



Quality Education for Quality Life

** Our Mission **

The Floyd County Schools will provide quality education that enables students to apply academic and life skills to achieve their maximum potential.



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POST HIGH SCHOOL AND COLLEGE PLANNING CALENDAR

Whether you plan to attend a two-year community or technical college, a four-year college or university, a vocational school or join the military or enter the workplace, you need to begin your plans in ninth grade. Each Floyd County high school provides internet four-year planning guides on the individual high school web sites.

FRESHMAN YEAR

- In the fall, meet with your counselor to be sure you are enrolled in the appropriate courses.
- Work to your academic potential. The grades you earn in ninth grade have a dramatic effect on your total numerical average/GPA. These grades will be included in your final high school numerical average/GPA and class rank. This is important for college admission and scholarships, as well as, a future employer.
- Participate in extra-curricular activities (school and community sponsored).
- Begin to work on a student resume and activity folder.
- Check the Floyd County web site for study guides and homework assistance.
- Encourage your parents to attend the 9th grade meetings.
- In October, sign up for and take the PSAT/NMSQT for National Merit Scholarship or practice for the SAT. Work through sample questions provided with the explanatory materials in the Student Bulletin and visit the web sites. (See appendix in back of this booklet.)

SOPHOMORE YEAR

- In October, sign up for and take the PSAT/NMSQT for National Merit Scholarship or practice for the SAT. Work through sample questions provided with the explanatory materials in the Student Bulletin and visit the web sites. (See appendix in back of this booklet.)
- When planning your sophomore curriculum, use the schematic of the four-year plan as your guide.
- Take the American College Testing program's PLAN (Pre-ACT) assessment program. This test will help prepare you for the ACT next year and give you valuable career information.
- Become involved in school and community activities. Work toward a leadership position in the activities that you like best.
- Ask your counselor and teachers about Advanced Placement Courses/Post Secondary Options/Joint Enrollment/Apprenticeship. Plan to take challenging courses your junior year.
- If you are interested in attending a military academy, now is the time to start getting information.

College Planning Calendar – continued

- Consider your vocational interests; explore Floyd County Technical High and Industry Academy as well as apprenticeship programs.
- Encourage your parents to attend the 10th grade parent meetings.
- Update your portfolio.
- Obtain your PSAT results and discuss these results with your counselor. Study the accompanying explanatory materials. Share it with your parents.
- In March, plan to take the ASSET.

JUNIOR YEAR**Fall**

- **WORK HARD!** This is the time to get **SERIOUS**. The courses you choose and the grades you earn are very important.
- In October, sign up for and take the PSAT/NMSQT for National Merit Scholarship or practice for the SAT. Work through sample questions provided with the explanatory materials in the Student Bulletin and visit the web sites. (See appendix in back of this booklet.)
- Become familiar with the reference materials available to you through the Guidance Office.
- Attend all meetings for 11th grade students sponsored by the Guidance Office.
- Begin to think about your reasons for choosing your particular career path. Looking for a college, you should consider such things as size, location, majors, academic rigor, housing, cost, and distance from home. Talk to your teachers, parents, counselor and friends about characteristics to consider. Take advantage of a college visitation day.
- Consider educational options at Floyd County Technical High, Coosa Valley Tech, and in apprenticeships.
- Plan your extra-curricular activities for this year and next.
- Whenever possible, speak to College/Career Representatives who visit your school. Attend the PROBE Fair usually scheduled in October or November.
- In the fall, participate in the Armed Services Vocational Aptitude Battery (ASVAB). This is an excellent, free opportunity to help you determine a career path.

Winter

- Obtain your PSAT results and discuss these results with your counselor. Study the accompanying explanatory materials. Share them with your parents.
- Register for the Spring SAT and ACT. Request the “Student Answer Service,” so when you get your results you can see where you need to improve.

- Devise a plan to study for the SAT and ACT. SAT/ACT materials are available on line; study guides can be purchased from bookstores; courses are offered in Floyd County Schools during intersession and during the school year; prep booklets are available in the Guidance Office and media center; commercial test prep course can also be scheduled.
- In February, make plans to attend Junior/Parent Information Night at your school.
- Continue to work on the student resume and activity sheet. Save the information on a disk.

Spring

- Meet with your counselor to review senior year course selection and graduation requirements.
- Discuss SAT/ACT scores with your counselor and register to take the SAT and/or ACT again if you would like to try to improve your score.
- Contact colleges for information. Attend college fairs; read and discuss information about college; and make plans to listen to those who know about those specific colleges.
- Complete necessary paperwork for any course you are planning to take off campus as a senior. **Don't forget to look for deadlines.**
- Prepare for and take AP Exams.
- Continue your involvement in extra-curricular activities. Colleges look for consistency and the depth of your involvement in the activities you choose, including community service involvement, mentoring programs, service learning, and volunteerism.

May/June

- Take SAT I and/or ACT.
- Take AP Exams, if appropriate.
- Compile a "possible" college list and decide if you can go on any visits during the summer.
- Consider your career interests and the possibility of a summer job in that area.
- File NCAA Clearinghouse forms.
- Finish the year with flying colors!! **This is your most important semester for colleges.**

THE SENIOR CALENDAR

August/September

- Continue to take a full course load of challenging courses, and continue to work to make sure you earn the best grades possible.
- Attend individual senior/parent conferences.

The Senior Calendar – continued

- Meet with your counselor to discuss whether you need to take the SAT or ACT in the fall.
- Talk to your counselor, teachers, and parents, and finalize your college list.
- Call, write and/or email the schools requesting applications.
- Listen to announcements for dates and times college representatives will visit your school. Attendance at these meetings is important. Ask Questions!!
- Make copies of EVERYTHING.
- Label a folder for each college, and make a calendar showing application deadlines for admission, financial aid, and scholarships.

October

- Mail college applications for Early Decision admission and Early Action **BEFORE** the deadline.
- Ask two teachers who know you well if they will write you a “positive academic” recommendation. Give recommendation forms to the teachers you have chosen, along with stamped, addressed envelopes to each College Admissions Office to which you are applying. (Give your teachers at least a week’s notice when making this request.)
- Work on rough draft essays and applications.

November

- Be sure all your teachers have recommendation forms and stamped envelopes.
- Submit all college materials and college applications to the Guidance Office with checks made payable to the college well in advance of when they are due. The Guidance Office will need five working days to assemble all the information needed by the colleges and to include this information with your application packet.
- Observe ALL deadlines.
- Keep your grades up – Colleges will look carefully at your semester grades!
- Take SAT I or ACT.
- Register for the December ACT if advised by your counselor.

December

- Get all applications submitted **BEFORE** the winter holiday.
- Attend the Financial Aid Night sponsored by the Guidance Office and the Georgia Student Finance Commission.

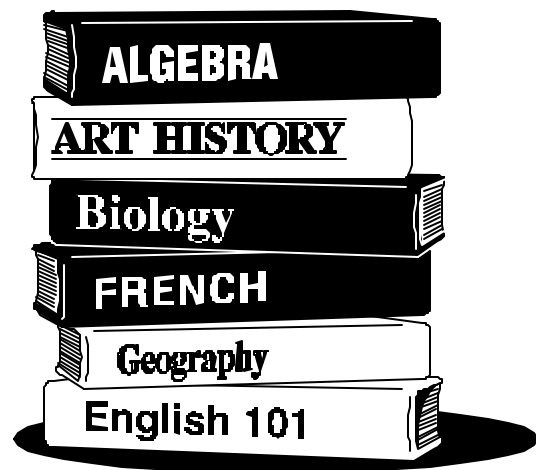
The Senior Calendar – continued

January – March

- Collect Financial Aid information and pick up FAFSA forms in the Guidance Office. They may NOT be submitted until after January 1.
FAFSA Web Address: www.fafsa.ed.gov.
- Attend the FAFSA workshop at your school.
- Submit FAFSA forms and any additional financial aid forms requested by the colleges.
- Complete and submit all applications still not sent!!
- Follow up and check to make sure that colleges have received all of your application information, including recommendations and test scores.

