not know the answer for sure. Eliminate two alternatives quickly and then make the decision between the two remaining. This increases your probability to 50/50. Another helpful method of elimination is to use the true/false methods described in the previous set of guidelines. When you can determinate a likely false alternative, eliminate it. The true/false elimination method is particularly helpful when more than one answer is probably true.

3. When numbers are in each alternative, choose numbers that are in the middle range, not the extremes. For example, if the height of Cascade Mountain is requested, eliminate 20,000 feet, and 3,000 feet. Then choose between 8,000 and 11,000 feet. Remember the best results are obtained when you have studied and know the exact answer is 11,000 feet.

4. Choose answers that are longer and more descriptive. These answers stand out from the others. Instructors will often give you descriptive detail to help you identify the truth.

5. When two similar answers appear, it is likely that one of them is the correct choice. Test makers often disguise the correct option by giving another option that looks very much like the correct one.

6. Watch out for negative words in the instructions or in the main question. You may have been told to select an option that is not true. Remember to reverse your procedure and eliminate truth, not falsehood. When looking for negative options look for extreme modifiers that make them false (always, never, all, etc).

Adapted from BYU Career and Academic Success Center Test-Taking Strategies
https://easc.byu.edu/testtaking-strategies#1
Choosing a Major at BYU

Major Fair Preparation Worksheet

Anticipated Major: _____________________________

List 3 other departments/majors you are interested in learning about:

1. ___________________________________
2. ___________________________________
3. ___________________________________

List 3 possible majors from your Career Assessment booklet:

1. ___________________________________
2. ___________________________________
3. ___________________________________

Write a question that you have about each college station you will visit and be prepared to ask your question. The personnel can answer any general questions you may have; write down any specific, personal questions that you can think of (see back of this page for suggestions).

1. Major: ________________________ College/School: ____________________________
   Question: ___________________________________________________________________

2. Major: ________________________ College/School: ____________________________
   Question: ___________________________________________________________________

3. Major: ________________________ College/School: ____________________________
   Question: ___________________________________________________________________

4. Major: ________________________ College/School: ____________________________
   Question: ___________________________________________________________________
Choosing a Major at BYU

Tips for Your Major Fair Visit

Don’t be afraid to ask questions! Visit tables of areas that are interesting to you!

Possible Questions

What are the requirements to apply to this major?

Once admitted, what must I do to stay in the major?

What types of subjects/coursework would I study in this major program?

What skills, internships, or experience would be most helpful with this major?

Is a minor required or helpful in this major?

How much and in what ways would I work with people, and what ages?

What are most BYU graduates in this major doing for their jobs?

What other careers/jobs can I do with this major?

What are the current trends in the economy, typical starting salaries?

Are resources for exploring internship opportunities available?

Are there student clubs, organizations, or professional student chapters related to this major?

Are there college opportunities to do research or work with a professor in this major?

How can I find out more information?

Who can I talk to if I have questions?
Choosing a Major at BYU

David O. McKay School of Education
Website: http://education.byu.edu
UNDERGRADUATE MAJORS:
- Communication Disorders
- Counseling Psychology & Special Education
- Educational Leadership & Foundations
- Instructional Psychology & Technology
- Teacher Education
COLLEGE ADVISEMENT CENTER:
Location: 350 MCKB – David O. McKay Building
Phone: (801) 422-3426
E-mail: ess@byu.edu

Fulton School of Engineering and Technology
Website: https://www.et.byu.edu/
UNDERGRADUATE MAJORS:
- Chemical Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Mechanical Engineering
- Construction & Facility Management
- Industrial Design
- Information Technology
- Manufacturing Engineering Technology
- Technology Engineering Education
COLLEGE ADVISEMENT CENTER:
Location: 242 CB – W. W. Clyde Engineering Building
Phone: (801) 422-4325
E-Mail: engineering_advisement@byu.edu

College of Family, Home, and Social Sciences
Website: https://fhss.byu.edu/
UNDERGRADUATE MAJORS:
- Anthropology
- Economics
- Family Life
- Geography
- History
- Political Science
- Psychology
- Social Work
- Sociology
COLLEGE ADVISEMENT CENTER:
Location: 1041 JFSB – Joseph F. Smith Building
Phone: (801) 422-3541
E-Mail: fhssadvisement@byu.edu

