TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE PLANNING CALENDAR FOR SENIORS</td>
<td>3</td>
</tr>
<tr>
<td>ZEROING IN ON COLLEGE</td>
<td></td>
</tr>
<tr>
<td>Saratoga High School Profile</td>
<td>7</td>
</tr>
<tr>
<td>Computing Grade Point Averages</td>
<td>11</td>
</tr>
<tr>
<td>College Admission Tests</td>
<td>14</td>
</tr>
<tr>
<td>College Admission Requirements</td>
<td>16</td>
</tr>
<tr>
<td>College Acceptance Criteria</td>
<td>16</td>
</tr>
<tr>
<td>Community College Admission Requirements and Programs</td>
<td>17</td>
</tr>
<tr>
<td>Two-Year Colleges Located in California with Residence Facilities</td>
<td>19</td>
</tr>
<tr>
<td>CSU/UC Admission Requirements</td>
<td>20</td>
</tr>
<tr>
<td>CSU Campuses and Eligibility Index</td>
<td>21</td>
</tr>
<tr>
<td>CSU Transcript and Test Score Requirements</td>
<td>22</td>
</tr>
<tr>
<td>UC Campuses and Eligibility Index</td>
<td>23</td>
</tr>
<tr>
<td>Independent (Private) Colleges and Universities</td>
<td>24</td>
</tr>
<tr>
<td>A Sampling of Some Excellent Colleges by Subject</td>
<td>25</td>
</tr>
<tr>
<td>College Tours and Visits</td>
<td>30</td>
</tr>
<tr>
<td>College Comparison Worksheet</td>
<td>32</td>
</tr>
<tr>
<td>Questions You Should Ask on a Tour</td>
<td>33</td>
</tr>
<tr>
<td>Acing the College Interview</td>
<td>34</td>
</tr>
<tr>
<td>APPLICATION TIPS AND TOOLS</td>
<td></td>
</tr>
<tr>
<td>Something to Think About</td>
<td>36</td>
</tr>
<tr>
<td>College Application Organizer</td>
<td>37</td>
</tr>
<tr>
<td>Frequently Asked Questions About the Application Process</td>
<td>39</td>
</tr>
<tr>
<td>Writing a College Essay</td>
<td>41</td>
</tr>
<tr>
<td>Independent (Private) College Application Process Instructions and Materials</td>
<td>44</td>
</tr>
<tr>
<td>Scholarship Scams</td>
<td>56</td>
</tr>
<tr>
<td>Resources Available on the Internet</td>
<td>59</td>
</tr>
<tr>
<td>College Placement Tests</td>
<td>60</td>
</tr>
<tr>
<td>Sample of a Second Semester Warning Letter</td>
<td>61</td>
</tr>
<tr>
<td>Sample of a UC Rejection Letter</td>
<td>62</td>
</tr>
<tr>
<td>College and Career Center Ways We Can Help</td>
<td>63</td>
</tr>
<tr>
<td>Fall 2015 College and Career Center College Speaker Calendar</td>
<td>64</td>
</tr>
</tbody>
</table>


COLLEGE PLANNING CALENDAR FOR SENIORS

September

**September – June: Study!** Colleges want students who demonstrate ability and willingness to work **throughout their senior year.** Maintain the highest grades possible.

8-9  Senior Guidance Unit during English class periods
8   Senior Parent Guidance Meeting 7:00 PM - McAfee Center
4   Regular registration deadline for Oct. 3 SAT Reasoning Test or SAT Subject Test(s)
16  Deadline for private college Early Decision/Early Action candidates to submit Secondary School Report forms to the Guidance Office. (Be sure to make copy of front of envelopes turned in for your records.)
18  Registration deadline for October 24 ACT

**During September:**
- Plan college application and testing schedule
- Sign up on Naviance under the College Tab to hear college representatives and continue research for possible colleges
- Compile necessary materials needed by private colleges for Early Decision and Early Action
- Ask teachers to write letters of recommendations, if needed
- Pick up CSS Profile for financial aid, if applicable.
- If planning on participating in college athletics, register with NCAA

October

1   CSU application priority filing period begins
1   CSS Financial Aid Profile registration begins
2   Last day to drop a class without grade penalty
3   SAT Reasoning Test or SAT Subject Test(s)
9   Registration deadline for November 7 SAT Reasoning Test or SAT Subject Test(s)
14  Deadline for private college Regular Decision candidates to submit materials to the Guidance Office for Secondary School Reports. (Be sure to make copy of front of envelopes turned in for your records.)
24  ACT Exam

**During October:**
- Compute various GPA’s using up-to-date transcript (see pages 11-13)
- Reduce preliminary number of colleges to a reasonable number carefully considering GPA and eligibility requirements
- If applying on paper, photocopy all college applications before writing on them for use as rough drafts
- Begin work on UC/CSU applications
- Begin or continue first draft of college essays
- Research scholarships and financial aid in the Guidance Office, on Naviance and other internet sites
- Mail or submit online Early Decision/Early Action Applications
November

1. UC application priority filing period begins
2. UC Application Workshop if offered
6. Registration deadline for December 5 SAT Reasoning Test or SAT Subject Test(s)
6. Registration deadline for December 12 ACT
7. SAT Reasoning Test or SAT Subject Test(s)
30. CSU/UC application priority filing period ends

During November:
- Research housing for college(s) of your choice
- Send CSU/UC applications no later than November 30 (preferably earlier)

December

5. SAT Reasoning Test or SAT Subject Test(s)
12. ACT Exam
14-17. Submit request for Mid-Year Reports to Mrs. Fong in the Guidance Office during finals week
Mid Dec.

Beginning of private college Early Decision and Early Action acceptance notification period

During December:
- Submit private college Regular Decision applications by deadline dates
- Request 7th semester transcripts from Mrs. Fong, if required
- Plan holiday visits to colleges
- Visit www.StudentAid.gov to learn more about federal student aid and the FAFSA form.
- If you would like to file a FAFSA, visit www.FAFSA.gov.
- Work on college scholarship applications, if applicable

January

During January:
- Prepare applications for community colleges and for business and technical schools
- Finalize FAFSA forms - submit as early as possible, but do not send before January 1.
- Thank school staff members who helped you in the college application process.
- Work on college scholarship applications, if applicable

February

During February:
1. Online registration begins for AP Exams
   - Notify colleges in writing if you drop a class
   - Complete and submit all federal financial aid forms
March

1. Beginning of UC acceptance notification period
4. End of AP Exam Registration Period

During March:
- Sign up for the UC Analytical Writing Placement Examination (UC English placement exam formerly called the Subject A Exam) if planning to attend a UC unless exempt
- Watch for Student Aid Report (SAR) to arrive, giving amount of student aid for which you are eligible

April

1. Beginning of acceptance notification period for most private colleges
15. Mandatory AP Pre-ID Session during Tutorial in the McAfee Center
29. Contact any college from which you haven’t heard

During April:
- Communicate continued interest to university if wait-listed
- Revisit colleges if necessary before making a final decision
- Complete any required paperwork for selected college
- Send thank-you notes to writers of Secondary School Reports and Letters of Recommendation and tell them of your final decision
- Submit applications to community colleges

May

1. Postmark deadline to submit “Statement of Intent to Register” (SIR) to the one college you plan to attend. Mail in deposit. Sign and return financial award letters. Notify those colleges you will not attend.
2-13. AP Exam Dates
23-27. Request Guidance Office to send FINAL TRANSCRIPT to certify graduation

During May:
- Make copy of Student Aid Report (SAR) and send original to the college you will be attending
- Fill out loan applications
- Take UC, CSU or Community College placement exams if required

June

2. Deadline to Request Guidance Office to send FINAL TRANSCRIPT to certify graduation
2. Send all transcripts from community colleges or outside schools to your college of attendance
2. SHS GRADUATION – Congratulations!!!

During June:
- Attend all advising days, open houses, orientation programs, and registration meetings offered by your college
ZEROING IN ON COLLEGE
SARATOGA HIGH SCHOOL
20300 Herriman Avenue
Saratoga, CA 95070-4999
(408) 867-3411    Fax (408) 867-3577
www.saratogahigh.org
CEE# 053343

Paul Robinson, Principal (ext. 204)
Assistant Principals:
Kerry Mohnike (ext. 208)
Brian Safine (ext. 209)
Brian Thompson (ext. 210)

Guidance Counselors:
Eileen Allen (ext. 255)
Alinna Satake (ext. 262)
Frances Saiki (ext. 202)
Monique Young (ext. 206)

School Profile
2015-2016
A Distinguished California School Nationally Recognized for Excellence

THE SCHOOL
Saratoga High School, with an enrollment of approximately 1300, is located in an upper middle class professional community in Silicon Valley. Over 98% of our graduates enroll in college. The California Department of Education and the Western Association of Schools and Colleges (WASC) jointly accredit the school. Their reports consistently commend key aspects of Saratoga High School: the curriculum for its academic rigor, the students for their active involvement in the school and community, and the staff members for dedication to their work and to their students. Thirty-three percent of our current senior class is either semifinalists or commended students in the National Merit Scholarship Program.

THE CURRICULUM
Saratoga High School’s curriculum is an academically challenging, college preparatory program. The college preparatory designation (P) no longer appears at the end of the course title. It is now listed to the left of the course ID.

Graduation requirements: Students must complete a minimum of 220 semester units that include the following requirements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>Social Studies/History</td>
<td>35</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>10</td>
</tr>
<tr>
<td>Applied Arts</td>
<td>5</td>
</tr>
<tr>
<td>Health/Driver Ed</td>
<td>5</td>
</tr>
<tr>
<td>Elective Units</td>
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</tbody>
</table>

HONORS AND ADVANCED PLACEMENT COURSES:
Qualified students may elect to take honors and advanced placement classes in all academic areas.

**Honors Courses:** Algebra 2, Art 4, Band 4 & 5, Chemistry, Chinese 4, Chinese 5, Drama 4, English 11, French 4, Journalism 4, Orchestra 4 & 5, Spanish 4, Trigonometry/PreCalculus.

**Advanced Placement Courses:** Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language & Culture, Computer Science A, English Language & Composition, English Literature & Composition, Environmental Science, European History, French Language, Music Theory, Physics 1, Physics 2, Spanish Language, Spanish Literature, Statistics, United States Government & Politics, United States History
NATIONAL MERIT SCHOLARSHIP PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of graduates</td>
<td>327</td>
<td>330</td>
<td>337</td>
<td>350</td>
<td>363</td>
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<tr>
<td>Finalists</td>
<td>27</td>
<td>38</td>
<td>36</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>Commended Students</td>
<td>56</td>
<td>50</td>
<td>72</td>
<td>72</td>
<td>77</td>
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There are 39 Semifinalists and 70 Commended Students among the current 331 seniors.

COLLEGE ADMISSION TESTING and ADVANCED PLACEMENT STATISTICS

<table>
<thead>
<tr>
<th>SHS SAT I/SAT Reasoning Test Results</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage taking the SAT</td>
<td>96</td>
<td>92</td>
<td>93</td>
<td>92</td>
<td>88</td>
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<tr>
<td>Mean Critical Reading SAT</td>
<td>631</td>
<td>633</td>
<td>641</td>
<td>632</td>
<td>639</td>
</tr>
<tr>
<td>Mean math SAT</td>
<td>666</td>
<td>673</td>
<td>678</td>
<td>671</td>
<td>674</td>
</tr>
<tr>
<td>Mean writing SAT</td>
<td>643</td>
<td>653</td>
<td>663</td>
<td>646</td>
<td>650</td>
</tr>
<tr>
<td>Mean Total SAT</td>
<td>1940</td>
<td>1959</td>
<td>1982</td>
<td>1949</td>
<td>1963</td>
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<tr>
<td>California State Mean Total SAT</td>
<td>1513</td>
<td>1503</td>
<td>1505</td>
<td>1504</td>
<td>1492</td>
</tr>
<tr>
<td>National Mean Total SAT</td>
<td>1500</td>
<td>1498</td>
<td>1498</td>
<td>1497</td>
<td>1490</td>
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<table>
<thead>
<tr>
<th>SHS AP Exam Results</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Taking Exams:</td>
<td>471</td>
<td>507</td>
<td>516</td>
<td>525</td>
<td>599</td>
</tr>
<tr>
<td>Number of AP exams taken:</td>
<td>1057</td>
<td>1124</td>
<td>1193</td>
<td>1289</td>
<td>1474</td>
</tr>
<tr>
<td>Percentage of qualifying scores:</td>
<td>90</td>
<td>92</td>
<td>94</td>
<td>93</td>
<td>91.5</td>
</tr>
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</table>

COLLEGE ATTENDANCE

<table>
<thead>
<tr>
<th>% of graduates to 2-year colleges</th>
<th>‘11</th>
<th>‘12</th>
<th>‘13</th>
<th>‘14</th>
<th>‘15</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>13.5</td>
<td>14.5</td>
<td>12</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of graduates to 4-year colleges</th>
<th>‘11</th>
<th>‘12</th>
<th>‘13</th>
<th>‘14</th>
<th>‘15</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>83.5</td>
<td>84</td>
<td>86</td>
<td>83</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>% of graduates going to college</th>
<th>‘11</th>
<th>‘12</th>
<th>‘13</th>
<th>‘14</th>
<th>‘15</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>97</td>
<td>98.5</td>
<td>98</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

CALCULATION OF GRADE POINT AVERAGE

Saratoga High School calculates grade point average on a weighted 4.0 scale that includes all subjects taken from the freshman through senior year. The following breakdown is used:

- A+ 4.33
- A  4.00
- A-  3.67
- B+  3.33
- B  3.00
- C+  2.33
- C  2.00
- B-  1.67
- D+  1.33
- D  1.00
- F  0.00

Add an additional point for AP and Honors courses (e.g. A+ = 5.33)

RANK

Saratoga High School does not rank its students.
### POST-SECONDARY PLANS OF THE CLASS OF 2015

