

Edmonds School District

Guide to College Admissions 2017—2018



Presented by the Counseling Departments of:

Meadowdale High School
Edmonds-Woodway High School
Lynnwood High School
Mountlake Terrace High School
Scriber Lake High School
Edmonds Heights K-12
Edmonds eLearning

To our Students and Parents:

This booklet is meant to help you in the important process of deciding your post – secondary educational planning and exploration. What we present here will help you to begin the clarification process for choosing a college or university. Please take the time to talk as a family and to use the items listed here as tools for good conversation, not something that hinders discussion.

We ask students and parents to realize that there is more than one “perfect school,” in fact there are many. A school should be one that will bring both happiness and a meaningful education to your student. Focus on finding the right school – one that will help you find the “intersection of your heart and your abilities.” By doing so, you will find a good match to meet your educational goals as well as experience tremendous personal growth. What is most important is the experience and opportunities available to you as a student as well as your openness to accepting them once you are on campus. Be open to explore the infinite possibilities in both selecting a college as well as areas of study. The name of a college will never replace the success that comes from hard work, seizing opportunities and enjoyment of your college years. These are the things that matter.

The counseling departments of the Edmonds School District will do their best to assist you with any questions or concerns you may have. Counselors have many resources available for you as you begin the college selection process. Please do not hesitate to call your son or daughter’s counselor at any time.

Finally, to our students, go to high school for the sake of going to high school. Stretch yourself academically and socially, and dream big. High school isn’t about getting in; it is about believing that you can do anything.

We wish you all the best as you begin this exciting discovery!

The Counselors of:

Meadowdale • Edmonds-Woodway • Lynnwood
Mountlake Terrace • Scriber Lake • Edmonds Heights • Edmonds eLearning

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COLLEGE ADMISSION TIMELINE

SOPHOMORE YEAR

- Assess your strengths and weaknesses and examine your interests, aptitudes, and activities. A number of computer-based programs may be very helpful to you in self-assessment of future goals and plans. Naviance has a Strengths Explorer and Interest Inventory to assist you.
- Take the Pre-ACT offered to all Edmonds School District sophomores. In addition to being a curriculum based test, it has an interest inventory which helps to focus the students on career areas.
- Explore summer opportunities (on-campus programs, work experience, volunteer opportunities, travel, etc.) to enrich your experiences.
- Attend the Seattle National College Fair in the fall.
- Attend the PNACAC Spring College Fair at Seattle University.
- Attend the Edmonds School District Junior-Sophomore College Planning Night.

JUNIOR YEAR

In the fall, attend college representative forums at your school and get on mailing lists.

October

- Take the [PSAT](#). This is recommended for college-bound juniors and is offered in October to all Edmonds School District juniors.
- Plan visits (formal or informal) to college campuses over mid-winter and spring break.

October/November

- Attend the Seattle National College Fair. Over 300 colleges and universities will be represented.

January

- Review PSAT scores with your counselor.

February

- Schedule an appointment with your counselor to discuss:
 1. Post graduation plans and begin the formal college planning process
 2. Review your strengths. Be sure to include grades, activities, test scores, etc.
 3. Plan for college admission tests and register for tests appropriate to your needs ([ACT](#) + Writing, [SAT](#) and/or SAT Subject Tests).
 4. Check if colleges of interest require SAT Subject Tests and consider appropriate dates to take them.
 5. Start developing a list of colleges that interest you based on virtual tours and online college searches.
 6. Review application deadlines and procedures.
- Attend the Edmonds School District Junior-Sophomore College Planning Night.

March

- Pre-register for your senior year. You are strongly encouraged to take an academic senior year (minimum of four academic courses—five academic courses is recommended). Your schedule should include a year of each of the following: English, math, history, science and world language.
- Attend the PNACAC Spring College Fair at Seattle University.
- Plan visits to colleges over spring break.

April

- Register to attend programs such as Business Week, Girl's State or Boy's State. Also consider summer programs on college campuses. See the [Edmonds School District College Planning](#) website for these opportunities.
- Explore Gap year opportunities.

May

- Take [AP](#) exams.
- Contact appropriate persons for ROTC scholarships and Academy appointments.
- Build a list of 5-15 colleges that meet your criteria and pique your interest.
- Plan for possible summer college visits.

June – August

- Complete the [NCAA Clearinghouse](#) registration form online and request that your transcript from your high school be sent to the Clearinghouse if you plan to participate in Division I or Division II athletics in college.
- Attend college summer academic programs.
- Visit college campuses.
- Work, travel, and/or volunteer!

SENIOR YEAR

September

- MEET WITH YOUR COUNSELOR!
- Update your resume.
- Verify graduation credits and college entrance requirements.
- Pare your list of colleges to 3-6 to which you will apply.
- Review college choices and the application process.
- Finalize teacher and counselor recommendations.
- Review scholarship and financial aid information.
- Consider re-testing ([SAT](#), [ACT](#) and/or SAT Subject Tests), if necessary.
- Meet with college representatives who visit your school.
- Contact all colleges on your list and request applications or preview applications on line to see what materials you will need.
- Obtain and complete [PROFILE](#) financial aid form (**only if required**).
- Check on [Early Decision/Early Action/Early Action Single Choice](#) applications and deadlines.

October

- Attend College Planning Night with your parents.
- Submit Free Application for Federal Student Aid (FAFSA) online (www.fafsa.ed.gov).
- Meet with college representatives who visit your school.
- Check with colleges to see if you will need to submit the CSS Profile as a supplement to the FAFSA.
- Complete applications for Early Decision, Early Action or Early Action Single Choice.
- Complete applications for University of California and California State University system, if applicable.

November

- Complete applications with January deadlines.

December

- **University of Washington—Seattle** application deadline for all applicants: **December 1!**
- Attend Financial Aid Night offered at your school.
- Finish all college applications and meet with your counselor to put the “final package” together.
- Write Thank-You notes to teachers who have written you letters of recommendation.

January

- Explore other financial aid opportunities.
- Washington State University and Western Washington University application deadline: **January 31!**

February

- Submit 7th semester grade reports (Mid-Year Reports) as necessary.

March – April

- Make final campus visits if needed.
- Send in confirmation and housing deposit.
- **May**
- *Notify colleges of your decision to attend (or not) by MAY 1.*
- Notify Counseling Center of your college choice.
- Request that your final transcript be sent to the college you plan to attend.
- Take AP and IB exams.

June

The Edmonds School District will celebrate you as a graduate!

COLLEGE CATEGORIES

COLLEGE CATEGORIES

Colleges and universities, including two-year and four-year, fall into one of three general categories: public, private, or proprietary (for-profit). It is important that students and families understand these classifications as they college begin the college search. Part of your decision making involves researching total cost of attendance, the admission criteria, graduation rates and learning opportunities outside the class which may include study-abroad opportunities and internships. The following information comes from the [National Association for College Admission Counseling](#).

Non-Profit

Non-profit private or independent colleges vary greatly in campus climate and course offerings. Many will ask all students to complete a common core course of study. Funded primarily through endowments and student tuition, non-profit private institutions follow the leadership of a board of trustees. Many are religiously affiliated and include some of the oldest institutions in our country. It is the goal of most non-profit private universities, through financial aid, to reduce the total cost and loan burden for students.

Public non-profit colleges and universities are institutions that receive the majority of their funding through the state and offer a lower tuition rate for in-state students. Public institutions may be four-year colleges and universities, two-year community college or technical colleges/institutes.

For-Profit

The number of for-profit or proprietary colleges is increasing rapidly. For-profit institutions operate under the demands of stockholders and investors and often offer narrowly-focused courses of study. Up to 90 percent of revenue comes from federal student aid; unfortunately this reliance on federal student has led the for-profit industry to promote potentially unsafe borrowing practices. Several for-profit institutions have recently been subject of investigations by the U.S. Government Accountability Office in recent years.

TECHNICAL AND TRADE SCHOOLS

There are over 10,000 technical and vocational schools nationwide that offer career-oriented programs with virtually all areas of study related to specific occupations. Because technical colleges are concerned primarily with the preparation of students for immediate employment, they are less likely to include non-vocational or general subject matter in their offerings. If you are planning to transfer to a four year college from a technical college, it would be beneficial to speak with admission personnel from both schools to detail a transfer plan. Not all credits earned in a technical program may transfer to an academic program. There are four state-funded technical colleges in Washington state which provide AA, ATA degrees and certificates at an affordable cost.

COMMUNITY COLLEGES

Two year colleges offer academic programs allowing a student to earn an Associate of Arts or Sciences, Associate in Pre-Nursing or Associate in Applied Science—T degree, which may then transfer to a four-year institution, or receive technical training. As part of the Direct Transfer Agreement in the state of Washington, students who complete the AA or AAS degree are generally able to transfer two years credit to many public or private four-year institutions in the State of Washington. Because community colleges are charged with providing educational services to a diverse population, they are constantly working to expand educational opportunities available to the community. Community colleges often provide its student body with smaller class sizes and more affordable tuition. Some community colleges now offer a select number of bachelor degrees.

GAP YEAR OPPORUTNITIES

A gap year takes place between the senior year of high school and beginning college. A gap year allows a student to immerse himself or herself in an experience leading to self-exploration, global awareness and a greater awareness of future goals. This may include travel, cultural immersion, directed student, internships, conservation and service projects or directed study giving more meaning to the eventual college experience. See Web Resources for a listing of websites detailing Gap Year opportunities.

DETERMINING THE RIGHT COLLEGE FOR YOU

The Education Trust website is a tremendous resource to find graduation rates, costs, comparison of colleges for graduation rates, loan default rates and more: www.edtrust.org. In addition, The National Center for Education Statistics hosts the College Navigator website that has informational data required by the Department of Education: nces.ed.gov/collegenavigator and the White House has developed the College Scorecard: www.whitehouse.gov/issues/education/higher-education/college-score-card to allow students and parents to view more about a college's affordability.

Please see your counselor if you have any questions regarding your college options.

MILITARY SERVICE

The Armed Services offer students many opportunities, both career and **educational**. **When looking in to these options, students should explore the wide range of programs available including, but not limited to: Active Duty, Reserves, Service Academies, ROTC (Reserved Officer Training Corps) scholarships, Officer Training School and GI Bill** funding for higher education. All branches of service will have information detailing the programs available.

The **GI Bill** allows those who have enlisted in the United States Military through active duty to enroll and pay \$100 per month for twelve months. Then, active duty personnel are eligible to receive a monthly education benefit upon completion of a minimum service obligation. Those who are reservists and who have been actively drilling and meet a six year obligation in the reserves are eligible.

ACTIVE DUTY and RESERVES: The United States Military offers many paths for young men and women who wish to serve their country. Active Duty is a full-time job with the length of service to the military branch ranging from two to six years. The Reserves allows all young men and women to maintain a civilian career while training one weekend a month (plus additional Field Training Exercise weekend) with the Reserves. Reservists may be called to Active Duty in times of war. Service in the Reserves may range between three and six years. Young men and women serving in Active Duty as an enlisted soldier perform specific jobs and can rise to the rank of Sergeant Major.

COMMISSIONED OFFICER: There are several ways to become a commissioned officer in the United States Military.

- ROTC programs allow a student to be commissioned as a second lieutenant upon graduation. ROTC scholarships range from covering all expenses with a living allowance or may be partial awards. College students are not sent to “boot camp” but are agreeing to serve as Officers upon graduation. Students may join the ROTC Basic Course during the first two years of college without obligation to serve unless a scholarship has been awarded. Students may begin to apply for ROTC scholarships beginning in the second semester of the junior year.
- College graduates who are U.S. citizens may apply to Officer Training School to become officers in the military. Officer candidates attend basic training followed by Officer Candidate School.
- Civilians in select careers may be eligible for direct commission into one of the military branches. Examples include JAG (Judge Advocate General’s Corps), military chaplains or medical services. Students are encouraged to explore these opportunities as well.

To attend a service academy (Air Force Academy, US Military Academy, US Naval Academy, US Coast Guard Academy or US Merchant Marine Academy), a student should begin the application process during the **spring of the junior year**. See your counselor to initiate an appointment to the academy of your choice.

The application process for each of the academies is similar. You may go to each website to find application materials, descriptions of nominations and links to all nomination sources. Students are encouraged to begin this process in the spring by requesting nominations prior to completing the application in the early fall. Appointment decisions begin in November of the senior year.

