



MOUNTAIN VIEW HIGH SCHOOL

College Counseling Handbook for Juniors

Funded by your



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Purpose

The purpose of this handbook is to help students prepare for what's to come in junior and senior years. This handbook serves as a guide to exploring topics such as the various types of colleges, their admission processes, standardized testing requirements, and the financial aid process. It will also help students keep track of the many details that are part of this process.

As usual, should you have any questions that this manual does not answer, you are strongly encouraged to ask the College and Career Center coordinator or your academic counselor.

PSAT & SAT: Resources from the College Board

As part of the college application process, this website will become very important to you. Students who took the PSAT as sophomores and juniors probably already have an account with the College Board. This website is how everyone will register for the SAT (a college entrance exam). Signing up for an account is free and easy. Please visit www.collegeboard.org and click on the “Student” icon at the bottom of the page. You will then click on “Sign Up”. Please make note of your College Board account in the last page of this handbook.

One fairly new and wonderful benefit from taking the PSAT is their partnership with the Khan Academy. After having received your PSAT scores, students will be able to send their PSAT scores to the Khan Academy. In doing so, the Khan Academy will create a free customized SAT study plan so that you can work on improving your SAT scores. If you need help setting this up, you can stop by the College and Career Center or visit your counselor.

College Entrance Exams

For students who plan to apply to a 4-year university such as a CSU, UC, or a private university they are required to take the SAT or the ACT. The Counseling Department recommends students take the exams for the first time during spring of your junior year. Is there one exam that is better than the other? If you are able to take both, please do so and see which test suits your needs best.

ACT

Again, before signing up for the ACT, students will register for this exam via the internet by visiting www.actstudent.org.

Fee Waivers

Students who qualify for free or reduced lunch, will be able to take these exams at no cost to you. Fee waivers, which are available at the College and Career Center, will cover the cost of each exam. You can take the SAT Reasoning two times using fee waivers; the same applies to the ACT.

SAT vs. ACT

Deciding which test to take may be tough. Please refer to the following comparison chart to make a more informed decision.

	SAT	ACT	SAT Subject Tests
Why You Should Take It	Required for admission by most colleges; may also be used to award scholarships/grants	Required for admission by most colleges; may also be used to award scholarships/grants	Required (1-3) by some selective colleges or majors; also a way to demonstrate your talents in a subject
Test Structure	3 hours; 65-minute Reading section, 35-minute Writing section, 80-minute Math section (25 mins w/o calculator, 55 minutes with calculator); add 50 minutes for optional essay	2 hours 55 minutes; 4 sections (English, Math, Reading, and Science). Add 40 minutes for ACT with Writing.	1 hour, all multiple choice
Test Breakdown	<p>Critical Reading: Command of Evidence, Words in Context, Analysis in History/Social Studies and Science 67 questions</p> <p>Math: Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math 54 questions</p> <p>Writing: Reading passages, finding mistakes/weaknesses and fixing them 49 questions plus essay</p>	<p>English: Sentence Structure, Grammar, Usage, Punctuation 75 questions</p> <p>Math: Arithmetic, Algebra, Geometry, Trig 60 questions</p> <p>Reading: Passages 40 questions</p> <p>Science: Charts, graphs, experiments 40 questions</p> <p>Optional Essay: Persuasive 1 question</p>	<p>Based on test topic Multiple choice Length varies between 50 and 90 questions</p> <p>Subjects include: Literature US and World History Math Level 1, 2 Biology (E, M) Chemistry Physics Many world languages</p>
How It's Scored	<p>2 scores: Evidence-based reading/writing section and math section, each on a scale of 200-800</p> <p>Essay is extra and scored on a 2-8 scale</p>	<p>4 sub scores and a composite score (average of the 4), each on a scale of 1-36 except essay, which is 2-12</p> <p>Essay score comprises 1/3 of the English/Writing score if you take the essay</p>	1 score on a scale of 200-800
Strategic Elements	You don't lose points for wrong answers anymore, so go ahead and guess.	You don't lose points for wrong answers, so go ahead and guess.	You lose fractions of points for wrong answers, so better to skip than guess.
When Should I Take It?	Generally speaking, March or later of your junior year. If you are in Geometry or Algebra II your junior year, it makes sense to wait until May or June when your math skills are more developed.	Generally speaking, February or later of your junior year. Because the ACT includes some Trig, it may make sense to wait until April or June if you are in Trig as a junior.	If you've done well in a class/subject, May or June of that same year.
How Do I Register?	Collegeboard.org	ACT.org	Collegeboard.org

SAT Subject Tests

SAT Subject Tests are no longer required for admission to the UC system. While they are not required, some universities encourage that you take them to demonstrate your strength in a particular subject matter. For example, if you are highly interested in studying engineering at a university, you are encouraged to take the subject test in Math 2. These scores can highlight your strengths and let the universities see you have competency in those areas. For some highly selective schools or specific majors, they may be required. Please check colleges' websites for details.

Building the College List

What is a Safety, Target, Reach?

You may have heard your counselor mention that your college list should consist of Safety, Target and Reach schools. Below you will find guidelines for how to identify if a school is reach, target or safety for you.

SAFETY:

- Your scores and GPA exceed the mid-50% range of scores and GPA for last year's admitted freshman class AND the college's admit rate was 50% or more.

TARGET:

- Your scores and GPA put you in the mid-50% range of scores and GPA for last year's admitted freshman class AND the admit rate was more than 50%.
- Your scores and GPA exceed the mid-50% range of last year's admitted freshman class AND the admit rate is less than 50%. The higher your stats are compared to last year's freshman class, the lower the admit rate can be to still call a school a Target.

REACH

- Your scores and GPA are below the mid-50% range of last year's admitted freshman class AND the admit rate is less than 50%.
- Colleges with admit rates of 20% or less can be considered a Reach even for students with outstanding stats.

Remember, (1) selectivity can vary by programs/majors within a college if it admits by major; (2) this does not take into consideration hooks (sports, legacy, etc.), institutional priorities, extracurricular activities, etc.

College Research Tools

There are a number of great websites available for researching the more than 4,000 colleges and universities in the United States. Here are a few of our favorites:

Naviance: Within Naviance, there are many different search features you can use to research colleges. Among our top choices are the college maps feature, which lets you search for different types of colleges and get a visual of where they are, and the college search feature, which enables you to input a great deal of specific information about yourself to get personalized recommendations you can add to your “Colleges I’m Thinking About” list.

College Board: BigFuture on the College Board’s website is another great option. It’s visually pleasing and lets you tailor your search according to subcategories such as major, cost, athletics, region, academic credit, and so on. Many students prefer this option.

Chegg: This is a fun website that offers traditional search features as well as special subcategories including colleges with the best food, colleges with the most school spirit, colleges with the best merit aid, and colleges with the best quality of life. It’s a great resource to explore as a secondary tool once you’ve developed an initial list, as it provides additional context for your schools.

Cappex: Cappex has a lot of interesting tools in addition to a customary search feature. These include tools that calculate your admission chances at any given school and a best-fit meter to see if a school meets the criteria you feel are important in your prospective colleges.

College Navigator: If you are interested in comprehensive statistical information about colleges and universities in the US, College Navigator is a good resource. It is owned by the US Department of Education, so it can provide incredible details that can easily be exported into spreadsheets for future reference.

Unigo: While it includes a nice search tool, Unigo’s defining feature is its college reviews. Students at nearly every college in the country provide first-hand reviews of things ranging from food to dorm life to political climate. It’s another fun secondary research to use in whittling down your list to a manageable number of schools.