#### CALIFORNIA COLLEGES

<table>
<thead>
<tr>
<th>College Name</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>AMDA – College of Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>Academy of Art University</td>
<td>1</td>
</tr>
<tr>
<td>Cabrillo College</td>
<td>2</td>
</tr>
<tr>
<td>California Lutheran University</td>
<td>1</td>
</tr>
<tr>
<td>California Polytechnic San Luis Obispo</td>
<td>15</td>
</tr>
<tr>
<td>California State University, Chico</td>
<td>1</td>
</tr>
<tr>
<td>California State University, Stanislaus</td>
<td>1</td>
</tr>
<tr>
<td>Chapman University</td>
<td>6</td>
</tr>
<tr>
<td>Columbia College Hollywood</td>
<td>2</td>
</tr>
<tr>
<td>De Anza College</td>
<td>32</td>
</tr>
<tr>
<td>Foothill College</td>
<td>4</td>
</tr>
<tr>
<td>Humboldt State University</td>
<td>1</td>
</tr>
<tr>
<td>Institute for Business and Technology</td>
<td>1</td>
</tr>
<tr>
<td>Loyola Marymount University</td>
<td>6</td>
</tr>
<tr>
<td>Mission College</td>
<td>1</td>
</tr>
<tr>
<td>New York Film Academy</td>
<td>1</td>
</tr>
<tr>
<td>Occidental College</td>
<td>1</td>
</tr>
<tr>
<td>Pepperdine University</td>
<td>1</td>
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<tr>
<td>San Diego State University</td>
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<tr>
<td>San Jose State University</td>
<td>9</td>
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<tr>
<td>Santa Barbara City College</td>
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<tr>
<td>Santa Clara University</td>
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<tr>
<td>Sonoma State University</td>
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<tr>
<td>Stanford University</td>
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<td>University of California at Berkeley</td>
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<td>University of California at Los Angeles</td>
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<td>University of California at Riverside</td>
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</tr>
<tr>
<td>University of California at Santa Barbara</td>
<td>9</td>
</tr>
<tr>
<td>University of California at Santa Cruz</td>
<td>5</td>
</tr>
<tr>
<td>University of San Diego</td>
<td>1</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>3</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>16</td>
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<tr>
<td>University of the Pacific</td>
<td>5</td>
</tr>
<tr>
<td>West Valley College</td>
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<tr>
<td>Westmont College</td>
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#### OUT OF STATE COLLEGES

<table>
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<th>College Name</th>
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</thead>
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<tr>
<td>Arizona State University</td>
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</tr>
<tr>
<td>Barnard College</td>
<td>1</td>
</tr>
<tr>
<td>Barrett Honors College</td>
<td>1</td>
</tr>
<tr>
<td>Boston College</td>
<td>1</td>
</tr>
<tr>
<td>Boston University</td>
<td>4</td>
</tr>
<tr>
<td>Brandeis University</td>
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</tr>
<tr>
<td>Brigham Young University</td>
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</tr>
<tr>
<td>Brown University</td>
<td>3</td>
</tr>
<tr>
<td>Carnegie Mellon University</td>
<td>8</td>
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<tr>
<td>Case Western Reserve University</td>
<td>3</td>
</tr>
<tr>
<td>College of Charleston</td>
<td>2</td>
</tr>
<tr>
<td>Cornell University</td>
<td>4</td>
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<tr>
<td>Dartmouth College</td>
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<tr>
<td>Dow University of Health &amp; Science</td>
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<td>Drexel University</td>
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</tr>
<tr>
<td>Duke University</td>
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<tr>
<td>Fashion Institute of Technology</td>
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</tr>
<tr>
<td>Front Range Community College</td>
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<tr>
<td>Georgetown University</td>
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<tr>
<td>Georgia Institute of Technology</td>
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<td>Hawaii Pacific University</td>
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<td>Loyola University New Orleans</td>
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<td>Massachusetts Institute of Technology</td>
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<td>New York University</td>
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<td>Northeastern University</td>
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<td>Swarthmore College</td>
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<tr>
<td>Texas A&amp;M University</td>
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<tr>
<td>Texas Christian University</td>
<td>1</td>
</tr>
<tr>
<td>Tulane University</td>
<td>1</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>1</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>3</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>2</td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
<td>2</td>
</tr>
<tr>
<td>University of Colorado CS</td>
<td>1</td>
</tr>
<tr>
<td>University of Illinois Urbana-Champaign</td>
<td>11</td>
</tr>
<tr>
<td>University of Miami</td>
<td>1</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>3</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>1</td>
</tr>
<tr>
<td>University of North Carolina Chapel Hill</td>
<td>1</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>2</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>7</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>2</td>
</tr>
<tr>
<td>University of Portland</td>
<td>1</td>
</tr>
<tr>
<td>University of Puget Sound</td>
<td>1</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>1</td>
</tr>
<tr>
<td>University of Texas, Austin</td>
<td>3</td>
</tr>
<tr>
<td>University of Tsukuba</td>
<td>1</td>
</tr>
<tr>
<td>University of Washington</td>
<td>7</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>1</td>
</tr>
<tr>
<td>Utah State University</td>
<td>1</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>1</td>
</tr>
<tr>
<td>Washington State University</td>
<td>1</td>
</tr>
<tr>
<td>Washington University in St. Louis</td>
<td>1</td>
</tr>
<tr>
<td>Yale University</td>
<td>1</td>
</tr>
</tbody>
</table>
2015-2016 EXTRACURRICULAR ACTIVITIES

Athletics
Badminton (C)
Baseball (B)
Basketball (B,G)
Cross Country (B,G)
Field Hockey (G)
Football (B)
Golf (B,G)
Lacrosse (B, G)
Soccer (B,G)
Softball (G)
Swimming (B,G)
Tennis (B,G)
Track and Field (B,G)
Volleyball (B,G)
Water Polo (B,G)
Wrestling (C)
(C=Co-ed B=Boys G=Girls )

Clubs and Organizations
Anime Club
Art Reach
Baby Advocacy
Book Club
Breast Cancer Awareness
California Scholarship Federation (CSF)
Chess Club
Coexist: Gay-Straight Alliance
Committed 2 Community
Computer Science Club
Culinary Club
Democracy Matters
Eco-Art
Environmental Club
Fellowship of Christian Athletes (FCA)
FIDM Fashion Club
French Club
Future Business Leaders of America
The Girl Effect
Global Health Club
History Bowl
History Club
Impact Christian Club
Indian Cultural Awareness Club
Key Club
Math Club
Miles for Smiles
Mock Trial
Model United Nations
M-Set
Mystery Club

Clubs Continued
National Honor Society
Perfect Pals Club
Photography Club
Psychology Club
Red Cross Club
Science Club
Spanish Club
Speech and Debate
Team HBV
TSA/JETS Engineering TEAMS
Tzu Chi Club
Ultimate Frisbee Club
UNICEF Club
Writing Club

Commissions
Benefit Commission
Community Commission
Dance Commission
Elections Commission
Green Commission
Homecoming & Spring Fling Commission
New Student Commission
Rally Commission
Spirit & Athletics Commission

Link Crew

Publications
The Falcon (Newspaper)
The Talisman (Yearbook)
SHS TV
Soundings (Literary Magazine)

Spirit
Cheerleaders
Colorguard
Mascots
Dance
Winterguard

Student Government
Appointed Commissioners
Associated Student Body Officers (ASB)
Elected Officers
Second Period Student Council Reps

Student Leadership
Final calculation of grade point average is determined by the individual college and sometimes by specific departments within that campus. The grade point averages you have calculated will closely approximate those used by the various colleges or department. Saratoga High School does not rank.

**COMPUTING GRADE POINT AVERAGE**

Materials needed for GPA computations:

1. Your Saratoga High School Transcript
2. College Transcripts (If you have taken college courses which are not reflected on your SHS transcript, request a transcript from the college.)
3. SHS List of Courses That Meet UC and CSU Admission Requirements

**SARATOGA HIGH SCHOOL UNWEIGHTED GPA**

Includes all grades earned in grades 9-12.

**SHS Unweighted GPA**

count all courses taken in grades 9 - 12

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Semester Grades</th>
<th>Grade Points per Grade</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>x 4</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>x 3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>x 2</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>x 1</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>x 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total semester grades</th>
<th>Total grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Divide the total grade points by the total semester courses for the GPA

**SHS Unweighted GPA _______________**
**SARATOGA HIGH SCHOOL WEIGHTED GPA**
Includes all grades earned in grades 9-12, with 1 point added for each C- or higher grade in honors and AP courses.

**SHS Weighted GPA**
Count all courses taken in grades 9 - 12.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Semester Grades</th>
<th>Grade Points per Grade</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>x 4.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>x 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>x 3.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>x 3.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>x 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>x 2.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>x 2.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>x 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>x 1.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>x 1.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>x 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>x 0.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>x 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Honors/AP Semester courses

Divide the total grade points by the total semester grades for the GPA

**SHS Weighted GPA**

---

**CALCULATING YOUR INDEPENDENT (PRIVATE) COLLEGE GPA**

Many private colleges have their own method of calculating the high school GPA. Check the individual independent college website or catalog to determine the method of calculation.
CALCULATING YOUR CSU/UC GPA

Includes all grades in CSU/UC-approved courses earned in years 10-11, with 1 point added for each C- or higher grade in approved honors and AP courses.

To calculate:

1. Identify the "a-g" (P classes) subjects you have taken in grades 10-12. Include summer school courses taken after the 9th grade. Count the number of A’s, B’s, C’s, D’s*, and F’s* received and place in Column I. Plus and minus marks are not weighted. If you have repeated a class, count only the higher grade.
2. Multiply across and enter answer in Column III.
3. Add numbers vertically in Column I and enter total in box at bottom of that column.
4. Add numbers vertically in Column III and enter sum in Sub-total Grade Points box at bottom.
5. Add to Column III sub-total, one point for each semester of approved honors or AP credit in classes in which you received a C- grade or higher. Enter number in Honors Points box. (NOTE: CSU and UC limits the number of honor points used in the weighted GPA for admission eligibility. Honor points are assigned to a maximum of 8 semester H/AP courses taken in grades 10 & 11 (only 4 honors points may be used from the 10th grade). (UC Berkeley does not limit honors points.)
6. Total Column III and enter number in Total Grade Points box.
7. Divide Column III total by Column I total for your CSU GPA.

<table>
<thead>
<tr>
<th></th>
<th>Number of Sem. Grades</th>
<th>Grade Points</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>x4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>x3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>x2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>x1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>x0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Sem. Grades


*D and F grades in the “a-g” required courses must be repeated. The highest grade earned will be used in the GPA calculation. NOTE: CSU does not limit the number of times a course may be repeated. UC limits repeating a course to one repetition.

Remember that college admission eligibility is based on several factors. CSU eligibility is based on GPA, a-g subject requirements and test scores (SAT Reasoning Test or ACT). UC eligibility is primarily based on GPA, a-g subject requirements and test scores (SAT Reasoning Test or ACT plus Writing in addition to two SAT Subject Tests).

Column III ÷ Column I = ________________
CSU/UC GPA: ________________
Most four-year colleges (including UC and CSU campuses) require either the SAT Reasoning Test or ACT plus Writing scores as part of the application process. The SAT Reasoning Test is a three-hour, forty-five minute test that gives verbal, writing and mathematical scores, each recorded on a scale of 200 (low) to 800 (high). The ACT (American College Test) reports a composite score using a scale from 1 to 36 and tests in four areas: English, Mathematics, Reading, and Science Reasoning. There is an optional Writing Test. Applicants to the University of California and some independent colleges are required to complete the writing option. While some colleges prefer either the SAT Reasoning Test or the ACT for admission, all institutions accept either ACT plus Writing or SAT Reasoning Test scores equally. The University of California accepts, in addition to either the SAT Reasoning Test or ACT plus Writing, two SAT SUBJECT TESTS. Students may choose from English literature, foreign languages, mathematics, science, or history. If mathematics is chosen, only the Math 2C test is accepted. Beginning with the Class of 2012 Subject Tests are optional for UC admission. Some very selective colleges may require SAT Subject Tests. The SAT Subject Tests measure knowledge in particular curricular areas and ability to apply that information. A single subject test is a multiple choice format and is approximately one hour in length. Up to three tests may be taken in one sitting.

In order to facilitate admissions procedures, housing priorities, and financial aid decisions, students who do not take the necessary entrance exams in May or June of their junior year must be sure to register in early September for the October SAT Reasoning Test/SAT Subject Tests or ACT and/or the November SAT Reasoning Test or SAT Subject Tests if needed. Many colleges may accept the December test scores for the SAT and ACT. To check, see the specific college website.

Which College Admission Test Should I Take? ACT or SAT Reasoning Test

Should I take one test or both? Because research indicates that many students perform quite differently on the ACT and SAT Reasoning Test, it may benefit you to take both tests. The option is yours. Take one or both, since colleges typically use the higher of the two scores for admission, scholarship, and athletic eligibility.

So... don't panic! It’s important to remember that an admission test score is only one piece of information a college looks at when considering your application. Your grade point average, number and content of college preparatory courses completed, school and community activities, job (if applicable), and other factors may also be considered. There is never a penalty for taking a test again.

REMINDER

Saratoga High School does not send SAT and ACT scores to the colleges; therefore, it is the student’s responsibility to have the official scores sent by College Board or ACT.
SAT Reasoning Test and ACT Compared

<table>
<thead>
<tr>
<th>Content Covered:</th>
<th>ACT Assessment (ACT)</th>
<th>SAT Reasoning Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>Science Reasoning</td>
<td>An optional Writing Test may be taken **</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>(**Required by UC and some other colleges)</td>
<td></td>
</tr>
<tr>
<td>Scoring Method:</td>
<td>Scores based upon the total number of correct answers. (No guessing penalty.)</td>
<td>Scores based upon the total number of correct answers minus a guessing penalty for incorrect answers.</td>
</tr>
<tr>
<td></td>
<td>English, Math, Reading, and Science scores converted to scaled scores between 1-36.</td>
<td>Math, Verbal and Writing raw scores converted to scaled scores between 200-800 each.</td>
</tr>
<tr>
<td>Other:</td>
<td>Four-function, scientific or graphing calculator allowed</td>
<td>Four-function, scientific or graphing calculator allowed</td>
</tr>
</tbody>
</table>

Concordance Between ACT Score and SAT Reasoning Test Score

Colleges and universities use this concordance table when an applicant has taken both the SAT Reasoning Test and the ACT to determine on which test the student scored higher. Typically, it is the higher of the two test scores that colleges use in the admission formula.

