

# Edmonds School District

## Guide to College Admissions 2009-2010



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 Homeschool Resource Center

To our Students and Parents:

This booklet is meant to help you in the important process of deciding your post high school education. 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 which 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 counseling departments of the Edmonds School District will do our best to assist you with any questions or concerns you may have. We 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.

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

The Counselors of:

Meadowdale • Edmonds-Woodway • Lynnwood • Mountlake Terrace  
Scriber Lake • Edmonds Homeschool Resource Center

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# COLLEGE ADMISSION TIMELINE

## SOPHOMORE YEAR

- Assess your strengths and weaknesses.
- Examine your interests, aptitudes, and activities. A number of computer-based programs, including CHOICES, may be very helpful to you in self-assessment of future goals and plans.
- Take the **PLAN** test. This test, given in October or early November, is an excellent evaluation instrument for college-bound sophomores. It is the practice exam for the ACT. Additionally, 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 in March.
- Attend the Junior-Sophomore Post Secondary 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
- 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, SAT and/or SAT Subject Tests).
  4. Check if colleges of interest require 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.

### **March**

- Pre-register for your senior year. You are strongly encouraged to take an academic senior year. 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**

- Attend the Junior-Sophomore Post Secondary Planning Night.
- Register to attend programs such as Business Week, Girl's State or Boy's State. Also consider summer programs on college campuses.

## **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 and return the NCAA Clearinghouse form 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 which you will apply to.
- 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 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.
- Meet with college representatives who your school.
- 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**

- Obtain FAFSA forms from the counseling center.
- 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**

- Submit FAFSA online or mail in a hard copy.
- Explore other financial aid opportunities.
- University of Washington application deadline: January 15!
- Washington State University application deadline: January 31!

### **February**

- Submit 7<sup>th</sup> 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!***

## EDUCATIONAL OPPORTUNITIES

### 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, **ROTC** (Reserved Officer Training Corps) scholarships, Officer Training School (OTS), enlistment opportunities, and **GI Bill** funding for higher education. All branches of service will have information detailing the programs available.

**ROTC** Scholarships allow a student to be commissioned as a second lieutenant upon graduation. These scholarships range from covering all expenses with a living allowance or may be partial awards. Students may also choose to participate in ROTC without having a scholarship. Students should contact the appropriate branch of service for more information and should begin the application process in the **spring of the junior year**.

### TECHNICAL AND TRADE SCHOOLS

There are over 10,000 technical and vocational schools nationwide that offer career-oriented programs. Virtually all areas of study are 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 on transferring 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. Lake Washington Technical College is the closest to our district.

### COMMUNITY COLLEGES

Two year colleges offer academic programs allowing a student to earn an **Associate of Arts** or **Sciences** 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 year's worth of credit to many public or private four-year institution in the state of Washington. Because community colleges are charged with providing educational services to a mixed 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.

## UNITED STATES MILITARY ACADEMIES

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 AIR FORCE ACADEMY

HQ USAFA/RRS  
2304 Cadet Drive  
Suite 200  
USAF Academy, CO 80840-5025  
719.333.2520  
[www.usafa.af.mil](http://www.usafa.af.mil)

### UNITED STATES COAST GUARD ACADEMY

31 Mohegan Avenue  
New London, CT 06320-8103  
1.800.883.8724  
[www.cga.edu](http://www.cga.edu)

### UNITED STATES MERCHANT MARINE ACADEMY

300 Steamboat Road  
Kings Point, NY 11024  
1.866.546.4778  
[www.usmma.edu](http://www.usmma.edu)

### UNITED STATES MILITARY ACADEMY

Building 606  
West Point,  
New York 10996  
845.938-.041  
[www.usma.edu](http://www.usma.edu)

### UNITED STATES NAVAL ACADEMY

121 Blake Road  
Annapolis, MD 21402-5000  
410.293.4361  
[www.usna.edu](http://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 Naval Academy Website, 3/09

### APPLICATION TIMELINE

#### Junior Year:

1. Complete Academy Application/Precandidate Questionnaire (CQ)

**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. 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 Candidate Questionnaire, if not previously submitted.
2. Candidate Kits are mailed to those who have completed the CQ.
3. Once the Candidate Kit is received, student must take the academy medical exam and candidate fitness test prior to March 1 of the senior year.
4. October/November of senior year, letters of assurance are sent to students who will be offered an appointment once nominations are received.
5. December—Congressional representatives and other nomination persons will submit nominations to Academies between December 1 and January 31.
6. March—the majority of offers of appointment will be made.
7. 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  
ATTN: Mr. Kim Brown

<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 Joe Biden  
The White House  
1600 Pennsylvania Avenue NW  
Washington, DC 20500

[http://www.whitehouse.gov/administration/vice\\_president\\_biden](http://www.whitehouse.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. **Deceased/Disabled/MIA**
5. **Medal of Honor**

Please see specific Academy websites for further details.

### OTHER

**Foreign (Through State Department)**  
**U.S. Territories**

# STATE OF WASHINGTON CORE REQUIREMENTS

## MINIMUM HIGH SCHOOL COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS (CADR) FOR THE 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.**

In addition to completing classes in the areas of art, English, social studies, math, science and world language, minimum eligibility standards for admission to some of the public universities in the state of Washington may be determined *in part* by using the student's admission test score (ACT or SAT) and high school grade point average. This is called an **Admission Index Number**. The Admission Index (AI) places a proportionately greater weight on the GPA over the admission test score. Applications which meet minimum Higher Education Coordinating Board requirements will be reviewed for admission.

It is important to note that the Admission Index is now often used as one of many factors in the admission process. For those universities using the AI, these numbers are used in initial review and should not be considered "automatic" for admission. Students under these numbers may also be strong candidates. Other factors which 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.

For admission to the four-year public universities, a student may begin applying in October or November of the senior year. While the **University of Washington's application deadline is January 15th** and **Washington State University's deadline is January 31st**, most of the other public universities have March 1 as their deadline. It is very important to adhere to these dates. The universities will begin notifying qualified applicants on December 1 and will continue in the admissions cycle through the end of March. Students are encouraged to apply online.