Spring

- Notification of decisions by colleges usually occurs between March 15 and April 15.
- Notification of financial aid packages from colleges and universities to which you have been accepted will arrive.
- Compare financial aid packages.
- Make your final choice. Notify all of your schools of your intent by May 1. Send a deposit to your chosen school.
- Notify all schools of your final decision.
- Inform the Guidance Office of your final decision so your official final transcript will be sent.
- **KEEP YOUR SECOND SEMESTER GRADES UP** – Colleges have the right to withdraw an acceptance offer based on your final semester grades, and, **YES**, they do exercise this option!!



TAKE STANDARDIZED TESTS

Postsecondary placement and/or scholarships use the following testing programs to determine admission. Juniors and seniors, and occasionally sophomores, usually take them. A brief explanation of each test is given below. It is the responsibility of each student to know the required tests and test dates for the colleges he/she is considering.

In late August of each year, the following information will be available in the Guidance Office:

Deadlines for registration

Place of administration and fees

Registration material for ACT and SAT exams

PLAN (for tenth-grade students)

- The **PLAN** is a comprehensive assessment program designed to improve the secondary and post-secondary planning and preparation of students and to enable schools to assist students and their parents in this important process.
- The **PLAN** is administered by each Floyd County High School once a year, in mid-autumn. The **PLAN** measures academic development in four key subject areas: English; Mathematics; Reading; and Science Reasoning. These four tests are complimentary in content to those of the ACT assessment.
- The **PLAN** also gathers and reports information about students' educational and career plans, interests, knowledge of effective study techniques, and self-identified needs for assistance. Information about **PLAN** results may be obtained from the counselors.

ACT (American College Testing Program)

- The ACT test is a three hour test which measures scholastic aptitude in English, mathematics, reading and science reasoning.
- The ACT consists of 215 scored questions. English (75 questions, 45 minutes); math (60 questions, 60 minutes); reading (40 questions, 35 minutes); and science reasoning (40 questions, 35 minutes).
- There is a short break between the second and third sub-tests.

- Registration forms are available in the Guidance Office or online.
- The current fee is in the registration packet or available in the Guidance Office.
- Check the ACT registration packet for a local center.
- The dates for test administration are September, October, December, February, April and June.
- The range of scores is from 1 – 36. There is NO penalty for guessing.

CEEB (College Entrance Examination Board) collegeboard.com – The College Entrance Examination Board offers the Preliminary SAT/National Merit Scholarship Qualifying Test, the SAT I: Reasoning Test, the SAT II: Subject Tests in academic areas; Advanced Placement Examinations; and the College Level Examination Program.

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test For 9th, 10th and 11th grade students)

- Sophomore and juniors take this test on a **Tuesday in October**. Sophomores are not eligible for National Merit Scholarships and take the exam for practice only.
- The test is **administered** at each local high school.
- This is a **two-hour version of the SAT I: Reasoning Test**, measuring verbal reasoning, mathematical reasoning and writing skills important for college work. The test is recommended for use by secondary schools in guiding students who plan to continue their education and/or seek recognition and financial assistance through scholarship programs administered by National Merit Scholarship Corporation.
- The test consists of verbal reasoning (50 questions, two 25 minutes sections; analogies, sentence completion, and critical reading passages); mathematical reasoning (40 questions, two 25 minute sections; regular math, quantitative comparisons, student produced responses); writing skills (39 questions, one 30 minute section; identifying sentence errors, improving sentences, improving paragraphs).

- Students receive a **score** in each content area. Each score ranges from 20-80 and is totaled with the others for the combined score.
- The **Selection Index** is used for National Merit Scholarship purposes and includes the verbal, math and writing scores. The score range is 60-240. (Students can use this as a prediction of SAT, etc.)
- Juniors who may qualify for National Merit Scholarships must take the PSAT in October of their junior year.

SAT I (Reasoning Test)

- This is a **three-hour objective test** designed to measure how well students have developed their verbal and mathematical skills considered necessary for success in college.
- **Registration forms** are available in the Guidance Office and must be mailed to College Board, Princeton, New Jersey.
- The test is **administered** at local testing sites, and the choices of sites are listed online and in the registration booklet.
- The **dates** for test administration are October, November, December, January, March, May and June.
- The test **format** consists of verbal reasoning (78 questions, 75 minutes, analogies, sentence completion, and critical reasoning); experimental section (30 minutes); mathematical reasoning (60 questions, 75 minutes, regular math, quantitative comparison, student reduced responses).
- In the spring 2005 test, a 35 minute writing portion will be added. Analogies will be eliminated.
- Range of **scores** is between 200-800. Totaled-scaled scores range from 400-1600. Students receive one point for each correct response and lose a fraction of a point for each incorrect response (except for student produced responses).
- The SAT will change in 2005.

SAT II (Subject Test)

- These are **one-hour** tests designed to measure a student's level of achievement in **various subject fields**. Students may take one, two or three tests during any one session. Some colleges require them for

admission and/or placement in freshman courses.

- **Registration forms** are available in the Guidance Office and must be **mailed** to College Board, Princeton, New Jersey.
- The **dates** for test administration are October, November, December, January, May and June. (Juniors usually take SAT II: Subject Tests in May or June if they will terminate a sequence of courses at the end of that year, plan early graduation, or consider early decision). **Freshmen and sophomores occasionally** take SAT II: Subject Tests (in subject areas that are taken only during that year). As a general rule, it is preferred that **seniors** take SAT II Subject Tests in December and January. A very careful check of college catalogs is necessary to determine the precise requirement. Some tests are given only on certain dates. It is recommended that students discuss date and choice of tests with their Guidance Counselor before registration.

AP (Advanced Placement Examinations)

- The Advanced Placement Examinations are designed to provide a **measure of academic competence** that allows students to move ahead in college by taking advanced courses.
- **Registration** is with your AP teacher.
- The tests are **administered** at the local high school in May of each year.
- The tests are **administered in Mid-May during the regular school day**. (It is recommended that only those especially qualified students in **honors** or **advanced placement courses** consider taking these tests. Students should consult with teachers and/or counselors about the quality and extent of preparation before deciding to take these examinations.) If you attain a certain grade, you get college credit.

CLEP (College Level Examination Program)

- The College-Level Examination Program enables students to **earn college credit** for what they already know, whether it was learned in school, through independent study, or other experiences outside of the classroom.

- More than 2,800 colleges and universities now award credit for qualifying scores on one or more of the **thirty-four** CLEP exams.
- The exams, 90 minutes in length and primarily multiple-choice, are administered at participating colleges and universities. For more information, check out the web site at: <http://www.collegeboard.org/clep/students/html/student.html>.

STUDENTS WITH DISABILITIES

WHAT IS A DISABILITY?

A student is considered to have a disability if he or she meets at least one of the following conditions. The student must:

- Have a documented physical or mental impairment that substantially limits one or more major life activities, such as walking, seeing, hearing, speaking, learning, working, or performing manual tasks;
- Have a record of such an impairment;
- Be perceived as having such an impairment.

PHYSICAL DISABILITIES

Impairments of speech, vision, hearing, and mobility.

LEARNING DISABILITIES

A learning disability is defined as an array of biological conditions that impede a student's ability to process and disseminate information. A learning disability is commonly recognized as a significant deficiency in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculations, problem solving, sustained attention, time management, or social skills.

LEGAL RIGHTS OF STUDENTS WITH DISABILITIES

The following legislation mandates that colleges and universities receiving federal financial assistance shall not discriminate in the recruitment, admission, or treatment of students.

Students with specific disabilities have the right to request and expect accommodations, including auxiliary aids and services that enable them to participate in and benefit from all

programs and activities offered by or related to the school.

Section 504 of the Rehabilitation Act of 1973 states:

“no otherwise qualified individual...shall, solely by reason of ... handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.”

ADA (the Americans with Disabilities Act) of 1990

Requires educational institutions at all levels, public and private, to provide equal access to programs, services, and facilities. Schools must be accessible to students, as well as to employees and the public, regardless of any disability.

STRATEGIES FOR STUDENTS WITH DISABILITIES

- Be sure that your disability is well documented and current.
- Encourage your teachers to include in their letter of recommendation how you have learned to work and cope with your disability.
- Learn the federal laws that apply to students with disabilities.
- Visit several colleges and universities and make appointments to talk with the individuals facilitating the support programs available on the campus.
- Ask about the services available and how to access these services. Ask about the college's expectations for students with disabilities.
- Ask to talk with other students who have similar disabilities to learn about their experiences on campus.
- Ask if there is an additional cost for support services and request detailed information concerning the cost structure.

