

Advice for Husky Hopefuls

The Collegewise Guide to the University of Washington Application

By Katie Konrad Moore
and Kevin McMullin
Collegewise, LLC



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November, 2011

Second edition

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How to Use this Guide

When our Collegewise students fill out their applications to the University of Washington, we've found they have a lot of similar questions about the application. So we wrote this guide to answer those questions.

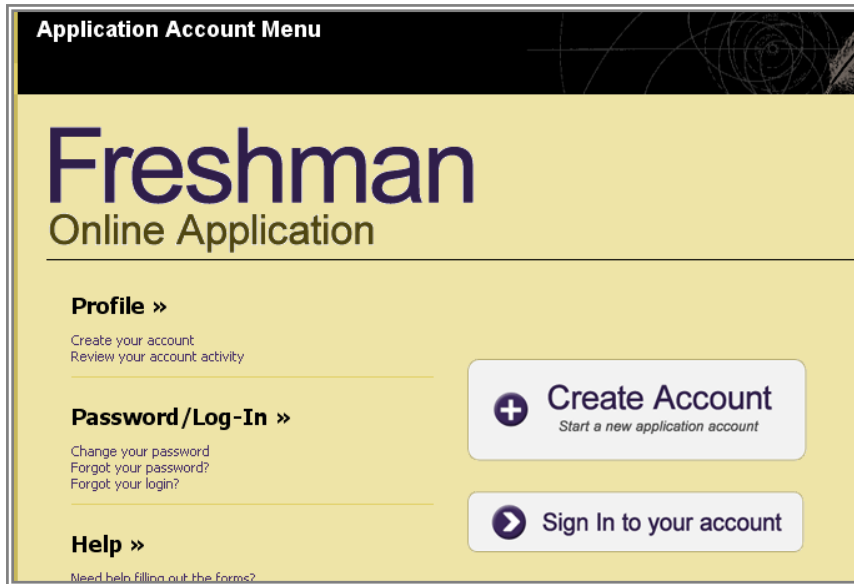
We're not trying to replace the instructions on the UW application. In fact, you should always read the instructions for any college's application. But we're hoping our guide will pick up where UW's instructions leave off.

We've arranged this guide in the same sequence the sections appear on the online version of the UW application. So you can go through each section in order while starting or polishing your app, or you can skip right to the sections you need help with most.

Everything we're sharing here is the same advice we've given to hundreds of our Collegewise students when we helped them fill out their UW applications. It's worked very well for them, and we think it will for you, too. If you have questions or feel like you should do something differently, check with your high school counselor.

Creating your account

Go here to start your UW application: <https://www.applyweb.com/apply/uwf>



Create Account/Sign in to your account

Before you dive in and click “Create Account,” you should know that UW’s application is run through www.collegenet.com, which has applications for 312 colleges including Seattle U, Evergreen State, Georgetown and Macalester. If you’ve created an application to another college using apply.net, you can sign into your account here and add UW. Otherwise, click “Create an Account.”

Application Account

Create Your Account

Once created, your account can be used to save and re-edit all of your applications on the ApplyWeb system, as well as submit your applications to the admissions department. Be sure to remember your username and password.

An asterisk (*) indicates a required field.

The information you enter here will be automatically entered into each ApplyWeb application that you complete. **You must use your legal name. The name you enter here cannot be changed. Be sure to check the spelling and use of upper and lower case letters. Please do not use all capital letters.**

* Applicant's First Name	Patrick
Applicant's Middle Name	Neil
* Applicant's Last/Family/Surname	Mullin
Phone	949-555-1241 <small>(xxx-xxx-xxxx)</small>
* Email Address	patrick@email.com
* Confirm Email Address	patrick@email.com

Now, you're going to register and create your account. Don't treat this like an ordinary online form you can rush through where you enter everything in lowercase. The name you enter here can't be changed later. So if you type too fast and have a typo in your name, or you decide to type everything in lowercase letters, you won't be able to undo that change.

Applicant's First/Middle/Last Name

Enter your given first name as it appears on formal documents like your Social Security card, birth certificate, transcript, SAT scores, etc. Don't enter "Pat" if all your formal documents say, "Patrick."

Phone

If an admissions officer needs to contact you for any reason, they're going to call this number. Whether you list your home or cell number, it's important that these calls get through to you without any delay.

Email address

Make sure it's an email address that A) you check regularly, and B) is appropriate. One of our Collegewise counselors who worked in admissions said she and her colleagues had a contest every year for which admissions officer would read a file with the most inappropriate email address. That's not a contest you want to win. What's inappropriate? Anything you wouldn't show your parents is probably inappropriate.

Page 1: Instructions

Before you get started...

Please indicate any additional information you'd like to receive and/or programs in which you are interested in participating.

<p>I'd like more information about...</p> <p><input type="checkbox"/> Campus visit programs</p> <p><input type="checkbox"/> Financial aid programs</p> <p><input type="checkbox"/> On-campus housing</p> <p><input type="checkbox"/> University of Washington Bothell</p> <p><input type="checkbox"/> University of Washington Tacoma</p> <p><small>You'll receive more information by email on the subject(s) you selected above after your application is submitted.</small></p>	<p>I plan to participate in...</p> <p><input checked="" type="checkbox"/> The Honors Program Honors</p> <p><small>Leaving this box checked will enable you to fill out the Honors Program portion of the application. Read the Honors Application Instructions</small></p> <p><input type="checkbox"/> Intercollegiate Athletics</p>
---	--

There are two places in the instructions page where our students generally have questions.

1. I plan to participate in...

If you check the "The Honors Program" box, there will later be a "Page 10" of the application you'll need to complete. If you don't check the box, you don't have anything to complete on page 10.


If you check the "Intercollegiate Athletics" box, you'll see an option to indicate whether you've spoken with a coach at UW. If you have, click yes, and you'll be able to select the sport from a list. We'd also recommend that if you're serious about playing a sport at UW, you should contact the coach. You can find their information on the UW recruiting website (<http://www.gohuskies.com/recruits/athletics.html>).


2. I'd like more information about...

Checking any of these boxes doesn't commit you to anything. It just means you'll be sent information.

Page 2: Majors & Personal Info

Application for Freshman Admission
 Page 2 of 12
 Nonrefundable application fee: \$60


NOTE: This symbol () indicates there is more information available. Clicking on the symbol will bring up a separate browser window. Please read before completing items marked with the symbol.

Classification (C) 

C-1. Type
 First-time Freshman

C-2. Have you ever been or do you expect to be a Running Start participant?
 Yes No

C-3. Have you ever been or do you expect to be a participant in College in the High School or any other college enrollment program?
 Yes No

Quarter 

Quarter

Quarter of Application	Application Deadline
Autumn Quarter 2012 begins late September	December 1, 2011
Summer Quarter 2012 begins mid-June	
Winter Quarter 2012 begins early January	September 1, 2011

View the UW's [academic calendar](#) for more information.

Classification (C)

- You're a first time freshman unless you've already applied to and attended college. Even if you participated in a college program while still in high school, you should still select "First-time Freshman."
- Running Start and College in the High School courses usually have notations next to them on your high school transcript—"R" for "Running Start," "C" for "College in the High School."
- The "Quarter" selection is the quarter you plan to start college. For most students, that's "Autumn" of the year you'll graduate from high school.