UNITED STATES SERVICE ACADEMIES

UNITED STATES AIR FORCE ACADEMY

HQ USAFA/RRS
2304 Cadet Drive
Suite 200
USAF Academy, CO 80840-5025
719.333.2520
www.usafa.af.mil

UNITED STATES COAST GUARD ACADEMY

31 Mohegan Avenue
New London, CT 06320-8103
1.800.883.8724
www.cga.edu

UNITED STATES MERCHANT MARINE ACADEMY

300 Steamboat Road
Kings Point, NY 11024
1.866.546.4778
www.usmma.edu

UNITED STATES MILITARY ACADEMY

Building 606
West Point,
New York 10996
845.938-.041
www.usma.edu

UNITED STATES NAVAL ACADEMY

121 Blake Road
Annapolis, MD 21402-5000
410.293.4361
www.usna.edu

ACADEMY SELECTION PROCESS

To be eligible to enter one of the United States Service Academies, students must meet the following criteria*:

1. Be a citizen of the United States of America. Citizenship must be finalized prior to entering the Academy of your choice. Authorized international students are exempt from this requirement.
2. Be unmarried with no dependents.
3. Be of good moral character.
4. Be at least 17 years old (but less than 23) by July 1 of the year of entry to the Academy. The age requirement is public law and cannot be waived.
5. Be of high leadership, academic, physical and medical standards.

*Criteria taken from the US Air Force and Military Academy Websites, 1/2014

APPLICATION TIMELINE

Junior Year:

1. Complete Academy Preliminary Application. After being designated as an official candidate for admission, you will receive notification by mail. Instructions for proceeding with the application process will be included.

March 1 of Junior Year—December 31 of Senior Year: Request nomination from both of Washington's US Senators and applicable members of House of Representatives and the Vice President of the United States. Applicants should apply to all available sources. Students are encouraged to visit specific websites to see the timelines for the various elected official's nominations. Nominating officials may select up to 10 applicants for each cadetship available.

Senior Year:

1. Complete the Academy Preliminary Application, if not previously submitted.
2. Once you have received notification that you are an official candidate for admission, you may complete your candidate file.
3. The Admissions Department at the service academy will submit your name to the Department of Defense Medical Examination Review Board who will contact you to schedule your medical examination.
4. Complete the Candidate Fitness Assessment under the administration of a teacher with a physical education degree or an active duty officer.
5. October/November of senior year, letters of assurance are sent to students who will be offered an appointment once nominations are received.
6. December—Congressional representatives and other nomination persons will submit nominations to Academies between December 1 and January 31.
7. March—the majority of offers of appointment will be made.
8. Offers of appointment are conditional from the time of offer to the time of admission.

ACADEMY NOMINATION SOURCES

CONGRESSIONAL

1. US Senators

US Senator Patty Murray
2988 Jackson Federal Building
915 2nd Avenue
Seattle, Washington 98174
<http://murray.senate.gov/academy/index.cfm>

U.S. Senator Maria Cantwell
ATTN: Academy Nominations c/o Samuel Mack
950 Pacific Avenue
Suite 615
Tacoma, WA 98402
253.572.2281
<http://cantwell.senate.gov/services/academy.cfm>

2. US Representatives

Because this is based on your physical house address, please go to
<https://writerep.house.gov/writerep/welcome.shtml>
to find your US Representative.

3. Vice President of the United States

Vice President Mike Pence
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500
http://www.whithouse.gov/administration/vice_president_biden

MILITARY RELATED

Some Academy appointments are made through means connected to prior military service. These include:

1. Presidential
2. Regular/Reserve Components
3. Honor Military Schools/JROTC
4. Children of Deceased/Disabled/MIA veterans
5. Children of Medal of Honor Awardees

Please see specific Academy websites for further details.

OTHER

Foreign (Through State Department)
U.S. Territories

UNDOCUMENTED STUDENTS

Undocumented students are those individuals who were born outside of the United States and who have not entered the country legally. Undocumented students are often the sons and daughters of parents brought to the United States at a young age. Since 1981 (Plyer v Doe Supreme Court decision), K-12 education has been accessible to undocumented students, however pursuing post secondary degree options is often difficult. In all but ten states, undocumented students cannot access in-state tuition rates and in all cases, undocumented students do not qualify for federal student aid (including loans, grants, scholarships and work-study programs) and many scholarships. Undocumented students that do attend and obtain a post secondary degree, cannot legally work in the United States.

In 2003, Washington state became one of the ten states allowing undocumented students to pay in-state tuition. House Bill 1079 requires students to meet all of the following:

- Live in Washington State for three years immediately before receiving a high school diploma
- Graduate from a Washington State high school
- Sign the affidavit stating that they will file to adjust their status as soon as possible
- Be accepted into a public college in Washington

In addition, in 2014, the Washington state Legislature approved SB 6523, the REAL Hope Act which allows undocumented students to apply for state-funded financial aid for college if the student qualifies for in-state tuition under HB 1079. Students need to complete the Washington Application for State Financial Aid (WAFSA) by February 1.

Financial Aid

Due to current legislation, undocumented students are not eligible for federal financial aid or state need grants. Unless residency paperwork is in process, do not submit a Free Application for Federal Student Aid (FAFSA) to the Department of Education. This information may be shared with immigration services. Some colleges may request that undocumented students submit a paper-based FAFSA for the sole purpose of determining eligibility for scholarships. Students are encouraged to submit this if requested as it may increase potential financial assistance. Individuals who earn wages in the United States and who are not eligible for a Social Security Number (SSN) are issued an Individualized Taxpayer Identification Number (ITIN). The ITIN is issued regardless of immigration status. The ITIN is for tax purposes only and may not be used as a SSN for the FAFSA.

Websites

www.hb1079.org	This Washington state website is a resource to help undocumented students understand House Bill 1079 and find support to attend college.
coalition.wsu.edu/resources	Provided by Washington State University, this website serves as a guide and resource for undocumented students in Washington.
readyssetgrad.org/college/state-financial-aid-dreamers	Website for Washington State DREAMers — includes access to the WAFSFA
www.elcentrodelaraza.com	Support for low-income Latino youth in the Seattle area. Scholarship resources available.
www.wacreamcoalition.org	Website for the Washington Dream Act Coalition.
www.e4fc.org	Based in California, the Educators for Fair Consideration website has resources available to students and parents which often applies to students outside of California.
www.iyjl.org	Website for Immigrant Youth Justice League based in Chicago with DREAM Act information and scholarship resources.
www.dreamersunidos.com	A While often applicable to Illinois, a private scholarship listing is available showing potential scholarships throughout the country.
www.latinocollegedollars.org	Hispanic Scholarship Fund website.
www.maldef.org	Website for the Latino Legal Voice for Civil Rights in America.
www.semy.org	Website for Secondary Education for Migrant Youth serving middle and high school youth.
www.salef.org	Salvadoran American Leadership & Educational Fund website.
www.uskli.org/student/scholarship_guide.php	Hispanic Scholarship Directory from the United States Hispanic Leadership Institute.

NAVIANCE

The Edmonds School District has recently adopted Naviance for our middle and high school students to use to do college and career planning. Part of this program will allow counselors to track and analyze data about college and career plans which will then provide valuable information specific to each of our schools.

Naviance Family Connection will allow you to:

- Research colleges and universities using a tool which will allow students to personalize the search through SuperMatch™.
- Students will take career interest inventories that will help them discover career paths based on having similar interests as those currently in careers, educational level and training and individual goals.
- Students will have access to Roadtrip Nation Interview Archive which has thousands of video interviews with individuals who speak to their own goals, challenges and successes.
- Take assessments which will provide information and suggestions on how to apply personality traits in school, career, and life.
- Align student strengths and interests to post-secondary goals.

In addition, schools will share information about upcoming college visits, events, scholarships and opportunities through Naviance Family Connection. Many college applications and materials will be submitted through Naviance.

Each middle school and high school has the Naviance hyperlink button on their home page:



Student login will use their default district computer username and password:

Username: 5last3first000 or 001
Password: 4last2digitbirthmonth2digitbirthday

STATE OF WASHINGTON CORE REQUIREMENTS

MINIMUM HIGH SCHOOL COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS (CADR) FOR THE SIX PUBLIC BACCALAUREATE INSTITUTIONS IN THE STATE OF WASHINGTON:

Central Washington University • Eastern Washington University
The Evergreen State College • Washington State University
University of Washington • Western Washington University

The following minimum academic requirements for entrance to the public universities in the State of Washington are generally applicable to colleges and universities throughout the country. Please consult with your counselor for additional requirements that may need to met for independent colleges and universities or universities out of state.

The all public universities in Washington will do a holistic review of a student's application. Applications that meet minimum Higher Education Coordinating Board requirements will be reviewed for admission. Other factors that are often considered in the admissions process include a personal statement, involvement and commitment to community service and school activities and the strength of a student's curriculum grades nine through eleven and a rigorous senior year schedule. Colleges are not under any obligation to accept district equivalency agreements.

For admission to the four-year public universities, a student may begin applying in October or November of the senior year. Application dates vary by college and university. **It is very important to adhere to these dates.**

Minimum CADR:

ENGLISH: Four years of English study is required, at least three of which must be in composition and literature. One of the four years may be satisfied by courses of elective English such as creative writing, journalistic writing or ELL. Courses not generally acceptable include those identified as remedial or applied (i.e. developmental reading, Remedial English, Basic English Skills, Review English, yearbook/annual or newspaper staff).

MATHEMATICS: Math is required at the level of algebra, geometry, and advanced (second year) algebra. **Students are encouraged to take math all four years.** More advanced mathematics courses such as trigonometry, pre-calculus, and calculus are strongly recommended. **Students must earn a credit in a math-based quantitative course in the senior year.** Arithmetic, pre-algebra, and business mathematics courses will not meet the requirements. An algebra or integrated math course taken in the eighth grade may satisfy one year of the requirement if the second-year algebra or integrated math is completed in high school.

SOCIAL STUDIES: Three years of study is required in history or in any of the social sciences. Credit awarded for student government, leadership, community services, or other applied activity courses will not satisfy this requirement.

SCIENCE: Two years of science is required. One credit must be earned in an algebra-based

chemistry or physics class. It is strongly recommended that students planning to attend a four year college include at least one year of chemistry in their studies. Science taken prior to the ninth grade does not apply toward the science CADR. Please note: **Western Washington University requires one year of algebra-based chemistry or physics.**

WORLD LANGUAGE: Two years of study in a single world language is required. A course in world language or study of American Sign Language taken in the eighth grade may satisfy one year of the requirement if the second year is completed in high school. Two years of study in American Sign Language will satisfy the world language requirement for most universities. The world language requirement will be considered satisfied for students who complete their education through the seventh grade from non English-speaking countries. We strongly encourage students to pursue study of a world language beyond the second year. *The **University of Washington** (Seattle campus) College of Arts and Sciences' graduation requirement for proficiency in a foreign language will be fulfilled by completion of three full years of high school-level study in a single foreign language.*

FINE, VISUAL, PERFORMING ARTS OR ACADEMIC ELECTIVES: One year of study is required in the fine, visual, or performing arts, or one additional credit in math, English, social science, lab science or world language. Fine, visual, and performing arts include study in art appreciation, band, ceramics, choir, dance, dramatic performance, and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, pottery, print making, and sculpture. Courses not acceptable include: architecture, creative writing, drafting, fashion design, interior design, sewing, speech, web design or graphics, woodworking and yearbook. **The University of Washington and Western Washington University require a minimum of one semester of this requirement be specifically in the fine, visual, or performing arts.**

ADDITIONAL OUT-OF-STATE INFORMATION FOR CORE REQUIREMENTS

- The **University of Oregon** requires three years of science.
- The **University of California** and **California State University** systems require students to complete a single year-long **sequence** of an approved art course from a single discipline. Please see the system websites for further information:

University of California
California State University

<http://www.universityofcalifornia.edu/admissions/>
<http://www.csumentor.edu/planning/>

APPLICATION AND ADMISSION OPTIONS

During the senior year, students will apply to the colleges/universities he or she has ultimately decided will provide the best learning experience. Ideally, students will have narrowed the selections down to five to eight post-secondary institutions. Application deadlines will vary among all colleges and application options may be available.

Students will often receive offers from colleges and universities inviting the student to apply early by use of a “priority application” or “fast app,” often eliminating the need to submit an essay and/or application fee. Students should only respond to these offers if the college is on the student’s list or is one the student would realistically consider attending. No benefit is gained by applying to a school a student does not have interest in attending.

We encourage students and parents to meet with the high school counselor to determine the best application options that best fit the needs of the student. It is the responsibility of the student to determine and adhere to all application options and restrictions.

From the [National Association for College Admission Counseling](#) Definitions of Admission Options in Higher Education, 2/2012

Non – Restrictive Plans:

Regular Decision—Students submit an application by a specified date and receive a decision in a clearly stated period of time. Commitment is non-binding.

Rolling Admission—Institutions review applications as they are submitted and render admission decisions throughout the admissions cycle. Commitment is non-binding.

Early Action—Students apply early and received a decision well in advance of the institution’s regular response date. Commitment is non-binding.

Restrictive Application Plans:

Restrictive Early Action – Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm. Commitment is non-binding.

Early Decision—Students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. Students should only consider this option if financial aid is not a driving consideration. The application deadline and decision deadline occur early. Commitment is binding.

COLLEGE ENVIRONMENT CONSIDERATIONS

Colleges That Change Lives

www.ctcl.org

Author Loren Pope explores colleges that encourage students to look beyond name recognition of an institution and instead focus on colleges which promote leadership, community service and opportunities to grow as individuals at liberal arts colleges.