NON-STANDARDIZED TESTING

Non-standardized testing is helpful to those who have a diagnosed and properly documented learning disability or physical handicap. The COLLEGE BOARD and ACT offer Extended Time testing for those who qualify. Students who believe they qualify for such testing should

meet with their Special Education teacher and their counselor for specific information about registration and testing plans.

SELECTING A COLLEGE

BE REALISTIC

You should select colleges whose admission and academic standards are consistent with your ability and achievement. On page 29 of this booklet, you will find a worksheet, which you are to complete before conferring with your counselor. For information regarding post college and career options, please go to your school web site.

In preparation for filling out the worksheet, you should do the following:

1. Start the selection process early; begin to explore and compare colleges.
2. Take advantage of other opportunities to learn more about colleges.
3. College representatives visit your school; you should frequently check the college calendar posted inside and outside the Guidance Office for these appointments. Listen for announcements.
4. When possible, visit campuses to become familiar with campus life.
5. When possible, attend college fairs.
6. Explore the Internet. See the Appendix in the back of this booklet for a variety of Internet addresses.
7. Study the test requirements and plan the dates on which you should take entrance examinations. Test information is included in this booklet on pages 8 & 9.

DESCRIPTIONS OF INSTITUTIONS

The University is an educational institution which comprises an undergraduate college of liberal arts as well as professional and graduate schools. The word is used loosely, however, and some colleges are called universities and vice-versa.

The College is sometimes referred to as a College of Liberal Arts or College of Arts and Science. It offers a four-year curriculum leading

to a Bachelor of Arts or Science degree. It may be privately controlled or state controlled. Some that are privately controlled are related to religious denominations and may be men's, women's or co-educational.

The Cooperative College or University

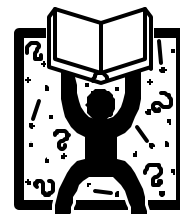
combines college work with periodic employment in a specialized field. Such a college course usually extends to five years, but students get practical experience, which makes formal learning more meaningful, and at the same time, earn part of the cost for college.

The Technological College or Institute

offers intensive training in engineering and scientific fields on a college level. The undergraduate course covers four or five years. Many liberal arts colleges have arranged with various technological colleges for a five-year combination program of three years of liberal arts and two years of specialized engineering.

The Community College provides two years of education beyond high school. Students can prepare for entrance to a four-year college or university or receive general education if they do not wish to go for four years. Community colleges offer specialized training for occupations in commercial, homemaking, clerical and other fields. **Students planning to transfer to a four-year college should investigate the course requirements so those courses taken in community college will transfer for credit.**

The Technical Institute offers one or two years of training usually related to the engineering or health professions. The curricula are intensive with emphasis on practical processes and performance.



ADMISSIONS TERMS

Colleges and universities have varying admissions practices described in their publications. Ask your counselor for additional insight. Some of the most frequently mentioned practices include the following:

- **Early Admission**
An exceptional student would terminate his/her high school education after the junior year without earning a high school diploma and enroll in college. Early Admission is generally highly selective.
- **Early Decision**
Early Decision, a plan offered by a select number of colleges, allows a student to apply between October and mid-January (generally) for an early determination of admissibility. If accepted, the student is **obligated** to attend. The student may submit other applications during this period, but only one can be Early Decision. If accepted through the Early Decision program, the student must withdraw all other applications.
- **Early Action**
Early Action is a plan offered by a few schools that invite early application but does not require the student to attend if accepted. Application deadline is usually in early November; preferred date may be in October.
- **Rolling Admissions**
The college will notify the applicant as soon as the application has been processed (usually in four to six weeks) and the file is complete. It is to the student's advantage to apply early. (A complete file may include seventh semester grades.)
- **Regular Admissions**
This is the most common option offered to students. A deadline is set when all applications must be received, and all notifications are sent out at the same time.
- **Open Admissions**
Students are accepted upon application in Open Admissions (usually community colleges). Some programs in these same

schools may have more selective admissions.

- **Deferred Decision**
The college or university determines that more information is needed to make a final decision about a candidate's application. Often the decision is delayed until seventh semester grades and/or new test scores are received.

FACTORS TO CONSIDER WHEN CHOOSING A COLLEGE

Type of School

1. Co-educational, all men, all women
2. University, college, community college, technological institution
3. State controlled, privately endowed, church related

Reputation of the School

1. Admission requirements, practices, selectivity
2. Scholastic standards that prevail
3. Intellectual "climate" of campus
4. Rating by accrediting groups
5. Training and experience of faculty
6. Record of graduates

Enrollment

1. Size of student body
2. Number of freshman and upper-class students
3. Ratio between men and women
4. Faculty to student ratio

Vocational Opportunities

1. Major courses of study offered
2. Opportunities for specialized training

Costs

1. Minimum and maximum costs per academic year
2. Transportation costs
3. Scholarships (need-based and no-need or merit-based) and undergraduate loans
4. Part-time employment opportunities

Social Standards

1. Accepted standards of conduct
2. Adequacy of social functions
3. Emphasis on fraternity and sorority membership
4. Dating opportunities
5. Opportunities for cultural development

Campus Activities

1. Emphasis placed on intramural and competitive sports
2. Variety of campus activities
3. Recreational programs

Religious Orientation

1. Chapel services – elective or required; sectarian or non-sectarian
2. Location of a place of worship of your own faith

Physical Features

1. Location – rural or urban
2. Dormitory and dining conditions
3. Classroom, library, laboratory and physical training facilities

Personal Services

1. Learning disabilities programs
2. Advisory system
3. Medical and dental facilities
4. Placement services
5. Internet accessibility to students

34 & 38) and/or a Student Activity Form (sample on page 27). Remember to update this yearly so it will be current for college admission and scholarship opportunities.

Test Results – These are included on your transcript; however, you should check with your college to see if an official score must be sent from the testing agency.

Colleges vary in their subject requirements for admission. The major part of your high school work should be in the academic areas: English, Social Sciences, Mathematics, Sciences, and Foreign Languages. For the requirements of specific colleges, students are urged to study the catalogs of the individual colleges and consult with their counselor.

COLLEGE ADMISSION SYSTEMS

It is our belief that two-year and four-year colleges use one of the following systems to determine if high school students are eligible for admission to their institution.

- **Open Admission Colleges** - These colleges accept virtually all interested students who have a high school diploma or its equivalent (GED), and even that requirement is sometimes waived for applicants above a certain age. Some open admission institutions have selective requirements for specific programs, such as nursing. Our community colleges are examples of schools with an open admission policy.

- **Formula Admission or Selective Admission** - These colleges offer admission to all applicants who meet their explicit or formula requirements. The requirements may vary widely from college to college and may be extremely rigorous, but you can be fairly sure of admission if you meet their formula. Large, state schools are examples of schools with formula admission, i.e. University of Georgia, Georgia Tech and State University of West Georgia.

- **Competitive Admission** - These universities and colleges have explicit admissions requirements. Unfortunately, more applicants meet these requirements than the schools are willing or able to accommodate. You cannot be sure of

**COLLEGE ENTRANCE
REQUIREMENTS**

OFFICIAL RECORDS

The Guidance Office will send official documentation concerning your high school record to all of the colleges to which you are applying. Your application package includes:

- **Official Transcript** – Your official transcript is a copy of your permanent record which shows courses, grades, grade point average, class rank, credits earned, etc. for grades nine through twelve. See page 35 for sample.
- **Activity Sheet** – When you are ready to submit applications to colleges, you may be asked to include a Resume (sample on pages

acceptance even though you satisfy all entrance requirements because you will be competing with other equally qualified applicants. These schools will evaluate you in the following manner.