Major

Major

MJ-1. What is your intended major or area of interest? [Read Me](#)
 (Choose a pre-major option if undecided.)
[Click Here to Choose Major](#)

Major:
 [Clear Major](#)

MJ-2. Alternate Major [Read Me](#)
 (If you have a second area of interest or are thinking about declaring a second major, please indicate it here.)
[Click Here to Choose Alternate Major](#)

Once you click through to choose your major, you'll see this screen:

Select Your Major

Please select your major area of interest by clicking on the name of the major below. If you would like to learn more about any major, click on the "Learn More About This Major" links next to each major's name, when available.

Key to Symbols in Major List

(No symbol)	Open Major	more info
*	Open Major - with minimum requirements	more info
**	Competitive Majors - with admission requirements	more info

Arts & Science

American Ethnic Studies	(Learn more about this major)	Choose This Major
American Indian Studies*	(Learn more about this major)	Choose This Major
Anthropology*	(Learn more about this major)	Choose This Major
Applied & Computational Mathematics*	(Learn more about this major)	Choose This Major
Art (Design Studies)**	(Learn more about this major)	Choose This Major
Art (Interdisciplinary Visual Art)*	(Learn more about this major)	Choose This Major

- If your major doesn't have a symbol next to it (* or **), it's an open major, which means you can select it and move on.
- Open majors with admissions requirements (*) and competitive majors with admissions requirements (**), are typically more popular majors and are more competitive for admissions. So we usually advise our students select it and then select to scroll down and view the "Pre Major Options" here:

Pre-Major Options		
Pre-Major	(Learn more about this major)	Choose This Major
Pre-Arts (e.g., Art, Dance, Drama, Music)	(Learn more about this major)	Choose This Major
Pre-Biological/Environmental Sciences	(Learn more about this major)	Choose This Major
Pre-Computing/Engineering	(Learn more about this major)	Choose This Major
Pre-Health Sciences	(Learn more about this major)	Choose This Major
Pre-Humanities (e.g., English, languages)	(Learn more about this major)	Choose This Major
Pre-Bioresource Science & Engineering	(Learn more about this major)	Choose This Major
Pre-Physical Sciences	(Learn more about this major)	Choose This Major
Pre-Social Science	(Learn more about this major)	Choose This Major

When they get back to the previous screen, we have them select one of these “Pre Major” options as their alternate major here:

MJ-2. Alternate Major [Read Me](#)

(If you have a second area of interest or are thinking about declaring a second major, please indicate it here.)

[Click Here to Choose Alternate Major](#)

Alternate Major: [Clear Major](#)

Here’s an example.

Civil & Environmental Engineering is listed as a competitive major with admissions requirements. If you want to study “Civil Engineering,” select it as your major, then select “Pre-Computing/Engineering” as your back-up major. This way, even if you don’t meet the requirements for the Engineering program, you still have the chance to be admitted to the college in general.

What if you’re undecided on a major?

It’s fine to be undecided on your major. If you really have no idea at all what you’d like to study, just choose “Pre-Major” as your intended major. But if you have an idea and just aren’t sure, we advise our students to select “Pre-Major” within one of the designated categories. The reason this is important is that it helps assign you to an academic advising department that can help you select the right classes to take if you’re considering, but not yet sure of, a particular major.

Previous UW Admission and Attendance (PA)

Previous UW Admission and Attendance (PA)

PA-1. Have you ever applied for admission to the UW?
 Yes No

PA-1a. Have you ever attended the UW?
 Yes No

Only check yes in these boxes if you have already graduated from high school, applied to, and/or attended UW. Even if you've done a College in the High School program for UW, the answer should still be no.

Personal Information (PI)

Personal Information (PI)

PI-1. Sex/Gender
 Male Female

PI-2. Social Security Number [Read Me](#)
 - - (xxx-xx-xxxx)

PI-3. Date of Birth [Read Me](#)
 / / (month/dd/yyyy)

I confirm that the above SSN and birth date data is correct.

PI-4. Legal Name [Read Me](#)

<i>Last (Family Name)</i>	<i>First (Given Name)</i>	<i>Middle Name (if any)</i>	<i>Jr., etc</i>
<input type="text" value="Konrad"/>	<input type="text" value="Katie"/>	<input type="text" value="M"/>	-- ▾

Some parents don't want their kids listing their Social Security number here. But it's important to answer this question because UW will match official test score reports (like the SAT and ACT) to your application based on Social Security numbers. And if you're applying for financial aid, you'll need to put this in because it will correspond to your FAFSA (Free Application for Federal Student Aid) information.

Other Name(s)

PI-5. Other Name(s)

If your name has changed in any way, indicate your former full name(s). Use the fields provided in Other Names also to record variations in your name -- alternate names, nicknames -- that may appear on documents such as test score reports or transcripts. Recording such names here may be the only way for the Office of Admissions to match documents with the rest of your admissions file.

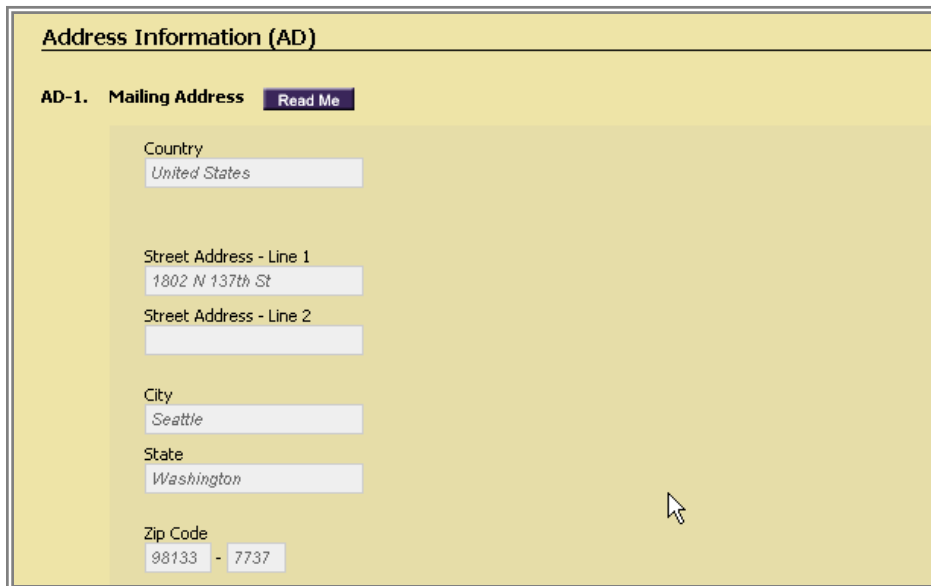
Please do not put quotation marks around nicknames, e.g., "Sunny." The database will reject any names accompanied by quotation marks.

<i>Last (Family Name)</i>	<i>First (Given Name)</i>	<i>Middle Name (if any)</i>	<i>Jr., etc</i>
<input type="text"/>	<input type="text"/>	<input type="text"/>	-- ▾
<input type="text"/>	<input type="text"/>	<input type="text"/>	-- ▾

Do people, including your teachers and counselors, call you a different name than what you entered for your "Legal Name?" If so, enter the name you go by here. If your application says "Patrick," but the letters of recommendation from your teachers and counselors refer to you as "Pat" (or if your transcript has a different name than your legal name), you can make it easier for the administrative staff in the admissions office to assemble your file correctly.

