

# COLLEGE PREP CALENDAR

FOR THE

## CLASS OF 2011

February '10

- 10 College Planning Night** – Counselors provide information on all aspects of the college admissions process. Specifically designed for college bound juniors and parents.
- 19 11<sup>th</sup> Grade Schedule Collection Day**

**Throughout  
February**

Update the “Student Planner” on CSUMentor with completed courses from 10<sup>th</sup> grade and input 11<sup>th</sup> grade classes. Take advantage of the free e-mail account available on CSUMentor and e-mail questions to CSU campuses.

Prepare for the SAT or ACT by using books and manuals with testing tips and sample questions. These can be found in bookstores, libraries, and schools, or accessed on the Internet.

Develop a list of colleges of interest to you. Use the Internet, look at catalogues and write to gather information.

Start planning for summer; consider internships, volunteering, foreign exchange, camp, travel, jobs, or programs for high school students on college campuses: Berkeley, Davis, UCSD, Georgetown, etc. Consider taking a summer class at a community college.

Plan a challenging senior schedule. College admissions officers really do look at the strength of your senior year and expect *at least four* or more solid academic subjects. Make sure you meet admissions requirements for colleges of interest to you.

March '10

- 13 SAT Test Date**

**Throughout  
March**

Register for AP Exams to be given in May

April '10

- 10 ACT Test Date**

**Throughout  
April**

**Familiarize yourself** with the college section of the library and Career Center. Become aware of resources available there. Use some software and check out college catalogues. Search for college fairs to attend.

**Work on your grades!** This is the last of four semesters calculated in your college eligibility GPA for CSU and UC.

**Register for summer school** if you plan to attend.

**NCAA** – complete NCAA eligibility form if you are planning on playing a sport in college. ([www.ncaa.org](http://www.ncaa.org))

**Spring Break** – Plan some campus visitations; see differences between large and small campuses, rural and urban, etc. Talk to college students you know about their experience. Learn to use the internet for college information. You can check out schools, take virtual tours, get testing tips for entrance exams, find help for writing college essays, discover sources for financial aid, download applications and actually apply on-line. Don't miss using this excellent resource.

**May '10**

**01 SAT Test Date**

**Throughout  
May**

**Make sure** you have taken or are registered for SAT or ACT tests as needed.

**Advanced Placement Exams**

**Submit last minute Summer School applications**

**June '10**

**05 SAT Test Date**

**11 Last Day of School**

**12 ACT Test Date**

**Summer '10**

**Create a resume** – Record all your accomplishments, honors, activities, and work or volunteer experiences throughout high school to use in completing applications in the Fall.

**Work to help pay for college** or get involved in an internship relevant to your career interests.

**Visit some college campuses.** Check out colleges you may be near while on vacation. Visit Bay Area colleges, too.

**Evaluate SAT or ACT scores.** Should you repeat one or both? Would a prep course help? Look for fall courses/dates.

**Write to colleges.** Request information/applications. Check admissions requirements against your academic record.

**Try to narrow your college list** to ten or fewer schools.

Visit [www.collegeboard.com](http://www.collegeboard.com) and [www.act.org](http://www.act.org) websites for Fall testing dates and registration deadlines.

## September '10

### Throughout September

**College Admissions Reps** visit high school Career Centers; watch for colleges of interest and attend presentations.

Consider who you will ask to write **recommendations** for you and begin to gather them. Allow 3 – 4 weeks before deadlines.

Begin watching for **scholarships**. Use the internet and conduct a scholarship search.

**College Fair** – held at a Tri-Valley high school. A good chance to do some last minute visits with College Reps. Watch for the date.

## October '10

1 – 11/30

**CSU Application Filing Period** – Window of time during which applications must be submitted to all CSU campuses to guarantee evaluation.

**The last month to take SAT for impacted CSU's**

### Throughout October

**College Application Workshops** – Amador Counselors offer help with the UC and CSU application. Watch for dates and times.

Take advantage of visits to Amador from College Admissions Reps. Attend the sessions and ask questions.

Work seriously on your college essay/personal statement.

Are you applying for Early Decision or Early Action? Check deadlines – usually November 1 or 15

Select the final colleges to which you will apply and obtain applications. Check to see if applications are available on-line.

Make sure you have at least one “safe” school where you are confident of admission on your application list.

Give Secondary School Report/Recommendation forms to counselors. Remember, the school is *closed* over the holidays, so get necessary papers submitted early to assure they will be completed on time. Give your counselor at least 10 working days to complete their portion.

## November '10

1 - 30

**UC Application Filing Period** – Window of time during which applications must be submitted to all UC campuses to guarantee evaluation.

**30 APPLICATION DEADLINE, UC and CSU**  
Make sure your applications are postmarked by November 30. Make a copy for yourself before mailing. Print out copy of confirmation number.

**Throughout COMPLETE YOUR PERSONAL STATEMENT**

File Transcript Request Form with Registrar in the Counseling Office to have your transcripts sent to colleges as required.

**High School Students and Parents Night – Las Positas College.**  
Discussion of Early Decision, transferring to 4-year colleges, AA degrees, certificates. Watch for date.

Check the Scholarship Board regularly.

**December '10**

**15 Last month to take SAT or ACT for CSU's and UC's**  
Common deadline for selective private college applications.  
*Don't be Late!*

**FAFSA Workshop** – Mid-December to early January. A college financial aid officer will walk you through the entire FAFSA application and answer your questions. This is an especially important workshop for parents. Watch for specific date.

**2011**

**January '11**

**1, 2, 10**

Common deadlines for private college and university applications. *Be aware!*

**Jan 1 – Mar 2**

**File financial aid applications. (FAFSA and GPA verification form)**

**Throughout  
January**

Check UC application material for scholarship deadlines such as Alumni and Regents.

**Check the Scholarship board.** This is an active time for scholarships.

**February '11**

Request 7<sup>th</sup> semester transcripts to be sent to colleges as needed.

**March '11**

**2**

**Deadline for GPA Verification Forms for Cal Grants & FAFSA**

**Throughout  
March**

**UC Admission decisions** mailed to applicants  
**Register for AP Exams** to be given in May

**April '11**

**1-15**

Admission decisions mailed for private/independent colleges.

**Throughout  
April**

Prepare for AP exams, if applicable.

Review college acceptances; re-visit to choices if necessary and make final selection.

**May '11**

**1**

**SIR date** (Student Intent to Register) This is the date by which students will make a non-refundable deposit at the college they have chosen to attend.

**June '11**

Notify registrar when to mail your *final* transcript.

**GRADUATE!!!**

**CONGRATULATIONS!!!**



# **SELECTING A COLLEGE**



# HOW TO CHOOSE YOUR COLLEGE

Your task is to find a good college for **YOU**, the type that will fit **YOUR** needs and fields of interest. Talk with your parents, teachers, and counselors to help you decide. Discuss the pros and cons of schools you are considering with recent graduates or students currently attending the school(s). When possible, personally visit the campus(es). Many schools will arrange an overnight/weekend stay in the dorm for prospective students.

When choosing a college, consider:

- **Curriculum:** Does the college offer a program in your field of interest? In the college catalog, check the number of subjects offered in each department, especially those in your field.
- **Location:** Do you want to attend college near home, or do you want to go to another section of the country such as New England, the Midwest or the South? Do you want to go to college in a city or in a rural environment?
- **Size:** Do you want to go to a small, medium-size, or large college? Or does it not matter? Are you the kind of person who can succeed in competition with lots of other good students, as in larger colleges? Or would you do your best work in the more relaxed, informal environment found in most smaller colleges?
- **Religious Affiliation:** Do you want to attend a college, which is administered by a particular religious denomination?
- **Finances:** Do you have specific plans for financing your college education? Are you planning to apply for scholarships? Can your parents afford to send you to college? Are you willing to earn part of your way through college? Remember that most financial aid is based on need, not academic performance.
- **Housing:** Do you want to live in a dormitory, or would you rather live with a limited number of people or by yourself?
- **Social:** Is it a commuter college or a residential college? Do most students go home/away on weekends? What kinds of extra curricular activities are available?

Many reference tools are available through your counselor, career center, public library and/or local bookstores or on the World Wide Web. These references can provide you with current information to assist you in making informed decisions. Some examples are:

- **Interactive Technology:** Computer software and the World Wide Web work in one of two ways: 1) you may input information about yourself and your expectations regarding colleges, and then get a list of colleges that matches this information; or 2) you may access information regarding specific colleges and then determine whether they meet your needs.

Your high school is an excellent place to start looking for this “High Tech” approach to research. If you are going to surf the WEB, remember some resources are free, some cost money, and

some aren't what they seem to be. Be careful out there; surf at your own risk. Here are a couple of examples of WEB sites:

[http://www.collegeboard.org/csearch/html/ch\)\).html](http://www.collegeboard.org/csearch/html/ch)).html)

<http://www.collegeview.com/collegesearch/index.jsp>

- **Books:** You will find many college reference sources at your school. Go take a look!
- **DVD's:** For students unable to personally visit a campus, a DVD provides an opportunity to look at the campus. (A picture is worth a thousand words!)

## **TOOLS FOR THE COLLEGE SEARCH**

**Each of these resources will prove to be an invaluable source of information as you work through the process of selecting colleges and applying for admission.**

- **Internet & WWW**
- **Books & brochures**
- **Recruitment videos**
- **College fairs**
- **College rep visits**
- **Campus visitation/tours**
- **College students**

# MAKING THE MOST OF CAMPUS VISITS

A vital component of the college selection process and the one most frequently neglected, is the college visit. Remember that all college materials – printed or visual – will only give the most positive picture of a campus. You, however, are able to make a more objective assessment and to see if the campus is right for you by visiting. Ask any of your friends who are currently in college which factor was the most important one in his/her final decision; the answer will almost always be “the visit.”

It is best to visit schools prior to applying; however, expense and time may make this difficult. Instead you may opt to visit schools once you have been accepted. Meeting students, attending classes and trying the food in the dining halls will help make your final decision much easier - you will have a better idea which school is the best match. If possible, try to arrange to stay on campus overnight. Most colleges are happy to set you up with a student host/hostess.

It is recommended that you visit when school is in session. If you visit during the school's winter break, spring break or summer vacation, you will miss seeing the students, and you will not get a good idea of what the campus atmosphere is usually like. If one of your friends is planning to visit a school that you are not necessarily interested in, go anyway! You will become a more discerning observer as you visit more campuses. Many schools sponsor Open Houses or Prospective Student Days for prospective students and their parents. These are fun to attend and a good experience, but keep in mind that there will be a lot of other students in attendance, and you may not have the opportunity to see everything or to speak with everyone you want to.