College of Fine Arts and Communications
Website: http://cfac.byu.edu
UNDERGRADUATE MAJORS:
- Communications (3 different emphases)
- Dance (2 different emphases)
- Music (17 different emphases)
- Theatre & Media Arts (4 different emphases)
- Visual Arts (11)
COLLEGE ADVISEMENT CENTER:
Location: D-444 HFAC – Harris Fine Arts Center
Phone: (801) 422-3777
Email: cfacadvise@byu.edu

College of Humanities
Website: http://humanities.byu.edu
MAJORS & DEPARTMENTS:
- American Studies
- Asian and Near Eastern Languages
- Classical Studies
- Comparative Literature
- English
- English Language
- English Teaching
- French
- French Studies
- French Teaching
- German (2 different emphases)
- German Studies
- German Teaching
- Humanities (9 different emphases)
- Italian
- Japanese
- Korean
- Latin Teaching
- Linguistics
- Philosophy
- Portuguese
- Russian
- Spanish
- Spanish Teaching
- Spanish Translation
COLLEGE ADVISEMENT CENTER:
Location: 1175 JFSB – Joseph F. Smith Building
Phone: (801) 422-4789
Email: humanities-advisement@byu.edu

Kennedy Center for International Studies
Website: http://kennedy.byu.edu
UNDERGRADUATE MAJORS:
- Ancient Near Eastern Studies
- Asian Studies
- European Studies
- International Relations
- Latin American Studies
- Middle Eastern Studies/Arabic
COLLEGE ADVISEMENT CENTER:
Location: 273 HRCB – Herald R. Clark Building
Phone: (801) 422-3548
Email: kennedy_advisement@byu.edu

College of Life Sciences
Website: http://lifesciences.byu.edu
UNDERGRADUATE MAJORS:
- Biology
- Exercise Science
- Health Science
- Microbiology & Molecular Biology
- Neuroscience
- Nutrition, Dietetics, & Food Sciences
- Physiology & Developmental Biology
- Plant & Wildlife Sciences
Choosing a Major at BYU

COLLEGE ADVISEMENT CENTER:
Location: 2060 LSB – Life Sciences Building
Phone: (801) 422-3042
E-Mail: lifesciences@byu.edu

>Marriott School of Management
Website: http://marriottschool.byu.edu
UNDERGRADUATE MAJORS:
- Accounting
- Finance
- Management (6 different emphases)
- Information Systems
- Recreation Management (2 different emphases)

PROGRAMS:
- Military Science (Army ROTC)
- Aerospace Studies (Air Force ROTC)

COLLEGE ADVISEMENT CENTER:
Location: W259 TNRB – N. Eldon Tanner Building
Phone: (801) 422-4285
E-Mail: msm_advisement@byu.edu

>College of Nursing
Website: http://nursing.byu.edu
COLLEGE ADVISEMENT CENTER:
Location: 551 SWKT – Spencer W. Kimball Tower
Phone: (801) 422-4173
E-Mail: nursing_advisement@byu.edu

>College of Physical & Mathematical Sciences
Website: http://cpms.byu.edu
UNDERGRADUATE MAJORS:
- Chemistry & Biochemistry
- Computer Sciences
- Geological Sciences
- Mathematics
- Mathematics Education
- Physics & Astronomy
- Statistics

COLLEGE ADVISEMENT CENTER:
Location: N-181 ESC – Carl F. Eyring Science Center
Phone: (801) 422-2674
E-Mail: phymath.advisement@byu.edu

>Pre-Professional Advisement
Website: http://ppa.byu.edu
PROGRAMS:
- Pre-Health
- Pre-Law
- Pre-Management

ADVICEMENT CENTER:
Location: 3328 WSC – Wilkinson Student Center
Phone: (801) 422-3044
Email: ppa@byu.edu

>AFROTC
Website: http://afrotc.byu.edu
Location: 380 ROTC – Wells Building
Phone: (801) 422-2671
E-Mail: afrotc@byu.edu

>ROTC
Website: http://marriottschool.byu.edu/army
Location: 380 ROTC – Wells Building
Phone: (801) 422-7725
Email: armyrotc@byu.edu