Remember, they are processing thousands of pieces of paper during admissions season. Make their jobs easier and help them make sure your file contains the right information.

Address Information (AD)



The screenshot shows a web form titled "Address Information (AD)". Under the heading "AD-1. Mailing Address", there is a "Read Me" button. The form contains several input fields with the following text:

- Country: United States
- Street Address - Line 1: 1802 N 137th St
- Street Address - Line 2: (empty)
- City: Seattle
- State: Washington
- Zip Code: 98133 - 7737

You have to enter both a "Mailing Address" and a "Permanent Address." For most students, these addresses are the same, but if you attend a boarding school, or if your parents don't live together and you stay at different houses, this is an important distinction. Your permanent address should be the address that won't change between now and next spring when you get your letters of admission. For example, a student at a boarding school would list his boarding school address as the mailing address, and his parent's home as the permanent address.

Cell phone

Make sure you check your voicemails regularly for the next several months. And while you're at it, you might want to make sure your outgoing voicemail is something you'd be comfortable with a college representative hearing. No songs or other creativity. Play it straight and generic for a few months.

Washington State Residency

Washington State Residency [Read Me](#)

CR-6. Are you a resident of Washington state?
 Yes No

You must include dates of your most recent continuous residence in Washington State

From (mm/yyyy) To (mm/yyyy) **OR** To Present

Special Programs (SP)

SP-1. Will you be enrolling under the UW Faculty/Staff Tuition Exemption Program or Washington State Employees' Tuition Exemption Program? [Read Me](#)
 Yes No

SP-2. Would you like information about veterans benefits at the UW? [Read Me](#)
 Yes No

When did your stay in the beautiful state of Washington begin? That's the first date you should enter. If you were born here, enter your birth date. If you're no longer living here, enter the date you left in the second box. If you're still here in Washington, check the box on the right "To Present."

Page 4: Family Information

Family Information (F)

- **Washington residents under the age of 25** must provide information about at least one parent or legal guardian, preferably both. This information is required to determine residency classification. Omission of parent/guardian information will result in classification as a nonresident.
- **All applicants** are urged to respond to as many of the questions in this section as possible. Information about parents provides context for better understanding an applicant's educational environment and circumstances.

The information you provide in this section will not disadvantage you in the admission process in any way.

First Parent/Guardian

F-1a. Title
 Mr. Ms. Mrs. Dr. Rev. Other:

F-1b. Name
 Last (Family Name) First (Given Name) Middle Name (if any) Jr., etc

F-1c. Is this person your primary parent/guardian for contact with the UW? [Read Me](#)
 Yes

F-2. Relationship to you?
 (if other, specify)

It's a good idea to check with your parents when filling out their information here, especially when you answer the questions about their highest level of education completed and their occupation. Many students aren't sure how to describe their parents' occupations. Make sure you ask your parents, and don't rely on something general like "Businessman." Also, if either of your parents has decided not to work and instead takes care of the house, enter "Homemaker" for that parent.

Income and household size

Income and Household Size

F-25. (Optional) [Read Me](#)
 NOTE:
 Dependent students should complete F-25a.
 Independent students should complete Questions F-25b.

F-25a. Dependent Students Only

Year (yyyy)	Parents' Gross Annual Income. (estimate for current year, if necessary)	Parent Family Size (include parents, yourself, and other dependents)
Most recent year completed	\$ <input type="text"/> .00	<input type="text"/>
Previous year	\$ <input type="text"/> .00	<input type="text"/>

F-25b. Independent Students Only

Year (yyyy)	Student's Gross Annual Income. (estimate for current year if necessary. If married, include your spouse's income.)	Student Family Size (include yourself, spouse, and other dependents)
Most recent year completed	\$ <input type="text"/> .00	<input type="text"/>
Previous year	\$ <input type="text"/> .00	<input type="text"/>

For some students, this is an opportunity to give the admissions office a little more context about your life circumstances. For example, if you've been raised by a single mother who never went to college and earns a modest income, you haven't the same advantages some

other students have enjoyed. That's the kind of thing an admissions office would want to know.

Regardless of your circumstances, you will never be at a disadvantage because of the information you list here. Just be honest and don't stress about your answers.

Page 5: College Academic Distribution Requirements (CADR)

We can't stress enough (at least without using ALL CAPS or **bold writing**) that you shouldn't even attempt to fill out this section without a current copy of your official high school transcript. It's very important that the information you enter here matches your official records.

Application for Freshman Admission
 Page 5 of 12
 Nonrefundable application fee: \$60

College Academic Distribution Requirements (CDR)

CDR-1

Use this grid to record all the courses you have taken or will take that you believe satisfy the UW College Academic Distribution Requirements (CADR). Review the core subject requirements for more information.

- [Read additional instructions](#)
- [View an example](#)

Remember to carefully complete each section correctly. You are accountable for providing complete and accurate information. Omissions or inaccurate information may result in denial of admission.

**** This page must be completed by all applicants **
 Incomplete applications will not be considered.**

As you complete the grid, keep a copy of your high school transcript near you.

Subject	Years Required
ENGLISH	4 years
MATHEMATICS	3 years
SOCIAL SCIENCE/STUDIES	3 years
FOREIGN LANGUAGE	2 years
LAB SCIENCE	2 years
FINE, VISUAL, OR PERFORMING ARTS	0.5 years
ACADEMIC ELECTIVES	0.5 years

7th and 8th Grade (High School level courses only)

7th & 8th Grade (High School level courses only)

Year Begin: (yyyy) Year End: (yyyy)

Subject	Course Title (21 character limit)	Course Notation	Credits	Grade in Course
7th & 8th Grade Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(High School level courses only)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Some high school classes, most commonly math and language courses, can also be taken in junior high. For example, lots of students take "Spanish I" or "Algebra I" in junior high and then begin taking "Spanish II" or "Algebra II" once they get to high school. In those cases, you would list the work you began doing in those courses here.

In the “Year Begin” box, enter the earliest academic year you’ll be sharing course information about here. For example, if you’re listing “Spanish I” from way back in 7th grade before you could do anything cool like drive or vote, enter the year that you began 7th grade. The “Year End” is latest year you finished a course before high school. If you took Algebra I in 8th grade, you’d list the year you finished 8th grade.

For each course:

- List the name of the class
- Click the “Course Notation” link to see if any of the notations apply to the course.
- Enter the credits you earned. For most junior high courses, one semester is worth .5 credits, (unless you’re on a trimester system in which case you’d enter .33).
- Enter the grade you earned at the end of the semester. If you don’t remember the exact grade you got and your family didn’t save your junior high report cards for posterity, go ahead and enter “P” for “passed” (if you did, in fact, pass the course).

We rarely have students fill out any courses in this section other than math and language since very few of them take high school level classes in junior high.

And please don’t stress about your grades from junior high. I promise you that UW is not going to care or punish you if you got a “C” in Algebra I back in 7th grade. They care about what you did in high school and just need to know when you started these subjects.

If you took Algebra I in 9th grade, you don’t need to list your 7th and 8th grade classes. Same goes for Foreign Language classes.

9th grade

Now you get to move to the high school years. Start by inputting the year you started 9th grade, and the year you finished. Select the “Type of term,” and enter your courses exactly as they appear on your transcript. This means you’ll likely be listing each class twice (once for first semester, once for second), or three times if you’re on a trimester system. Again, your high school classes are generally worth .5 credits per semester (.33 per trimester). You can never get in trouble for repeating something exactly as it appears on your transcript.