## Tips for college visits

- **Do NOT visit more than two campuses in one day. You may begin to “blend” information.**
- **Contact the Office of Admissions of each college/university BEFORE your visit to schedule a tour and an appointment with an Admission Counselor.**
- **Arrive on time for your tour and/or appointment with the Admission Counselor. Dress appropriately. If this is a formal interview, discuss this with your high school counselor prior to your visit.**
- **Read the school's view book and catalog, so that you will be prepared to ask good questions.**
- **Eat in one of the dining halls or other student facilities (e.g. student center, campus grill). This may give you an idea of the campus atmosphere.**
- **Notice the condition of the campus' grounds and buildings. Note if there is any construction going on. This may tell you something about the institution's financial well being.**
- **Visit a class. If possible, talk with students who are majoring in your area(s) of interest or with faculty members who teach in your area(s) of interest.**
- **Visit the library and observe carefully. Remember the primary focus of college is academics!**
- **Talk with students.**

# COLLEGE FAIRS

## **WHY GO TO A COLLEGE FAIR?**

College fairs present an opportunity to do some preliminary “one-stop shopping” for colleges. Admissions representatives from many colleges and universities gather at a single location, allowing students and their parents to obtain information, attend workshops and ask questions of representatives to assist in the process of college selection. National College Fairs take place in the spring, while we are fortunate to have a fall college fair right here in the Tri-Valley area.

The East Bay College Connection will be held at Saint Mary’s College on Saturday, April 25<sup>th</sup>, 2009. Approximately 185 colleges and universities will be available to provide information and literature about their specific schools. Attending will be in-state and out-of-state public colleges and universities, as well as private or independent schools from across the nation. Workshops on several topics relevant to college admissions will be held as well.

Additional college fairs will take place in the spring around the Bay Area. California State University, East Bay will host the Alameda County College Fair on April 24<sup>th</sup>. The San Francisco National College Fair will be held on April 4<sup>th</sup> and Mission College will host the Santa Clara College Fair on April 30<sup>th</sup>. Students and parents will now have many opportunities to explore colleges without traveling a great distance.

During September or October, a college fair is held here in the Tri-Valley at one of five local high schools. Representatives from UC, CSU, Community Colleges, Independent Colleges and out-of-state public colleges and universities will be present, as well as reps from vocational and technical schools and the military. This fair provides an opportunity for seniors to fine tune their post-high school plans; juniors have a chance to get an early start on their future planning.

## **HOW TO PREPARE FOR A COLLEGE FAIR:**

- **Be familiar with your academic and personal profile**
- **Know what you are looking for in a college**
- **Have a list of questions you want to ask**
- **Ask the same questions of each college rep so you can compare one school to another**
- **If you are genuinely interested in a college after talking with the rep, put your name on their mailing list**

# QUESTIONS YOU MAY WANT TO ASK OF ADMISSIONS PERSONNEL

The following are some of the questions you might want to ask an Admission Counselor and/or any of the students that you meet during your visit. You should also try to think of questions that reflect your interests and concerns. Try not to ask questions that can be answered by reading the view book or catalog.

- How much studying time is necessary to succeed here?
- How late is the library open? Are there separate study areas throughout the campus?
- How accessible are the professors?
- What opportunities are available for internships or research projects with a professor?
- What percentage of freshman return for another year?
- What kinds of lectures, music performances, drama productions, movies, etc are scheduled?
- Does this school have a Study Abroad program?
- Does this school have a Greek (fraternity/sorority) system? If so, how many students are involved?
- What do students do on the weekends?
- What are some of the all-campus activities?
- Is there an intramural sports program? How do students sign-up?
- What percentage of students live on campus?
- What kind of relationship does the surrounding community have with the college?
- How is campus security? What is the crime rate on campus?

## AFTER THE VISIT

Immediately after you visit, write down your observations. Make note of what you liked and disliked and what stands out most in your mind. Do not procrastinate! If you don't write down your impressions right away, you may forget some important points. If you were with your parents or your friends, discuss your impressions, but only after you have written down your comments. Keep your written observations with the printed material from each college.

# COLLEGE SELECTION: *Making a Match*

## PERSONAL CONCERNS

- Which areas of the country will you consider?  
 California only       Midwest       Northeast  
 Pacific Northwest       Rocky Mountains       Southeastern Seaboard  
 Southwest       South
  - How independent are you? How closely are you attached to your family or friends who will be here? How many times a year might you want to come home? (Consider costs)
  - Is there a certain type of weather you find hard to tolerate? Or one you highly prefer?  
 warm/sunshine       rain/fog       moderate  
 cold       snow       don't care
  - What type of environment do you prefer?  
 big city       suburban       college town       rural
  - Campus size affects many things: your sense of community, class size, ease of getting courses, your ability to have a personal relationship with teachers, course offerings. Check those factors, which are important to you.  
 sense of community       course offerings       faculty relationships  
 class size       ease of getting classes
- Given your priorities, what size campus are you interested in?
- | <b>Small</b>                           | <b>Medium</b>                            | <b>Large</b>                            |
|--|--|---|
| <input type="checkbox"/> under 2,000   | <input type="checkbox"/> 10,000 - 14,999 | <input type="checkbox"/> 20,000 +       |
| <input type="checkbox"/> 2,000 - 4,999 | <input type="checkbox"/> 15,000 - 19,999 | <input type="checkbox"/> don't know     |
| <input type="checkbox"/> 5,000 - 9,000 |  | <input type="checkbox"/> doesn't matter |
- What kind of tuition and costs fit your budget? \_\_\_\_\_

## ACADEMIC FACTORS

- What degree of academic competition do you enjoy?  
 high       medium       low
- How important to you is the level of intellectual stimulation in classes?  
 very important       somewhat important       not important
- How important to you is having access to your professors?  
 very important       somewhat important       not important
- Is the prestige of the college important?  
 definitely       somewhat       not at all
- Are there academic areas in which you have an interest that you definitely want to explore in college? If so, what are they?

## CAMPUS LIFE

12. Do you have a preference for a public or private college?  
 public                       private                       doesn't matter
- If private, would you prefer that it be religiously affiliated?  
 yes                       no                       doesn't matter
13. Is it important that on campus housing is guaranteed?  
 yes                       no                       doesn't matter
- What kind of housing do you prefer?  
 single sex dorm                       totally coed  
 coed by floor                       don't care
14. Do you want your college or university to have sororities and fraternities:  
 definitely                       definitely not  
 prefer them                       don't care
15. What degree of "school spirit" (football, homecoming, rah-rah) do you want your school to have?  
 lots                       some would be nice                       don't care
16. Do certain intercollegiate sports need to be available?  
 yes                       no  
A certain division?  
 yes                       no
17. What is your level of comfort with diversity? (ethnic, religious, socioeconomic, political, etc)  
 I love diversity                       I can live with diversity  
 I prefer a student body somewhat like myself and/or the community I come from.
18. What other activities, organizations, affiliations would you want available?

## SUMMARY

Considering the answers you have given to the above questions, list your top 3 or 4 priorities in order, starting with 1.

- |   |  |
|---|--|
| <input type="checkbox"/> Admission requirements     | <input type="checkbox"/> Public/private            |
| <input type="checkbox"/> Size                       | <input type="checkbox"/> Diversity of student body |
| <input type="checkbox"/> Cost                       | <input type="checkbox"/> Support Services          |
| <input type="checkbox"/> Financial aid              | <input type="checkbox"/> Housing                   |
| <input type="checkbox"/> Majors or course offerings | <input type="checkbox"/> Sports                    |
| <input type="checkbox"/> Geographic location        | <input type="checkbox"/> Activities                |
| <input type="checkbox"/> Climate                    | <input type="checkbox"/> Academic reputation       |

**KEEP THESE THREE OR FOUR VERY IMPORTANT FACTORS IN MIND AS YOU CONSIDER VARIOUS COLLEGES!**



# **COLLEGE AND UNIVERSITY SYSTEMS**



# CALIFORNIA COMMUNITY COLLEGES

## The Community College System

California has the largest Community College system in the nation. About 2 million students enroll in this system each year! These schools prepare students for work in a career or vocational area or for transfer to a four-year institution. The career programs vary, so it is important for you to investigate the programs provided by each school. For the student who intends to transfer, Community Colleges now have articulation agreements with the CSUs, UCs, and many independent colleges, so that students know which classes at the Community Colleges are transferable. Some of the campuses provide living accommodations on or near campus.

To enroll in a Community College you must be eighteen years of age OR have graduated high school OR passed a high school equivalency program. Community Colleges now request that students take placement tests in math and English, so that they begin their courses at the appropriate level. These tests are not entrance requirements but are definite assets to students in priority registration and for proper placement. ([www.cccapply.org](http://www.cccapply.org))

### Nearby Community Colleges:

- |                                 |                 |
|---------------------------------|-----------------|
| • Canada College                | Redwood City    |
| • Chabot College                | Hayward         |
| • City College of San Francisco | San Francisco   |
| • College of Alameda            | Alameda         |
| • College of Marin              | Kentfield       |
| • College of San Mateo          | San Mateo       |
| • Contra Costa College          | San Pablo       |
| • DeAnza College                | Cupertino       |
| • Diablo Valley College         | Concord         |
| • Evergreen Valley College      | San Jose        |
| • Foothill College              | Los Altos Hills |
| • Laney College                 | Oakland         |
| • Las Positas Community College | Livermore       |
| • Los Medanos Community College | Pittsburgh      |
| • Merritt College               | Oakland         |
| • Napa Valley College           | Napa            |
| • Ohlone College                | Fremont         |
| • San Jose City College         | San Jose        |
| • Santa Rosa Junior College     | Santa Rosa      |
| • Skyline College               | San Bruno       |
| • Solano Community College      | Suisun City     |
| • Vista College                 | Berkeley        |

# CALIFORNIA STATE UNIVERSITY

The California State University is a system of 23 campuses located in Bakersfield, The Channel Islands, Chico, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus, and The Maritime Academy.

The CSU system, with over 350,000 students, will continue to select its students from the top 1/3 of California's high school graduates. To be eligible, first-time freshman applicants must:

1. Be high school graduates
2. Successfully complete the "a-g" course pattern, and
3. Earn a qualifiable eligibility index

In most cases, students who meet all eligibility requirements will be admitted. However, Cal Poly San Luis Obispo, Fullerton, Long Beach, Pomona, San Diego, and Sonoma have become competitive and can no longer guarantee admission to all eligible students. *Cal Poly, SLO uses supplemental, more stringent standards for selection.* The list of impacted colleges changes from year to year. In years past, Chico and San Marcos have been listed as impacted schools. ([www.csumentor.edu](http://www.csumentor.edu))

## **Required "a-g" Course Pattern**

The California State University requires first-time freshman applicants to complete, ***with a grade of C or better in each course***, a 15-unit comprehensive "a-g" pattern of college preparatory work. **[1 unit = 1 academic year or 2 semesters (or 10 credits) of study.]**

### **History - 2 years required**

- One year of US History or one semester of US History and one semester of Civics.
- One year World History.

