Corona del Mar Foundation
College Planning Guide

2019 Version Prepared By:

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for ensuring the accuracy of this guide.

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Section I: Overview and Timelines
How to use this guide

The CdM College Planning Guide is a comprehensive resource to assist students (and their parents) in:

- Planning their four years of high school to develop and maximize their personal growth and college opportunities.
- Researching and developing an individualized target list of best-fit colleges based on learning style, future goals, and personal preferences.
- Developing timelines for testing and applying to students’ target schools.
- Simplifying the college application process to make it an enjoyable journey of self-exploration.

Keep an open mind

There are more than 4,000 2- and 4-year colleges nationwide, and the majority accept most applicants. We recommend students and parents set aside preconceived ideas of the need to attend specific colleges, and use this opportunity to explore all options and find the best possible college fit.

Students take the lead

While this is an educational and planning guide for both students and parents, we encourage parents to let their students take the lead in developing their high school career and in researching and applying to colleges. By taking charge of their future, students learn more about themselves and their preferences, take greater responsibility, and ultimately identify the colleges that are right for them.

One step at a time

Don’t let the volume of information in this guide overwhelm you. Take a step-by-step approach, focusing on the grade-appropriate timelines to see what you need to accomplish each year. If you want to get a jump-start, you can look ahead and see what is coming.

Guideline, Not Gospel

This guide represents our best thinking, experience and research at this time. We encourage you to use the information that works for you and your student and customize it to your needs. We hope it helps you in your journey!

Watch for updates—Information changes frequently!

This planner is written with an eye for usefulness for multiple years. Information is up-to-date at the time of publication, but specifics such as CdM course offerings and standardized testing dates change from year to year. At any time, this guide may be downloaded online through the link on cdmfoundation.org and on the Student Resource Center webpage on cdm.schoolloop.com. In addition, we encourage you to check specific details on relevant websites.
# CdM Staff Available to Help 2018-2019

## Guidance Counseling

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<th>Position</th>
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<th>Email</th>
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CdM College Guidance

On-Campus Resources

- **The Counseling Office**, in the main office building, where your assigned counselor has her office. You should get to know your counselor well over the course of your four years at CdM.

- **The Student Resource Center (SRC)**, in the 200 building. Recognizing the need for a comfortable space for students to research colleges, meet with college representatives, attend presentations, and work on their applications, the CdM Foundation funded a complete overhaul of the SRC in 2012. Mary Russell coordinates the Student Resource Center, and her salary is also funded by the CdM Foundation.

College Information Sessions

Throughout the year, the counseling office and the SRC offer many informational presentations for parents and students. For specific dates, times and locations, visit the SRC website on cdm.schoolloop.com under the Programs tab, and watch for School Loop messages. If you are unable to attend an event, the Power Point presentation and handouts are usually available for download. Events offered in 2018-2019 include:

- Applying to College Night (for seniors)
- Paying for College Night
- Junior Jumpstart Night
- 10th Grade Parent Night
- PSAT Scores Back Night
- Post-High School Options for Students with Special Needs
- Regional Occupational Programs Parent Informational Coffee
- US Service Academies Information Night
- Best of United Kingdom Universities Consortium
- Parent Naviance Training
- How to Maximize Communication Skills with College Admissions Representatives

TIP!

Bookmark the SRC webpage on cdm.schoolloop.com. It is a helpful resource for times and dates of college visits, information sessions, practice tests, and more.

Student Education Programs

Among the many ways we help guide students through the process are:

- Mock ACT/SAT test days
- Over 200 visits each year by college admission officers
- On-campus US and International college fairs in the fall and spring
- College essay classroom lessons for juniors
- Naviance Student training
- Drop-in college essay review for seniors, staffed by English teachers, twice weekly during fall
- Drop-in college application assistance, staffed by CdM counselors, twice weekly during fall
- Application workshops for seniors
- UC Admissions and Personal Statement Presentation
College Planning Timelines by Grade

The following year-by-year suggestions are intended as guidelines to help keep students on track. Bear in mind, the needs of each student varies. For more information, visit the National Association for College Admissions Counseling website: www.nacacnet.org/studentinfo

9th Grade Timeline

9th graders’ primary focus should be on exploring and developing high school opportunities. If you are interested in investigating colleges, keep your efforts light and broad.

- Freshmen typically take math, English, a world language, a lab science, an arts course, and physical education or a team sport. The UC “A-G Requirements” are a good course planning guideline that will keep you on track for most colleges.

- Consider applying to CdM’s signature Academy of Global Studies (AGS), taking AP Human Geography and meeting the other requirements described at agscdm.com

- Consider taking honors biology or AP Human Geography if the subject interests you and you can do well in the class. Consider the time commitment and the need to maintain a personal balance.

- If you are planning to apply to highly selective colleges and you take an honors course, did well in it and do not plan to take another course in the same subject area, consider taking the SAT II subject test in May or June. (For example: you took Honors Biology, earned an “A” in the course, and do not plan on taking AP Biology.)

- If you are considering playing Division I or II college sports, become familiar with the NCAA Initial-Eligibility Clearinghouse requirements. Plan your courses accordingly.

- Introduce yourself to your CdM school counselor.

- Strengthen your vocabulary by increasing your reading.

- Explore and engage in extracurricular activities that reflect your authentic interests, not solely to “look good” for college. Attend Club Rush and investigate CdM’s many club opportunities.

- Regularly update your community service and activity records in your “My Forms” section of this planner or another convenient location. You will need easy access to this information when you apply to college!

- For summer, consider taking a course such as Art to satisfy a graduation requirement. Hold a job or volunteer for an organization you care about. Consider incorporating college tours into your vacations.

- Have fun!!!
10th Grade Timeline

10th graders should begin to focus on a few extracurricular activities and look for interesting leadership opportunities. 10th graders’ primary focus is still on cultivating a rich high school life. Low key, broad college exploration should begin.

- Most sophomores take math, English, a world language, a lab science, world history, and physical education or a sport.

- Consider taking honors or Advanced Placement (AP) courses if the subject interests you and you can do well in the class.

- If you are planning to apply to highly selective colleges and you take an honors or AP course, did well in it and do not plan to take another course in the same subject area, consider taking the SAT II subject test in May or June. (For example, chemistry or world history.)

- Take on greater leadership positions in the extracurricular activities you enjoy most. Focus on increasing the depth of your participation in a few activities, rather than participating in a large number of activities on a superficial level.

- Continue to engage in community service, aiming for a total of 20-30 completed hours by year’s end.

- Start to surf the web and browse college guide books to investigate colleges that interest you.

- Take the October PSAT. This practice SAT is not used for college admissions but will give you a sense of where your strengths lie and which areas you’ll need to practice.

- Consider preparing for the SAT or ACT over the summer after sophomore year. Investigate prep courses, online programs and print options.

- Keep your grades, transcripts, and updated community service & activity records in your “My Forms” section of this planner or another convenient location.

- Plan your summer activities: Consider taking a summer school course such as Art to satisfy a graduation requirement. Alternatively, take a college course. Work on your community service hours. Sign up for athletic summer camps for high school sports you plan to try out for. Investigate and apply for summer jobs. Consider incorporating college tours into your vacations.

- If you are considering playing college sports, begin contacting college coaches.

- Have fun!!!
11th Grade Timeline

11th grade is a demanding year. We encourage students to seek a balance between their academic and extracurricular commitments and their personal lives. Get enough sleep and proper nutrition. Enjoy time with friends. At the same time, ramp up your search for colleges you may want to attend and think about your future.

Summer Before 11th Grade

- Consider prepping for the SAT or ACT.
- Start thinking about what type of college you want to attend: Big vs. small, rural vs. urban, private vs. public, close vs. far, cold vs. warm climate.
- Begin researching colleges. Develop a preliminary list you would like to investigate further. Use Naviance, the Internet and guide books to begin gathering college-specific information.
- Consider visiting colleges as part of your summer vacation plans. Or start local to gauge the difference between large schools like UCLA and USC; medium-sized schools like Chapman; and smaller schools like Pomona or Occidental.

In General

- Take college preparatory classes to meet college admission standards. Most juniors take math, English, a world language, a lab science, U.S. History, and a sport or elective.
- Take one or more Honors and/or AP courses if the subjects interest you and you can do well in the class.
- Junior year grades are extremely important. Study hard and do your best.
- Talk to your parents about financial resources for college. If you will require financial aid, begin researching sources of aid, including grants and loans. Research colleges that meet full need and/or that offer merit scholarships to students with your credentials.
- Visit colleges on weekends, holidays and vacations.

Fall

- Develop a plan for standardized testing, using the template in the “My Forms” section of this guide. Many juniors will take the ACT or SAT in the fall, but some wait until winter or spring. SAT test dates may be found at collegeboard.org; ACT test dates are at act.org. Note registration dates and make sure you sign up in advance. The CdM testing site sometimes fills up.
- If needed, meet with your counselor to review your test plan/calendar.
- Take a mock PSAT, SAT, ACT or SAT/ACT Combo test. See Mary Russell in the SRC for dates and to sign up.
• Consider taking the PSAT in October if you scored well as a sophomore. Beginning in 2016, only those students whose sophomore PSAT scores were in the top 10% of their class will be invited to retake the PSAT as juniors. For juniors, the PSAT automatically serves as the National Merit Scholarship Qualifying Test (NMSQT). For more information on the National Merit Scholarship Program and how to qualify, visit nationalmerit.org.

• Learn about the Naviance Student college search tools through your counselor trainings in class. Familiarize yourself with this website that will significantly help you with your college search and application process.

**Spring**

• Research and visit colleges.

• Take a mock SAT, ACT or subject test at the Saturday Practice Test Day in March.

• Take (or re-take) SAT or ACT tests.

• If the colleges you are interested in require SAT subject tests, take them in May or June when you have nearly completed the corresponding course. (Students completing Math III should take the Math II SAT subject test.)

• Take your AP exam(s) in May.

• Do the college essay lesson in your English class.

• Cultivate relationships with teachers who might write college letters of recommendation on your behalf. Consider asking them to do so before the end of the school year, so they can write them over the summer if they want to.

• Develop a list of colleges you are considering and add them to Naviance Student’s “Colleges I’m Thinking About” list.

• Sign up for challenging senior courses that interest you, and in which you will be successful.

• Keep your grades, transcripts, and updated community service and activity records in your “My Forms” section of this planner or another convenient location.

• Plan your summer activities. Consider taking a summer school or college course. Volunteer in a meaningful way and complete your community service hours. Apply for summer jobs and internships. Continue visiting colleges.

• Have fun!!!
12th Grade Timeline

Fall semester is full and demanding with high school courses, testing, and college applications. Reduce your stress load by getting a jump-start on college applications in the summer.

**Summer Before 12th Grade**

- Visit colleges. Set up tours and interviews with admissions officers (if offered).
- If you have a special talent, assemble portfolios and audition tapes.
- If you are an athlete, continue contact with college coaches.
- Review college websites, create online accounts for college applications and financial aid applications, request catalogs.
- Register online with all colleges you are interested in and/or plan on applying to.
- Check your email regularly. Open all emails from colleges you are considering and click through to relevant information as your clicks are tracked as demonstrated interest.
- Download Counselor College Packet from the CdM website and follow directions.
- Figure out how many teacher recommendations you will need, and which teachers you would like to ask to write your recommendations. Put together teacher recommendation packets.
- Narrow your list to 6-10 colleges, with a balance of reach, 50-50 and sure bet colleges.
- Identify which application each college uses: Common Application, Coalition Application, their own application, or other.
- Work on your personal statement and other college essays.
- Set up a file system with a folder for each college, as well as test results, current transcript and financial aid.

**Fall**

- **Senior Year Courses and Grades Matter!** Take college preparatory classes to meet college admission standards. Most seniors take math, English, a world language or other academic elective, a lab science, government/economics, and a sport or elective.
- Finalize your list of 6-10 target colleges.
- Meet with your counselor to make sure your target list includes colleges that are appropriate to your academic record and personal needs. Utilize Naviance scattergrams and other tools to gain perspective.
- Enter the colleges to which you are applying into Naviance Student under “Colleges I’m Applying To.”
• Consider if Early Action or Early Decision is right for you.

• Visit colleges that interest you.

• Develop a personalized application calendar for your schools (see My Organizer at www.collegeboard.com and the form in the “My Forms” section of this guide). Include due dates for:
  o Regular, Early Action and Early Decision applications.
  o Financial aid applications (FAFSA, CSS Profile, as well as college, national and community scholarships).
  o Recommendations & transcripts.

• Turn in your completed Counselor College Packet to your counselors at least four weeks before your first recommendation is due.

• Ask for teacher recommendations. Provide teachers with information from your Teacher LOR packets at least four weeks before your recommendations are due.

• Attend CdM visits and/or regional meetings by college admissions representatives from colleges on your list.

• Attend drop-in college application and essay workshops in the SRC after school.

• Complete your essays and applications, prioritizing those that are due first.

• Begin FAFSA online application for federal financial aid and submit after October 1.

• Complete CSS Profile application if required, typically for private colleges and certain scholarships.

• Last chance to take standardized tests – revise your test plan/calendar and register early. Confirm score delivery dates to ensure they will arrive in time for colleges consider the results.