<table>
<thead>
<tr>
<th>ACT Score</th>
<th>Equivalent SAT Reasoning Test Score</th>
<th>ACT Score</th>
<th>Equivalent SAT Reasoning Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>2400</td>
<td>23</td>
<td>1590</td>
</tr>
<tr>
<td>35</td>
<td>2340</td>
<td>22</td>
<td>1530</td>
</tr>
<tr>
<td>34</td>
<td>2260</td>
<td>21</td>
<td>1500</td>
</tr>
<tr>
<td>33</td>
<td>2190</td>
<td>20</td>
<td>1410</td>
</tr>
<tr>
<td>32</td>
<td>2130</td>
<td>19</td>
<td>1350</td>
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<td>31</td>
<td>2040</td>
<td>18</td>
<td>1290</td>
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<td>30</td>
<td>1980</td>
<td>17</td>
<td>1210</td>
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<tr>
<td>29</td>
<td>1920</td>
<td>16</td>
<td>1140</td>
</tr>
<tr>
<td>28</td>
<td>1860</td>
<td>15</td>
<td>1060</td>
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<tr>
<td>27</td>
<td>1820</td>
<td>14</td>
<td>1000</td>
</tr>
<tr>
<td>26</td>
<td>1760</td>
<td>13</td>
<td>900</td>
</tr>
<tr>
<td>25</td>
<td>1700</td>
<td>12</td>
<td>780</td>
</tr>
<tr>
<td>24</td>
<td>1650</td>
<td>11</td>
<td>750</td>
</tr>
</tbody>
</table>

*Comparisons are an approximation and will be updated as more information becomes available.
# College Admission Requirements

<table>
<thead>
<tr>
<th>Community College</th>
<th>California State University</th>
<th>University of California (Private (Independent))</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- High School Diploma or a passing score on GED or CHSPE or age 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No GPA Minimum Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No SAT or ACT Necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- “a-g” Subject Requirements with no grade lower than a C-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- CSU GPA eligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SAT Reasoning Test only or ACT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Application due: Oct. 1 - Nov. 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- “a-g” Subject Requirements with no grade less than a C-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- UC GPA eligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SAT Reasoning Test or ACT plus Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SAT Subject Test (Optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Application due: Nov. 1 - 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Varies: See school’s College Catalog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- See individual college due date</td>
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<td></td>
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</tbody>
</table>

# College Acceptance Criteria

<table>
<thead>
<tr>
<th>Community College</th>
<th>California State University</th>
<th>University of California</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Accepts all applicants with a 1) high school diploma, or 2) a passing score on GED or CSHP and/or who are 18 years old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Academic Index</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade Point Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SAT Reasoning Test or ACT plus Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No essay required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No teacher recommendations necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Academic Index</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade Point Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SAT Reasoning Test scores or ACT plus Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SAT Subject Test scores (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Rigor of high school class work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Level of senior year classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Special circumstances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Achievements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No teacher recommendations necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- See School Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grade Point Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Test Scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Level of class work</td>
<td></td>
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</tr>
<tr>
<td>- Essay(s)</td>
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</tr>
<tr>
<td>- Teacher recommendation(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Secondary School Report from Administrator or Counselor</td>
<td></td>
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<tr>
<td>- Student Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Admission Requirements

Entrance Requirements:
- High school diploma or
- GED or
- CHSPE or
- 18 years of age

Exam Requirements:
- English placement test
- Math placement test
- Reading placement test

Programs

2-Year Program: A.A. Degree (Career Training Program)
In addition to the multitude of private trade and technical schools in our area, our local community colleges offer an extensive program of career training degree and certificate programs. Usually after one or two years of community college career courses, students have obtained skills for the work world. For information about a particular program, contact colleges directly.

2 + 2: C.A.P. (Cooperative Admission Program)
2 years at community college + 2 years at a 4-year college.

T.A.G. (Transfer Admission Guarantee) 2 years at community college + 2 years at a seven UC campuses.

Do you know that . . .

1. many of our nearby community colleges have Transfer Admission Guarantee (TAG) agreements with seven of the nine University of California campuses.
2. the local community colleges provide career training programs in more than 80 fields.
3. there are many two-year community colleges with residence facilities.
4. the probability of attaining a 2-year degree and/or transfer to a 4-year college increases based on the rigor of the high school program.
5. community college constitutes the freshman and sophomore years of college.
Do you know that . . . (continued)

7. students who are eighteen or who have completed high school (or received an equivalent certificate) may attend the community college of their choice.

8. students still in high school may take courses on a community college campus.

9. foreign students (Students with F-1 visas planning on returning to their home countries upon completion of their studies) may attend community colleges but must meet certain requirements. (See the individual campus catalogs.)

10. the local community colleges can help students choose the program or courses best suited to their needs, interests, and capabilities through an extensive counseling, testing, financial aid, work experience, placement and information services network.

11. there is something for every student at a local community colleges.

1 CABRILLO COLLEGE, Aptos
(831) 479-6100
www.cabrillo.edu

2 CAÑADA COLLEGE, Redwood City
(650) 306-3100
www.canadacollege.net

3 DE ANZA COLLEGE, Cupertino
(408) 864-5678
www.deanza.edu

4 EVERGREEN VALLEY COLLEGE, San Jose
(408) 274-7900
www.evc.edu

5 FOOTHILL COLLEGE, Los Altos Hills
(650) 949-7777
www.fothill.edu

6 GAVILAN COLLEGE, Gilroy
(408) 848-4800
www.gavilan.edu

7 MISSION COLLEGE, Santa Clara
(408) 988-2200
www.missioncollege.org

8 MONTEREY PENINSULA COLLEGE, Monterey
(831) 646-4000
www.mpc.edu

9 OHLONE COLLEGE, Fremont
(510) 659-6000
www.ohlone.edu

10 SAN JOSE CITY COLLEGE, San Jose
(408) 298-2181
www.sjcc.edu

11 WEST VALLEY COLLEGE, Saratoga
(408) 867-2200
www.westvalley.edu
# TWO-YEAR COLLEGES LOCATED IN CALIFORNIA WITH RESIDENCE FACILITIES

<table>
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<tr>
<th>College Name</th>
<th>Address</th>
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<tr>
<td>ART INSTITUTE OF CALIFORNIA/LA</td>
<td>2900 31st Street, Santa Monica, CA 90405-3035</td>
<td>(888) 646-4610</td>
<td><a href="http://www.aiia.artinstitutes.edu">www.aiia.artinstitutes.edu</a></td>
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<td>BROOKS COLLEGE</td>
<td>4825 East Pacific Coast Highway, Long Beach, CA 90804</td>
<td>(866) 746-5711</td>
<td><a href="http://www.brookscollege.edu">www.brookscollege.edu</a></td>
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<tr>
<td>CALIFORNIA CULINARY ACADEMY</td>
<td>625 Polk Street, San Francisco, CA 94102</td>
<td>(888) 897-3222</td>
<td><a href="http://www.caculinary.edu">www.caculinary.edu</a></td>
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<td>COLLEGE OF THE REDWOODS</td>
<td>7351 Tompkins Hill Road, Eureka, CA 95501-9301</td>
<td>(707) 476-4100</td>
<td><a href="http://www.redwoods.edu">www.redwoods.edu</a></td>
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<tr>
<td>COLLEGE OF THE SISKIYOUS</td>
<td>800 College Avenue, Weed, CA 96094-2899</td>
<td>(888) 397-4339</td>
<td><a href="http://www.siskiyous.edu">www.siskiyous.edu</a></td>
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<td>COLUMBIA COLLEGE</td>
<td>11600 Columbia College Drive, Sonora, CA 95370-8518</td>
<td>(209) 588-5100</td>
<td><a href="http://www.gocolumbia.org">www.gocolumbia.org</a></td>
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<tr>
<td>LASSEN COLLEGE</td>
<td>Hwy 139 PO Box 3000, Susanville, CA 96130-3000</td>
<td>(530) 257-6181</td>
<td><a href="http://www.lassencollege.edu">www.lassencollege.edu</a></td>
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<td>MARYMOUNT COLLEGE</td>
<td>30800 Palos Verdes Drive East, Rancho Palos Verdes, CA 90275-6299</td>
<td>(310) 377-5501</td>
<td><a href="http://www.marymountpv.edu">www.marymountpv.edu</a></td>
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<tr>
<td>REEDLEY COLLEGE</td>
<td>995 N. Reed Ave, Reedley, CA 93 654-2099</td>
<td>(559) 638-3641</td>
<td><a href="http://www.reedleycollege.edu">www.reedleycollege.edu</a></td>
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<tr>
<td>SHASTA COLLEGE</td>
<td>11555 Old Oregon Trail, PO Box 496006, Redding, CA 96049-6006</td>
<td>(530) 255-4600</td>
<td><a href="http://www.shastacollege.edu">www.shastacollege.edu</a></td>
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<td>SIERRA COLLEGE</td>
<td>5000 Rocklin Road, Rocklin, CA 95677-3397</td>
<td>(916) 781-0430</td>
<td><a href="http://www.sierracollege.edu">www.sierracollege.edu</a></td>
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<tr>
<td>TAFT COLLEGE</td>
<td>29 Emmons Park Drive, Taft, CA 93268-4217</td>
<td>(661) 763-7700</td>
<td><a href="http://www.taftcollege.edu">www.taftcollege.edu</a></td>
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<td>WEST HILLS COLLEGE</td>
<td>300 Cherry Lane, Coalinga, CA 93210-1399</td>
<td>(559) 934-2000</td>
<td><a href="http://www.westhillscollege.com/coalinga">www.westhillscollege.com/coalinga</a></td>
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<tr>
<td>YUBA COLLEGE</td>
<td>2088 N. Beale Road, Marysville, CA 95901-7699</td>
<td>(530) 741-6700</td>
<td><a href="http://www.yccd.edu">www.yccd.edu</a></td>
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# CSU/UC ADMISSION REQUIREMENTS

## SUBJECT REQUIREMENTS

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<th>Requirement</th>
<th>Credits</th>
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<tr>
<td><strong>a. History</strong></td>
<td>2 Years</td>
<td>World History or World History MAP or world history/world geography (one semester of each) and U.S. History or U.S. History AP or U.S. History MAP or U.S. History AP MAP or U.S. Govt or U.S. Govt AP or US Govt Map or US Govt Map AP</td>
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<td><strong>b. English</strong></td>
<td>4 Years</td>
<td>English 9 or English 9 MAP or English 10 or English 10 MAP or English 11 or Eng 11 Hon or Eng 11 MAP or Eng 11 MAP Hon English 12 or English Language Composition AP/AP MAP or English Literature Composition AP/AP MAP</td>
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<td><strong>c. Mathematics</strong></td>
<td>3 Years</td>
<td>Algebra 1 and Geometry or Sequential Algebra 1/Geometry of Algebra 2 or Algebra 2 Honors</td>
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<td><strong>d. Lab Science</strong></td>
<td>2 Years</td>
<td>CSU: Biology and one science listed under &quot;Electives&quot; below UC: Biology and Chemistry or Chemistry Honors</td>
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<td><strong>e. Foreign Language</strong></td>
<td>2 Years</td>
<td>2 years of the same language (Levels 1 and 2 minimum)</td>
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<td><strong>f. Visual/Performing Arts</strong></td>
<td>1 Year</td>
<td>Adv. Jazz Ensemble or Art 1*, 2, 3, 4H or Band 1*, 2, 3, 4, 4H, 5, 5H or Band 1 Symphonic or Cantare Chorale 2, 3, 4 or Ceramics 1*, 2, 3 or Chamber Singers 2, 3, 4</td>
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<tr>
<td><strong>g. Electives</strong></td>
<td>1 Year</td>
<td>(Do not use any courses you have used to meet requirements of &quot;a-f&quot; above). Any Foreign Language: Courses above the 2 year requirement Visual/Performing Arts: See Visual/Performing Arts listed in &quot;f&quot; above All subject requirements must be completed with grades of C- or higher. See your counselor re: D/F grades.</td>
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</table>

Anatomy & Physiology  
Astronomy (semester)  
Biology AP  
Calculus  
Calculus AB (AP)  
Calculus BC (AP)  
Chemistry  
Chemistry Honors  
Chemistry AP  
Computer Science A (AP)  
Creative Writing  
Digital Electronics  
Earth Science  
Economics (semester)  
Economics MAP (semester)

- Environmental Science AP  
- European History AP  
- Engineering Design Intro  
- Intro to Computing  
- Journalism 1, 2, 3, 4, 4H  
- Marine Biology (semester)  
- Physics  
- Physics AP 1/2  
- Principals of Engineering  
- Psychology (or General Psychology)  
- Rhetoric Intro.  
- Statistics AP  
- Trigonometry/Math 4  
- Trigonometry/PreCalculus  
- Trigonometry/PreCalculus Honors  
- World Geography (semester)

## EXAM REQUIREMENTS

- CSU: SAT Reasoning Test or ACT  
- UC: SAT Reasoning Test or ACT with writing

## GPA REQUIREMENT

For eligibility purposes, the CSU/UC weighted GPA includes grades earned in all "a-g" courses in years 10-12. Do not count ‘+’ or ‘-’. An honors point is added for each grade of C- or higher earned in approved honors and AP courses, underlined above. A maximum of 8 honors points may be used with a limit of four semesters of H/AP courses taken in the 10th grade. For more details regarding UC approved a-g courses refer to [https://doorways.ucop.edu/list/](https://doorways.ucop.edu/list/)
# Exam Requirements

<table>
<thead>
<tr>
<th>EXAM REQUIREMENTS</th>
<th>GPA REQUIREMENT</th>
</tr>
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</table>
| CSU: SAT Reasoning Test or ACT  
UC: SAT Reasoning Test or ACT with writing | For eligibility purposes, the CSU/UC **weighted GPA** includes grades earned in all “a-g” courses in years 10-12. Do not count “+” or “-”. An honors point is added for each grade of C- or higher earned in approved honors and AP courses, underlined above. A maximum of 8 honors points may be used with a limit of four semesters of H/AP courses taken in the 10th grade. |

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## The Twenty-Three Campuses of the California State University (CSU) System