College Results Online: This is a great site to research specific data points, including four-year graduation rates, first-year retention rates, post-graduation debt, and post-graduation earnings.

U-CAN: Maintained by the National Association of Independent Colleges and Universities, U-CAN provides easy access to often hard-to-find statistics, such as student debt, net tuition costs, and undergraduate class size.

College Visits

Visiting colleges is a great way to get a feel for a campus. Often times, students visit colleges during summer break or even during spring break. Going to visit a college campus when there are students present can give you an insiders' look at the school environment. You can walk onto campus and explore on your own or you can register for a student-led campus tour. The College Board provides some great tips and guidelines when planning your college and hope that you find their college visit guide (in the next few pages) helpful and informative.

Visiting a college campus helps you get a sense of what a college — and life at that college — is like. This can help you decide whether the college is right for you.

GATHER INFORMATION

Find out what you need to do to apply, and see if the college's class and major offerings are what you want:

- Take part in a group information session at the admission office.
- Interview with an admission officer.
- Pick up financial aid forms.
- Sit in on a class that interests you. If classes aren't in session, just see what the classrooms are like.
- Meet a professor who teaches a subject that interests you.
- Talk to students about what they think of their classes and professors.
- Get the names and business cards of the people you meet so you can contact them later if you have questions.

EXPLORE THE CAMPUS

Get a feel for student life, and see if this college is a place where you will do well:

- Take a campus tour.
- Talk to current students about the college and life on campus.
- Check out the freshman dorms, and stay overnight with a student, if possible.
- Visit the dining hall, fitness center, library, career center, bookstore, and other campus facilities.
- Talk to the coaches of sports that you may want to play.
- Walk or drive around the community surrounding the campus.

CHECK OUT CAMPUS MEDIA

Tune in to learn what's happening on campus and what's on students' minds:

- Listen to the college radio station.
- Read the student newspaper.
- Scan bulletin boards to see what daily student life is like.
- Go to the career center and learn what services it offers.
- Browse the school's website and any campus blogs.
- Read other student publications, such as department newsletters, alternative newspapers, and literary reviews.

GET THE MOST OUT OF A CAMPUS VISIT IN **6 STEPS**

1 DECIDE WHERE AND HOW

See if your school arranges group trips to colleges or if you could get a group of friends together and visit the campus. A family trip is another option and allows you to involve your family in the process.

2 PREPARE FOR YOUR VISIT

Before you set out, get a map of the college campus and pick out places of interest. Call the college's admission office to schedule a guided tour of the campus.

3 TAKE YOUR OWN TOUR

Just wandering around the campus on your own or with friends can be the best way to get a feel for what a college is like.

4 EXPLORE THE FACILITIES

Find the spots on campus where students gather or ask a student where the best place to eat is to get a feel for the character of the college. Visit the library and check out the gym or theater. Ask an admission officer if you can tour a dorm and a classroom.

5 MAKE CONNECTIONS

Talk to current students. Ask the students at the next table or sitting nearby what they like best about the college.

6 TAKE NOTES

During your visit, write down some notes about your experience. What did you see that excited you? Are there aspects of the college that you don't like? If so, what are they?

Questions to Ask During Your Visit:

ASK TOUR GUIDES/STUDENTS

- What are the best reasons to go to this college?
- What's it like to go from high school to college?
- What do you do in your free time? On the weekends?
- What do you love about this college?
- What do you wish you could change about this college?
- Why did you choose this college?
- What is it like to live here?
- What does the college do to promote student involvement in campus groups, extracurricular activities, or volunteerism?

ASK PROFESSORS

- What are the best reasons to go to this college?
- Can a student be mentored by professors, graduate students, or upperclassmen?
- How are professors rated by the college? Does the college think mentoring and meetings for project guidance are important?
- How does the college help students have access to professors outside class? Do professors join students for lunch, help with community service groups, or guide student organizations?
- How many students do research or other kinds of projects for a semester or more?

ASK THE FINANCIAL AID OFFICE

- How much has your total college cost for each student risen in the past year?
- How much do your students usually end up owing when they graduate?
- What is the average income of graduates who had the same major that interests me?
- Will my costs go up when your tuition goes up, or can we use the same tuition rate I started with so I'll know the costs for four years?
- How many students usually graduate in the major that interests me? How long do these students usually take to get their degree? In what ways does the college help students graduate in four years?



THE EDUCATION CONSERVANCY

WE ADMIT...GUIDANCE FROM THOSE WHO DO

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. This guidance is offered by the Education Conservancy, a group of admission professionals committed to calming the commercial frenzy by affirming educational values in college admission.

Principles

These guiding principles are relevant for parents, students, counselors and admission deans:

- Education is a process, not a product. Students are learners, not customers.
- The benefits and predictors of good education are knowable yet virtually impossible to measure.
- Rankings oversimplify and mislead.
- A student's intellectual skills and attitude about learning are more important than what college a student attends.
- Educational values are best served by admission practices that are consistent with these values.
- College admission should be part of an educational process directed toward student autonomy and intellectual maturity.
- Colleges can be assessed, but not ranked. Students can be evaluated, but not measured.
- Students' thoughts, ideas and passions are worthy to be engaged and handled with utmost care.

Student Guidelines

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

- 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! Do not try to game the system.
- Resist taking any standardized test numerous times (twice is usually sufficient).
- Limit your applications to a well-researched and reasonable number. No more than six should be sufficient, except in special cases.
- Know that what you do in college is a better predictor of future success and happiness than where you go to college.

Parent Guidelines

An admission decision, test score, or GPA is not a measure of a student's worth. And, parents should always be mindful of the behavior they are modeling for their children. Knowing this, we encourage you to:

- Recognize that gaining admission to college is merely one step in a process of education that will include your student attending a college where she or he can maximize talents and growth. Emphasize the education.
- Resist doing for your students what they are capable of doing for themselves.
- Allow your child to take responsibility for his or her own part of the college application process. Be involved in the process, but do not try to control it.
- Resist relying on rankings and college selectivity to determine the most suitable colleges for your child.
- Realize that researching, selecting, and applying to colleges does not have to be an expensive process.
- Resist attempts to turn the process into a status competition. Develop a healthy, educationally based, and family-appropriate approach to college admissions.
- Consider that gaming the system may not only diminish your child's self-confidence, it may also jeopardize desired admission outcomes.
- Listen to, encourage and believe in your child. Do not use the term "we" as in "we are applying to...."
- Discuss the idea of education as an ongoing process, and how selecting a college might be different from buying a product.
- Love them enough to let them demonstrate the independence you have instilled in them.
- Keep this process in perspective. Remember that student skills, self-confidence, curiosity, and desire to learn are some of the most important ingredients in quality education and successful college admissions. Do not sacrifice these by overemphasizing getting into the "best" college.