• Send your test scores to all colleges you are applying as well as the NCAA Clearinghouse, if applicable. This may be done online at www.collegeboard.com or www.actstudent.org.

Winter

• Complete Regular Decision applications.

• Make sure your counselor has all the materials needed to send your mid-year report (7th semester transcripts) to your colleges.

• Check online to see if your colleges have received all of your application materials.

• Look for Early Decision and Early Action application results in December or January.

• Parents — file your taxes early for financial aid applications.
• Look for scholarship opportunities online, in the counseling offices, and on Naviance.
• Mail financial aid forms no later than the first week of February.

Spring
• For those planning on attending one of the Coast Community Colleges (Orange Coast, Golden West or Coastline) take the Freshman Priority Registration (FPR) placement test at CDMHS in February.
• If attending another community college, take placement tests on that college campus.
• Look for scholarship opportunities online and in the counseling office and SRC.
• Consider visiting colleges to make a final choice.
• Notify the college you plan to attend by May 1st and send in enrollment deposit.
• Also, notify all colleges you will NOT be attending by May 1st or earlier. By all means do not “double deposit,” i.e., deposit to two colleges, even if you are undecided.
• Send in your housing application and deposit. Be aware of deadlines.
• Send additional information to colleges where you are waitlisted or have chosen to appeal a denial of admission. Be sure to enroll elsewhere by May 1 while awaiting results!
• Complete your graduation survey on Naviance and update your application results.

Summer
• Request your final transcript be sent to your college.
• Enjoy the summer. You have earned it!
Section II: Make the Most of High School
High School Planning Overview

Admission to college shouldn’t be your primary focus during high school. Rather, it should be the natural next step after a full, enriching high school experience. Decisions on courses, extracurricular activities, and summer activities should be based on a student’s personal interests and abilities, and not on what will “look good” on a college application. It is nevertheless helpful to backwards plan your four-year course schedule to ensure you will not only meet graduation requirements, but also be well-positioned for admission to college. The information that follows will help you do just that. As a general guideline:

- Take courses that challenge and interest you and that you can be successful in.
- Strive for the best grades you can.
- If you need academic help, utilize our Monday late-starts to meet with teachers or receive peer tutoring free of charge. Request individual appointment times with teachers to get further advice and assistance.
- Become involved in CdM campus life through clubs, activities, the arts and sports.
- Select community service activities that provide personal satisfaction and meaning.
- Pursue personal interests outside of school.
- Develop positive relationships with teachers, counselors and advisors.
- Make time to have fun every day.

To plan your schedule:

- Complete the Four-Year Course Planning Worksheet in the “My Forms” section at the back of this guide.
- Use the UC and Cal State eligibility requirements on the pages that follow to guide your decisions. If you follow these eligibility requirements, you will meet the requirements for most any four-year college in the United States.

**TIP!**

Take time to get to know your teachers and counselors. The better you know them, the more capable they will be of guiding you through your high school experience and writing letters of recommendation for you when you apply to college.
# 4-Year Plan to Fulfill Graduation Requirements & Eligibility for UC/CSU and Other 4-Year Institutions

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<tr>
<td>PE/Sport or Dance</td>
<td>PE/Sport or Dance</td>
<td>Sport, Dance or</td>
<td>Sport, Dance or</td>
</tr>
<tr>
<td>Yoga or Yoga</td>
<td>Yoga</td>
<td>College-Prep Elective Yoga</td>
<td>College-Prep Elective Yoga</td>
</tr>
</tbody>
</table>

CP = College Prep  H = Honors  AP = Advanced Placement  OL = Online Option
## CSU-UC Comparison of Minimum Eligibility Requirements for Freshman

<table>
<thead>
<tr>
<th></th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH SCHOOL GPA</strong></td>
<td>Calculate GPA using only “a-g” approved courses taken after 9th grade</td>
<td></td>
</tr>
<tr>
<td><strong>SUBJECT REQUIREMENTS</strong></td>
<td>15 year long college preparatory courses from approved “a-g” list are required:</td>
<td></td>
</tr>
<tr>
<td>For UC: For fall 2019 freshman applicants II VC-required College Preparatory (“a-g”) courses must be completed by the end of 11th grade.</td>
<td>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...</td>
<td></td>
</tr>
<tr>
<td>“a”</td>
<td>History/Social Science</td>
<td>1 year of history/social science from either the “a” or “g” subject area</td>
</tr>
<tr>
<td>“b”</td>
<td>English</td>
<td>4 years of English (including no more than one year of ESL/ELD courses)</td>
</tr>
<tr>
<td>“c”</td>
<td>Mathematics</td>
<td>3 years of math (Math I, Math II, Math III); 4 years recommended</td>
</tr>
<tr>
<td>“d”</td>
<td>Laboratory Science</td>
<td>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 *</td>
</tr>
<tr>
<td>“e”</td>
<td>Language Other Than English</td>
<td>2 years of language other than English (must be the same language)</td>
</tr>
<tr>
<td>“f”</td>
<td>Visual and Performing Arts</td>
<td>1 yearlong course in visual and performing arts (selected from dance, music, theatre/drama, visual arts and digital media arts ROP classes)</td>
</tr>
<tr>
<td>“g”</td>
<td>College Preparatory Elective</td>
<td>1 year of an elective chosen from any area on approved “a-g” course list</td>
</tr>
<tr>
<td><strong>HONORS POINTS</strong></td>
<td>Maximum of 8 extra grade points awarded for approved honors, AP, or IB courses and transferable community college courses. No more than two yearlong courses taken in 10th grade can earn honors points.</td>
<td></td>
</tr>
</tbody>
</table>
### Corona del Mar High School Course Offerings Sheet 2018-2019

Course eligibility will be determined by meeting prerequisites including course mastery and grades. All AP classes receive a 1.0 GPA boost. Honors Chemistry & Enhanced Math III receive a 0.5 GPA boost.

<table>
<thead>
<tr>
<th>Class</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Comp/Lit 1AB (9)</td>
<td>None</td>
</tr>
<tr>
<td>Comp/Lit 2AB (10)</td>
<td>None</td>
</tr>
<tr>
<td>Cp/Lit 3AB(AmerLit)(11)</td>
<td>None</td>
</tr>
<tr>
<td>AP Eng. Lang. Comp. 1AB (11)</td>
<td>GPA 3.0 or higher, teacher rec., attend informational mtg, worksample meeting required, summer work is strongly recommended.</td>
</tr>
<tr>
<td>Cp/Lit 4AB (Eng. Lit.) (12)</td>
<td>None</td>
</tr>
<tr>
<td>AP Literature and Comp. (12)</td>
<td>GPA 3.0 or higher, attend informational mtg, teacher rec., writing sample, and summer work is strongly recommended.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>Math 1</td>
<td>&quot;C&quot; or better in both semesters of Math 8</td>
</tr>
<tr>
<td>Math 1 Enhanced</td>
<td>&quot;A&quot; in both semesters of Math 8, and teacher recommendation.</td>
</tr>
<tr>
<td>Math 2</td>
<td>&quot;C&quot; or better both semesters of Math 1.</td>
</tr>
<tr>
<td>Math 3</td>
<td>&quot;C&quot; or better in both semesters of Math II.</td>
</tr>
<tr>
<td>Math 3 Honors Enhanced*</td>
<td>&quot;C&quot; or better in Enh. Math II or &quot;A&quot; in Math II with teacher recommendation</td>
</tr>
<tr>
<td>Pre-Calculus (year long)</td>
<td>&quot;C&quot; or better in both semesters of Math III.</td>
</tr>
<tr>
<td>AP Calculus 1AB</td>
<td>&quot;B-&quot; or better in both semesters of Enhanced Math III. OR &quot;B-&quot; or better in both semesters of Pre-Calculus.</td>
</tr>
<tr>
<td>AP Calculus 1BC</td>
<td>&quot;A-&quot; in both semesters of Enhanced Math III.</td>
</tr>
<tr>
<td>Statistics 1AB</td>
<td>&quot;C&quot; or better in both semesters of Math III.</td>
</tr>
<tr>
<td>AP Statistics 1AB</td>
<td>&quot;A&quot; in both semesters of Math III or a &quot;C&quot; or better in Enhanced Math III</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Biology 1AB (9-12)</td>
<td>None</td>
</tr>
<tr>
<td>Honors Biology 1AB (9-12)</td>
<td>A's in 1st and 2nd quarter in both Phys Sci and Math 8 for enrollment as a Freshman. A's both semesters in Earth Science and Math I for sophomores.</td>
</tr>
<tr>
<td>Chemistry 1AB (10-12)</td>
<td>&quot;C&quot; grade or better in Biology and Math I and concurrent enrollment in Math II.</td>
</tr>
<tr>
<td>Subject</td>
<td>Requirements</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Honors Chemistry 1AB*</td>
<td>&quot;A&quot; in (Honors) Biology and Math I, and concurrent enrollment in Enhanced Math II, Score ADVANCED on Chemistry Readiness Assessment.</td>
</tr>
<tr>
<td>Physiology/Anatomy</td>
<td>&quot;C&quot; or better in Biology and Chemistry.</td>
</tr>
<tr>
<td>Marine Sci 1AB (10-12)</td>
<td>&quot;C&quot; or better both semesters of Biology.</td>
</tr>
<tr>
<td>Physics 1AB</td>
<td>&quot;C&quot; or better in Math II.</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>&quot;B&quot; or better in Honors Bio. or &quot;A&quot; in Bio., &quot;B&quot; or better in Chem. , &quot;B&quot; or better in Math II</td>
</tr>
<tr>
<td>AP Biology 1AB</td>
<td>&quot;B&quot; or better in Honors Biology , &quot;A&quot; in Bio, Chem with &quot;B&quot; or better, GPA 3.25 or higher, summer work is strongly recommended.</td>
</tr>
<tr>
<td>AP Chemistry 1AB</td>
<td>&quot;A&quot; in Honors Chemistry , or &quot;B&quot; in H. Chem.with teacher recommendation OR &quot;A&quot; in Chem with a teacher recommendation, &quot;B&quot; or better in Math III or concurrent enrollment in Math III, with a &quot;B&quot; or better in Math II</td>
</tr>
<tr>
<td>AP Physics C:Mech</td>
<td>&quot;B&quot; or better in AP Calculus OR concurrently enrolled in AP Calculus.</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>AGS AP Human Geography (9)</td>
<td>3.5 GPA, attend informational mtg, be enrolled in the Academy of Global Studies, summer work strongly recommended</td>
</tr>
<tr>
<td>Wrld Hist/Geog 1AB (10)</td>
<td>None</td>
</tr>
<tr>
<td>AGS AGS Seminar (10)</td>
<td>Must be in the Academy of Global Studies</td>
</tr>
<tr>
<td>AP World History 1AB (10)</td>
<td>GPA 3.2 or higher, a &quot;B&quot; or higher in Comp Lit 1, summer reading assignment recommended.</td>
</tr>
<tr>
<td>AGS AGS AP World History 1AB (10)</td>
<td>Must be in the Academy of Global Studies</td>
</tr>
<tr>
<td>US History/Geog 1AB (11)</td>
<td>None</td>
</tr>
<tr>
<td>AGS AGS AP Research (11)</td>
<td>Must be in the Academy of Global Studies</td>
</tr>
<tr>
<td>AP US History 1AB (11)</td>
<td>GPA 3.4 or higher, meeting req. in March, summer work highly recommended.</td>
</tr>
<tr>
<td>AGS AGS AP US History 1AB (11)</td>
<td>Must be in the Academy of Global Studies</td>
</tr>
<tr>
<td>Amer. Democracy 1A/Econ. (12)</td>
<td>None</td>
</tr>
<tr>
<td>Online Amer. Demo./Econ. (12)</td>
<td>GPA 2.8 or higher, Must be self motivated and be able to work independently.</td>
</tr>
<tr>
<td>AP U.S. Gov/Econ (12)</td>
<td>Cumulative 3.4 GPA or better.</td>
</tr>
<tr>
<td>AGS AP Comp. &amp; Pol./AP Econ (12)</td>
<td>Must be in the Academy of Global Studies</td>
</tr>
<tr>
<td>World Languages</td>
<td>Electives</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>American Sign Language 1</td>
<td>None</td>
</tr>
<tr>
<td>American Sign Language 2</td>
<td>“C” or better in ASL 1, teacher rec. for 8th graders</td>
</tr>
<tr>
<td>American Sign Lang. 3</td>
<td>“C” or better in ASL 2</td>
</tr>
<tr>
<td>French WB</td>
<td>“B” or higher in language arts &amp; math class from previous year.</td>
</tr>
<tr>
<td>French 2AB</td>
<td>“C” or better to move to next level</td>
</tr>
<tr>
<td>French 3AB</td>
<td>“C” or better to move to next level</td>
</tr>
<tr>
<td>AP French WB</td>
<td>French 3 with “A-” or higher or teacher rec., summer work highly recommended &amp; teacher approval.</td>
</tr>
<tr>
<td>Simplified Mandarin 1</td>
<td>“B” or higher in language arts &amp; math class from previous year recommended. No prior knowledge of Mandarin is required.</td>
</tr>
<tr>
<td>Mandarin 2</td>
<td>“C” or better in Mandarin 1 and/or teacher recommendation</td>
</tr>
<tr>
<td>Mandarin 3</td>
<td>“C” or better in Mandarin 2 and/or teacher recommendation</td>
</tr>
<tr>
<td>AP Mandarin 1AB</td>
<td>“B” or better in Mandarin 3 and/or teacher recommendation</td>
</tr>
<tr>
<td>Spanish 1AB</td>
<td>“B” or higher in language arts &amp; math class from previous year recommended.</td>
</tr>
<tr>
<td>Spanish 2AB</td>
<td>“C” or better to move to next level</td>
</tr>
<tr>
<td>Spanish 3AB</td>
<td>“C” or better to move to next level</td>
</tr>
<tr>
<td>Spanish 4AB</td>
<td>Year long, “B” or better in Spanish 3.</td>
</tr>
<tr>
<td>AP Spanish Lang. 1AB</td>
<td>“A” (95%) in Spanish 3. “A” in Spanish 4. Diagnostic/speaking exam to determine readiness for AP. Teacher approval. Summer work is recommended.</td>
</tr>
<tr>
<td>AP Spanish Lit. 1AB</td>
<td>Requirement is AP Spanish or Teacher Approval through assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics 1AB</td>
<td>None</td>
</tr>
<tr>
<td>Art 1AB</td>
<td>None</td>
</tr>
<tr>
<td>Art 2AB</td>
<td>“C” or better in Art 1.</td>
</tr>
<tr>
<td>Art 3AB</td>
<td>“C” or better in Art 2.</td>
</tr>
<tr>
<td>Art 4AB</td>
<td>“C” or better in Art 3.</td>
</tr>
<tr>
<td>AP Studio Art 1AB (12)</td>
<td>Portfolio evaluation required, workshops/classes recommended.</td>
</tr>
<tr>
<td>AP Studio Art 2D Design</td>
<td>AP Studio Art 1AB or teacher approval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choir 1AB</td>
<td>None</td>
</tr>
<tr>
<td>Choir 2AB</td>
<td>Signature - Mr. Ball</td>
</tr>
<tr>
<td>Choir 3AB</td>
<td>Signature - Mr. Ball</td>
</tr>
<tr>
<td>Madrigals</td>
<td>Signature - Mr. Ball</td>
</tr>
<tr>
<td>Jazz Band 1AB</td>
<td>Signature - Mr. Jamora - limited guitar/drum positions</td>
</tr>
<tr>
<td>Beginning Band (7-12)</td>
<td>None</td>
</tr>
<tr>
<td>Band 2AB</td>
<td>Signature - Mr. Jamora, need 1 year experience and ability to read music notation</td>
</tr>
<tr>
<td>Band 3AB</td>
<td>Signature - Mr. Jamora, taken Band 2</td>
</tr>
<tr>
<td>Orchestra 1AB</td>
<td>Signature - Mr. Jamora, need 1 year experience and ability to read music notation</td>
</tr>
<tr>
<td>Orchestra 2AB</td>
<td>Signature - Mr. Jamora, taken Orchestra 1</td>
</tr>
<tr>
<td>Orchestra 3AB</td>
<td>Signature - Mr. Jamora, taken Orchestra 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROP Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ROP Multimedia Comm. (9-11)</td>
<td>Beginning class (UC approved) - No prerequisites</td>
</tr>
<tr>
<td>ROP Entertainment Art (10-11)</td>
<td>Intermediate class. Must have taken Multi-Media Art</td>
</tr>
<tr>
<td>ROP Art of Animation (11-12)</td>
<td>Advanced class. Must have taken Multi-Media and Entertainment Art</td>
</tr>
<tr>
<td>ROP Visual Imagery (10-12)</td>
<td>None (UC approved)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drama/Film</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama 1AB</td>
<td>None</td>
</tr>
<tr>
<td>Drama 2AB</td>
<td>Entrance based on audition and teacher approval</td>
</tr>
<tr>
<td>Drama 3AB</td>
<td>Entrance based on audition and teacher approval</td>
</tr>
<tr>
<td>Drama Production 12</td>
<td>Entrance based on acceptance to cast or crew, teacher approval</td>
</tr>
<tr>
<td>Film Studies (9-12)</td>
<td>None (UC approved)</td>
</tr>
<tr>
<td>Fitness for Life (9-12)</td>
<td>None</td>
</tr>
</tbody>
</table>