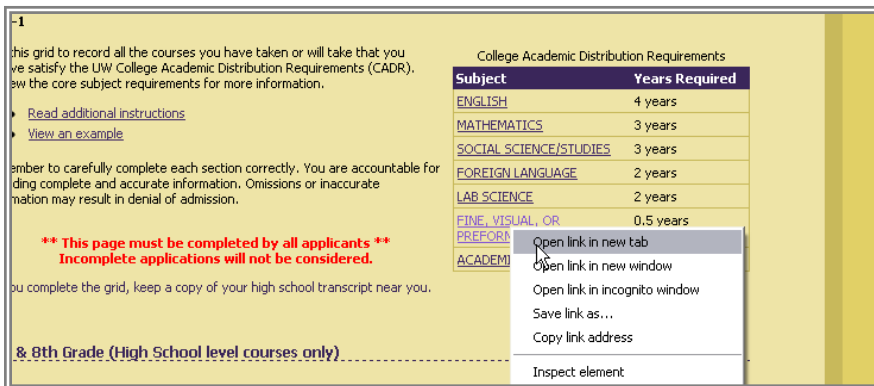
9th Grade

Year Begin: (yyyy) Year End: (yyyy) Type of Term: Semester Trimester
 Block Other

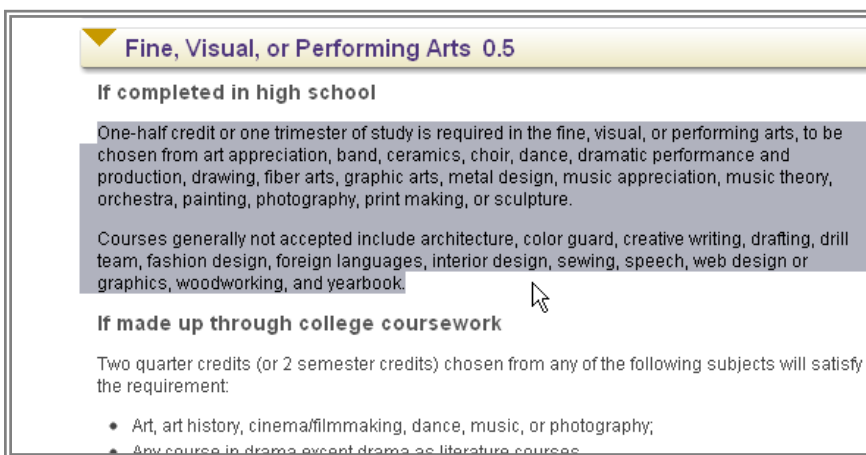
Subject	Course Title <small>(21 character limit)</small>	Course Notation	Credits	Grade in Course
9th Grade English	<input type="text" value="English 1"/>	<input type="text" value="H"/>	<input type="text" value=".5"/>	<input type="text" value="A-"/>

Repeat those steps for each of the subject areas you took in 9th grade.

If you're ever unsure whether or not to include a class for a particular subject, go back to the top of the screen and click into the College Academic Distribution Requirements. For example, a lot of students are confused which courses to list under "Fine, Visual or Performing Arts." In that case, you'd scroll to the top and click the subject here:



Which brings up this screen:



And now you know exactly which courses to include or omit here.

Other subjects

The last section of the course subjects for each grade is "Other subjects." This is the place to list courses like "Computer design" or DECA business classes. Just focus on academic courses here—no need to list PE or Health.

Page 6: Planned Courses

This section is just like the previous section of courses with one crucial distinction—the grades should be left blank because you haven’t earned any of them yet. Don’t enter a quarter grade here, either. Just list the courses you’re currently taking in the first semester, those you plan to take in the second semester, and leave the grades blank.

uploading 300 pages
3.0 MB / 5.3 MB
Cancel

College Academic Distribution Requirements

CDR-2
...Continued from Page 5

Final Year of High School
You must list courses for your ENTIRE final year of high school, not just the first term, and you must include credits for each course. If your schedule is not final yet, include to the best of your ability the courses you anticipate taking, with specific titles; you can update your schedule later by email or postal mail.

Also, include here and on page 8 (CC-1) any college courses in which you are enrolled or plan to enroll.

** This page must be completed by all applicants **
Incomplete applications will not be considered.

College Academic Distribution Requirements

Subject	Years Required
ENGLISH	4 years
MATHEMATICS	3 years
SOCIAL SCIENCE/STUDIES	3 years
FOREIGN LANGUAGE	2 years
LAB SCIENCE	2 years
FINE, VISUAL, OR PERFORMING ARTS	0.5 years
ACADEMIC ELECTIVES	0.5 years

12th Grade

Year Begin:
2011 (yyyy)

Year End:
2012 (yyyy)

Type of Term:
 Semester Trimester
 Block Other _____

Subject	Term	Course Title (21 character limit)	Course Notation	HS Credits	Grade in Course
12th Grade English	1st Term	AP Literature	AP	.5	

High School Grade Point Average (GPA)

High School Grade-Point Average (GPA)

CDR-3 In the box below, enter your GPA for grades 9 through 11.

- This figure should be a **cumulative**, unweighted GPA as **recorded on your high school transcript**. (Unweighted = 4.0 scale, with no grade given more than 4 points.)
- California applicants: Use the cumulative GPA, not the UC or CSU GPA.

High School GPA

(x.xx)

(as recorded on your high school transcript)

For technical support with this online application, [click here](#).

Save and go to page:

Page 6

Save
Save & Exit

1
2
3
4
5
6
7
8
9
10
11
12

At the bottom of the screen, you’ll enter your cumulative GPA. Your high school should have this calculated for you on your transcript. If your high school lists multiple GPAs (many schools also calculate a 10-12 GPA), make sure you enter the cumulative. Don’t just pick the highest one or enter your own interpretation of your GPA. Go with the facts here.

Page 7: Admissions Tests

Application for Freshman Admission
 Page 7 of 12
 Nonrefundable application fee: \$60

Admission Tests (AT)

You are required to have official test scores sent directly from the testing agency by the application deadline; official scores received electronically. **Scores coming from a source other than the testing agency, e.g., your high school, are not acceptable and will not be accepted.** Only report the best overall score from a single sitting (test date). [View details about reporting and submitting test scores.](#)

NOTE: If your Social Security Number (SSN) is not included on your ACT with Writing or SAT report, the scores may not match to your UW application record and it will take longer to manually match your scores with your application record.

AT-1. Check the box(es) of the tests you've taken or plan to take, then answer the follow-up questions for each test.

SAT Reasoning Test

Have you already taken this test?
 Yes No

ACT with Writing

Have you already taken this test?
 Yes No

Most of the information in this section is pretty self-explanatory. But here are a few important notes:

- Make sure you have copies of your official score reports in front of you when you're filling this section out.
- The directions say to only report your best test scores from a *single sitting*. You can't mix and match scores from different administrations to get a higher total score here (though you can on many private schools' applications).
- For the question about whether your test report(s) include your SSN (social security number), look on your official score report. Does it include your SSN along with your name and other identification information? If so, then it will be included in your official score reports.
- If you're planning on taking (or retaking) a test at a future date, list that test and enter the date you plan to take it. This is how you let UW know that the scores they see listed here may not ultimately be your best scores.
- If you've recently taken a test and don't yet have your scores, list that test date under "Do you plan to take this test again?" I know that sounds weird. But again, this is how you let UW know that there will be more scores coming their way. If you've taken a test, don't have your scores yet, and don't mention that date in the "Do you plan to take the test again?" question, UW will assume that the scores they see here are your best scores, which

may or may not be true. Don't worry if your next round of scores is actually lower. UW will just count the highest scores.