ACADEMIC

1. **Your senior year schedule.** How difficult is your core curriculum selection and how many core classes you are taking.
2. **Your numerical average/GPA,** class rank or class decile after six semesters.
3. **The counselor and teacher recommendations.** They are your official school recommendation.
4. **Your teacher recommendation.** You are advised to have two faculty members write for you, and it is recommended that you use junior and senior teachers.
5. **Your ACT, SAT I, or SAT II test scores.** You should send these scores directly to the schools to which you apply. We will be happy to send a copy of your scores, if you request it, at the time you bring your application to the Guidance Office.

NON ACADEMIC

1. The activities you have been involved in during your high school career and the leadership evident in these activities are important components of your college application.
2. The college could ask you the following question: "How badly do you want to attend this institution?" The college may get an answer to this question by requiring:
 - a. An **ESSAY** on the application and/or
 - b. An **INTERVIEW** by an alumnus or by an admissions officer
3. Special Talents (artistic, musical, etc.)

DEVELOPING A COLLEGE LIST

Your college list should take into account those characteristics and trademarks you are looking for in a school, be it size, location, quality or particular academic or extracurricular program, etc.

Even if you have outstanding credentials, you may not be offered admission by all the colleges to which you apply. The most highly selective colleges deny far more students than they

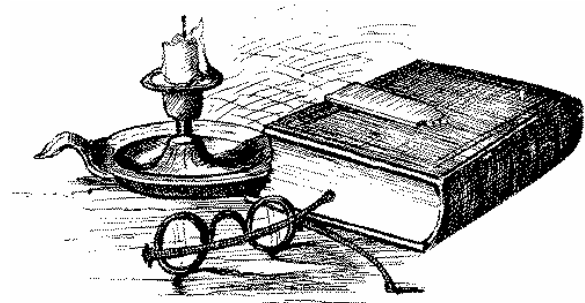
accept, with several accepting less than 12% of their applicants.

Your goal should be to come up with a balanced group of six to eight schools that fall into three categories: **Reach, Possible or Likely.** These terms for any student are relative and not absolute. They are offered to assist you in evaluating your chances at a particular school, **AND NOT** as a judgment of your performance during your time in high school.

REACH - These are schools where chances of admission are less likely, but where there is some chance of admission. Your credentials may not be as strong as those of students who are typically admitted from local high schools. In most cases, these are schools where the percentage of admitting applicants to this school is extremely small, thereby affecting the chances of admission for everyone. When a student is admitted to a Reach school, there is often a "hook" or "special circumstances" which becomes a significant factor in the college's decision.

POSSIBLE - Your credentials for admission are truly competitive, and you are qualified for admission. This is a school where you might have a 50-50 chance of admission, as former local high school students with similar credentials have often been admitted, yet sometimes denied. This could be a school where factors beyond pure academics may be factored into the decision.

LIKELY - These are schools where your credentials are very competitive and you should be admitted. It is extremely important for students to find "Likely Schools" where they truly believe they can be happy and productive.



COMPLETING YOUR APPLICATION

1. Read the directions and follow them explicitly.
2. Complete the application NEATLY. You may type, print legibly, or use your word processor, cut the printout to fit, and carefully paste it in the proper space.
3. Put your name and social security number on every page.
4. Do your best work. Your application represents you. Make sure you represent yourself well.
5. Proofread. Spelling and grammatical errors are absolutely unacceptable.
6. Sign your application and any extra sheets that you attach. Some applications may ask for a parent signature as well.
7. Be sure to include the application fee if one is required.
8. You should always waive your right to see any recommendation written on your behalf. Colleges are much more receptive to recommendations they know you have not seen. After all, you are not going to request a recommendation from anyone who will not provide an accurate and positive letter, right!
9. If you have questions or want to review your application with us, please do so.
10. Keep a photocopy of every application. It is highly unlikely, but always possible, that your application may be lost or misplaced along the way. It is much easier to have a backup copy than to start all over again. However, copies may not be made in the Guidance Office.
11. If you use the Internet or some other personal computer program, be sure to inform the Guidance Office and request that all required materials be sent to your colleges from the Guidance Office.
12. When you have completed your application, bring application, application

fee, essay, (if required), student activity sheet, and brag sheet to the Guidance Office.

SUBMITTING YOUR COLLEGE APPLICATIONS

1. Submit your applications to the Guidance Office well in advance of the application deadlines. For college application deadlines make your requests two weeks in advance. For deadlines December 1 through February 1, make your requests three weeks in advance.
2. Come to the Guidance office to request that your transcript and other appropriate materials be sent to the college(s). Bring any and all forms that need to be completed by the high school. Bring a copy of your resume, Student Activity Sheet, immunization record, completed college application and application fee to the Guidance Office when you first request that material be sent to a college.
3. SAT & ACT test scores should be sent by the testing agency. The Guidance Office can send a copy of your test scores as well, if you request that we send them. Please be aware that your test scores are on your transcript.
4. If a college provides a special envelope requesting that it be used for sending application materials, please bring it with you and we will, of course, use it.
5. Report to the Guidance Office the decisions you receive from all the colleges to which you applied. The colleges generally do not report their decisions to us.
6. Inform the Guidance Office of any and all MERIT-BASED SCHOLARSHIP OFFERS you receive. Bring in the letters that describe the scholarships so we may make copies for your file and include the scholarships on the Senior Awards program in the spring.

WRITING THE COLLEGE APPLICATION ESSAY

Although you may wish for one, there is no formula for writing a successful college application essay. The primary consideration is that the essay truly reflects your individuality and your special qualities. Your approach should be determined by who you are rather than by any guidelines established by other people.

The most important piece of advice is to find a topic that you care passionately about. If you write honestly about something that is important to you, your readers will have an opportunity to see your world through your eyes. Remember that colleges want to know who you are, your feelings, interests, strengths, weaknesses, motivations, and beliefs. Don't waste time repeating what your readers already know about you. As a final word, write the essay from the heart. It should have life and not be contrived and one-dimensional. Having said that, the following guidelines should be helpful:

1. Apply the writing skills that you already know – all of them. Apply to this essay everything you have learned in writing your English essays.
2. Be organized. Have a beginning, middle, and an end. Have a definite type of organization, such as chronological, least to most important, top to bottom, etc.
3. Write for impact. Remember that your essay will be read quickly, so be emphatic, vivid.
4. Use Details!! Do not, under any circumstances, be general. Details can make all the difference in your essay.
5. Be technically perfect. Do not make spelling, punctuation, grammar or sentence structure errors. Edit carefully.
6. Focus your essay on one or two points. Do not try to cover your life history and all the problems of the universe in one essay.
7. Write about yourself. That is what the college wants to know, so tell them something specific about you. (See #4.)
8. Tell a story; it is always easy for admissions people to remember.
8. Use a clear, natural, easy-to-read style. Put your thesaurus away for this essay. Be personal; this will probably be a first person essay.
9. Have a great beginning. Get your reader's attention from the very first word.
10. Type or word-process your essay. The computer lab can help you with this.
11. Write only in the space provided. Do not add extra pages unless the application states that you may.

Some things you should NOT, under any circumstances, do:

1. Have your parents or someone else write your essay. Trust me; the colleges can tell the differences between a student and adult essay.
2. Use profanity.
3. Be general – ever, at any time, for any reason. These kinds of essays are boring, boring, boring.
4. Be boring. This relates to #3. Write about something specific, very specific – this is the most important lesson you should learn about college essays.
5. Use overblown, pompous words. This is your college essay – not the SAT's.
6. Use clichés or overused phrases like “I learned a lot” or meaningless, dumb adjectives like “interesting” or “really meaningful.”
7. Use passive voice.
8. Use the same essay for totally different questions. Yes, you can adapt an essay, but you cannot always use the same essay, word for word.

AUDITIONS & PORTFOLIOS

The following tips will help you showcase your talents and skills when preparing for an audition or a portfolio review.

MUSIC AUDITIONS

If you intend to apply to a selective music program in a college, you are strongly encouraged to create a recorded tape and a short document outlining your past musical achievements at your local high school and elsewhere. Creating a tape and resume will showcase your musical abilities and help to set you apart from many other applicants.

Please check carefully about each school's audition procedure. The earlier you register, the better, as spaces will fill up.



Tape Format

- The tape should be professionally recorded with high quality equipment.
- Choose your pieces wisely. Choose pieces that demonstrate your different strengths.
- Do not make the tape too long.
- Send the tape to both the College Admissions Office as well as the appropriate member of that school's music department.

