

GRADUATION REQUIREMENTS

Students are required to have 220 semester credits for graduation. Ten credits are granted for successfully completing a course that meets each day for a school year, five credits are granted for a semester course. **PLEASE NOTE:** 1) There is no community service graduation requirement

SUBJECT REQUIREMENTS

PAUSD		CSU/UC () = RECOMMENDED	
Subject	Credits D- or better	Subject	Credits C- or better
English	40	English	40
Social Studies	40	Social Studies	20
World History	10	World History	10
Cont. Wld./US Gov't	5/5	US Hist./US Gov't	10
US History	10		
Econ.	5		
Social Studies Elective	5		
Mathematics – Must include Algebra I and Geometry (+Alg 2 for 2018, 2019, and 2020)	30	Mathematics - Through Algebra 2	30 (40)
Laboratory Science		Laboratory Science	20 (30)
Biology	10		
Physical Science	10		
PE	20	PE	0
Visual & Performing Arts	10	Visual & Performing Arts Same field	10
Career Technical Education	10	Career Technical Education	0
Living Skills	5	Living Skills	0
World Languages (through level 2)	20	World Languages Same language through level 2 (3)	20 (30)
Additional Credit for Graduation	25	Additional Credit for Graduation	10
Total Credits required	220		N/A

In order to earn Paly credit for a course taken off campus, prior approval by the appropriate Instructional Supervisor and/or Assistant Principal is necessary. Off-campus Prior Approval form is available with the Registrar.

For specific, detailed program and curriculum information see the Course Catalog on the Paly Web site – www.paly.net.

Selecting Colleges/Building a College List

"Building a solid college list is a lot like building a house. Begin by constructing the foundation: the colleges that you truly like and where you are likely to have a strong chance of admission. With those in place, you can build the structure of your list by choosing colleges that are a good match for your grades, test scores, and other characteristics, but which are not necessarily sure bets for admission. Finally, after you've cemented the foundation and built the walls, you can turn your attention to the roof -- those colleges that may be just out of reach, or which are extremely selective. Remember this: A house built from the roof down is seldom stable." – Carolyn Z Lawrence, AdmissionsAdvice.com

Do you know that less than 5% of US Schools admit under 50% of applicants? That means there are 2500+ four year colleges to choose from that admit more applicants than they reject.

If you want to end up with lots of options in April, you should create a balanced list with at least 2 likelys, perhaps 2 reaches, but mostly targets. Apply to 8-10 colleges (the UCs and CSUs all count as 1 because the application is easier but there should be a range of selectivity among those colleges too) in order to do a quality job on your applications. If possible, your college list should include at least one non-binding early admissions or rolling admissions college that is either a safe target or a likely. I'm talking about a college where applying early in rolling admissions or early in terms of EA is a pretty safe bet that you will be admitted. And, it also must be to a college that you would be happy to attend. Locking in a safety early in the game will help you relax a bit while you wait for results from other colleges in April. The reaches (possible stretches and/or statistical long-shots) should never constitute more than half your list!

Often, the decisions about which colleges make it to your list will come down to values. I challenge you to consider schools that will be a good fit—academically, socially, and financially; all colleges on the list should be ones that you'd be happy to attend—whether they are your "likely" or "reach" colleges.

How can I determine if a college is truly a likely, target, or reach?

Use the College Tracking Chart to collect the following national admission data for last year's graduating class (current college freshmen) for each college you are considering:

- The SAT or ACT score range for the middle 50% of accepted freshmen
- The percentage of admitted students with your GPA and below or the average GPA of the admitted students
- The admit rate (the percentage of applicants admitted)

You can get this info on most colleges' websites, through their Common Data Sets, as well as other sources like the college profiles on the College Board and Naviance, as well as US News and World Report (the latter for a modest fee).

You should also collect the data above for Paly applicants by looking at the Scattergram graphs in Naviance to note Paly trends.