### **English - 4 years required**

- Four years of college preparatory courses that include frequent and regular writing, and reading of classic and modern literature.

### **Mathematics - 3 years required**

- Three years of college preparatory math to include Algebra, Geometry and Intermediate Algebra. Math I-IV is acceptable to meet this requirement.

### **Laboratory Science - 2 years required**

- Two lab science classes, one from each category:  
Category A: Life Science  
Anatomy-Physiology, Biology, AP Biology, Botany  
Category B: Physical Science  
Chemistry, AP Chemistry, Physics, AP Physics, Conceptual Physics

### **Foreign Language - 2 years required**

- Two years of the same language.

### **Visual and Performing Art - 1 year required**

- One year from art, drama or music courses. Must be 1 consecutive year of the same art class.

### **College Preparatory Electives - 1 year required**

- One additional year of a college preparatory elective from any of the above required areas.

# Eligibility Index

The Eligibility Index is a weighted combination of the **high school GPA** during the final three years of high school and a score on either the **SAT** or **ACT**. All grades earned in “a – g” courses are used to calculate the grade point average.

## Grade Point Average:

The high school grade point average is based on the final three years (6 semesters) of high school study in **all** approved “a-g” courses. **Weighted grade points are awarded for up to 8 grades of C** or better in approved honors or AP courses, with a maximum of 2 grades earned in 10<sup>th</sup> grade.

## Test Score Requirement:

- Students must submit either SAT or ACT scores. Currently, writing scores are not required or used for eligibility.
- If multiple scores are submitted, the SAT total will be calculated by adding the highest Critical Reading and the highest Math score (the Writing score is not used); and ACT composite will be calculated as the average of the best scores in each of the four areas.
- SAT/ACT scores are not required to establish the admission eligibility of students with a high school GPA of 3.0 or higher.

## Minimum Eligibility Index:

Students must have a minimum eligibility index of 2900 using SAT or 694 using the ACT. The CSU eligibility index is calculated as follows:

- SAT Critical Reading + Math + (800 x HS GPA) = minimum 2900
- (ACT) composite x 10) plus (200 x HS GPA) = minimum 694

Eligibility Index examples for California residents:

GPA	Minimum SAT total must be:	Minimum ACT composite must be:
3.0	No minimum score requirement	
2.9	580	12
2.8	660	14
2.7	740	16
2.6	820	18
2.5	900	20
2.4	980	22
2.3	1060	24
2.2	1140	26
2.1	1220	28
2.0	1300	30

# UNIVERSITY OF CALIFORNIA

The 9 campuses of the University of California serving undergraduate students are located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz.

The UC is a system of public universities designed to serve the top 1/8 of California's high school graduates. To be eligible for admission to the University, students must:

1. Receive a high school diploma or equivalency
2. Satisfy the Subject, Scholarship and Examination requirements described below.

When there are more UC-eligible applicants than spaces available for a particular campus – as is often the case- criteria that exceed the minimum requirements are used to select students.

***Meeting the minimum requirements, therefore, is not enough to gain admission to many UC campuses and programs.*** ([www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions))

## **Subject Requirement: “a – g” Course Sequence**

Students must complete a minimum of 15 units of specified high school courses known as the “a-g” requirements. ***These courses must be completed with a grade of C or better with 7 of the 15 units taken in the junior or senior year. [1 unit = 1 academic year or 2 semesters (or 10 credits) of study.]***

### **a. History/Social Science – 2 years required**

- One year of US History or one semester of US History and one of Civics.
- One year of World History, cultures and geography.

### **b. English– 4 years required**

- Four years of college prep English that include frequent and regular writing, and reading of classic and modern literature.

### **c. Mathematics – 3 years required (4 recommended)**

- Three years of college preparatory mathematics to include Elementary and Advanced Algebra and two and three dimensional Geometry. Approved integrated math course may be used.
- Math I – IV meets the 3 year requirement.

### **d. Laboratory Science – 2 years required (3 recommended)**

- Two years of lab science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry and physics.

### **e. Language other than English – 2 years required (3 recommended)**

- Two years of the same language other than English.

### **f. Visual and Performing Art – 1 year required**

- One year from art, drama or music courses. Must be 1 consecutive year of the same art class.

### **g. College Preparatory Electives – 1 year required**

- One additional year of a college preparatory elective course from any of the above required area.

## Scholarship Requirement:

The Scholarship Requirement defines the grade point average students must attain in the “a-g” subjects and the SAT or ACT and Subject Test scores students must earn to be eligible for admission to the University.

### The UC Grade Point Average:

- All campuses use the same method of calculating a preliminary grade point average for purposes of determining an applicant’s UC eligibility.
- The UC GPA is calculated based on all “a – g” subjects completed in grades 10 and 11, including summer sessions.
- Ninth grade courses may be used to meet Subject Requirements if a grade of C or higher is earned, but they will not be used to calculate the GPA.
- Weighted grades are assigned for up to four yearlong courses of University certified honors level or AP courses taken in grades 10,11, or 12, with a maximum of 2 yearlong courses from 10<sup>th</sup> grade.

### The UC Examination Requirement:

**Students must submit scores on an approved core test of mathematics, language arts and writing. This requirement can be satisfied by taking either:**

- The ACT Assessment plus the new ACT Writing Test, (Composite score is used)  
or
- The SAT: Critical reading, mathematics, and writing. (Scores must be from the same test date.)  
plus
- Two SAT Subject Tests in two different subject areas of the student’s choice.  
(Please contact the UC that you are planning on applying to and see if they have specific subject requirements. Only Math IIc counts for the math subject test for UC.)

### The UC Eligibility Index:

The Eligibility Index defines the combination of grade point average and test scores required for UC eligibility.

UC Eligibility Index	
“a-g” GPA	UC Score Total
Minimum GPA = 3.0	
3.00 – 3.04	223
3.05 – 3.09	210
3.10 – 3.14	198
3.15 – 3.19	187
3.20 – 3.24	175
3.25 – 3.29	165
3.30 – 3.34	157
3.35 – 3.39	152
3.40 – 3.44	147
3.45 & above	143

To determine whether a student has met the Scholarship Requirement, calculate his/her UC Score Total according to the instructions below, then find where the student's GPA falls in the ranges listed in the Eligibility Index. If the student's UC Score Total meets or exceeds the minimum score shown for their GPA, the student is eligible for admission. Eligibility is considered preliminary until a student's test scores and coursework are verified by the University.

### Calculating the UC Score Total

- For students who took the SAT Reasoning Test:

Convert their highest scores in critical reading, math, and writing from a single sitting and their two highest SAT Subject Test scores from two different subject areas to equivalent UC Scores (see translation table to the right). Then add the five UC Scores to produce the UC Score Total:

$$\text{Critical Reading} + \text{Math} + \text{Writing} + \text{Subject Test 1} + \text{Subject Test 2} = \text{UC Score Total}$$

- For students who took the ACT plus writing exam:

Convert their highest math, reading, science and combined English/writing scores from a single sitting to equivalent UC Scores (see translation table to the right). To give the ACT writing component equal weight to the SAT writing exam, multiply the sum of the converted math, reading and science scores by two-thirds, then add the converted English/writing score. Add this subtotal to the two highest SAT Subject Test scores from two different subject areas, which are also converted to equivalent UC Scores, to produce the UC Score Total:

$$(\text{Math} + \text{Reading} + \text{Science}) \times 0.667 + \text{English/Writing} + \text{Subject Test 1} + \text{Subject Test 2} = \text{UC Score Total.}$$

Test Score Translation Table					
ACT Score	SAT Score	UC Score	ACT Score	SAT Score	UC Score
36	800	100		490	48
	790	98	20	480	47
35	780	97		470	45
	770	95	19	460	43
34	760	93		450	42
	750	92	18	440	40
33	740	90		430	38
	730	88	17	420	37
32	720	87		410	35
	710	85	16	400	33
31	700	83		390	32
	690	82	15	380	30
30	680	80		370	28
	670	78	14	360	27
29	660	77		350	25
	650	75	13	340	23
28	640	73		330	22
	630	72	12	320	20
27	620	70		310	18
	610	68	11	300	17
26	600	67		290	15
	590	65	10	280	13
25	580	63		270	12
	570	62	9	260	10
24	560	60		250	8
	550	58	8	240	7
23	540	57		230	5
	530	55	7	220	3
22	520	53		210	2
	510	52	1-6	200	0
21	500	50			

# Significant Issues for UC Eligibility for Freshmen Applicants

## ELC -- Eligibility in Local Context

- Students ranking in the top 4% of their high school class and who have completed 11 of the 15 required "a-g" year-long courses by the end of their junior year will be declared UC eligible.
- The ELC plan ranks students on performance on UC required academic courses, not on straight high school ranking.
- Students must agree to complete remaining requirements such as taking tests, completing course pattern, filing UC application within time limits.
- ELC guarantees a space within the UC system but not necessarily at a specific campus.

## Comprehensive Review Factors for Freshman Applicants

To be eligible for admission, applicants must meet the University's minimum undergraduate admission requirements. The following guidelines provide the framework within which the campuses establish procedures for selecting applicants when the number of eligible applicants exceeds the places available.

Each campus, in consultation with the Office of the President, develops enrollment targets that specify the number of new freshman and advanced standing students expected to enroll. Campuses that receive more applications than the number required to meet their enrollment target admit students using criteria drawn from those below.

The following criteria provide a comprehensive list of factors campuses may use to select their admitted class. Based on campus-specific institutional goals and needs, admissions decisions will be based on a broad variety of factors.

- Academic grade point average (GPA) calculated on all academic courses completed in the subject areas specified by the University's eligibility requirements (the "a-g" subjects), including additional points for completion of University-certified honors courses (see fourth bullet below). It is recommended that the maximum value allowed for the GPA shall be 4.0.
- Scores on the following tests: ACT Assessment plus Writing or the SAT Reasoning Test, and two SAT Subject Tests.
- The number and content of, and performance in, courses completed in academic subjects beyond the minimum specified by the University's eligibility requirements.
- The number of and performance in University-approved honors courses, College Board Advanced Placement courses, International Baccalaureate Higher Level courses and transferable college courses completed. It is recommended that caution be exercised in order not to assign excessive weight to these courses, especially if considerable weight already has been given in the context of the first criterion. Additionally, in recognition of existing differences in availability of these courses among high schools, it is recommended that reviewers assess completion of this coursework against the availability of these courses at the applicant's secondary school.
- Being identified as "eligible in the local context" by being ranked in the top 4 percent of the class by the end of the junior year, as determined by the academic criteria established by the University of California.