Updated 03/05/2018
Honors Courses

CdM currently offers three courses designated as Honors: Honors Biology, Honors Chemistry, and Enhanced Math III. These courses have enriched content and additional workload and require significantly higher performance levels than college preparatory classes in the same subject. All honors courses include a comprehensive final exam. In deciding to take an honors course, students should consider:

- **Workload** – Students should carefully evaluate their ability to meet the extra workload requirements. What other classes are you taking? What other time-consumers do you have in your schedule, such as athletics, clubs, social, outside work?

- **Subject Interest** – Are you innately interested in the subject? You will do better in Honors courses where you have a genuine passion for the subject.

- **Dropping an Honors Course** – Students must decide within the first two weeks of school if they want to drop an honors course, or remain in the class for the entire year. Deadlines are firm.

**Grading**

Honors Biology is graded on a standard 4 point scale. Honors Chemistry and Enhanced Math III are graded on a 4.5-point scale.

\[
\begin{align*}
A &= 4.5 \\
B &= 3.5 \\
C &= 2.5 \\
D &= 1.5 \\
F &= 0
\end{align*}
\]

Grade weighting should not be the deciding factor in choosing an honors course. Every college has its own weighting policy for calculating GPAs. Some colleges only consider unweighted GPAs for all courses, including AP and honors. The UC’s and CSU’s do not weight any honors courses taken freshman year, but do weight some 10-12th grade Honors courses. Colleges consider rigor of course load even when GPA is not weighted. Note: UC’s do not weight grades of D or F.

**2017-18 CdM Honors Courses & Enrollment Criteria**

**Honors Biology (unweighted):** A’s 1st and 2nd quarter in both Physical Science and Math 8 or equivalent.

**Honors Chemistry (receives .5 grade boost):** A’s in both (honors) biology and Math 1 or equivalent, concurrent enrollment in Enhanced Math II or higher, and score “advanced” on Chemistry Readiness Assessment.

**Enhanced Math III (receives .5 grade boost):** B- or better in Enhanced Math II or equivalent, or A in Math II plus supplemental Algebra 2 class.
Advanced Placement (AP) Courses

General Description

Advanced Placement (AP) courses are rigorous college-level courses. All CdM AP students take national AP exams in May. Depending on their score and the college they attend, they may receive college credit for their high school AP course.

Things to Consider When Signing Up for an AP Course

AP courses are not necessary for getting into most colleges. AP courses provide extra challenge and can demonstrate motivation and intellectual curiosity in students applying to more selective colleges. Carefully consider the following before you sign up:

1. **Subject Interest** — First and foremost, you should take AP courses in subjects that interest you. You will enjoy the class more and do better when you have a genuine passion for the subject.

2. **Match Number of AP’s with College Targets** — The most selective colleges expect students to take advantage of the challenges their high school offers, and that includes AP classes. Many colleges, however, are satisfied with a few or even no APs.

3. **Ability to Succeed** — Colleges are looking for you to not only embrace the challenge of AP courses, but to do well in them. If you can’t get an “A” or a “B” in an AP class, you may be better off not taking it. Review the syllabus and class contract, as well as your academic history in the subject to **predict your ability to succeed** in the course. Talk to your teachers and counselors, as well as other students who have previously taken the course, for another perspective.

4. **Workload** — AP courses require significantly more time than college preparatory high school courses. The workload can be daunting, and students should carefully evaluate their ability to meet the extra workload requirements. Ultimately, stacking your schedule with a full load of AP courses will not help you get into college if that load turns out to be too heavy for you

5. **Dropping an AP Course** — Students must decide within the first two weeks of school if they want to drop an AP course, or remain in the class for the entire year. Deadlines are firm.

Criteria for Enrollment in an AP Class

- An AP contract must be signed by student, parent and specific teachers.

- Individual classes have unique criteria (see CdM AP Classes & Enrollment Criteria)

**TIP!**

If you would are passionate about enrolling in an honors or AP class but do not meet the criteria, you and your parent may be able to sign a waiver to be accepted into the class. Speak with your counselor for details.
Grading

AP courses are graded on a 5-point scale:

- A = 5
- B = 4
- C = 3
- D = 2

Every college has its own weighting policy for calculating AP GPAs. Some colleges utilize a 5-point calculation when calculating GPAs (known as a weighted average). Others use a standard 4-point grading system for both college preparatory and AP courses. Without weighting, there is no bump in GPA, from a college perspective. Colleges do consider rigor of course load even when GPA is not weighted. Note: UC’s do not weight Ds and Fs.

Required AP Exams

All CdM students enrolled in an AP course are expected to take the AP exam in May. This is a standardized test that is given to all AP students across the nation on a designated day for each course. CdM students typically take the exam here on campus. Exams are graded on a 5-point scale. A grade of 3 or higher is considered passing.

AP College Credit

Some colleges, particularly UCs and CSUs, give college credit for courses passed with a score of 3, 4 or 5 on the AP exam. At some universities, students who have taken a heavy load of AP’s may earn up to a full year of college credit, so they enter as sophomores, rather than freshman. Credit policies and minimum score requirements vary by school and by major.

Cost

There is no cost to take an AP course at CdM; however, you may be required to purchase your AP books and there is a fee for taking the AP exams. In 2017, the fee was $97.00 per exam. Students with financial need may qualify for a fee reduction. Visit apcentral.collegeboard.com for more information.
Regional Occupational Program (ROP) Courses

What are ROP courses?

ROP courses are state-funded courses that provide career preparation and technical education. Courses are accredited by the Western Association for College Admissions Counseling. All CdM courses meet UC/CSU requirements.

Where Are ROP Courses Offered?

ROP courses are offered on the CdM campus as well as at other locations in the community. Students are advised to check with the ROP advisor if they enroll at other campuses, as courses outside CdM may not meet UC/CSU requirements.

Courses offered in 2017-18 on the CdM campus within our bell schedule include:

- Visual Imagery
- ROP Multi-Media Communications
- ROP Entertainment Art

Each of these courses meets the UC/CSU visual/performing arts requirement as well as the CdM graduation requirement.

Who Can Take ROP Courses?

High school sophomores, juniors and seniors who are at least 15.5 years old.

Why Take ROP Courses?

- Gain experience required for immediate employment.
- Participate in courses that offer internships in fields like business, culinary arts, hotel and tourism, and nursing.
- Earn certificates of completion.
- Experience courses that allow you to investigate fields of interest and may assist you in choosing majors or careers, like principles of engineering or sports medicine.
- Receive credit at community colleges that offer certification programs.

To learn more about the many ROP career preparation elective courses offered, contact Mary Russell or your student’s CDM counselor, or visit the Coastline ROP website: www.coastlinerop.net.

“I can think of very few experiences that will better round out a college application than an ROP experience. ROP – possibly the most misunderstood and underused college admission advantage.”

— Paul Kanarek, President and Founder of the Princeton Review of Orange County
College Course Options

Another way for motivated students to seek additional challenge and distinguish themselves in their college applications is to take a college course. An added advantage of taking a college course is that admission officers may weight college courses on a 5-point rather than 4-point scale when calculating your GPA. So taking a college course can provide you with a boost in your college-calculated GPA if you do well in the course. Note: taking a college course will not boost your CdM High School-calculated GPA.

Options for taking college courses include:

Coastline Community College Courses Offered at CdM

Each semester, a select number of Coastline courses are offered at CdM. For example, in Fall 2017 Business Law is offered two evenings per week and in the Spring 2018 History of Rock Music is offered. See your college counselor, or visit cdm.schoolloop.com or coastline.edu for current offerings.

Summer Course Work

Students can take summer college courses at local community colleges, CSUs, UCs or private universities. Check college websites for course offerings and registration dates.

Online Courses

Online educational opportunities are constantly expanding. With a little resourcefulness, you can find many options for enriched learning online.

Approval of College Courses for High School Credit

Pre-approval is required if you want to receive high school credit for a college course. Not all college courses can be taken for credit. See the counseling secretary for an approval form and meet with your school counselor. Eligibility for credit must be approved by your counselor first and then by the principal. The form must be delivered to the college prior to registration. Be sure to allow time for processing prior to registration and course start date. This could range from five days up to a couple of weeks.
CdM Tutoring and Academic Support

Everyone needs a little help now and then. CdM offers many avenues for getting academic support. If you need help, don’t wait. Get help early.

CdM Teachers

All CdM teachers maintain office hours where they are available to work directly with students.

Academic Support

On Monday late start mornings, most teachers are available to help students in their classrooms. Students are advised the email their teachers to request an appointment time for extra help. In addition, our National Honor Society students are available to tutor in the Student Resource Center on Monday mornings.
California Scholarship Federation (CSF)

The California Scholarship Federation (CSF) exists to promote and recognize high standards of scholarship, service and citizenship on the part of students in California schools.

- In order to become a CSF member you must submit an application each semester you are eligible. Second semester 9th grade is the earliest you can apply. Membership during the 9th grade year is known as “Associate Member” and those semesters are not counted toward qualifying for Gold Sealbearer Status.

- Applications are available in the counseling office and include the calculation for CSF eligibility and a list of CdM courses approved for CSF. The documents are also available on the cdm.schoolloop.com website. Choose Programs/Counseling, then click CSF on the left.