In terms of grades, don't consider a weighted GPA. Selective colleges might recalculate GPAs but you should look at your un-weighted grades in core courses. That's also going to be the GPA used most frequently in awarding merit scholarships. If a college recalculates your GPA, a weighted GPA might be used, and some schools will only use that, but more than the actual GPA, colleges will be looking at course selection (the number of years of math/science/foreign language, etc.), the number of honors and AP courses taken, and other signs that this student has challenged himself or herself within our school context.

Now that you have this data, compare it to your academic profile and consider the following definitions:

- If, for a particular college, an applicant's scores exceed the midrange of scores and GPA for the prior year's freshman class AND the college's admission rate was 50% or more, the college can be considered a **LIKELY**; this kind of school usually accepts candidates with your credentials and is a *solid* choice.
- There are a couple of ways to determine if a college is a **TARGET**:
 - It can be a college where an applicant's grades and scores place him/her in the middle 50% range of last year's admitted class AND where the college's overall admission rate is more than 50%.
 - It can be a college where an applicant's grades and scores exceed the middle 50% range of admitted students AND where the admissions rate is less than 50%. The higher your stats are compared to those of the average freshman, the lower the admissions rate can be to still call the school a match.This is a school where your chances of being accepted are better than your chances of being rejected; your admission is *probable*.
- There are a couple of ways to determine if a college is a **REACH**:
 - An applicant's grades and scores are below the middle 50% range of admitted students AND where the admissions rate is less than 50%. This is a school where your chances of being rejected are higher than your chances of being accepted but it is *possible* because some students with credentials like yours have been admitted.
 - *Even for students with perfect grades and test scores, a college with admission rates of 20% or less is considered a reach.* This might be a school you would like to attend but your chances of acceptance are a *statistical reach* and seem slim because no one's chance of admission at these schools is high.

Test scores alone don't tell you whether a college is likely to be a likely, a target, or a reach. No college in the country makes admissions decisions on test scores alone.

And, selectivity is used to describe the level of difficulty of admission—not a mark of quality or fit nor the predictor of success. The college that is best for you may not be the place that is the hardest to get into.



Important Upcoming Dates for Seniors

September 7 – Senior Parent Night, 7:00pm in the Theater

An Informational presentation for parents of seniors. Topics to include: Post High School Options, the College Application Process, Parents Role and Ways to Support Students in the College Process, Role of the College and Career Advisor, How College Applicants Are Evaluated, Selecting a College, Financial Aid & Scholarships, and more....

September 27 – UC- Writing Case Studies, 1:50 pm during tutorial, SSRC

A workshop where students will take a sneak peek inside the admissions process of the UCs by analyzing student writing; also helpful writing tips. Bring paper and pen! Space limited to 50 students; the first 50 who arrive can participate. The workshop will run approximately 1.5 hours.

September 15 – College Application School Forms Workshop (for early apps), 7:00 am, Library

Repeated on Nov. 10 – 1:50 pm during advisory, Computer Lab 2 (CL2)

Seniors: Get help preparing your school forms with a hands-on workshop! Colleges on the Common App and other private colleges as well as some out-of-state public universities require Paly send information to complete your application; Paly deadlines (which are prior to the college application deadline) for submitting these materials to the Guidance office. The College Application Summary in Schoology and discussed in advisory explains all the details. But, we are offering some hands-on help in putting together these materials – just before the Sept. 26 Paly deadline for colleges with Nov. 1st deadlines and the Nov 7 Paly deadline for colleges with Jan. 1 deadlines.

The first half-hour will be dedicated to navigating the Common App to invite and assign recommenders. The second half-hour will be dedicated to how to find/prepare school forms for non-Common App colleges that require them. Please bring your lap-top or notify us, in advance, if you will need to borrow one. And, bring your self-sealing manila envelopes, stamps, and postcards to assemble the school packet for those non-Common App colleges requiring them.

October 5 – Financial Aid Information Night, 7:00 pm, LCR

This informational evening will be led by Karen Cooper, Director of Financial Aid at Stanford.