<table>
<thead>
<tr>
<th>Campus</th>
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<tr>
<td>CSU-Bakersfield</td>
<td>(661) 654-3036</td>
<td><a href="http://www.csusbak.edu">www.csusbak.edu</a></td>
</tr>
<tr>
<td>CSU-Channel Islands</td>
<td>(805) 437-8500</td>
<td><a href="http://www.csuci.edu">www.csuci.edu</a></td>
</tr>
<tr>
<td>CSU-Chico</td>
<td>(530) 898-6321</td>
<td><a href="http://www.csuchico.edu">www.csuchico.edu</a></td>
</tr>
<tr>
<td>CSU-Dominguez Hills</td>
<td>(310) 243-3696</td>
<td><a href="http://www.csudh.edu">www.csudh.edu</a></td>
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<tr>
<td>CSU-Fresno</td>
<td>(559) 278-2261</td>
<td><a href="http://www.csufresno.edu">www.csufresno.edu</a></td>
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<tr>
<td>CSU-Fullerton</td>
<td>(714) 278-2300</td>
<td><a href="http://www.fullerton.edu">www.fullerton.edu</a></td>
</tr>
<tr>
<td>CSU-East Bay</td>
<td>(510) 885-2624</td>
<td><a href="http://www.csueastbay.edu">www.csueastbay.edu</a></td>
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<tr>
<td>Humboldt State</td>
<td>(707) 826-4402</td>
<td><a href="http://www.humboldt.edu">www.humboldt.edu</a></td>
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<tr>
<td>CSU-Long Beach</td>
<td>(562) 985-5471</td>
<td><a href="http://www.csulb.edu">www.csulb.edu</a></td>
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<tr>
<td>CSU - Los Angeles</td>
<td>(323) 343-3901</td>
<td><a href="http://www.calstatela.edu">www.calstatela.edu</a></td>
</tr>
<tr>
<td>CA Maritime Academy</td>
<td>(800) 561-1945</td>
<td><a href="http://www.csun.edu">www.csun.edu</a></td>
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<tr>
<td>CSU-Monterey Bay</td>
<td>(831) 582-3518</td>
<td><a href="http://www.csun.edu">www.csun.edu</a></td>
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<tr>
<td>CSU-Northridge</td>
<td>(818) 677-3700</td>
<td><a href="http://www.csun.edu">www.csun.edu</a></td>
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<tr>
<td>Cal Poly-Pomona</td>
<td>(909) 869-3210</td>
<td><a href="http://www.csupomona.edu">www.csupomona.edu</a></td>
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<tr>
<td>CSU-Sacramento</td>
<td>(916) 278-3901</td>
<td><a href="http://www.csus.edu">www.csus.edu</a></td>
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<tr>
<td>CSU-San Bernardino</td>
<td>(909) 537-5188</td>
<td><a href="http://www.csusb.edu">www.csusb.edu</a></td>
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<tr>
<td>San Diego State</td>
<td>(619) 594-6336</td>
<td><a href="http://www.sdsu.edu">www.sdsu.edu</a></td>
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<tr>
<td>San Francisco State</td>
<td>(415) 338-1113</td>
<td><a href="http://www.sfsu.edu">www.sfsu.edu</a></td>
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<tr>
<td>San Jose State</td>
<td>(408) 283-7500</td>
<td><a href="http://www.sjsu.edu">www.sjsu.edu</a></td>
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<tr>
<td>Cal Poly-San Luis Obispo</td>
<td>(805) 756-2311</td>
<td><a href="http://www.calpoly.edu">www.calpoly.edu</a></td>
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<tr>
<td>CSU-San Marcos</td>
<td>(760) 750-4848</td>
<td><a href="http://www.csusm.edu">www.csusm.edu</a></td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>(707) 664-2778</td>
<td><a href="http://www.sonoma.edu">www.sonoma.edu</a></td>
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<tr>
<td>CSU-Stanislaus</td>
<td>(209) 667-3070</td>
<td><a href="http://www.csusm.edu">www.csusm.edu</a></td>
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21
### CSU Eligibility Index Table for California High School Graduates
(a 2.0 or higher GPA meets minimum eligibility requirements with any score below)

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<th>ACT</th>
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<th>ACT</th>
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### CSU TRANSCRIPT & TEST SCORE REQUIREMENTS

All CSU campuses require a completed application and an official SAT or ACT score report sent directly from the testing company. The preferred method of applying is [www.csumentor.edu](http://www.csumentor.edu).

Cal Poly San Luis Obispo requires an Admissions Supplemental Questionnaire. If you use the electronic application, the questionnaire is already included. The electronic application is preferred. Complete SAT or ACT by November.

If any campus needs additional information in order to make a decision about your admission, you will be notified by mail or e-mail of exactly which documents and transcripts you must submit.

**Academic coursework and grades provided by you on the application will be verified following receipt of your final, official high school transcript.** You must request the Guidance Office staff to send your transcript in June to the CSU campus you will be entering.
THE NINE CAMPUSES OF THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM

- **UC BERKELEY**
  Berkeley, CA 94720
  (510) 642-6000
  www.berkeley.edu

- **UC DAVIS**
  One Shields Avenue
  Davis, CA 95616
  (530) 752-1011
  www.ucdavis.edu

- **UC IRVINE**
  Irvine, CA 92697
  (949) 824-5011
  www.uci.edu/

- **UC LOS ANGELES**
  Los Angeles, CA 90095
  (310) 825-4321
  www.ucla.edu

- **UC MERCED**
  5200 N. Lake Road
  Merced, CA 95343
  (209) 228-4400
  www.ucmerced.edu

- **UC RIVERSIDE**
  Riverside, CA 92521
  (951) 827-1012
  www.ucr.edu

- **UC SANTA BARBARA**
  Santa Barbara, CA 93106
  (805) 893-8000
  www.ucsb.edu

- **UC SAN DIEGO**
  9500 Gilman Drive
  La Jolla, CA 92093
  (858) 534-2230
  www.ucsd.edu

- **UC SANTA CRUZ**
  1156 High Street
  Santa Cruz, CA 95064
  (831) 459-0111
  www.ucsc.edu
INDEPENDENT (PRIVATE) COLLEGES AND UNIVERSITIES

ADMISSIONS: Admission to an independent college or university is not based on a mathematical index. Rigor of courses, test scores, individual qualities and personal potential are all considered. Since admission requirements differ significantly among independent colleges, take as many rigorous college-prep courses as possible, earn good grades, and be involved in school and community activities. Visit the College and Career Center to obtain specific information about the wide span of independent colleges available in all ranges of selectivity.

Independent Colleges (in California)

Los Angeles Basin
American Academy of Dramatic Arts West
Art Center College of Design
Azusa Pacific University
Biola University
California Baptist University
California Institute of Technology
California Institute of the Arts
California Lutheran University
Chapman University
Charles R. Drew University of Medicine and Science
Claremont McKenna College
Concordia University of California
Harvey Mudd College
Hope International University
La Sierra University
Laguna College of Art & Design
Loma Linda University
Loyola Marymount University
Marymount College
Master's College, The
Mount Saint Mary's College
Occidental College
Otis College of Art and Design
Pacific Oaks College
Pepperdine University
Pitzer College
Pomona College
Scripps College
Soka University
University of Judaism
University of La Verne
University of Redlands
University of Southern California
University of West Los Angeles
Vanguard University of Southern California
Whittier College
Woodbury University

San Francisco Bay Area
California College of the Arts
Cogswell Polytechnical College
Dominican University of California
Golden Gate University
Holy Names University
John F. Kennedy University
Menlo College
Mills College
New College of California
Notre Dame de Namur University
Patten University
Saint Mary's College of California
Samuel Merritt College
San Francisco Conservatory of Music
Santa Clara University
Stanford University
University of San Francisco

San Diego Metro Area
Alliant International University
National University
Point Loma Nazarene University
San Diego Christian College
University of San Diego

Outlying Cities
Fresno Pacific University
Humphrey's College
Pacific Union College
Simpson University
Thomas Aquinas College
University of the Pacific
Westmont College
William Jessup University

Visit the College and Career Center for college catalogs and information on entrance requirements, applications, important dates, and financial aid.
A SAMPLING OF SOME COLLEGES BY SUBJECT

Environmental Studies
Allegheny College
College of the Atlantic
Bowdoin College
UC Davis
UC Santa Barbara
Clark University
Colby College
University of Colorado-Boulder
Dartmouth College
Dartmouth College Deep Springs College
Eckerd College
The Evergreen State College
Hampshire College
Hiram College
Hobart and William Smith Colleges
McGill University
Middlebury College
University of New Hampshire
New Mexico
Univ. of North Carolina-Ashville
Univ. of North Carolina-Greensboro
Oberlin College
Prescott College
St. Lawrence University
Tulane University
University of Vermont
University of Washington
Williams College
University of Wisconsin-Madison

International Studies
American University
Austin College
Brandeis University
University of British Columbia
Brown University
Bucknell University
Claremont McKenna College
Clark University
Colby College
Connecticut College
Dartmouth College
Davidson College
Denison University
University of Denver
Dickinson College
Earlham College
Eckerd College
Georgetown University
George Washington University
Goucher College

International Studies (continued)
Hiram College
The Johns Hopkins University
Kalamazoo College
Lewis and Clark College
Mary Washington College
University of Massachusetts-Amherst
Middlebury College
Mount Holyoke College
Occidental College
University of the Pacific
University of Pittsburgh
Pomona College
Princeton University
University of Puget Sound
Randolph College
Reed College
Rhodes College
University of Richmond
St. Olaf College
Scripps College
University of South Carolina
Sweet Briar College
Tufts University
Wesleyan University
College of William and Mary

Top Technical Institutes
California Institute of Technology
Cal Poly-San Luis Obispo
Colorado School of Mines
Cooper Union
Florida Institute of Technology
Georgia Institute of Technology
Harvey Mudd College
Illinois Institute of Technology
Massachusetts Institute of Tech.
Michigan Technological University
Montana Tech of the Univ. of Montana
New Jersey Institute of Technology
New Mexico Inst. of Mining and Technology
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Rose-Hulman Institute of Technology
Stevens Institute of Technology
Worcester Polytechnic Institute

Private Universities Strong in Engineering
Boston University
Bradley University
Brigham Young University
Brown University
Carnegie Mellon University
Case Western Reserve University
Catholic University of America
Columbia University
Cornell University
Drexel University
Duke University
George Washington University
Johns Hopkins University
Northeastern University
Northwestern University
University of Notre Dame
Olin College of Engineering
University of Pennsylvania
Princeton University
University of Rochester
Rochester Institute of Technology
Santa Clara University
University of Southern California
Southern Methodist University
Stanford University
Syracuse University
Tufts University
Tulane University
University of Tulsa
Vanderbilt University
Villanova University
Washington University in St. Louis

Public Universities Strong in Engineering
University of Arizona
UC Berkeley
UC Davis
UCLA
UC San Diego
University of Cincinnati
Clemson University
University of Connecticut
University of Delaware
University of Florida
University of Illinois-Urbana-Champaign
Iowa State University
University of Kansas
McGill University
University of Maryland
Public Universities Strong in Engineering
University of Massachusetts-Amherst
University of Michigan
Michigan State University
University of Missouri-Rolla
University of New Hampshire
College of New Jersey
North Carolina State University
Ohio State University
Oregon State University
Pennsylvania State University
Purdue University
Queens’ University (CA)
University of Rhode Island
Rutgers, The State Univ. of New Jersey
SUNY/Binghamton University
SUNY/Buffalo
Texas A&M University
Texas Tech University
University of Texas-Austin
University of Toronto
Virginia Polytechnic Inst.
University of Virginia
University of Washington
University of Wisconsin

Small Colleges and Universities Strong in Engineering
Alfred University
Bucknell University
Butler University
Calvin College
Clarkson University
Dartmouth College
Lafayette College
Lehigh University
Loyola University (MD)
University of the Pacific
Rice University
Smith College
Spelman College
Swarthmore College
Trinity College (CT)
Trinity University (TX)
University of Tulsa
Tuskegee University
Union College

Private Universities Strong in Architecture
Carnegie Mellon University
Catholic University of America
Columbia University
Cooper Union

Private Universities Strong in Architecture
Cornell University (NY)
Drexel University
Hobart and William Smith Colleges
Howard University
Lehigh University
Massachusetts Institute of Technology
University of Miami (FL)
New Jersey Institute of Technology
Northeastern University
University of Notre Dame
Princeton University
Rensselaer Polytechnic Institute
Rice University
Temple University
Tulane University
Tuskegee University
Washington University in St. Louis

Public Universities Strong in Architecture
University of Arizona
UC Berkeley
University of Cincinnati
Clemson University
University of Florida
Georgia Institute of Technology
University of Illinois/Urbana-Champaign
University of Kansas
Kansas State University
University of Maryland
Miami University (Ohio)
University of Michigan
University of Nebraska
State University of New York-Buffalo
University of Oregon
Pennsylvania State University
Texas A&M University
University of Texas-Austin
Virginia Polytechnic Inst.
University of Washington
Cal Poly – San Luis Obispo

A Few Arts-Oriented Architecture Programs
Barnard College
Bennington College
Pratt Institute
Rhode Island School of Design
Savannah School of Art and Design
Wellesley College
Yale University

Major Private Universities Strong in Business
American University
Baylor University
Boston College
Boston University
Carnegie Mellon University
Case Western Reserve University
University of Dayton
Emory University
Fordham University
Georgetown University
Howard University
Ithaca College
Lehigh University
Massachusetts Institute of Technology
New York University
University of Notre Dame
University of Pennsylvania
Pepperdine University
Rensselaer Polytechnic Institute
University of San Francisco
Santa Clara University
University of Southern California
Southern Methodist University
Syracuse University
Texas Christian University
Tulane University
Villanova University
Wake Forest University
Washington University in St. Louis

Public Universities Strong in Business
University of Arizona
UC Berkeley
University of Cincinnati
University of Connecticut
University of Florida
University of Georgia
University of Illinois-Urbana-Champaign
Indiana University
James Madison University
University of Kansas
University of Maryland
University of Massachusetts-Amherst
Miami University (OH)
University of Michigan
University of Missouri
Univ. of North Carolina-Chapel Hill
Ohio State University
University of Ohio
University of Oregon
Pennsylvania State University
## Public Universities Strong in Business
- University of Pittsburgh
- Rutgers, The State Univ. of New Jersey
- University of South Carolina
- SUNY-Albany
- SUNY-Binghamton University
- SUNY-Buffalo
- SUNY-Geneseo
- University of Tennessee
- Texas A&M University
- University of Texas-Austin
- University of Vermont
- University of Virginia
- University of Washington
- University of Wisconsin
- College of William and Mary

## Small Colleges and Universities Strong in Business
- Agnes Scott College
- Babson College
- Bucknell University
- Calvin College
- Claremont McKenna College
- Clarkson University
- Eckerd College
- Fairfield University
- Franklin and Marshall College
- Furman University
- Gettysburg College
- Guilford College-Hendrix College
- Lafayette College
- Lake Forest College
- Lehigh University
- Lewis and Clark College
- Millsaps College
- Morehouse College
- Muhlenberg College
- Oglethorpe College
- Ohio Wesleyan University
- Presbyterian College
- Rhodes College
- University of Richmond
- Ripon College
- Skidmore College
- Southwestern University
- Stetson College
- Susquehanna University
- Trinity University (TX)
- Washington and Jefferson College
- Washington and Lee University
- Whittier College
- Wofford College
- Worcester Polytechnic Institute
- Xavier University of Louisiana