### **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. 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. Students completing the social studies requirements for the Edmonds School District will satisfy the necessary courses for a four year university.

**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 major in science or science-related fields complete at least three years of science, including at least two years of laboratory science to include at least one year of chemistry. 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’s College of Arts and Sciences approved a new option for meeting **the college graduation requirement** for proficiency in a foreign language. It states that students who have successfully completed three full years of high school-level study in a single foreign language may now use their high school background to meet the foreign language proficiency requirement needed to graduate from a major in the College of Arts and Sciences.

**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.**

#### SPECIAL NOTES REGARDING THE FINE/VISUAL/PERFORMING ARTS REQUIREMENT:

- **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.**

## OTHER NOTABLE INFORMATION

The **University of California** and **California State University** system, requires 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 <http://www.universityofcalifornia.edu/admissions/welcome.html>  
California State University <http://www.csumentor.edu/planning/>

### **Colleges That Change Lives**

[www.ctcl.org](http://www.ctcl.org)

Author Loren Pope explores colleges that encourage students to look beyond a 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, Penguin Books, New York, NY, 2006.

### **Colleges That Change Lives College Tour**

Saturday, August 1, 2009 at 10:00 am  
Meydenbauer Center  
11100 NE 6th Street  
Bellevue, WA 98004

### **Outside University: The Top 40**

[http://outside.away.com/features/200309/200309\\_college\\_towns\\_1.html](http://outside.away.com/features/200309/200309_college_towns_1.html)

Outside Online's 2003 ranking of the best college towns to hit the books and the backcountry

### **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](http://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](http://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.

## International Opportunities

### Canada

<a href="http://www.aucc.ca">www.aucc.ca</a>	Association of Universities and Colleges of Canada
<a href="http://oraweb.ucc.ca">http://oraweb.ucc.ca</a>	Search Canadian colleges and universities for majors
<a href="http://www.uc411.com">www.uc411.com</a>	Search Canadian colleges and universities
<a href="http://www.mcaleans.ca/universities">www.mcaleans.ca/universities</a>	Maclean's Canadian rankings issue

### United Kingdom

<a href="http://www.studyintheuk.org">www.studyintheuk.org</a>	Links to all colleges in the United Kingdom
<a href="http://www.britishcouncil.org">www.britishcouncil.org</a>	Application information
<a href="http://www.ucas.com">www.ucas.com</a>	Link to the British national common application
<a href="http://www.studyuk.hobosons.com">www.studyuk.hobosons.com</a>	General information for studying in the United Kingdom

### Ireland

<a href="http://www.educationireland.ie">www.educationireland.ie</a>	A comprehensive website of educational opportunities available in Ireland.
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There are many American universities and American-style universities across Europe. Examples include [Franklin College](#) in Lugano, Switzerland, [John Cabot University](#) in Rome, Italy, [Richmond, The American University in London](#) and the American Universities in [Paris](#) and [Rome](#).

### American Colleges with International Campuses

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

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; Geneva, Switzerland
Temple University (PA):	Rome, Italy; Tokyo, Japan; London, England

## TAKING THE TESTS

For entrance into a four year college or university, a student will need to take either the ACT or SAT during the spring of the junior year or fall of the senior year. Many colleges will take either score so 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 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 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](http://www.actstudent.org)

### **ACT Score Reporting**

Four FREE reports from a single test date are available at the time of registration (two additional reports are available for \$9/report when registering online). Additional Score Reports (ASR) are available after the test for \$12/report.

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.

The [SAT](#) reasoning test measures critical thinking abilities related to successful performance in college.

The [SAT](#) at a glance:

Critical Reading:

- Two 25-minute sections plus one 20 minute section
- Emphasis on reading comprehension, sentence completions, and paragraph-length critical reading

Math:

- Two 25-minute sections plus one 20 minute section
- The math section will include expanded math topics, such as exponential growth, absolute value, and functional notation, and place greater emphasis on such other topics as linear functions, manipulations with exponents, and properties of tangent lines.
- Calculator (four-function, scientific, or graphing calculator) use permitted
- Includes questions that have student-produced responses

Writing:

- One 35-minute multiple choice section (grammar, usage, word choice)
- One 25-minute student produced essay

Plus...

- One 25-minute section of verbal or math that does not count toward your score

Scoring:

Each section: 200 – 800

Penalties...

- 1/3 for questions with 4 answer choices
- 1/4 for questions with 5 answer choices

Registration and practice materials are available in the counseling center or on-line at [www.collegeboard.com](http://www.collegeboard.com)

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 more highly selective colleges must complete at least two subject tests in addition to the SAT 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: **Biology, Chemistry, Languages (Reading and Listening):** Chinese, French, German, Korean, Japanese, Spanish, **Languages**

(**Reading only**): French, German, Italian, Latin, Modern Hebrew, Spanish Literature, **Math I** (Arithmetic, algebra 1 & 2, geometry), **Math II** (algebra 1 & 2, geometry, pre-calculus, trigonometry), **Physics**, **US History** and **World History**.

### **SAT Score Reporting**

Four FREE reports available at the time of registration. Additional reports may be sent for \$9.50/report.

**Beginning March 2009:** 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.
- Any or all of your scores can be sent to a college on a single score report.  
If Score Choice is not used, all test scores will be sent to colleges and universities.

When using Score Choice, each college selected will indicate a college's score use practice (highest single test date, highest combined from multiple test dates, etc.) at the time of registration. You have 9 days after taking a test to cancel the score send or add colleges.

### **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. Current documentation (within the last three years) of a disability will be required. Documentation must include testing results and a current IEP, 504 Accommodation Plan, and/or verification of a diagnosis which demonstrates the need and current use for extended time on school and other testing. **Please note that one of these forms of documentation does not guarantee extended time.** There are specific guidelines to qualify for extended time 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 which 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.