THIS GUIDANCE IS OFFERED BY THE FOLLOWING VETERAN ADMISSION PROFESSIONALS:

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Sean Callaway, Pace University
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Doris Davis, Cornell University
Melissa Ewing, The Bush School
Bill Fitzsimmons, Harvard University
Erica L. Johnson, Lewis & Clark College
Maria Laskaris, Dartmouth College
Matthew Malatesta, Union College
Brad MacGowan, Newton North High School

Bonnie Marcus, Bard College
David McDonald, Western Oregon University
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Kristine Sawicki, Reed College
Stuart Schmill, Massachusetts Institute of Technology
Michael Sexton, Santa Clara University
Jim Sumner, Lewis & Clark College
Steven Syverson, Lawrence University

The A-G Requirements

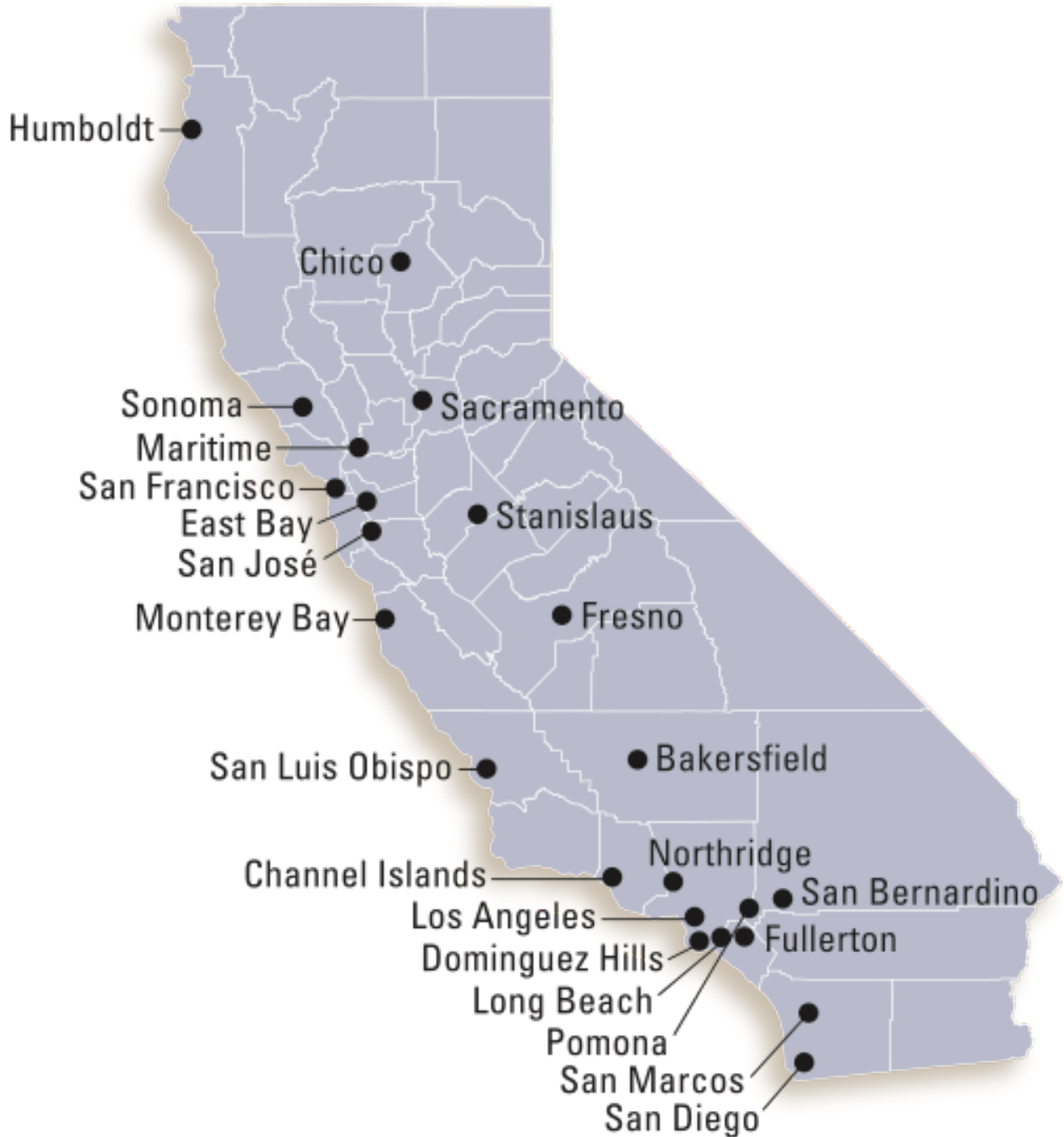
In order to be eligible to apply to any of the schools within the CA public university systems (CSU and UC), students must complete the requirements below in order to be considered for admission. These are known as the A-G requirements.

	Subject Area	# of years Required	# of recommended years
A	History	2	
B	English	4	
C	Math	3	4
D	Laboratory Science	2	3
E	Language Other Than English	2	3
F	Visual/Performing Arts	1	
G	College Prep Elective	1	
	Total # of Courses	15	

Remember that you must pass all of these classes with a 'C-' or higher. One 'D' can make you ineligible to apply. To be competitive, especially for UCs and CSUs where the admit rates are lower, students are encouraged to go beyond the minimum requirements.

The California State University

This system of universities is the largest in California. There 23 campuses throughout the state. Below is a map (courtesy of www.calstate.edu) of the CSUs:



CSUs Continued

Requirements	
A-G	You must complete all 15 courses
GPA	Minimum 2.0 or higher; based on 10 th and 11 th grade
College Exams	SAT Reasoning or the ACT
Application Filing Period	October 1 st -November 30th

In order to apply, students must go to www.csumentor.edu and create an account.

On the next page you will find the CSU eligibility index taken from their undergraduate admissions handbook. It is important to note that eligibility does not mean admission. Some of the more competitive CSUs such as Cal Poly San Luis Obispo and San Diego State may have higher standards.

Eligibility Index Table of California High School Graduates or Residents of California*

(A GPA of 3.00 and above qualifies for any score in ACT or SAT)

GPA	ACT Score	SAT Score
2.99	10	510
2.98	10	520
2.97	10	530
2.96	11	540
2.95	11	540
2.94	11	550
2.93	11	560
2.92	11	570
2.91	12	580
2.90	12	580
2.89	12	590
2.88	12	600
2.87	12	610
2.86	13	620
2.85	13	620
2.84	13	630
2.83	13	640
2.82	13	650
2.81	14	660
2.80	14	660
2.79	14	670
2.78	14	680
2.77	14	690
2.76	15	700
2.75	15	700
2.74	15	710
2.73	15	720
2.72	15	730
2.71	16	740
2.70	16	740
2.69	16	750
2.68	16	760
2.67	16	770
2.66	17	780

GPA	ACT Score	SAT Score
2.65	17	780
2.64	17	790
2.63	17	800
2.62	17	810
2.61	18	820
2.60	18	820
2.59	18	830
2.58	18	840
2.57	18	850
2.56	19	860
2.55	19	860
2.54	19	870
2.53	19	880
2.52	19	890
2.51	20	900
2.50	20	900
2.49	20	910
2.48	20	920
2.47	20	930
2.46	21	940
2.45	21	940
2.44	21	950
2.43	21	960
2.42	21	970
2.41	22	980
2.40	22	980
2.39	22	990
2.38	22	1000
2.37	22	1010
2.36	23	1020
2.35	23	1020
2.34	23	1030
2.33	23	1040
2.32	23	1050

GPA	ACT Score	SAT Score
2.31	24	1060
2.30	24	1060
2.29	24	1070
2.28	24	1080
2.27	24	1090
2.26	25	1100
2.25	25	1100
2.24	25	1110
2.23	25	1120
2.22	25	1130
2.21	26	1140
2.20	26	1140
2.19	26	1150
2.18	26	1160
2.17	26	1170
2.16	27	1180
2.15	27	1180
2.14	27	1190
2.13	27	1200
2.12	27	1210
2.11	28	1220
2.10	28	1220
2.09	28	1230
2.08	28	1240
2.07	28	1250
2.06	29	1260
2.05	29	1260
2.04	29	1270
2.03	29	1280
2.02	29	1290
2.01	30	1300
2.00	30	1300

GPA below 2.0 does
not qualify for admission

* SAT = (combination of mathematics and critical reading scores)
The CSU does not currently use results of the SAT or ACT writing scores in the determination of admission.