Colleges That Change Lives: 40 Schools That Will Change the Way You Think About Colleges,

Loren Pope, and Hilary Masell Oswald, Penguin Books, New York, NY, 2012.

Colleges That Change Lives College Tour

August 3, 2017 at 7:00pm

Hilton Bellevue

Salons A, B, C, D

300—112th Ave SE

Seattle, WA 98004

Making a Difference Colleges

<http://www.green-colleges.com/>

A listing of 75 colleges campuses concerned about service learning, peace, social change and the environment.

Council on Public Liberal Arts Colleges

www.coplac.org

COPLAC focuses on identifying public universities that champion a liberal arts education.

John Templeton Foundation: Colleges That Encourage Character and Development

www.collegeandcharacter.org

The goal of the initiative sponsored by the John Templeton Foundation is to promote attributes such as honesty, compassion, self-discipline and respect. Order copies of The Templeton Guide at this website.

INTERNATIONAL COLLEGE EXPERIENCES

There are many American universities and American-style universities across Europe. Examples include [Franklin University](#) in Lugano, Switzerland, [John Cabot University](#) in Rome, Italy, [Richmond, The American University in London](#) and the American Universities in [Paris](#) and [Rome](#).

AMERICAN UNIVERSITIES WITH INTERNATIONAL CAMPUS LOCATIONS

Many colleges and universities throughout the United States have campuses in foreign countries. Examples include:

Gonzaga University (WA):	Florence, Italy and Paris, France
Loyola University (IL):	Rome, Italy
New York University (NY):	Florence, Italy
St. Louis University (MO):	Madrid, Spain
Webster University (MO):	Vienna, Austria; Leiden, The Netherlands; London, England; Shanghai, China; Cha-am, Thailand
Temple University (PA):	Rome, Italy; Tokyo, Japan; Oviedo, Spain

Students may also choose to immerse themselves in a new culture by studying at one of the many university systems throughout the world. For more information, visit these websites, among others, detailing country requirements to study at a foreign university:

Websites

www.aucc.ca	Association of Universities and Colleges of Canada
www.educationuk.org	Links to all colleges in the United Kingdom
www.ucas.com	Link to the British national common application
www.educationireland.ie	A comprehensive website of Educational opportunities available in Ireland.
www.australearn.org	A comprehensive website of educational opportunities available in Australia, New Zealand and the South Pacific.

TAKING THE TESTS

For entrance into most four year colleges or universities, a student must take either the ACT or SAT during the spring of the junior year or fall of the senior year. *The ACT and SAT are accepted universally at all colleges and universities*; therefore, students are encouraged to take both the ACT and SAT to determine which test is a better test for the individual student. It is also very important for students to research colleges and universities for policies regarding requiring the writing portion of the exams for admission. Each college will have individual policies with regard to how multiple test records are used. It is important to look at individual college websites regarding test policies rather than relying on other resources which may not be up to date. It is also important to note that these scores are only a piece of the overall application and too much emphasis should not be placed on these exams. Many college admission offices recommend taking each exam no more than two times.

The [ACT](#) test is a test of educational development and measures how much the student has already learned. It reflects the high school experience, being more closely tied to curriculum and covering concepts taught in most secondary schools. The overall test time is two hours, fifty-five minutes plus an optional forty-minute writing test. The ACT consists of tests in four areas: English, Reading, Math, and Science Reasoning and an optional Writing test.

The [ACT](#) at a glance:

English – 75 questions to answer in 45 minutes

Math – 60 questions to answer in 60 minutes (calculator use permitted)

Reading – 40 questions to answer in 35 minutes

Science Reasoning – 40 questions to answer in 35 minutes

NO penalties for wrong answers...SO...Answer all questions!!!

Scoring: Each section is scored from 1 – 36. A composite score is determined by averaging the four subject areas.

The [ACT](#) also offers an *optional* 30-minute **Writing Assessment** test. We encourage students to take the writing test at least once. A scored generated weighting two-thirds of the multiple choice score and one-third of the written score will represent the English writing score. Please check college websites for specific policies regarding the ACT Writing Assessment.

Registration materials and practice exams are available in the counseling center or on-line at www.actstudent.org

ACT Score Reporting

Four FREE reports from a single test date are available at the time of registration . Additional Score Reports (ASR) are available after the test for an additional fee.

If you have taken the ACT or ACT Plus Writing more than once, ACT maintains a separate record for each test date. ACT will release only the record from the test date you request. This ensures that you maintain control of your records.

You may ask ACT to report more than one test date record to a college. However, you may not select test scores from different test dates to construct a new record; you must designate an entire test date record as it stands. ACT does not create new records by averaging scores from different test dates.

In March 2016, The College Board is introducing the Redesigned [SAT](#). The new SAT is designed to be more closely aligned to curriculum and will provide feedback regarding college and career readiness.

The SAT now assess three components: Evidence-Based Reading and Writing, Math and an optional essay. The overall testing time will be 3 hours plus an optional fifty-minute essay.

The [SAT](#) at a glance:

Reading Test:	65 minutes	52 questions
Writing & Language Test:	35 minutes	44 questions
Math Test:	80 minutes	58 questions

The [SAT](#) will offer an *optional* essay which will ask students to analyze text after reading a passage and essay prompt. Students will have 50 minutes to complete the essay. A score of 1-4 points will be awarded by two different readers of the essay in three areas: reading, analysis and writing. We encourage students to take the writing test at least once. Please check college websites for specific policies regarding the SAT Writing Assessment.

Free test preparation is available through [Khan Academy](#).

More information for the SAT available at: <https://collegereadiness.collegeboard.org/sat>

The [Subject Tests](#) are one-hour, primarily multiple choice tests that measure knowledge of particular subjects and ability to apply that knowledge. A student applying to some more highly selective colleges may need to complete at least two subject tests in addition to the SAT with Writing and/or ACT with Writing. Please consult your counselor and college websites to determine if you need to take the Subject Tests.

Subject tests are offered in the following areas: English Literature, US History, World History, Mathematics Level 1, Mathematics Level 2, Biology, Chemistry, Physics, Chinese with Listening, French, French with Listening, German, German with Listening, Modern Hebrew, Italian, Japanese with Listening, Korean with Listening, Latin, Spanish, and Spanish with Listening.

SAT Score Reporting

Four FREE reports available at the time of registration. Additional reports may be sent for an additional fee.

Students will have the following choices for sending scores to each college chosen:

- Students will have the option (Score Choice) to select scores by test date for the SAT and by individual test for the SAT Subject Tests to send to colleges.
- Students will have until nine days after the published test date to alter the four free score reports at no charge (via Score Choice options or where scores are sent).

- Any or all of your scores can be sent to a college on a single score report.

Students should verify test policies for individual colleges and universities from specific institution websites.

STUDENTS WITH A DISABILITY

Students with a diagnosed learning or health disability may be eligible to take the SAT or the Subject Tests and ACT with extended time or other appropriate accommodations. Current documentation (within the last three years) of a disability will be required. Documentation required by the testing agencies vary. There are specific guidelines to qualify for testing accommodations which you may find on the [ACT](#) and [SAT](#) websites. Students who believe they may qualify for extended time on standardized tests (AP, ACT or SAT) should see their counselor as early as possible to complete the necessary paperwork that will be in addition to the regular registration materials.

ADVANCED PLACEMENT COURSES AND EXAMS

[Advanced Placement \(AP\)](#) courses offer students the opportunity to do college-level work while still in high school. Upon completion of the AP course, students take the nationally administered AP examination in May. According to performance on the examination, students may receive credit at the college of their choice. The AP exam contains a multiple-choice section and an essay section. AP exams take about three hours to complete. Every examination receives an overall grade on a five-point scale.

An AP Grade Report is sent in early July to each student, high school, and, if requested by the student, to the college selected by the student. Colleges and universities have individual criteria for accepting AP credits or granting advanced standing. Students should check with specific colleges for more information on Advanced Placement policies. AP Credit Policy Information website.

INTERNATIONAL BACCALAUREATE COURSES AND EXAMS

Internal assessment

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

External assessment

- Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include world literature assignments for language A1, written assignments for language A2, essays for theory of knowledge and extended essays.
- Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject.

Websites

www.actstudent.org	The official website for the ACT. See sample questions and tips, test dates and deadlines, register online, and look at colleges.
http://sat.collegeboard.org/home	The official website for the SAT. Register online for the SAT, see sample test questions and tips, and do a college search.
apstudent.collegeboard.org/exploreap	Student information for AP courses and testing.
www.ibo.org	Student information regarding the International Baccalaureate Diploma
www.khanacademy.org/sat	Free personalized test prep for the SAT
https://www.kaptest.com/act/enroll?tab=events	Free ACT prep

2017 – 2018
EDMONDS SCHOOL DISTRICT TESTING CALENDAR

TEST AND DATE	COST	RECOMMENDED FOR:
Pre-ACT: Practice test for the ACT October 11, 2017 <i>*Offered to all Edmonds SD sophomores</i>	Approx. \$15.00	All college or university bound sophomores. Tests areas of English, Reading, Math and Science
PSAT: Practice test for the SAT October 11, 2017 <i>*Offered to all Edmonds SD juniors</i>	Approx. \$15.00	College or university bound juniors. Sophomores wishing to enter Running Start are encouraged to take to qualify for the National Merit Scholarship program. Other sophomores may take for practice. Tests verbal and math skills
<u>ACT:</u> September 9, 2017 October 28, 2017 December 9, 2017 February 10, 2018 April 14, 2018 June 9, 2018	Approximate Fees: \$42.50 for the ACT \$58.50 for the ACT with Writing	Four-year college/university bound juniors and seniors. It is recommended that juniors begin taking the ACT during the spring of the junior year. Some colleges will use the ACT as a placement into college courses. Tests English, Reading, Math and Science. Optional Writing test.
<u>SAT and Subject Tests:</u> August 26, 2017 October 7, 2017 November 4, 2017 December 2, 2017 March 10, 2018 May 5, 2018 June 2, 2018	Approximate Fees: \$45.00 for the SAT \$57.00 or SAT with Essay \$26 Basic Subject Test Fee (per registration) + \$20-\$26 per test fee	Four-year college/university bound juniors and seniors. It is recommended that juniors begin taking the SAT during the spring of the junior year. Tests Reading, Writing & Language and Math. Optional essay. SAT Subject Tests: subject- specific tests required by some colleges/ universities
Advanced Placement (AP) exams May 2018	Approx. \$90.00	Students currently enrolled in AP courses. Students may earn credit based upon student's score.
International Baccalaureate (IB) exams April and May 2018	Varies	Students currently enrolled in the IB program at Edmonds-Woodway High School.

DISCOVERING YOU

Choosing the right school will require the student and parent to explore the goals of the student. While a technical school may be the best choice for one student, a four year college may be for the next. Your parents know you best and can be an invaluable resource to help you process these questions. Ultimately, though, it is important to choose the school that is right for you as a student, not what seems right for your parents or friends. It is also important to discuss many of the details such as cost of attendance, your ultimate goals and transportation expenses. Many factors will be important to think about and discuss as a family because these will impact the family. Make this discussion a continuous process, not a final conclusion, and something that is reviewed and revised throughout the admissions cycle.

For the student:

WHAT ARE YOU LOOKING FOR?

- **What are the “non-negotiables”? What five characteristics are you not willing to compromise?**
- **Geographical location:** Northeast • South • Midwest • West Coast
- **Campus setting:** Urban • Suburban • Rural
- **Enrollment Size:** Very Small (less than 1000) • Small (1000-5000) • Medium (5000-10,000) • Large (10,000-20,000) • Very Large (20,000+)
- **Religious Orientation:** Pervasively Christian • Catholic • Other church sponsored • None
- **Academic Orientation:** Liberal Arts • Strong math/science • Vocational
- **Campus Character:** Residential • Some commuters • Commuter
- **Campus Community:** Diversity • Homogeneous
- **The Campus Culture:** Highly competitive • Competitive • Collaborative or no pressure
- **Extracurricular activities you hope to pursue?**

WHY COLLEGE?

- What are three things you want most from your college experience?
- What kind of pressures from others are you feeling right now regarding your college choice?
- What are three things you would like the college of your choice to offer?
- Looking at yourself both in and out of school, what personal assets will help you succeed in college?
- Who or what will be your most helpful resource in making your decision about which college to attend?
- What is your number one reason for going to college?
- What will a “successful college experience” mean to you?

Questions for your Parents—the answers to these questions should be shared with your student:

- How far is the college from home?
- Do you prefer a big city? Suburb? Small town?