## 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

<a href="http://www.act.org">www.act.org</a>	The official website for the ACT. See sample questions and tips, test dates and deadlines, register online, and look at colleges.
<a href="http://www.collegeboard.com">www.collegeboard.com</a>	The official website for the SAT. Register online for the SAT, see sample test questions and tips, and do a college search.
<a href="http://www.fairtest.org">www.fairtest.org</a>	A website dedicated to advocacy for appropriate use of standardized testing. This website will identify colleges and universities that have adopted a test-optional policy or do not require standardized testing as part of the admission process.
<a href="http://www.collegeboard.com/student/testing/ap">www.collegeboard.com/student/testing/ap</a>	Student information for AP courses and testing.
<a href="http://www.ibo.org">www.ibo.org</a>	Student information regarding the International Baccalaureate Diploma
<a href="http://www.kaplan.com">www.kaplan.com</a>	practice questions and tips
<a href="http://www.toefl.org">www.toefl.org</a>	The TOEFL measures the ability for non-native speakers of English to demonstrate communicate in English at the college level.

**2009-2010  
EDMONDS SCHOOL DISTRICT TESTING CALENDAR**

TEST AND DATE	COST	RECOMMENDED FOR:
<b>PLAN:</b> Practice test for the ACT	Approx. \$15.00	All college or university bound sophomores. Tests areas of English, Reading, Math and Science
<b>PSAT:</b> Practice test for the SAT  Dates: October 14, 2009 <i>(Edmonds-Woodway &amp; Mountlake Terrace)</i> October 17, 2009 <i>(Lynnwood &amp; Meadowdale)</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
<b>ASVAB:</b> The Armed Services Vocational Aptitude Battery	FREE	An excellent and well researched vocational aptitude battery which is used in civilian and military career choices. May be used for recruiting purposes if designated as such by student.
<b>ACT:</b> September 12, 2009 October 24, 2009 December 12, 2009 February 6, 2010 April 10, 2010 June 12, 2010	Approx. \$29.00 (an additional \$14.00 if the optional Writing test is taken)	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.
<b>SAT and Subject Tests:</b> October 10, 2009 November 7, 2009 December 5, 2009 January 23, 2010 March 13, 2010 May 1, 2010 June 5, 2010	Approx. \$43.00	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 verbal and math skills.  SAT Subject Tests: subject- specific tests required by some colleges/universities
<b>Advanced Placement (AP) exams</b>  May 2010	Approx. \$90.00	Students currently enrolled in AP courses. Students may earn credit based upon student's score.
<b>International Baccalaureate (IB) exams</b> April and May 2010	Varies	Students currently enrolled in the IB program at Edmonds-Woodway High School.

## QUESTIONS TO ASK YOURSELF

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. parents know you best and will be an invaluable resource to help you process these questions. Ultimately, 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:***

- 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

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, 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. The [2009 National College Fair](#) will be held on October 18 & 19, 2009.



The [2009 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. The 2009 Performing & Visual Arts Fair will be held at Fisher Pavilion at the Seaton Thursday, October 22, 2009 from 7-9 pm.

In addition to the NACAC National College Fair, 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 March at the Connolly Center on the campus of Seattle University. See your counselor for updated information.

The National Association for College Admission Counseling has prepared a wonderful checklist for attending a National College Fair (<http://www.nacacnet.org/EventsTraining/CollegeFairs/ncf/Documents/CollegeFairChecklist.pdf>) as well as a list of questions for you to think about prior to attending a fair <http://www.nacacnet.org/EventsTraining/CollegeFairs/ncf/Pages/NCFTips.aspx>.

## 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](http://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?
- How may I receive an application?
- What will be necessary in 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?
- 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?
- 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?
- 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 PARSONS KNOWS THE BEST

COLLEGE NAME			
<b>LOCATION</b> ♦ Distance from home ♦ Climate ♦ How will I get there?			
<b>SIZE</b> ♦ Enrollment ♦ Physical size of campus			
<b>ENVIRONMENT</b> ♦ Type of school (2 yr, 4 yr.) ♦ School setting (urban, rural) ♦ Opportunities in nearest city ♦ Coed, male, female ♦ Religious affiliation			
<b>ADMISSION REQUIREMENTS</b> ♦ Deadline ♦ Tests required ♦ Av. test scores, GPA, rank ♦ Special requirements			
<b>ACADEMICS</b> ♦ Is my major offered? ♦ Special requirements ♦ Student-faculty ratio ♦ Typical class size ♦ Core curriculum			
<b>COLLEGE EXPENSES</b> ♦ Tuition ♦ Room & board ♦ Application fee ♦ Deposits			
<b>FINANCIAL AID</b> ♦ Deadline ♦ Required forms ♦ % receiving aid ♦ scholarships			
<b>HOUSING</b> ♦ Residence hall requirement ♦ Availability ♦ Types and sizes ♦ Food plan			
<b>FACILITIES</b> ♦ Academic ♦ Recreational ♦ Other			
<b>ACTIVITIES</b> ♦ 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. Things to keep in mind:

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

1. Look for a GOOD MATCH – find a school that fits you in the areas of student services and the campus – find out what it will take to GRADUATE from the school.
2. Look at the type of services available to students with a disability. ASK questions!
3. Find out the college or university’s philosophy – it should be one of EMPOWERING the student.
4. 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.
5. Accommodations are NOT determined by your label.
6. You have a right to equal access – AND – you have the right to succeed and to fail.
7. High school and college are different: the rules, regulations and ownership of learning change.
8. 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.
9. You need to UNDERSTAND and be able to ARTICULATE your learning disability and what will be necessary to help you be a successful student.
10. 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.

It is important for you to meet with your high school counselor by at least 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.