CSUs Continued

Important Application Information:

- Each application costs **\$55.00** (as of November 2016) to submit. However, there are questions within your application that help determine if you are eligible for a fee waiver. So, please make sure you answer with accuracy.
- When approved for a fee waiver, you are allowed to submit a total of **4** CSU applications for free. So choose wisely.
- When selecting which CSUs to apply to, consider those that have the right major and would be a school you would like to go to if your first option doesn't work out.
- CSUs do not require an essay

After submitting your applications, please list the schools to which you applied below:

Campus	Date Applied	Admitted? Yes or No

University of California

The other major public university system in CA is the University of California. They are known as the UCs and they consist of **10** campuses in California. They are all open to first time freshmen, except UC San Francisco. Here is a map (courtesy of www.universityofcalifornia.edu) to show where these campuses are located.



UCs Continued

Requirements	
A-G	You must complete all 15 courses Also, 11 of these must be completed by the end of Junior year.
GPA	Minimum 3.0 or higher; based on grades in sophomore and junior years
College Exams	SAT Reasoning or the ACT SAT Subject Tests are optional, but may be required for some majors
Application Filing Period	November 1st -November 30th

Applications are available at www.universityofcalifornia.edu/apply

UCs Continued

When filling out your applications, please know this:

- The applications cost **\$70.00** (as of November 2016) to submit. However, there are questions within your application that help determine if you are eligible for a fee waiver. Please make sure you answer with correctly.
- When approved for a fee waiver, you are allowed to submit a total of **4** UC applications for free
- When selecting which UC's to apply to, consider those that have the desired major and an environment.
- You will need to answer **4** of the **8** Personal Insight questions that are a huge part of the application. Each response is limited to **350** words and it doesn't matter which questions you choose; as long as you select **4**. Below is a summary of the current questions.
 - Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes or contributed to group efforts over time.
 - Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.
 - What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?
 - Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.
 - Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?
 - Describe your favorite academic subject and explain how it has influenced you.
 - What have you done to make your school or your community a better place?
 - What is the one thing that you think sets you apart from other candidates applying to the University of California?

PERSONAL INSIGHT QUESTIONS: GUIDE FOR FRESHMAN APPLICANTS

UNIVERSITY
OF
CALIFORNIA

Getting started

This worksheet is designed to help freshman applicants start the writing process for the personal insight questions in the undergraduate admissions application. Additional hints and suggestions can be found on UC's admissions website at ucal.us/personalquestions.

What are the personal insight questions?

These questions are about getting to know you better — your life experience, interests, ambitions and inspirations. Think of it as your interview with the admissions office. Be open. Be reflective. Find your individual voice and express it.

While this section of the application is just one part we consider when making our admission decision, it helps provide context for the rest of your application.

The basics

- You will have 8 questions to choose from. You must respond to any 4 of the 8 questions.
- Each response is limited to a maximum of 350 words.
- Which questions you choose to answer is entirely up to you: But you should select questions that are most relevant to your experience and that best reflect your individual circumstances.
- All questions are equal: All questions are given equal consideration in the application review process, which means there is no advantage or disadvantage to choosing certain questions over others.

Freshman questions & brainstorm exercise

The following exercises are suggestions to help you get started. Remember, you don't have to answer all eight questions – you only need to answer four. So if some questions aren't the right fit for you, that's OK. The important thing is expressing who are you, what matters to you and what you want to share with UC.

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.

How do you define "leader"? List three words that you think describe what a leader is:

- 1.
- 2.
- 3.

Do any of these words apply to you? How? Is there a time in your life when you displayed any of these traits?

2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.

Can you think of a time your viewpoint was unique compared to others? What was the issue or problem from your perspective? Now think of the same situation from the perspective of another person who was there with you. How was your approach different from that other person's?

Was there ever a problem where your imagination and intuition guided you to the solution?

Do you have a passion for music, theater, visual art, dance, etc.? What have you gained from it that has affected other parts of your life?

3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?

List three of your talents or skills:

- 1.
- 2.
- 3.

Were these talents or skills the same a few years ago? What changed? What improved?

Which one of the three talents or skills you listed is the most meaningful or important to you and why? Does the talent come naturally or have you worked hard to develop this skill or talent?

PERSONAL INSIGHT QUESTIONS: GUIDE FOR FRESHMAN APPLICANTS

UNIVERSITY
OF
CALIFORNIA

4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.

Feel free to speak about either an opportunity or a barrier. It's OK if you've experienced one and not the other.

EDUCATIONAL OPPORTUNITIES:

List any programs or additional classes that have better prepared you for college:

- 1.
- 2.
- 3.

How did you find out about these programs or classes? How did you take what you learned and apply it to your schoolwork or other aspects of your life?

EDUCATIONAL BARRIERS:

Have you faced any barriers or challenges related to school and/or your schoolwork? How did you overcome or strive to overcome them? List three personal characteristics or skills you had to call on to overcome this challenge:

- 1.
- 2.
- 3.

5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?

Have you had a difficult experience in your life? How did you get through it? What did you learn going through this experience? If you're currently working your way through a challenge, what are you doing now and does that affect different aspects of your life? For example, ask yourself, "How has my life changed at home, at my school, with my friends, or with my family?"

6. Describe your favorite academic subject and explain how it has influenced you.

Think about all of your classes. Now fill in the blank:

I would go to [class name] even if I didn't have to.

It doesn't have to be a class in which you've earned good grades – the important thing is you enjoyed the subject and it impacted you in some way.

7. What have you done to make your school or your community a better place?

Did you contribute to a positive change at your school or in your community? What steps have you taken to accomplish this? Remember, even small changes can have a big impact. Why were you inspired to act? What did you learn from your effort?

8. What is the one thing that you think sets you apart from other candidates applying to the University of California?

Don't be afraid to brag a little. Even if you don't think you're unique, you are — remember, there's only one of you in the world. Lots of things can influence who you are, such as your experiences, family, interests and values. Here are a few lists to help you get started.

List three of your personality traits (if you need help, ask your friends or family how they would describe you):

- 1.
- 2.
- 3.

What do you value in your life? What's important to you? List three of them here:

- 1.
- 2.
- 3.

What are you passionate about?

- 1.
- 2.
- 3.

What items or possessions do you cherish? List them here and think about why they're meaningful to you:

- 1.
- 2.
- 3.

Does anything overlap? Is there one thing that stands out? Are there any that you would want to share more information about?

Next steps

As you filled out the worksheet, were there any topics that seemed particularly interesting? You might consider answering those questions as part of your application. But the choice is yours! Take your time in selecting which questions to answer and how to answer them. For more information, visit our website at ucal.us/personalquestions.