- The quality of the senior year program, as measured by the type and number of academic courses (see third and fourth bullets above) in progress or planned.
- The quality of academic performance relative to the educational opportunities available in the applicant's secondary school.
- Outstanding performance in one or more specific academic subject areas.
- Outstanding work in one or more special projects in any academic field of study.
- Recent, marked improvement in academic performance, as demonstrated by academic grade point average and quality of coursework (see third and fourth bullets above) completed and in progress, with particular attention given to the last two years of high school.
- Special talents, achievements and awards in a particular field, such as in the visual and performing arts, or in athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the applicant's promise for contributing to the intellectual vitality of a campus.
- Completion of special projects undertaken either in the context of the high school curriculum or in conjunction with special school events, projects or programs cosponsored by the school, community organizations, postsecondary educational institutions, other agencies or private firms, that offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus.
- Academic accomplishments in light of the applicant's life experiences and special circumstances. These experiences and circumstances may include, but are not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status or veteran status.
- Location of the applicant's secondary school and residence. These factors shall be considered to provide for geographic diversity in the student population and also to account for the wide variety of educational environments existing in California.

### **Factors to Consider When Preparing to Apply to UC**

#### **Selection Criteria**

Meeting the University of California eligibility requirements does not guarantee admission to any UC campus. The number of qualified applications exceeds the number of available enrollment spaces. Thus, "selection criteria" are developed that exceed the "eligibility criteria" listed below.

Selection criteria may vary from UC campus to UC campus and even be different within colleges on a campus. While most UCs accept a maximum of eight semesters of honors/AP/college level courses for "weighted" grade calculation, some may extend the number of semesters of honors/AP/college level courses given an extra grade point. Selection criteria must be researched and studied each year by students preparing for application. Selection criteria used for the prior year is available at each of the UC campus websites. Students and parents are strongly encouraged to visit these websites to examine the selection criteria used each year.

#### **Website Access**

- Search for the *University of California Office of the President* web-page or go directly to [www.ucop.edu](http://www.ucop.edu)  
-Scroll down to *The UC System* and highlight *Campuses*.
- A page will come up titled *University of California: It Starts Here*  
-Each of the ten UC campuses are named and pictured. Click on the picture of any campus in which you have interest.
- Information for each campus is set up differently. Read all information thoroughly, paying special attention to “selection criteria” applied to the current freshman class. Keep in mind that this selection criteria often changes year-to-year and college-to-college within each campus, so we suggest that you monitor UC web pages of interest annually. You can access each campus individually by using the following websites:

Berkeley:	<a href="http://students.berkeley.edu/admissions/freshmen.asp">http://students.berkeley.edu/admissions/freshmen.asp</a>
Davis:	<a href="http://admissions.ucdavis.edu/admissions/fr_selection_process">http://admissions.ucdavis.edu/admissions/fr_selection_process</a>
Irvine:	<a href="http://www.admissions.uci.edu/fr_adm.html">http://www.admissions.uci.edu/fr_adm.html</a>
Los Angeles:	<a href="http://www.admissions.ucla.edu/Prospect/Adm_fr/FrSel.htm">http://www.admissions.ucla.edu/Prospect/Adm_fr/FrSel.htm</a>
Merced:	<a href="http://admissions.ucmerced.edu/fr_selection">admissions.ucmerced.edu/fr_selection</a>
Riverside:	<a href="http://www.My.UCR.edu/admissions/paths.aspx">http://www.My.UCR.edu/admissions/paths.aspx</a>
San Diego:	<a href="http://admissions.ucsd.edu/dev3/info/comreview.html">admissions.ucsd.edu/dev3/info/comreview.html</a>
Santa Barbara:	<a href="http://admissions.ucsb.edu/selectionprocess.asp">admissions.ucsb.edu/selectionprocess.asp</a>
Santa Cruz:	<a href="http://admissions.ucsc.edu/apply/freshman_guide.cfm">admissions.ucsc.edu/apply/freshman_guide.cfm</a>

# COMPARISON of REQUIREMENTS

Subject Area	Pleasanton Unified	UC/CSU
History/ Social Studies	3 1/2 Years	2 Years US and World
English	4 Years	4 Years College Prep
Math	2 Years	3 Years Algebra, Geometry, Int Algebra or Math I-IV (UC rec. 4 yrs.)
Science	2 Years ( 1 yr Physical Science 1 yr Life Science)	2 Years Lab Science (UC rec. 3 yrs.)
Foreign Language	1 Year  (OR)	2 Years same language (UC rec. 3 yrs.)
Visual and Performing Arts	1 Year	1 Year
PE	2 Years	-----
Health/ Careers	1 Semester	-----
Electives	80 Credits	1 Year College Prep Elective
Totals	230 Credits (10 credits = 1 year)	15 Units (1 Unit = 1 yr)

# CALIFORNIA PRIVATE/INDEPENDENT COLLEGES & UNIVERSITIES

California's 77+ independent schools, located as far north as Redding and as far south as San Diego, offer students a rich diversity of education programs. They range in size from very small – Thomas Aquinas College in Santa Paula, enrolls a mere 359 – to very large – University of Southern California in Los Angeles that has over 33,000 students. Most, however, are relatively small (around 1,500) and offer students a personalized campus community life. Among the independents are major research universities such as California Institute of Technology (Cal Tech) and Stanford University. Comprehensive universities in California include Loyola Marymount University, University of the Pacific, University of San Diego and Santa Clara University. Occidental College, Pomona College and Saint Mary's College are considered liberal arts institutions. There are also many religiously oriented schools like California Baptist College, Pepperdine University, Westmont College and California Lutheran University. Mills and Scripps Colleges are women's colleges. California is also home to several prestigious specialty schools such as American Academy of Dramatic Arts, California College of Arts and Crafts and Harvey Mudd College (engineering, math and science). ([www.aiccumentor.org](http://www.aiccumentor.org))

In the private college sector, emphasis in admission is the total student. Factors considered include (roughly in order of importance): high school grades, curriculum and class rank, SAT /SAT Subject Tests (formerly SAT I/SAT II)/ACT test scores (some may require optional writing portion), activities, honors earned, letters of recommendation, special interests and talents and personal potential. Each application is reviewed individually by two or three people before a decision regarding admission is made. In regard to selectivity, private schools run the gamut. There is definitely an independent college (or two) that is a match for you! To get an application to the independent colleges, you can e-mail, write or call each school. Many independent colleges accept the common application. The web site to see which colleges accept this application is [www.commonapp.org](http://www.commonapp.org).

Generally speaking, the UC subject requirements are a solid guideline of what a college prep curriculum should be. The private/independent schools tend to look for a minimum of 4 years of English, 3 years of math, 2 years of foreign language, 2 years of science and 2 years of social science. In addition, many of the private/independent schools factor your freshman (ninth grade) year grades into your cumulative GPA.

Since the private schools do not receive money from the state, they generally cost more than public institutions. But do not let this dissuade you from applying! Most private schools are also able to offer substantial financial aid packages which make them affordable. Another factor to keep in mind is that private schools graduate almost all of their students in four years. College counselors advise students to apply to the independents that appeal to them and to apply for aid. Decide whether or not the school is the one for you **after** you receive your acceptance letter and financial aid package.

Please see Appendix 1 for a comparative view of private colleges in California.

# **IN-STATE AND OUT-OF-STATE PRIVATE COLLEGES**

- **Many have smaller class sizes & lower student-to-faculty ratios than public universities**
- **Courses more likely to be taught by professors, rather than Teaching Assistants (TA's)**
- **More personal, individualized attention**
- **Higher cost, but substantial scholarships and financial aid opportunities are often available**
- **May have a special major or degree program that fits your career goal**
- **May provide increased opportunities for networking in your chosen field or area of study**
- **Possible opportunities for research or internship placement**
- **Private colleges can include music schools, art and design schools, culinary schools, military academies, religious schools, technical schools, among others**

# **COLLEGE ADMISSION TESTING**



# College Admissions Tests

## Definitions

**SAT** A three-hour and 45 minute, primarily multiple choice test which measures critical reading, mathematical, and writing abilities. One 25-minute section will be experimental and is not calculated into the score, however this section is not identified. Students must work with equal seriousness on all sections. The Critical Reading section includes sentence completions and passage-based reading. The Writing section includes multiple choice and an essay. The Mathematics portion of the test emphasizes a student's ability to apply mathematical concepts and interpret data. The test covers arithmetic, algebra I, geometry, algebra II as well as basic statistical concepts. Calculators may be used. ([www.collegeboard.com](http://www.collegeboard.com))

**ACT** A two hour and fifty-five minute test designed to measure achievement in four curricular areas -- English, reading, science reasoning and mathematics. Tests vary in length from 35 to 60 minutes and include from 40 to 75 items. Tests cover the following material: English - sentence structure, grammar and usage, punctuation, organization and style (no analogies); Reading - selections are from social studies, humanities, prose fiction and natural science; Science Reasoning - content is in passage form and is drawn from biology, physical sciences, chemistry and physics; Mathematics - pre-algebra, algebra and intermediate algebra, plane and co-ordinate geometry and trigonometry. An optional writing test is available and required for many colleges, including UCs. ([www.act.org](http://www.act.org))

**SAT: Subject Tests** Twenty-four different one-hour, primarily multiple choice tests in five different areas: English, mathematics, history, foreign language and sciences. These tests measure a student's knowledge in specific subjects as well as the ability to apply that knowledge. One, two or three one-hour subject tests may be taken on a single test day. Tests are administered simultaneously with SAT. Be sure to check the test calendar for availability of specific tests on desired test date as all tests are not offered on all dates. For UCs, only Math IIc counts for the subject test requirement.

### ***Important Points about College Admission Testing:***

- Tests **must** be taken as a part of establishing eligibility at nearly every **4-year college or university** in the nation. Two-year colleges typically do not require admissions tests.
- Most colleges will accept **either** the SAT or the ACT equally.
- Many students perform quite differently on the SAT and the ACT as they are substantially different tests. It may be wise to try both in practice form before deciding which is best for you.
- If both SAT and ACT scores are submitted, colleges will use the higher comparable score.
- Some competitive colleges, **including the University of California**, require the **SAT Subject Tests in addition to the SAT or the ACT**.
- UC also requires the **optional writing portion of the ACT**.

# COMPARING THE SAT AND THE ACT

Most colleges and universities throughout the US will accept either the SAT or the ACT for admissions purposes. It is important that students understand the very different natures of the two tests and determine which is best for his or her test-taking style.

