APPLICATION FOR ADMISSION

For use with
Davidson Part I

Davidson College admits qualified students and administers all educational and employment activities without discriminating because of race, color, religion, national origin, age, disability, gender or sexual orientation except where exemption is appropriate and allowed by law.

July 2014
The primary purpose of Davidson College is to assist students in developing humane instincts and disciplined and creative minds for lives of leadership and service. In implementing its purpose, Davidson has chosen to be a liberal arts college, to maintain itself as a residential community of scholars, to emphasize the teaching responsibility of all professors, and to ensure the opportunity for personal relationships between students and teachers.

The Honor System that governs Davidson's social and academic life demands commitment to the highest personal and community values. The essence of the system is set forth in the Honor Code, with the Code of Responsibility broadening those tenets to encompass all aspects of life within the college. Far from being mere pen-and-ink statements, the codes are a declaration by the entire college community—students, faculty, staff, and alumni—that the honorable course is the most just, and therefore the best. By forming a basis for campus life, the Honor System engenders an atmosphere of openness and mutual trust that is all too rare in higher education today. Please refer to The Red Book for complete information on the Honor Code.

Applications of the System

The Honor System brings a special freedom to campus life. Every student on campus has agreed in writing to abide by the Honor Code and the system of discipline it requires. Tests and examinations are not proctored, and professors readily assign take-home tests. Final examinations are self-scheduled, so that students may prepare for and take them in their preferred sequence and at their preferred hours. The library operates with open stacks, allowing students to wander freely and use quiet nooks and crannies for study and research. In short, the system allows students, faculty, and staff to have mutual confidence in each other’s words and actions. This atmosphere is self-perpetuating and enables students to live and learn together more easily.

From time to time there are violations of the community trust. Infractions are taken quite seriously and receive stern and prompt judgment from the Honor Council, a body of 30 students elected by their classmates to sit on six-member panels to hear and rule on alleged offenses. Great care is taken to give the accused a full and impartial hearing, and all convictions may be appealed to the faculty-student Review Board.

We at Davidson place a high value on the Honor System, for it ensures academic integrity on our campus and provides an open environment in which we live and study. We hope that you, as a prospective member of the college, will give thoughtful consideration to the information in this brochure as you reflect on Davidson.

The Honor Code can be excerpted simply

Each Davidson student is honor bound to refrain from stealing, lying about college business, and cheating on academic work... Cheating includes plagiarism... Each Davidson student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so shall be a violation of the Honor Code.

The Code of Responsibility

As stated in the preamble to the Code of Responsibility, “The code is based upon the belief that Davidson’s educational purpose can best be advanced in a context which emphasizes the responsible use of freedom, as opposed to license. The aim of this code is to encourage individuals to develop responsible judgement capable of directing their conduct with a minimum of specific prohibitions.”

The code goes on to discuss general expectations in 13 areas, including student integrity, social behavior, and residence hall life. Disciplinary rights and powers are then set out in detail so that students are fully aware of the consequences of a breach of understanding.
Early Decision Candidate’s Agreement
Postmarked by November 15 for Plan I
Postmarked by January 2 for Plan II

EARLY DECISION AT DAVIDSON

We are happy to acknowledge your interest in applying Early Decision to Davidson.

Early Decision at Davidson is designed for students who know beyond a shadow of a doubt that Davidson is their first choice. Please give careful thought to your decision to apply early to Davidson. This decision means that you are making the important statement that Davidson is definitely your first choice, that you are not applying Early Decision to another college or university, and that if accepted to Davidson you agree to enroll and will withdraw immediately all applications for admission and scholarships to other colleges and universities. As you make the decision to apply early to Davidson, you should consult with your parents and guidance counselor.

To apply Early Decision please submit all of your application materials postmarked by November 15 for Plan I and January 2 for Plan II. We will mail notification letters in mid-December for Plan I and late January for Plan II. If you have any questions or concerns about applying Early Decision to Davidson, please call and talk with a member of the admission staff at 704-894-2230 or 800-768-0380.

EARLY DECISION NEED-BASED FINANCIAL AID

Admission decisions for U.S. citizens and permanent residents are made without regard to your family’s financial circumstances. While students and parents are expected to accept primary responsibility for financing college costs, Davidson maintains a strong program of need-based financial aid to help families afford the cost of a Davidson education. Through The Davidson Trust, our no-loan financial aid policy, 100 percent of calculated financial need is met with a combination of grants and student employment.