**Documentation** for a learning disability to access services on a college campus must be complete and current. The 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 provide the Disability Resource Center at the college with appropriate documentation in order to receive appropriate and reasonable accommodations. As a general rule students will need to provide the following current documentation (within the last three years) in order to access accommodations at the college:

1. A written report which reflects the individual’s current achievement level and level of information processing.
2. The report must be prepared by a professional qualified to diagnose learning disabilities. Experience in the evaluation of adults with learning disabilities is essential.
3. The report must be comprehensive and current. A single test is not acceptable and areas to be covered should include (but not limited to):
  - A. Aptitude
  - B. Achievement
  - C. Information Processing
4. The report should present clear and specific evidence identifying a specific learning disability. Individual learning “styles” or “differences” do not specify a learning disability.
5. The report should include exact instruments used and procedures followed (test score data) to determine the learning disability.
6. The report should provide sufficient data to support the accommodations requested.

Students and parents are encouraged to contact the colleges and universities directly for specific and institutional requirements. Colleges and universities are not under any obligation to accept the recommendations made by professionals but those that are consistent with the services and benefits offered by the college may be deemed appropriate.

**The cost and responsibility for providing this professional evaluation shall be borne by the student.**

### Websites

<a href="http://www.ldonline.org">www.ldonline.org</a>	Tremendous resource for students with learning disabilities or ADHD
<a href="http://www.ahead.org">www.ahead.org</a>	Resources for students with disabilities for transitioning to college and beyond
<a href="http://www.nclld.org">www.nclld.org</a>	National Center for Learning Disabilities
<a href="http://www.chadd.org">www.chadd.org</a>	Children and Adults with Attention Deficit/Hyperactivity Disorder
<a href="http://www.ncset.org">www.ncset.org</a>	National Center on Secondary Education and Transition
<a href="http://www.act.org/aap/disab">www.act.org/aap/disab</a>	ACT information for students with disabilities
<a href="http://www.collegeboard.com/ssd/student">www.collegeboard.com/ssd/student</a>	SAT information for students with disabilities

## SPECIAL INTEREST RESOURCES

### Native American Students

<a href="http://www.collegefund.org">www.collegefund.org</a>	American Indian College Fund
<a href="http://www.aihec.org">www.aihec.org</a>	American Indian Higher Education Consortium
<a href="http://www.nativeculturelinks.com">www.nativeculturelinks.com</a>	Tribal Colleges, Native Studies Programs, and Indian Education
<a href="http://www.qemnetwork.qem.org">www.qemnetwork.qem.org</a>	Quality Education for Minorities

### Black Students

<a href="http://www.uncf.org">www.uncf.org</a>	United Negro College Fund
<a href="http://www.blackexcel.org">www.blackexcel.org</a>	Black Excel: The College Help Network
<a href="http://www.black-collegian.com">www.black-collegian.com</a>	The Black Collegian Online
<a href="http://www.venturescholar.org">www.venturescholar.org</a>	Ventures Scholar Program
<a href="http://www.smart.net/~pope/hbcu/hbculist">www.smart.net/~pope/hbcu/hbculist</a>	Historically Black Colleges and Universities
<a href="http://www.gmsp.org">www.gmsp.org</a>	Gates Millennium Scholars Fund

### Hispanic/Latino Students

<a href="http://www.hacu.net">www.hacu.net</a>	Hispanic Association of Colleges and Universities
<a href="http://www.hsf.net">www.hsf.net</a>	Hispanic Scholarship Fund

### Jewish Students

<a href="http://www.hillel.org">www.hillel.org</a>	Hillel Organization—The Foundation for Jewish Campus Life
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### GLBT Students

<a href="http://www.pointfoundation.org">www.pointfoundation.org</a>	The Point Foundation
<a href="http://www.finaid.org/otheraid/gay.phtml">www.finaid.org/otheraid/gay.phtml</a>	Scholarship listing

### Artistically Talented Students

<a href="http://www.portfolioday.net">www.portfolioday.net</a>	Listing of National Portfolio Days and lists of majors and art colleges (geographically)
<a href="http://www.aicad.org">www.aicad.org</a>	Association of Independent Colleges of Art and Design

## THE APPLICATION

College applications can now be 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. For independent colleges and universities, we encourage you to see if the institution is a member of [The Common Application](#).

### 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.
- 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 will have the credit “zeroed” out to not affect the GPA. You should complete the Transcript Request form available in the counseling center to release your transcripts and test scores 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. 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 are required, especially by private schools, to assess your qualifications for admission. Each college usually provides a form which indicates the persons from whom they would like recommendations. A counselor or school official probably will be listed; 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 whether to return it to complete the form on The Common Application, return it to the counseling center or provide a stamped, addressed envelope in which to mail the recommendation. For the most part, colleges will be looking for letters from those who know your *academic* work. 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.

## 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 and prepare the mailing envelope, if necessary, or for you to submit the application electronically. If applicable, the student will then receive the application, ready for mailing, to take to the post office. You may want to request a receipt from the post office to verify the mailing date.

Please note that college admission offices often receive the application, letters of recommendation and transcripts at different times. You may hear back 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**

### **Wait Lists (see [NACAC Students' Rights and Responsibilities](#))**

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 on the letter you receive and respond right away. According to NACAC's State of College Admissions Report 2008, approximately 30% of students were admitted off of a wait list in 2007.

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 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 needed to make a decision. This 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 that.

Please see your counselor to discuss your options. 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 let the college you originally deposited with that your intentions have changed so your spot may be offered to another student. Realize that colleges often go to waitlists well into August.

# 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.

**RESUME FOR COLLEGE APPLICATIONS AND SCHOLARSHIPS**

**EMILY EDMONDS**  
43 Village Court  
Lynnwood, WA 00000  
Home: (000) 555-5555  
Email: thompson@maverick.net

**EDUCATION**

Meadowdale High School, Lynnwood, WA.  
Expect to graduate June 2010.