## Top Schools of Art and Design
- Art Center College of Design
- California College of the Arts
- California Institute of the Arts
- Cooper Union
- Kansas City Art Institute
- Maryland Institute, College of Art
- Massachusetts College of Art
- Moore College of Art and Design
- North Carolina School of the Arts
- Otis Institute of Art and Design
- Parsons School of Design
- Pratt Institute
- Rhode Island School of Design
- Ringling School of Art and Design
- San Francisco Art Institute
- Savannah College of Art and Design
- School of the Art Institute of Chicago
- School of the Museum of Fine Arts (MA)
- School of Visual Arts (NY)

## Major Universities Strong in Art or Design
- American University
- Boston College
- Boston University
- Carnegie Mellon University
- University of Cincinnati
- Cornell University
- Drexel University
- Harvard University
- University of Michigan
- New York University
- Univ. of North Carolina-Greensboro
- University of Pennsylvania
- University of the Arts (PA)
- Syracuse University
- Washington University in St. Louis
- University of Washington
- Yale University

## Small Colleges and Universities Strong in Art or Design
- Alfred University
- Bard College
- Brown University
- Centre College
- Cornell College
- Dartmouth College
- Furman University
- Hollins University
- Kenyon College
- Lake Forest College
- Lewis and Clark College
- Manhattenville College
- Mills College
- SUNY-Purchase

## Small Colleges and Universities Strong in Music
- Berklee College of Music
- Boston Conservatory
- California Institute of the Arts
- Cleveland Institute of Music
- Curtis Institute of Music
- Eastman School of Music
- Juilliard School
- Manhattan School of Music
- New England Conservatory of Music
- North Carolina School of the Arts
- Peabody Conservatory of Music
- San Francisco Conservatory of Music

## Major Universities Strong in Music
- Baylor University
- Boston College
- Boston University
- UCLA
- Carnegie Mellon University
- Case Western Reserve University
- University of Cincinnati
- University of Colorado-Boulder
- University of Denver
- De Paul University
- Florida State University
- Harvard University
- Indiana University
- Ithaca College
- Miami University (OH)
- University of Miami (Florida)
- University of Michigan
- University of Nebraska-Lincoln
- New York University
- Northwestern University
- University of Oklahoma
- University of Southern California
- Southern Methodist University
- Vanderbilt University
- Yale University
Small Colleges and Universities

**Strong in Music**
- Bard College
- Bennington College
- Bucknell University
- Butler University
- DePauw University
- Furman University
- Gordon College
- Illinois Wesleyan University
- Knox College
- Lawrence University*
- Loyola University
- Manhattanville College
- Mills College
- Oberlin College*
- University of the Pacific
- Rice University
- St. Mary’s College of Maryland
- St. Olaf College
- Sarah Lawrence College
- Skidmore College
- Smith College
- University of Southern California
- Stetson University
- SUNY-Genesee
- SUNY-Purchase
- Wesleyan University
- Wheaton College (IL)

*These two schools are unusual because they combine a world-class conservatory with a top-notch liberal arts college.

**Major Universities Strong in Drama**
- Beloit College
- Bennington College
- Centre College
- Colorado College
- Connecticut College
- Drew University
- Ithaca College
- Julliard School
- Kenyon College
- Lawrence University
- Macalester College
- Middlebury College
- Muhlenberg College
- Occidental College
- Otterbein College
- Princeton University
- Rollins College
- Sarah Lawrence College
- Skidmore College
- SUNY-Purchase
- Vassar College
- Whitman College
- Wittenberg University

**Major Universities Strong in Dance**
- Arizona State University
- UC Irvine
- UCLA
- UC Riverside
- Case Western Reserve University
- Florida State University
- George Washington University
- Howard University
- Indiana University
- University of Iowa
- University of Minnesota
- New York University
- Ohio University
- Southern Methodist University
- Texas Christian University
- University of Texas-Austin
- University of Utah
- Washington University in St. Louis

**Major Universities Strong in Communications/Journalism**
- American University
- Arizona State University
- Boston University
- UCLA
- UC San Diego
- University of Florida
- University of Georgia
- Univ. of Illinois-Urbana-Champaign
- Indiana University
- Ithaca College
- University of Kansas
- University of Maryland
- University of Michigan
- University of Missouri-Columbia
- University of Nebraska
- Univ. of North Carolina-Chapel Hill
- Northwestern University
- Ohio University
- University of Oregon
- Pepperdine University
- St. Lawrence University
- University of San Francisco
- University of Southern California
- Stanford University
- Syracuse University
- Texas Christian University
- University of Utah
- University of Wisconsin-Madison

**Small Colleges and Universities Strong in Dance**
- Amherst College
- Barnard College
- Bennington College
- Butler University
- Connecticut College
- Dartmouth College
- Goucher College
- Hollins University

**Major Universities Strong in Film/Television**
- Arizona State University
- Boston University
- UCLA
- University of Cincinnati
- Drexel University
- Emerson College
- University of Florida
- Ithaca College
- University of Kansas
- Memphis State University
- University of Michigan
### Major Universities Strong in Film/Television
- New York University
- Northwestern University
- Quinnipiac University
- Pennsylvania State University
- University of Southern California
- Syracuse University
- University of Texas-Austin
- Wayne State University

### Small Colleges and Universities Strong in Film/Television
- Bard College
- Beloit College
- Brown University
- California Institute of the Arts
- Columbia College (CA)
- Columbia College (IL)
- The Evergreen State College
- Hampshire College
- Hofstra University
- Hollins University
- Occidental College
- Pitzer College
- Pomona College
- Sarah Lawrence College
- School of Visual Arts
- SUNY-Purchase
- Wesleyan University

### Major Universities with Strong Support for Students with Learning Disabilities
- American University
- University of Arizona
- Clark University
- University of Colorado-Boulder
- University of Connecticut
- University of Denver
- DePaul University
- Fairleigh Dickinson University
- University of Georgia
- Hofstra University
- Northeastern University
- Purdue University
- Rochester Institute of Technology
- Syracuse University
- University of Vermont

### Small Colleges with Strong Support for Students with Learning Disabilities
- Bard College
- Curry College
- Landmark College
- Lesley University
- Loras College
- Lynn University
- Manhattanville College
- Marist College
- Mercyhurst College
- Mitchell College
- Muskingum College
- New England College
- University of New England
- St. Thomas Aquinas College (NY)
- Westminster College (MO)
- West Virginia Wesleyan College

*Source: Fiske Guide to Colleges 2008*
Whenever returning graduates are asked, “What one thing MOST helped you in deciding WHERE to go to college?” they always give the same response: “Visiting the campuses.” Graduates will tell you that the visits made to campuses were more important than reading the catalogs, talking with college representatives or attending the College Fair Program. They emphasize the importance of visiting the Admissions Office, taking a tour, and talking to both college officials and students in attendance. Why is visiting campuses so important? It is vital because no one should make a decision as important as where to attend college merely on the basis of pictures in a pretty booklet or on someone else’s opinion.

It takes effort to determine how well a college fits you. Spending quality time on campus is the best way to measure fit. Quality time means more than taking the tour and attending a football game or campus event. You’ll want to spend a night or two in a residence hall, sit in on some classes, eat in the dining halls and spend time talking to students and faculty. Sophomores and juniors considering a particular college might choose to take part in a summer program for high school students offered at that university. These programs provide a preview of the life of a college student at that institution. While you might not be able to visit every campus you’re considering, the ideas that follow may help you to get an inside scoop without making that initial visit.

Click on the university’s website - this seems obvious, but you’ll want to take the “virtual tour” and also fully explore the resources available at the college site. Some sites offer online chats so you can talk with current students and admission officers.

READ the college’s printed material - the course catalog can be especially helpful. It outlines the college’s philosophy and mission statement, as well as providing information about majors, course requirements and offerings. When reading the glossy brochures, however, keep in mind that the university representatives are seeking to portray their school in the best possible light.

Check out the student newspaper. You’ll find links to the college newspaper at www.referencedesk.org/collegepaper.html. Pay special attention to the issues that seem important to students on that campus - would these be important to you? You’ll also learn about student peeves and about activities on campus.

Take the student-led campus tour via videotape. At www.collegiatechoice.com you can order a copy of the campus tour filmed by college counselors visiting each campus. While none of these will substitute for a campus visit, they will help you learn more about the colleges you’re considering.

Source: The College Advisor Newsletter, January 2004

THREE IMPORTANT STEPS IN SETTING UP A COLLEGE VISIT:

Step 1: Visit local colleges to get experience handling a college visit.

Our local colleges include all five kinds of campuses: • UC-UC Santa Cruz
  • CSU - San Jose State University • Private - Santa Clara, Stanford, Menlo
  • Community College - West Valley, De Anza • Technical - Heald Business College
COLLEGE TOURS AND VISITS (Continued)

Step 2: Plan ahead for your tours and visits.

Before you visit the campus, consider some of the options below and create questions in advance of your visit.

- Schedule an interview in the Admissions Office, if available.
- Review admissions requirements (tests, high school grades, etc.) and get a realistic view by looking at profiles of the previous graduating class.
- Obtain a school calendar and fee schedule.
- Discuss your chances for success. Also, ask about the percentage of students who graduate in four or five years and the number of returning sophomores. Ask why students choose to leave.
- Ask about the amount of study necessary for success.
- Investigate your academic program or major of interest.
- Take a campus tour.
- Learn about the college (departmental strengths, research opportunities, facilities, parking, ease of registration, crime statistics, etc.)
- Investigate types of student support available (academic, personal, psychological and physical) and special programs (education abroad, work-study, intercampus exchange, etc.)
- Ask about financial aid opportunities (deadlines, forms required, merit scholarships, percentage of students receiving aid, etc.)
- Schedule a visit with a financial aid officer, if appropriate.
- Investigate career planning and placement programs. Determine the percentage of graduates who go on to higher education and admissions rates of medical/law/business school applicants. Also, ask about employment rates directly out of college, internship and recruitment programs.
- Visit the library.
- Meet with faculty. Determine whether professors or assistants teach undergraduate classes.
- Talk with students. Ask what they like and dislike most about the college.
- Sit in on one or two freshman classes - witness class size, teaching style, academic atmosphere, respect accorded to students and teachers, comfort level in classes, etc.
- Find out how students use their out-of-classroom time.
- Become aware of student activities (clubs, organizations, intramurals, etc.).
- Inquire about campus life in terms of dating, social activities, fraternities/sororities, etc.).
- Check the residence halls and dining facilities. Envision yourself in the living environment. Try the food.
- Check the adequacy of computer facilities and technology available.
- Examine the surrounding community, determine what cultural and social enrichment opportunities are available and inquire about safety issues.
- Make a list of six or more campuses to visit with your parents or with a friend.
- Call ahead for an appointment with an Admissions Officer and, if possible, with someone in your major department.
- Stay overnight in a residence hall, if time permits.
- Be prepared with questions.
- Do your “homework” on the college.

Step 3: Make a “Quick-Check” list for each college visit. If you don't, the schools will become a blur after visits to several campuses. Include the following type of information to personalize your list or use the sample on the next page.

- Name of college, date of visit, address and phone number
- Size of student body, tuition/fees and admission requirements
- Personal ranking of location, academics, atmosphere, housing, facilities, class sizes, social life, reputation, financial aid, school size, size of surrounding community, religious affiliation, athletics, special programs, special services, sororities/fraternities, prestige, rigor of programs.
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<thead>
<tr>
<th>Comparative Criteria</th>
<th>College A</th>
<th>College B</th>
<th>College C</th>
<th>College D</th>
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QUESTIONS YOU SHOULD ASK ON A TOUR

The campus tour is the ideal time to ask questions of your student guide that you don’t want to ask an admissions department interviewer or to which you feel you would get a more “up front” answer from a student. Often it’s a good idea to ask the same questions of your guide and your admissions interviewer to see how the answers compare. Questions to ask can be divided into four areas: **academic, social, surroundings and general.**

Academic Questions

Do professors teach most freshmen courses or do graduate students do much of the teaching? What is the attitude of most professors toward students? Are they friendly? Accessible? Willing to give extra help? How hard do you have to work to be successful? How is access to advisors for assistance and/or mentoring? How difficult is it to change majors? Is the learning environment cooperative or competitive?

Some colleges are doing a lot these days in the area of career counseling. How does this college stack up? (One college, for example, devotes certain weekends to exploration of different careers with graduates coming back to tell about what they do and talk about salary, advancements, etc.). Is there a Career Planning and Placement Center on campus? How many graduates does it help place? What percentage of graduates got jobs last year? What percentage of graduates go on to professional or graduate schools?

Other questions in the academic area: Does the school have adequate computer facilities? Are you expected to bring a computer or are there computers in the residence halls?

Social Questions

What do students do on the weekends? Do many of them go home? Is the campus lively or empty? What is the situation with regard to drinking and drugs? Are there good places to eat, aside from the official dining halls? If the school is not co-ed, what kinds of social arrangements are made? How important are fraternities and sororities in campus life? Does most social life depend on them? Do theatrical companies, orchestras and other musical groups or outside lecturers come to the campus? If not, are such activities available in town? Are groups in the college community involved in what’s going on in the outside world - politics, international relations, community service?

Questions about the surrounding area

For non-urban schools, find out what the surrounding community is like. How are relations between residents and students - the so-called “town-gown” relationship? What’s the transportation like between campus and town? Is any large urban area accessible? For urban schools, how safe is the neighborhood? Is housing available in the surrounding area? Is adequate parking available on campus?

General Questions

What kinds of help are available - academic, personal, psychological? How are personal problems handled? What can you do if you hate your roommate? Are there a lot of rules and regulations on dress, conduct, etc. that must be observed? Are there special restrictions on freshmen? How safe is the campus? **Always ask what students like most about the college. Dislike most?** Also ask, “What’s wrong with this place?” as well as, “What’s the greatest thing about this college?”

Finally, what is the general attitude toward students by the college admissions officers, registrar, residence hall managers, assistant deans and academic advisors?
ACING THE COLLEGE INTERVIEW

An interview may be your chance to bring your private college application to life. Contact individual private colleges for their interview policy. The success of a college interview may depend on your preparation.

Arrive at the interview prepared to discuss:

- Five questions you want to ask during the interview.
- Five facts you want the interviewer to know about you.
- Five well thought-out reasons you are considering the college.

Frequently asked questions:

- Why are you considering this college?
- Why is this college a good match for you?
- How would you describe yourself to someone who does not know you? What makes you special?
- What magazines and newspapers do you read?
- What books that are not required by your courses have you read recently?
- How do you spend a typical afternoon after school? Weekend?
- What extracurricular activities have you found the most satisfying? Why?
- If you could talk with any one living person, whom would it be and why?
- What has been your proudest achievement?