- Do you have other preference requirements? (i.e. close to grandparents or a major medical center)
- Do you have a specific location in mind?
- Why do you think your child wants to go to college?
- How will your child react if your expectations conflict?
- Will your child be more successful in a very small college? A smaller private school? A medium sized school? A very large university? Why?
- How good is your child at asking for help (anything from directions on campus to tutoring) when needed?
- Do you prefer an institution that is primarily for undergraduates? Why or why not?
- Would you consider a single-sex school? Would you prefer one?
- In a coed school, do you care whether the male to female ratio is balanced?
- Do you prefer a school with a religious affiliation?
- What preferences (and prejudices) do you think your child has regarding the size and student composition of the college he or she will attend?
- How realistic do you view these preferences?
- Does your child have a major in mind? If so, what?
- How certain about it do you think your child feels? Does he/she have a career goal? If so, what?
- How do you feel about this choice of major and/or career?
- Do you think your child would be happy at this school if he/she changes major?
- What other academic areas do you hope will be pursued in college?
- Are there subjects that your child is likely to avoid that you think should be studied?
- Do you think your child works better when challenged by tough classes and bright classmates or when near the top of a less competitive group?
- Is having your child attend a prestigious college important to you?
- Is it equally, more, or less important to your child?
- Will cost influence where your child attends college? Are you planning to apply for financial aid?
- How much money, if any, have you set aside for college expenses for this child?
- What amount do you expect your child to contribute from earnings and assets?
- What extracurricular activities do you hope your child will pursue in college?
- Would you prefer your child to live at home? In a single-sex dorm? In a coed dorm? In a fraternity or sorority? In an apartment?
- How will your child do with a roommate? How about more than one?
- **Most importantly, why do you want your child to go to college?**

COLLEGE REPRESENTATIVE VISITS AND COLLEGE FAIRS

Throughout the fall, and sometimes during the spring, Admission Representatives will come to Edmonds School District high schools to meet with prospective students. This is a tremendous opportunity for students to meet with the person who will likely be the first to read their application.

Why should you attend an Admission Representative's visit?

- In a smaller setting, learn more about the college/university.
- Introduce yourself to the Admission Representative – he or she may be interviewing you later!
- This is a chance to ask specific questions about a college/university's specific programs, policies, housing, athletics, safety, and more.
- Talk one-on-one, time permitting, about your particular interests or academic situation.
- Please come prepared to ask good questions, be respectful, and represent yourself well during this time. Many Admissions Officers will remember you from these visits!

The [Seattle National College Fair](#), sponsored by the National Association for College Admission Counseling (NACAC), held at the Washington State Convention Center is another opportunity to meet with representatives from all over the United States, Canada, and Europe. Sophomores and juniors are strongly encouraged to attend with their parents. **Pre-registration is encouraged!**



The [Performing & Visual Arts Fair](#) is designed for students interested in pursuing undergraduate and graduate study in the areas of music, dance, theater, visual arts, graphic design, and other related disciplines. **Pre-registration is encouraged!**



The [Pacific Northwest Association for College Admission Counseling](#) sponsors a **Spring College Fair** at Seattle University. While this is a smaller fair than the National Fair, approximately 200 colleges will be represented. The PNACAC Spring College Fair will be held in April at the Connolly Center on the campus of Seattle University. See your counselor for updated information.

NACAC has prepared a wonderful tips and resources for attending a college fair. Please see the [NACAC Fairs website](#) to make the most of your college fair experience.

QUESTIONS TO ASK AT A COLLEGE VISIT

While visiting a campus, it is important to not only see the school, but to talk with important people on campus: the admissions office (preferably the admission officer who represents our area), the financial aid office and most importantly the students. We encourage you to look at the National Survey of Student Engagement for more thoughtful questions: www.nsse.iub.edu.

A personal visit to a campus is invaluable. Websites, viewbooks and personal accounts from friends tell only a part of the story. Plan your visit for times when students are on campus. Be sure to call ahead or check the school's website to see if the college offers tours only on particular days of the week and times or if you can schedule a time to come in for a tour and to meet with an admissions counselor. Avoid holidays, finals week or campus dates when the campus is closed (these may be different from days that your high school is out of session).

As you tour the campus—look all around you. As you walk by classes, do you see students engaged in learning? What are students doing outside of class time? Pick up a copy of the campus newspaper and read it—check out bulletin boards in dorms and posted throughout campus. These will give you incredible information as to the true character of the campus.

Some ideas to generate questions and things you will want to know to make an informed decision:

Admissions Office:

- What are the admission requirements for this college/university?
- What high school courses are necessary?
- What tests are required?
- What will be necessary to complete the application (i.e. essays, letter of recommendation)?
- What are the deadlines for admission and financial aid?
- Does this school offer a variety of programs in the areas that interest me?
- How does academic advising work on campus?
- What study abroad or volunteer opportunities are there for students?
- Are there opportunities for internships, co-ops, etc.?
- What academic support resources are available?
- Are students required to live on campus?
- Are there fraternities or sororities available? If so, can freshman live in the house?
- Is it difficult to get on-campus housing?
- What is the cost?
- How do I apply for on-campus housing?
- How many students live on campus? Do most stay on weekends?
- Is on-campus housing required? Is it guaranteed all four years?
- What extracurricular activities are available?
- What medical services/facilities are available to students?
- What percentage of students come back for the sophomore year?
- What is the university's commitment to students graduating in four years?

- HOW SAFE IS THE CAMPUS? What proactive measures are taken?

For the Financial Aid Office:

- What is the total tuition and fees for this college?
- What kind of aid is available?
- What is the priority deadline for the FAFSA?
- Do I need to fill out the PROFILE in addition to the FAFSA?
- What are the priority deadlines for financial aid?
- Are there institutional scholarships to apply for?

For Current Students:

- How many hours a week (day) do you study? Is that typical of all students here?
- Do you feel safe here?
- Are professors available to students outside of class?
- Do you find support services readily accessible?
- Is it easy to be involved on campus?
- Are students encouraged to study abroad? Do research?
- Are campus jobs available?
- What is dorm life like?
- Do students stay around campus on weekends?
- What types of activities are available to students on weekends?
- Is the dorm food good?
- Is it possible to study in your dorm room?
- What type of political climate exists? Would you describe this campus as conservative? Liberal? Moderate?
- What do you like most about this college?
- What do you like least?
- If given the opportunity, would you choose this school again?

ADMISSION INTERVIEWS

Selective colleges may invite you to an interview on campus or with a representative at location near you. Sometimes, the interviewer is an alumnus of the college or university, or it may be the regional admissions counselor. Colleges use the personal interview to learn more about you beyond your application. If you are given the opportunity to interview — take it!

Helpful hints for interviews:

- Research the school ahead of time. If you have had the opportunity to visit, be sure to mention this. Demonstrate that you have done your homework.
- The interview is not the most important piece of your application process. Your transcript, meaningful involvement in activities, essays/personal statements and recommendations weigh more than a polished presentation.
- Dress appropriately—no jeans or pants that sit below your natural waist, clothes should not be too tight or too loose. How you dress shows that you have given thought to a good first impression.
- Be prepared to talk about yourself—you are the expert on you! What are your best attributes? What are you looking for in a college? What most interested you about this particular college/university? What are your strongest or most favorite academic subjects? What was your proudest moment and why?
- Many times, the interviewer will be an alumnus of the university. This is your chance to ask about the student experience.
- Be prepared to ask knowledgeable questions about what you are looking to do in college: internships, research, study abroad, athletics, etc.
- Bring your resume. You may still be asked to complete a brief questionnaire but a resume is helpful. You may also want a copy of your transcript.
- If your parents attend, decide in advance the role they will play. Be polite and introduce them to the interviewer. However, remember, this interview is about you and for you. If your parents have questions, leave these for the end.
- Use proper grammar and think before you speak.
- Turn off your cellphone. Don't go into the interview texting or text while you are waiting.
- Write a note or email to thank the interviewer. Be sure that you have his/her contact information prior to leaving. Mention something specific that you spoke about in your interview and ask any additional follow-up questions to demonstrate that you have thought about the interview.

COLLEGE COMPARISON WORKSHEET

COLLEGE NAME			
LOCATION <ul style="list-style-type: none"> ◆ Distance from home ◆ Climate ◆ How will I get there? 			
SIZE <ul style="list-style-type: none"> ◆ Enrollment ◆ Physical size of campus 			
ENVIRONMENT <ul style="list-style-type: none"> ◆ Type of school (2 yr, 4 yr.) ◆ School setting (urban, rural) ◆ Opportunities in nearest city ◆ Coed, male, female ◆ Religious affiliation 			
ADMISSION REQUIREMENTS <ul style="list-style-type: none"> ◆ Deadline ◆ Tests required ◆ Av. test scores, GPA, rank ◆ Special requirements 			
ACADEMICS <ul style="list-style-type: none"> ◆ Is my major offered? ◆ Special requirements ◆ Student-faculty ratio ◆ Typical class size ◆ Core curriculum 			
COLLEGE EXPENSES <ul style="list-style-type: none"> ◆ Tuition ◆ Room & board ◆ Application fee ◆ Deposits 			
FINANCIAL AID <ul style="list-style-type: none"> ◆ Deadline ◆ Required forms ◆ % receiving aid ◆ scholarships 			
HOUSING <ul style="list-style-type: none"> ◆ Residence hall requirement ◆ Availability ◆ Types and sizes ◆ Food plan 			
FACILITIES <ul style="list-style-type: none"> ◆ Academic ◆ Recreational ◆ Other 			
ACTIVITIES <ul style="list-style-type: none"> ◆ Clubs, organizations ◆ Greek life ◆ Athletics, intramurals ◆ Other 			

Developed by ACT, Inc.

ADDRESSING LEARNING DISABILITIES

Students with a learning disability are able to have a successful college experience. However, students and parents are encouraged to be “critical consumers” – *You are the student* – pick a school that is right for your needs and fulfills your goals – not those of anyone else. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are the prevailing laws at the post-secondary level. Both are about nondiscrimination and access for eligible individuals with disabilities. Ideas to consider:

1. Look for a GOOD MATCH – find a school that fits you in the areas of student services and the campus.
2. Find out what it will take to GRADUATE from the school.
3. Look at the type of services available to students with a disability. ASK questions!
4. Find out the college or university’s philosophy – it should be one of EMPOWERING the student.
5. Language is important! - You do have a disability. Know the difference between “equal and meaningful access” versus success. Though you have a disability, you are not guaranteed success but you are entitled to access. Know the difference between your rights and your responsibilities.
6. Accommodations are NOT determined by your label.
7. You have a right to equal access – AND – you have the right to succeed and to fail.
8. High school and college are different: the rules, regulations and ownership of learning change.
9. Essential components and fundamental altering of the curriculum are not accommodations – i.e. if a world language requirement is deemed an essential component of the curriculum, you must take a world language regardless of your disability.
10. You need to UNDERSTAND and be able to ARTICULATE your learning disability and what will be necessary to help you be a successful student
11. Recognize that K-12 transition is important – but even more so is the transition to the World of Work – look at what accommodations will or will not be provided to you in a your particular job.

From Terri Bowdain, formerly of the University of Colorado – Boulder:

It is important for you to meet with your high school counselor no later than your junior year to discuss what the most appropriate “next step” is for you. Learn early on, however, to understand your learning needs, embrace your disability as a part of who you are, and don’t ever give up! A student with a disability, and even those without, should strongly consider writing a cover letter to the colleges he/she is applying to. This letter will demonstrate self-advocacy skills by showing the college that the student understands his/her disability and any needs he/she may have for success in the classroom.

Additionally, it gives the student a chance to explain why he/she feels the particular school is a good match and what the student will bring to the college community.

With the ADA Amendments Act of 2008, no legislation or regulations now exist requiring documentation be requested or obtained to demonstrate entitlement to legal protections or obtain reasonable accommodations. It is important to note that diagnosis of a learning disability is generally not taken into account during the admission process. After admission, it is the responsibility of the student to access Disability Services at the college/university in order to receive appropriate and reasonable accommodations. Students are encouraged to start this process as soon as possible after the notice of admission is received.

Sources of Documentation:

1. Student's Self-Report
2. Observation and Interaction through interaction
3. Information from External or Third Parties.

Students are encouraged to learn more through communication with Disability Services offices on campuses or by visiting the Association on Higher Education and Disability website: ahead.org.

Websites

www.ldonline.org	Tremendous resource for students with learning disabilities or ADHD
www.ahead.org	Resources for students with disabilities for transitioning to college and beyond
www.ncld.org	National Center for Learning Disabilities
www.chadd.org	Children and Adults with Attention Deficit/Hyperactivity Disorder
www.ncset.org	National Center on Secondary Education and Transition
www2.ed.gov/about/offices/list/ocr/	Department of Education Rights and Responsibilities for students with disabilities.
www.actstudent.org/regist/disab/	ACT information for students with disabilities
sat.collegeboard.org/register	SAT information for students with disabilities

SPECIAL INTEREST RESOURCES

Native American Students

www.collegefund.org	American Indian College Fund
www.aihec.org	American Indian Higher Education Consortium
www.nativeculturelinks.com	Tribal Colleges, Native Studies Programs, and Indian Education
www.qemnetwork.qem.org	Quality Education for Minorities

Black Students

www.uncf.org	United Negro College Fund
www.qemnetwork.qem.org	Quality Education for Minorities
www.black-collegian.com	A career website for African-American college students.
www.ed.gov/edblogs/whhbcu/	Department of Education listing of Historically Black Colleges and Universities

Hispanic/Latino Students

www.latinocollegedollars.org	Hispanic Scholarship Fund
www.hacu.net	Hispanic Association of Colleges and Universities
www.hsf.net	Hispanic Scholarship Fund

Jewish Students

www.hillel.org	Hillel Organization—The Foundation for Jewish Campus Life
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GLBT Students

www.pointfoundation.org	The National LGBT Scholarship Fund
www.finaid.org/otheraid/gay.phtml	Scholarship listing

Artistically Talented Students

www.portfolioday.net	Listing of National Portfolio Days and lists of majors and art colleges (geographically)
www.aicad.org	Association of Independent Colleges of Art and Design

THE APPLICATION

College applications are found online at individual college websites. You should review the college's website for application information and the current year application, financial aid, and housing information. It is recommended that you complete your application online.