**Academic Honors:**

Honor Roll, average GPA 3.8/4.0, 2006-present  
Advanced Placement: U.S. History and English coursework

**Activities:**

Editor-in-Chief, Maverick Express, 2008-2009  
Creative Writing Club, Meadowdale High School, Spring 2008  
Co-director, Play Production, Meadowdale High School, Spring 2008  
Improv Club, Meadowdale High School, 2007—present  
Junior Varsity Soccer Team, 2006-2008

Creative Writing  
and Drama  
Interested  
highlighted

**WORKSHOPS**

Writing and Thinking, Lynnwood College, Seattle, WA, Summer 2007  
National Outdoor Leadership School, Raymond, WA, Summer 2007  
Shakespeare Workshop, Ashland, Oregon, Winter 2008  
Writer's Workshop, State University, Yakima, WA, Summer 2008

**HONORS AND RECOGNITION**

Recognized by Washington Public Schools for community contribution, 2009  
Winner of Redmond College's "Women Writing about Women" Competition, April 2009, one of three selected out of 140 portfolios entered

**PUBLISHED POETRY**

*Salt of the Earth* Literary Magazine  
*Singing Sands Review*  
*The Apprentice Writer*

**EXPERIENCE**

Internship, Mountlake Terrace, WA 2008  
Interpretation and special projects  
Teacher's Aide, Meadowdale Elementary School, Lynnwood, WA, Spring 2009

**Theater and  
public speaking  
experience**

**COMPUTER SKILLS**

Windows Vista, Microsoft Publisher, Excel

## 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. So often, we don't hesitate to lease a car or make payments for five years on a car which may last us 10-15 years. 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. A FAFSA on the web worksheet is available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). **The FAFSA must not be submitted online or mailed in prior to January 1 of the year your student will begin college.**

Some colleges and universities will require families to complete the [CSS/Financial Aid PROFILE](#). This is in addition to the FAFSA. The **PROFILE** does not apply 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**. Please check with your counselor to determine if a school you are applying to will require the PROFILE or online at [www.profile.collegeboard.com](http://www.profile.collegeboard.com).

You do not have to be poor to qualify for need-based financial aid, but 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. 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 usually ranges from \$400 - \$4731 (for 7/08-6/09). 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. More information for students loans is available at [www.FederalStudentAid.ed.gov](http://www.FederalStudentAid.ed.gov).

**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.

**Stafford Loans** are made available to students pursuing an undergraduate, graduate or professional degree. There are two types of Stafford Loans, subsidized and unsubsidized. The difference between subsidized and unsubsidized loans:

- Subsidized loans are awarded based upon demonstrated financial need. The federal government covers the borrower's interest during the time the student is enrolled in school.
- Unsubsidized loans are not need-based. The borrower will be responsible for the interest accumulated throughout the life of the loan.

**PLUS Loans** are loans that parents can take out to help pay for the cost of their dependent children's undergraduate education. Plus Loans maximum amounts are determined by the student's cost of attendance minus other aid received. The borrower pays all interest.

**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 is 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 which 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. More information is available by contacting the Higher Education Coordinating Board (HECB): 1.888.535.0747 or [www.hecb.wa.gov](http://www.hecb.wa.gov)

## **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 of contacting 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. **Then, the student should mark prominently on the institution's application that he/she see admission as a WUE student.** The following states are participants in the WUE program:

**Alaska, Arizona, Colorado, Hawaii, 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](http://www.wiche.edu)) or contact the college directly for further information.

### **GUARANTEED EDUCATION TUITION PROGRAM**

The Guaranteed Education Tuition program in Washington State allows families to purchase college tuition units today for use in the future. Parents may buy up to 500 units per child over a ten-year period. Tuition prices are adjusted on a yearly basis each July. At any time, the family may choose to buy tuition outright. Tuition will be set in accordance with tuition fees at Washington public colleges. Students may choose to use the GET credits at accredited schools both in and out of state, private or public. For more information, visit the GET website: [www.get.wa.gov](http://www.get.wa.gov).

## **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](http://www.ftc.gov/scholarshipscams)  
[www.studentaid.ed.gov](http://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 financial aid office at the college of choice.

The following format is recommended:

Address the letter to the Director of Financial Aid at the selected college.

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 of. Be sure to look under every rock for that extra financial help!

The Edmonds School District has established a scholarship search website at:

<http://humid.edmonds.wednet.edu/index.php/sturesources/scholarships>

Additionally, Meadowdale High School posts scholarships on the school website:

<http://staff.edmonds.wednet.edu/mdhs/students/scholarships.php>

You may be able to download the application directly from this site or you may need to pick up the form directly from the Counseling Office or Career Center at your school.

Advice from [FastWeb.com](http://FastWeb.com):

Five Scholarship Myths:

***“Only students with high academic achievement win merit scholarships.”***

While grade may be important in selecting scholarship winners, your academic performance is not the end-all and be-all. Schools understand that your grades are not all there is to you.

***“Scholarship applicants should seek to compile the longest list of extra curricular activities.”***

What good is having a long list of activities if all you did was attend a bunch of meetings? You can better distinguish yourself by concentrating on a few activities and taking a leadership role, rather than trying to compile a long list.

***“Scholarship contests are conducted on a level playing field.”***

Each scholarship sponsor has its own idea of who would make the ideal candidate. Try to find the right match between you and the kind of a student a school or sponsor wants.

***“Applying for scholarships is just like applying to college.”***

Most colleges will compare you to a standard, whereas most scholarships are simply measuring applicants against one another. If you creatively stand out, you already have an advantage, regardless of your other achievements.

***“The track record you’ve already accumulated determines whether you’ll win scholarships”***

What you do after you decide to apply for awards is just as important as what you’ve already done. It’s never too late to improve on your academic record and your involvement in extracurricular activities.

## TOP TEN TIPS FOR A WINNING SCHOLARSHIP APPLICATION

from FastWeb.com

- 1 **Apply only if you are eligible.** Read the requirements carefully and make sure you are eligible before you send in your application.
- 2 **Complete the application in full.** If a question does not apply, note that on the application. Make sure you sign the application, if necessary.
- 3 **Follow directions.** Provide everything that is required. But do not supply things that are not requested – you could be disqualified.
- 4 **Neatness counts.** Always type your application. If you must print, do so neatly and legibly in black pen.
- 5 **Write an essay that makes a strong impression.** Be personal and specific. Include concrete details to make your experience come alive.
- 6 **Watch all deadlines.** Complete the application at least two weeks prior to the official deadline. Use the time to double –check your application.
- 7 **Make sure your application gets where it needs to go.** Put your name and social security number on all pages of the application to avoid confusion.
- 8 **Keep a back-up file in case anything goes wrong.** Make a copy of the entire packet you submit. If your application is lost, you will be able to reproduce it. Obtain a certificate of mailing from your post office.
- 9 **Give it a final “once-over.”** Proofread for misspelled words or grammatical errors. Ask a friend, teacher or parent to proofread as well.
- 10 **Ask for help if you need it.** If you have problems with the application, do not hesitate to call the sponsoring organization.