Page 8: Schools and Colleges Attended (SC)

Application Progress	Schools and Colleges Attended (SC)
1. Instructions	<p>A complete academic history is required to evaluate your application. Answer all questions and list all schools, colleges, and universities you have ever attended, are currently attending, or will attend before enrollment at the UW. Include colleges attended while also enrolled in high school programs such as Running Start, college-in-the-high-school, etc. if you begin studies at a new school or college after submitting your application, provide the information by postal mail or email the Office of Admissions.</p> <p>Do not exclude or omit any institutions, regardless of how many credits you earned there or the nature of the program in which you were enrolled. Failure to list all schools, colleges, universities, and other institutions of higher education you have or will have attended before enrolling at the UW may result in denial of admission to the University.</p> <p>Schools Attended Outside the U.S. Read Me</p> <hr/> <p>SC-1. Have you ever attended school outside the U.S.? <input type="radio"/> Yes <input type="radio"/> No</p> <p>High School Graduation</p> <hr/> <p>SC-3. Have you graduated -- or will you graduate -- from a high school (<u>not</u> GED)? <input type="radio"/> Yes <input type="radio"/> No</p>
2. Major & Personal Info	
3. Address & Residency	
4. Family Info	
5. Courses (7th - 11th)	
6. Courses (12th) & GPA	
7. Tests	
8. Schools and Degrees	
9. Writing Section	
10. Honors Program	
11. Statistical Info	

Here's another section that's pretty straightforward. They do ask for you to list your junior high school if your district includes 9th grade as part of junior high. If that sounds like your district, you'll need to list both your junior high and high schools here.

Page 9: Writing Section

A. Personal Statement (required)

A. Personal Statement (required)

The Personal Statement is our best means of getting to know you and your best means of creating a context for your academic performance. When you write your personal statement, tell us about those aspects of your life that are not apparent from your academic record:

- a character-defining moment
- the cultural awareness you've developed
- a challenge faced
- a personal hardship or barrier overcome

Directions
Choose either 1 or 2. Recommended length: 2 pages. (500-650 words)

1. Discuss how your family's experience or cultural history enriched you or presented you with opportunities or challenges in pursuing your educational goals.

- OR -

2. Tell us a story from your life, describing an experience that either demonstrates your character or helped to shape it.

Tips

- Some of the best statements are written as personal stories. We welcome your imaginative interpretation.
- You may define experience broadly. For example, in option 2, experience could be a meeting with an influential person, a news story that spurred you to action, a family event, or something that might be insignificant to someone else that had particular meaning for you. If you don't think that any one experience shaped your character, simply choose an experience that tells us something about you.

We give away a lot of free advice on our blog about how to choose and write great stories in your college essays. You can find all those entries here:

<http://www.wiselikeus.com/collegewise/essays/>

We'll share some general college essay advice here, give a few prompt specific tips, and then let you read our blog entries for more specific advice.

General college essay advice

Colleges know that you are more than just a collection of grades, test scores and activities. Your essays are your chance to share stories with UW that the readers wouldn't know from the rest of your application. And while you don't want them to be trivial (nobody's going to be fascinated that you love chocolate chip cookies), the essays don't necessarily need to be dramatic or deep. As you're writing these essays, here are four general tips to keep in mind:

1. **Don't try too hard to impress the reader.** You don't have to inject deep meaning that wasn't there or talk about the valuable life lessons you learned (unless you really did learn them). Just tell the truth.
2. **Write essays that only you could write by putting as much detail as you can into your stories.** Lots of students were raised by parents who immigrated to this country. But your experience growing up in that house is not the same as every kid

who was raised by immigrant parents. Share the parts of the story that are uniquely yours.

3. **Don't just repeat information from your application.** The essays are your chance to share brand new stories, or to reveal new information about topics you've already mentioned on the application. If you write a 600-word essay describing that football is hard, you've just told them something they already know. Tell them a part of your football story that they don't know.
4. **Your college essays should sound like you.** Don't write these like formal, academic essays you'd write in your English class. They should be more relaxed and conversational. We're not saying your college essays should sound like a text message you're sending a friend, but if you're writing sentences like, "My community service project broadened my awareness of the challenging circumstances members of disadvantaged populations must contend with every day," you're writing too formally. Instead, just say it—"I'm not proud of this, but that day I volunteered at the shelter was the closest I'd ever gotten to a homeless person." That gets the reader's attention.

Now, here are some prompt-specific tips. Use these tips to help you select the prompt that you feel you have the best story to share.

- **Discuss how your family's experience or cultural history enriched you or presented you with opportunities or challenges in pursuing your educational goals.**

Here's how to think about this prompt. If you weren't given the chance to share anything about your family life on a college application, would you feel like colleges didn't really know the whole story about you? Would you feel like your application was missing something? If the answer is "Yes," this prompt was written for you. If the answer is, "No," no problem—just choose the other prompt.

Maybe your family immigrated to this country to build a better life. Maybe your parents got divorced after your mom left your abusive father. Maybe you work after school in your parents' store to help the family business, or help keep the house in order while your mom goes to nursing school at night, or take traditional Indian dancing classes with your sisters. We once had a student who began this essay, "We are the only Mexican family I know who faithfully celebrates St. Patrick's Day together every year." But that essay wasn't about partying. It was about how close her family is, how everyone from the cousins to the uncles the grandparents will drop everything just to have a big family get together for any reason they can find, and how much she was going to miss them when she would soon become the first of any of them to go to college.

These are exactly the kinds of stories that UW wants to know about but has no way of knowing unless you write about them. And while those examples are far from the only ones, they give you an idea of the kinds of things that are good to share here.

Tell us a story from your life, describing an experience that either demonstrates your character or helped to shape it.

A lot of students see the word “character” in this prompt and immediately think it refers to morals, ethics, principles or something else that inevitably leads to an essay like, “When everyone else cheated, I was the only one who resisted the temptation,” or “It was difficult to face my fear of the unknown, but I went river rafting anyway.”

Your character can be your morals or principles, but can also be anything that makes you distinctive and different from other people. If your grandmother taught you to make her famous spaghetti and meatballs and you now love making Italian food for your family and friends, that love of cooking is part of your character. If you ran the car wash fundraiser that helped the soccer team buy new uniforms, that initiative is part of your character. If you work part time at a hamburger stand and love your job, teach Greek dancing lessons to little kids at your Greek Orthodox church, write poetry, fix computers, play tuba in the marching band or do anything else that’s important to you and is part of who you are, that’s a small piece of your character.

The very last sentence of that prompt gets to the crux of the question—“If you don’t think that any one experience shaped your character, simply choose an experience that tells us something about you.” As long as your topic here reveals something about you, something that follows all the tips in our general essay guidelines above, you’ll be sharing a story UW will want to read.

B. Short Response

B. Short Response (required)-----

Directions
Choose one of the following two topics and write a short essay. (Recommended length: 250 - 500 words)

1. The University of Washington seeks to create a community of students richly diverse in cultural backgrounds, experiences, and viewpoints. How would you contribute to this community?
2. Describe an experience of cultural difference, positive or negative, you have had or observed. What did you learn from it?