>BYU Honors Program
Website: http://honors.byu.edu
Location: 350 MSRB – Karl G. Maeser Building
Phone: (801) 422-5497
Email: honors@byu.edu

>Academic Support
Website: https://aso.byu.edu

>Freshman Mentoring
Website: http://freshmanmentoring.byu.edu
Location: 2014 JKB – Jesse Knight Building
Phone: (801) 422-8176
Email: fym@byu.edu

>Office of First Year Experience
Website: http://fye.byu.edu
Location: 2006 JKB – Jesse Knight Building
Phone: (801) 422-4243
Email: fye@byu.edu

>Student Athlete Academic Center
Location: 354 SAB – Student Athlete Building
Phone: (801) 422-4382
Email: saac@byu.edu

>University Accessibility Center
Website: https://uac.byu.edu
Location: 2170 WSC – Wilkinson Student Center
Phone: (801) 422-2767
Email: uacfrontdesk@byu.edu

>University Advisement Center (Open Major)
Website: https://universityadvisement.byu.edu
Location: 2500 WSC – Wilkinson Student Center
Phone: (801) 422-3826
Email: university_advisement@byu.edu

>University Career Services
Website: https://ucs.byu.edu
Location: 2400 WSC – Wilkinson Student Center
Phone: (801) 422-6535
Email: byu-careerservices@byu.edu

>Women’s Services and Resources
Website: https://wsr.byu.edu
Location: 3326 WSC – Wilkinson Student Center
Phone: (801) 422-4877
Email: wsr@byu.edu
General Information

Important BYU Contact Information

Admissions
Main Phone: (801) 422-2507
Email: admissions@byu.edu
Website: http://admissions.byu.edu

BYU Operator
Main Phone: (801) 422-INFO (4636)

Campus Visits:
Main Phone: (801) 422-4431
Website: http://B4byu.byu.edu (search “campus visits”)

Financial Aid
Main Phone: (801) 422-4104
Website: http://financialaid.byu.edu

Housing
Main Phone: (801) 422-2611
Email: housing@byu.edu
Website: http://housing.byu.edu

Office of First Year Experience (Freshmen Mentoring)
Main Phone: (801) 422-8176
Email: fym@byu.edu
Website: http://freshmanmentoring.byu.edu/

Office of Information Technology
Main Phone: (801) 422-4000
Email: it@byu.edu
Website: http://oit.byu.edu

Student Employment
Main Phone: (801) 422-3561
Email: student_hire@byu.edu
Website: https://jobs.byu.edu/interfase.asp

***Please feel free to contact your MSS advisor (see pages 49-50) with any questions, comments, concerns, or help that you might need***
# General Information