Personal Statement and Essays

Virtually all colleges will request that you address a personal statement or essay as part of your application. You should begin the writing process early and have your essay reviewed by teachers and your counselor. The essay should give the college a better picture of you as a student and as an individual.

Tips for writing your **personal statement**:

- Write about parts of your life that cannot be gleaned from other parts of your application.
- The personal statement should compliment, not repeat, the rest of your application.
- Write about the substantive aspects of your life.
- Focus only on a few characteristics so that you can have a clear focus to the essay.
- Be careful about being too self-revealing or personal.
- Remember that you only have 1-2 pages to write about the qualities and accomplishments that *reveal* more about you.

Tips for writing an **essay**:

- Answer the what and why – read the question carefully!
- Colleges are looking for a higher level of thinking and for students who are able to make connections between simple and complex concepts.
- Write from an analytical point of view.
- Write an essay you like – write something you will be proud of.
- Be thoughtful and have a spirit to your essay.
- The less the essay sounds like a seventeen year old, the more it may hurt your application.

Other **essay and personal statement** hints:

- Be PASSIONATE about what you write.
- Answer the question and demonstrate how well you think as well as how well you write.
- Don't select topics that bore (i.e. the social problem of the year), irritate (a hot political topic) or suggest you don't see the world beyond high school.
- Do proofread and ask someone to proofread for you.
- Don't make careless mistakes.
- Stay away from vague examples – don't be afraid to reflect real life.
- Write about what you know.

- Realize that humor can be difficult to pull off in an essay. Don't try to be funny if that is not your personality.
- Limit the topic so you can effectively deal with the material.
- If you write about parts of your life dealing with issues around the 3D's (drugs, divorce, depression) – be able to evaluate and reflect rather than just relay information.
- Remember that the essay is being read quickly and for general impression.
- Don't be afraid to use a second page rather than compressing sentences.
- Make it easy to read.
- DO BE ABLE TO SAY, "THIS SOUNDS LIKE ME!"

Transcripts

The Grade Point Average (GPA) is an indicator of past high school achievements and performance. All semester grades beginning in the ninth grade year will appear on the official high school transcript. Any courses repeated for a higher grade or due to a failing grade will remain on the transcript but may have the credit "zeroed" out to not affect the GPA if requested. You should complete the Transcript Request form available in the counseling center to release your transcripts to colleges. Remember if you are under the age of 18, a parent must also sign the request.

Tests

Test scores are also indicators of your ability to succeed in college. **Check a specific college's website to determine which tests are required and what deadlines to expect**—do not trust other sources for this information! **Score reports need to be requested directly from the testing agency.** You are encouraged to use the free reports provided to you at the time of registration for both the ACT and SAT.

Recommendations

Recommendations, when required, are used to assess your qualifications for admission. Colleges will let you know how many letters are required (usually no more than two) and a counselor will be listed to complete the school report; if so, you should give the form to him/her as soon as possible. You may want to include a resume for the person to review, however the letter of recommendation is meant to tell more about you as an individual rather than reiterate your resume. You should give the person at least two weeks notice and information regarding the due date and how it should be delivered. For the most part, colleges will be looking for letters from those who know your academic (English, math, history, science or world language) work and how you enhance the learning environment. If you plan to major in science or math, it is important to submit letters from a math or science teacher. If you would like, you may include letters from supervisors, coaches, or youth leaders as supplements to the letters from teachers, counselors, and other school officials. These letters should never replace that of an academic teacher.

When using The Common Application, it is important for you to invite school officials to complete the letters of recommendation and the school report. Once you have completed your high school information in the application, you will see a Assign Recommenders tab on the left-hand side menu. You will need to invite your school counselor to complete the school report and at least one teacher to complete a letter of recommendation. Emails will be sent to the school officials indicating that you have

requested that they complete these forms on your behalf. It is important that you follow-up with the school officials to make sure these emails have been received so that they can access your these important parts of your application.

Completing the Application

We are able to look at your online application so we encourage you to make an appointment when your application is ready to be mailed or submitted. Together, we will review the application. Please note that college admission offices often receive the application, letters of recommendation and transcripts at different times. You may receive notification from a college that your application is not complete. This does not necessarily mean that all parts are not there, it may mean that they have not processed all of their mail. Please bring any correspondence to your counselor and we will call the college on your behalf to verify what needs to be done. **KEEP COPIES OF EVERYTHING FOR YOUR RECORDS**

Deferral from an Early Application

When a student applies to a college or university in an established Early Admission program, the student may be deferred to the regular application pool by the college or university. Increasingly, these deferrals require the student to respond in writing to the university to confirm that he/she continues to be interested in consideration for admission. **It is the responsibility of the student to read all communications from colleges and universities carefully and respond as requested.**

Wait Lists

You may receive notice that you have been placed on a wait list (both public and private colleges and universities use these). If you decide that you would like to remain on the wait list, you should follow the directions in the letter you receive and respond right away. According NACAC's State of College Admissions Report 2014, approximately 43% of institutions reported using wait lists for both the Fall of 2013 and Fall of 2012. An average of 30 percent of students who chose to stay on the waitlist were accepted.

It is assumed on the part of the college that if you are choosing to remain on the wait list, you will attend if offered admission in May or June. As such, it is important that you understand that the wait list is unpredictable from year to year and college to college. If you are placed on the wait list at your first choice school, you should look at the schools where you have been admitted and decide among those, where you will attend. Barring any movement on the wait list, you should confirm your intention to enroll at this college or university by making your non-refundable deposit by the **May 1st** deadline to ensure that you have a place in the fall.

You are encouraged to read the letters of invitation to a wait list carefully and follow everything you are asked to do. Unless you are invited to make a phone call to the admissions office, it would be best not to. It is important to understand that the college or university has all of the information they need to make a decision. This is particularly true of larger universities. Independent colleges may be more willing to talk to you about whether they rank their wait list and where you are on that list. You may want to explore the website to see how the admission office used the wait list in the previous two

years—it is likely you might see this as the trend for the current year. If the school is clearly your first choice, it might be important to let them know this.

You are not advised to count on being moved from the wait list, but you are encouraged to have a conversation with your counselor to make sure you understand what the process entails from this point on. If you are invited off of a wait list over the summer, you must follow the directions to complete the enrollment at the school. You must also notify the college to which you originally made a report that your intentions have changed so your spot may be offered to another student. Realize that colleges often go to waitlists well into August.

THE COMMON APPLICATION

The Common Application provides students with use of one application which can be submitted to any of the over 500 member colleges and universities. The Common Application is accessed online at www.commonapp.org; a student account should be created on or after August 1 of the student's senior year.

The application is completed for participating colleges, including the choice of one of five essay topics, and additional supplements required by individual colleges and universities. Once a student has completed his/her educational history in the Common Application, teachers and the school counselor should be assigned and invited to provide the required teacher recommendations and the school report, which includes the student's transcript and a letter of recommendation from the counselor. Counselors also provide a mid-year and final report for those students using the Common Application.

2017—2018 Essay topics for the Common Application will be released in February 2017. Juniors may create a Common App account now that will roll over to the 2017—2018 application period.

To create an account:

- Create an account at apply.commonapp.org. Students not planning to enroll in college within the next 12 months should choose "other student" on the registration page.
- The student's username and Common App ID will be preserved and rolled into the next application period.
- All Common App data will be saved.

As with all colleges and universities, the application fees, application deadlines and individual requirements vary by institution. A student using the Common Application is encouraged to remain in close contact with the institutions to which he/she is applying and work with the school counselor to ensure that all necessary recommendations and school reports can be submitted.

During the senior year, it is necessary for students to link their Common Application to their Naviance account. Students will need to provide their username/email used for The Common Application login and make sure all necessary FERPA and educational information is complete in the application prior linking.

RESUME TIPS

Key Points:

- ◆ A resume should include your education, employment, skills and abilities.
- ◆ It is unnecessary to write the term "Resume" at the top of the page – only your name and contact information should appear.
- ◆ Leave lots of white space and balance your information on the page.
- ◆ A resume should always be typed!

Highlight your achievements and activities – people are interested in you.

What can a RESUME do for you? When can you use it?

Applying to Colleges:

Applying to colleges is a huge project. Many colleges require a personal statement and a separate application with sections for activities, skills and experience. If you have your resume on hand, you can refer to it when completing applications. A resume also can help you compose your personal statement by reminding you of school and extracurricular activities that are relevant to your education goals.

Bringing a resume to your interviews with admissions representatives is strongly recommended.

Applying for Jobs:

A good resume makes looking for work much easier. Many employers won't consider you without a resume and will be impressed if you have one at such a young age.

- Send or drop off a

resume and cover letter informing a company or individual of your interest and availability.

- Use a resume in addition to a job application. You may find that some employers require both.
- Walk in and approach an employer with your formal resume for future openings.

Scholarship Applications:

Many scholarship applications request work samples, personal statements, letters and other information. You can also enclose your resume, which is a total presentation of your education experience, for the scholarship committee members. It is also useful to give to adults you wish to write your letters of recommendation.

Looking for Internships:

An internship is a job, sometimes with pay and sometimes without, that helps you learn a specific task and gives you exposure to an industry. You need to apply for an internship with a resume and cover letter, the same process that you go through when applying for a job.

Resume Formatting Tips:

- ☑ Keep your resume to one page.
- ☑ Use a business style font like Times New Roman or CG Times.
- ☑ Make sure it is error-free; have a friend, teacher or parent review your resume.
- ☑ State your objective carefully and clearly.
- ☑ Do not include your birth date, health status or Social Security number.

FINANCIAL AID

Financial Aid is a program designed to provide students with assistance who might otherwise be unable to attend post secondary education. Especially today, almost everyone who attends college will need some form of financial assistance. Paying for college should be a shared experience between the parent and the student and it is expected that the student and family will bear the primary responsibility for paying for college. Paying back financial aid on an education is paying for something which will last you a lifetime.

APPLYING FOR FINANCIAL AID

Financial aid is broadly defined as money that helps pay the cost of a student's education. The money may come from several sources including the college itself, the federal government, and private organizations. When a student is offered a financial aid package from a college, it may be comprised of grants (aid awards which do not need to be repaid), loans (money which will be repaid), and/or scholarships and work-study.

To apply for financial aid consideration, the student and parents must complete the [Free Application for Federal Student Aid \(FAFSA\)](#). *This form is available online.* You can get an early estimate of your financial aid by using the [FAFSA4caster](#). Applying for financial aid has never been easier now that FAFSA is using the IRS Data Retrieval tool. Junior students and families who filed a tax return in the 2016 year (2017 for current sophomores) can view and transfer tax return information directly into the FAFSA.

Some colleges and universities will require families to complete the [CSS/Financial Aid PROFILE](#). This is in addition to the FAFSA. The [PROFILE](#) is not an application to federal student aid and will ask parents to provide more detailed information regarding home equity, business, and farm value to help colleges decide on nonfederal financial aid. The PROFILE will charge approximately \$25.00 registration fee and approximately \$16.00 for each school or program where information is sent and ***must be completed online***. The PROFILE may be completed beginning October 1 of the senior year. Please check with your counselor to determine if a school you are applying to will require the PROFILE or online at <https://profileonline.collegeboard.org>. The CSS PROFILE will also use prior year financial information.

To qualify for need-based financial aid, it is necessary to prove that you do need some assistance. Financial need is determined by what it costs to attend a particular college and what your Expected Family Contribution (EFC) is determined to be in meeting the cost at that specific college. While the costs at various colleges may vary, the EFC will remain the same. How each college determines the award amount will also vary from school to school.

For example:

	College A	College B
Total Costs	\$12000	\$20000
EFC	\$ <u>2000</u>	\$ <u>2000</u>
Your need	\$10,000	\$18,000

If you receive financial aid to cover your full need at both schools, your family may end up paying the same amount at either school.

THE ESTIMATED FAMILY CONTRIBUTION (EFC)

A standard formula is applied to calculate a family's EFC. Determined by the FAFSA, the EFC will take into consideration the family size, the student's and parents' income and assets (cash, checking, savings accounts, equity in a business, investments, real estate, etc.). Home equity is not used in the formula from the FAFSA. If the EFC is not enough to cover the educational expenses determined by each college, the student may be eligible for need-based aid.