Tip

- You may define culture broadly in Topic 2. For example, it may include ethnicity, customs, values, and ideas, all of which contribute to experiences that students can share with others in college. As you reply to this question, reflect on what you have learned -- about yourself and society -- from an experience of cultural difference.

Before you dive into your response, here’s something to think about.

Both of these prompts are really asking you to think more about UW’s diverse environment. The UW student body comes from all different backgrounds, experiences and viewpoints. The students who are happiest at UW enrolled hoping to meet and learn from people who were different from them. They didn’t want to go to a college where everybody looked,

thought or acted the same. Some UW students chose the school in part because they knew that they'd be able to find their niche in such a diverse environment. Some enrolled because they knew they'd be able to find other people who celebrated Vietnamese culture, or were proud of their homosexuality, or planned to go to church every Sunday while they were in college. And even those students who didn't specifically enroll because of the diversity still see it as something that makes UW a great place to go to college. Are you excited about those things, too? What life experiences have you had that make you want UW's diverse environment for your college experience? What could you contribute to, and learn from, your fellow UW students? These prompts are your opportunity to express your appreciation for those opportunities.

Now, here's some prompt-specific advice.

The University of Washington seeks to create a community of students richly diverse in cultural backgrounds, experiences, and viewpoints. How would you contribute to this community?

The best way to contribute to the diversity in college is to become an engaged member of the campus, who participates and doesn't just go through the motions. When you become that engaged student, you are "contributing to the diversity" of the campus.

Here are some snippets from our students who did a good job on this prompt:

1. *"It hasn't been easy growing up in foster care and it won't be easy to put myself through college. But I will be a student on campus who finds a way to do it. I've come much too far not to finish."*
2. *"I don't talk much about my religion except to other Christians. It's not that I'm ashamed of what I believe; it's just that one of the things I enjoy most about my faith is celebrating it with other people who believe in the same things I do. There's a sense of belonging and community that I feel when I'm at church with my family, or doing Bible study with my class, or spending time at youth group with my friends. I'll seek out other Christians once I get to college so I can keep enjoying that sense of being connected to a group based on our shared beliefs."*
3. *I'm one of only eight black students in my private Catholic High school of 900 kids. And while my experience has been a good one, high school has not been a place where I or the other students like me could really learn from or share with each other. One of the reasons I'm applying to UW is to find that community. I would love to have an African American student union I could join, or a class in African American culture or history I could take. I understand that I need to do my part and the community I'm looking for won't just come to me. But I'm willing to take the first steps become an engaged member. I just haven't had the option while I've been in high school, and I'm excited to have it at UW.*

Describe an experience of cultural difference, positive or negative, you have had or observed. What did you learn from it?

You've got to show an example from your own life that helped you foster this kind of appreciation of diversity.

One direction you could take would be to relate a situation where diversity made the experience a better one (like the diversity on a college campus does for its students and faculty).

For example, your government class might be more interesting because the only liberal student in the class shakes up the discussion with different viewpoints. Maybe your co-workers at your part time job started taking their work more seriously when the store hired two recent immigrants who were using their minimum wage salary to support their families. Maybe you joined an activity at school in which the conversations were much more interesting because the people involved were different from you.

Another approach to the first part of that prompt is to think of an experience where you initially did not respect the existing differences but later came to do so. This might sound risky, but here's a tip; colleges don't expect that you are supposed to know everything at age 17. Self-reflection is a good thing. It takes a mature person to look back on a time when you weren't as open minded as you'd like to have been.

Going back to our government class example from above, one of our former Collegewise students was the lone liberal in an AP government class. She talked about how dismissive she was with the opinions of people she initially dubbed as "ignorant conservatives," but acknowledged that while she never did agree with their politics, the opportunity to debate with those students made her a better analytical thinker. Looking back, she appreciated how her experience improved as a result of being in class with people who were very different from her.

The key here is "respect." Talk about an experience that strengthened (or initiated) your respect for differences and be open about how it did so. The fact that you can identify such an experience and appreciate what made it valuable will be good evidence that you're likely to do the same thing once you get to UW.

C. Journal of Activities and Achievements

C. Journal of Activities & Achievements

Directions
Using the spaces provided below, identify and describe up to five of your most significant activities & achievements during grades 9-12. Write a paragraph about why this activity or achievement had meaning for you. Tell us about your highest level of achievement or honor you attained; any responsibilities you had; and the contribution you believe you made to your school, community, or organization. **Don't just describe the activity or achievement: tell us what it says about you.** (Recommended length: 100-200 words)

Your journal should include activities, skills, achievements, or qualities from any of the following categories:

- Leadership in or outside of school, e.g., athletics, student government, cultural clubs, band, scouting, community service, employment
- Activities in which you have worked to better your school, community, or family
- Exceptional achievement in an academic field or artistic pursuit
- Personal endeavors that enrich the mind, e.g., independent research or reading, private dance or music lessons, weekend language or culture school

1. Activity/Achievement Grade Level 9 10 11 12

Describe your accomplishments, activities, contributions, offices held, honors received, etc. -- and the significance it holds for you.

+ [Add Activity/Achievement](#)

First, note that 100-200 is a *recommended* length. It's fine to go a little under or over (like 75 or 225 words). We advise our Collegewise students to write one short paragraph about each activity.

Here's how we advise our students to approach this.

1. Prioritize your

activities.

You only get to enter five activities. If you've got more than that, you'll need to narrow your list down to the five most important, impressive and/or meaningful activities. Lead off with the one activity you would include if this list only allowed you to list one activity. Then add the second one you'd include if you were allotted two activities. You can see the recurring pattern here.

2. Describe the activity or achievement.

An admissions officer will know what "Varsity soccer" is. But if you list "ASB Director of Sales and Marketing," or "Internship at Harty Media Group," or "Cosmos Award," you should lead off with a description, like:

"The ASB Director of Sales and Marketing is in charge of selling ads for our student body newsletter, as well as for publicizing all our student government events."

"Harty Media Group is a public relations firm in Washington DC, and I was one of two high school students they hired to intern at their offices last summer."

"The Cosmos award is given to one member of the junior class who is selected by the faculty for outstanding achievement in science."

3. Explain your "accomplishments, activities, contributions, offices held, honors received, etc." for each activity.

This is where you want to show the impact you've made in this activity. Be brief and forceful. Here are some examples to show you how much can be said in just a couple sentences.

- “I’ve played varsity volleyball for three years. Junior year, I was captain, MVP, and an honorable mention-all state player.”
- “I was the sports editor for our high school paper for two years and wrote 17 published articles.”
- I am a three-year member of the Spanish Club. In 10th grade, I organized our campus lunch where we served over 100 students traditional food from five different South American countries.”
- “I’ve played violin in the school orchestra for three years. As a senior, I was recently named first-chair.”
- “I am the graphic artist for our high school yearbook. I draw cartoons and handle all the graphic design and layout of the pages.”
- “For two years, I have worked 20 hours every week at my part time job at Kentucky Fried Chicken. In May of 2011, I was promoted to work as a shift manager, which means I am in charge of the store and the employees while I am working. I am the youngest employee in our store’s history to ever be a shift manager.”