DANCE AUDITIONS

At many four-year colleges, an open class is held the day before auditions. A performance piece that combines improvisation, ballet, modern, and jazz is taught and the students will be expected to perform the piece at the audition. Dance programs vary, so check with the college of your choice for specific information.

THEATER AUDITIONS

Most colleges do not require that a student audition is required to be accepted into the theater department, unless the college offers a Bachelor of Fine Arts (B.F.A.) degree in theater. Although colleges and universities differ, generally those students who are auditioning for Musical Theater should:

- Prepare two contrasting monologues.
- Prepare pieces that do not exceed five minutes.
- Take a theater resume and photo to the audition.
- Choose a monologue where you play only on character.
- MEMORIZE your selection.

ART PORTFOLIOS

The pieces you select for your portfolio should demonstrate your interest and aptitude for a serious education in the arts.

- Make your portfolio as clean and organized as possible.
- Some colleges may differ, but most will be looking for a selection of slides documenting your work, usually no more than twenty submitted in a slide file page.
- Slide portfolio should be presented in a standard 8 ½ x 11 plastic slide sleeve.
- You should include a brief **Artist Statement**, which describes your interests and investment in the visual arts.
- It is important to protect your work, but make sure the package you select is easy to handle and does not interfere with the viewing of the artwork.
- Label each piece with your name, address, and high school.

LETTERS OF RECOMMENDATION

Most private colleges, competitive college major departments and some employers will request a letter of recommendation.

Colleges are looking for personal insights about student applicants, not a reiteration of grades and test scores. The most effective letters are usually obtained from teachers who know the student well.

The most competitive colleges usually prefer letters from teachers of college prep courses (i.e. English, lab science, advanced math, and foreign language). These faculty members have witnessed strengths in their classroom. These teachers are often better able to promote admission than, for instance, an administrator who has not had such extended personal interaction.

In selecting people to write recommendations, consider that you may want these letters to illustrate a balance of your interests. For instance, recommendations from an English teacher, a math teacher and a coach would give a broader picture than recommendations from three math teachers.

When requesting a letter of recommendation, allow the teacher ten to fourteen days for completion. Requesting a letter of recommendation early will help both you and

the teacher to avoid a last minute rush to meet a critical deadline.

Make personal contact with the teacher. DO NOT assume the letter will be completed if you send a request by mail.

Be sure to give the teacher an addressed, stamped envelope. (The Guidance Office has envelopes with the school return address.) It would help if you would also leave the following information on a sheet of paper:

- The name of the individual/office to receive the letter
- Why you are interested in this particular college or position
- A summary of your career goals and plans for college
- A short statement describing your strengths, attitudes and/or skills which may help you to be successful

Write a short “thank you” to the individual who has taken the time to support you in this way. (See sample letter in this booklet.)

- Make appointments for interviews early. (June is a good time even for an October interview.)
- Develop a filing system for each college you are pursuing; create checklists with deadlines, things to be done, etc.
- Read the application requirements for each college thoroughly. Some have very specific requirements such as a required language or science SAT II, three years of science or a recommendation from a science or math teacher. Knowing about and adhering to these specific requirements is your responsibility.
- Treat each application as if that school was your first choice. Many schools are paying heed to a student’s level of interest. They want to admit students who want them.
- Meet all deadlines. In this business, deadlines are a serious matter. In fact, where possible, we encourage you to submit applications early.

WORDS OF WISDOM

- Be visible in the Guidance Office: two or three times in the junior year, once every two or three weeks in the senior year.
- Read and follow the Guidance Office notices and announcements.
- Save everything; if you throw it away, we can almost guarantee you will need it sometime in the future.
- Copy everything – applications, essays, and financial aid forms.
- Fill out your applications for SAT I/SAT II, ACT tests in the same manner every time - inserting a middle initial can confuse a computer and cause you grief.
- If you have a special talent (music, drama, athletics, physics, creative writing) pursue that interest with each college. This is not the time to be modest. If the admission committee doesn’t know about your talent, they can’t possibly react to it.

FINANCIAL AID

For many families, a significant factor in the college process centers on financial aid. The first obligation in financing a student’s education is the responsibility of the family. Financial need is determined by subtracting what the parent and student can afford, (**EFC-Expected Family Contribution**), from the total cost of attendance. If an institution determines that the family has a demonstrated need, the college then attempts to bridge the gap by using federal and institutional dollars to make the college an affordable option.

As a first step, you may wish to click on to the College Board’s **Aid Estimate Worksheet** web address: www.collegeboard.org.

APPLYING FOR FINANCIAL AID

Your first step is to complete the Free Application for Federal Student Aid (FAFSA). These forms become available between December and January of your senior year. All students applying for federal financial aid must file this form as soon as possible after January 1, of the year you expect to enter college, but no later than the stated college deadline.

A government processing service determines eligibility and calculates the expected family contribution. This information is sent to your family and to each college you designate. You can file online at: www.fafsa.ed.gov.

In order to qualify for the HOPE Scholarship, the FAFSA must be completed each year that you are enrolled in a college.

HOW COLLEGES FACTOR FINANCIAL AID INTO ADMISSIONS AND AWARD PACKAGES

FINANCIAL AID PACKAGING

Financial Aid packages can come in all shapes and forms. The colleges you designate, and to which you are accepted, prepare a financial aid package based on the information your family provides them via the above mentioned combination of forms.

Many schools fail to give you the bottom line of what you will pay when all costs are calculated. The most important item to remember is not what a school costs, but rather what a school will cost you. Take the time to go back and see what the basic costs of the school are, add up the various components of the aid package, and see if the package will work for your family. The “package” is normally a combination of grants, loans, scholarships, and employment.

Each college uses the information that it has requested from you and your family to analyze your need. Almost all colleges use the SAR (Student Aid Report generated by the FAFSA) and most private colleges require the CSS Financial Aid **PROFILE**. Many also use copies of your latest Federal Income Tax Returns. The reports offer colleges a preliminary calculation of the amount of money that your family can contribute to cover the costs of your college education.

PARENTAL CONTRIBUTION

The parental contribution is determined after all income and assets are calculated to determine your family’s net worth. Home equity is **NOT CONSIDERED** when applying for federal aid; however, it is considered by colleges requiring the **PROFILE** when they consider distributing the college’s funds. Then, allowances are made

for the number of family members, the number of children in college, debts, necessary expenses, or taxes.

Consideration is also given to special financial circumstances (illness, dependent elderly parents, or special education needs.) Be sure that colleges are aware of any such circumstances that may exist in your family. The final result of this analysis is the expected **PARENTAL CONTRIBUTION**.

Please be aware that each college can handle situations differently in which parents are separated, divorced, and/or remarried. For example, some colleges take into consideration the income and assets of the stepparent with whom the student lives; others do not. Federal fund eligibility (determined by the FAFSA) is based on “household” income only – which can include a stepparent and exclude a biological parent.

STUDENT CONTRIBUTION

The student contribution is determined after your earning and assets are reviewed. Typically, you are asked to contribute a portion of your personal savings and other benefits, such as Veteran’s Benefits or Social Security Benefits (normally 35% the first year.) You are also expected to contribute a certain amount based on what you could realistically earn during the summer whether or not you actually choose to work. Should you receive merit-based awards from organizations outside of the college, these are considered as part of your available resources or are applied against the self-help portion of your aid package.

In packaging your financial aid package, most colleges first award a **SELF-HELP** package based on the **FAFSA** and Federal Funds. This will include an opportunity to work on campus through a work-study program, and federal (**PERKINS** or **STAFFORD**) or school loans. In most cases, the first \$4,000 to \$6,000 of an aid package is made up of these awards. In most cases, schools will fill the remaining amount of the need if they meet 100% of your need with **GRANTS** made up of a combination of Federal Grants such as **PELL** or **SEOG** Grants, or grants from the actual funds of the college.

MERIT AWARD

A Merit Award may also be part of an award and is often a grant that goes beyond the actual need of a student or even awarded to a student not applying for aid in the hope of attracting a top scholar to that school.