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 yearlong college preparatory courses (equivalent to 30 semesters) are required with grade of C or better:	11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
"a" History/Social Science	2 years of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND...	1 year of world history, cultures, and geography (including European History) from the "a" subject area
"b" English	4 years of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):	The ESL/ELD cannot be completed during the senior year
"c" Mathematics	3 years of mathematics (algebra I and II, geometry); 4 years recommended* (Integrated math sequences may be used to satisfy the "c" Mathematics requirement.)	Students applying to UC must complete a geometry course (or a series of integrated math courses with geometry content).
"d" Laboratory Science	At least 1 year of physical science and 1 year of biological science, one from the "d" subject area and the other from the "d" or "g" area**	2 years of laboratory science Must include at least two of the three foundational subjects of biology, chemistry, and physics; both courses must be from the "d" subject area; 3 years recommended. Only one interdisciplinary science course can be used to meet this requirement.
"e" Language Other Than English	2 years (or equivalent to the 2 nd level high school course) of language other than English (must be the same language, American Sign Language accepted)*	3 years recommended
"f" Visual and Performing Arts	1 year (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).	
"g" College Preparatory Elective	1 year of an elective chosen from any area on approved "a-g" course list	
REPEATED COURSES		
	California State University (CSU) Required "a-g" courses must be completed with a grade of C or better. Any course may be repeated. There is no limitation on the number of times a course can be repeated.	University of California (UC) Required "a-g" Courses must be completed with a grade of C or better. Courses in which grades of D/F are earned may be repeated. There is no limitation on the number of times a course can be repeated. The first instance of grade C or better will be used in the GPA calculation.

* Coursework completed in 7th or 8th grade can be used to satisfy "c" and "e" requirements.
 ** It is best to prepare for both UC and the CSU by completing two laboratory courses from the "d" subject area.
 Note: Numerous Career Technical courses are approved for fulfillment of "a-g" requirements.

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
	<p>A grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A grade of C or better in Trigonometry or Pre-calculus validates the entire high school college preparatory requirement. Integrated style Math 2 will be accepted in lieu of a geometry course. (See exception for UC below).</p>	
Mathematics		<p>The omission of a geometry course (or a series of integrated math courses containing geometry content) cannot be validated by any higher-level coursework. However, the omission of the 1st semester of geometry can be validated by successful completion of the 2nd semester. Refer to UC's Validation Matrix in the Quick Reference for Counselors guide.</p>
Language Other than English (LOTE)	<p>A grade of C or better in a second semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate a high school LOTE course. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to the college's "a-g" course list on the "a-g" website and review the "Category" column.</p>	
Chemistry	<p>A grade of C or better in the second semester of Chemistry will validate the first semester.</p>	<p>UC does not allow the validation of Chemistry.</p>
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	<p>Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework. CSU also allows the validation of the D/F grades in Chemistry. For UC, refer to the Validation Matrix in the Quick Reference for Counselors guide.</p>	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	<p>Required "a-g" courses may be satisfied with appropriate test scores on SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on UC and CSU websites. For UC, the omission of a course in Geometry cannot be validated by any examination score.</p>	
HIGH SCHOOL GPA	<p>Calculate GPA using all "a-g" approved courses completed during the summer after the 9th grade through summer after the 11th grade—excluding deficient grades which have been repeated. Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.</p>	<p>Repeated courses are calculated once using the first instance of a grade of C, B, or A. However, when completing the UC admission application, all "a-g" courses and grades must be reported.</p>
HONORS POINTS		
	<p>Maximum of 8 extra grade points from four year-long courses (8 semesters) awarded for UC-approved high school created honors, AP, or IB courses and transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.</p>	
TEST SCORES – ACT/SAT		
ACT or SAT Reasoning	<p>Test required for CSU applicants to impacted campuses and programs. Test required for CSU applicants to non-impacted campuses, who have earned an "a-g" GPA of less than 3.0. The CSU combines the highest SAT score from like tests (taken before March 2016 OR after March 2016); may combine best subscores from multiple ACT tests to calculate a best composite. It is highly recommended that students take the ACT/SAT assessment test in their junior year.</p>	<p>The ACT Plus Writing or the SAT is required for all UC applicants. UC uses the highest composite score from the ACT Plus Writing or highest total score from the SAT from the same test date. Some campuses may recommend SAT Subject Tests for specific majors.</p>

Information is accurate as of October 2016

Private Universities

Another great option for students are private institutions; such schools can be found both in and out of state. In order to apply to these schools, students would need to create an account with the Common Application website or via the Coalition. Via the Common App, students may be able to apply to hundreds of private universities throughout the United States. It is important to note that unlike the CSU and UC system, the deadlines vary from school to school within the Common App and Coalition. It is important to note the different dates and deadlines for your schools of interest. Please visit www.commonapp.org and/or www.coalitionforcollegeaccess.org to create an account. Please list your username and password in the last page of this handbook.

Community Colleges

The local community colleges open their application period for Fall enrollment in April/May. Below are some things we feel you should be aware when it comes to community colleges.

5 Benefits of Community College

Excellent value: High quality, low cost

- Community colleges typically cost much less than four year colleges and universities. You can live at home, work and go to school, or even live on the campus of your community college, as many have residence programs.
- Popular residential options include Mesa College in San Diego, Cuesta College in San Luis Obispo, Santa Barbara City College in Santa Barbara, and Butte College in Chico.

Take time and explore

- At community college, you can explore a variety of interests before committing to one program.
- You can meet regularly with academic counselors/advisors who will help you figure out what you want to do in the future.

Transfer programs

- You can complete the necessary general education credits and/or get your AA at a community college and then transfer to a four year college or university to get your BA/BS.
- Community colleges have guaranteed transfer admissions agreements with many colleges, including UCs, CSUs, and private colleges.

Career options

- There are great career and certificate programs like fashion design, dental hygiene, ultrasound tech, and veterinary tech. You can take specialized courses in these areas and get a 2-year degree or certificate.

Flexibility

- If you need to work while you're attending school, community colleges offer great flexibility in scheduling.

There are many great community college options right in our backyard:

Foothill College Los Altos Hills www.foothill.edu	DeAnza College Cupertino www.deanza.edu	Cañada College Redwood City www.canadacollege.edu
Evergreen Valley College San Jose www.evc.edu	Mission College Santa Clara www.missioncollege.edu	West Valley College Saratoga www.westvalley.edu

Western Undergraduate Exchanges

In addition to the CSU, UC, and Common Application and Coalition schools, another great choice for our students are schools that are part of the Western Undergraduate Exchange or WUE (pronounced Woo-eee) for short. This consortium of colleges and universities include ones in the western United States that offer discounted tuition for all students within that choose to attend there regardless of their home state. On the next few pages you will find the information on the Western Undergraduate Exchange for your review.



ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAI'I

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

COMMONWEALTH OF THE
NORTHERN MARIANA ISLANDS

www.wiche.edu/wue



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U N D E R G R A D U A T E
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*Your ticket to
affordable out-
of-state college
in the West*



2016-17

What Is WUE?

WUE is the Western Undergraduate Exchange, a program coordinated by the Western Interstate Commission for Higher Education (WICHE). Through WUE, students in Western states may enroll in participating two-year and four-year public college programs at a reduced tuition level: up to 150 percent of the institution's regular resident tuition. In all cases, WUE tuition is considerably less than nonresident tuition. For answers to many of the commonly asked questions about WUE, visit wiche.edu/askwiche.

Which States and U.S. Territories Participate?

Resident students from the following states and U.S.

Territories may participate, if they meet eligibility requirements:

Alaska	Idaho	Oregon
Arizona	Montana	South Dakota
California	Nevada	Utah
Colorado	New Mexico	Washington
Hawai'i	North Dakota	Wyoming
Commonwealth of the Northern Mariana Islands		

Eligibility

Many institutions require evidence of academic performance, such as ACT/SAT test scores or high school GPA, or place other conditions on WUE enrollment. Consult the WUE website for details.

Programs Available

Virtually all undergraduate fields are available to WUE students at one or more of the participating colleges and universities. Some institutions have opened their entire curriculum on a space-available or first-come, first-served basis. Others offer only designated programs at the discounted WUE rate. To learn about the wide array of programs available, consult our searchable WUE database, located at wiche.edu/wue. For additional details, follow the links to the enrolling institutions' websites.