	<b>SAT</b>	<b>ACT</b>
	<b>SCHOLASTIC ASSESSMENT TEST</b>	<b>AMERICAN COLLEGE TEST</b>
<b>TEST CONTENT</b>	1/3 Writing 1/3 Critical Reading 1/3 Math	25% English 25% Reading 25% Science Reasoning 25% Mathematics <small>(Optional writing test also available)</small>
<b>MATH TOPICS</b>	Arithmetic Numbers & Operations, Algebra I & II Functions, Probability, Plane/Coordinate Geometry, Statistics & Data Analysis	40% Pre-alg/Algebra 38% Plane/Coord Geom 15% Intermediate Alg 7% Trigonometry
<b>TEST FOCUS</b>	Measures academic achievement in writing, math and critical reading	Measures academic achievement in English, reading, science reasoning and mathematics
<b>SCORING METHOD</b>	Penalty for wrong answers	Score based on points for right answers only. No penalty for wrong answers
<b>SCORING SCALE</b>	Critical Reading 200 - 800 Math 200 - 800 Writing <u>200 - 800</u>  SAT Total 600 -2400  (Sum of CR, M & W)	English 1 - 36 Reading 1 - 36 Science Reasoning 1 - 36 Math <u>1 - 36</u> ACT Composite 1 - 36 (Avg of 4 scores) *Writing 2 - 12 *English/Writing 1 - 36 (*not included in composite score)

## Recommended Testing Sequence

March – June Junior Year	Take either ACT (April) or SAT (May or June)
May or June Junior Year	Take SAT Subject Tests if applying to University of California or other more competitive colleges. (2 tests in different disciplines are required by UC)  Or take SAT/ACT if you missed the earlier date.
Summer	Receive scores from all spring tests. Check college eligibility charts. Register for SAT Prep course if needed.
October and November Senior Year	Repeat SAT, ACT or SAT Subject Tests as needed. Impacted CSU campuses may require completion of SAT reasoning by October test date. All UC campuses encourage completion of tests by November, but will accept the December test.
December Senior Year	Repeat any test if necessary. This is the last month to test if you are applying for college next fall.

## College and University Test Requirements

<b>UC System</b>	Either SAT <b>or</b> ACT (with optional writing test) <b>plus</b> SAT Subject Tests (2 from different disciplines) ( <a href="http://www.universityofcalifornia.edu/admissions">www.universityofcalifornia.edu/admissions</a> )
<b>CSU System</b>	SAT <b>or</b> ACT ( <a href="http://www.csumentor.com">www.csumentor.com</a> )
<b>Community Colleges</b>	None required ( <a href="http://www.cccapply.org">www.cccapply.org</a> )
<b>Other colleges and universities</b>	Check college handbook or college websites. Most require either SAT or ACT. More competitive schools may also require SAT Subject Tests. Many will require writing (check websites). ( <a href="http://www.aiccumentor.org">www.aiccumentor.org</a> or <a href="http://www.californiacolleges.edu">www.californiacolleges.edu</a> )

# TESTING CALENDAR 2010

## SAT and SAT Subject Tests

Amador Valley is a national test center for the SAT Testing Program.

<b>Test Date</b>	<b>Registration Deadline</b>	<b>Late Deadline to Register</b>
<b>March 13, 2010</b>	<b>February 4, 2010</b>	<b>February 18, 2010</b>
<b>May 1, 2010</b>	<b>March 25, 2010</b>	<b>April 8, 2010</b>
<b>June 5, 2010</b>	<b>April 29, 2010</b>	<b>May 13, 2010</b>
<b>October</b>	<b>To be published during the summer months. Check <a href="http://www.collegeboard.com">www.collegeboard.com</a>.</b>	
<b>November</b>		
<b>December</b>		

## ACT\*\*

<b>Test Date</b>	<b>Registration Deadline</b>	<b>Late Deadline to Register</b>
<b>April 10, 2010</b>	<b>March 5, 2010</b>	<b>March 19, 2010</b>
<b>June 12, 2010</b>	<b>May 7, 2010</b>	<b>May 21, 2010</b>
<b>September</b>	<b>Scheduled to be announced Please check <a href="http://www.act.org">www.act.org</a> for dates</b>	
<b>October</b>		
<b>December</b>		

\*\*ACT not offered at Amador Valley. See registration form for test sites.

# SAT PREP PROGRAMS

Many students are able to obtain SAT (or ACT) scores adequate to their college admissions needs by simply taking PSAT for practice and then taking the SAT, perhaps repeating it a second time. For other students, the SAT score may be a critical factor in the admissions process and, based on PSAT scores, some preparation may be important. Students may prepare individually using books or software available in libraries or bookstores. Others choose to enroll in some type of structured program which vary in length and intensity. Listed below are a number of those services.

Ames Seminars, Inc.,  
3249 Mt. Diablo Blvd. Suite 202  
Lafayette, CA 94549  
(925) 937-2280  
(800)799-9799

Kaplan Educational Center  
Berkeley Center,  
150 Berkeley Square  
Berkeley, CA 94704  
(510) 204-8980 or  
(800) KAP-TEST

Chinn Workshops  
9 Rancho Diablo Road  
Lafayette, CA 94549  
(925) 283-9944

Las Positas Community College  
SAT Test Prep Class  
Register for Class #ACAD 101  
(925) 424-1467  
[www.laspositascollege.edu/communityed](http://www.laspositascollege.edu/communityed)

Huntington Learning Center  
4855 Hopyard Road, Ste C-3  
Pleasanton, CA 94588  
(925) 463-2334  
[www.huntingtonlearning.com](http://www.huntingtonlearning.com)

Princeton Review  
(800) 273-8439  
(800) 2-REVIEW  
[www.princetonreview.com](http://www.princetonreview.com)

Ivy West  
(800) 489-9378  
[www.ivywest.com](http://www.ivywest.com)

Taming the SAT  
P.O. Box 27247  
LA, CA 90027  
(800) 761-3086  
[www.tamingtheSAT.org](http://www.tamingtheSAT.org)



# **FINANCIAL AID**



# SCHOLARSHIPS AND FINANCIAL AID

1. A college education is expensive – four years might cost anywhere from \$50,000 to upwards of \$100,000.
2. Sources of financial aid: **scholarships** (also known as grants or gift aid), **loans** (borrowed money that must be repaid, usually after graduation), and **work study** (a job arranged for the student during the academic year). Scholarships and grants are outright gifts and do not have to be repaid. Loans and student employment programs are generally referred to as self-help aid.
3. How financial aid is awarded: total cost of attendance *minus* expected family contribution *equals* financial need.
4. What to do:
  - Scholarships – tenacity, follow-through, patience ([www.pleasanton.k12.ca.us/amador/counsel/scholarship.html](http://www.pleasanton.k12.ca.us/amador/counsel/scholarship.html))
  - FAFSA (Free Application for Federal Student Aid) – fill out completely and thoroughly in the month of January ([www.fafsa.ed.gov](http://www.fafsa.ed.gov))
  - GPA verification forms due March 2 for any California aid ([www.csac.ca.gov](http://www.csac.ca.gov))
  - PROFILE – some colleges require filling out this additional application form. College financial aid offices will provide that information.
  - Avoid scholarship searches that might be scams – use the Counseling Office, Career Center, the Internet, and other *free* services.

# FINANCIAL AID FOR COLLEGE

The cost of going to college is a concern for parents and students. From the modest cost of attending a community college to the higher price of going to an independent college, there is the need to cope with the challenge of paying for college. This will give you some basic information about financial aid for the college years.

## WHAT IS THE COST OF GOING TO COLLEGE?

### TUITION AND FEES

Tuition charges help pay for the cost of instruction.

Some colleges charge fees in addition to tuition.

Independent college tuition is significantly higher than public colleges. Check college catalogs for information on tuition and fees.

### ROOM AND BOARD

Students living away from home have both housing and food costs. Many colleges provide campus housing for freshmen students.

Check college catalogs for on-campus room and board costs.

### TRAVEL

You should consider the cost of traveling from home to college. Estimate number of trips home during college year.

Some colleges allow cars on campus...but there may be parking fees involved.

### BOOKS

All college textbooks must be purchased

Book costs can add up to six hundred dollars or more each year.

Finding used textbooks at campus bookstore can help reduce book costs.

## WHO QUALIFIES FOR FINANCIAL AID?

- You must have “need” to qualify for financial aid.
- College costs minus your family contribution equals your financial “need”.
- Family contribution is determined from the information on the Free Application for Federal Student Aid (FAFSA). Some factors involved in estimating family contribution are the income, assets, and age of your oldest parent, as well as the number of children in the family.
- There are “no-need” or merit-based scholarships available at some colleges. The College Financial Aid Office will put together a financial aid package. Many private colleges have a great deal of money to offer students with financial need.

## WHAT ARE THE SOURCES OF FINANCIAL AID?

COLLEGES: Every college has a financial aid office which helps students find grants, loans, scholarships and work study programs.

STATE OF CALIFORNIA: The Cal Grant program awards grants that help pay tuition costs for California students going to a California public or Independent college.

LOANS: Request information from the Financial Aid Office at the college you will attend about loans that are available to parents and students.

MILITARY: The military services have opportunities that range from R.O.T.C. to attendance at West Point, Annapolis, or the Air Force Academy.

FEDERAL GOVERNMENT: The Pell Grant program provides funds for low-income students to attend college.

SCHOLARSHIPS: National and local scholarships are available to high school seniors each year. For information on these opportunities contact your high school guidance office. Information may also be available at your local library or from various websites.

## WHAT APPLICATIONS ARE NEEDED TO APPLY FOR FINANCIAL AID?

### FREE APPLICATION FOR FEDERAL STUDENT AID...FAFSA

- All colleges want this form completed after January 1, in your senior year.
- Pick up a copy of FAFSA form during January or February of your senior year.
- Mail in the completed FAFSA form during January or February of your senior year.
- The FAFSA form gives “basic” financial aid information to the U.S. Government and to your colleges.
- FAFSA is required in order to qualify for federal financial aid programs.
- No fee is involved...the FAFSA is a “free” form.
- Must be sent in by March 2<sup>nd</sup>.
- [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

### CALIFORNIA GRANT APPLICATION...GRADE VERIFICATION FORM

- If you are going to a California college, you must complete the Cal Grant GPA Verification application. Pick up this form in your Counseling Office/Career Center in December.
- The form asks for your high school counselor to calculate your grade point average (GPA). Be sure to mail the completed form by the March 2 deadline. This is an absolute deadline.
- No fee is charged for the Cal Grant Application.
- [www.csac.ca.gov](http://www.csac.ca.gov)

### INDIVIDUAL COLLEGE FINANCIAL AID APPLICATIONS AND/OR THE “PROFILE”

- *PROFILE:* The Financial Aid Profile (CSS) is needed by many private colleges. There is a fee for this service. Some colleges have their own financial aid application in addition to the Profile.
- Students need to contact colleges’ financial aid offices for their supplemental applications.
- Financial aid applications are sometimes sent with the admissions application packets.
- Check all deadlines carefully. Submit your applications on time.
- Usually there is no charge for an individual college’s financial aid application.