## NCAA CLEARINGHOUSE

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 [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) either at the end of the junior year or the beginning of the senior year. There is an approximately \$50.00 filing fee.

To be classified as a “qualifier” for **Division I**, the student must:

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 16 academic courses as follows:
  - English 4 years
  - Mathematics (algebra 1 and higher) 3 years
  - Natural or physical science (one lab) 2 years
  - Additional courses in English, math, or science 1 year
  - Social science 2 years
  - Additional academic courses (in above areas or in areas such as world language) 4 years
3. Have a core-course GPA and a combined SAT or ACT score based on the sliding qualifier index scale. (see the NCAA Guide for the College-Bound Student Athlete)

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 2 years
  - Natural or physical science 2 years
  - Additional courses in English, math, or science 2 years
  - Social Science 2 years
  - Additional academic courses (in above areas or in areas such as world language) 2 years
3. Have a combined score on the SAT critical reading and math of 820 or a 68 sum score on the ACT.

The SAT scored used for NCAA purposes is the combined score of the critical reading and math sections. 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.

**All ACT and SAT scores must be reported directly to the NCAA eligibility center by the testing agency. Please use the code of 9999 to make sure the score is reported to the NCAA.**

## NCAA RECRUITING

As 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](http://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.

**The 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 athletics 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 NCAA Guide for the Prospective Student Athlete](#):

<http://www.ncaapublications.com/Uploads/PDF/2008-09%20CBSA9c29e699-00f6-48ba-98a9-6456c9b98957.pdf>

## HELPFUL WEBSITES

### FINANCIAL AID

[www.fafsa.gov](http://www.fafsa.gov) – web version of the Free Application for Federal Student Aid  
[www.ed.gov/prog\\_info/SFA](http://www.ed.gov/prog_info/SFA) – Department of Education financial aid information  
[www.studentaid.ed.gov](http://www.studentaid.ed.gov) – free information about scholarships and other aid for college  
[www.fastweb.com](http://www.fastweb.com) – free scholarship search service  
[www.wiche.edu/programs](http://www.wiche.edu/programs) – information on Western Undergraduate Exchange  
[www.finaid.org](http://www.finaid.org) – source for grants, loans and scholarships  
[www.salliemae.com](http://www.salliemae.com) – student loan information from Sallie Mae  
[www.ftc.gov/scholarshipcams](http://www.ftc.gov/scholarshipcams) - information on scholarship scams

### GENERAL COLLEGE INFORMATION

[www.nacacnet.org](http://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](http://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](http://www.washingtoncouncil.org) – find pertinent fees and deadlines, and see upcoming college presentations – a great resource for Washington four and two-year colleges  
<https://admissions.ctc.edu>—web admissions center for the Washington State Community and Technical Colleges.  
[www.nsse.iub.edu](http://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.  
<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.  
[www.educationconservancy.org](http://www.educationconservancy.org)—An organization dedicated to improving the college admissions process for students, parents and colleges.  
[www.ctcl.com](http://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](http://www.ucan-network.org)—The University and College Accountability Network provides profile information for independent colleges and universities throughout the country. Find information regarding 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](http://www.womenscolleges.org)-List of all-women’s colleges throughout the United States.

### COLLEGE ATHLETICS

[www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) – provides information on Division I and Division II intercollegiate athletics as well as links to the NCAA Clearinghouse registration form  
[www.naia.org](http://www.naia.org) – official website of the National Association for Intercollegiate Athletics. Search ratings, school history and participation  
[www.ncaa.org](http://www.ncaa.org)-The National Collegiate Athletic Association

## RECOMMENDED READING

**Colleges That Change Lives: 40 Schools That Will Change the Way You Think About Colleges**, Loren Pope, Penguin Books, New York, NY, 2006.

**The College Admissions Mystique**, Bill Mayher, Nonday Press, New York, NY, 1998.

**The Gatekeepers**, Jacques Steinberg, Viking Penguin, 2002

**Admissions Confidential: An Insider's Account of the Elite College Selection Process**, Rachel Toor, St. Martin's, 2001

**The Hidden Ivies: Thirty Colleges of Excellence**, Howard Greene and Matthew Greene, Greenes' Guides, Cliff Street Books, HaperCollin Publishers, New York, NY, 2000

**And Still We Rise**, Miles Corwin, Harper Collins, 2001

**A Hope in the Unseen**, Ron Suskind, Broadway Books, New York, 1998

**College Unranked**, edited Lloyd Thacker, 2004. Available only online from the Education Conservancy [www.educationconservancy.org](http://www.educationconservancy.org)

**Smart Parents Guide to Colleges: The 20 Most Important Factors for Students and Parents When Choosing a College**, Ernest L. Boyer, Paul Boyer, Petersons, Inc., 1996

**The Price of Privilege: How Parental Pressure and Material Advantage Are Creating a Generation of Disconnected and Unhappy Kids**, Madeline Levine, Harper Collin Publishers, New York, NY, 2006

**The Overachievers: The Secret Lives of Driven Kids**, Alexandra Robbins, Hyperion, 2006

**Too Much of a Good Thing: Raising Children of Character in an Indulgent Age**, Daniel J. Kindlon, Miramax, 2001

**Harvard Schmarvard: Getting Beyond the Ivy League to the College that is Best for You**, Jay Matthews, Prima Lifestyles, 1st edition, 2003

**A Parent's Guide to Building Resilience in Children and Teens: Giving Your Child Roots and Wings**, Kenneth R. Ginsburg, American Academy of Pediatrics, 2006