Application and Admission

Apply directly to the institution(s) of your choice for admission and WUE tuition status. **Mark prominently on the institution's application form that you seek admission as a WUE student.**

More Information

Information about specific programs offered through WUE can be obtained from the admissions office of participating institutions. Information about student eligibility and the operation of the program in any state may be obtained from the state contact offices listed on page four of this handout.

High School Counselors

An updated version of this handout is available for download on our website.

ALASKA

Since many certificate and associate degree programs available to WUE students are provided by University of Alaska four-year institutions, students should review both two-year and four-year institutions.

TWO-YEAR INSTITUTION

Prince William Sound Community College

FOUR-YEAR INSTITUTIONS

University of Alaska Anchorage
University of Alaska Fairbanks
University of Alaska, Kenai
University of Alaska, Ketchikan
University of Alaska, Kodiak
University of Alaska, Mat-Su
University of Alaska, Sitka
University of Alaska Southeast

ARIZONA

TWO-YEAR INSTITUTIONS

Arizona Western College
Central Arizona College
Chandler-Gilbert Community College
Cochise College
Coconino Community College
Eastern Arizona College
Estrella Mountain Community College

Gateway Community College
Glendale Community College
Mesa Community College
Mohave Community College
Northland Pioneer College
Paradise Valley Community College
Phoenix College
Pima Community College
Rio Salado College
Scottsdale Community College
South Mountain Community College
Yavapai College

FOUR-YEAR INSTITUTIONS

Arizona State University, Downtown Campus
Arizona State University, Polytechnic Campus
Arizona State University, West Campus
Northern Arizona University
Northern Arizona University Yuma
University of Arizona
University of Arizona South

CALIFORNIA

FOUR-YEAR INSTITUTIONS

California State Polytechnic University, Pomona
California State University, Bakersfield

California State University, Channel Islands
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Maritime Academy
California State University, Monterey Bay
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
California State University, Stanislaus
Humboldt State University
University of California, Merced

COLORADO

TWO-YEAR INSTITUTIONS

Aims Community College
Arapahoe Community College
Colorado Mountain College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College

Red Rocks Community College
Trinidad State Junior College

FOUR-YEAR INSTITUTIONS

Adams State University
Colorado Mesa University
Colorado State University, Fort Collins
Colorado State University, Pueblo
Fort Lewis College
Metropolitan State University of Denver
University of Colorado at Colorado Springs
University of Colorado Denver
University of Northern Colorado
Western State Colorado University

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

TWO-YEAR INSTITUTIONS

Northern Marianas College

HAWAII

FOUR-YEAR INSTITUTIONS

University of Hawai'i at Hilo
University of Hawai'i at Mānoa
University of Hawai'i Maui College
University of Hawai'i - West Oahu

IDAHO

TWO-YEAR INSTITUTIONS

College of Southern Idaho
North Idaho College

FOUR-YEAR INSTITUTIONS

Boise State University
Idaho State University
Lewis-Clark State College
University of Idaho

MONTANA

TWO-YEAR INSTITUTIONS

Dawson Community College
Flathead Valley Community College
Great Falls College Montana State University
Helena College University of Montana
Highlands College of Montana Tech
Miles Community College

FOUR-YEAR INSTITUTIONS

Montana State University - Billings
Montana State University - Bozeman
Montana State University - Northern
Montana Tech of the University of Montana

The University of Montana
The University of Montana - Western

NEVADA

TWO-YEAR INSTITUTIONS

College of Southern Nevada
Great Basin College
Truckee Meadows Community College
Western Nevada Community College

FOUR-YEAR INSTITUTIONS

Nevada State College
University of Nevada, Las Vegas
University of Nevada, Reno

NEW MEXICO

TWO-YEAR INSTITUTIONS

Eastern New Mexico University - Roswell
New Mexico Junior College
New Mexico Military Institute
New Mexico State University - Alamogordo
Santa Fe Community College

FOUR-YEAR INSTITUTIONS

Eastern New Mexico University - Portales
New Mexico Highlands University
New Mexico Institute of Mining and Technology
New Mexico State University
Northern New Mexico College
The University of New Mexico
Western New Mexico University

NORTH DAKOTA

TWO-YEAR INSTITUTIONS

Bismarck State College
Lake Region State College
Dakota College at Bottineau
North Dakota State College of Science
Williston State College

FOUR-YEAR INSTITUTIONS

Dickinson State University
Mayville State University
Minot State University
North Dakota State University
University of North Dakota
Valley City State University

OREGON

TWO-YEAR INSTITUTIONS

Klamath Community College

FOUR-YEAR INSTITUTIONS

Eastern Oregon University
Oregon Institute of Technology

Portland State University
Southern Oregon University
Western Oregon University

SOUTH DAKOTA

Associate degree programs, available at most South Dakota universities, are open to WUE students, as are baccalaureate programs.

FOUR-YEAR INSTITUTIONS

Black Hills State University
Dakota State University
Northern State University
South Dakota School of Mines
South Dakota State University
University of South Dakota

UTAH

TWO-YEAR INSTITUTIONS

Salt Lake Community College
Snow College
Utah State University Eastern

FOUR-YEAR INSTITUTIONS

Dixie State University
Southern Utah University
The University of Utah
Utah State University
Utah Valley University
Weber State University

WASHINGTON

TWO-YEAR INSTITUTIONS

Spokane Community College
Spokane Falls Community College

FOUR-YEAR INSTITUTIONS

Central Washington University
Eastern Washington University
Washington State University, Pullman
Washington State University, Tri-Cities
Western Washington University

WYOMING

TWO-YEAR INSTITUTIONS

Casper College
Central Wyoming College
Eastern Wyoming College
Gillette College
Laramie County Community College
Northwest College
Sheridan College
Western Wyoming Community College

FOUR-YEAR INSTITUTION

University of Wyoming

WUE Contacts in Participating States and U.S. Territories

If you're interested in applying as a WUE student, go to www.wiche.edu/wue and click on the database. The profiles of our participating institutions will give you their eligibility requirements, application deadlines, majors available at the WUE rate, and more. If you still have questions, you may want to call the people who oversee WUE applications at the institution where you want to apply – most often you will need to talk with someone in the office of admissions. We strongly encourage you to read our "ASK WICHE" WUE FAQ; it will answer most of your general questions about WUE.

WUE applicants must prove that they are a resident of one of the WICHE member states to the enrolling institution's satisfaction. If you have already worked with the institution's residency office and still need assistance verifying your home state residency status, your state office may be able to assist. State office contact information is listed below.