October 10 – College Fair, 6:30 pm at Gunn High School

College reps from over 100 colleges will be on hand to answer questions about majors, campuses, and programs.

October 19 – College Awareness Day

Both the CSU/UC Application Workshop and the Common Application Workshop will be offered as options for seniors on this day.

November 10 – College Application School Forms Workshop, 1:50 during advisory – Repeat of above

November 8 – CSU/UC Application Workshop, 1:50 pm during tutorial

Need help with either (or both!) the UC or CSU application before the November 30th deadline? Come to this workshop with any questions or concerns about the process or the online application form itself.

November 15 – Common Application Workshop, 1:50 pm during tutorial

The Common App has many sections asking for personal information, educational information, school information, as well as letters of recommendation. Get help in this hands-on workshop understanding how to complete this application.

January 2017 – Financial Aid Presentation, Time and Date to be Determined

Join the Class of 2017 Facebook page at

www.facebook.com/PalyCCClassof2017

GreatKids (<http://www.greatschools.org/gk>) » Dilemmas (<http://www.greatschools.org/gk/category/dilemmas/>), Find a school skills (<http://www.greatschools.org/gk/category/find-a-school-skills/>), School life (<http://www.greatschools.org/gk/category/school-life/>) » The myth of the Ivy League

The myth of the Ivy League

She chooses "the best" but maybe not "the right" school for her personal well-being and success.

by: *Eileen Torrez* (<http://www.greatschools.org/gk/author/eileentorrez/>)



My first day of college felt like a dream. I stepped wide-eyed through the black iron gates into a paradise of manicured lawns and towering stone buildings, exhilarated at the chance to attend an Ivy League school. Everything looked just as beautiful as it did in the brochure, and I felt sure that I would soon be as happy and fulfilled as the students I'd seen smiling on the cover.

But within a few weeks, I encountered the unpleasant reality beneath my school's surface. The incessant competition. The endless work-filled days and tense, sleepless nights. The tremendous pressure to perform brilliantly in every capacity:

academics, extracurricular activities, social life, physical fitness, and career. I felt like I was juggling bowling balls. But I couldn't slow down, because no matter how well I did, it seemed the person next to me was doing better.

Then one night while my roommate and I sat in the common room bemoaning our crunched schedules and heavy workloads, she broke into tears. "I don't know why they let me in," she said. "I'm just not good enough."

Her words caught me off guard. Until that day, I had thought that such feelings of inadequacy were mine alone. But I soon found they pervaded the whole campus. As I began my sophomore year, more and more of my fellow students admitted to feeling constantly overwhelmed. "I feel so worthless," one confessed to me. "I would transfer, but my parents would never understand," lamented another. And the one that hurt the most: "Sometimes I think I'm going to have a breakdown."

Unfortunately, these complaints are all too common across college campuses today. According to the American College Health Association's 2012 National College Health Assessment (http://www.acha-ncha.org/docs/ACHA-NCHA-II_ReferenceGroup_ExecutiveSummary_Spring2012.pdf), within the last year 86 percent of college students felt overwhelmed by all they had to do, and 45 percent felt that things were hopeless. More than 50 percent reported feeling overwhelming anxiety, and about a third reported feeling so depressed it was difficult to function.

Not to be outdone, students at Ivy League schools seem to be having an even rougher time than other college students. Rates of attempted suicide at Harvard College (<http://www.thecrimson.com/article/2012/12/10/suicide-harvard-mental-health/?page=2>) are almost twice the national rate. And 35 percent of Princeton students said that they developed a mental health issue (<http://dailyprincetonian.com/news/2013/04/the-combo-series-survey-finds-almost-half-of-students-report-feeling-depressed/>) *after* coming to campus. What's going on here?

The blight of the promised land

Every year, *U.S. News and World Report* publishes a list of the “best colleges in the nation.” Parents, students, teachers, and guidance counselors devour the rankings, yearning to garner acceptance to institutions as high up on the list as possible. Any school in the top 50 is painted as a golden realm of milk and honey, and high-achieving students are encouraged to set their sights on the promised land: the Ivy League.