### FINANCIAL AID WORKBOOK AND THE WEB

- One of the best sources of financial aid information is the “Financial Aid Workbook” published each year by the California Student Aid Commission. This workbook explains how to apply for federal and state financial aid opportunities including grants, loans, and work-study programs. You can receive a copy of this free workbook in the Counseling Office/Career Center. Copies of the financial aid addresses are available in the College/Career Center. Check [Collegeboard.org](http://Collegeboard.org)., [FASTWEB](http://FASTWEB), and [FINAID](http://FINAID) websites, as listed in the websites page of this Handbook.

## CHECKLIST FOR SENIORS

# APPLYING FOR FINANCIAL AID

- Find out the costs at the colleges where you are applying
- Talk with your parents about how college costs will be paid
- Search the World Wide Web for information
- Complete the Free Application for Federal Student Aid (FAFSA) ([www.fafsa.ed.gov](http://www.fafsa.ed.gov))
- Print out the Cal Grant Grade Verification Form at [www.csac.ca.gov](http://www.csac.ca.gov). Complete form and turn in to Mrs. Gross, counseling secretary, for GPA verification.
- For many private colleges, pick up the registration form for the Profile
- Contact the Financial Aid Office at the college where you are applying for information about financial aid opportunities
- Check the scholarship board posted in the Counseling Office, the Career Center, and in Civics and Economics classrooms to get information about applying for local scholarships
- Attend FAFSA Night at your school
- Be sure to submit all applications on time
- Review your copy of the Financial Aid Workbook

# SCHOLARSHIP MYTHS

Straight talk from financial aid directors cuts the confusion

**By Charlotte Thomas, Career & Education Editor, Peterson's**

Ever hear the myth about alligators lurking in Manhattan's sewers? Bet you could name some others if you haven't come across one. Alligators aside, myths exist everywhere, and when it comes to college scholarships, mythmakers churn them out.

However, there are valid reasons why scholarship myths can take hold. Academic institutions offer vastly different scholarship programs and have a wide variety of requirements to get them. Finding and getting scholarships is time consuming and, when you're talking about the high cost of college tuition on top of it, the process gets very complicated.

Fortunately, many people who deal with financing undergraduate education go out of their way to address these myths. Lee Sirois, Director of Financial Aid at American International College in Springfield, Massachusetts, is one of them. He visits more than twenty high schools each year, talking to college-bound students and their parents, answering questions, and dispelling their confusion about financial aid and scholarships.

Someone else who takes on scholarship myths is Marvin Carmichael. As past Chairman of the National Association of Student Financial Aid Administrators (NASFAA), he's familiar with the misunderstandings people have about scholarships and financial aid. He's since brought his expertise into his role as Director of Financial Aid at Clemson University.

## Myth 1

### **Billions of scholarship dollars go unclaimed**

The mother of all scholarship myths, this one has been around since the word scholarship was invented. "I can't get a handle on where it comes from," says Carmichael. "It certainly is not from college financial aid offices." As for Clemson, Carmichael says they seldom have unawarded scholarships, and if so, it's usually because of timing or it's a highly restricted scholarship.

While the figure of billions of unclaimed dollars might be in the ball park, what the scholarship mythmakers fail to add is that all employer-paid education benefits are included in that total. Ron Laszewski, Director of Financial Aid at Bucknell University, points out that of all those supposedly unclaimed scholarships, employee tuition benefits account for about 85 percent of them. In reality, the number of unused scholarships is minuscule.

Laszewski doesn't know where this myth comes from either. He speculates that the media has a lot to do with perpetuating it. Illustrating how this particular one might endure, he refers to a scholarship that Bucknell offers for students from a specific high school that don't smoke or drink and have good grades. "It's known as the teetotaler's scholarship," says Laszewski. "And around the fall, we get calls about it from the media even though it's an obscure scholarship for a certain number of students from a particular high school only in our state."

## Myth 2

**I can't possibly get a scholarship because of the stiff competition.**

Tell this myth to Alan Deutchman, and he'll point you to his book, *Winning Money for College* (published by Peterson's). But aside from reading his book, ask him how he got through Princeton on practically nothing. He'll tell you that he took the initiative to enter college scholarship contests wherever and whenever he could find them. According to Deutchman, there are a lot of contests around; it just takes some resourcefulness to seek them out.

But first, you have to determine what you do well. "Many scholarship contests aren't just for valedictorians but are for people with particular interests and directions," says Deutchman, rattling off a list of possibilities such as foreign languages, science, the arts, leadership, and public speaking. As he found, the opportunities are diverse and these contests offer scholarship money at many levels. They may not pay for your entire education as they almost did for his, but they can take care of a good chunk of it.

Laszewski adds that more scholarship sources can turn up if students look for opportunities in their communities – churches, synagogues, Daughters of the American Revolution, to mention a few. A parent's employer might even sponsor scholarships for their employees' children. "Many don't require more than writing an essay or giving a speech," he says. "Your search may come up with nothing, but you've at least covered the bases."

## Myth 3

**Scholarships require a glamorous talent.**

Being a high school football or basketball legend certainly helps, but how many students fit into that category? Headlines tout the more sensational scholarship awards without telling the full story of the less spectacular ones. Perseverance, researching what scholarships are available, filling out endless forms, and getting these forms to the right place at the right time earn scholarships, too. "People think they have to invent the cure for cancer," observes Laszewski. Determination might not be the most glamorous talent in the world, but it works when getting scholarships.

## Myth 4

**Scholarship searches are worth paying for.**

This myth eventually will die as people discover the resources available on the Internet or in print. (See CollegeBoard Scholarship Handbook 2008 or Peterson's Scholarships, Grants & Prizes for starters.) "The public now has access to all kinds of information," says Laszewski. Parents and students have the attitude that it's little ole me against all those big colleges, when in reality, an abundance of data is at their fingertips. They just have to look for it in libraries, on the Internet and in book stores.

## Myth 5

### **Scholarships go only to the best students.**

“It’s not always the top students who are recognized by scholarships,” says Carmichael. Speaking of Clemson as a state-supported land-grant institution, he points out that they are not able to use tuition and fee revenue for scholarships; rather they must use the funds that come from individuals. “You will see more dependency on private gifts and government-sponsored programs at state-supported institutions,” he says.

Some scholarships are awarded to students of a particular major. Carmichael illustrates this by referring to someone who, for instance, is in the textile industry and wants to set up a scholarship for Clemson’s textile students. Some of those students applying for that particular scholarship might not necessarily be the highest academic achievers, but they meet the criteria established by the donor.

## Myth 6

### **I’m a top student, so I don’t have to seek scholarships. They’ll come to me.**

Few students get free rides with scholarships, warns Carmichael. “In most cases, students are encouraged to explore all the options available – tuition tax credits, state and federal programs, loans, grants. Obviously, the more you have to offer in grades and talents, the more you’ll probably be awarded, but that doesn’t mean all you have to do is sit back and wait for the money to roll in.

## Myth 7

### **If I apply for a loan, it will lessen my chances for a scholarship.**

Parents often mistakenly think that if students get student loans, colleges will reduce any scholarship money that might have been awarded. “Not so,” says Carmichael. “In all cases, if a reduction is required, loans are the first component affected.”

## Myth 8

### **Negotiation and playing hardball with colleges means I’ll get more money.**

“We do not negotiate scholarships. We have rigid criteria and prescribed amounts of money that can be awarded,” Carmichael emphatically states. He’s dealt with some parents who argue, “Why is so and so giving me this much and you’re not” or “Why can’t you match what this college is giving me?” To which he replies, “We make objective decisions using a university committee, which includes a student.”

But having said that, he adds that for need-related financial aid there is some room for adjustments if the financial situation of parents change or there are extenuating circumstances. In such cases, families should bring it to the attention of the financial aid officer in writing and be prepared to document the changes.

# **FINANCIAL AID REFERENCES: BOOK, TELEPHONE NUMBERS, WEBSITES**

## **BOOKS**

- College Board: Scholarship Handbook
- College Board: College Costs and Financial Aid Handbook
- Princeton Review: Paying for College Without Going Broke
- Ten Speed Press: College Financial Aid Made Easy
- Peterson's: Scholarships, Grants and Prizes
- Peterson's: Scholarships for Study in the USA and Canada

## **TELEPHONE NUMBERS**

- 1 800 4 FED AID: U.S. Department of Education Federal Student Aid Information Center (1 800 433-3243)
- 1 800 801-0576: Information on FAFSA express software
- 1 916-526-7590: California Student Aid Commission

## **WEBSITES**

- **[www.ed.gov](http://www.ed.gov): U.S. Dept of Education – the student guide to financial aid**
- **[www.csac.ca.gov](http://www.csac.ca.gov): California Student Aid Commission (information on Cal Grants and other state aid programs)**
- **[www.finaid.org](http://www.finaid.org): a website for scholarship searches and tips on how schools determine what students and families can contribute**
- **[www.fafsa.ed.gov](http://www.fafsa.ed.gov): the official FAFSA website**
- **[www.collegeboard.com](http://www.collegeboard.com): College Board’s website**
- **[www.petersons.com](http://www.petersons.com): Peterson’s website**

**Note: This is merely a “short” list of resources and referrals. Libraries, bookstores, and the Internet have a wealth of information on scholarships and financial aid.**



# MISCELLANEOUS



# THE COLLEGE ADMISSIONS PROCESS: 10 THINGS EVERY PARENT SHOULD KNOW

- 1. Relax - Your son or daughter will thank you!**

Much of the stress that parents feel in the admissions process is self-induced. It's a complicated process with a lot of work involved and it is drawn out over a long period of time. Avoid stress by planning slowly and deliberately, using and sticking to your calendar.
- 2. Make a Plan of Action and Stick to it!**

Together with your son or daughter, construct an outline for the entire college admissions process, from the initial research to the final decision of where to attend. Post the calendar where your child can check it frequently to stay on track.
- 3. Don't contact College Admission Offices for Your Student.**

Most colleges log the contacts they have with prospective students. Colleges want independent young people who can thrive away from home, so it doesn't help their view of your child if you are making the contacts. They think, "Wow, this lady really wants to go to our college!!"
- 4. Plan Out Necessary Tests Carefully.**

There are several tests which are either required or helpful in the college admissions process. Start well in advance of the senior year to allow an opportunity to practice on the PSAT, take all possible AP exams and have more than one chance to take SAT or ACT and SAT Subject Tests, if required.
- 5. Be Aware of Technology and New Products which Make the Process Easier.**

The internet has given us Virtual Tours, SAT Prep materials and on-line applications. Nearly all colleges have extensive web sites filled with information; financial aid, scholarships and student loans can all be researched on the internet as well.
- 6. Visit Your Son or Daughter's Top College Options**

If you can, visit all of the colleges where your child is applying. If this is not possible before applying, visit before final decisions are made. Besides the standard information session/tour, be sure to take time to browse, have lunch on campus and allow your son or daughter to explore on his or her own.
- 7. File Financial Aid Forms as Soon as Possible after January 1**

Don't wait for this year's income tax forms to be completed. File as soon as applications become available and use last year's data. Financial aid offers can compile an estimated package that will closely reflect the final, updated package.