Tips for a successful interview:

- Research the school and surrounding area.
- Show that you are able to think critically and creatively; avoid superficial answers.
- Be enthusiastic. Show yourself at your best.
- Accept the interview time proposed by the interviewer. Change other plans, if necessary.
- Dress to show that the interview is important to you.

SOMETHING TO THINK ABOUT . . .

Veteran admission professionals from Cornell University, Dartmouth College, Harvard University, Lewis and Clark College, MIT, Pomona College, Reed College, St. Mary’s College of California, University of Chicago, University of Washington and Vanderbilt University, among others, have collaborated to create the guidelines below. This guidance is offered by the Education Conservancy, a group committed to calming the commercial frenzy by affirming educational values in college admission. Please consider this information carefully as you begin your college search. The advice is important in helping you go through the college application process in a sensible manner.

Applying to college does not have to be overwhelming! The following principles and guidelines can help make the college admission process more manageable, more productive, and more educationally appropriate.

**Student Guidelines:**

An admission decision, test score, or GPA is not a measure of your self-worth. Most students are admitted to colleges they want to attend. Knowing this, we encourage you to:

- Know that what you do in college is a better predictor of future success and happiness than where you go to college.
- Be confident. Take responsibility for your college admission process. The more you do for yourself, the better the results will be.
- Be deliberate. Applying to college involves thoughtful research to determine distinctions among colleges, as well as careful self-examination to identify your interests, learning style and other criteria. Plan to make well-considered applications to the most suitable colleges. This is often referred to as “making good matches.”
- Be realistic and trust your instincts. Choosing a college is an important process, but not a life or death decision. Since there are limits to what you can know about colleges and about yourself, you should allow yourself to do educated guesswork.
- Be open-minded. Resist the notion that there is one perfect college. Great education happens in many places.
- Use a variety of resources for gathering information. Seek advice from those people who know you, care about you, and are willing to help.
- Be honest; be yourself.
- Limit your applications to a well-researched and reasonable number.
The college application process has many steps with various deadlines. This chart will help you keep track of your progress.

*Applicable only if you are applying to an independent college.

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<th>College Applications</th>
<th>College 1</th>
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*Applicable only if you are applying to an independent college.

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<th>College Test Scores</th>
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<td>Application deadline for any other required financial aid forms (i.e. GPA Verification)</td>
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FREQUENTLY ASKED QUESTIONS ABOUT THE APPLICATION PROCESS (AND SOME ANSWERS TOO!)

How Many Applications Are Enough?

As with many aspects of the admissions process, there isn’t one single answer that satisfies everyone. Applications are costly in terms of both time and money; filing fees range from $35 to $75. There’s no advantage to applying to an excessive number of colleges—students can attend only one college at a time.

It’s important that students apply to colleges with varying degrees of selectivity: “reach,” “probable” and “safety.”

- Reach colleges are the most selective among the choices and often represent a student’s first choices.
- Probable colleges are those that usually accept students whose academic credentials tend to match those of the applicant.
- Safety colleges are those that will almost always admit applicants with profiles like the student’s. They should embody all qualities that the student wants from college, even though the school is less selective.

--Modified from A Parent’s Guide to College Admissions

Should I Apply Early Decision?

Early decision plans are designed for students who have evaluated their college choices at an early date, have determined which school is their first choice, and want to settle their college decision relatively early in their senior year of high school. The rule for early decision is simple: Use it only if you’re certain of the college that you want to attend. If students decide to apply for early decision, they should understand that they are entering a binding agreement with the college. If they are admitted, they must attend and pay a non-refundable commitment deposit up front. Therefore, if students are not absolutely certain that they want to attend a particular college, they may be able to opt for early action (they will find out early, but it’s non-binding) or regular decision.

Some colleges will say that students have a better chance of admission if they apply early using early decision, but it really depends upon the applicant pool and how selective the college is overall. If students are sure that this college is the one, it shouldn’t hurt their chances if they let the college know that they care enough to make this early commitment.

A couple of caveats: If students’ senior grades or SAT/ACT scores from the senior year will help their case, early decision or early action probably isn’t for them. If financial aid is a major consideration, students will only be able to get an estimate of their financial aid package—rather than a firm offer—if they apply for early decision. Students should keep these factors in mind when making their decision.

Advantages of Early Decision:

- You don’t have to wait around as long to find out if you’re in.
- You don’t have to spend time and money filling a lot of applications.
- You have more time to plan how to pay for college.

Disadvantages of Early Decision:

- If you’re accepted, you’re obligated to attend.
- You may discover a more suitable college later.
- The earlier deadline may force you to submit a less-polished application, unless you begin your application well ahead of time.

--Adapted from Kaplan’s Guide to College Selection
Using the Internet to Search for Colleges

Knowing how to do a college search through the Internet will help you to use your time more effectively. Saratoga High School has a site license for Naviance, a program that allows for easy-to-use, tailor-made college searches. Each student has been given a personal registration code/password and can log in at https://connection.naviance.com.fc/signin.php?hsid=saratogahigh or through the school website under Guidance>Naviance.

You can also locate colleges through Google or visit some of the websites listed below which offer free customized college searches.

www.collegenet.com
www.princetonreview.com.home.asp
www.collegeboard.com
www.petersons.com
www.collegeview.com
www.usnews.com
www.nces.ed.gov/ipeds/cool

(Try several of these sites because some only include colleges that have paid a fee.)

Once you have an initial list of colleges, you’ll need to spend time visiting each of the college’s websites. Don’t judge a college by the bells and whistles available at its website, but to use the site to get more information about how well that college fits you. You generally can link directly to college home pages through the search sites you used to create your list, or go to www.collegeapps.about.com/blus.htm to link to all American colleges and universities. At each college’s site, search out basic information about college characteristics, look for a profile of accepted students, and check out parts of the site that tell you about student organizations, college majors, course of study, and/or housing options. If you have specific questions, e-mail the appropriate department - admissions office, financial aid office, department heads, activities offices, or campus religious organizations. Many colleges also offer a virtual tour on their website - this is not a substitute for a campus visit, but it will let you get a general idea about campus facilities. You might also want to browse a number of editions of the campus newspaper to find out what issues are important to students at that school.

The Internet is a great resource for college searches but it’s vital to remember that not all information is accurate. As you do with other Internet information, think about the source, the site sponsor, and whether you can confirm information elsewhere. Some students and parents may be concerned about maintaining their privacy on the Internet. Applicants are advised to review the site’s privacy statement before using its services and to ensure that secure servers and proper encryption methods back the site. Prior to submitting an application over the Internet, look for a lock or key icon to indicate data encryption.
WRITING A COLLEGE ESSAY

Thoughts of a College Admissions Officer as she reads her 40th application essay in one night.

“...I’m tired. It’s one a.m. I’ve read 39 applications in six hours, and it’s time to quit. But just to even things out, I’ll read one more. I open the folder, close my eyes, and skip over pages 1 – 3. I don’t really care about all those lists. I want to know about the “real you.” In what ways are you different from those other 39 I just looked at? I find your neatly typed essay. So far, so good. I begin at the top...”

“Lisa, you think too much! say my friends. And perhaps I do. They say that I am too busy analyzing to ever relax and enjoy things, that I should stop thinking and just do. They may be right. I guess I tire them with my theories and revelations. I was talking to a friend at a party several weeks ago, and I told her that in a way the party symbolized Pascal’s theory of the duality of man. She laughed. I blushed. She went to get another handful of chips and pretzels.

I find myself pondering at the strangest times. In my sophomore year, I remember forming an idea about my own insecurity as I stepped onto the field before a soccer game. At a rock concert this summer I remember seriously trying to determine why I had to stand up and sing to enjoy the music while my brother only needed to sit back and listen. Of course, most of the concert had slipped by unnoticed as I thought these things! Sometimes I find myself gliding in a trance through stop signs or walking in entirely the wrong direction. They get in the way sometimes, these thoughts, but I can’t help it; I love to think. I derive more pleasure from thinking than from almost anything else. It’s the traffic tickets for going through stop signs that I could do without...”

“I’m already chuckling, but more important, I’m learning about you. You’re witty, not afraid to look foolish, not afraid to share what you’re really like. You didn’t give me a “shopping list” that says you play soccer, like rock concerts, enjoy doing things with your friends as well as your brother – you showed me those things in an interesting, economically written, humorous paragraph or two. I hope you really want us. I know we want you.”

HOW IMPORTANT IS AN APPLICATION ESSAY?

- The essay is an essential and sometimes all-important factor for both public and private college admissions and scholarships.
- It provides information about you that is not apparent in other parts of the application.
- It provides an invaluable opportunity for you to “present yourself.” You become a “personality on a page”; show yourself as an individual and write about what you know.
WHAT MAKES AN APPLICATION ESSAY GOOD?

The essay is carefully composed.

- Follow directions carefully.
- Take time to understand and address the topic.
- Give yourself plenty of time to write your essay in stages.
- Cluster or outline your thoughts.
- Write a first draft and share it with family/friends.
- Write a second draft, one more focused and improved.
- After two or three days, reread the second draft. Pretend you are the admissions officer and ask yourself, “What have I learned about this person? What will this student add to the intellectual and social climate of the school?”
- Revise and sharpen the essay. Look for misspellings as well as typographical and grammatical errors.
- Be sure you have followed all directions.

The essay is interesting.

- Write about a subject familiar and important to you. It should convey who you are above and beyond what the application shows.
- Write the essay yourself. The admissions officer is listening for your voice. Speak from within. Don’t use words and phrases you would not ordinarily use.
- Use the active voice; avoid overuse of the “to be” verb.
- Show, don’t tell. Vividness creates interest.
- Make the first sentence count. Make it an eye-opener.
  
  “Even though I look like I stepped off the cover of GQ, the inner me is really Field and Stream.”
  “If I were given the option of being either a well-renowned intellectual giant or a Cy Young Award-winning baseball player, I would instinctively choose the latter.”

- Stay organized and focused.
- Remember to have an effective conclusion, one that has impact.

WHAT ARE THE most COMMONLY GIVEN TOPICS?

Show us what you are like:

This is the most common and often the most difficult to write because you must decide on the focal point of the essay. You must decide what best shows who you are. The focus of your essay may be a commitment to a hobby or a cause, being a champion debater, growing intellectually through an experience or activity, or bouncing back from a setback. Remember, your purpose is to show, not tell who you are. Avoid the “Shopping-List” format that tells your life story in chronological order.

Discuss an idea or interest:

This question might ask you to discuss an interest that has had a profound effect on you, or it might ask you to discuss an idea about which you feel strongly. Sometimes it will present you with a quote, e.g., “For sleep, health, and wealth to be fully enjoyed, they must be interrupted” – Jean Paul Richter. Discuss the quote and support a position. Your answer must reflect who you are, your outlook and aspirations. Do not make it an essay on Jean Paul Richter.
Tell us why you want to come to this college:
Respond to this essay topic with specific reasons this college is particularly right for you. You find such reasons by carefully reading the college catalogue, talking to a student or alum, or possibly visiting the campus.

“Imagine that you...” or “What if...”:
This type of essay gives you a specific topic, e.g., “If you could spend a day with any one person, whom would you choose and why?” or “Imagine that you could create a new holiday, what would it be and why” Remember that you, not the person or holiday, are the focus of the essay. Discuss why you would choose that person, why you would create that particular holiday. This is your chance to show off your originality/creativity as a writer and person.

WHICH APPROACHES DO NOT WORK?

Shopping List Essay:
The information included in this type of essay is found elsewhere in the application. Commonly titled, My Life, it reads:
“My name is Reginald Koa and I was born in the state of Massachusetts 18 years ago. I left the snow and cold of New England for the sunny skies of California at the age of 8. In elementary school, I won the Junior Service Award...”

Predictable and One-Dimensional Essay:
Usually titled, My Summer Trip, it reads:
“I went to Japan this summer. I ate a lot of different kinds of food (like sashimi-raw fish), learned to speak a little Japanese, and was introduced to a lot of different customs. It changed my life in so many ways. Everything was totally new to me...”

Analogy Essay:
The analogy essay is titled, I Am Like the Busy Ant and reads:
“I am the hard working ant...” (or “the dedicated and faithful dog...” “the busy working bee...”)

Too General Essay:
This essay lacks focus and/or is too broad. It has breadth, but no depth. Usually titled, The Evolution of My Character, it reads:
“My childhood left a great impression on my life. I was the youngest of five children. My father was a pilot for a major airline. I looked forward to his returning home for many, many reasons...”

Over-Used Essay:
This essay is usually titled, The D’s, and reads:
“I have the dedication, determination, and desire to do well in your college...”

Wrong Focus Essay:
This essay is usually titled, My Grandfather (or My Favorite Teacher). If you choose this topic, you need to make sure you tell us how you were affected by this person. This admission essay is about you, not your grandfather.

Humorous/Gimmicky Essay:
This is an essay that uses forced humor or is written in a gimmicky style. Perhaps it is written in the shape of a piano, an hourglass, or in collage form. Such an essay might be titled, Return of the Piano: Keys to Success.
INDEPENDENT
(PRIVATE)
COLLEGE
APPLICATION
PROCESS

Saratoga High School
Fall 2015

INSTRUCTIONS AND
MATERIALS
This material pertains to independent (private) and some out-of-state public colleges. Schools in the California State University (CSU) and University of California (UC) systems DO NOT accept teacher letters or secondary school reports.

**BASICS OF THE COLLEGE ADMISSION FORMS**

It is your responsibility to obtain your college applications and follow all instructions. All applications are available online.