FINANCIAL AID

FACTS TO REMEMBER

Once you apply for federal aid, your application will be processed in approximately four weeks (one week if applying electronically.) You will then receive a Student Aid Report (SAR) in the mail, which will report the information from your application and your Expected Family Contribution (EFC – this is the number used in determining your eligibility for federal student aid.) Each school you list on the application will also receive your application information.

The federal government is the single largest source of financial aid for students. **You must reapply for federal aid every year.**

Once you have decided to which schools you want to apply, talk personally to the financial aid officers of those schools. Each school will have specific requirements for financial aid. If you transfer schools, your aid does not necessarily go with you.

The two most commonly used forms are FAFSA and PROFILE. All Colleges require FAFSA. Many require both FAFSA and PROFILE. There are also many schools that include their own financial aid form as part of the application packet. It is possible that you may have one, two, or even three aid application forms for any one school.

Seventy five percent of financial aid dollars are administered through the colleges.

Keep in mind that colleges tend to interpret the data from the processing services somewhat differently, and this usually causes the estimated family contribution (EFC) to be lower or higher than the figures indicated by the processing services.

SIX EASY STEPS

- Complete the **FAFSA** after January 1. Follow the directions carefully. Be sure to

sign it. Submit the institutional application and/or **PROFILE**, if required.

- Electronically submit or mail the application to the appropriate processing agency prior to the college’s stated deadline. Be sure to use the correct amount of postage. Allow 3 to 4 week for processing.
- The processing agency will evaluate the expected family contribution and will notify you and the college(s) you designated to receive the information.
- Promptly review and correct the SAR sent to you as directed in the notification.
- Submit the SAR or a copy of it with supporting documents, such as income tax returns, as directed by the colleges you are considering.
- The College(s) you designated will then prepare a financial aid package based on the information provided by the processing agency. When you are admitted, the college will notify you of the “financial aid package” they are offering you.

FINANCIAL AID TERMS

- **Need-Blind**
This is a process where the admission decision is separate (blind) from the financial aid process. The admission application is evaluated, a decision made, and those accepted are then sent to the financial aid office for review.
- **Need-Aware**
Schools with limited resources look at their budget carefully in accepting a freshman class. In most cases, this will affect the last 10% of the class accepted, or any student placed on a wait-list may learn that no funds are available.
- **Gapping**
At a number of schools and, to a lesser extent, need-aware schools, gapping has become a way in which a school may admit a student and deny aid, or to provide the student with a financial aid package that does not fully meet (gaps) the family’s calculated need.

VISITING A COLLEGE CAMPUS

The purpose of the college visit is usually twofold: to interview with an admission officer and to assess the campus. Each purpose requires a different approach.

You or your parents should call the Admissions Office directly to schedule a visit. Ask about the times and days of the week of tours and information sessions as well as the availability of individual interviews. Schedule accordingly.

ON-CAMPUS INTERVIEWS

Like a productive job interview, successful college visits result from coming prepared. Be prepared to talk about yourself academically and socially. Admission officers or other interviewers will ask about course work, scholastic standing, co-curricular activities, and your personal life. Know your strengths and weaknesses and be ready to talk about what you value.

The college visit is an opportunity for you to shine – especially if you have knowledge about the school. Do not waste time asking obvious questions which have answers contained in the college catalog (campus size, for example). Instead, ask questions that indicate maturity and thoughtfulness. Explain why you are eager to attend a particular school. Enthusiasm is contagious; almost any sincere interviewer will respond to genuine enthusiasm. Be articulate in expressing your ideas and talking about what motivates you. However, a word to the wise from William Shakespeare: “To thine own self be true.” Do not pretend to be someone you are not.

Manners and appearances also are important. The college visit is an occasion when a coat and tie, or dress, may be appropriate. The degree of formality is established by each campus so ask about expected attire when you make the appointment. No matter how formal the actual interview, remember to take casual clothes – the visit will not be spent totally in an office. Follow-up the college visit with a thank you note after you have returned home (see the sample letter format in this planning guide).

ASSESSING THE CAMPUS

One of the most common misconceptions held by pre-college students is that there is an “ideal” college. This is not true; any of several colleges or universities may be right for you. On the college visit, the important discoveries are those characteristics and provisions that are most important to you. To best assess the atmosphere and offerings of a prospective college, visit the following places:

- **Library**
Visit the campus library (or libraries). As a college student, you will spend significant time there, not just looking for reference materials, but studying. Look to see if there are students studying in the library. Is there enough quiet space available? Determine whether the library is comfortable and up-to-date with books, periodicals and other reference materials.
- **Classes**
Try to visit classes if you will be on campus for more than one day. Choose courses of interest that differ in level of difficulty, subject and size. Inform the professor that you will be visiting. Listening to professors and observing students can help you assess the campus.
- **Residence Halls**
Ask to view student rooms and other living spaces. Can you picture yourself in the environment you see?
- **Student Union**
Visit the student union and other “hangouts.” Be prepared for a diverse atmosphere.

ASK QUESTIONS

Ask questions during your visit and keep notes. Your emotional reaction to a campus, tempered by reason, may be your best tool in determining your college choice.

- Does the campus feel safe at night; are security efforts visible?
- Does the school support the athletic teams (whether they are good or not!)?
- What recreational activities are available on campus?

- How do you join a club or organization?
- What role do fraternities and sororities play on campus?
- Could you be happy here?
- What opportunities for internships exist?

CAMPUS TOURS – SPECIAL / CUSTOM

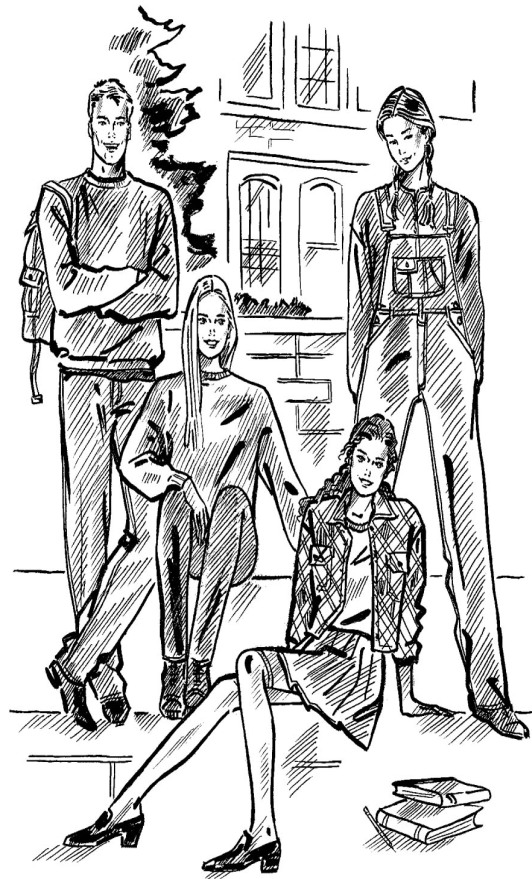
You may want to take advantage of special weekend programs offered by colleges to provide prospective students with an overview of classes, professors, activities and living situations. Another choice is to design your own two-day visit to allow you to visit classes and see the weekend environment, too. In any case, mention these visits on the application for selective colleges, making sure you include the names of faculty and admission personnel with whom you spoke.

Be careful during your campus visits. Whether you visit a smaller urban campus or a larger university, getting lost is a possibility. Carry local phone numbers and a campus map. In addition, be aware that along with the freedom of college comes increased responsibility. Do not experiment with your health and safety. Do not make foolish decisions – even if others around you seem to approve.

NOTE: Many of the most highly selective colleges now offer information sessions or group interviews on campus, combined with a campus tour. In place of the on-campus individual interview, these colleges substitute alumni interviews in your home area. Take advantage of both opportunities if you are considering these highly selective institutions. Many families wait to visit campuses until after the student is accepted. This may be wise with large public schools and others that use rolling admissions.