TYPES OF FINANCIAL AID

FEDERAL PELL GRANT: Determined by rules set by Congress, the Federal Pell Grant maximum award for the 2015–2016 award year will be \$5775. The Pell Grant is an entitlement program, which means that all students who are eligible will receive a grant award – typical EFC must be \$3000 or less. The amount of the grant will be determined by the student need and cost of attendance at a particular school. .

LOANS: Student loans, unlike grants, work-study and scholarships, must be repaid with interest.

The William D. Ford Federal Direct Loan (Direct Loan) Program is the largest federal student loan program. Under this program, the U.S. Department of Education is your lender. There are four types of Direct Loans available:

[Direct Subsidized Loans](#) are loans made to eligible undergraduate students who demonstrate *financial need* to help cover the costs of higher education at a college or career school.

[Direct Unsubsidized Loans](#) are loans made to eligible undergraduate, graduate, and professional students, but in this case, the student does not have to demonstrate financial need to be eligible for the loan.

[Direct PLUS Loans](#) are loans made to graduate or professional students and parents of

dependent undergraduate students to help pay for education expenses not covered by other financial aid.

[Direct Consolidation Loans](#) allow you to combine all of your eligible federal student loans into a single loan with a single loan servicer.

Federal Perkins Loans are made available to students through participating institutions at the undergraduate, graduate and professional level. Students must demonstrate financial need and the loan is paid back to the institution the student attends.

FEDERAL WORK STUDY: A program which allows a student to obtain a job as part of the financial aid package. Work study jobs will pay at least minimum wage and are funded by the Federal Government. Money earned through the Federal Work Study program does not figure in to student income for the following year's financial aid analysis.

SCHOLARSHIPS: Scholarships are money grants that do not need to be repaid. Scholarships are awarded by colleges for outstanding academic achievement, through private organizations, local fraternal groups or clubs, and other community organizations. Students are encouraged to apply for all scholarships for which they are eligible. Check the scholarship listing online often.

WASHINGTON STATE NEED GRANT PROGRAM: This program assists needy and disadvantaged Washington residents in pursuing post-secondary education in one of Washington's schools. Students must be at least half-time undergraduates majoring in some academic discipline other than theology. Grant awards vary. You will be considered for the State Need Grant after completing the FAFSA. For more information call 360.753.7850 or email finaid@wsac.wa.gov.

If you are not eligible to complete the FAFSA due to immigration status, you may still apply for the State Need Grant by completing the Washington Application for State Financial Aid (WASFA). For additional information, go to www.readyssetgrad.org/wasfa

OTHER FORMS OF FINANCIAL AID

One of the best sources of financial aid is from the college you plan to attend. Do not be afraid to contact the financial aid officer to inquire about college costs and possible forms of aid. When you receive an aid package, keep in mind that the award was put together to give all applicants the best chance of meeting each individual's need. The offers will always vary from school to school. You should not look to compare the aid package dollar for dollar because each college has a different pool of money to work with and different considerations. Use the information to make the best decision for you and your family.

WESTERN UNDERGRADUATE EXCHANGE

The [Western Undergraduate Exchange \(WUE\)](#) program provides students in the western states the opportunity to enroll in many two-year and four-year college programs at a reduced tuition – 150% of the college's resident tuition. If a student is interested in the WUE program, he/she should apply for admission directly to the institution to be automatically considered for the WUE program. The following states are participants in the WUE program:

Alaska, Arizona, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming.

Almost all undergraduate programs are available to a WUE student, however some colleges may designate certain fields of study. Please visit the WUE website (www.wiche.edu) or contact the college directly for further information.

FINANCIAL AID SCAMS

Look for these six signs that a scholarship or financial aid organization may be a scam!

1. "This scholarship is guaranteed or your money back."
2. "You can't get this information anywhere else."
3. "May I have your credit card or bank account number to hold this scholarship?"
4. "We'll do all the work."
5. "The scholarship may cost some money."
6. "You've been selected by a 'national foundation' to receive a scholarship or You're a finalist in a contest that you have never entered."

For more information go to: www.ftc.gov/scholarshipscams or www.studentaid.ed.gov

SPECIAL CIRCUMSTANCES

Families needing to explain special circumstances as it relates to financial aid should prepare a "Special Circumstances" letter to be sent directly to the Director of Financial Aid office at the college of choice.

The following format is recommended:

First Paragraph:

- a. Introduce the student to the reader and include the student's social security number (most financial aid offices track students by SSN).
- b. Reinforce why the student wants to attend this specific college.
- c. Reinforce that the student/family are working hard to find financial aid and scholarships.

Second Paragraph:

- a. Explain that in addition to submitting the FAFSA, you need to explain some special financial circumstances not noted or accounted for on the FAFSA, including any extraordinary expenses from the immediate past year or next year.
- b. Provide a list of all monthly or annual expenses or financial obligations, broken down into broad major categories (housing, transportation, debts, medical, food, clothing, and other miscellaneous costs).

Third Paragraph:

- a. Show how much money you have left each year after paying all your bills and explain how much of this money can be contributed to the student's college costs.
- b. Thank the director for his/her consideration and offer to discuss these details by phone or in person if necessary (provide your phone number and address).

SCHOLARSHIPS

Scholarships are available through your high school counseling or career center, through your parents' places of work, free scholarship searches online and organizations you, your parents or other relatives may be a member. Be sure to look under every rock for that extra financial help!

Myth – Scholarships are only for students with 4.0 GPAs. FACT – Many scholarships are do not require any specific GPA, and are considering more carefully what you are doing, rather than what your GPA is. Having a high GPA opens more scholarship doors, but it is never the only factor taken into consideration.

Myth – Scholarships are only for students with financial need. FACT – There are many scholarships that do specifically support students who have financial need, and there are many scholarships that do not take financial need into consideration at all and are based instead on merit, which includes all the elements described above. And scholarships are more than just the money. Simply going through the application process can help you to clarify your goals and receiving a scholarship is recognition of your potential, direction, commitment and hard work.

Myth – Scholarships are too competitive, so there's no point in applying. FACT – Scholarships are competitive, but that's no reason not to apply for those that are a good fit for your interests and plans. If you don't apply, you definitely won't get selected to receive anything. It does take effort to search out those scholarships that are a good match and worth applying for. And taking advantage of our office to assist you through the application process to make sure you're submitting an application that will best represent you to the selection committee is critical. Just going through the application process is a learning experience, which can help you to clarify your interests and goals. This is helpful for all future applications, whether they are for jobs, internships, graduate school, or other scholarships. So even if you apply for a scholarship and don't get selected, you will come out of that experience more knowledgeable and in a better position for future applications than if you don't apply at all.

Myth – There are no scholarships for me because I am... (insert any of these categories here: an out-of-state student; an international student; an undocumented student; older than a traditionally-aged college student; a woman; a transfer student; a first-generation college student; a minority student; a military veteran with GI benefits; LGTBQ; a white middle-class male; financially stable; any other category you might consider yourself in). FACT – There are scholarships out there for everyone, it just takes careful searching to locate those for which you may be eligible and a good fit. There are scholarships that don't require US citizenship, scholarships that don't require Washington residency, scholarships that don't require a social security number, etc. Because many scholarships are based more on what you are doing and plan to do in the future, actively engaging in your education and gaining experiences beyond the classroom as described above are the best ways to broaden the scope of scholarships you might be eligible for. And scholarships are more than just the money. Simply going through the application process can help you to clarify your goals and receiving a scholarship is recognition of your potential, direction, commitment and hard work. [Scholarship Myths Debunked \(January 2016\) Retrieved from http://expd.washington.edu/scholarships/current-undergraduate/all-undergraduates/scholarship-myths-debunked.html](http://expd.washington.edu/scholarships/current-undergraduate/all-undergraduates/scholarship-myths-debunked.html)

Common Scholarship Scams

Scholarships that never materialize. Many scams encourage you to send them money up front but provide little or nothing in exchange. Usually victims write off the expense, thinking that they simply didn't win the scholarship.

Scholarships for profit. This scam looks just like a real scholarship program but requires an application fee. The typical scam receives 5,000 to 10,000 applications and charges fees of \$5 to \$35. These scams can afford to pay out a \$1,000 scholarship or two and still pocket a hefty profit, if they happen to award any scholarships at all. Your odds of winning a scholarship from such scams are less than your chances of striking it rich in the lottery.

The advance-fee loan. This scam offers you an unusually low-interest educational loan with the requirement that you pay a fee before you receive the loan. When you pay the money, the promised loan never materializes. Real educational loans deduct the fees from the disbursement check. They never require an up-front fee when you submit the application. If the loan is not issued by a bank or other recognized lender, it is probably a scam. Show the offer to your local bank manager to get their advice.

The scholarship prize. This scam tells you that you've won a college scholarship worth thousands of dollars, but requires that you pay a "disbursement" or "redemption" fee or the taxes before they can release your prize. If someone says you've won a prize and you don't remember entering the contest or submitting an application, be suspicious.

The guaranteed scholarship search service. Beware of scholarship matching services that guarantee you'll win a scholarship or they'll refund your money. They may simply pocket your money and disappear, or if they do send you a report of matching scholarships, you'll find it extremely difficult to qualify for a refund.

Investment required for Federal Loans. Insurance companies and brokerage firms sometimes offer free financial aid seminars that are actually sales pitches for insurance, annuity and investment products. When a sales pitch implies that purchasing such a product is a prerequisite to receiving federal student aid, it violates federal regulations and state insurance laws. [FinAid.org \(January 2016\) Retrieved from: http://www.finaid.org/scholarships/common.phtml](http://www.finaid.org/scholarships/common.phtml)

NCAA CLEARINGHOUSE: DIVISION I & II ATHLETICS

The NCAA Clearinghouse serves to verify that a potential student athlete is eligible to compete in **Division I or II** sports at the collegiate level. These qualifications are separate from those required to be accepted to a college or university. Students must complete the NCAA Initial Eligibility form available online at web1.ncaa.org either at the end of the junior year or the beginning of the senior year. There is a filing fee. Students interested in Division III athletics can find more information at www.ncaa.org/divisionIII.

To be classified as a Full Qualifier for **Division I on or after August 1, 2016**, the student must:

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 16 academic courses (10 of the 16 must be complete before the 7th semester of the senior year).
3. Minimum Core-Course GPA of a 2.3
4. Meet the requirement for GPA and ACT or SAT test score. Scores must be sent directly from the testing agency (Code 9999).
5. Seven of the 10 core courses must be in English, math, or science
6. Core courses include: English, math, science, social science, world language.

For **Division II** athletics, a “qualifier” must meet the following requirements:

1. Graduate from high school.
2. Have a GPA of 2.0 in a successfully completed core curriculum of at least 14 academic courses as follows:
 - English 3 years
 - Mathematics (algebra 1 or higher) 2 years
 - Natural or physical science 2 years
 - Additional courses in English, math, or science 3 years
 - Social Science 2 years
 - Additional academic courses (in above areas or in areas such as world language) 4 years
3. Have a combined score on the SAT critical reading and math of 820 or a 68 sum score on the ACT. Scores must be sent directly from the testing agency (Code 9999).
4. **After August 1, 2018**, student athletes must earn the SAT or ACT score that matches the core-course GPA minimum which will be a 2.2.

The **SAT** scored used for NCAA purposes is the combined score of the reading and math subscores. The writing portion of the SAT is not used. The **ACT** combined score used for NCAA purposes is the sum of the four sections: English, math, reading and science. For a list of test score requirements, please visit the NCAA Eligibility Center website.

NCAA RECRUITING

Nationwide, approximately 2 percent of high school athletes are awarded some form of scholarship to compete in college and fewer than 2 percent will go on to compete at a professional level.

a potential Division I or Division II athlete, it is important to understand the recruiting process and the terminology used by NCAA sponsored athletic departments.

Key definitions from the NCAA (www.ncaa.org)

- **Contact period** - During the contact period, it is permissible for authorized athletic department staff members to make in-person, off-campus recruiting contacts and evaluations.
- **Dead period** - The college coach and staff are not permitted to make in-person recruiting contacts or evaluations on- or off-campus or permit official or unofficial visits.
- **Evaluation period** - During the evaluation period, it is permissible for authorized athletics department staff to be involved in off-campus activities to assess academic qualifications and playing abilities. No in-person, off-campus recruiting contacts with a prospective student-athlete are permitted.
- **Quiet period** - The college coach and his/her staff are permitted to make in-person recruiting contacts only when you or your parents are on the member institution's campus.
- **Official visit** - An official visit to a college athletic program will be paid for by the college. Expenses covered may be: transportation, room and meals while you are visiting. You must provide the college with a copy of your transcript and standardized test scores prior to the official visit.
- **National Letter of Intent** - The National Letter of Intent (NLI) is a binding agreement between a prospective student-athlete and an institution in which the institution agrees to provide a prospective student-athlete who is admitted to the institution and is eligible for financial aid under NCAA rules athletics aid for one academic year in exchange for the prospective student-athlete's agreement to attend the institution for one academic year. All colleges and universities that participate in the NLI program agree to not recruit a prospective student-athlete once he or she signs an NLI with another college or university. Therefore, a prospective student-athlete who signs an NLI should no longer receive recruiting contacts and calls and is ensured an athletic scholarship for one academic year.