However for most independent (private) colleges and universities, an application consists of five distinct parts:

1. Student Application and Essay
2. Secondary School Report Form (SSR) or Counselor Report Form
3. Teacher Letter of Recommendation Report Form
4. Mid-Year Report
5. Final Transcript

To better understand the application process, please refer to the chart on the next page:
## ORGANIZING YOUR MATERIALS

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>College Application(s)</th>
<th>Transcripts</th>
<th>Test Scores</th>
<th>Financial Aid</th>
</tr>
</thead>
</table>
| **Spring of junior year** | ◼ Start asking teachers to write a letter of recommendation on your behalf  
◼ Attend private school application workshop to receive information on the private application and letters of recommendation process | ◼ Register with NCAA and request an official transcript to send in if interested in Div. I or II sports |                                                                              |                                                                              |
| **August**      | ◼ Purchase application packets from Guidance Office                                      |                                                                              | ◼ Register for October SAT/ACT test if needed                               |                                                                              |
| **September**   | ◼ Ask/confirm counselor or administrator letter writer  
◼ Ask/confirmer teacher letter writer(s)  
◼ Attend private college application workshop (workshop is repeated from the spring)  
◼ Ask 2 teachers to complete a green sheet (Early Decision/Early Action/Rolling) by September 16th  
◼ Turn in Early Decision/Early Action/Rolling application materials in the Guidance Office on September 16th |                                                                              | ◼ Register for November SAT/ACT test if needed                               | ◼ Complete CSS Profile form for private colleges if applicable |
| **October**     | ◼ Ask 2 teachers to complete a green sheet (Regular/Rolling) by October 14th  
◼ Turn in Regular Decision/Rolling applications materials in the Guidance Office on October 16th | ◼ For colleges only requiring transcripts, submit requests to Mrs. Fong     | ◼ Register for December SAT/ACT test if needed                               |                                                                              |
| **November**    | ◼ Submit Early Decision/Early Action/Rolling applications to colleges by due date  
◼ Write thank you notes to teachers completing green sheets for you |                                                                              | ◼ Submit final test scores to all schools if you have not already done so    |                                                                              |
| **December**    | ◼ Submit Regular Decision/Rolling applications to colleges by due date | ◼ If appropriate, turn in Mid-Year report envelope to Mrs. Fong week of finals |                                                                              | ◼ Complete individual college financial aid forms for Early Decision/Early Action/Rolling schools if applicable |
| **January**     | ◼ Submit Regular Decision/Rolling applications to colleges by due date  
◼ Write thank you notes to teachers/counselor/administrator writing a letter on your behalf |                                                                              | ◼ Begin to file FAFSA electronically                                      | ◼ Begin to file GPA Verification                                                |
| **March**       |                                                                              |                                                                              | ◼ FAFSA deadline – March 1, 2014                                            |                                                                              |
| **April/May**   | ◼ Submit your Statement of Intent to Register (SIR)  
◼ Let your letter writers know which college you will attend |                                                                              | ◼ GPA verification deadline – March 1, 2014                                  |                                                                              |
| **June**        |                                                                                  | ◼ Submit final transcript request to Mrs. Fong during finals week            |                                                                              |                                                                              |
| **Summer**      | ◼ Juniors: Check SAT/ACT testing dates and plan ahead for senior year                |                                                                              | ◼ Submit AP test scores to your college when all scores are received (if applicable) |                                                                              |
Secondary School Report (SSR)/Transcript Request 1
Also referred to as “Counselor Report” or “Counselor/Administrator Report”

<table>
<thead>
<tr>
<th>Student’s Last Name</th>
<th>First Name</th>
<th>ID #</th>
</tr>
</thead>
</table>

Name of Counselor or Administrator requested to write the letter of recommendation in order of preference:
#1 ______________________________  #2 ______________________________  #3 ______________________________

Early Decision/Rolling: SEPTEMBER 16TH (Due dates ON OR BEFORE December 1st)
RETURN ALL PACKETS TO GUIDANCE. EVERYTHING!

List the COLLEGES and DUE DATES in CHRONOLOGICAL ORDER (Rolling First)

| Letter writer follows this written list so double check names and deadlines are correct. |
| Name of college | [ ] = Mail | [ ] = Common App | [ ] = Other Electronic App |
| Circle Delivery Type by SHS | Transcript only | Mid-year grade report | Postmark Due Date (Rolling first, and then listed in chronological order) |
| For office use only | Completed by/Date |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |

CONFIDENTIALITY WAIVER – 1974 Family Educational Rights and Privacy Act
This Secondary School Report will become part of your admissions file. It will be used only for the purposes specifically intended. If you matriculate at one of your selected institutions, you will be accorded access to its contents unless you waive your right of access. Please check one of the boxes and sign the statement below.

I have read the above information and hereby □ waive □ do not waive my right of access to this document.

Signature: ___________________________________________________________________________ Date: ______________

03/2014
<table>
<thead>
<tr>
<th>Student TO DO List / Things to include in this packet</th>
<th>For Guidance Office Use Only</th>
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</thead>
<tbody>
<tr>
<td>☐ Green sheets have been given to TWO teachers who are not writing letters of recommendation</td>
<td>☐ Colleges are listed in Naviance and applications are started on Common App (when applicable).</td>
</tr>
<tr>
<td>☐ Common App account is CREATED and STARTED for each college <em>(if applicable)</em></td>
<td>☐ Info sheet</td>
</tr>
</tbody>
</table>
| ☐ Naviance is up to date:  
  • FERPA waiver is completed  
  • Student information is updated in profile  
  • “Colleges I’m Applying to” (college list) is current | ☐ Essay |
| ☐ “For the Administrator or Guidance Counselor Secondary School Report” form *(included in packet)* | ☐ Parent statement |
| ☐ College essay (draft acceptable) | ☐ Envelopes are correctly addressed with appropriate postage *(if applicable)* |
| ☐ Parent statement: Include a statement from your parent/guardian or an adult who knows you well that describes your uniqueness, strengths, personality and character. Specific details and anecdotes are especially valuable. | | |
| ☐ Attach **FOUR** first-class stamps on a 9 x 12 envelope addressed to each college THAT IS NOT AN ELECTRONIC SUBMISSION | ☐ Exceptional envelopes included with appropriate postage *(if applicable)* |

Leave return address blank

Office of Admissions  
ABC College  
12345 University Ave.  
Anytown, Anywhere 12345

- **TRANSCRIPT ONLY**: Attach **TWO** first-class stamps on a 9 x 12 envelope
- **ENTIRE APPLICATION**: Attach **SIX** first-class stamps on a 9 x 12 envelope

☐ Signature on envelope
FOR ADMINISTRATOR OR GUIDANCE COUNSELOR
SECONDARY SCHOOL REPORT

The information provided on this form will assist us in completing the Secondary School Report(s) required for many private colleges and scholarships. This form is not forwarded to colleges. **Print legibly in ink. BE COMPLETE!**

Full Legal Name: _______________________________________________________________________________________
Email: ____________________________________  Cell: ________________________________

**I. Academic**
A. List the careers you are considering: ________________________________________________________________

**II. Extracurricular Activities or Resume** Complete the following, adding as much detail as possible OR attach a copy of your most current resume.

**School-related Activities:**
Ex: Marching Band (clarinet)  
1. __________________________________________  
2. __________________________________________  
3. __________________________________________  
4. __________________________________________

**Position(s) Held:**
Section Leader (junior and senior year)  
1. __________________________________________  
2. __________________________________________  
3. __________________________________________  
4. __________________________________________

**Grade participated:**
9th, 10th, 11th, 12th

**Sports (only full season participation):**
Ex: Football  
1. __________________________________________  
2. __________________________________________  
3. __________________________________________

**Position(s) Held:**
Tackle (9-12), Varsity (11-12), Captain (12)  
1. __________________________________________  
2. __________________________________________  
3. __________________________________________  
4. __________________________________________

**Grade participated:**
9th-12th

**Extracurricular Activities (community or volunteer service, youth groups, scouts, tutoring, etc.):**
Ex: Boy Scouts Of America  
1. __________________________________________  
2. __________________________________________  
3. __________________________________________  
4. __________________________________________

**Position(s) Held:**
Patrol Leader (9th), Eagle Scout (pending)  
1. __________________________________________  
2. __________________________________________  
3. __________________________________________  
4. __________________________________________

**Grade participated:**
9th, 10th

**All Award(s) and/or Honor(s):**
1. __________________________________________  
2. __________________________________________  
3. __________________________________________

**Work Experience and Additional Enrichment Activity:**
Ex: School trip to Mexico  
1. __________________________________________  
2. __________________________________________  
3. __________________________________________

Lived w/ local family, studied language @ university  
10th (spring)

**Additional Information (ie. Hardships, financial difficulties) – OPTIONAL:**
____________________________________________________________________________________________
____________________________________________________________________________________________
III. Personal Information. Our letters will be as personal as you are willing to share. Please answer the following questions with as much candor and detail as possible. You may attach a sheet with your typed responses.

1. Tell us about your family/background.

2. Describe yourself in three adjectives – with a specific example of each.

3. What are you most passionate about in life?

4. What extracurricular activities (in and out of school) are most important to you? How come?

5. What has been the greatest obstacle you have faced? How have you dealt with it?

6. Colleges are going to be reading lots of letters. What do you want for them to remember about you?

Name of Teacher requested to write your letter of recommendation in order of preference.
# Teacher Letter of Recommendation (Math/Science) 2b

<table>
<thead>
<tr>
<th>Student’s Last Name</th>
<th>First Name</th>
<th>ID #</th>
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</tbody>
</table>

**Regular Decision/Rolling: OCTOBER 14th**
(Due dates AFTER December 1st)

**RETURN ALL PACKETS TO GUIDANCE. EVERYTHING!**

List the COLLEGES and DUE DATES in chronological order (Rolling First)

<table>
<thead>
<tr>
<th>Name of college</th>
<th>= Mail</th>
<th>= Common App</th>
<th>= Other Electronic App</th>
<th>Postmark Due Date (Rolling first, and then listed in chronological order)</th>
<th>For office use only Completed by/Date</th>
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</thead>
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<td>10</td>
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</table>

Notes for Teachers: 
- Print out your completed Teacher Yellow Sheet (found on the Dept share drive) and letter of rec and put in the mail
- Upload and submit your completed Common App teacher form and letter of rec via Naviance
- Upload and submit your completed Teacher Yellow Sheet (found on the Dept share drive) and letter of rec via Naviance

CONFIDENTIALITY WAIVER – 1974 Family Educational Rights and Privacy Act: This Teacher Letter of Recommendation will become part of your admissions file. It will be used only for the purposes specifically intended. If you matriculate at one of your selected institutions, you will be accorded access to its contents unless you waive your right of access. Please check one of the boxes and sign the statement below.

I have read the above information and hereby [ ] waive [ ] do not waive my right of access to this document.

Signature: ___________________________ Date: ___________________________
<table>
<thead>
<tr>
<th>Student TO DO List / Things to include in this packet</th>
<th>For Teacher Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ The “For the Teacher” information sheet &lt;br&gt;  ● Already completed with teacher ________&lt;br&gt;  (Teacher initials)</td>
<td>□ Info sheet</td>
</tr>
<tr>
<td>□ Attach <strong>TWO</strong> first-class stamps on a 9 x 12 envelope addressed to each college THAT IS NOT AN ELECTRONIC SUBMISSION</td>
<td>□ Teachers: Remember to download and complete the SHS Teacher Evaluation form for every non-Common App school</td>
</tr>
<tr>
<td>Leave return address blank</td>
<td>□ Envelopes are correctly addressed with appropriate postage</td>
</tr>
</tbody>
</table>

Office of Admissions  
ABC College  
12345 University Ave.  
Anytown, Anywhere 12345
FOR THE TEACHER

LETTER OF RECOMMENDATION FOR
PRIVATE COLLEGES OR SCHOLARSHIPS

The information provided on this form will be used by teachers to write the recommendation(s) required by many private and some out-of-state public colleges as well as scholarship programs. If your program requires the entire application be mailed together, ask the selected teacher to submit the letter and Teacher Recommendation Form to Mrs. Fong as soon as possible and no later than one week before the due date. Respond to the following questions regarding your performance in this teacher’s class only. Print legibly in ink.

Full Legal Name: _________________________________   Birth Date: ______________
Home Telephone: ___________________________   Cell: ___________________________
Email: ____________________________________________
Class(es) Taken with Teacher: ___________________________   Respective Grade(s): _______

1. List five adjectives or descriptors to accurately describe the type of student you have been in the class. Please elaborate.

2. What is one specific memory or experience you have from the class of which you are especially proud? Please describe it in context and explain why it is an important memory in your development as a student.

3. Were there any special circumstances that may have affected your performance both positively or negatively? Please explain.

4. How would another student in the class describe you?

Note: Ask the teacher if additional information is requested.
Saratoga High School
GREEN SHEET

To the Teacher: Complete this form and return to Mrs. Fong in the Guidance Office. Compared to other college preparatory students whom you have taught, please rate this student’s academic and personal qualities in the categories below.

<table>
<thead>
<tr>
<th></th>
<th>No Basis for Judgment</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual ability</td>
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<td>Intellectual curiosity</td>
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<td>Creativity</td>
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<td>Critical thinking skills</td>
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<td>Academic motivation</td>
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<td>Work ethic</td>
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<td>Integrity</td>
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<td>Self-discipline</td>
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<td>Self-confidence</td>
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<td>Leadership</td>
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<td>Personal initiative</td>
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<td>Emotional maturity</td>
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<td>Warmth of personality</td>
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<td>Respect for differences/concern for others</td>
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<td>Energy</td>
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<td>Sense of humor</td>
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<td>Commitment to extra-curricular activities</td>
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<td>Reaction to setbacks</td>
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<td>Respect accorded by faculty</td>
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<tr>
<td>Respect accorded by peers</td>
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</tbody>
</table>

Adjectives that come to mind when describing this applicant: ____________________________________________________________

Special talents / enthusiasms: ____________________________________________________________

We rely heavily on your comments and anecdotes. Please provide as much specific feedback as you can. Use the back of the page if you need more space.
SCHOLARSHIP SCAMS

Recognizing the Scammer
How can you tell the good from the bad?

A scammer:
- States you’ve won an award for which you didn’t apply.
- Does not supply valid contact information.
- Guarantees you will win an award.
- Requires personal financial information (such as credit card numbers or checking account numbers) to “verify” or “hold” a scholarship.

A legitimate scholarship service:
- Sends information about awards when you request it.
- Makes contact information available upon request.
- Does not guarantee you will win an award.
- Should not direct you to a fee-based provider because the company knows that financial aid information is readily available for free.

Quick Scam Warning Signs:
- A fee.
- A “money-back guarantee.”
- Requests for your credit card or bank account.

What If You Suspect a Scam?
1. Save all forms you receive from the suspect company. Keep copies of written details about the offer and any correspondence, e-mails or other paperwork. Make sure all materials are dated.

2. Take notes during any seminar or phone conversations. Record the date, time, phone number and the person’s name with whom you spoke. Also include a detailed account of your conversation.

3. Report the suspected scammer to any of the following organizations:
   - National Fraud Information Center (NFIC) Ph: 800-876-7060 Web: www.fraud.org
   - State Attorney General’s Office - Call information or visit California’s Web site: caag.state.ca.us to obtain state attorney general’s contact information. Ask about filing a complaint with the Bureau of Consumer Protection in California.
   - Better Business Bureau (BBB) Ph: 703-276-0100 Web: www.bbb.org

Vanity Press Publications
There are organizations that claim they will honor nominated students by placing their name, picture, and biography in a book of “distinguished” high school students. When families are asked to purchase this book in which their son or daughter is “honored”, many will pay, not realizing that the selection process is not as prestigious as claimed.
Popular (But False!) Claims

“For a small fee, we’ll give you a list of scholarships.”
Never spend money on a fee-based matching service. The biggest and best award databases are available for free on the Internet, including FastWeb: www.fastweb.com.