- Applications are turned into the ASB office along with $3 and a copy of the student’s report card. Deadlines are printed on the applications and announced frequently, usually three weeks after the start of a new semester.

- You may also purchase CSF through the school website and pay online. All applications are turned into the ASB office. If you pay online, please attach your printed receipt to your application.

- Absolutely NO LATE applications are accepted. No exceptions are made.

- Students who have qualified for CSF for a minimum of four semesters in the last three years of high school (must include one semester in senior year) are eligible to become Lifetime members or Gold Seal bearers.

- Gold Sealbearers receive a gold honor tassel and gold honor cord with CSF medallion to wear at graduation. A gold seal is on their diploma.

Grade/Point Requirements

- A point system specified in the CSF by-laws establishes the membership requirements.

- Membership in CSF is based on semester grades and requirements are explained on the application form. (Examples of applications are on the CdM website).

- If you have questions please contact the counseling office or visit http://csf-cjsf.org.

**TIP!**

Make a note to yourself to check on the CSF deadline about three weeks into each new semester. If you miss the deadline, you are out of luck. CSF is a nice way to be recognized for a track record of great grades. It also gives you an award to list on your college applications and resume.
Community Service Requirements & Verification

The minimum of 40 hours of community service will no longer be a graduation requirement. A minimum of 20 Experiential Learning Project hours will be targeted in an area of passion or interest that will demonstrate learning connected to the student’s college and/or career goals. The required senior project will be the Experiential Learning Project which may begin at any time in a student’s high school career but must be completed in their senior year.

- The Experiential Learning Project hours will be completed outside the school day.
- The ELP will culminate in a project, demonstration or exhibition, inclusive of a written assignment and an oral presentation.

Effective December 13, 2017 all 9th graders do not submit community service hours to the counseling office. Freshmen can use the community service hour form provided by the school to document hours for their own personal records. Any forms submitted to the counseling office will not be accepted. The graduation classes of 2018, 2019 and 2020 are still required to complete 40 hours of community service along with the current Senior Project.

NOTE: Community service hours are still encouraged. Colleges and Universities strongly recommend community service that is not a graduation requirement, but an indicator of a student’s interest.

Once a student has turned in 40 hours of community service, CDM will not post over 40 hours to the student’s transcript. However, if a student continues to volunteer for more than 40 hours, they should keep track of those hours for their future resume/college application.

Community Service is defined as the giving of one’s time, effort and skills outside of school class time for the purpose of benefiting the community (local or global), without monetary compensation.

Criteria

- Community service must be done for a non-profit organization.
- Credit will be given for hands-on support of charities, but not for fundraising.

Community Service Opportunities:

- Opportunities can be found on the monthly calendars and posted on bulletin boards in the Student Resource Center. Opportunities are also posted online at cdm.schoolloop.com on the community service page, and are regularly noted in School Loop emails.
- Students are also encouraged to seek out opportunities at organizations that interest them. Seek an opportunity that uses your skills and develops your interests!

Guidelines for Verification Forms

- Verification forms and time sheets are available in the counseling office and may be downloaded from the community service page at cdm.schoolloop.com
- A supervisor or responsible adult at the place of the service must be able to verify the hours completed with a signature and a phone number. Parents may not sign verification forms.
- Keep copies of your verification forms for your own records.
- Use the Community Service log in the “My Forms” section at the back of this guide to keep a running tally of your activities and hours.
Senior Timeline

- Seniors need to complete 30 hours of community service by 1/31 of the senior year. Verification forms need to be turned in and recorded by 1/31 in order to partake in Winter/Spring activities.

- Seniors need to complete the remaining 10 hours of community service by 5/1. Verification forms need to be turned in and recorded by 5/1 in order to partake in end-of-year activities.
CdM Clubs and Organizations

CdM offers more than 50 campus clubs and organizations. Some are special interest groups, such as Chess Club and Film Club. Others are service clubs that provide opportunities for community service, such as Make-A-Wish. Still others are academic clubs such as Academic Decathlon. **Club Rush** takes place in the Fall when all clubs set up tables in the quad during lunch to educate and recruit new members. Club Rush is a great time to explore the many club opportunities CdM provides.

**Clubs Requiring Applications**

While most clubs are open to all students who want to join, a few require applications. Invitations to join are based on qualifications of the applicant. These include the following:

**Associated Student Body (ASB)**

This group of students includes both appointed and elected representatives of the entire CdMHS student body. Members organize student activities, manage finances of student groups on campus, and represent the voice of CdM students to staff, the school district and the community.

The qualities ASB looks for in its membership are leadership, honesty, trustworthiness, willingness to work hard, humility, respect and school pride. Members must maintain a 2.5 GPA. The ASB cabinet is elected each spring. For more information contact ASB Director, Michael Dobyns, at mdoibyns@nmusd.us.

**Peer Assistance Leadership (PAL)**

The mission of the PAL Peer Assistance and Leadership program is to enable young people to use their potential to make a difference in their lives, schools and communities. The 32 members are always willing to help others in the CdM community. PAL sponsors many annual events, including Sea King Camp, New Student Luncheon, Friendship Week, Red Ribbon Week, Walk in My Shoes Week, and more. PAL members help students whenever they need advice or help.

PAL applications for the following year come out in the spring. Select applicants are invited to interview and the final selection of new PAL members are posted near the end of the year. For more information visit [http://cdmpal.weebly.com](http://cdmpal.weebly.com).

**Human Relations Council (HRC)**

CdM’s Human Relations Council is a student-led organization dedicated to serving as a catalyst for positive action and change by promoting unity across campus. Members have the opportunity to develop their leadership potential by participating in activities that will increase knowledge and awareness of self and others. Activities include: leadership training, retreats, field trips, student forums, conferences, school-wide projects and an overnight camp. Students must apply to become a member.

**National Honor Society (NHS)**
NHS’s mission is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools.

Students who qualify for membership may complete the Student Activity Form, which will be used by the Faculty Council to determine membership. The NHS application comes out in April and final selection is made in May.

- Members must maintain the academic and character standards by which they were selected, including sustaining a GPA at or above 3.5.
- Members are required to participate in NHS group and individual service projects and activities planned during the school year.
- Candidates must become members in an induction ceremony, which is held later in the spring semester.

For more information regarding NHS contact CdM’s National Honor’s Society advisor.

**Ebbtide & Trident**

**Ebbtide** students design CdM’s 360+ page yearbook. Ebbtide runs on a $100,000 budget. Yearbook applications come out in the spring. Students are responsible for taking photographs, writing copy, designing layouts and selling advertisements.

**Trident** students publish CdM’s monthly 32-page print and online magazines. Students research and write articles as well as design layouts using desktop publishing software. Funding is derived from subscriptions and advertising sales.

Applications for Ebbtide and Trident come out in the spring. For more information contact CdM’s Ebbtide and Trident Advisor.

**At Your Service (AYS)**

At Your Service (AYS) is a student run organization that focuses on providing the student body with a variety of community service, internship, and summer program opportunities that occur around Newport Beach and all over the country. Students on the At Your Service leadership committee will meet once a week throughout the year to research and contact different organizations, improving their communication skills and building connections with business owners and nonprofit organization leaders throughout the community. Students also plan and run CdM's annual community service fair which will be held in October.
CdM Athletics

The Sea Kings and Sea Queens have three athletic seasons.

Fall

- Boys’ and Girls’ Cross Country
- Football
- Girls’ Golf
- Girls’ Tennis
- Girls’ Volleyball
- Boys’ Water Polo
- Surfing (not a CIF-sanctioned sport)

Winter

- Boys’ and Girls’ Basketball
- Boys’ and Girls’ Soccer
- Girls’ Water Polo
- Boys’ and Girls’ Wrestling

Spring

- Baseball
- Boys’ Golf
- Boys’ and Girls’ Lacrosse
- Softball
- Boys’ and Girls’ Swimming
- Boys’ Tennis
- Boys’ and Girls’ Track and Field
- Boys’ Volleyball

All CdM athletes must complete an athletic clearance packet, which requires a physical examination and health insurance. Athletic clearance packets should be turned into the Athletics Office (not to the coach).

For more information on CdM Athletics, visit cdm.schoolloop.com/hsathletics or contact Rikki Cox at rcox@nmusd.us
NCAA Information for the College-Bound Athlete

Many outstanding CdM athletes continue to play their sport in college, whether at the National Collegiate Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA) or club level. Students who would like to play on an NCAA Division I or II athletic team must register and be certified by the NCAA Initial-Eligibility Clearinghouse.

Eligibility Requirements

For students enrolling in college after August 1, 2016, some of the initial-eligibility requirements have changed. Students must earn at least a 2.300 GPA in NCAA core courses to be eligible to compete in Division I athletics during their first year of college. The motto is: “2.3 or take a knee.” For details on eligibility, including a list of the 16 required core courses, visit www.eligibilitycenter.org.

Registration Information

- Students should register with the NCAA Eligibility Center online at www.eligibilitycenter.org by the beginning of their junior year. There is a $65 registration fee.
- Students should keep their PIN in a safe place and remember to identify themselves exactly the same way on all forms (no nicknames.)
- Only courses that appear on your high school’s list of NCAA courses will be used to calculate your GPA for NCAA eligibility purposes.
- Once ten core courses are “locked in” prior to the start of your seventh semester, you can’t take those classes over again to improve your GPA.
- Earn a combined SAT or ACT score that matches your core-course GPA on the sliding scale. Visit the eligibility center online for specific details.

Recruitment Information

The recruitment process and rules vary significantly by sport and by level. Your coach is likely the best resource for learning how to be recruited in your sport of choice. College athletics websites also have information about NCAA rules, recruitment questionnaires, camp opportunities, and other helpful information.
Section III: Standardized Testing
Standardized Testing

Most colleges require standardized testing as part of your application. However, most care more about grades—which represent a student’s day-in, day-out effort—than performance on the tests. In addition, a growing number of colleges are becoming test-optional, which means students can decide whether or not to submit standardized test scores. This list is updated regularly at fairtest.org.

When to Test

Timing for standardized testing is a personal decision and varies from student to student. For most college-bound CdM students, the testing timeline goes as follows:

10th Grade: SAT Subject Test(s) in May or June if appropriate

11th Grade: PSAT/NMSQT in October
SAT or ACT one to three times during the school year
SAT Subject Test(s) in May or June if appropriate

12th Grade: SAT or ACT in the early fall if needed
SAT Subject Test(s) in early fall if needed

Use the Personal Testing Plan in the “My Forms” section at the back of this guide to plan your own timeline to reach your personal goals.

TIP!

Seniors planning to apply Early Action or Early Decision will need to check individual colleges’ deadlines for receiving scores. Some fall tests may not deliver scores in time to be considered.

Following is an overview of the main standardized college admission tests.
PSAT/NMSQT

The PSAT is administered by the College Board and the National Merit Scholarship Corporation (NMSC). Primarily designed to help students prepare for the SAT, the PSAT also serves as a qualifying test for juniors for National Merit Scholarships. In October, the PSAT test will be offered to any junior who is interested in taking it. The test will be offered on a Saturday morning.

The PSAT is a 2 hour and 45 minute test of reading, writing and math. The highest possible score is 1520. Perhaps the greatest value in the PSAT is helping students identify their strengths and weaknesses so they can better prepare for the SAT or ACT.

National Merit Scholarships

The other great value of the PSAT is the $180 million in scholarships awarded to students with high scores. Only scores from junior year are considered. To receive the prestigious honor of being a National Merit Semifinalist, a student must score in the top 0.5% of students in his or her state. The actual qualifying score varies year by year. Semifinalists then must apply to become finalists by submitting an essay, recommendations, and other elements of the application. Finalists are eligible to receive scholarships from the NMSC. In addition, many colleges offer scholarships to admitted students who are National Merit Semifinalists or Finalists. For more information, visit nationalmerit.org.

SAT and ACT

The SAT and ACT are two different standardized tests that serve the same purpose. Every college in the United States that requires a standardized test score will accept either the SAT or the ACT. Unlike years ago when many CdM parents applied to college, college admissions offices do not prefer one test over the other.

In March 2016, the College Board, which administers the SAT, modified the content and scoring scale of the exam. According to the College Board, the SAT was redesigned to “focus on the knowledge, skills and understandings that research has identified as most important for college and career readiness and success.” The scoring scale was switched from a maximum of 2400 total from three sections including the essay, to 1600 total from two sections with a separate optional essay score. The SAT also eliminated the penalty for an incorrect answer. In short, the new SAT is much more like the ACT, which has become the more popular college admission exam.