## **8. Be On the Lookout for Scholarship Opportunities**

**Many employers, social clubs, and religious organizations offer scholarships. Check these sources early. Be aware of scholarship scams...companies who, for a fee, promise to find you scholarships.**

## **9. Keep Copies of Everything**

Set up file folders for each college to which applications are sent. With thousands of pieces of mail coming in to Admissions Offices, one is bound to be lost. If you have a copy, there will be no problem. Keep a copy of your e-mail receipt if you sent your application in on-line. Also keep a record of correspondence and phone calls.

## **10. Remember that You Are Not Going to College-- Your Son or Daughter Is!**

While you should have *input*, try to keep it in perspective. It should focus on the mechanics of making a choice, not on the choice itself. Be frank and direct about any absolutes, such as financial limitations, but be low-key and reserved about the characteristics you think they should look for in a college. *Support* your son or daughter in this process, don't do it yourself!

# HOW TO APPLY TO COLLEGE

- **Applications:** Applications for California public colleges are available on-line. (See the website page in the back of this book.) Applications for out-of-state and private colleges may also be available on-line. Check the school's website. To obtain a paper application from a college, e-mail the undergraduate admissions office. If you are interested in housing or financial aid information, include your specific request at the same time. A postcard or e-mail usually is sufficient for the initial contact. A sample inquiry is printed below.
- **Essays:** Some colleges require one or more essays from applicants. Begin this process early.
- **Transcripts:** Grades (GPA) are an indicator of past high school achievements and performance. **You**, not your counselor, are responsible for requesting that your transcripts be sent to colleges. Separate requests must be made for preliminary and final transcripts. See the registrar regarding transcripts. The final transcript is verification to the school you plan to attend that you have completed high school. You also must request a transcript if you plan to attend a community college, since they are not sent automatically. Timelines for transcript requests can vary from school to school.
- **Tests:** Test scores are also indicators of your ability to succeed in college. Check catalogs on the colleges of your choice to determine what tests are required and what deadlines to expect. Once you have taken the test, write down the name of the test center, the date and your test number. If you make inquiries about scores at a later date, the information is invaluable. To apply for additional reports, complete the *Additional Report Request* form which is available in your counseling office. Test scores must be sent directly to colleges by College Board or ACT.
- **Recommendations:** Recommendations are required, in particular by private schools, to help in assessing your qualifications for admission. Forms usually are provided by the college with an indication of the persons from whom they would like recommendations. A counselor or school official probably will be listed; if so, get the form to him/her as soon as possible. Give a list of your qualifications and extracurricular activities to each person submitting a letter of recommendation. Please give that person two weeks notice so that he/she has sufficient time to work on your letter. Give each person a stamped, addressed envelope in which to mail the recommendation. Keep copies of *everything* you send to colleges for your records.

## SAMPLE INQUIRY

Your Street Address  
City, State and Zip Code  
Date

Director of Admissions  
Name of College  
Street Address  
City, State and Zip Code

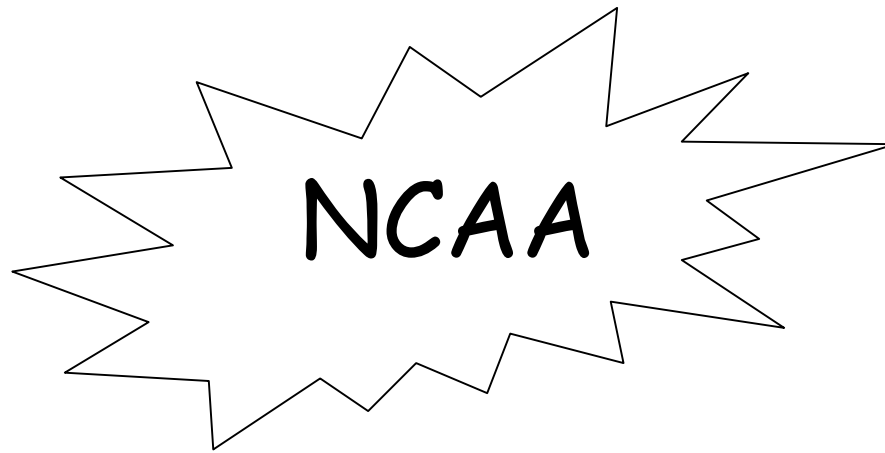
Dear Director:

I am a student at Amador Valley High School and expect to graduate in June, \_\_\_\_\_.

Since I am interested in your college, I would appreciate receiving an information bulletin and the necessary forms for filing an application for admission. I also would appreciate any information you have concerning \_\_\_\_\_ as a major field of study.

Sincerely,

Your Signature  
Type your name



## FREQUENTLY-ASKED QUESTIONS ON INITIAL-ELIGIBILITY

**1. May a correspondence or independent study course be used to meet the 16 core course requirements?**

Yes. Independent study, Internet or correspondence courses may be used to satisfy core-course requirements, provided the following conditions are met:

- They meet all requirements for a core course;
- The instructor and student have access to one another during the direction of the course for the purpose of teaching, evaluating and providing assistance to the student;
- Evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high-school's established academic policies; and
- The course is acceptable for any student and is placed on the high-school transcript.

**2. May courses taken in the eighth grade that are high-school core courses (e.g., Algebra I, Spanish I, Freshman Composition) be used to meet the 16 core-course requirements?**

Courses taken in the eighth grade may not be used to satisfy the core-curriculum requirements regardless of the course content or level. However, in the rare event that students need to have courses taken in the eighth grade considered for eligibility purposes, the initial-eligibility waiver process is available (see question No. 5).

**3. How is the NCAA core grade-point average different from a student's overall grade-point average?**

The NCAA core-course grade-point average is calculated using only NCAA approved core courses in the required 16 core units. High-school grade-point averages generally include the grades from most or all courses attempted in grades nine through twelve.

**4. Can weighted grades for honors or advanced placement courses be factored into**

### **the calculation of the student's core grade-point average?**

A school's normal practice of weighting honors or advanced placement courses may be used as long as the weighting is used for computing grade-point averages. Weighting cannot be used if the high school weights grades for the purpose of determining class rank.

Additionally, in no instance may the student receive greater than 1.000 additional quality points for purposes of calculating the grade-point average for initial-eligibility.

### **5. What options are available to students who do not meet the NCAA initial-eligibility standards?**

Students who do not meet the initial-eligibility standards may be granted a waiver of their deficiency through an NCAA initial-eligibility waiver. NCAA academic committees are vested with the authority to authorize waivers of the initial-eligibility requirements based on objective evidence that demonstrates circumstances in which a student's overall academic record warrants the waiver of the normal application of the legislation. The waiver must be filed by an NCAA institution (college or university) on behalf of the student. However, students with a diagnosed disability may file a waiver on their own behalf.

### **6. May students use courses taken after high-school graduation?**

Generally, students who enroll in a Division I institution may not use courses taken after high-school graduation to meet the NCAA core-curriculum requirements. Students who return after graduation to the high-school from which they graduated may take courses to meet the core-course requirements. These students cannot enroll in college and participate in intercollegiate athletics until the subsequent fall. Students enrolling in Division II institutions and students with disabilities (enrolling in either Division I or II) may use core courses taken after high-school graduation to meet the NCAA core-curriculum requirements, provided the courses are completed prior to full-time enrollment in a college or university.

### **7. May a student who has graduated repeat a course taken in grades nine through twelve and use the repeated course for purposes of meeting NCAA initial-eligibility requirements?**

Courses taken in grades nine through twelve may be repeated post-graduation to meet NCAA Division I initial-eligibility core-course requirements, provided the courses are repeated at the high school from which the student graduated. If core courses are completed beyond the eighth semester, a student's initial full-time college enrollment cannot occur until the next academic year.

For Division II student-athletes, courses completed in grades nine through twelve may be repeated to meet initial-eligibility core-course requirements, provided the courses are repeated prior to initial full-time collegiate enrollment.

### **8. When should a student register with the NCAA Initial-Eligibility Clearinghouse?**

Students should register with the clearinghouse after the completion of their junior year in high school. At this time, a transcript, which includes six semesters of grades, should be sent to the clearinghouse from the high school. Additionally, students should have their SAT or ACT test scores forwarded directly to the clearinghouse whenever they take the exam.

**9. May courses taken by a high-school student at a local college be used to meet the 16 core-course requirements?**

College courses may be used to satisfy core-curriculum requirements if the courses are accepted and awarded credit by the high school for any student and, meet all other requirements for core courses. For NCAA Division I only, such courses must be placed on the student's high-school transcript. Courses taken at a college will NOT appear on the high school's list of Approved Core Courses (formerly Form 48-H). The high school's list of NCAA Approved Core Courses will include only those courses taught/offered by the high school.

**10. What documents does the NCAA require to enable a student with a disability to use a nonstandard ACT/SAT and/or courses designated for students with disabilities?**

The following documentation is required: (a) a signed copy of a professional evaluation report that states the diagnosis of the student's disability; and (b) a copy of the student's Individualized Education Plan (IEP), individual Transition Plan (ITP) or Section 504 Plan or statement that relates to accommodations received by the student with the disability. The NCAA national office, not the clearinghouse, processes the information.

**11. Can students with a diagnosed disability use courses that are designated for students with a disability to meet NCAA core-course requirements?**

Students with appropriately diagnosed disabilities may use courses for students with disabilities for the purpose of meeting NCAA core-course requirements. Courses for students with disabilities must appear on the high school's list of NCAA Approved Courses (formerly Form 48-H) in order for a student to receive NCAA credit for the course. In order to use such courses toward a student's core-course requirements, students must document their disability with the NCAA by submitting the required documentation (see question No. 10).

**12. Can a nonstandard ACT/SAT be used for initial eligibility?**

Only students with a diagnosed disability may use nonstandard test scores. Please note that students with disabilities must have required documentation (see question No. 10) sent to the NCAA for review.

**13. Does the prohibition against special education, remedial or compensatory courses**

**apply to students with disabilities?**

No. In order for courses designated for students with disabilities to be approved, the course must be substantially comparable, qualitatively and quantitatively, as a regular core course offered in that academic area.

**14. Are vocational courses acceptable?**

Traditional vocational courses are not acceptable. These include courses such as agriculture, auto mechanics, accounting, and health. However, courses taught using applied approaches to teaching may very well meet the NCAA standard for a core course. The core-course requirements for each discipline explain in detail the NCAA's requirements for a core course.

**15. What if a student's final high school transcript contains an error or the student has grade changes that are not included on the first final transcript mailed to the clearinghouse?**

Once the clearinghouse has received all required documentation including a final high school transcript for a student, they are able to produce a final certification report. If a high school forwards the clearinghouse a revised final transcript, the clearinghouse will not be able to use the changes to issue a revised final certification report. Instead, any changes to a student's final high school transcript must be approved through the initial-eligibility waiver process (see question No. 5 for more information about the waiver process).