We’re not suggesting that all of your responses need to be this short. But it’s important that you share your most important information early, clearly and directly. Don’t bury it in the middle of an unnecessarily long paragraph.

4. Explain what the activity says about you, or what the significance is to you.

This is a tricky part of this prompt. If you’re an all-state volleyball player, it’s pretty obvious that you like volleyball and work hard to be good at it. The same can be said for any activity that you’ve really enjoyed and/or enjoyed doing.

So we tell our students to address it with something that isn’t obvious, something that reader wouldn’t already know. For example:

- “Before I worked at Kentucky Fried Chicken, I was very shy. I would almost never approach somebody unless I knew them already. Today, I don’t have that problem anymore. When you work 20 hours a week at a drive-through window, you get good at dealing with people you don’t know. “
- “I have given up a lot to play volleyball. I’ve missed school dances. I’ve missed Saturday nights at the movies with my friends. And last year, I missed my mom’s retirement party because I was in Houston playing at the junior nationals. But everyone who plays at this level has to accept that if you want to be great, volleyball is going to win the face off with a lot of things you’d enjoy doing.”

- “My varsity football playoff game was the first time my dad ever left his job early to come see me play. He’s an electrician who usually works late, and I knew he was giving up part of his paycheck to be there.”
- “I will never forget the first time I saw my name in writing in the school newspaper— ‘Bulldog Basketball takes down Marin Catholic, by Steven Holman.’ It wasn’t a particularly hard-hitting story. But I’d been saying I wanted to be a sports writer since I was 10. And that article felt like my first step.”

Can you see what these students are doing? They’re sharing the personally meaningful parts of the activities, parts that the reader would have no way of knowing. It doesn’t have to be moving or dramatic for it to be important. It just has to be something that mattered to you.

5. Don’t feel that you need to fill up all five spaces of activities.

UW wants to learn about the significant ways you spent your time outside of class. If you were in the Spanish Club in 9th grade and never went back after that, how does that really help your application to list it? Leave the space blank, or use that spot to share something else more important to you. Remember that this isn’t a contest to see how much you can list; it’s your chance to describe what you really enjoyed doing in high school.

D. Additional Comments (Is there anything else you would like us to know about you?)

D. Additional Comments

Is there anything else you would like us to know about you?

Yes No

2/3 of our students at Collegewise leave this section blank, and we advise that you not use it unless you have to. Make the rest of the application as clear, organized and complete as possible. Don’t rely on this section to list things that could have been summarized elsewhere if you had just spent a little more time paring down your words.

But there are times when inputting additional information is necessary and useful. Here are a few examples:

- Significant health circumstances, especially if they caused you to miss multiple weeks of school. Make sure to be specific about the dates you missed.
- If you attend a school with a specialized curriculum, like a performing arts school or a school with specialized religious instruction that takes up a significant portion of your class day, that’s appropriate to list here. Your counselor will likely cover this in

the school profile, too, but it's never a bad idea to make things as clear as possible for an admissions reader.

- If you have *important* activities or awards that couldn't accurately be summarized or just didn't fit on the application, list them here. We're not talking about "9th Grade Homecoming Float Committee." But if you've played on two different club soccer teams and on a statewide select team (in addition to your high school team) and you've won multiple accolades with each, it's possible that you just couldn't fit all of that in the previous sections and it would be helpful to bring it up here.
- Maybe you did a research project with a college professor and you'd like to do a short summary of the project and your involvement in it. Unless you wrote about it in the short essay about an activity, you could explain it in this section. Keep it short and clear, but it deserves inclusion here.

Additional information needs to be brand new and interesting. If you write three paragraphs about your involvement with National Charity League, you're filling space with things admissions officers already know from the activity section.

We really can't emphasize enough how ineffective sheer volume can be in a college application. We know it might feel like listing everything you've ever done, won and accomplished would make a strong case. But successful applicants understand how to prioritize what they've done, and they use the spaces on the application to highlight their most important information, not to give a complete biography.

Page 10: UW Honors Program Application (NH)

UW Honors Program Application (HN)

The [UW Honors Program](#) welcomes your application! In order to ensure a successful application process, please see the [Pre-application Checklist](#) and please thoroughly read the following information:

- Your Honors Program application is not considered complete until **all** your UW and Honors Program admission application materials have been submitted, including the letter of recommendation.
- The UW Honors Program reviews applications and sends decision letters in a separate evaluation process only if you have been admitted to the University of Washington.
- The application process is competitive. Last year, the UW Honors Program reviewed over 2,700 applications for 225 spaces.
- Honors admission decisions will be mailed between **April 1 and April 15**.
- If you have earned a substantial number of college credits (30 credits or more), you should carefully review the degree tracks offered through the Honors Program to determine which fits best in your academic plans. Students with many college credits may choose to pursue Departmental Honors which does not require the completion of an Honors general education curriculum. Both Interdisciplinary Honors and College Honors degrees require the completion of an Honors general education, and college credit completed elsewhere will not satisfy these requirements. Please visit the Honors website or contact an Honors adviser if you have questions regarding UW Honors degree options.

If you no longer wish to apply to the Honors Program, you must return to the beginning of the application and deselect your interest in the Honors program. After doing so, you will no longer be required to fill out this page.

This section will only appear if you indicated that you wanted to apply for the honors program.

Admission to the honors program is competitive and requires some additional work to apply. So we don't advise our students to apply "Just to see if I can get in." It's something that we encourage those students who we believe really have a chance at being accepted to apply. We'd recommend that you check with your high school counselor about this first to get a sense of your chances of admission. Of course, there's no harm in applying (all they can say is, "No"), but students are under enough pressure during the application process and we don't like to see anyone spend time on something that doesn't have at least a reasonable chance of paying off.

Honors Essay

Honors Essay

HN-1. The cornerstone of the Honors application is the Honors Short Essay Section. In this section Honors Program applicants are required to submit two short essays which are separate from the Writing Section of the UW application. Your responses will be evaluated on content as well as form (spelling, grammar, and punctuation).

Your essays should be original, thoughtful, and concise. Do not repeat a previous essay or materials found on the UW Honors Program web site. Draw on your best qualities as a writer and thinker; academic risk-taking is a core value of the Honors Program, so take some risks and have fun. Tell us who you are and how your story is unique. Work on the essays early, remembering that concise and eloquent writing is both difficult and powerful. Have someone edit them but don't let an editor erase your unique voice.

Essay Prompts
Respond to both short essay prompts, using no more than 300 words per response.

1. How does the Honors Program fit into your imagined future at the University of Washington?

2. Stanley Nelson, filmmaker of *Freedom Riders*, says, "The lesson of the Freedom Rides is that great change can come from a few small steps taken by courageous people. And that sometimes to do any great thing, it's important that we step out alone." What steps will be taken by your generation, and how might you step out alone?

How does the Honors Program fit into your imagined future at the University of Washington?

The admission process for the Honors Program is completely separate from admission to UW. So you have to think about how you match with the honors program. Research the program and learn more about its mission, the benefits, and the types of students who enroll. Then try to imagine yourself studying and learning at UW while you're in this program. Do you see a clear picture in your mind? Have you really investigated your chosen major? Have you looked at the classes you could take, what will be expected of you and what types of students seem to flourish there? And when you're answering those questions, how much of what interests is specific to the Honors Program? Don't just rattle off a description of why the Honors Program is, or why you are, great. Describe why you would be great together.