The best way to decide which test to take is by taking practice tests to see which yields the best results for you. Practice tests are available in most test-prep books and by searching online. CdM also administers a mock test each spring and fall for a fee of $15. Check the SRC for dates and registration information. The following comparison chart may further help students decide which test to take.
NEW SAT | ACT
---|---
**Length:** | 3 hours, plus 50 minutes for optional essay |
| 3 hours, 35 minutes (with optional essay) |
**Structure:** | Evidence-based Reading and Writing |
| Math with and without calculator |
| Optional Essay |
| English, Math, Reading, Science, Optional Essay |
**Wrong Answer Penalty:** | None |
| None |
**Highest score:** | Maximum 1600 total, 800 per section. |
| Optional essay receives separate score of 2–8. |
| (Note: Change in scoring scale effective March 2016) |
| Maximum 36 composite based on average score for the four test sections. Maximum section score is 36. High score on essay is 12. |
| (Note: Essay scoring scale was changed in 2015 and changed back in fall 2016.) |
**Sending Scores:** | You may request the sending of 4 free reports at time of registration, or pay $12 per report later. You decide which scores are sent. |
| You may request the sending of 4 free reports at time of registration, or pay $12 per report later. You decide which scores are sent. |
**Where to register:** | Collegeboard.org |
| www.actstudent.org |
**CDM’s CEEB Code** | 052128 |
| 052128 |

Test Preparation

Preparing for your standardized tests will help you achieve your best possible score. There are myriad test-prep booklets available for purchase. Khan Academy (khanacademy.org) has teamed up with the SAT to offer online test prep at no cost. Many other options exist, including online courses, classroom courses, and private and group tutors, all for a fee. Orange Coast College offers short-term courses at a relatively low fee. Visit orangecoastcollege.edu to see what is currently offered. CdM does not endorse any one method or company. We do, however, recommend that you prepare in the manner that best suits your learning style and budget.

Registering for Tests

Keep a close watch on test registration dates. CdM’s testing site sometimes fills if you do not register early, and you will pay a late fee past designated deadlines. Check test dates and register online at:

[collegeboard.org](http://collegeboard.org) for the SAT and SAT Subject Tests
[actstudent.org](http://actstudent.org) for the ACT

You will need CdM’s CEEB School Code: 052128
Should You Take the Essay Test?

Some colleges require or recommend the essay, but for others, it is optional. Some require the SAT essay and not the ACT essay. It is the student’s responsibility to check requirements at the colleges to which you plan to apply. Compass Education Group posts an updated list online each year at http://www.compassprep.com/act-writing-and-sat-essay-requirements. However, you should always confirm this information with Naviance and each college’s own website.

Sending Scores

It is the student’s responsibility to arrange to have scores sent to colleges. Neither the testing agencies nor CdM will send scores to colleges automatically. This may be arranged at the time of registration (but before you know your scores) or after testing. Seniors: Be sure to check whether fall test scores will arrive in time to be considered by admissions.

Super Scoring

Some colleges allow what is called “super scoring” of standardized test scores. In this practice, the college considers only your best score from each section of a test. For example, let’s say you took the SAT and scored 700 in Evidence-Based Reading and Writing and 600 in Math the first time. The second time, you scored 600 in Evidence-Based Reading and Writing and 700 in Math. Your super score—the highest two combined scores—would be 1400. Some colleges do not super score, and in fact some request that you send all of your scores for consideration.

When to Retest

Students’ scores often improve when the SAT or ACT is taken more than once. In part, this is because students become more familiar with the tests. They may also have more preparation and practice, and more of the material may have been covered in school (particularly in math). Generally, students are not advised to take the ACT or SAT more than three times. Statistically, students’ scores tend not to improve significantly after the third sitting.

How to Compare ACT and SAT Scores

The Internet is filled with concordance charts to help you compare ACT and SAT scores. These are meant as a guideline and are best used to help students decide which test is better for them.
SAT Subject Tests

SAT Subject Tests (formerly called “SAT II” tests) are one-hour exams that test your knowledge in a specific subject. Like the SAT, they are administered by the College Board and you may register at collegeboard.org. Most but not all test dates and locations are the same as the SAT, but there are exceptions.

Who should take them?

Fewer and fewer colleges are requiring subject tests. Those that do tend to be highly selective colleges. Some colleges require two or three subject tests in distinct areas. Others may “recommend” the tests. For example, some University of California campuses recommend Math Level 2 and/or a science for certain majors. It is incumbent upon the student to check each college’s requirements, as they may change from year to year. Compass Education Group posts an updated list online each year at http://www.compassprep.com/subject-test-requirements-and-recommendations. However, you should always confirm this information with Naviance and each college’s own website.

Subject Tests Offered

More than 20 subject tests are offered in within five areas:

- **English** - Literature
- **Science** – Biology (Ecological or Molecular), Chemistry, Physics
- **History** - World History, U.S. History
- **Mathematics** - Level 1, Level 2
- **Language** - French, German, Spanish, Italian, Latin, Modern Hebrew
- **Language with Listening** - Chinese, French, German, Japanese, Korean, Spanish

When to take them

Subject tests are best taken upon completion of the highest level of a subject you expect to complete. For example, take the chemistry test in May or June after taking AP Chemistry. Sometimes a student may complete the highest level of a course before they know where they are applying, and hence whether or not they need to take subject tests. If you anticipate applying to highly selective colleges, it is a good idea to take the tests in case you need the scores.
Section IV: The College Search
The College Search

“College is a match to be made, not a prize to be won.” —Frank Sachs, Past President, National Association of College Admission Counselors

First and foremost, find YOUR best match!

Your college search should be an exciting journey of self-discovery. Think about who you are, what you enjoy and how you will reach your future goals. Seek out a college environment in which you can flourish. There are more than 4,000 colleges and universities in the United States. And you can be happy and successful at many of them! Here are our best tips for making the search enjoyable and effective:

- **Keep an open mind.** Don’t restrict yourself to the idea that you have to go to a certain college to be successful. Brand names are for jeans, not for finding a personal college match.

- **Don’t choose based on rankings.** Focus on what is best for you. Rankings are based on flawed methodologies and subjective assessments. Look for colleges that have the resources and programs interest you, and that fit you personally and socially.

- **If you have no idea what kind of school you want to attend, visit some local colleges.** Compare size, setting, student body, areas of study, extracurricular activities, and anything else that may be important for you.

- **Look for 6-10 schools you would be happy attending.** Two to three should be high confidence schools you are very qualified to attend. Three to seven of your applications should be to mid-confidence schools you are well qualified for, but less sure you will be accepted to. One to three can be reach schools you would like to attend, but your admission is not assured, either due to high numbers of qualified applicants and low acceptance rate, or because your qualifications are on the lower end of their standards.

- **Admission at highly competitive schools is very unpredictable.** Be prepared to be turned down by schools you are well qualified for if you are applying to the more competitive schools. Colleges routinely turn down highly qualified students due to the sheer number of applications they receive. The right college is still out there.

**Recommended Reading:**

*Where you go is not who you’ll be*, by Frank Bruni  (Book)


*Applying Sideways*, by Chris Peterson  http://mitadmissions.org/blogs/entry/applying_sideways
Choosing the Right College for You

Step 1: Identifying Factors That Are Important to You

This comprehensive list includes many factors to consider in choosing a college. Chances are, you have not thought about most of these factors. Read this list thoroughly, think honestly about your priorities, and write notes to help guide your decision-making process.

Admission Requirements

- What high school courses are required?
- Which entrance tests are required? SAT Subject tests?
- What GPA range do they accept? What did last year’s profile look like?
- What test score range do they accept? What did last year’s student profile look like?
- Will my activities and school involvement be considered?
- Does the school need my special talent?
- Is there an essay requirement?
- Is there Early Decision, Early Action, or Rolling Admissions?
- Are personal interviews or letters of recommendations accepted or required?
- Do some majors have special requirements?
- What percentage of applicants are accepted? What percentage of acceptances attend?

College Characteristics

- Where is the college located?
- How will you fare in that geographical location?
- Is the college in an urban or rural setting?
- Is the surrounding community desirable?
- Is the college public, private or religion-affiliated?
- What is student body size? Number of undergraduates? Number of graduate students?
- What special or unique programs are offered?
- Does the college have general education or course distribution requirements?
- Does college have well developed career planning and internship programs?
- What types of support services are provided to the students with no additional charge?
- What is the academic calendar?
- What percentage of last year’s freshmen returned for their sophomore year?
• What are their 4-year, 5-year and 6-year graduation rates? See www.collegeresults.org to research your specific college. A low graduation rate could be a red flag!

**Academics**

• What is the average class size? Largest? Smallest?
• What was the average GPA for last year’s freshmen class?
• What is the college’s procedure for orientation, class placement and scheduling?
• Is there a special freshman orientation program? First-year experiences? Freshman special-interest seminar courses?
• How hard is it for freshmen to get the classes they want?
• How is the faculty assigned to students? Is each student assigned a faculty advisor?
• What services does school offer for students who are undecided in their major?
• What are the most popular majors?
• Are students taught by full-time faculty, graduate students or a combination of both?
• Does the college offer classes and majors that interest you? Check out the course offerings!
• Is there an Honors program? What are the requirements for admission?
• Do they have a well-developed study abroad program? In what cities?
• What are the undergraduate opportunities for research?
• Do undergraduates have an opportunity to write a thesis?

**Financial Aid**

• What percentage of students receive financial aid based on need?
• What percentage of students receive financial aid based on merit?
• Does the college guarantee to meet full need?
• Is financial need considered in admission decisions?
• What are the financial aid application procedures and deadlines?
• When are financial aid applicants notified of their awards?
• How long do recipients have to respond?
• What kind of work-study or on-campus jobs are available and what are the requirements?

**Social Life**

• What is the average age of the student body?
• What is the male to female ratio?
• What percentage of students resides on campus?
• Is housing guaranteed for freshmen? For all four years?
What types of dorms are offered to freshmen? To upperclassmen?
Are dorms coed or single sex?
Do most students stay on campus on weekends?
What are the procedures for securing a roommate?
What are some of the campus rules and regulations governing campus life?

Other
Where do students come from? What is the geographic profile of students?
Is the school ethnically and socially diverse?
Do most students commute or live on-campus?
What types of student activities are provided?
What are the opportunities for community service?
Is there a Greek system?
What athletic programs and facilities are there for non-athletes?

Step 2: Do Your Research

Buy a Guide Book. One of the best ways to research colleges is to peruse a college guide book. Use Post-It notes to mark schools you are interested in. Highlight what is interesting to you and write notes in the margin. Refer back to the factors you identified as important, and see if the colleges that sound interesting meet your criteria. Here are some recommended guide books:

- Fiske Guide to Colleges, by Edward Fiske – Comprehensive guide that includes information from current students about academics, social and quality of college life.
- The Best 380 Colleges, by Princeton Review – Based on surveys of over 100,000 students, this guide ranks schools according to a variety of “bests” including: the best professors, the best dorms, the best food, most politically active, etc.
- Colleges that Change Lives, by Loren Pope – This is a good think-outside-the-box book that identifies top-notch, but often lesser-known, liberal arts colleges.
- Creative Colleges: A Guide for Student Actors, Artists, Dancers, Musicians and Writers, by Elaina Loveland – Identifies more than 125 schools for the artistic student.
- Cool Colleges: For the Hyper-Intelligent, Self-Directed, Late-Blooming, and Just Plain Different, by Donald Asher – Profiles more than 40 innovative and unconventional schools, including schools that do not require SAT scores.
• **Use Naviance, Collegeboard’s BigFuture & Parchment online programs.** All of these programs have features that allow you to plug in your GPA, test scores, and personal preferences and receive recommendations for colleges that fit your parameters. Naviance includes scattergrams showing anonymous application data and acceptance results from past CdM students. The link to CdM’s Naviance is on the left side of our college counseling website page at cdm.schoolloop.com. The other two sites are: [www.bigfuture.collegeboard.org](http://www.bigfuture.collegeboard.org) and [www.parchment.com](http://www.parchment.com).

• **Visit the Student Resource Center** where you can peruse hundreds of college brochures, thumb through guides, and access a multitude of other resources.

• **Attend College Search Night** in the spring to learn about developing a personalized college list.

• **Attend college visits in the fall and spring of your freshman through senior year.** Did you know that approximately 200 college admissions officers hold on-campus meetings at CdM every year? These visits are an excellent chance to meet individual admission officers in a small group setting, learn more about their colleges, and have your questions answered. Visits are posted on school loop and on the college visits board in the SRC, and are also noted in the daily announcements. Additionally, grades 9-12 are notified about upcoming college visits via Naviance emails.

• **Attend regional college meetings and college fairs.** In addition to visiting CdM, many colleges hold regional information meetings with admission officers in OC and LA counties and/or attend local college fairs. To learn about these check your individual college websites.

• **Investigate colleges online and register online with any schools of interest.** Once you register with a school they will send you information and contact you when they have any recruiting events in the area.

• **Talk with family, friends, counselors and teachers.** Ask their opinions of what schools they think might be right for you. Remember to ask “**Why do you think this school would be a good fit for me?**”

• **Narrow down your list of target schools and make plans to visit them, if possible.** Try to visit colleges of interest before you apply. Until you visit you really will not know if a school is right for you. It is also a good way to show admissions that you are genuinely interested. However, if you cannot visit before applying, you can always visit if you are admitted to help you decide.

• **Analyze your target schools using matrix analysis.** Getting all of your choices and variables down on one or two sheets will help you compare and contrast the pros and cons of each school. Use the form in the “My Forms” section of this guide, or create your own.

**Step 3: Planning College Visits**
• **Plan in advance.** Make reservations (if needed) on college websites for campus tours, information sessions and interviews.

• **Visit when school is in session, if possible.** (Check the college academic calendar on the college website.) You will not get a good read of the college if all the students are on break.

• **Take advantage of overnight programs** whenever possible.

• **Travel via public transportation** so you get the feel of how you will travel as a student. (Many colleges prohibit cars for freshmen; others have inadequate parking to make having a car feasible.)