## STATE OF WASHINGTON COLLEGES

THE ART INSTITUTE OF SEATTLE  
2323 Elliott Avenue North  
Seattle, WA 98121  
800.275.2471  
204.4486600  
[www.ais.edu](http://www.ais.edu)

BASTYR UNIVERSITY  
14500 Juanita Drive NE  
Kenmore, WA 98028  
425.602.3100  
[www.bastyr.edu](http://www.bastyr.edu)

BATES TECHNICAL COLLEGE  
1101 South Yakima Avenue  
Tacoma, WA 98405  
253.596.1524  
[www.bates.ctc.edu](http://www.bates.ctc.edu)

BELLEVUE COMMUNITY COLLEGE  
3000 Landerholm Circle SE  
Bellevue, WA 98007  
425.564.1000  
[www.bcc.ctc.edu](http://www.bcc.ctc.edu)

BELLINGHAM TECHNICAL COLLEGE  
3028 Lindbergh Avenue  
Bellingham, WA 98225-1599  
360.752.8345  
[www.btc.ctc.edu](http://www.btc.ctc.edu)

BIG BEND COMMUNITY COLLEGE  
7662 Chanute Street  
Moses Lake, WA 98837-3299  
877.745.1212  
[www.bigbend.edu](http://www.bigbend.edu)

CASCADIA COMMUNITY COLLEGE  
18345 Campus Way NE  
Bothell, WA 98011  
425.352.8000  
[www.cascadia.ctc.edu](http://www.cascadia.ctc.edu)

CENTRAL WASHINGTON UNIVERSITY  
400 E. 8<sup>th</sup> Avenue  
Ellensburg, WA 98926-7463  
509.963.1111  
[www.cwu.edu](http://www.cwu.edu)

CENTRALIA COLLEGE  
600 West Locust Street  
Centralia, WA 98531  
360.736.9391  
[www.centralia.edu](http://www.centralia.edu)

CLARK COLLEGE  
1800 East McLoughlin Blvd.  
Vancouver, WA 98663-3598  
360.699.NEXT  
[www.clark.edu](http://www.clark.edu)

CLOVER PARK TECHNICAL COLLEGE  
4500 Steilacoom Blvd. SW  
Tacoma, WA 98499-4098  
253.589.5800  
[www.cptc.ctc.edu](http://www.cptc.ctc.edu)

COLUMBIA BASIN COLLEGE  
2600 North 20<sup>th</sup> Avenue  
Pasco, WA 99301  
509.547.0511  
[www.cbc2.org](http://www.cbc2.org)

CORNISH COLLEGE OF THE ARTS  
1000 Lenora Street  
Seattle, WA 98121  
1.800.726.ARTS  
[www.cornish.edu](http://www.cornish.edu)

EASTERN WASHINGTON UNIVERSITY  
101 Sutton Hall  
Cheney, WA 99004-2341  
509.359.2397  
[www.ewu.edu](http://www.ewu.edu)

EDMONDS COMMUNITY COLLEGE  
20000 – 68<sup>th</sup> Avenue West  
Lynnwood, WA 98036  
425.640.1459  
[www.edcc.edu](http://www.edcc.edu)

EVERETT COMMUNITY COLLEGE  
2000 Tower Street  
Everett, WA 98021-1327  
425.388.9100  
[www.everettcc.edu](http://www.everettcc.edu)

THE EVERGREEN STATE COLLEGE  
2700 Evergreen Parkway NW  
Olympia, WA 98505  
360.867.6000  
[www.evergreen.edu](http://www.evergreen.edu)

GONZAGA UNIVERSITY  
502 E. Boone Avenue  
Spokane, WA 99258-0102  
800.986.9585  
[www.gonzaga.edu](http://www.gonzaga.edu)

GRAYS HARBOR COLLEGE  
1620 Edward P. Smith Drive  
Aberdeen, WA 98520  
1.800.562.4830  
[www.ghc.ctc.edu](http://www.ghc.ctc.edu)

GREEN RIVER COMMUNITY COLLEGE  
12401 SE 320<sup>th</sup> Street  
Auburn, WA 98092  
253.833.9111  
[www.greenriver.edu](http://www.greenriver.edu)

HERITAGE COLLEGE  
3240 Fort Road  
Toppenish, WA 98948  
509.865.8500/888.272.6190  
[www.heritage.edu](http://www.heritage.edu)

HIGHLINE COMMUNITY COLLEGE  
2400 South 240<sup>th</sup> Street  
Des Moines, WA 98198-9800  
206.878.3710  
[www.highline.edu](http://www.highline.edu)

LAKE WASHINGTON TECHNICAL  
COLLEGE  
11605 – 132<sup>nd</sup> Avenue NE  
Kirkland, WA 98034  
425.739.8100  
[www.lwtc.ctc.edu](http://www.lwtc.ctc.edu)

LOWER COLUMBIA COLLEGE  
1600 Maple Street  
Longview, WA 98362  
360.442.2311  
[www.lowercolumbia.edu](http://www.lowercolumbia.edu)

NORTH SEATTLE COMMUNITY  
COLLEGE  
9600 College Way North  
Seattle, WA 98103  
206.527.3600  
[www.northseattle.edu](http://www.northseattle.edu)

NORTHWEST INDIAN COLLEGE  
2522 Kwina Road  
Bellingham, WA 98226  
360.676.2772/866.676.2772  
[www.nwic.edu](http://www.nwic.edu)

NORTHEST UNIVERSITY  
5520—108<sup>th</sup> Avenue NE  
PO Box 579  
Kirkland, WA 98083-0579  
1.800.669.3781  
[www.northwestu.edu](http://www.northwestu.edu)

OLYMPIC COLLEGE  
1600 Chester Avenue  
Bremerton, WA 98337-1699  
360.792.6050/800.259.6718  
[www.olympic.edu](http://www.olympic.edu)

PACIFIC LUTHERAN UNIVERSITY  
Tacoma, WA 98447  
800.274.6758/253.531.6900  
[www.plu.edu](http://www.plu.edu)