## SOAR 2015 Counselors

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Email:</th>
<th>Cell Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WOMEN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uluave</td>
<td>Lose</td>
<td><a href="mailto:lose.uluave@gmail.com">lose.uluave@gmail.com</a></td>
<td>(385) 236-9325</td>
</tr>
<tr>
<td>Wilson</td>
<td>Miyamoto</td>
<td><a href="mailto:miyamoto.wilson33@gmail.com">miyamoto.wilson33@gmail.com</a></td>
<td>(808) 259-1014</td>
</tr>
<tr>
<td>Sanabria</td>
<td>Amanda</td>
<td><a href="mailto:asanabria4702@gmail.com">asanabria4702@gmail.com</a></td>
<td>(801) 793-6542</td>
</tr>
<tr>
<td>Cheung</td>
<td>Michelle</td>
<td><a href="mailto:michellemcheung102@gmail.com">michellemcheung102@gmail.com</a></td>
<td>(626) 244-6658</td>
</tr>
<tr>
<td>Gutierrez</td>
<td>Christine</td>
<td><a href="mailto:christine.gutierrez94@gmail.com">christine.gutierrez94@gmail.com</a></td>
<td>(661) 709-0000</td>
</tr>
<tr>
<td>Grant</td>
<td>Jodian</td>
<td><a href="mailto:jodiangrant@gmail.com">jodiangrant@gmail.com</a></td>
<td>(856) 449-8918</td>
</tr>
<tr>
<td>Ellis-Lui-Kwan</td>
<td>Kai</td>
<td><a href="mailto:kaimaliels@gmail.com">kaimaliels@gmail.com</a></td>
<td>(808) 222-6872</td>
</tr>
<tr>
<td>Hee</td>
<td>Carrie</td>
<td><a href="mailto:pualani91@gmail.com">pualani91@gmail.com</a></td>
<td>(808) 640-4955</td>
</tr>
<tr>
<td><strong>MEN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olsen</td>
<td>Alfredo</td>
<td><a href="mailto:olsenalfredo789@gmail.com">olsenalfredo789@gmail.com</a></td>
<td>(801) 400-3492</td>
</tr>
<tr>
<td>Silva</td>
<td>Arthur</td>
<td><a href="mailto:arthursilva3@hotmail.com">arthursilva3@hotmail.com</a></td>
<td>(978) 967-7214</td>
</tr>
<tr>
<td>Fonoimoana</td>
<td>Mika</td>
<td><a href="mailto:mika.fonoimoana@gmail.com">mika.fonoimoana@gmail.com</a></td>
<td>(801) 834-1504</td>
</tr>
<tr>
<td>Figueroa</td>
<td>David</td>
<td><a href="mailto:dfigue92@gmail.com">dfigue92@gmail.com</a></td>
<td>(915) 892-3701</td>
</tr>
<tr>
<td>Funaki</td>
<td>Uli</td>
<td><a href="mailto:royalfunaki@gmail.com">royalfunaki@gmail.com</a></td>
<td>(385) 216-8539</td>
</tr>
<tr>
<td>Mendoza</td>
<td>Victor</td>
<td><a href="mailto:strike916@hotmail.com">strike916@hotmail.com</a></td>
<td>(951) 250-8262</td>
</tr>
</tbody>
</table>

## SOAR 2015 ACT Instructors

<table>
<thead>
<tr>
<th>Subject</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>Sam Pereyra</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Melia Fonoimoana Garrett</td>
</tr>
<tr>
<td>READING</td>
<td>Julia Ditzer-Norman</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Jade Gottfredson</td>
</tr>
</tbody>
</table>
General Information

Multicultural Student Services
Main Phone: (801) 422-3065
Toll Free Number: 1-800-556-0978
Fax (801) 422-0641
Email: mss@byu.edu
Website: https://multicultural.byu.edu

Ann Marie Lambert
MSS Director
Queue: E
Email: annmarie_lambert@byu.edu
Phone: (801) 422-8917

Nathan Ormsby
Assistant Director
Queue: M, O
Email: nathan_ormsby@byu.edu
Phone: (801) 422-4791

Estela Marquez
Advisor
Queue: B, C, J, N
Email: estela_marquez@byu.edu
Phone: (801) 422-7262

Lynnette Simmons
Advisor
Queue: F, G, H, P, Q
Email: lynnette_simmons@byu.edu
Phone: (801) 422-4772

Moises Aguirre
Advisor
Queue: A, Y, Z
Email: moises_aguirre@byu.edu
Phone: (801) 422-2498

LaVay Talk
Advisor
Queue: R, S, T
Email: lavay_talk@gmail.com
Phone: (801) 422-6849
General Information

Sharon Tapahe  
DSNAITI Advisor  
(Dean of Students Native American Indian Technology Initiative)  
Email: sharon_tapahe@byu.edu  
Phone: (801) 422-1450

Sergio Pereyra  
Graduate Assistant Advisor  
Queue: I, K, L, V  
Email: sergio_pereyra@byu.edu  
Phone: (801) 422-6850

Sam Pereyra  
Graduate Assistant Advisor  
Queue: D, U, W  
Email: pereyrasam@gmail.com  
Phone: (801) 422-6850

Diane Hill  
Office Manager  
Email: diane_hill@byu.edu  
Phone: (801) 422-4520

Mario Pereyra  
Cultural Programs Coordinator  
Email: mario_pereyra@byu.edu  
Phone: (801) 422-4086
General Information

CONFERENCE HOUSING RULES 2015

BEDDING & LINEN: Bedding and towels are to remain in the halls/apartments. Those wishing to sit on blankets outside must provide their own. Individuals will be charged for missing items.