• **Walk the campus.** Visit the library, student union, a dorm room, a cafeteria, technology facilities, athletic facilities and any departments of interest.

• Look for posters, flyers and student newspapers to **find out what is happening in and around campus.**

• Include parents on visit, but **spend some time alone and/or with enrolled students.**

• Sign up for interviews if appropriate.

• Bring your resume and latest transcripts to your interviews.

### Step 4: Finalizing Your List

• **We recommend you apply to between 6 and 10 schools** that you will be happy to attend.

• **Applying to more than 10 colleges can be counterproductive.** Research has shown that the more applications a student completes, the poorer the quality of the applications submitted. Do your research ahead of time, identify 6-10 colleges that really fit your needs and capabilities, and concentrate on doing the best job you can on your applications.

• **Develop a range of target colleges.**
  
  - 2-3 high confidence schools where you are a very qualified applicant in terms of their admission standards.
  
  - 2-7 mid-confidence schools where you are a strong match, but you are not positive you will be admitted based on admission standards.
  
  - 1-3 reach schools – where you are not very confident, but have a possibility as far as admissions standards.

This process will be simplified with the use of Naviance Student, reviewed on the next page.
Naviance Student

Naviance is a computer-based college planning and data management system. It is an easy-to-use yet powerful tool that helps CdM students and counselors navigate the college search and application process.

**Students can use Naviance to:**

- Research colleges and identify potential good fits
- Use Naviance Resume Builder to write a resume
- Compare your GPA, SAT, ACT & other statistics to prior CdM students’ anonymous college application data
- Compile lists of colleges you are thinking about and colleges to which you plan to apply
- Keep track of application requirements, deadlines, and other critical information senior year
- Identify and match you with scholarships
- Learn about which colleges are visiting our school and sign up to attend
- Match your Common Application account with your Naviance account for seamless integration of the two. Seniors will be instructed in how to accomplish this critical step in the process. Do not worry about this step until senior year.

**Counselors use Naviance to:**

- Help students find good college matches
- Notify students about college visits and scholarships
- Survey students by class or small groups
- Access student resumes to compose better, more personalized college recommendation letters
- Electronically submit letters of recommendation and official transcripts to more than 2,400 colleges

**Naviance Training & Programs**

- All CdM **sophomores** receive **Do What You Are** Naviance training, a personality and interest survey to identify possible careers and majors.
- All CdM **juniors** receive Naviance training for the college search process.
- All CdM **seniors** manage their college applications and complete a senior survey on Naviance before graduating. This survey information helps us compile the data needed to guide other students in their college search.
- All CDM freshman are introduced to the Naviance Program and the four year course planning section.

**Getting Started**

- Go online to `http://connection.naviance.com/cdmhs`
- Log on using your student ID number and your computer login.
- On your home page, under **AboutMe**, click on **MyProfile**.
- Complete all personal information. The optional ethnicity questions help with scholarship searches.
- Citizenship questions are also optional. Add your parents and their information too. The answer to their education question can help with scholarship matches.
- Click on MyColleges. Under Colleges I Am Applying To add your information. Use the pull down function to find your colleges.
- When the list of colleges you are considering is complete, click on college compare to see how your data compares with other CdM students who have applied.
- Under college research, click on scattergrams to find out more information on previous CdM students’ application results.

**A word of caution:** Naviance data on former CdM students is useful as a guideline, but college admissions changes from year to year. Many colleges have become more selective in recent years, so a student who was admitted five years ago might not be admitted today. Furthermore, Naviance does not indicate if students are recruited athletes, children of alumni, or otherwise evaluated differently than other applicants. It cannot account for a host of subjective factors that may affect admission decisions positively or negatively. Bottom line: Just because someone with your grades and test scores was (or was not) admitted in the past does not mean you will have the same result.
Overview of California Higher Education Options

The State of California funds three different higher education options: The University of California (UC) system, the California State University (CSU) system, and the Community Colleges. Here is an overview of these three options.

<table>
<thead>
<tr>
<th></th>
<th>UC</th>
<th>Cal State</th>
<th>Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Campuses</strong></td>
<td>9 for undergraduates</td>
<td>23</td>
<td>113</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Generally more theoretical, prep for</td>
<td>Generally more career-oriented</td>
<td>Three tracks: vocational, AA &amp; prep for transfer to 4-year college</td>
</tr>
<tr>
<td></td>
<td>graduate school</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minimum admission criteria</strong></td>
<td>Top 9% of Cali. Students or top 9% of graduation class</td>
<td>Eligibility index based on grades and scores</td>
<td>Anyone 18 years or older</td>
</tr>
<tr>
<td><strong>Tests Required</strong></td>
<td>SAT or ACT with Writing; Subject Tests for some majors*</td>
<td>SAT or ACT, No SAT Subject Tests</td>
<td>No admission tests required. Placement tests only.</td>
</tr>
<tr>
<td><strong>Essay</strong></td>
<td>Answer 4 questions from choice of 8 prompts.</td>
<td>No essay</td>
<td>No essay</td>
</tr>
<tr>
<td><strong>Teacher &amp; Counselor Recommendations</strong></td>
<td>None required or accepted, except by requires **</td>
<td>None required or accepted</td>
<td>None required or accepted</td>
</tr>
<tr>
<td><strong>High School Grades Evaluated</strong></td>
<td>10th and 11th</td>
<td>10th and 11th</td>
<td>Grades not considered.</td>
</tr>
<tr>
<td><strong>Applications</strong></td>
<td>1 application for all campuses</td>
<td>1 application for all campuses</td>
<td>Individual applications for each campus.</td>
</tr>
<tr>
<td><strong>Cost to Apply</strong></td>
<td>$70 per campus</td>
<td>$55 per campus</td>
<td>No application fee</td>
</tr>
<tr>
<td><strong>Annual Cost of Attendance</strong></td>
<td>~$33,000 – includes living expenses</td>
<td>~$24,000 – includes living expenses</td>
<td>~$12,000 - $19,000 – includes living expenses ***</td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td>Most freshmen guaranteed</td>
<td>On-campus housing generally not included</td>
<td>Most do not have on-campus housing</td>
</tr>
<tr>
<td><strong>Articulation Agreements</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
* UC Subject Test Requirements:
SAT subject tests are NOT required, but students are encouraged to submit subject test scores if they want to:
- Demonstrate mastery of a particular subject.
- Apply for a competitive major and their preferred campus recommends certain subject tests.
- Use subject tests to satisfy the “A-G” requirements.

** UC Letters of Recommendation may be requested as part of a supplemental review but may not be submitted with the application.

*** Community College Estimated Living Expenses vary widely based on whether student lives with relatives or away from home.

## Community College Planning
### Orange Coast College Student Orientation and Registration (SOAR)
The SOAR program enables CdM graduating seniors to gain priority registration for OCC by completing their math and English placement testing, orientation and Student Education Plan (SEP). OCC comes to the CdM campus each spring, typically in March, to administer placement tests and provide information on orientation and registration.

### Articulation Agreements for Transfer Students
Articulation agreements are partnerships between community colleges and 4-year colleges that facilitate the transfer from a 2-year college to a 4-year college. There are various types of articulation agreements. Some identify courses that will transfer for full credit from a 2-year school to 4-year colleges. Others actually give community college students preference over applicants coming from 4-year universities. It is important that you research the specific articulation agreement between your community college and your target school(s).

### University of California Articulation Agreements
The UC system welcomes students who perform successfully for two years at the community college level. UC has a variety of agreements with the California community colleges system to assist, facilitate and even guarantee successful transfers.

- **Transfer Course Agreements (TCA)** — Every California community college has an agreement with the University of California (all campuses) called a Transfer Course Agreement that specifies which of its courses receive UC credit.

- **ASSIST** — The ASSIST website (www.assist.org) provides the most accurate and up-to-date information about student transfers from one California public college or university to another.

- **Transfer Centers** — many community colleges have Transfer Centers with advisors who can help you plan your community college courses so you get full credit when you transfer.
• **Priority Consideration** – The University of California gives junior-level California community college students first priority over other transfer applicants, including those from other four-year institutions and UC’s own intercampus transfer students.

• **Transfer Admission Programs** – The UC campuses offer a variety of transfer admission programs for community college students. These programs vary by campus.

• **Transfer Admissions Guarantee Program (TAG)** – Six UC campuses offer guaranteed admissions programs for students who meet their criteria. Students may apply for a TAG at only one UC campus.

For more information go to: www.universityofcalifornia.edu and click on Admissions > Transfer > Transfer Admission Planner.

**Private School Articulation Agreements**

Private schools, such as USC and many others, also have articulation agreements with community colleges. Contact the individual school you are interested in attending to obtain the precise terms of their articulation agreements.

**Benefits of Transferring from Community College**

1. **Lower Cost** – By going to community college for two years and transferring to a 4-year school, your total cost of a degree can be reduced nearly by half as community college tuition is nominal, compared to 4-year colleges.

2. **Grade requirements** – Under articulation agreements, community college transfer students generally are more competitive for admission to 4-year colleges than they would have been directly out of high school. In most cases admission to 4-year colleges and universities will be based on community college program rigor and grades. College GPA’s for transferring students are generally lower than GPA’s required for admittance right out of high school.

3. **No standardized testing** – In most cases, standardized testing is not required for students transferring from community colleges to a 4-year college or university.

4. **Second Chance** – For students whose high school record was less than required to be admitted into the school of their choice, articulation agreements provide a second chance. 4-year schools do not evaluate high school records when evaluating community college students as transfer applicants. They look solely at their community college record. So students start community college with a clean slate and a fresh start.
Section V: Applying to College
Overview of College Applications

Your college list is complete and you are ready to apply! Now what? Begin by finding out which application is accepted by each of your colleges and check their requirements and deadlines. The vast majority of college applications may be completed entirely online. Some colleges accept only one application, whereas others accept your choice of more than one application. The primary applications CdM students use are:

The Common Application (commonapp.org)

This online application is accepted by nearly 700 member colleges. Students complete the main application, and then complete supplemental information for each college to which they plan to apply. The Common Application includes sections for activities, honors, and one main essay, 650 words max, from your choice of five essay prompts. Individual colleges may require additional essays, usually shorter. There is a separate and varying fee per college. The Common Application makes it easy for students to apply to multiple colleges. Students applying to two or more member colleges are strongly recommended to use it.

Important points about the Common Application:

- Application opens August 1
- Each member college sets its own application deadlines
- Each member college has its own decision notification dates
- Each member college has its own section for member questions and supplemental essays (if required)

The University of California Application (admission.universityofcalifornia.edu)

The UC system has one application for all nine campuses. Students simply check the campuses to which they would like their application submitted and pay a fee of $70 per campus. Effective in 2016, the UC application requires students to choose four of eight questions to answer. These answers, at 350 words max, are in lieu of essays. The UC application also includes sections for activities and honors. Students self-report their grades from 9th through 11th grades, but UC uses only 10th and 11th grades to calculate the GPA. Teacher and counselor recommendations are not accepted except by special request.

The UC application timeline is as follows:

August 1 Application opens for fall admission. Students may work on the application, but may not yet submit it.

November 1–30 Filing period for fall admission applications. Final deadline is November 30. Students are advised to submit applications several days in advance in case of server overload!

March Notification dates vary by campus but are usually mid to late March.
The California State University Application (csumentor.edu)

Like the UC application, the Cal State application is accepted at all campuses, system wide. This includes Cal Poly San Luis Obispo and Cal Poly Pomona. The fee is $55 per campus. This very straightforward application does not include essays or have space to list your extracurricular activities. Admission to certain campuses or programs is based solely on an eligibility index, whereas admission to impacted majors or campuses is more competitive. To find out if a program or campus is impacted, visit: calstate.edu/sas/impactioninfo.shtml

The Cal State application submission period begins October 1. Submission deadlines and notification dates vary widely by campus. It is the student’s responsibility to check deadlines for the campuses to which they intend to apply.

The Coalition Application (coalitionforcollegeaccess.org)

Launched in 2016, this application is part of an entire college planning platform developed by the Coalition for Access, Affordability, and Success. As of 2016, the application is accepted by more than 50 colleges. All but one of those colleges—University of Florida—accept other applications, such as the Common Application or their own application. The Coalition Application includes one required essay from a choice of five prompts. The platform allows students to set up an account as early as freshman year and use an online “locker” to store the documents and tools they will eventually use to apply to college. Because the Coalition Application is brand new, students are advised to use other applications until we have more experience with it.

Other Applications

The other applications you may be required to submit are primarily school-specific; for example, University of Arizona and University of Oregon each have their own application. If you are applying to multiple colleges in Texas, you might consider completing the Apply Texas application at applytexas.org. Applications, and the colleges that accept them, change year to year so always check each college’s website to see what they accept and require.
Getting Organized

At first it may seem like a monumental task to get all of the applications, forms, deadline dates, checklists, addresses, envelopes, letters of recommendation packets, etc. together to submit your applications.

Word to the wise: A little bit of organization early on will pay huge dividends and reduce your stress level considerably.

- **Start in the summer before senior year.** Finalize your college list, begin filling in your applications, and start on your essays.

- **Get a portable file box** with hanging folders. Put together a folder for each college to which you are applying. Also make folders for your transcript, test scores, resume, activity records, community service records—anything you may need.