But the practice of glorifying schools does more harm than good. It may boost the status of select universities, but it has disastrous side effects on students: those who aren’t accepted often see themselves as failures, and those who are often feel so much pressure to prove themselves that they do, in fact, break down. I had friends who fell weeks behind in their school work from relentless stress, stayed locked in their rooms for days at a time, and even overworked themselves to the point of hospitalization. Some ultimately dropped out or took leaves of absence once finals period hit, reckoning it’d be impossible to both pass and maintain their health. For every horror story I heard, I knew two more friends who were one late paper away from falling through the cracks.

Continue reading article below

Editor’s Pick

When we lost our little girl, we had to learn a new way of being a family.

(<http://www.greatschools.org/gk/articles/after-grief/>) ([http://www.greatschools.org/gk/articles/is-it-me-life-Am I failing as a mom? Dealing with the unpredictable behavior of an ODD child lessons-from-failed-parenting/](http://www.greatschools.org/gk/articles/is-it-me-life-Am-I-failing-as-a-mom-Dealing-with-the-unpredictable-behavior-of-an-ODD-child-lessons-from-failed-parenting/))

When parents disagree | Through a child's eyes

(<http://www.greatschools.org/gk/videos/when-parents-disagree-through-a-childs-eyes/>)
Growing gratitude: 8 ways to practice giving thanks all year 'round

(<http://www.greatschools.org/gk/articles/gratitude-activities-beyond-holidays/>)

As a symptom of our larger culture, this dysfunctional level of stress exemplifies our destructive tendency to value productivity over health. But it’s also exacerbated by the traditional narrative that equates graduation from a top-tier university with success, and, by proxy, well-being. Parents and guidance counselors unwittingly

perpetuate this myth by emphasizing high standards while overlooking another essential component of a great education: choosing an environment that supports the student.

Toddling toward Harvard, no matter what

Whether it's first grade or freshman year, finding a school that fits is more difficult than simply aiming for "the best." In terms of college, there's only so much research one can do, and as of yet *U.S. News* doesn't issue personalized rankings. In the end, it's often subjective ideas about education that determine whether we prioritize finding a school that offers not only strong academics but also the right culture and community.

I knew so many students at both my school and similar schools who struggled, like me, to find a sense of purpose and individuality within the context of a prominent (and rather traditional) institution. The problem wasn't necessarily the institution, nor was it our lack of intelligence or ability. Instead, it was the mindset we'd been cultivating since kindergarten.

My peers and I had been raised by parents who taught us to try our hardest and do our best, so we knew very well how to push ourselves to earn the highest grades and exceed expectations. But we didn't know how to take a step back and examine whether our educational environment was actually supporting our development as human beings. Once we had been welcomed into the ranks of "the best and the brightest," we couldn't dream of relinquishing the title we had struggled to earn.

The burden of expectation lay especially heavy on students from low-income backgrounds like me. Though I considered taking time off several times, I stuck around because I knew everyone back home was counting on me to stay. My teachers had put in long hours reviewing essays and writing recommendations. My parents had spent countless weekends helping me research programs and plan visits. And I myself had worked tirelessly throughout high school to build the perfect profile for college acceptance. After all of that, I thought leaving campus would mean giving up.

Caught in the perfection trap

High standards are important. Aspirations can make the difference between a student floundering or reaching her full potential. The trouble with high-achieving students is that their broad range of abilities can crowd out the unique interests that drive individuals toward passionate, fulfilling lives. Students themselves can get caught in a praise-seeking trap, especially if they're consistently rewarded for right answers rather than genuine interest or hard work. But just because a student has the perfect grades or a profile studded with stellar achievements doesn't mean an elite university is the best place for them. If anything, it means the opposite: that they have the drive to succeed anywhere, and that if placed in an environment that suits them, they'll be both happy and successful.

My conversations with roommates and friends over the course of my time in college reminded me how important it is to measure success with the right metrics. Even talking to my peers who were the most "successful" by all external standards — snagging scholarships, winning awards, landing coveted jobs — I heard undertones of emptiness and sadness that suggested they weren't truly fulfilled.