ARRANGING AN EXCUSED ABSENCE

To arrange a campus visit, call the Office of Admissions in plenty of time to organize your trip around the time of their tours and information sessions. Visits may be arranged any time EXCEPT during the first and last weeks of a semester or during the week before or following major holidays. **SEE YOUR SCHOOL GUIDANCE OFFICE FOR REQUIREMENTS IN ARRANGING COLLEGE VISITS. SEE PAGE 44.**



CAREER COLLEGES AND TECHNICAL SCHOOLS

1. Finding Schools That Match Your Interests And Goal.

Labor forecasts tell us that nearly 80% of the jobs of tomorrow will require training beyond high school, but not a four-year college degree. There are presently 300,000 more college graduates annually over the number of college level job openings, while high paying technical jobs offers go unfilled due to lack of trained applicants.

2. What kind of career and technical training do you want?

Education beyond high school at a career or technical school can lead to a degree, diploma, or certificate in a variety of programs like computer programming, automotive technology, business administration and management, cosmetology, and interior design. Think carefully about what you want to do with your life. Find out as much as you can about the occupations that interest you by using the library and internet, or by talking to your guidance counselor. You will want to find the program that best matches your natural skills, abilities, and interests in order to prepare for a successful career in the field of your choice.

3. Which schools offer the training or program you need?

The U. S. Department of Education's College Opportunities Online (COOL) Web site can help you search for career colleges and technical schools. When using COOL, be sure to click the box labeled "title IV participating" at the bottom of the search page if you plan to apply for federal student financial aid. Only schools accredited by an agency recognized by the U.S. Department of Education are able to enroll students who receive federal student financial aid.

4. What preparation do you need for a particular job?

Do you need to complete a specific education program to get an entry-level job in the field you are interested in? Do you need to get a license or certificate in order to work in your field of choice?

To get the answers to these questions, check with your guidance counselor, people already working in the field, and professional licensure agencies or certification organizations. To find the certification requirements, and certifying agencies for a variety of occupations, take a look at [Career InfoMet](#).

5. Is the school you are considering accredited and licensed?

Accrediting and state licensure agencies are gatekeepers that help make sure that you receive a quality education and get what you pay for.

6. What are the requirements for admission?

Are there minimum entry requirements at the career college or technical school you are considering? Is a high school diploma or GED required? Contact the school and ask about their admission requirements.

7. How much will you pay for the program or training?

Be sure to ask any career college or technical school about the total price of the training or program you are interested in. Also, ask if there are items not included in the total price that you would have to buy in order to successfully complete the training or program. Does the price cover books, supplies, and equipment, if needed?

ADMISSIONS INFORMATION

The admissions policy and procedures of the State Board of Technical Education and Technical colleges assure the citizens of Georgia equal access to the opportunity to develop the knowledge, skills, and attitudes necessary for them to secure personally satisfying and socially productive employment. By design and implementation, the policy and procedures

governing admissions to Technical Colleges will:

1. Be nondiscriminatory to any eligible applicant regardless of race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation;
2. Increase the prospective student's opportunities;
3. Guide the implementation of all activities related to admission to Technical Colleges and its programs, to student financial aid, and to the recruitment, placement and retention of students; and;
4. Complement the instructional programs of Technical Colleges.

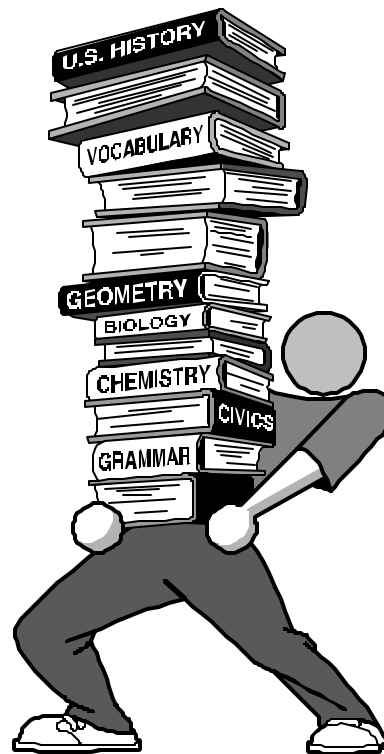
ENTRANCE INFORMATION

The entrance requirements and procedures established at Technical Colleges are not designed to be a hindrance or barrier to enrollment in a program. They are designed to assist the applicant in making a career decision based on such factors as aptitude, ability, interest, background, assessment results, and other appropriate evaluations. They follow the guidelines developed by the State Board of Technical Education and reflect concern for the applicant's health, safety, well-being and ability to benefit from the educational opportunities available :

1. Admission to Technical Colleges is not a guarantee of admission to a certificate, diploma, or degree program. The admissions process encourages students to enter programs in which they have a reasonable expectation of success.
2. Admission to specific programs requires that the applicants have adequate educational preparation, as measured by satisfactory entrance assessment scores, and have completed all admission requirements.

ENTRANCE PROGRAM REQUIREMENTS FOR DEGREE, DIPLOMA, AND CERTIFICATE PROGRAMS

Entrance requirements for some programs vary. You should request specific program information from the Technical College to which you are applying to obtain exact entrance requirements.



**FASTEST GROWING OCCUPATIONS
PROJECTED TO HAVE THE LARGEST NUMERICAL INCREASE IN EMPLOYMENT BETWEEN
1998 AND 2008 BY LEVEL OF EDUCATION AND TRAINING**

Fastest Growing Occupations	Education/Training Category	Occupations having the largest numerical increase in employment
FIRST-PROFESSIONAL DEGREE		
Veterinarians Chiropractors Physicians Lawyers Clergy		Physicians Lawyers Clergy Veterinarians Pharmacists
DOCTORAL DEGREE		
Biological scientists Medical scientists College and university faculty Physicists and astronomers		College and university faculty Biological scientists Medical scientists Physicists and astronomers
MASTERS' DEGREE		
Speech-language pathologists and audiologists Physical therapists Counselors Urban and Regional Planners Archivists, curators, and conservators		Counselors Physical therapists Speech-language pathologists and audiologists Psychologists Librarians
WORK EXPERIENCE PLUS BACHELOR'S OR HIGHER DEGREE		
Engineering, science, and computer systems managers Medical and health services managers Management analysts Artists and commercial artists Advertising, Marketing, & Public Relations Managers		General managers and top executives Engineering, science, and computer systems managers Advertising, marketing, and public relations managers Management analysts Financial managers
BACHELOR'S DEGREE		
Computer engineers Computer systems analysis Database Administrators Physicians assistants Residential counselors		Computer systems analysts Computer engineers Teachers (secondary school) Social workers Teachers (elementary school)
ASSOCIATE DEGREE		
Computer support specialists Paralegals and legal assistants Health information technicians Physical therapy assistants and aides Respiratory therapists		Registered nurses Computer support specialists Paralegals and legal assistants Dental hygienists Electrical & electronic technicians and technologists
POSTSECONDARY VOCATIONAL TRAINING		
Data processing equipment repairers Surgical technologists Central office and PBX installers and repairers Emergency medical technicians Manicurists		Licenses practical nurses Automotive mechanics Hairstylists and cosmetologists Emergency medical technicians Data Processing equipment repairers
WORK EXPERIENCE IN A RELATED OCCUPATION		
Private detectives and investigators Detectives and criminal investigators Instructors, adult (non-vocational) education Lawn service managers Office and administrative support supervisors		Office and administrative support supervisors Marketing and sales worker supervisors Blue-collar worker supervisors Food service and lodging managers Teachers and instructors, vocational education and training
LONG-TERM ON-THE-JOB TRAINING (MORE THAN 12 MONTHS)		
Desktop publishing specialists Correctional officers Sheriffs and deputy sheriffs Police Patrol officers Telephone and cable TV line installers		Correction officers Cooks, restaurant Police patrol officers Maintenance repairers, general utility Carpenters
MODERATE- TERM ON-THE-JOB TRAINING (1-12 MONTHS)		
Medical assistants Social and human services assistants Electronic semiconductor processors Dental assistants Models, demonstrators, and product promoters		Medical assistants Social and Human services assistants Instructors and coaches, sports and physical training Dental assistants Packaging and filling machine operators
SHORT-TERM ON-THE-JOB TRAINING (UP TO 1 MONTH)		
Personal care and home health aides Bill and Account Collectors Ambulance drivers and attendants, except emergency medical technicians Adjustment clerks Teacher assistants		Retail salespersons Cashiers Truck drivers, Except driver/sales workers Office clerks, general Personal care and home health aides

COLLEGE CONFERENCE QUESTIONNAIRE

Factors to Consider in Compiling Your College List

This is a valuable tool for discussion during the initial phase of developing a list of colleges. Check those categories that will be important to you in your selection. You may check as many as appropriate. Provide a few details concerning your choices.