- **Make a master calendar** of all the deadlines for each college. You can do this by using the College Application Deadline Chart in the My Forms section of this guide or create an online customized calendar with your college’s deadlines online using My Organizer in the www.collegeboard.com website. Naviance will also track all of your dates and deadlines.

- **Check your email address** to make sure it is appropriate for communicating with colleges. No studmuffin@yahoo.com email addresses please! Along the same vein, check your email regularly! If a college emails you needing information (such as a UC school asking for a recommendation, as referenced in the previous section) you do not want to miss that email!

- **Edit your Instagram, Facebook and other social media** to make sure that there is nothing on these sites that you would not want an admissions officer (or future employer) to see. Be sure to check how the public views your account.

- **Remove any spamblockers** from your computer that would prevent a college from communicating with you by email.

- Go to “Colleges I’m Applying To” in the “Colleges” tab on Naviance Student and add each of the colleges to which you plan to apply. This will ensure you have all the dates and requirements easily accessible in your Naviance account.
When to Apply: Early Decision, Early Action, Rolling Decision, Regular Decision… and more!

Many colleges give you a choice of application deadline and timing of admission decision, with a caveat. Some of these options just let you know sooner whether or not you are admitted, whereas others carry an obligation to attend. Here is a summary of the options. Bear in mind that colleges are increasingly modifying these options, so be sure to check each individual college restrictions.

Early Decision

If you have a clear, definite first choice college that you would attend above all other colleges and you are organized and ready to apply, you may want to consider applying Early Decision. You may only apply to ONE college Early Decision. Be aware that if you are accepted under Early Decision your acceptance is binding and you must attend. (The exception is if the college’s financial aid offer does not make it affordable for your family.) Under most Early Decision plans, you may apply to other colleges using Early Action and Regular applications, but if you are accepted by your Early Decision school, you must withdraw your applications to all other schools.

Early Decision deadlines are usually November 1 or 15, with decisions typically delivered around December 15. You may be accepted, denied, or deferred to regular decision.

A growing number of colleges are offering a second round of Early Decision, called ED II. The application deadline for ED II is typically January 1 or 15, with decisions delivered around February 1 or 15.

The greatest advantage to Early Decision is that it enables students to complete the application process sooner. At many schools, Early Decision acceptance rates are higher than overall acceptance rates. Some colleges—most notably, Northwestern, Penn, and Duke—are filling about half of their incoming freshman class with ED applicants. It is not clear whether this is because ED applicants have signaled their sincere interest in a college, ED applicants tend to be stronger than the regular pool of applicants, ED applicants include recruited athletes and legacy applicants who are more likely to be accepted, or some combination of all of the above.

The greatest disadvantages to Early Decision are that you do not have the chance to know all of your college options; you cannot compare financial aid packages; and you may change your mind by the time spring rolls around. For these reasons, you should apply ED only with great certainty that you will be happy to attend that college if accepted.

Do not apply Early Decision to a college you have not visited!

Early Action

Early Action is similar in timing to Early Decision, but it is not binding. Application deadlines are typically November 1 or 15, decisions are usually delivered by mid-December, and you have until May 1 to decide whether or not to enroll. Most Early Action plans permit you to apply to other colleges at the same time, whether through Early Action, Regular or Rolling Decision plans. The exception are colleges
with Restrictive Early Action or Single Choice Early Action, each of which restricts you from applying early to other private colleges, except in cases where you would otherwise miss a deadline. For example, Stanford has Restrictive Early Action, but you may still apply to USC by December 1, its deadline for consideration for merit scholarships, since applying later would exclude you from that pool of applicants.

If you are declined by an Early Action school, some colleges may defer your application to the regular application pool where you will have a second chance to be considered. Check each school for their policy. If deferred, send your first semester senior year grades and any new honors, awards or leadership accomplishments that were not in your original application.

If you are admitted by an Early Action college, you can commit as soon as you receive your acceptance, or you can wait to see what other acceptances you will have and compare financial aid packages.

### Regular Decision

Regular Decision involves a fixed application deadline—most typically, January 1 or January 15—and notification by April 1. Exceptions include the University of California, which has a November 30 application deadline, and University of Washington, whose deadline is November 15. The Regular Decision deadline is your last chance to apply to a college. Make note of this date for every college on your list. Many colleges with Regular Decision plans also have Early Decision or Early Action plans. Regular Decision is not binding, and you will have the chance to review all of your offers before committing to a college.

### Rolling Decision

Colleges with Rolling Decision review applications as they are received and send you a decision once your file is complete. Decisions may take a few days or up to 4-6 weeks. Some colleges begin the Rolling Decision process as early as August and continue to accept applications until all spaces are full. It is advantageous to apply to a Rolling Decision college early, while spaces are still plentiful. It can also be reassuring to know during the fall that you have been admitted to at least one college.

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**TIP!**

Apply to at least one Early Action or Rolling Admissions college where you have a high likelihood of acceptance. Early acceptance is a great confidence booster and relieves stress while you continue the application process. It can also help you reduce the number of colleges to which you apply Regular Decision if you know you will be happy to attend the school to which you have already been admitted.
Letters of Recommendation (LOR) Packets
For Counselor Recommendations

Many colleges ask for a counselor letter of recommendation and/or a secondary school report that counselors complete. These counselor letters should focus on the student in the bigger context of the school, including academics, activities, goals and personal qualities. This is why it is important for students to get to know their counselors.

The CdM counseling department has developed a Letter of Recommendation (LOR) Packet for all students requiring counseling letters and secondary school reports. This packet can be downloaded on cdm.schoolloop.com by going to Programs > Counseling and clicking on College Packets/Letters of Recommendation on the left.

By following this step-by-step process, students can ensure their letters are completed and received by their colleges.

- In early June, all juniors receive LOR training through their U.S. History classes.
- Complete the packet over the summer before senior year. Use the questionnaire to give your recommenders a complete picture of the kind of student and person you are, both in and out of class.
- Check with your counselor for the first day LOR packets will be accepted (usually mid-September).
- Counselors require **FOUR WEEKS NOTICE** to write your LOR, not including holiday breaks. 
  *That means you must submit your packet by mid-November for applications due Jan 1.*
- **LOR packets must be complete** before submitting to your counselor or they will be returned to you for completion. The reason? Counselors complete all of one student’s recommendation letters before moving on to the next student.
- Be sure to update **ALL** of your information in Naviance. If your information is not correct in Naviance, your colleges will not receive the correct information either.

Teacher Recommendation Packets

Some colleges require or encourage one or more teacher recommendations, preferably from teachers students had their junior year. These letters should focus on the student in the teacher’s class, not on activities outside the class.

The teacher letter of recommendation packet can be downloaded at cdm.schoolloop.com by going to Programs > Counseling and clicking on College Packets/Letters of Recommendation on the left.

- Some teachers will allow you to turn in the packet before the end of your junior year so they can write your letter over the summer.
• Another option is to start early summer after your junior year. Download the packet and complete it before school starts. Then ask your teachers once school has begun.

• Submit the completed teacher LOR packet at least four weeks before your first application is due. Bearing in mind the two weeks of winter break, packets must be submitted by mid-November if the application due date is January 1st.

• When selecting a teacher to write your LOR, ask the teacher who is best able to comment on your performance in their class. This may not necessarily be the teacher who gave you the best grade; the teacher who knows you best will write the most powerful letter for you.

• In the Common Application, use the Recommenders section to invite teachers to submit their letters electronically. If your college accepts more letters than the Common App will send, you will need to have your recommender mail those letters.

Transcripts

Transcripts are the records of your classes and grades. Most colleges will request one or more official copies of your transcripts be sent as part of your application.

How do I send my transcripts?

• Your 9th through 11th grade transcripts are sent to your colleges with the letter of recommendation from your counselor and the secondary school report.

• You will need to purchase transcripts through ASB. The cost is $3.00 per transcript, but the first two are free.
  
  o Purchasing may be done in person at the ASB window or through the online webstore at cdm.schoolloop.com.

  o Put the receipt showing transcripts purchased into the counselor letter of recommendation packet. Transcripts will then be sent with each counselor letter of recommendation.

• If the college requires an official transcript (but no counselor letter), order through the counseling secretary. She will give you a transcript request form and send your transcript to all colleges listed on the form. (This form is not necessary if your counselor is sending a letter of recommendation along with the transcript.)

• The college you plan to attend will require a final transcript. Do not forget to pay for and request a final transcript in June (before graduation).

NOTE: UC and Cal State universities (and several others) do not accept transcripts as part of the application. Students self-report grades on their applications. Once you are accepted and decide to attend, you send final transcripts in June.
How To Print Your Unofficial Transcript

Step 1: Go to https://aeries.nmusd.us/aeries.net/parent

Step 2: Log in with your username and password

Your username email is your student ID # @nmusd.us (example: 123456@nmusd.us)

Click on sign in with Google, then click Next

Your password is your network login ID used to get on the computers at school. If you do not know your network login ID, please see Mary Russell in the Learning Resource Center (LRC).

Step 3: Click on the Grades tab, then click on Transcripts

Step 4: Print your unofficial transcript

It can be used for your teacher/counselor college packet or anything else requiring an unofficial transcript.
 Essays

The college essay gives admissions officers’ unique insight as to who you are as a person. Most students think the essay is the place to tell about their academic achievements or extracurricular activities. Instead, the essay should be an authentic reflection of your personal qualities and values, illustrated through some of the things you have done. Your essay also provides an opportunity for you to demonstrate writing ability, one of the most important skills in college.

The number of essays you will need to write depends on where you are applying. As of 2016, essay requirements are as follows:

**Common Application:** Students must write one essay, up to 650 words, in response to a choice of five prompts. This essay goes to all Common Application colleges. In addition, many colleges will require one or more supplemental essays, typically from 100-500 words. The prompts, specific to each college, may ask why you want to attend their college, why you have chosen your major, or a variety of other topics. These essays are your chance to show your genuine interest in attending a college and how you will contribute to their community.

**University of California Application:** Students are given eight prompts. They must answer their choice of four of them in up to 350 words.

**California State University Application:** No essays required.

**Other Applications:** Many other applications require a “personal statement” or have prompts for which you can carefully modify your Common App or UC essays. It is essential to make sure your essays are specific to each college; don’t write “Go Trojans” in your UCLA essay.

The CdM counselors train all CdM students in their junior year to write their college essays. You can also find helpful information for writing your college essay in writing guides published in print and online.

Writing the essay is a time-intensive process best started the summer before senior year.

- Take time to carefully read the prompts and brainstorm ideas.
- Write multiple drafts and get input from one or two (not too many) trusted advisors.
- Carefully check spelling and grammar.
- Most importantly, use your own words. Admissions officers want to hear your voice, and they can tell when an essay has been heavily edited by an adult.

**TIP!**

- If someone who doesn’t know you reads your essay, will they have a good picture of who you are?
- If someone who knows you well finds your essay on the ground, will they know you wrote it, even if your name isn’t on it?

If you’ve written a good essay, the answer to both questions should be YES!
Application and Essay Workshops at CdM

Complimentary Application and Essay Workshops  Each week throughout the fall, CdM’s College Programs Coordinator, our school counselors and our English teachers join forces to offer drop-in application and essay workshops in the Student Resource Center. Watch School Loop or visit the SRC to find out days and times for these sessions.

Completing the Applications

Most college applications are now online and become available for the application season around August 1. Most include space—albeit limited—for you to report on your high school activities, awards, and community service, including hours per week you spent at each activity, for all four years of high school. How can this possibly be done????

Plan Ahead

Keep your forms in the back of this planning guide up-to-date. Remember to record your hours for each activity. Check at the end of each semester to be sure you have included everything you have done. If you do this, you will greatly simplify your application process.

Guesstimate if Necessary

Chances are you won’t remember exactly how many hours and how many weeks per year you spent at each activity. And even if you do remember, your hours may have varied significantly from week to week. Give it your best guess. Just be sure that your total number of hours spent on activities outside of school is reasonable.

Keep Your Resume Updated

Use the My Resume program in your Naviance Student to create a resume. Update your resume at the end of each semester.

Be Brief

You will pack more information in your activity descriptions if you say “Planned blood drive that collected 50 pints from 60 donors” than if you say “I was responsible for planning a blood drive in which we collected 50 pints of blood from 60 people who came to donate.”

Save Early and Often

Hit “Save” often if it is an option. Computers can go down and you don’t want to have to start your application over again.

Print a Preview

Before electronically submitting an application, be sure to print a copy and review it for errors. It can also be helpful to save the copy as a guideline for completing other applications.
Interviews

Most colleges do not require personal interviews, and many, such as the UC’s, don’t offer them at all.

A few private colleges still require or strongly advise a personal interview. Research the specific interview requirements of your schools. Call early to arrange for your appointments.

Interviews may be arranged on the college campus. Additionally, many schools provide opportunities to interview with a representative close to your home. Some of these interviews don’t have much bearing on the admission process, but can be beneficial to you in learning more about a college, especially if you are unable to visit. Some colleges consider the interview a way to demonstrate your genuine interest in their school, which may affect admission decisions. Local interviews are often conducted by alumni, whereas on campus interviewers are often admission officers or student volunteers.