Alaska

WICHE Student Exchange Program
Alaska Commission on Postsecondary Education
Tel: 907.465.6685

Arizona

WICHE Student Exchange Program
Arizona Board of Regents
Tel: 602.229.2500

California

Office of the Chancellor
The California State University System
Tel: 562.951.4715

Colorado

WICHE Student Exchange Program
Colorado Department of Higher Education
Tel: 303.866.2090

Commonwealth of the Northern Mariana Islands

WICHE Student Exchange Program
Northern Marianas College
Tel: 670.234.5498, ext. 6831

Hawai'i

WICHE Student Exchange Program
University of Hawai'i at Mānoa
Admissions and Records Office
Tel: 808.956.8975 or 800.823.9771

Idaho

WICHE Student Exchange Program
Idaho Board of Education
Tel: 208.332.1574

Montana

WICHE Student Exchange Program
Montana University System
Office of the Commission on Higher Education
Tel: 406.444.0322

Nevada

WICHE Student Exchange Program
Nevada System of Higher Education
Tel: 775.784.4900

New Mexico

WICHE Student Exchange Program
New Mexico Higher Education Department
Tel: 505.476.8412

North Dakota

WICHE Student Exchange Program
North Dakota University System
Tel: 701.224.2647



Oregon

Academic and Student Affairs Policy Specialist
Oregon Higher Education Coordinating Commission
Tel: 503.947.5925

South Dakota

WICHE Student Exchange Program
South Dakota Board of Regents
Tel: 605.773.3455

Utah

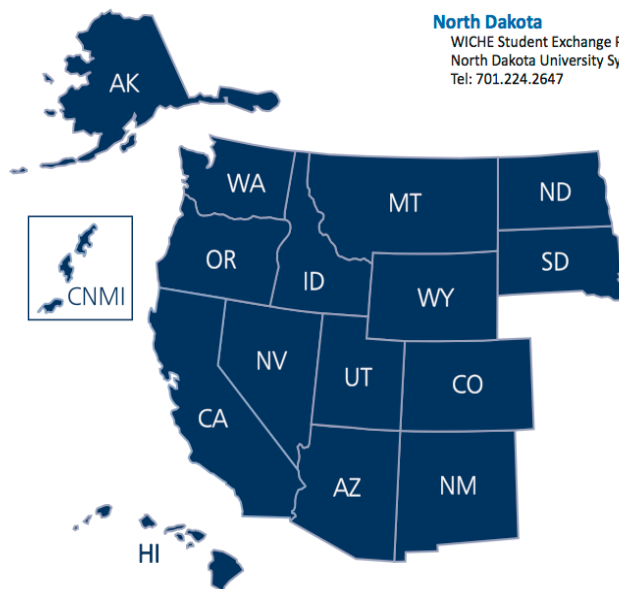
WICHE Student Exchange Program
Utah Board of Regents
Tel: 801.321.7104

Washington

WICHE Student Exchange Program
Washington Student Achievement Council
Tel: 360.753.7846

Wyoming

WICHE Student Exchange Program
University of Wyoming
Tel: 307.766.6704



09/22/2016



www.wiche.edu/wue

General questions may be addressed to info-sep@wiche.edu, or call us at 303.541.0270.

Student-Athletes

Prospective student-athletes who hope to play for Division 1 or 2 schools, must register with the NCAA Eligibility Center. In the following pages, you will find helpful information about the NCAA and the registration process, courtesy of the NCAA 2016-2017 guide.

Initial Eligibility

Initial-eligibility standards help ensure you are prepared to succeed in the first year of college. The eligibility process also protects the fairness and integrity of college sports by ensuring student-athletes are amateurs.

If you want to practice, compete and receive an athletics scholarship during your first year at a Division I or II school, the NCAA Eligibility Center must certify you as eligible. Throughout the process, NCAA Eligibility Center staff members partner with students and their families, as well as high school administrators and coaches.

.....
As a college-bound student-athlete, you are responsible for your eligibility – that means planning ahead, taking high school classes seriously and protecting your amateur status. It can be a difficult first step, but the benefits of being a student-athlete are worth the effort.
.....

Get Ready. Get Set. Go!

Grade 9

PLAN

- Start planning now: take the right courses and earn the best grades possible.
- Ask your counselor for a list of your high school's NCAA-approved core courses to make sure you take the right classes.
- Find your high school's list of NCAA-approved courses at NCAA.org/courselist.

Grade 10

REGISTER

- Register with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind, ask your counselor for help with finding approved courses you can take.

Grade 11

STUDY

- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses.
- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- At the end of the year, ask your counselor to send or upload your official transcript to the NCAA Eligibility Center. If you took classes at more than one high school or program, submit an official transcript for each school.
- Make sure you are on track to graduate on time with your class.

Grade 12

GRADUATE

- Complete your final NCAA core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.
- After you graduate, ask your counselor to send or upload your final official transcript with proof of graduation to the NCAA Eligibility Center.
- Only students on an NCAA Division I or II school's certification request list will receive a certification.

Student Registration

If you want to play NCAA sports at a Division I or II school, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. You should plan to register during your sophomore year of high school. If you have questions about your eligibility or the registration process, call us toll free at 877-262-1492. International students should call 011-317-917-6222. The information below is intended to help walk you through the registration process.

Online Registration

The NCAA Eligibility Center has designed eligibilitycenter.org with you, the student-athlete, in mind. This is where you will find the tools and information you need to begin your college experience as a student-athlete. Allow at least 45 minutes to register completely. If you need to exit and return at a later time, you can save and exit once your account has been created. Some additional tips are listed below to help walk you through each section of the registration process.

Account Creation

You will need to provide a valid email address to create an account and begin the registration process. Be sure you provide an email address that will be active after you graduate from high school. This email should be one that you use frequently, because you may receive notices regarding your account. If you have a sibling that has previously registered, you will need to use a different email address than the one on your sibling's account to create your new account.

In this section, you will enter your name, address, date of birth and gender.

Coursework

Enter the name and location of the high school you currently attend. If you have attended more than one school (including summer school) during grades nine, 10, 11 or 12, you will need to list those schools as well. Be sure to include ALL schools, regardless of whether you received grades or credits. If you attended ninth grade at a junior high school located in the same school system in which you later attended high school, do not list the ninth-grade school. You must also include information about courses you may have taken through other programs, such as an online school or credit recovery program for a class you did not pass or took to improve a grade.

Sports

Select the sport(s) you plan to participate in at an NCAA Division I or II school. You will also be asked about any teams outside your high school, such as club teams you have played on, and events you have participated in during your high school career.

Payment

Your account will be eligible for processing once the registration fee has been paid (or submission of a fee waiver if you are eligible). You may pay online by debit, credit card or e-check. Beginning Sept. 1, 2016, the registration fee will be \$80 for students in the United States, U.S. territories and Canadian students (U.S. territories include American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands); and \$135 for all other international students.

All fees are nonrefundable once you have successfully registered. If you completed a duplicate registration and paid your registration fee twice, you may be eligible for a refund of the duplicate registration fee. To receive a refund, you will need to complete and submit an NCAA refund form.

Important Information and Dates

Date I Registered: _____

My NCAA ID#: _____

My Email Address: _____

My High School(s) Attended: _____

Date My Six-Semester Transcript Was Sent: _____

Date My Test Score Was Sent: _____

Date My Final Transcript (with Proof of Graduation) Was Sent: _____



Division I Academic Standards

Division I schools require you to meet academic standards for NCAA core courses, core-course GPA and test scores.

To be eligible to practice, compete and receive athletics scholarships in your first full-time year at a Division I school, you must graduate from high school and meet ALL the following requirements:

1. Complete a total of 16 NCAA core courses in the following areas:
 - + 4 years of English.
 - + 3 years of math (Algebra 1 or higher).
 - + 2 years of natural/physical science (including one year of lab science if offered).
 - + 2 years of social science.
 - + 1 additional year of English, math or natural/physical science.
 - + 4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy.

Note: See the core-course progression requirements.

2. Complete 10 of your 16 core courses, including seven in English, math or natural/physical science, before the start of your seventh semester. Once you begin your seventh semester, you must have more than 10 core courses completed to be able to repeat or replace any of the 10 courses used to meet the 10/7 requirement. Students whose academic credentials are solely international (including Canada) are not required to meet the 10/7 requirement.
3. Earn an SAT combined score or ACT sum score that matches your core-course GPA (minimum 2.300) on the Division I sliding scale. SAT scores earned on or after March 2016 will be evaluated based on concordance tables established by the College Board.