Stanley Nelson, filmmaker of *Freedom Riders* says, "The lesson of the Freedom Riders is that great change can come from a few and small steps taken by courageous people. And that sometimes to do any great thing, it's important that we step out alone." What steps will be taken by your generation, and how might you step out alone?"

Yes, you should mention something about the steps you think your generation needs to take. But the most important part of the response is about the steps that *you* plan to take. And for that, you're going to need to be specific about your goals for the future. It's easy to talk about how you want to change the world. It's a lot harder to talk about the *small steps* you want to take to get there.

One way to think about your future goals and work backwards by first describing something that you're doing today that shows you're already planning on taking those steps. For example, if you want to be a teacher and you hope to work with students in a low income area, what are you doing right now to prepare for that? Who are you helping? What are you learning about yourself? And what will you need to do both during and after college to achieve that goal?

Don't worry if your goals don't seem impressive. They're still your goals. And as long as you want to become a successful and productive member of society, your goals are valuable.

And remember, UW isn't necessarily expecting you to promise them you'll take those exact steps. You're describing your dreams and aspirations, not your concrete plans.

Letter of recommendation

Letter of Recommendation

HN-2. A statement regarding your qualifications for honors work at the college level should be made by the person -- teacher, counselor, faculty member, principal -- in the best position to make such an evaluation.

The person you list as your recommender below will receive an e-mail containing a link to our Honors Letter of Recommendation form. After your recommender completes the online form, you will be notified via email that the recommendation has been submitted. **It is your responsibility to ensure that your recommender has submitted his/her letter by January 31, 2012; your application to the Honors Program will not be reviewed without it.**

If you need to change your recommender after submitting your application, you must use the online recommendation system to do so. Your new recommender will then receive an email with instructions on how to submit their recommendation. If your recommender chooses to submit their letter by mail, it must be sent directly to the Honors Program office (NOT to the UW Admissions office).

Under the Family Educational Rights and Privacy Act of 1974, a student enrolled at the University of Washington has access to his or her education records. We intend to comply with both the letter and the spirit of this law, while still allowing the student the option of waiving the right to access. If you wish to waive the right to examine this recommendation at a later date, please indicate below.

Recommender Information:

First Name	Last Name	Relationship to You	Waive Your Right to Access?	Email Address	Confirm Email
<input type="text"/>	<input type="text"/>	-- select one -- <input type="button" value="v"/>	<input type="checkbox"/> Yes	<input type="text"/>	<input type="text"/>
		If Other: <input type="text"/>			

Some students want to use a recommender who doesn't work at their school, like a boss or a family friend. But the drop down menu offers up a list of academic sources (counselor, teacher, principal, etc.). So it's important that your recommender be someone who can speak specifically to your academic strengths, and that means somebody from your school.

You should also check the box indicating that you waive your rights to access. Here's what happens when you *don't* waive the right.

1. You're essentially telling the writer that you don't trust him or her to do a good job. And you're making that implication while asking this person to do you a favor. A teacher or counselor can't help but be a little offended by that. And offending the person you want to recommend you is never a good strategy.
2. A writer who's worried that you'll see the letter one day is often less likely to be honest, and more likely to say things that are technically positive but widely recognized by admissions officers as generic statements that mean nothing. That's bad for you.

And finally, the more specific your recommender can be, the better. Your principal has an impressive title. But if all he or she can say about you is that you are a well respected and high achieving student (which is good), it's not as helpful as an English teacher who can speak specifically to your work in her class, describe your efforts to improve your writing, and comment on the level of insight you show in your contributions to class discussions (which is great).

Page 11: Statistical Information

Statistical Information (ST)

The University is required by the U.S. Department of Education to ask you about your ethnic identity. The information you provide also allows the University of Washington to do the following:

1. We can report aggregate demographic data to state and federal agencies as required by law.
2. We can monitor the effectiveness of our recruitment and outreach efforts.
3. The information may assist in the awarding of privately funded diversity scholarships.

This information will be separated from your application file and will not be used in the admission review process.

Name: Katie Konrad Date Of Birth: 06 / 11 / 1993 (mm/dd/yyyy)

ST-1. Are you of Hispanic or Latino origin? (check all that apply)
 Yes No (999)

ST-2. Additionally, what race(s) do you consider yourself? *Regardless of your answer to the previous question, please mark one or more boxes to indicate what you consider yourself to be.*

- African American or Black (870)
- Alaska Native or American Indian (599)
- Asian American

This section is just used to give UW information about its applicant pool and can't hurt your chances of admission. Just answer truthfully and don't over think your responses. There's no strategy here other than to tell the truth.

Page 12: Signature

Additional Information (AI)

AI-1. Would you like to explain or clarify any answers in your application?
 Yes No

Notification Service (NS)

NS-1. Would you like to notify someone important to you that you are submitting an application to the University of Washington Seattle? Provide an email address below, and a brief email confirmation message will automatically be sent from the email address you provided in this application (page 2) when you submit your application. You can send it to your high school counselor, a special teacher, a parent or guardian, or someone else important to you. List up to three addresses below.

This service is exclusively for your benefit and is not a part of the application information. The UW does not collect the information in any way whatsoever, nor will it appear on your application or in any way affect the outcome of your application.

Example:

1.

2.

3.

Everything we said before about including additional information applies to that question about explaining or clarifying any answers in your application. Only use this section if you really do need to explain or clarify something. And make sure it's not something that could have been explained sufficiently in one of the previous sections.

And we've had some students ask us how just typing your name in where it says "Signature" actually counts as a signature. We're not sure how, but it does. No need to download some snappy program to let you show off your best penmanship. Just type your name.

Obviously, you want to review your application and maybe have your counselor or parent look it over, too, just to make sure you didn't leave a stray typo anywhere. But once it's proofed and polished, head to the submit page, pay your fee (or request a fee waiver), and submit. You're done—congratulations! And don't forget to send your official SAT or ACT scores.

Conclusion

It's not easy to sum up a complex teenage life on any college application. But hundreds of thousands of students every year find a way to do it, including those applicants who are accepted to UW. And while we hope our guide helps you avoid common mistakes and present yourself in the most compelling way, what we want most is for you to be proud of what you're putting out there to UW. Applying to college should be an exciting time for you, not one where you second-guess yourself and just hope you're doing things right. We want our guide to help you do a good job and maybe even enjoy the months after you submit your application.

So relax. You don't have control over whether or not UW ultimately says yes, and worrying about it won't make you feel any better. All you can do is put your best application foot forward and remember that with over 2,000 colleges to pick from, you're pretty much guaranteed to get in somewhere. The vast majority of college applicants are blissfully happy where they are. Chances are, you will be, too.

Good luck, and have a great time in college.

Cheers,

Katie and Kevin
Collegewise

About the Authors

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About Collegewise

Collegewise is a private college counseling company founded on the belief that the college process should be enjoyable and that the most selective colleges don't have the market cornered on great college experiences. Founded in Irvine, California in 1999, Collegewise now has additional offices in New York, New Jersey and Washington, and we also assist students all over the country and the world through our online college counseling program. We've helped nearly 3,000 kids find, apply and attend the right colleges for each student.

To find out more about us, visit www.collegewise.com. Our online store has books, videos, and other guides like this one, and you can find more information about our in-person and online counseling programs.

You can also read our blog at www.wiselikeus.com where we give away free advice for students, parents and counselors.