Some scholarships will also require personal interviews. When going on an interview:

- Plan in advance. Arrange the interview well ahead of time. Print out good directions to the meeting location.
- Do not go into the interview with your parent unless requested to do so.
- Be prepared to talk about:
  - Your scholastic standing.
  - Current course work.
  - Extracurricular activities.
  - The “personal” you.
  - If admitted, what contributions you would make to the school.
  - Questions you have about the college that cannot be answered on the school website.
  - What excites you about the college you are interviewing.
- Dress appropriately. (Depends on the school, but usually “business casual.”)
- Turn your cell phone off.
- Get the interviewer’s name and address and send a handwritten follow-up thank you letter within a couple days of the interview.

Meeting with College Admissions Officers

College Visits to CdM

Every fall we have over 200 visits by various college admissions officers on the CdM campus. The list varies from year to year. To find out when colleges of interest are coming, stop by the SRC, watch for School Loop emails, and listen to the morning announcements. These visits give you an opportunity to learn more about the college, to demonstrate your interest in the school, and to get to know the person who may ultimately read your application. Be sure to sign in.
Regional Meetings

Additionally, many colleges will hold regional information meetings in other locations in Orange County and Los Angeles. Some of these meetings are held by individual colleges, while others include several from different regions but with similar characteristics, such as the five in the “Coast to Coast Tour,” coasttocoasttour.org. Check the Student Resource Center and college websites for times and locations. Be sure to sign in.

College Visits

If you are applying to local colleges, it is very important to visit the campus and take a tour. Not everyone can afford to visit out-of-state colleges, but there is no excuse for not visiting local colleges you are applying to. Online virtual tours and chats are also a good way to “visit.” If you are unable to visit a college before applying, it’s advisable to visit before you enroll.

Register with Admissions Offices

If you are interested in a college, go to their website and fill out their prospective student information form. This will put you on their list to receive information about high school visits, regional meetings, open houses, application and financial aid. This also shows colleges you are genuinely interested in them.

More about Demonstrated Interest

Many colleges consider evidence of your genuine interest in their admission decisions. They want to accept students whom they believe will enroll. If you have not visited, nor met with an admission officer at CdM, nor registered for information from the college, you have not demonstrated interest. You are essentially a stranger who seems to have applied on a whim.

Admission Decisions

May 1 is the National Candidates Reply Date, the date by which you must notify all colleges that have accepted you of your decision on whether or not to attend. Colleges may not require you to commit prior to May 1. (The exceptions are if you have applied Early Decision or have signed a Letter of Intent with an NCAA athletic team.) By May 1, it is your responsibility to:

- Notify the college you plan to attend, send in your deposit, and complete forms for enrollment.
- Notify all other colleges that have accepted you that you will not be attending. The sooner you notify them, the better, as your decision will likely affect other students on a waitlist.
- Deposit at ONE, and only one, college, even if you are undecided. It is both unethical and illegal to deposit at more than one college, as you are taking a space from another student.
- Apply for housing and complete your housing questionnaire. Do this as soon as possible at colleges that do not guarantee housing. Some colleges will match you with a roommate while others allow you to choose one. Students often use Facebook groups to “meet” other admitted students and find a roommate.
• Register for orientation. Some colleges hold one or more orientation sessions during the summer, while others are just prior to the start of school. Many colleges also offer pre-orientation activities, such as hiking trips, cultural excursions, or community service activities, which give you a chance to meet other students who share your interests. Sign up for these activities as soon as possible in case they fill.
• Register for classes. Sometimes this is done at orientation, and earlier orientation sessions may give you an advantage in enrolling in the classes of your choice.
• Get excited about this new phase of your life!

Waitlists

If you are waitlisted at a college you would like to attend, you must follow these steps:

• Follow instructions to accept a space on the waitlist.
• Send a letter or any additional information if requested and/or allowed. Some colleges will not accept or consider additional information.
• Deposit at one other college by May 1st. Get excited about that college. You cannot count on being accepted off the waitlist, so you must have an alternate option.
• If admitted off the waitlist, notify the other college immediately.
• Keep perspective and know your odds. Some colleges waitlist hundreds or thousands of applicants and accept very few.

Appeals

At times, you may be able to gain admission to a college that did not accept you by appealing the decision. The odds are generally not good. You should appeal only if you have NEW information to add to your application that you think makes you a more compelling candidate. Check the college’s policy on appeals and follow the instructions.

Embrace your future

Every year, counselors have students crying in their offices in April, dismayed that they were not accepted to their first choice college. When the vast majority of these students return to visit, they are all smiles and can hardly recall why they were so upset. The truth is, students can find academic and personal fulfillment most anywhere. Your admission decisions may feel like the ultimate judgement on your high school accomplishments. In reality, college admission is a flawed and complicated process that has little bearing on your future success. Embrace the exciting future that waits wherever you choose to go!
Section VI: Financial Aid
Financial Aid Planning

Financial assistance for college may come in the form of need-based or merit-based grants, loans, or work-study. Sources of funding include federal and state governments, colleges, and private organizations. For in-depth information on financing your college education, we recommend visiting bestcolleges.com/financial-aid/overview as well as thecollegesolution.com. CdM also offers a “Paying for College” night, typically in October. For the purposes of this guide, here is a brief overview of how to approach college financial aid.

Step 1: Estimate your Expected Family Contribution

Every college website is required to have a Net Price Calculator (NPC), which you may use to estimate your Expected Family Contribution (EFC). The NPC is not a guarantee of financial aid, but can help students and parents determine whether or not a college might be affordable. The EFC is the minimum amount that the family will be expected to pay toward the cost of attendance, which includes tuition, room and board, books and supplies, travel and other expenses. It is not advisable to apply to a college with an unaffordable EFC.

Step 2: Estimate your Aid

The cost of attendance minus the EFC is your financial need. How much of that need will a college meet? It depends in part on whether or not a college meets full need. Returning to the NPC can help you determine how much aid you are likely to receive, and whether there is a gap between your aid and your EFC. You might also speak with the financial aid officer at colleges of interest. Bear in mind that financial aid typically is a combination of grants, loans and work study. You will likely need to decide how much you are willing to borrow.

A word about need-blind versus need-aware colleges: Some colleges with limited financial aid funding may weigh your financial need in their admission decisions. Other colleges—typically those with large endowments and a guarantee to meet full need—promise to evaluate candidates without regard to their financial need. It is helpful to know in advance if the colleges you are applying to are need-blind or need-aware.

Step 3: Apply for Aid

**FAFSA** (fafsa.ed.gov)

To qualify for need-based aid, parents must file the Free Application for Federal Student Aid (FAFSA). The FAFSA is used to determine eligibility for Pell Grants, subsidized and unsubsidized loans, and certain state grants. Have your federal tax return handy, because the FAFSA closely mirrors it, making it fairly easy to complete. Soon after submitting your FAFSA, you will receive a Student Aid Report (SAR) with basic information about your eligibility for federal aid, as well as your official Expected Family Contribution. New for 2016, families can file the FAFSA beginning October 1, using prior-prior year income data (i.e., 2015 data for fall 2017 enrollment.) This enables families to apply, and get an answer, sooner than before. Be cognizant of individual colleges’ deadlines.

**CSS Profile** (css.collegeboard.org)

About 200 colleges, most of them private, require students seeking aid to file the CSS/Financial Aid Profile in addition to the FAFSA. Distributed by the College Board, the CSS Profile gives colleges a
closer look at family finances. It is typically used to determine student eligibility for a college’s own institutional aid. Submission of CSS Profiles costs $25 for the first report and $16 for each additional report.

**Step 4: Evaluate Financial Aid Offers**

Financial aid offers are often delivered days or weeks after offers of admission. You may need to hold off on celebrating until you receive word from the financial aid office. Below is a summary of the types of aid you may receive.

**California State Grants, Pell Grants, and other government grants**

**Cal Grants** are need-based awards for California college costs. They do not need to be paid back. To receive an award, students must file a FAFSA (or a California Dream Act Application for certain undocumented or non-resident students) and submit a Grade Point Average to the California Student Aid Commission. CdM submits GPAs electronically for all students, unless they opt out.

**Pell Grants** and **Federal Supplemental Educational Opportunity Grants** are federal need-based grants for very low-income students.

**Institutional Grants** are need-based awards given by the colleges themselves.

**Merit Scholarships** are awarded by colleges directly to students whose grades and/or test scores are in the highest range of the applicant as an enticement for these students to attend. Merit scholarships may range from a few thousand dollars to full tuition. For example, an applicant to University of Alabama with a 32 ACT and 3.5 GPA would receive a full tuition scholarship, regardless of financial need. Families with financial need are well-advised to look for colleges that will award merit aid, as it is often applied on top of need-based aid. It is also an excellent source of funding for families who won’t receive need-based aid but cannot pay the full cost of college. A list of colleges offering merit aid is available at meritaid.com.

**Loans**

Federal student loan programs include subsidized and unsubsidized direct loans, direct PLUS loans to parents, and Perkins loans for those with exceptional need. For more information on these loans, including the amount you can borrow and current interest rates, go to studentaid.ed.gov. The website also has a repayment estimator so you can explore repayment options and determine if they are affordable.

Student loans are also available through private lenders, such as banks.

**Federal Work-Study**

Administered by individual colleges, the work-study program provides part-time jobs, typically on campus, for students with financial need. Your financial aid package may include an expected amount in earnings from work-study.
Additional Funding Sources

CdM students may apply for a wide range of Community-Based and National scholarships, in addition to those awarded by individual colleges. It is up to the student to seek out scholarships. A good place to start is Naviance, where many local and national scholarships are listed. The counseling office and the Student Resource Center can also help guide you in your search. Online, the following websites can help:

- Fastweb.com
- Cappex.com
- Myscholly.com (also includes a smartphone application)
- Unigo.com
- Needcollegemoney.org

Students whose PSAT scores qualified them as National Merit Scholars may receive additional funding from colleges to which they are admitted.
Section VII: My Forms
# My Four-Year High School Course Plan

Name: ___________________________  Post-Graduation Goal: __________________________________

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<th>Grade</th>
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Summer School

__________________________   __________________________

Counselor Signature: __________________________

Student Signature: ___________________________  Parent Signature: ___________________________

Updated December 2018
### 9th Grade Activity Worksheet

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<th>Description</th>
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<td>Community Service</td>
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<td>Sports</td>
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<td>Hobbies/Special Program Participation</td>
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<td>Work Experience (include duties)</td>
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<td>Summer Activities</td>
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<td>Other</td>
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# 10th Grade Activity Worksheet

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# 12th Grade Activity Worksheet

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<td>Hobbies/Special Program Participation</td>
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</table>
My Community Service

Keep copies of all of your Community Service Verification Forms and Time Sheets, available on schoolloop.com or from the counseling office. Use the space below to keep a running tally and summary of your activities.

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<tr>
<th>Service Activities</th>
<th>Date(s)</th>
<th>Hours</th>
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## My Standardized Testing Plan

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<th>Grade</th>
<th>Tests</th>
<th>Date</th>
<th>Registration Deadline</th>
<th>Date I Registered</th>
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<td>10th</td>
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My Personal College Inventory: Choosing the Right College for You

Fill this form out to begin your search for a college that is right for you. Use the results of this guide when you search for colleges on Naviance and in college guide books.

What are your academic goals?

____________________________________________________________________

What are your interests?

____________________________________________________________________

Describe your strengths

____________________________________________________________________

What are your work habits?

____________________________________________________________________

Are you interested in a 2-year or a 4-year college?

____________________________________________________________________

What academic level are you qualified for?

____________________________________________________________________

General or specialized curriculum?

____________________________________________________________________

How much can you afford?

____________________________________________________________________

Do you prefer in-state or out-of-state schools?

____________________________________________________________________

Large or small campus?

____________________________________________________________________

Large or small class size?

____________________________________________________________________

Urban or rural location?

____________________________________________________________________

Co-ed or separate?

____________________________________________________________________

Religious orientation?

____________________________________________________________________

Greek system?

____________________________________________________________________
Is school spirit important to you?

Do you want to continue playing sports? Is so, what sports options does school offer?

Do you want to study abroad?

Do you want to live on campus? For how long?

Other important factors for you?
# College Matrix Analysis Form

<table>
<thead>
<tr>
<th>College</th>
<th>Location</th>
<th>Area</th>
<th>Size</th>
<th>SAT’s</th>
<th>SAT Subject</th>
<th>Avg. GPA</th>
<th>Housing</th>
<th>Price</th>
<th>Grad Rate</th>
<th>Class Size</th>
<th>Other</th>
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</thead>
</table>

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My College Application Deadline Chart

Once you decide on which colleges you will apply to, fill out this form with all the various application deadlines. Keep a copy here and post one at your desk or family bulletin board. Check it frequently to make sure you do not miss any important deadlines.

<table>
<thead>
<tr>
<th>Name of College</th>
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<tr>
<td>Application Process</td>
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<tr>
<td>EA / ED Deadline</td>
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<td>Deadline for Regular Decision</td>
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<td>Required Testing</td>
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<td>Test Scores Sent (date)</td>
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<td>Recommendation Letters</td>
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<td>Supplement / Optional Material</td>
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<td>Mid-year Transcript</td>
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<td>Housing Deposit</td>
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<td>Enrollment Deposit</td>
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<tr>
<td>Tuition &amp; Housing Payment</td>
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