Because of the binding nature of applying Early Decision to Davidson, we realize that options for financing an education at Davidson may be of concern to you and may be an important part of your Early Decision commitment. Therefore, we encourage you to explore options for financial aid early in the fall. We will work closely with students and parents who are considering applying Early Decision to provide you with a realistic estimate of what your family may expect to contribute to your Davidson education. This may help guide you as you make the decision to apply early to Davidson.

Early Decision candidates who wish to be considered for need-based financial assistance may refer to the need-based aid instruction form included in this application. Early Decision accepted students who apply for financial aid will receive financial aid notification letters shortly after the admission decision letters.

If you have questions about the Early Decision process and financial aid, please call a member of our Financial Aid Staff at 704-894-2232.

MERIT SCHOLARSHIPS

Early Decision candidates will be equally considered for the full range of merit scholarships Davidson offers. Notification of these awards will be made by mid-April. Merit-based scholarships are given to a limited number of entering students. These awards are made without regard to financial need and are intended to reward scholastic promise, ability, character, and exceptional potential for future contributions to society as evaluated in the application for admission by members of the admission staff and the Faculty Committee on Admission and Financial Aid. For talent- and interest-specific scholarships, selection also may be based on the outcome of an audition, interview, portfolio review, or writing sample. If the receipt of a merit-based scholarship is a determining factor in the decision of where to enroll, we encourage you not to apply Early Decision.
Early Decision Candidate’s Agreement

EARLY DECISION CONTRACT

The Davidson community realizes that applying Early Decision represents a thoughtful commitment that Davidson is your first-choice college. We are pleased that you feel Davidson can help you reach your educational and personal goals. We look forward to getting to know you during the application process.

STUDENT AGREEMENT

I am applying to Davidson College under an Early Decision Plan.

☐ Plan I application complete by November 15; notification by mid-December
☐ Plan II application complete by January 2; notification by late January

I understand that to receive full consideration all forms and information must be postmarked by the stated deadline.

As an Early Decision applicant I affirm that:

• Davidson is my first-choice college.
• I have not applied Early Decision to another college or university.
• If accepted, I will enroll at Davidson.
• If accepted, I will withdraw immediately all applications for admission and scholarships at other colleges and universities. Failure to do so may result in my admission to Davidson being rescinded.

Name (please print)

Student Signature _____________________________ Date __________

Birthdate (mm/dd/yy)

High School __________________________

As parent(s)/guardian(s), I/we understand and affirm the commitment of Early Decision:

Parent/Guardian Signature _____________________________ Date __________

KEEP A COPY FOR YOUR RECORDS.

Please return with Part II of your application.
Information and Essays

Check application plan: □ Early Decision I Postmarked by November 15 □ Regular Decision Postmarked by January 2
□ Early Decision II Postmarked by January 2

Print your name _________________________________________________________________________________________

Last First Middle

Birthdate (mm/dd/yy) _________________________ Social Security No. ____________________________

Mailing Address ________________________________________________________________________________________

Street/P.O. Box City State, Zip Country

Area Code/Telephone E-mail address

Short Response and Book List Please respond to both of the following on a separate sheet of paper.

A. Why Davidson?

B. List the books you have read in the past year for school or leisure. Place an asterisk by those books required for classes you have taken.

In the space below, list any jobs (including summer employment) you have held during the past two years.

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<thead>
<tr>
<th>Specific nature of work</th>
<th>Employer</th>
<th>Approximate dates of employment</th>
<th>Number of hours spent per week</th>
<th>Total earnings</th>
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Personal Essay

This personal statement helps us become acquainted with you in ways different from courses, grades, test scores, and other objective data. It will demonstrate your ability to organize thoughts and express yourself. We are looking for an essay that will help us know you better as a person and as a student. Please write an essay (250–500 words) on one of the options listed below. Attach your essay on a separate sheet(s).

1. Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
3. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
4. Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?
5. Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

(over)
**Academic Honors**

Briefly describe any scholastic distinctions or honors you have won, beginning with ninth grade:

_____________________________________________________________________________________________________________________
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**Extracurricular, Personal, and Volunteer Activities (including summer)**

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<tr>
<th>Activity</th>
<th>Grade level or post-secondary (PS)</th>
<th>Approximate time spent</th>
<th>Positions held, honors won, or letters earned</th>
<th>Do you plan to participate in college?</th>
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<td>9 10 11 12 PS</td>
<td>Hours per week</td>
<td>Weeks per year</td>
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Briefly describe your most meaningful activity.

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Secondary School Report

Check application plan:  □ Early Decision I Postmarked by November 15  □ Regular Decision Postmarked by January 2

□ Early Decision II Postmarked by January 2

Please complete and return this form as soon as possible.

TO THE APPLICANT: Please complete the top portion of this form, then give it to your college adviser or head of school.

Applicant’s Name: _______________________________________________________________________________________

Last                                                                 First                                                                        Middle

Birthdate (mm/dd/yy) _________________________  Social Security No. __________________________________________

Applicant’s Address: _____________________________________________________________________________________

Street Address                                                City                                                    State                              Zip

School: _________________________________________________  Phone ____________________ CEEB _______________

Official Name ______________________________________________________________________________________

Street Address                                                                                          City                                                    State                             Zip

TO THE COLLEGE ADVISER OR HEAD OF SCHOOL:

Please include an official copy of the student’s transcript and a copy of your school profile. In order to guarantee confidentiality, we will destroy all recommendations before parents or students have an opportunity to see them. Please complete all sections of this form and mail it by the appropriate deadline stated above.

Please Print Name __________________________________________  Position ______________________________________

Date _____________ Telephone_________________ Fax _________________ E-mail ________________________________

To your knowledge, has this student ever been placed on probation, suspended, or dismissed from school, or found guilty of an honor code violation? □ Yes  □ No

Class Rank

□ School does not rank.

This candidate most recently ranks _____________ in a class of _____________ students.

This rank is □ Weighted  How many students share this rank? _________________

□ Unweighted

If precise rank is not available, please estimate class standing.  □ Top 1–3%  □ Top 5%  □ Top 10%  □ Top 20%

□ Top 30%  □ Top 50%  □ Lower 50%

Cumulative GPA: _____________  □ Weighted  □ Unweighted

Percent of graduating class attending four-year institutions is _____________  Date of High School Grad. _________________   mm/yy

(over)
**Rigor of Curriculum**

Are classes taken on a block schedule?  □ Yes  □ No  If yes, in what year did block scheduling begin? ____________

Circle the caliber of this student’s academic program given the course offerings in your curriculum.
Most rigorous in all areas  Most rigorous in many areas  Most rigorous in some areas  Demanding  Average

**Summary and Recommendation** (Photocopied reports are acceptable.)

1. Please write a summary appraisal of the candidate, assessing intellectual ability, character, maturity, integrity, independence, values, and any special talent or quality the student possesses. We are interested in specific events and unusual circumstances that will give us added insight into the strengths and weaknesses of the candidate. (Use a separate sheet of paper.)

2. Do you think that this candidate’s grades are a valid reflection of his or her academic abilities?

3. Compared to other college-bound students you have advised, how do you rate this student in terms of:

<table>
<thead>
<tr>
<th>No Basis</th>
<th>Below Average</th>
<th>Average</th>
<th>Good (Above Average)</th>
<th>Very Good (Well Above Average)</th>
<th>Excellent (Top 10%)</th>
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<th>One of the top few met in my career</th>
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<td>Intellectual ability</td>
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<td>Intellectual curiosity</td>
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<td>Disciplined work habits</td>
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<td>Written expression of ideas</td>
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<td>Oral expression</td>
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<td>Creative, original thought</td>
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<td>Independence, initiative</td>
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<td>Self-confidence</td>
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<td>Emotional maturity</td>
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<td>Concern for others</td>
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<td>Character and integrity</td>
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<td>Respect accorded by faculty</td>
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<td>Respect accorded by peers</td>
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<td>Potential for growth</td>
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I recommend this student:  □ With reservation  □ Fairly Strongly  □ Strongly  □ Most enthusiastically

Signed ___________________________    Length of time acquainted with candidate _____________
Mid-Year School Report (due only when available from your school)

Check application plan:  
☐ Early Decision I Postmarked by November 15  ☐ Regular Decision Postmarked by January 2
☐ Early Decision II Postmarked by January 2

TO THE APPLICANT: Please complete the top portion of this form, then give it to your college adviser or head of school. Include a stamped envelope addressed to the above address.