**16. May courses taken at high school "A" be accepted if they appear on high school "B's" transcript?**

No. High school "A" may provide the clearinghouse with an official copy of high school "B's" transcript, but grades from one high school cannot be accepted on another high school's transcript.

**17. How are students prioritized for processing at the clearinghouse?**

Students who have their status requested by an NCAA institution are prioritized by the clearinghouse for processing. If a student's eligibility status is never requested by a member institution, the clearinghouse may not process such a student's status.

[NOTE: This is not a complete list of NCAA regulations regarding initial eligibility. Please call or write the NCAA or access the NCAA Web site if you have specific questions.]

NCAA  
Membership Services  
P.O. Box 6222  
Indianapolis, IN 46206-6222  
317/917-6222 (phone)  
317/917-6622 (fax)  
800/638-3731 (NCAA Hotline)  
[www.ncaa.org](http://www.ncaa.org)

# POPULAR INTERNET WEB SITES

## College Admissions and Financial Aid

(All Web addresses are subject to change without notice)

### College Search Process

American College Test (PLAN/ACT)  
Apply! (Princeton Review)  
Black Collegian  
Campus Tours  
Catholic Colleges and Universities  
CollegeApps  
College Board (PSAT/SAT/SAT/AP)  
CollegeXpress  
CollegeNet  
College & University Search  
College View  
College Zine (Kaplan)  
Historically Black Colleges and Universities  
Minority On-line Information Services (MOLIS)  
National Association for College Admission Counseling  
Nursing Programs  
Peterson's  
Schools in the USA  
Women's Colleges  
XAP

<http://www.actstudent.org>  
[review.com](http://www.review.com)  
[blackcollegian.com](http://www.blackcollegian.com)  
[campustours.com](http://www.campustours.com)  
[catholiccollegeson-line.org](http://www.catholiccollegeson-line.org)  
[collegeapps.com](http://www.collegeapps.com)  
[collegeboard.org](http://www.collegeboard.org)  
[collegexpress.com](http://www.collegexpress.com)  
[collegenet.com](http://www.collegenet.com)  
[universities.com](http://www.universities.com)  
[collegeview.com](http://www.collegeview.com)  
[kaplan.com](http://www.kaplan.com)  
[hbcu-central.com](http://www.hbcu-central.com)  
[iam-molis.org](http://www.iam-molis.org)  
[nacacnet.com](http://www.nacacnet.com)  
[aacn.nche.edu](http://www.aacn.nche.edu)  
[Petersons.com](http://www.Petersons.com)  
[schoolsinttheusa.com](http://www.schoolsintheusa.com)  
[womenscolleges.org](http://www.womenscolleges.org)  
[xap.com](http://www.xap.com)

### College Applications & Information

University of California  
California State University  
California Private/Independent Colleges  
California Community College Information  
California Community College Transfer Agreements  
College Options in California  
Common Application

<http://www.universityofcalifornia.edu/admissions>  
[calstate.edu](http://www.calstate.edu), [csumentor.edu](http://www.csumentor.edu)  
[aiccumentor.com](http://www.aiccumentor.com)  
[ccco.edu](http://www.cccco.edu)  
[assist.org](http://www.assist.org)  
[californiacolleges.edu](http://www.californiacolleges.edu)  
[commonapp.org](http://www.commonapp.org)

### Financial Aid/Scholarships

#### Commercial/Private

Fastweb  
FinAid  
Nat'l Assoc Student Financial Aid Admin  
Nellie Mae  
Sallie Mae  
Scholarships 101

<http://www.fastweb.monster.com>  
[finaid.org](http://www.finaid.org)  
[nasfaa.org](http://www.nasfaa.org)  
[nelliemae.org](http://www.nelliemae.org)  
[salliemae.com](http://www.salliemae.com)  
[scholarships101.com](http://www.scholarships101.com)

#### Government

California Student Aid Com.  
FAFSA Express  
Funding (Dept. of Ed.)  
Student Guide (Dept of Educ)

<http://www.csac.ca.gov>  
[studentaid.ed.gov](http://www.studentaid.ed.gov)  
[studentaid.ed.gov/funding](http://www.studentaid.ed.gov/funding)  
[studentaid.ed.gov/students/publications/student\\_guide](http://www.studentaid.ed.gov/students/publications/student_guide)

#### Athletics

NAIA  
National Collegiate Athletic Association (NCAA)  
NCAA eligibility and on-line application

<http://www.naia.org>  
[naia.org](http://www.ncaa.org)  
[ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

# GLOSSARY OF TERMS

**AA (ASSOCIATE OF ARTS):** A two-year college degree.

**ACADEMIC CALENDAR:** Breaks the school year into one of the following:

Semester: two terms of 17-18 weeks

Quarters: three terms of 11 weeks

Trimester: three terms of 11 weeks

**ACCREDITATION:** The recognition by an outside agency that a school maintains high standards that enable students to qualify for admission to other accredited institutions.

**ADMISSION REQUIREMENTS:** A set of rules established and required by each college for admission.

**ADVANCED STANDING:** Admission status when a student has completed more than 12 college credits.

**“a-g” PATTERN:** Refers to the list of subjects required for admission by the University of California.

**AUDIT:** To attend a class for the purpose of reviewing the information. No grades or credits are given.

**BA (Bachelor of Arts) or BS (Bachelor of Science):** A 4 year college degree.

**CAL GRANT:** California financial aid. Available to students having a financial need as they continue their education at a college or vocational school. Eligibility is based on income and grade point average. Forms are available on-line in December.

**CHSPE (CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM):** A state exam allowing students 16 years or older the opportunity to qualify for a high school equivalency certificate. Registration materials are available in the Guidance Office and must be mailed approximately one month before the test date. Students must remain in school until results are received and parental approval for withdrawal has been granted.

**CLASS RANK:** A student's standing based on his/her GPA as compared with that of the other members of the class. In a class of 100, the best student would be number 1; the poorest, number 100. Some schools do not rank. You can get your student's rank from Sondra Graef, our registrar.

**COLLEGE CATALOG:** A book published by a college describing requirements for admission, degrees, services offered, and course descriptions. The high school Career Centers have many college catalogs. Catalogs can also be accessed on the Internet as well. Consult the Home Page of the college.

**“CREDIT” OR “SEMESTER HOURS” OR “UNIT HOURS” OR “QUARTER HOURS” OR “UNIT”:** Ways of referring to the number of credits which are earned in a course. Approximately 64 total credits are needed for an AA degree, and 124 total credits for a BA

degree for schools on a semester calendar. If a class meets three hours per week, it is usually a 3 credit course. A full-time student at college is usually defined as one who attends three to four classes and earns 12 credits per semester.

**CSF (CALIFORNIA SCHOLARSHIP FEDERATION):** Statewide honor society designed primarily for the academically oriented, college-bound student. Eligibility for membership depends on the previous semester's final grades. Students who qualify for four out of their last six semesters (including one senior year semester), become Sealbearers at graduation. Membership is neither automatic, mandatory, nor retroactive. Join the first weeks of a semester, if eligible. See your CSF Advisor or Guidance Counselor for eligibility requirements.

**CUMULATIVE RECORD OR PERMANENT RECORD CARD:** The complete record of all courses and grades earned. Your transcript is a copy of your cumulative record or permanent record card.

**DEGREE:** A title given to college graduates upon completion of a program. A four year degree is usually a BA or BS; a 5<sup>th</sup> or 6<sup>th</sup> year degree is often an MA (Master of Arts) or an MS (Master of Science); and a Doctoral Degree (Ph.D.) requires approximately five additional years beyond the BA or BS degree.

**EARLY ACTION:** Under this admissions plan, highly qualified candidates who apply early may receive offers of admission by mid December. Unlike the Early Decision plan, the Early Action plan does not allow an institution to request an applicant to make a prior commitment to matriculate, indicate college preferences, or make any response to an offer of admission until the traditional May 1 Candidate's Reply Date.

**EARLY ADMISSION:** This plan allows students to begin college work after their junior year of high school. The program is limited to exceptional students.

**EARLY DECISION:** Under this admissions plan students apply early and receive notification of admission or denial early (typically the application is due in November and students receive notice in December). If a student is admitted under this plan he/she is committed to attending and must immediately withdraw any other outstanding applications. It is legally binding.

**GRANTS:** Payments made to students by various institutions and organizations, including CAL GRANTS from the State of California. Grants are monies that do not have to be paid back.

**IMPACTED PROGRAMS:** A college degree program, such as computer science, which may be temporarily closed to new students due to heavy enrollment, or which may require supplementary paperwork and/or screening due to heavy competition for the limited spaces available.

**LOWER DIVISION:** Refers to courses usually completed in the first two years of college.

**MAJOR:** A student's main area of study in college.

**MINOR:** Approximately 18 semester credits in an area outside a student's major area of study.

**PELL GRANT:** A financial aid program administered by the Federal Government. Pell Grants are available to students with financial need and may be used at many types of colleges and vocational schools. Apply in January or February of the senior year by filing a FAFSA form.

**PREREQUISITES:** Courses, test scores, and/or grade level that must be completed before taking a specific course.

**PRIVATE/INDEPENDENT COLLEGE:** A school that is not supported by state taxes.

**ROLLING ADMISSIONS:** A college admissions process which allows students to be admitted on an individual basis when all required documents have been received and reviewed, provided that space remains available. Students should apply early for optimum chance of acceptance.

**ROTC (RESERVED OFFICERS TRAINING CORPS):** Some colleges have units of the Reserve Officer's Training Corps that offer two and four year programs of military training culminating in an officer's commission. In some schools, credit for the courses can be applied toward a degree. ROTC scholarships often pay for full college costs.

**SECONDARY SCHOOL REPORT:** A form that may be required by a college or university as part of the application. The form is completed by an administrator, counselor, or academic advisor, and describes the personal and academic qualities of the student.

**SIR (STATEMENT OF INTENT TO REGISTER):** This form must be returned (postmarked) to the college of your choice by a specified date, usually May 1; this confirms your intent to register at that college and reserves a spot for you.

**TRANSCRIPT:** A copy of your official record of grades and courses from the time of entrance into high school to the end of the last semester of senior year.

**TUITION:** A fee that is paid for instruction in a school, college, or university.

**UNDERGRADUATE:** A college student who has not yet received a Bachelor's Degree.

**UPPER-DIVISION COURSES:** Courses designated for the junior and senior years of college.

**WAITING LIST:** In addition to accepting and rejecting applicants, many colleges place students on a wait list. Students who are wait listed will be admitted if space becomes available.

**WORK STUDY:** A federally funded program that makes part-time jobs available to students with financial need.