$6.6 billion in scholarships went unclaimed last year.”
Statements about unclaimed awards are misleading. They generally refer to tuition reimbursements that aren’t available to the public. Scholarships are competitive and are awarded.

“You are guaranteed a minimum of $1,000 in awards.”
A service can’t guarantee any scholarships because it has no control over the scholarship judge’s decisions.

“We have a 96% success rate.”
These false success rates indicate the percentage of students they’ve successfully matched with the database, NOT the number of students who actually receive money.

“We’ll need a bank account/credit card number to verify your information.”
Your bank account and credit card information is confidential. A legitimate scholarship provider won’t ask for this information.

“We will do all the work for you.”
To win a legitimate scholarship, you must submit your own applications, write your own essays and solicit your own letters of recommendation. There is no way to avoid doing the work.

Creative Scams: What to Watch For
Some companies find innovative ways to take your money. Know what to look for when trying to tell friend from foe.

Financial Aid Fees: Worth the Price?

Paying a fee to help you apply for financial aid may be an unnecessary expense. Here’s why:
Claim #1: “We’ll help you complete complicated forms.”
A. Information about the FAFSA and other forms is available for free from your academic advisor, library and the Department of Education: Toll-free help line: 800-4-FED-AID (800-433-3243).
B. You still have to fill out the same basic information for a fee-based service that you would for the FAFSA. How else would they get your information?

Claim #2: “We’ll find different ways to report your assets and obtain more aid.”
While these services can be legitimate, remember that colleges can request additional documentation about your finances. Also, not reporting tax information accurately is against the law (punishable up to a $20,000 fine, prison or both).

Note: While financial aid services may provide useful information, know your options before deciding to use these services. Financial aid shouldn’t cost you, especially when free resources are available.
A New Kind of Scam: Financial Aid Seminars

A seminar may or may not be legitimate. What are the warning signs?

- While the presentation might be free, the services aren’t: you may be pressured to give them a check, checking account number or a credit card to sign up for the service.
- You are told that the program can adjust your income and/or assets to make it seem like you earn less money, thereby qualifying for more aid. Such practices are often illegal.
- You are asked for a credit card number to “hold” the scholarships for you.
- The service tells you that it can only answer specific questions after you have paid the fee.
- The service tells you anything that conflicts with what a financial aid office tells you.

Reminder: A company with an official-sounding name that includes words like “national,” “education” or “federal” in its title does not necessarily mean it is legitimate. **Check with your counselor if you question a company’s legitimacy.**

FastTip: If a seminar is held at a local school or community center, it doesn’t mean it is legitimate. Anyone can rent space and give a presentation. Check with your advisor before you attend if you have questions.
Saratoga High School has a site license for *Naviance*, a program that allows for easy-to-use, tailor-made college searches. Included in *Naviance* is a personal survey to help assess strengths, recommended career paths and college majors. Students have established their own account at [http://connection.naviance.com/saratogahigh](http://connection.naviance.com/saratogahigh).

**College/Career Search**

- [http://connection.naviance.com/saratogahigh](http://connection.naviance.com/saratogahigh) College database with SHS-specific information
- [www.californiacolleges.edu](http://www.californiacolleges.edu) Information about applying to colleges in California
- [www.collegeboard.com](http://www.collegeboard.com) The College Board official website
- [www.collegeview.com](http://www.collegeview.com) Career, college and scholarship databases
- [www.collegenet.com](http://www.collegenet.com) College database and financial aid links
- [www.fastweb.com](http://www.fastweb.com) Free scholarship and college searches
- [www.gocollege.com](http://www.gocollege.com) College search and financial aid
- [www.princetonreview.com](http://www.princetonreview.com) The Princeton Review official website
- [www.collegexpress.com](http://www.collegexpress.com) College and financial aid search engines
- [www.aamc.org](http://www.aamc.org) The Association of American Medical Colleges website
- [www.act.org](http://www.act.org) The official ACT website
- [www.aiicc.edu](http://www.aiicc.edu) Association of Independent California Colleges and Universities website
- [www.cccco.edu](http://www.cccco.edu) California Community Colleges Chancellor’s Office website

**College Application Sites**

- [http://www.universityofcalifornia.edu/admissions/undergrad_adm/apply/how_apply/personal_statement.html](http://www.universityofcalifornia.edu/admissions/undergrad_adm/apply/how_apply/personal_statement.html) Link to UC Personal Statement (Essay)
- [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions) The University of California’s undergraduate admission information and application network
- [www.csumentor.com](http://www.csumentor.com) How to plan for and apply to the California State University
- [www.commonapp.org](http://www.commonapp.org) The Common Application official website. This application form is used by approximately 255 colleges and universities for admission to their undergraduate programs.

**College Athletics**

- [http://www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) NCAA Official Website (necessary site for NCAA registration)
- [www.naia.org](http://www.naia.org) National Association of Intercollegiate Athletics official website
- [www.athleticaid.com](http://www.athleticaid.com) Sports scholarship, financial aid and college search resources for students and student athletes

**Financial Aid/Scholarship Sites**

- [www.fafsa.ed.gov](http://www.fafsa.ed.gov) Obtain a PIN, learn more about the FAFSA, file online and check the status of your FAFSA
- [http://profileonline.collegeboard.com/index.jsp](http://profileonline.collegeboard.com/index.jsp) CSS/Financial Aid PROFILE, the financial aid application service of the College Board. Many colleges, universities and scholarship programs use the information collected on PROFILE to award nonfederal student aid funds.
- [www.calgrants.org](http://www.calgrants.org) Basics about Cal Grants
- [www.californiacashforcollege.org](http://www.californiacashforcollege.org) Free Cash for College workshops to assist in filling out the FAFSA
- [www.finaid.org](http://www.finaid.org) An overall look at financial aid as well as where and how to get it
- [www.fastweb.com](http://www.fastweb.com) Free scholarship and college searches
- [www.fdncenter.org](http://www.fdncenter.org) The Foundation Center website
- [www.collegeboard.com](http://www.collegeboard.com) The College Board official website
- [www.scholarshare.com](http://www.scholarshare.com) Information about college savings programs
- [www.ftc.gov](http://www.ftc.gov) Information about scholarship scams

**Testing Sites**

- [www.actstudent.org](http://www.actstudent.org) ACT registration
- [www.collegeboard.com](http://www.collegeboard.com) SAT registration and SAT preparation
- [www.number2.com](http://www.number2.com) Free SAT and ACT preparation
- [http://www.petersons.com/terc](http://www.petersons.com/terc) Testing & Education Reference Center. Students can use the password “falcons” to gain free access
COLLEGE PLACEMENT TESTS

College placement tests are not admissions tests. They are used to determine level placement in college subject areas such as English and mathematics. All freshmen who will enroll in the fall must take the tests unless they are exempted by submitting proof of one of the following:

University of California System

Exemptions for Analytical Writing Examination
- 3 or higher on Advanced Placement Exam in Language/Composition or Literature/Composition test
- C or better in a transferable college course in English (4 quarter or 3 semester units) taken prior to enrollment
- Score of 680 or higher on the writing section of the SAT Reasoning Test
- Score of 30 or higher on the ACT Combined English Writing Test

California State University System

Exemptions for English Placement Test (EPT)
- 3 or higher on Advanced Placement Exam in Language/Composition or Literature/Composition test
- 550 or above on SAT Reasoning Test - verbal
- 24 or above on ACT verbal
- 24 or above on the English part of the ACT

Exemptions for Entry Level Mathematics (ELM)
- 3 or higher on Advanced Placement math (AB or BC)
- 550 or above on SAT Reasoning Test - math
- 23 or above on the math part of the ACT

Private Colleges
(See individual college catalogs.)

Community Colleges

DeAnza College

Exemptions for English Placement Test
- 510 or above on SAT Reasoning Test - verbal
- 22 or above on ACT English usage

Exemptions for Math Placement Test
- 510 or above on SAT Reasoning Test - math
- 19 or above on ACT math

West Valley College

Individual interviews with counselors are held to access English and Math placement. (see WVC catalog)
Dear John:

Let’s put a disclaimer right up front: this letter is going to every student who has been admitted to _________________, and not everyone is going to like it. In fact, some will be downright turned off. Don’t take it as offensive but rather as defensive – a kind of insurance policy for your success at _________________. Read on.

Each year, some students, even some whose academic records meet the rigorous competition for admission to _________________, realize they have college admission offers in hand and decide they needn’t worry about their last semester courses or grades. After all, the senior year of high school comes only once, so why not enjoy it? Courses are dropped or just blown off, classes ditched – anything to lighten the academic load. The time to buckle down will come next August.

I do not assume that you are looking at your senior year this way, but I have known students with exactly your kind of record who did. For that reason, we remind everyone of the obligation that goes with our admission offer: “Your senior year courses are part of the admission decision. A final high school transcript is required unless you have already graduated to verify graduation and successful completion of courses in progress.” We will see your final transcript, and we do rescind admission when our high expectations for our students are compromised by a bad senior year.

But don’t miss the real purpose for this letter: The main reason I put so much significance on this year is the impact it will have on your success next year. Yes, the quality of the work you do at _________________ will be determined in no small part by your tremendous talent, but it will also be determined by the strength of your academic habits. Just as you would want to be in top condition for the start of an athletic season, so you want to be in top condition for the academic season that begins in August. The habits you form now – your academic strength conditioning – will either help or hurt you in your transition from high school to college. Keep in shape for the rest of the year. We’re counting on your success – next fall – and beyond.

Sincerely,

Anytown Undergraduate Admissions Officer
Thank you for your final high school transcript verifying completion of twelfth grade courses and your date of graduation.

You were provisionally admitted for Fall 1995 based on your grades, test scores, courses above the minimum "a-f" subject requirements, honors courses and twelfth grade courses as listed on your application. It was expected that you would complete all the twelfth grade courses listed on your application with a minimum 3.00 gpa and no grade lower than C as specified in the Freshman Contract included in your original admission packet.

I am disappointed to discover that you did not meet the conditions stated in your contract and that your twelfth grade record is not comparable to your previous performance. An evaluation of your final transcript indicates that you are now considerably below our freshmen selection criteria.

Under these circumstances, UCSD must cancel our offer of admission for Fall 1995. We will be happy to consider your reapplication for admission to UCSD after you have completed sixty (60) transferable semester units at a community college or some other institution.

Sincerely,

Richard L Backer
Assistant Vice Chancellor
for Enrollment Management/Registrar

RLB:bp

cc: Muir College
COLLEGE AND CAREER CENTER
RESOURCES

- Registration information for the SAT and ACT
- A list of SAT and ACT preparation programs and Tutoring resources
- Course catalogs and brochures for California and out-of-state colleges, both public and private
- Scheduled visits by college representatives who talk about their schools and answer specific questions
- Application workshops for UCs and CSUs
- Reference materials on careers, colleges, scholarships, and test preparation.
- Financial aid/scholarship information and resources
- A file of summer programs and opportunities
- Resources available for check-out to students and parents
- A file of volunteer opportunities
- Job board and work permits
- College and Career Center Web Page on the SHS School Website with many of the above resources

HOURS:

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<thead>
<tr>
<th></th>
<th>Monday &amp; Friday</th>
<th>Wednesday</th>
<th>Tuesday and Thursday</th>
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<tr>
<td></td>
<td>9:15 AM – 12:45 PM</td>
<td>12:00 AM – 3:15 PM</td>
<td>11:00 AM - 3:15 PM</td>
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</tbody>
</table>

Bonnie Sheikh, College and Career Center Coordinator
867-3411 x 401
FALL 2015 COLLEGE & CAREER CENTER
COLLEGE SPEAKER CALENDAR

The following representatives will be presenting to students on the following dates. If you are interested in attending one of the sessions, you must sign up in Naviance. On your Naviance account go to the College Tab, and then click the link for "view all upcoming college visits." If you would like to attend any of the College Visits listed, you will need to click the "sign up" link next to each college and then click the "Sign Me Up" button. If the session is during the second half of a class period, you should tell your teachers well ahead of time and you MUST print the confirmation page and bring it to your teacher at least one class period before to sign/initial the form indicating their permission to let you out of class to attend. You must bring the signed confirmation sheet to the college speaker session and sign in on the attendance sheet. If you have any questions, please see Mrs. Sheikh in the Guidance Office.

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>TIME</th>
<th>PERIOD</th>
<th>LOCATION</th>
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<td>Washington University St. Louis (MO)</td>
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</tr>
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<td>Lib. Research Centers</td>
<td>New York University (NY)</td>
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<td>Chicago University (IL)</td>
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<td>Chapman University (CA)</td>
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<td>University of Illinois UC (IL)</td>
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<td>Lib. Research Center</td>
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October

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<th>COLLEGE/UNIVERSITY</th>
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<td>Main Office/Trimble</td>
<td>University of Colorado Boulder (CO)</td>
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<td>Washington University St. Louis Info Session</td>
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<td>San Mateo Marriott SFO</td>
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<td></td>
<td>2:00 pm – 3:00 pm</td>
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<td></td>
<td>Sun. September 27</td>
<td>Walnut Creek Marriott</td>
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<td>2355 N. Main Street, Walnut Creek</td>
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<tr>
<td>Christian College Fair</td>
<td>Tue. September 15th</td>
<td>Valley Christian High School</td>
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<tr>
<td>Myblueprintstory.com</td>
<td>6:00 pm – 8:00 pm</td>
<td>100 Skyway Drive, San Jose</td>
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<td>Massachusetts Institute of Technology</td>
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<td>Double Tree Hotel San Jose</td>
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<tr>
<td>Information Session</td>
<td>2:00 PM</td>
<td>2050 Gateway Place, San Jose</td>
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<td>San Jose State University</td>
<td>Saturday, October 24th</td>
<td>San Jose State University</td>
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<td><a href="http://www.collegeday.org">www.collegeday.org</a></td>
<td>8:00 am – 1:30 pm</td>
<td>Student Union Ballroom</td>
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<td>National Association for College</td>
<td>Sunday, October 25th</td>
<td>South San Francisco Conference Center</td>
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<tr>
<td>Admission Counseling</td>
<td>1:00 pm – 3:30 pm</td>
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<tr>
<td>Performing &amp; Visual Arts College Fair</td>
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