Applicant’s Name: ____________________________________________

Last                                                                 First                                                                        Middle

Birthdate (mm/dd/yy) _________________________  Social Security No. __________________________________________

Applicant’s Address ____________________________________________

Street Address                                                City                                      State                                Zip

Official Name of School _______________________________________

Name City                                         State                               Zip

TO THE ADVISER OR HEAD OF SCHOOL:
This Mid-Year Report form is to be used to report the candidate’s grades for the first term of the current school year and any significant additions/changes in academic, extracurricular, or character record. Please fill it out and return it to the above address when mid-year grades are available from your school.

Please Print Name __________________________________________  Position______________________________________

Date _______________________    Telephone________________________________ Fax _____________________________

E-mail _______________________________________________________________________________________________________________

Class Rank

☐ School does not rank.

This candidate most recently ranks ____________ in a class of ____________ students.

This rank is  ☐ Weighted  How many students share this rank? ________________
☐ Unweighted

If precise rank is not available, please estimate class standing.  ☐ Top 1–3%  ☐ Top 5%  ☐ Top 10%  ☐ Top 20%
☐ Top 30%  ☐ Top 50%  ☐ Lower 50%

Cumulative GPA now: ____________  ☐ Weighted  ☐ Unweighted

Percent of graduating class attending four-year institutions is ____________.

(over)
12th Grade Report (Mid-Year Report):

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>GRADES</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>List all carried during current year and indicate any that may be &quot;advanced,&quot; “honors,&quot; or AP courses.</td>
<td>For period ___________ through ___________</td>
<td>Any courses designed to prepare students for the College Board Advanced Placement or International Baccalaureate Diploma Tests should bear the symbol (AP) or (IB) — i.e., Math V (AP). Regents grades may be entered here.</td>
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</tbody>
</table>

**COMMENTS:** Please comment on any significant additions to or changes in the candidate’s academic, extracurricular, or character record since your previous report and ratings.

How do you support this applicant’s request for admission to Davidson in terms of:

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<tr>
<th>No Basis</th>
<th>Below Average</th>
<th>Average</th>
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<td>Academic achievement</td>
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<td>Extracurricular accomplishments</td>
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<td>Personal qualities and character</td>
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</table>

I recommend this student: ☐ With reservation ☐ Fairly strongly ☐ Strongly ☐ Most enthusiastically

Signed ___________________________ Length of time acquainted with candidate ________________
Academic Teacher Recommendation 1

Check application plan: □ Early Decision I Postmarked by November 15  □ Regular Decision Postmarked by January 2  □ Early Decision II Postmarked by January 2

TO THE APPLICANT:  Please complete the top portion of this form, then give it to one of your junior or senior teachers of English, math, science, foreign language, or social studies with a stamped envelope addressed to the above address. If you are applying Early Decision, please write ED on the envelope.

Applicant’s Name:  _______________________________________________________________________________________

Last                                                                 First                                                                        Middle

Birthdate (mm/dd/yy) _________________________  Social Security No. __________________________________________

School Now Attending

________________________________________________________________________________________________________

Name                                                                                                                    City                                                                 State                                    Zip

TO THE TEACHER:  Please complete and mail this form by the appropriate deadline stated above.

Teacher Name (Please Print)  Subject(s) taught this student

________________________________________________________________________________________________________

Mailing Address:   Street                                                               City                                                                                 State                     Zip

E-mail                                                                                  Phone

CONFIDENTIALITY: Recommendations are an important part of the admission process at Davidson. Since we believe that most recommenders prefer that their recommendations be kept strictly confidential, we destroy recommendations before any applicant or parent could have an opportunity to see them.

Background Information

How long have you known this student and in what context?  _______________________________________________________________________________________

What are the first words that come to your mind to describe this student?  _______________________________________________________________________________________

List the courses you have taught this student, noting for each the student’s year in school (10th, 11th, 12th), the level of difficulty (AP, accelerated honors, IB, elective, etc.), and grades.