PENINSULA COLLEGE  
1502 East Lauridsen Blvd.  
Port Angeles, WA 98362  
360.417.6255/877.452.9277  
[www.pc.ctc.edu](http://www.pc.ctc.edu)

PIERCE COLLEGE  
9401 Farwest Drive SW  
Lakewood, WA 98498-1999  
253.964.6500  
[www.pierce.ctc.edu](http://www.pierce.ctc.edu)

RENTON TECHNICAL COLLEGE  
3000 NE Fourth Street  
Renton, WA 98056  
425.235.2352  
[www.rtc.edu](http://www.rtc.edu)

SAINT MARTIN'S UNIVERSITY  
5300 Pacific Avenue SE  
Lacey, WA 98503-1297  
360.491.4700/800.368.9803  
[www.stmartin.edu](http://www.stmartin.edu)

SEATTLE CENTRAL COMMUNITY  
COLLEGE  
1701 Broadway  
Seattle, WA 98122  
206.587.3800  
[www.seattlecentral.org](http://www.seattlecentral.org)

SEATTLE PACIFIC UNIVERSITY  
3307 – 3<sup>rd</sup> Avenue West  
Seattle, WA 98119  
206.281.2000  
[www.spu.edu](http://www.spu.edu)

SEATTLE UNIVERSITY  
901—12th Avenue  
PO Box 222000  
Seattle, WA 98122-4460  
206.296.6000  
[www.seattleu.edu](http://www.seattleu.edu)

SHORELINE COMMUNITY COLLEGE  
16101 Greenwood Avenue North  
Seattle, WA 98133  
206.546.4101  
[www.shoreline.edu](http://www.shoreline.edu)

SKAGIT VALLEY COLLEGE  
2405 East College Way  
Mount Vernon, WA 98273-5899  
360.416.7600  
[www.skagit.edu](http://www.skagit.edu)

SOUTH PUGET SOUND COMMUNITY  
COLLEGE  
2011 Mottman Road SW  
Olympia, WA 98512  
360.754.7711  
[www.spscc.ctc.edu](http://www.spscc.ctc.edu)

SOUTH SEATTLE COMMUNITY  
COLLEGE  
6000 – 16<sup>th</sup> Avenue SW  
Seattle, WA 98106-1499  
206.764.5300  
[www.southseattle.edu](http://www.southseattle.edu)

SPOKANE COMMUNITY COLLEGE  
1810 North Greene Street  
Spokane, WA 99217-5399  
509.533.7000  
[www.scc.spokane.edu](http://www.scc.spokane.edu)

SPOKANE FALLS COMMUNITY  
COLLEGE  
3410 West Fort George Wright Drive  
Spokane, WA 99224-5288  
509.533.3500  
[www.spokanefalls.edu](http://www.spokanefalls.edu)

TACOMA COMMUNITY COLLEGE  
6501 South 19<sup>th</sup> Street  
Tacoma, WA 98466  
253.566.5000  
[www.tacomacc.edu](http://www.tacomacc.edu)

TRINITY LUTHERAN COLLEGE  
2802 Whetmore Avenue  
Everett, WA 98201  
800.843.5659  
[www.tlc.edu](http://www.tlc.edu)

UNIVERSITY OF PUGET SOUND  
1500 Warner  
Tacoma, WA 98466  
1.800.396.7191  
[www.ups.edu](http://www.ups.edu)

UNIVERSITY OF WASHINGTON  
Seattle, WA 98195  
206.543.9686  
[www.washington.edu](http://www.washington.edu)

UNIVERSITY OF WASHINGTON –  
BOTHELL  
18115 Campus Way NE  
Bothell, WA 98011-8246  
425.352.5000  
[www.uwb.edu](http://www.uwb.edu)

UNIVERSITY OF WASHINGTON –  
TACOMA  
1900 Commerce Street  
Tacoma, WA 98402-3100  
1.800.736.7750  
[www.tacoma.washington.edu](http://www.tacoma.washington.edu)

WALLA WALLA COMMUNITY COLLEGE  
500 Tausick Way  
Walla Walla, WA 99362  
1.877.992.9922  
[www.wvcc.edu](http://www.wvcc.edu)

WASHINGTON STATE UNIVERSITY  
370 Lighty Student Services Building  
Pullman, WA 99164-1067  
888.GO.TO.WSU (888.468.6978)  
[www.wsu.edu](http://www.wsu.edu)

WASHINGTON STATE UNIVERSITY—  
VANCOUVER  
14204 NE Salmon Creek Avenue  
Vancouver, WA 98686-9600  
360.546.9779  
[www.vancouver.wsu.edu](http://www.vancouver.wsu.edu)

WENTACHEE VALLEY COLLEGE  
1300 Fifth Street  
Wenatchee, WA 98801-1799  
509.682.6800  
[www.wvc.edu](http://www.wvc.edu)

WESTERN WASHINGTON UNIVERSITY  
Bellingham, WA 98225-9009  
360.650.3440  
[www.wvu.edu](http://www.wvu.edu)

WHATCOM COMMUNITY COLLEGE  
237 West Kellogg Road  
Bellingham, WA 98226  
360.676.2170  
[www.whatcom.ctc.edu](http://www.whatcom.ctc.edu)

WHITMAN COLLEGE  
515 Boyer Avenue  
Walla Walla, Washington 99362-2085  
877.462.9448  
[www.whitman.edu](http://www.whitman.edu)

WHITWORTH COLLEGE  
300 West Hawthorne  
Spokane, WA 99251  
509.777.1000  
[www.whitworth.edu](http://www.whitworth.edu)

YAKIMA VALLEY COMMUNITY  
COLLEGE  
PO Box 22520  
Yakima, WA 98908-2520  
509.574.4600  
[www.yvcc.edu](http://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 300 private colleges, [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 the University of California system as well as 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.

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 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.

**Keep in Mind:**

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](http://www.nacacnet.org).

[www.nacacnet.org](http://www.nacacnet.org)

[www.pnacac.org](http://www.pnacac.org)

# NOTES