A different measure of success

At the start of my freshman year, my guiding questions were centered on achievement: am I pushing myself hard enough? Am I doing as much as I can be doing? By junior year, I had a flourishing schedule that could've been featured in the university prospectus. But then, one by one, the bowling balls I was juggling came crashing down. Between researching materials for my thesis, directing a singing group, coordinating events for three different clubs, applying to summer internships, picking up extra work shifts at the library, and running to the gym between classes, I had no time to breathe, much less contain my acute levels of anxiety.

The night before midterms found me weeping deliriously on my dorm bed, calling my old roommate to come over *now* because I didn't know where else to turn. With lots of support from my friends and parents, I quit everything except for my classes and my federal work-study job, got a few C's (The horror!) on exams, and curtailed my internship search in favor of more sleep. After that experience, I gradually

learned to measure my success in broader ways: am I taking care of my physical and mental health? Am I pursuing goals that seem right to me? By focusing on what mattered most, I made it through senior year the happiest I'd ever been.

Asking these more nuanced questions is something every child should learn to do as part of growing up. But parents are the ones who sow the seeds for these thoughts. More than just motivating their children to achieve, parents need to instill values of health, passion, and integrity. It's not about lowering your expectations — it's about tempering them with a knowledge of your child.

It's not just tiger moms

For many parents, this may seem redundant. We think that as long as we don't resort to "extreme parenting," monitoring our child's every move, they'll do okay. But it's important to remember how easily children internalize expectations. They observe what the adults in their life pay attention to most, and from there infer where their values lie. For their part, my parents never insisted that I make perfect grades or finish high school at the top of my class. But with every 'A' I brought home from school, I noticed the smiles on their faces and heard their words of praise.

I learned quickly that if good grades were the way to win their approval, all I had to do was work hard in school and everything would be all right. Turns out, that's not the case; but from my parents' behavior, I would never have known.

Parents of high achievers need to make especially sure to be vocal about how much their children's overall health matters to them. Most parents understand this intuitively, but they may not speak up when they notice an imbalance in their kids' behavior. For example, by sixth grade, I had developed a habit of finishing each homework assignment to a T, which my teachers loved. But it started off a pattern of constant lack of sleep that affects me to this day.

My parents noticed, but they assumed that my high-level functioning meant I was doing well. I wish they would have sat me down then and said, "We see that you're working hard to finish all your homework. But it's more important to us that you get enough rest than that you get perfect grades. Why don't you go to bed early

tonight?" If your child fights back, you might need to be more aggressive. To kids who have learned to play the system of evaluation to their advantage, this ultimatum is just as important as "No, you cannot have another soda."

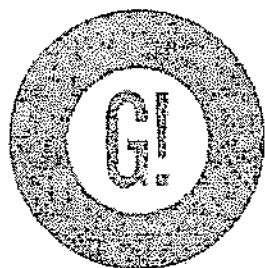
Focusing on an individual child's definition of success

Every parent wants to see their child thrive. So understandably, many parents dream of taking that photo with their son or daughter, beaming in front of ivy-laced brick buildings, diploma in hand.

But I have that photo. And it isn't worth nearly as much to me as my understanding of my own talents and skills, and the knowledge that my parents support them. It took me a long time to realize that my success is based on my drive and not the name of my alma mater. This is something all students should be raised to believe.

How much happier would our kids be if we gave them the space to succeed in ways that make sense to them? The more we can do so, the more we'll empower our children to truly reach their full potential. If you teach your child to find inspiration everywhere, to work hard on the things they love, and to keep trying despite obstacles, they will not fail. Their success may look a bit different from what you pictured, but it will be your child's own.

➤ *College prep* (<http://www.greatschools.org/gk/tag/college-prep/>)



About the author

Eileen Torrez

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Eileen Torrez is an essayist, singer/songwriter, and aspiring yoga teacher based in San Francisco. You can follow her on WordPress

(<http://honeyandzest.wordpress.com/about/>) or SoundCloud

(<https://soundcloud.com/honeyandzest>).