________________________________________________________________________________________________________

________________________________________________________________________________________________________

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(over)
Summary and Recommendation

1. Please feel free to write whatever you think is important about this student, including a description of academic and personal characteristics. We are interested particularly in the candidate’s writing ability, intellectual promise, maturity, integrity, originality, initiative, leadership potential, and special talents. We welcome information that will help us differentiate this student from others. (Use a separate sheet of paper.)

2. Compared to other college-bound students you have taught, how do you rate this student in terms of:

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<td>Concern for others</td>
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<td>Character and integrity</td>
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<td>Respect accorded by peers</td>
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<td>Potential for growth</td>
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I recommend this student: □ With reservation □ Fairly strongly □ Strongly □ Most enthusiastically

Signature ___________________________________________ Date ________________________

We appreciate your time and effort in completing this recommendation. Davidson admits qualified students and administers all educational and employment activities without discrimination because of race, color, religion, national origin, age, disability, sexual orientation, or gender, except where exemption is appropriate and allowed by law. The college does not discriminate on the basis of disability in the admission or education of students. An Associate Dean of Students will serve as the point of contact for all matters regarding disabled students, including students with learning differences. Disabled students who request help are able to receive individualized assistance.
Academic Teacher Recommendation 2

Check application plan:  ☐ Early Decision I Postmarked by November 15  ☐ Regular Decision Postmarked by January 2
☐ Early Decision II Postmarked by January 2

TO THE APPLICANT:  Please complete the top portion of this form, then give it to one of your junior or senior teachers of English, math, science, foreign language, or social studies with a stamped envelope addressed to the above address. If you are applying Early Decision, please write ED on the envelope.

Applicant’s Name:  ______________________________________________________________________________________

Last                                                                 First                                                                        Middle

Birthdate (mm/dd/yy) _________________________  Social Security No. __________________________________________

School Now Attending

Name                                                                                            City                                                                                 State                                          Zip
________________________________________________________________________________________________________

TO THE TEACHER:  Please complete and mail this form by the appropriate deadline stated above.

Teacher Name (Please Print)     Subject(s) taught this student
________________________________________________________________________________________________________
Mailing Address:    Street                                                               City                                                                                 State                     Zip
________________________________________________________________________________________________________
E-mail                                                                                  Phone
________________________________________________________________________________________________________

CONFIDENTIALITY: Recommendations are an important part of the admission process at Davidson. Since we believe that most recommenders prefer that their recommendations be kept strictly confidential, we destroy recommendations before any applicant or parent could have an opportunity to see them.

Background Information

How long have you known this student and in what context? _______________________________________________________
_____________________________________________________________________________________________________________

What are the first words that come to your mind to describe this student? _________________________________
_____________________________________________________________________________________________________________

List the courses you have taught this student, noting for each the student’s year in school (10th, 11th, 12th), the level of difficulty (AP, accelerated honors, IB, elective, etc.), and grades.

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

(over)
Summary and Recommendation

1. Please feel free to write whatever you think is important about this student, including a description of academic and personal characteristics. We are interested particularly in the candidate’s writing ability, intellectual promise, maturity, integrity, originality, initiative, leadership potential and special talents. We welcome information that will help us differentiate this student from others. (Use a separate sheet of paper.)

2. Compared to other college-bound students you have taught, how do you rate this student in terms of:

<table>
<thead>
<tr>
<th>No Basis</th>
<th>Below Average</th>
<th>Average</th>
<th>Good (Above Average)</th>
<th>Very Good (Well Above Average)</th>
<th>Excellent (Top 10%)</th>
<th>Outstanding (Top 5%)</th>
<th>One of the top few met in my career</th>
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<td>Academic achievement</td>
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<td>Intellectual ability</td>
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<td>Disciplined work habits</td>
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<td>Oral expression</td>
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<td>Creative, original thought</td>
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<td>Leadership</td>
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<td>Independence, initiative</td>
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<td>Reaction to setbacks</td>
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<td>Emotional maturity</td>
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I recommend this student:  □ With reservation  □ Fairly strongly  □ Strongly  □ Most enthusiastically

Signature _______________________________________________   Date ________________________

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Peer Recommendation

Check application plan:  
☐ Early Decision I Postmarked by November 15  ☐ Regular Decision Postmarked by January 2  
☐ Early Decision II Postmarked by January 2

TO THE APPLICANT:  
Please complete the top portion of this form, then give it to a classmate/close friend who knows you well and can evaluate your strengths. Include a stamped envelope addressed to the above address. If you are applying Early Decision, please write ED on the envelope.