You are encouraged to contact your coach for assistance in creating an athletic resume and highlight tape. Additionally, as a prospective college athlete, you are expected to review The Guide for the College-Bound Student-Athlete available on the [NCAA website](http://www.ncaa.org).

DIVISION III AND NAIA ATHLETICS

Many students desire to continue athletics while attending college or university but do not have the opportunity or the aspiration to continue this experience at the Division I or Division II level. Division III and NAIA institutions allow for students to balance academics and athletics while participating in other activities on campus.

Fourteen men's and women's sports are offered at over four hundred **NCAA Division III** colleges and universities. Eligibility standards and playing seasons are established to allow athletes to focus on academics and earning a degree, are not tied to athletic scholarships. Individual institutions set their own admission standards and eligibility requirements for Division III athletes. NCAA rules prohibit Division III colleges and universities from awarding athletic scholarships. 82 percent of all Division III student-athletes receive some form of academic grant or need-based scholarship.

NAIA schools represent almost three hundred higher education institutions in the United States and Canada. NAIA student athletes must determine initial eligibility through the [NAIA Eligibility Center](#). Athletes must meet or exceed the admission standards at the college or university to which he/she is applying. NAIA student athletes should register with the NAIA Eligibility Center after the completion of the junior year. For students taking the ACT or SAT, code 9876 should be used to have test scores sent as part of determining eligibility.

Freshmen eligibility requirements (high school graduation plus two of the three must be met):

Test Score Requirement	High School GPA Requirement	Class Rank Requirement
Achieve a minimum of 18 on the ACT or 860 on the SAT.	Achieve a minimum overall high school GPA of 2.5 on a 4.0 scale.	Graduate in the top half of the student's high school class.
Scores must be from a single test date. Only specified scores will be used.	The NAIA accepts the official GPA as reported on the high school transcript.	If rank is not reported, a letter from the principal will be requested as verification that the student meets this criteria.

NAIA colleges and universities are limited in the amount of financial aid that can be awarded to student athletes and is based on the actual cost of tuition, mandatory fees and room and board. Limits are dependent on sport and may be granted as full or partial scholarships however, students with who are deemed academically gifted can be exempted from the limits if NAIA established grade and test score criteria are met.

HELPFUL WEBSITES

FINANCIAL AID

www.fafsa.gov – web version of the Free Application for Federal Student Aid

www.studentaid.ed.gov – free information about scholarships and other aid for college

www.whitehouse.gov/issues/education/higher-education/college-score-card – part of the US Department of Education’s College Affordability and Transparency Center used to help students determine affordability.

www.thewashboard.org – a free scholarship search developed by the Higher Education Coordinating Board in Washington

www.wiche.edu/programs – information on Western Undergraduate Exchange

www.finaid.org – source for grants, loans and scholarships

www.ftc.gov/scholarshipscams – information on scholarship scams

www.wsac.wa.gov/PayingForCollege/FinancialAidPrograms – Washington Opportunity Pathways financial aid website.

www2.ed.gov/students/college/aid/edpicks.jhtml?src=ln – Department of Education financial aid information

GENERAL COLLEGE INFORMATION

<http://www.edmonds.wednet.edu/domain/115> – The College Planning website for Edmonds School District families.

www.nacacnet.org – The official website of the National Association for College Admission Counseling – provides comprehensive information as well as informational links.

www.pnacac.org - Official website for the Pacific Northwest Association for College Admission Counseling. This site provides regional information for college fairs and events as well as informational links.

www.washingtoncouncil.org – find pertinent fees and deadlines, and see upcoming college presentations – a great resource for Washington four and two-year colleges.

sbctc.edu – comprehensive website of Washington State Community and Technical Colleges.

www.nsse.iub.edu – The National Survey of Student Engagement is a wonderful resource for families to help guide the discussion of what is really happening on college campuses and the quality of the student experience.

HELPFUL WEBSITES

<http://nces.ed.gov/collegenavigator/> — A guided college search, The College Navigator website, from the US Department of Education, provides information for college searches, career information, college planning guidelines and financial aid.

<https://bigfuture.collegeboard.org> — A new student-centered website based on a collaborative effort among The Education Conservancy, The College Board and a professional advisory board. This website offers authentic information, personal stories and an individualized approach to the college admission and search process.

youcango.collegeboard.org — A new website created through a collaborative effort among The Education Conservancy, The College Board and professional advisory board. This website demonstrates how students can overcome perceived and real obstacles. Personal stories, step by step assistance and professional advice will guide students through this website.

www.ctcl.com — The website for Colleges That Change Lives. Useful links as well as information regarding the Colleges That Change Lives tour.

www.ucan-network.org — The University and College Accountability Network provides profile information for independent colleges and universities throughout the country. Find information about admissions, diversity, graduation rates and more.

<http://mup.asu.edu/research.html> — Listing of the top American research universities.

<http://web.reed.edu/ir/phd.html> — List of colleges that send the most students on to PhD programs in each field.

www.womenscolleges.org — List of all-women's colleges throughout the United States.

www.educationconservancy.org — An organization dedicated to improving the college admissions process for students, parents and colleges.

www.petersons.com — A website with a college search, summer programs, financial aid and test prep information.

career.utk.edu/wcidwtm/wcidwtm.php — What Can I Do With This Major website hosted by the University of Tennessee connect majors to careers. Links and printable information is available from this site.

FREE WEB-BASED TEST PREP RESOURCES

www.number2.com — a free online ACT and SAT customized test prep website.

www.actstudent.org/testprep — ACT's online test prep information. Free access to previous tests, test

HELPFUL WEBSITES

tips and question of the day. Available in both English and Spanish.

sat.collegeboard.org—SAT’s official test prep site. Free access to question of the day, test taking tips and practice tests.

khanacademy.org—Khan Academy has partnered with The College Board to provide personalized test prep for the new SAT.

SPECIAL INTEREST WEBSITES

www.questbridge.org—QuestBridge serves talented low-income youth by connecting applicants to institutions of higher education. There is a National College Match and College Prep Scholarship.

www.gmsp.org—The Gates Millennium Scholars Program seeks to support talented African American, American Indian/Alaska Native, Asian Pacific Islander American and Hispanic American students with high academic and leadership potential and significant financial need by supporting the cost of education by covering unmet need and self-help aid.

www.venturescholar.org—The Ventures Scholar program connects high achieving underrepresented and first-generation students interested in pursuing math- and science-related careers to opportunities.

COLLEGE ATHLETICS

www.ncaa.org—The National Collegiate Athletic Association providing links to eligibility and recruiting guidelines.

www.playnaia.org—official website of the National Association for Intercollegiate Athletics. Search ratings, school history and participation

HELPFUL WEBSITES

GAP YEAR PROGRAMS

www.internship.org—Dynamy Internship coordinates internship programs with over 240 organizations.

www.thinkingbeyondborders.org—Thinking Beyond Borders takes 16 graduating seniors around the world for 8 months to study global development from social, political and economic perspectives.

www.usa.afs.org—AFS is a non-profit organization offering GAP year programs in 30 countries around the world.

www.aspirebyapi.com—Academic Programs International provides study abroad opportunities in France, Ireland and Spain.

www.brownledgegapyear.com—A program based upon video, audio and digital photography, The Brown Ledge Gap Year Program trains students in documentary production while traveling to two unique American cities: New Orleans and Salt Lake City.

www.carpediemeducation.com—Carpe Diem International Education runs experiential programs focusing on volunteerism, cultural exchange, and language studies.

www.interimprograms.com—This service allows students to pursue one of over 5600 internships, volunteer positions, apprenticeships, or cultural study programs.

www.cityyear.org—City Year brings young people together for a year of full-time service serving as tutors, mentors, and role models. City Year is a member of AmeriCorps.

www.ciee.org—The Council on International Education Exchange offers graduates to explore the world through a Gap Year study abroad.

www.culturalembbrace.com—Cultural Embrace assists individuals or groups plan itineraries with travel to Asia, Africa, Europe, Australia, New Zealand, and Latin America.

wheretherebedragons.com—Where There Be Dragons offers programs for summer abroad, semester and study abroad programs as well as gap year.

STATE OF WASHINGTON COLLEGES

BASTYR UNIVERSITY

14500 Juanita Drive NE
Kenmore, WA 98028
425.823.3100

www.bastyr.edu

BATES TECHNICAL COLLEGE

1101 South Yakima Avenue
Tacoma, WA 98405
253.680.7000

www.bates.ctc.edu

BELLEVUE COLLEGE

3000 Landerholm Circle SE
Bellevue, WA 98007
425.564.1000

www.bellevuecollege.edu

BELLINGHAM TECHNICAL COLLEGE

3028 Lindbergh Avenue
Bellingham, WA 98225-1599
360.752.8345

www.btc.ctc.edu

BIG BEND COMMUNITY COLLEGE

7662 Chanute Street
Moses Lake, WA 98837-3299
877.745.1212

www.bigbend.edu

CASCADIA COLLEGE

18345 Campus Way NE
Bothell, WA 98011
425.352.8000

www.cascadia.edu

CENTRAL WASHINGTON UNIVERSITY

400 E. 8th Avenue
Ellensburg, WA 98926-7463
509.963.1111

www.cwu.edu

CENTRALIA COLLEGE

600 West Locust Street
Centralia, WA 98531
360.736.9391

www.centralia.edu

CLARK COLLEGE

1933 Fort Vancouver Way
Vancouver, WA 98663
360.699.NEXT (6389)

www.clark.edu

CLOVER PARK TECHNICAL COLLEGE

4500 Steilacoom Blvd. SW
Tacoma, WA 98499-4098
253.589.5800

www.cptc.edu

COLUMBIA BASIN COLLEGE

2600 North 20th Avenue
Pasco, WA 99301
509.547.0511

<http://columbiabasin.edu>

CORNISH COLLEGE OF THE ARTS

1000 Lenora Street
Seattle, WA 98121
1.800.726.ARTS

<http://cornish.edu>

EASTERN WASHINGTON UNIVERSITY

526—5th Street
Cheney, WA 99004-2341
509.359.2397

www.ewu.edu

EDMONDS COMMUNITY COLLEGE

20000 – 68th Avenue West
Lynnwood, WA 98036
425.640.1459

www.edcc.edu

EVERETT COMMUNITY COLLEGE

2000 Tower Street
Everett, WA 98021-1327
425.388.9100
www.everettcc.edu

THE EVERGREEN STATE COLLEGE

2700 Evergreen Parkway NW
Olympia, WA 98505
360.867.6000
www.evergreen.edu

GONZAGA UNIVERSITY

502 E. Boone Avenue
Spokane, WA 99258-0102
800.986.9585
<http://gonzaga.edu>

GRAYS HARBOR COLLEGE

1620 Edward P. Smith Drive
Aberdeen, WA 98520
1.800.562.4830
<http://ghc.ctc.edu>

GREEN RIVER COLLEGE

12401 SE 320th Street
Auburn, WA 98092
253.833.9111
www.greenriver.edu

HERITAGE COLLEGE

3240 Fort Road
Toppenish, WA 98948
509.865.8500/888.272.6190
www.heritage.edu

HIGHLINE COLLEGE

2400 South 240th Street
Des Moines, WA 98198
206.878.3710
www.highline.edu

LAKE WASHINGTON TECHNICAL INSTITUTE

11605 – 132nd Avenue NE
Kirkland, WA 98034-8506
425.739.8100
www.lwtc.ctc.edu

LOWER COLUMBIA COLLEGE

1600 Maple Street
Longview, WA 98362
360.442.2311
<http://lowercolumbia.edu>

NORTH SEATTLE COLLEGE

9600 College Way North
Seattle, WA 98103
206.527.3600
www.northseattle.edu

NORTHWEST INDIAN COLLEGE

2522 Kwina Road
Bellingham, WA 98226
360.676.2772/866.676.2772
<http://nwic.edu>

NORTHEAST UNIVERSITY

5520 – 108th Avenue NE
Kirkland, WA 98083
425.822.8266
www.northwestu.edu

OLYMPIC COLLEGE

1600 Chester Avenue
Bremerton, WA 98337-1699
360.792.6050
www.olympic.edu

PACIFIC LUTHERAN UNIVERSITY

12180 Park Avenue S.
Tacoma, WA 98447
800.274.6758/253.531.6900
<http://plu.edu>

PENINSULA COLLEGE

1502 East Lauridsen Blvd.
Port Angeles, WA 98362
360.417.6255/877.452.9277
<http://pc.ctc.edu>

PIERCE COLLEGE

9401 Farwest Drive SW
Lakewood, WA 98498-1999
253.964.6500
www.pierce.ctc.edu

RENTON TECHNICAL COLLEGE

3000 NE Fourth Street
Renton, WA 98056
425.235.2352
www.rtc.edu

SAINT MARTIN'S UNIVERSITY

5300 Pacific Avenue SE
Lacey, WA 98503-1297
360.491.4700/800.368.9803
www.stmartin.edu

SEATTLE CENTRAL COLLEGE

1701 Broadway
Seattle, WA 98122
206.587.3800
www.seattlecentral.org

SEATTLE PACIFIC UNIVERSITY

3307 – 3rd Avenue West
Seattle, WA 98119
206.281.2000
www.spu.edu

SEATTLE UNIVERSITY

901 – 12th Avenue
PO Box 222000
Seattle, WA 98122-4460
206.296.6000
www.seattleu.edu