National Association for College Admission Counseling (NACAC) sponsors 47 National College Fairs™ in the U.S. that you are invited to attend free of charge.

Visit www.nacacnet.org, Events Calendar for the college fair schedules.



THINKING ABOUT COLLEGE? THANK YOU U.S.

www.nacacnet.org

If you would like additional copies of this brochure, contact the NACAC national office:

Students' Rights and Responsibilities

1631 Prince Street
Alexandria, VA 22314-2818
Phone: 703/836-2222
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Fax: 703/836-8015
www.nacacnet.org

If you need more information about college admission, contact the counselors in your school. They want to help you make good decisions about your future.

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National Association for College Admission Counseling



STUDENTS' RIGHTS AND RESPONSIBILITIES

in the College Admission Process



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Students applying to college have the right to certain information about colleges and universities, and about how much it costs to go to college. The U.S. government requires that colleges and universities provide prospective students with the following information:

Most colleges and universities post this information on their Web sites. In addition, campuses are required to designate at least one staff member as a "customer service" information provider. College admission offices will be able to direct you to that staff member to answer your questions.

PROSPECTIVE STUDENTS HAVE THE RIGHT TO KNOW:

Colleges Must Provide:

- General:**
- The cost of attending an institution, including tuition, books and supplies, housing, and related costs and fees
 - Requirements and procedures for withdrawing from an institution, including refund policies
 - Names of associations that accredit, approve or license the institution
 - Special facilities and services for disabled students.

Academics:

- The academic program of the institution, including degrees, programs of study, and facilities
- A list of faculty and other instructional personnel
- A report on completion or graduation rates at the college
- A schools that typically prepare students for transfer to a four-year college, such as a community college, information about the transfer-out rate.
- For more information about transferring from a two-year to a four-year institution, see The College Transfer Sourcebook: The Freshman Student, a \$3.99 member \$55 member, 2004; Item 9022. (Order at www.aacrao.org/publications/catalog.cfm.)

- Financial Aid:**
- The types of financial aid, including federal, state and local government, need-based and non-need based, and private scholarships and awards
 - The methods by which a school determines eligibility for financial aid, how and when the aid is distributed
 - Terms and conditions of campus employment, if financial aid is delivered through a work-study aid program.

For more information about student financial aid, visit www.studentaid.gov.

Campus Security:

- Procedures and policies for reporting crimes and emergencies on campus, as well as the system of adjudication
- The number and types of crime reported on and around campus
- The school's drug offense policy, as well as descriptions of the school's drug awareness and drug use prevention programs.
- To compare campus crime statistics for different colleges, visit <http://ape.ed.gov/security>

was only a plain sheet of this information. At the college, she said, she had to fill out 10000 more sheets, which she had to fill out. She said she had to fill out 10000 more sheets, which she had to fill out. She said she had to fill out 10000 more sheets, which she had to fill out.





STUDENTS' RIGHTS AND RESPONSIBILITIES

As you apply to colleges and universities, you have certain rights and responsibilities. It is important that you understand these rights and responsibilities. The National Association for College Admission Counseling (NACAC) has developed this guide to help you understand your rights and responsibilities. This guide is intended to be used as a reference for students, parents, and college admission counselors. It is not intended to be a legal document. For more information, contact your college admission counselor or NACAC.

When You Apply to Colleges and Universities, You Have RIGHTS

- Before You Apply:**
- You have the right to receive factual and comprehensive information from colleges and universities about their admissions, financial costs, and opportunities, practices, and packaging policies, and housing policies. If you consider applying under an early admission plan, you have the right to complete information from the college about its process and policies.
 - You have the right to be free from high-pressure sales tactics.