Applicant’s Name:  ______________________________________________________________________________________  
Last  First  Middle

Birthdate (mm/dd/yy) ______________  Social Security No. ______________

School Now Attending  
________________________________________________________________________________________________________

Name  City  State  Zip

TO THE PEER OF THE APPLICANT:  Please complete and mail this form by the appropriate deadline stated above.

Peer Name (Please Print)  Peer Signature  Date

Mailing Address:  Street  City  State  Zip

E-mail  Phone

Your recommendation can provide useful information in ascertaining the competitiveness of this applicant. You know the applicant in a different way than do teachers, counselors, principals, and advisers. Your insights will help us to understand the nature and extent of the respect accorded to the applicant by peers. Since Davidson can select only a small number of the total applicant pool to fill each year’s entering class, your assessment of this applicant’s strengths and weaknesses will be important in our decision. Please feel free to attach additional sheets.

CONFIDENTIALITY: Recommendations are an important part of the admission process at Davidson. Since we believe that most recommenders prefer that their recommendations be kept strictly confidential, we destroy recommendations before any applicant or parent could have an opportunity to see them.

1. How long and how well have you known the applicant? Please give information about opportunities you have had to work with or observe the applicant.

2. Are you applying to Davidson College?

3. Are you familiar with Davidson College?

4. What do you see as the applicant’s strengths? Please give specific examples when possible.
5. What do you consider to be the applicant’s weaknesses? Again, it would be helpful to give specific examples by referring to activities or projects in which a weakness has emerged.

6. Character and personality

The following ratings will be used to compare this student with other very capable students. Please make them as realistic as you can in comparison with outstanding students applying to other leading institutions.

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<tr>
<th></th>
<th>Below Average</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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<tr>
<td>Leadership</td>
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<td>Overall recommendation</td>
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7. We welcome any additional statement you wish to make about the applicant.

We appreciate your time and effort in completing this recommendation. Davidson admits qualified students and administers all educational and employment activities without discrimination because of race, color, religion, national origin, age, disability, sexual orientation, or gender, except where exemption is appropriate and allowed by law. The college does not discriminate on the basis of disability in the admission or education of students. An Associate Dean of Students will serve as the point of contact for all matters regarding disabled students, including students with learning differences. Disabled students who request help are able to receive individualized assistance.
Financial Assistance

NEED-BASED FINANCIAL AID

Early Decision I and II

- By November 15: File CSS/Financial Aid PROFILE. Davidson code: 5150 (Early Decision I)
- In December: Early Decision I financial aid notification letters will be mailed
- By January 2: File CSS/Financial Aid PROFILE. Davidson code: 5150 (Early Decision II)
- In February: Early Decision II financial aid notification letters will be mailed
- By April 15: File Free Application for Federal Student Aid (FAFSA). Davidson code: 002918
- By April 15: Submit all completed tax documents (1040, W-2, etc.) to the College Board IDOC Service
- In May: updated financial aid notifications will be mailed

Regular Decision

- By February 15: File CSS/Financial Aid PROFILE—Davidson code: 5150
- By February 15: File Free Application for Federal Student Aid (FAFSA). Davidson code: 002918
- By February 15: Submit all completed tax documents (1040, W-2, etc.) to the College Board IDOC Service
- In March and April: Regular Decision financial aid notification letters will be mailed

MERIT-BASED SCHOLARSHIPS

- All admitted students will be considered for appropriate merit-based scholarships
- Please refer to this booklet for information on merit scholarship nomination, application, and selection processes

FINANCIAL ASSISTANCE CHECKLIST

U.S. Citizens and Permanent Residents submit the following:

- CSS/Financial Aid PROFILE
- Free Application for Federal Student Aid (FAFSA)
- Parents’ and students’ signed 2012 federal income—tax returns, W-2 forms, and verification worksheet
- Merit-Based Scholarships (online) OPTIONAL

Non-U.S. Citizens submit the following:

- International Certification of Finances (required)
- International Student Financial Aid Application—or—
- CSS/Financial Aid PROFILE
- Merit-Based Scholarships (online) OPTIONAL

Please keep detailed records of the dates you send or submit documents or forms to Davidson and other agencies. We also encourage you to make a photocopy of every completed form.