BEDROOM VIOLATIONS & VISITING HOURS: Under no circumstances are guests to have members of the opposite sex in the bedrooms. Members of the opposite sex are not allowed in the halls after visiting hours. This policy applies to counselors, adult leaders, adult guests, and youth.

CHECK OUT TIMES: Groups will be charged an extra day if they do not check out by 12:00 noon.

CLEATS: Cleated shoes may not be worn in any buildings on campus at any time.

CONFERENCE HOUSING PARTICIPANTS: Only registered housing guests may use the housing area facilities.

COUNSELORS/ADULT LEADERS: Counselors and adult leaders are responsible for the actions of their group. A counselor or leader must be present any time there are youth from their group on the floor or in the building. All youth must attend activities unless a counselor or adult leader remains with the youth in the residence hall.

DAMAGE: All damage must be reported, and the responsible person(s) and/or group will be charged the replacement cost.

DOOR POLICY: Do not prop building doors open for any reason. Propped doors create a safety and security problem. The doors at the end of each floor, room doors, and apartment doors should remain locked at all times.

ELEVATORS: Individuals and/or groups damaging or playing on the elevators will be charged for repairs.

FIREWORKS & FIREARMS: Firearms, pellet guns, BB guns, paint guns, fireworks, sparklers, or any other kind of weapon or explosive are not permitted on campus.

FOOD DELIVERIES: Food for individuals may be delivered to the lobbies of the residence halls during regular hall hours only. Delivered food may be eaten in rooms or designated area in lobbies. Participants are responsible for clean-up.

HALL ADVISOR & STAFF: Hall staff is provided to assist guests and monitor the facilities. Guests must follow the direction of the hall staff and the guidelines at all times.

HALL HOURS: Hours vary based on the schedule of the individual conference.

HONOR CODE: Dress standards and standards of conduct, including Word of Wisdom and language, will be enforced.

KEY POLICY: Lost keys will be replaced and the door lock will be re-keyed. The replacement cost for a lost room key is $30.00. The replacement cost for a lost master key issued to counselors and adult leaders is $100.00.

LEDGES AND ROOFS: Use of ledges or roofs is prohibited. Fees will be assessed for trespassing.

LOST AND FOUND: Items left in the halls after a group departs will be held by the housing area until the end of summer. After this they are turned over to Lost and Found located at 1028 WSC. To contact the Lost and Found Office call (801) 422-3024.

OPEN FLAME AND INCENSE: Open flames and/or burning incense are not permitted in the housing area according to state fire code. This includes candles (birthday cake), fireplaces, and barbecues (except in designated areas).

PARKING: Housing guests may park in “C” lots at Helaman Halls and Heritage Halls. Do not park in Disability, Service Vehicle, or Staff “A” stalls.

SKATEBOARDING/LONGBOARDING/ROLLERBLADING/SCOOTERS: Each is prohibited on BYU property.

TELEPHONES: Messages for guests can be left at the following numbers:

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helaman Halls</td>
<td>Cannon Center</td>
<td>6:00 am - 12:00 midnight</td>
</tr>
<tr>
<td>Heritage Halls</td>
<td>Central Bldg.</td>
<td>7:00 am - 12:00 midnight</td>
</tr>
</tbody>
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*Sunday Hours

EMERGENCIES CONTACT UNIVERSITY POLICE @ (801) 422-2222 (24 hour a day service)

WATER FIGHTS: No water fights (water guns, balloons, etc.) of any kind are permitted inside the residence halls.

WINDOWS & BLINDS: For personal safety and privacy all windows and blinds should be closed at night.

ANY MEMBER OF A GROUP FOUND VIOLATING THESE RULES OR BEING DISRESPECTFUL TO THE HOUSING STAFF MAY BE ASKED TO LEAVE HOUSING IMMEDIATELY

Campus Accommodations: www.byu.edu/confservices
General Information

Campus locations during SOAR:
CANC – Cannon Center (Dining Hall/Meals)
Helaman Halls – (Living Quarters)
HGB – (Testing Center)
SWKT – Quad (BBQ)
TNRB – (ACT Classes)
WSC – (Orientation, Workshops, Advisor Meetings, Banquet, Dance)

To view a complete Campus Map go to: http://map.byu.edu/