- When You Are Offered Admission:**
- You have the right to wait until May 1 to respond to an offer of admission and/or financial aid.
 - Colleges that request commitments to offers of admission and/or financial assistance prior to May 1 must clearly offer you the opportunity to request (in writing) an extension until May 1. They must grant you this extension and your request may not jeopardize your status for admission and/or financial aid.
 - Candidates admitted under early decision programs are a recognized exception to the May 1 deadline.

- If You Are Placed on a Wait/Alternate List:**
- The letter that notifies you of that placement should provide a history that describes the number of students on the wait list, the number offered admission, and the availability of financial aid and housing.
 - Colleges may require neither a deposit nor a written commitment as a condition of remaining on a wait list.
 - Colleges are expected to notify you of the resolution of your wait list status by August 1 at the latest.



When You Apply to Colleges and Universities, You Have RESPONSIBILITIES

- Before You Apply:**
- You have a responsibility to research, and to understand and comply with the policies and procedures of each college or university regarding application fees, financial aid, scholarship, and housing. You should also be sure you understand the policies of each college or university regarding deposits you may be required to make before you enroll.

- As You Apply:**
- You must complete all material required for application and submit your application on or before the published deadline. You should be the sole author of your applications.

- You should seek the assistance of your high school counselor early and throughout the application period. Follow the process recommended by your high school for filing college applications.

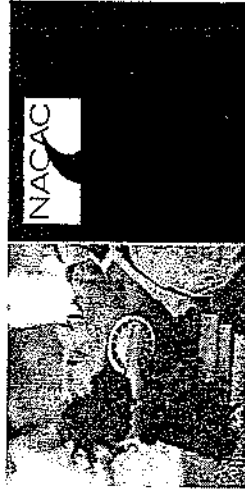
- It is your responsibility to arrange, if appropriate, for visits to another interviews at colleges of your choice.

After You Receive Your Admission Decisions:

- You must notify each college or university that accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college you wish to attend, but no later than May 1. It is understood that May 1 will be the postmark date.

- You may confirm your intention to enroll and, if required, submit a deposit to only one college or university. The exception to this arises if you are put on a wait list by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify a college or university at which you previously indicated your intention to enroll.

- If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and make no additional applications. If you are an early decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid.



If you think your rights have been denied, you should contact the college or university immediately to request additional information or the revision of a reply date. In addition, you should ask your counselor to notify the president of the state or regional affiliate of the National Association for College Admission Counseling in your area. If you need further assistance, send a copy of any correspondence you have had with the college or university and a copy of your letter of admission to:

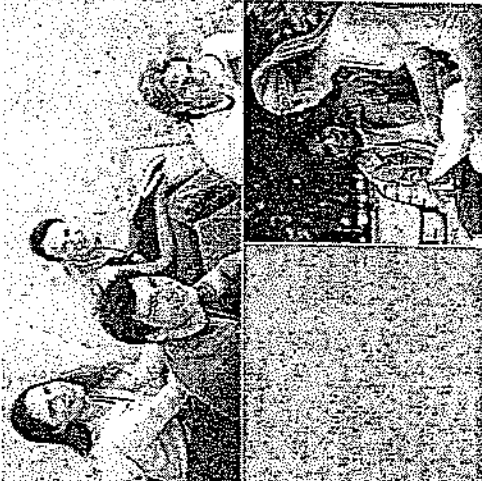
National Association for College Admission Counseling

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800/622-6285

Fax: 703/636-6015

www.nacacnet.org



Definitions of Admission Options in Higher Education

Non-Restrictive Application Plans

Regular Decision
Definition: Students submit an application by a specified date and receive a decision in a clearly stated period of time.
Commitment: *None*

Rolling Admission
Definition: Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.
Commitment: *None*

Early Action (EA)
Definition: Students apply early and receive a decision well in advance of the institution's regular response date.
Commitment: *None*

Restrictive Application Plans

Early Decision (ED)
Definition: Students make a commitment to a first-choice institution where, if admitted they definitely will enroll. The application deadline and decision deadline occur early.
Commitment: *Binding*

Restricted Early Action (REA)
Definition: Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to enroll.
Commitment: *Non-binding*