SHORELINE COMMUNITY COLLEGE

16101 Greenwood Avenue North
Seattle, WA 98133
206.546.4101
www.shoreline.edu

SKAGIT VALLEY COLLEGE

2405 East College Way
Mount Vernon, WA 98273-5899
360.416.7600
www.skagit.edu

SOUTH PUGET SOUND COMMUNITY COLLEGE

2011 Mottman Road SW
Olympia, WA 98512
360.754.7711
www.spscc.ctc.edu

SOUTH SEATTLE COLLEGE

6000 – 16th Avenue SW
Seattle, WA 98106-1499
206.764.5300
www.southseattle.edu

SPOKANE COMMUNITY COLLEGE

1810 North Greene Street
Spokane, WA 99217-5399
509.533.7000
www.scc.spokane.edu

SPOKANE FALLS COMMUNITY COLLEGE

3410 West Fort George Wright Drive
Spokane, WA 99224-5288
509.533.3500
www.spokanefalls.edu

TACOMA COMMUNITY COLLEGE

6501 South 19th Street
Tacoma, WA 98466
253.566.5000
www.tacomacc.edu

UNIVERSITY OF PUGET SOUND

1500 Warner
Tacoma, WA 98466
1.800.396.7191
www.ups.edu

UNIVERSITY OF WASHINGTON

1410 NE Campus Parkway
Box 355852
Seattle, WA 98195
206.543.9686
www.washington.edu

UNIVERSITY OF WASHINGTON – BOTHELL

18115 Campus Way NE
Box 358500
Bothell, WA 98011-8246
425.352.5000
www.uwb.edu

UNIVERSITY OF WASHINGTON – TACOMA

1900 Commerce Street
Tacoma, WA 98402-3100
1.800.736.7750
www.tacoma.washington.edu

WALLA WALLA COMMUNITY COLLEGE

500 Tausick Way
Walla Walla, WA 99362
1.877.992.9922
www.wbcc.edu

WASHINGTON STATE UNIVERSITY

370 Lighty Student Services Building
Pullman, WA 99164-1067
888.GO.TO.WSU (888.468.6978)
www.wsu.edu

WASHINGTON STATE UNIVERSITY – EVERETT

WSU North Puget Sound at Everett
Gray Wolf Hall
2000 Tower Street—MS45
Everett, WA 98021

WASHINGTON STATE UNIVERSITY – VANCOUVER

14204 NE Salmon Creek Avenue
Vancouver, WA 98686-9600
360.546.9779
www.vancouver.wsu.edu

WENTACHEE VALLEY COLLEGE

1300 Fifth Street
Wenatchee, WA 98801-1799
509.682.6800
www.wvc.edu

WESTERN WASHINGTON UNIVERSITY

516 High Street
Bellingham, WA 98225-9009
360.650.3440
www.wvu.edu

WHATCOM COMMUNITY COLLEGE

237 West Kellogg Road
Bellingham, WA 98226
360.676.2170
www.whatcom.ctc.edu

WHITMAN COLLEGE

515 Boyer Avenue
Walla Walla, Washington 99362-2085
877.462.9448
www.whitman.edu

WHITWORTH UNIVERSITY

300 West Hawthorne
Spokane, WA 99251
509.777.1000
www.whitworth.edu

YAKIMA VALLEY COLLEGE

PO Box 22520
Yakima, WA 98908-2520
509.574.4600
www.yvcc.edu

APPENDIX

NACAC Students' Rights and Responsibilities

Notes

COLLEGE TERMINOLOGY

Based on definitions from [The 2008-2010 Higher Education Book](#) published by The Washington Council for High School – College Relations.

ADMISSION INDEX – A number assigned to a student using the GPA and test scores from either the ACT or SAT, with greater weight given to the GPA. The index number is used by some of the public colleges and universities in the [state of Washington](#) as one of many factors to determine a student's admissibility to some of Washington's public universities.

ADVANCED PLACEMENT PROGRAM – A course of study and examinations developed by Educational Testing Service whereby colleges and universities grant college credit and/or advanced standing based on evidence that the student has mastered course content. Courses are taught using a set curriculum with the culminating exam in May.

ACT – One of two college admission tests. The [ACT](#) assesses a student's ability in the area of English, Reading, Math, and Science and offers an [optional](#) Writing test. The ACT is a curriculum based test which also includes an interest inventory. Scored from 1 – 36.

ASSOCIATE DEGREE – The degree granted upon completion of an educational program at a two-year institution (Community College or Technical College). Students may earn an Associate of Arts degree or an Associate of Science degree, necessary for a student pursuing engineering or science-related degrees, to be transferred to a four-year institution.

BACHELOR DEGREE – The designation of the degree conferred by a four-year college or university based upon completion of a program normally requiring four to five academic years of study. Examples are a B.A. (Bachelor of Arts), B.F.A. (Bachelor of Fine Arts) or B.S. (Bachelor of Science).

COMMON APPLICATION – Used by over 500 colleges, and universities [The Common Application](#) allows a student to complete one application to submit to multiple colleges. Individual colleges will have supplemental pieces and essays to complete in addition to the application.

COMMUNITY COLLEGE – A two-year institution of higher education which serves the needs of the community in which it is located. Offerings usually include a transfer curriculum to a four-year baccalaureate institution, occupational curricula, general education, and adult education.

DEGREE, DOCTOR'S (Ph.D. or Ed.D.) – An academic degree carrying the title of "Doctor". Higher than a master's degree, the earned Ph.D. requires extended study, coursework and research. The doctorate is generally earned after 4-8 years of study beyond the bachelor's degree.

DEGREE, MASTER'S – A degree earned upon completion of approximately two years of study beyond the bachelor's degree. Often a thesis is required for completion of the Master's degree.

DIRECT TRANSFER – The Associate degree that is designed to meet the basic or general education (core) requirements at most four-year colleges or universities in the state of Washington. This will

generally enable a student to transfer two year's worth of credit to the university level.

EARLY ACTION (EA)– An admission program whereby a student can submit an application, or multiple applications to EA schools, by a designated date in early November and receive a decision by mid-December. The Early Action student, if accepted, is not bound to enroll. Students are not required to notify the college of their enrollment decision until May 1. Commitment: Non-Binding

EARLY ACTION SINGLE CHOICE (EASC)—An application program whereby a student may apply by mid-November and are notified by mid-December. Under the EASC policy, students may not apply to colleges under any other EA or ED programs. However if admitted, the student is not required to make an enrollment decision until May 1. This also may be referred to as a Restrictive Early Action (REA) program. Commitment: Non-Binding

EARLY DECISION (ED)– An early application process that carries a *binding commitment* to enroll, if accepted, to the college. Student and parent must sign an agreement to withdraw all other applications at the time of acceptance through Early Decision and may apply to only one college Early Decision. Some colleges may consider students not admitted under Early Decision with the regular decision candidates. It is likely students and parents will not be informed of financial aid awards prior to the decision to admit under Early Decision. Commitment: Binding

EXPECTED FAMILY CONTRIBUTION (EFC) – Money a family is expected to contribute toward their child's education which is calculated based upon the information provided on the FAFSA.

FEDERAL PELL GRANT - An award of money based on demonstrated *exceptional* financial need. Each year, the maximum Pell Grant is determined by the federal government. Qualified families will receive an amount consistent with their need.

FEDERAL PLUS LOAN – Available to parents of dependent undergraduate students, regardless of financial need. A parent may borrow up to the full cost of education, minus financial aid, with interest accruing while the student is in school. Repayment will begin within 30 days following the full disbursement of the loan.

FEDERAL PERKINS LOAN – A low interest loan for both undergraduate and graduate students who demonstrate exceptional need. The loan is made and repaid to the school.

FEDERAL STAFFORD LOAN – A loan provided by the government which may be subsidized (repayment begins six months after graduation) or unsubsidized (option of paying interest and principal while in school).

FREE APPLICATION FOR FEDERAL STUDENT AID ([FAFSA](#)) – The application for federal student aid used by colleges to determine aid eligibility. It will determine the student's eligibility for grants, loans, and work-study. Families may submit the FAFSA after January 1 of the senior year and are encouraged to adhere to all published deadlines in order to have priority consideration.

INDEPENDENT COLLEGE/UNIVERSITY (Private) – A college or university which is not directly supported by public tax money. These institutions may have church affiliation or may be independent of both church and state support.

INTERNATIONAL BACCALAUREATE PROGRAM (IB) - A challenging two-year program based with a curriculum based upon six subject groups with a three-part core curriculum. The IB diploma is recognized internationally.

PROFILE – A *supplemental* financial aid form used by some independent and public universities for additional financial aid information. There is a processing fee for the [PROFILE](#). Students must also complete the FAFSA to be eligible for federal aid programs. The PROFILE may be submitted beginning in September of the senior year.

SAT – One of two college admission tests. A test designed to measure the student’s ability to do college-level work. Student is tested in the areas of Verbal Reasoning, Math and Writing. An essay is included as part of this test. Each section is scored from 200 – 800 for a total maximum score of 2400.

SUBJECT TESTS – Subject specific tests required by more selective colleges and universities. A student will usually be required to take two - three Subject Tests which will include: Math I or II and one from the areas of social sciences, language or science.

WAFSA—Washington Application for State Financial Aid available to students who are not eligible to complete the Free Application for Federal Student Aid.

WORK STUDY – A form of federal aid, students may work to earn part of their educational costs while attending college. Work-study provides campus-related job opportunities to students.

NACAC STUDENTS' RIGHTS AND RESPONSIBILITIES

The [National Association for College Admission Counseling \(www.nacacnet.org\)](http://www.nacacnet.org) encourages students to be aware of their rights in the college admission process. If you think your rights have been denied, you should contact the college or university immediately to request additional information or the extension of a reply date. You may also ask your counselor to notify the president of the state or regional affiliate of NACAC. If you need further assistance, please send a copy of any correspondence related to the college or university and a copy of your letter of admission to : Executive Director, NACAC, 1631 Prince Street, Alexandria, VA 22314-2818.

When You Apply to Colleges and Universities You Have Rights.

Before You Apply:

- 1 You have the right to receive factual and comprehensive information from colleges and universities about their admission, financial costs and related aid opportunities. If you consider applying under an early admission, early action, or early decision plan, you have a right to complete information from the college about its processes and policies.

When You Are Offered Admission:

- 1 You have the right to wait to respond to an offer of admission and/or financial aid until May 1.
- 2 Colleges that request commitments to offers of admission and/or financial aid prior to May 1 must clearly offer you the opportunity to request (in writing) an extension until May 1. They must grant you this and your request may not jeopardize your status for admission or financial aid.
- 3 Candidates admitted under Early Decision programs are a recognized exception to the May 1 deadline.

If You Are Placed on a Wait List or Alternate List:

- 1 The letter that notifies you of that placement should provide a history that describes the number of students on the wait list, the number offered admission and the availability of financial aid and housing.
- 2 Colleges may require neither a deposit nor a written commitment as a condition of remaining on a wait list.
- 3 Colleges are expected to notify you of the resolution of your wait list status by August 1 at the latest.

When You Apply to Colleges and Universities You Have Responsibilities

Before You Apply:

- 1 You have a responsibility to research and understand the policies and procedures of each college or university regarding application fees, financial aid, scholarships and housing. You should also be sure that you understand the policies of each college or university regarding deposits you may be required to make before you enroll.

As You Apply:

- 1 You must complete all material that is required for application and submit your application on or before the published deadlines. You should be the sole author of your applications.
- 2 You should seek the assistance of your high school counselor early and throughout the application period. Follow the process recommended by your high school for filing college applications.
- 3 It is your responsibility to arrange, if appropriate, for visits to and/or interviews at colleges of your choice.

After You Receive Your Admission Decisions:

- 1 You must notify each college or university that accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college that you wish to attend, but no later than May 1. It is understood that May 1 will be the postmark date.
- 2 You may confirm your intention to enroll and, if required, submit a deposit to only one college or university. The exception to this arises if you are put on a wait list by a college or university and are subsequently admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify the college or university at which you previously indicated your intention to enroll.
- 3 If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and make no additional applications. If you are an early decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid.

If you think your rights have been denied, you should contact the college or university immediately to request additional information or the extension of a reply date. In addition, you should ask your counselor to notify the president of the state or regional affiliate of the [National Association for College Admission Counseling](#).

www.nacacnet.org

www.pnacac.org

NOTES