If you plan to attend a Division I school, you must complete 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you must still meet core-course requirements.

Core-Course Progression (10/7) Requirement

In order to be eligible to compete during your initial year of full-time enrollment, you must complete a total of 16 core courses. Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school and at least seven of these 10 core courses must be in English, math, or science. Once students begin their seventh semester, they must have more than 10 core courses completed to be able to repeat or replace any of the 10 courses used to meet the 10/7 requirement.

Note: Students must also meet the Division I sliding-scale index for competition (minimum 2.300 core-course GPA).

Courses Taken After High School

For Division I, only courses completed in your first eight semesters will qualify as core courses for Division I. If you graduate from high school on time (in eight semesters) with your incoming ninth grade class, you may use one core course completed in the year after graduation (summer or academic year) before full-time collegiate enrollment. You may complete the core course at a location other than the high school from which you graduated and may initially enroll full time at a collegiate institution at any time after completion of the core course. A college course taken after high school graduation can be used toward your initial eligibility and will be awarded .5 unit unless awarded one full unit by your home high school and must appear on your home high school transcript with grade and credit.

An additional core-course unit taken after on-time high school graduation cannot replace a course used to meet the core-course progression (10/7) requirement, but an additional core course after on-time graduation may replace one of the remaining six core-course units necessary to meet core-course requirements.

What if I Don't Graduate on Time?

In Division I, if you do not graduate on time (in four years/eight semesters), the NCAA Eligibility Center will still use your grades and coursework for the first four years/eight semesters in your certification. You will still need to provide proof of graduation (once you graduate) and you may not use any coursework taken after your high school graduation toward your certification.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

4 English courses (one per year)
+ 4 math courses (one per year)
+ 4 science courses (one per year)
+ 4 social science (and/or additional) courses (one per year)

.....
16 NCAA core courses

What Is a Core Course?

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college.

For a high school class to be an NCAA-approved core course, it **MUST** meet these conditions:

1. Be an academic, four-year college preparatory course in one of these subject areas:
 - English.
 - Math (Algebra I or higher).
 - Natural/physical science.
 - Social science.
 - Foreign language.
 - Comparative religion or philosophy.
2. Be taught at or above your high school's regular academic level.
3. Receive credit toward high school graduation and appear on an official transcript with course title, grade, and credit awarded.

What Is Not a Core Course

Not all high school classes are NCAA-approved core courses. Some examples of courses that are not NCAA-approved core courses include:

- Courses in non-core areas, fine arts or vocations such as driver education, typing, art, music, physical education or welding.
- Courses that prepare students for the world of work or life, or for a two-year college or technical school, such as personal finance, consumer education or tech prep.
- Courses taught below grade level, at a slower pace or with less rigor or depth, such as basic, essential, fundamental or foundational courses.
- Courses which are not academic in nature such as film appreciation, video editing or greenhouse management.
- Credit-by-exam courses are not considered NCAA-approved core courses.

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Find your high school's list of NCAA-approved courses at NCAA.org/courselist. Make sure you are taking the courses on the approved list. Ask your counselor if you need help.
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Core Course Credits

You can earn credit for a core course only once. If you take a course that repeats the content of another core course, you earn credit for only one of these courses and the higher grade counts toward your core-course GPA.

Generally, you receive the same number of credits from the NCAA for a core course that you receive from your high school for the class. A one-year class taken over a longer period of time is considered one core course and is not awarded more than one credit.

Courses Taken Before High School

If you take a high school class such as Algebra 1 or Spanish 1 in eighth grade, the class may count toward your 16 core courses if it appears on your high school's list of NCAA-approved courses and is shown on your high school transcript with grade and credit.

Courses Taken After High School

For information about courses taken after high school, see Page 11 for Division I or Page 14 for Division II.



Financial Aid

Another key component in the college application process is financial aid. Before diving in to more specifics about the financial aid process, here are some important terms to know.

- **FAFSA:** Free Application for Federal Student Aid
- **COA:** Cost of Attendance (this includes tuition, books, etc.)
- **EFC:** Expected Family Contribution (how much your family is expected to contribute to the cost of college)
- **Types of Financial Aid:**
 - **Scholarships:** Free money. Some are merit based while others are need based. Students apply for these individually; check your Naviance account for the most up to date information on scholarships available.
 - **Grants:** More free money
 - **Cal Grants:** A, B, C (Need based entitlement grants)
 - **Middle Class Scholarship:** Need based
 - **CHAFEE Grant:** Grant for foster youth
 - **Pell Grant:** Federal government grants
 - **Loans:** Must be paid back. Know the terms of your loan and how much debt you might incur.
 - **Work Study:** Employment used to pay for COA.

FAFSA

The FAFSA is the Free Application for Federal Student Aid. This application must be filled out in order to determine your eligibility for federal financial aid. Before filling out the FAFSA, please collect the information listed below:

- Social Security Number: both yours and your parents'
- Alien Registration Number: if you are not a citizen
- Your most recent income tax information
- Parent's most recent income tax information

- Bank statements
- Any records of untaxed income: child support, Social Security Benefits, welfare benefits
- List of colleges/universities you are interested in attending
- Parent Marital Status: date of marriage or divorce
- Household Size

FAFSA Submission

In order to submit your FAFSA online, you and your parents will need to apply for a PIN, which requires an email address for both student and one parent.

AB 540 Students

Undocumented students are also known as AB 540 students. These same students can be charged out-of-state tuition fees, which are more than double the cost for legal residents. In order to be considered an AB 540 student to receive regular in-state tuition fees, you must meet the following criteria:

- Have completed at least 3 years of high school in California

- Have graduated or will graduate from a California high school

- Must sign an affidavit that states you will begin the process to legalize your residency as soon as your are able to do so.

AB 540 Students and Financial Aid

With the passage of AB 131 and AB 540, eligible students may file for benefits including Cal Grants and State University Grants. Instead of the FAFSA, eligible students would use a separate application from the California Student Aid Commission called the Dream Act. <https://dream.csac.ca.gov/>

Scholarship Tips

Please keep in mind the FAFSA and the California Dream Application are used to award Cal Grants, State Grants, and Board of Governor's Fee Waiver. To supplement your financial aid, please remember to check your Naviance account for a complete list of scholarships. For additional scholarship information, please visit the following websites:

- www.hsf.net
- www.latinocollegedollars.org
- www.hispanicfund.org
- www.scholarships.com
- www.scholarshipsearch.com
- www.myscholly.com
- www.maldef.org
- www.fastweb.com
- www.salliemae.com

Emails

As students prepare for the last 2 years of high school, it is important to understand the importance of having a professional email address. While all students have an mvla.net account, many prefer to use a personal email account. Here are some tips as you create or modify your email account:

1. Please have an appropriate email address, as this is the email you will list on all of your college related applications. etc. Nicknames or inappropriate words should not be used.
2. After having submitted any type of applications, please be sure to check you email!
Colleges and universities send you emails regarding your next steps as an applicant and required documents. It is very rare that you will actually receive paper mail.
3. To help you keep track of your email, use the space provided at the end of this handbook to record your email username and password.

Usernames and Passwords

Account		Account	
Username		Username	
Password		Password	

Account		Account	
Username		Username	
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Account		Account	
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Questions?

This handbook is to be used as a guide through your junior year and beyond. You are bound to have questions that may not be answered in this book. When those questions arise, do not hesitate to contact your counselor or our College and Career Center Coordinator.

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