GENERAL

- _____ Campus atmosphere (diversity, school spirit, competitive) _____
- _____ Distance from Home _____
- _____ Cost (financial aid, merit scholarship) _____
- _____ Size (small, medium, large) _____
- _____ Location (urban, rural, suburban) _____
- _____ Region (northeast, south, Midwest) _____
- _____ Social Life (frats, off-campus life) _____
- _____ Housing (dorm-oriented, off-campus housing) _____
- _____ Athletics (varsity, JV, intramural) _____
- _____ Religious Groups _____

ACADEMICS

- _____ Academic reputation _____
- _____ Academic atmosphere _____
- _____ Liberal Arts College of University _____
- _____ Flexibility of curriculum (core, no requirements, etc.) _____
- _____ Specific programs (engineering, business, etc.) _____
- _____ Strength in specific academic areas (science, film, writing) _____
- _____ Class size _____
- _____ Availability of professors _____

Summarize those qualities that emerged as important to you; include any others not listed.

List below any colleges which you (or your parents) would like to have on your initial college list.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

STUDENT ACTIVITY SHEET

_____ High School

Student Name _____

Social Security # _____

SCHOOL ACTIVITIES Student government, athletics, clubs, tutoring, etc.	TIME	DESCRIPTION/LEADERSHIP	9	10	11	12

COMMUNITY ACTIVITIES Scouts, youth groups, church work, etc.	TIME	DESCRIPTION/LEADERSHIP	9	10	11	12

HONORS AND AWARDS	EXPLANATION	9	10	11	12

SUMMER ACTIVITIES Travel, institutes, camp, etc.	EXPLANATION	9	10	11	12

EMPLOYMENT Summer, part-time	HOURS	EXPLANATION	9	10	11	12

Interests/Plans for Career (Optional) –

Be sure to enter your most important activities in each category first.

BRING THE COMPLETED COPY TO THE GUIDANCE OFFICE PRIOR TO SUBMITTING YOUR FIRST COLLEGE APPLICATION.

EVALUATION CHART

You and your parents have obtained a substantial amount of information from friends, classmates, campus visits, etc. The evaluation chart below is here to assist you in making your decision as to what college you should attend.

You should evaluate each institution you are considering on a scale from 0 (poorest) to 8 (excellent).

Poorest (0) – Excellent (8)	0	1	2	3	4	5	6	7	8
Financial Aid Award									
Size Of Student Body									
Travel Distance To College									
Travel Cost To College									
Faculty Accessibility Outside The Classroom									
Student-Faculty Ratio									
Strength Of Academic Program									
International Studies Program									
Independent Study Program									
Internship Availability									
Academic Support Program									
Career Placement Office									
Overall Campus Setting									
Computer And Internet Availability									
Student Health Service									
Dormitories & Their Maintenance									
Part-time Job Opportunities									
Social Life, Entertainment, etc.									
Dining Hall & Quality of Food									
Student Center & Workout Facilities									
Counseling Services									
Library									

Other items you deem important:

UNITED STATES MILITARY ACADEMICS

LOCATIONS

Air Force Academy: Colorado Springs,
Colorado 80840
Coast Guard Academy: New London,
Connecticut 06320
Merchant Marine Academy: Kings Point,
New York 11024
Military Academy: West Point, New York,
10996
Naval Academy: Annapolis, Maryland
21402

COSTS

None. Full U.S. Government scholarships are awarded which cover tuition, room and board; each student also receives a stipend (\$470-\$600) per month to meet the cost of books, supplies, clothing and personal expenses.

ADMISSION REQUIREMENTS

Apply spring semester of junior year. Contact the appropriate liaison officer for special requirements for any academy.

Example: U.S. Air Force Academy

1. Admissions is based on a composite score based on academic and leadership competencies:

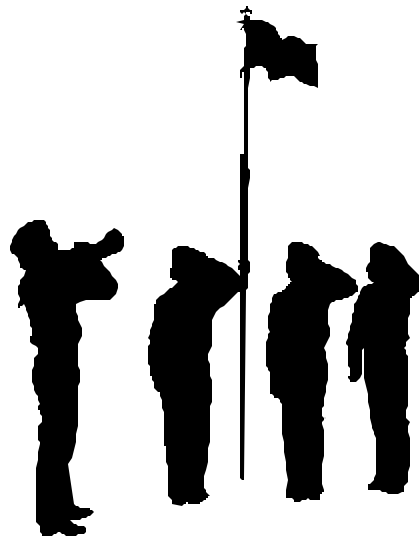
70% - ACADEMIC COMPETENCIES

- High school coursework: 4 years college prep English, 4 years advanced math, 3 years lab science, 3 years foreign language (desirable typing, computer science)
- Number of advanced placement and/or accelerated courses.
- GPA (in academic courses only)
- Test scores: PSAT (pre-candidate only) SAT I, ACT (complete testing in junior year)

30% - LEADERSHIP COMPETENCIES

- Physical aptitude (pull-ups, sit-ups, push-ups, running)
 - Athletic activities
 - Extra-curricular activities (school offices, clubs, organizations, music, drama, Scouts, church, etc.)
2. Academic majors offered:
 - Science, engineering, computer science, social sciences, humanities, operations research, space operations, and aerospace sciences.
 3. Graduates
 - Have five-year military obligation
 - Receive second lieutenant commission
 - May enter pilot training program (about 2/3 of class)
 - May enter medical school (up to 2% of class)
 - May apply for advanced degree programs

Contact an academy officer (ninth grade is NOT too early) to develop appropriate plans to meet all academy requirements and timelines for admissions. The names of local liaison officers may be obtained from your high school counselor.



NCAA ELIGIBILITY REQUIREMENTS

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization funded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions – Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to enroll in college as a freshman and wish to participate in Division I or Division II athletics, the NCAA Initial-Eligibility Clearinghouse must certify you. The Clearinghouse was established as a separate organization by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

It is your responsibility to make sure the Clearinghouse has the documents it needs to certify you. These documents are:

- Your completed and signed Student Release Form and fee.
- Your official transcript mailed directly from every high school you have attended.
- Your ACT or SAT scores.

If you want to participate in Division I or Division II athletics, plan to start the certification process early – usually the end of your junior year in high school.

To be certified by the Clearinghouse, you must:

- **Graduate from high school**
You should apply for certification before graduation if you are sure you wish to participate in athletics at the college to which you will be admitted. The Clearinghouse will issue a preliminary certification report when you have had all your materials submitted. After you graduate, the Clearinghouse will review your final transcript to make a final certification decision according to NCAA standards.
- **Earn a grade-point average of at least 2.00 (on a 4.00 scale)**
A GPA in a core curriculum of at least 13 academic courses which were successfully completed during grades 9 – 12 is required. Only courses that satisfy the NCAA definition of a core course can be used to calculate your NCAA GPA. No special values are allowed for “+” or “-” grades. The chart below shows what your core courses must include at a minimum.

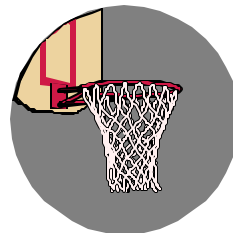
	Division I	Division II
English Core	4 years	3 years
Math Core*	2 years*	2 years
Science Core	2 years	2 years
Social Science Core	2 years	2 years
From English, Math or Science	1 year	2 years
Additional Core (English, Math, Science, Social Science, Foreign Language, Computer Science, Philosophy, NonDoctrinal Religion)	2 years	2 years
TOTAL CORE UNITS REQUIRED	13	13
*IMPORTANT NOTE: For students enrolling as college freshmen, Division I certification requires 2 years of math, including at least 1 year of algebra and 1 year of geometry (or course for which geometry is a prerequisite.)		

DIVISION I QUALIFIER INDEX

Division I & II: The minimum grade-point average in the 13 core courses and required ACT or SAT score vary according to the Initial-Eligibility Index below.

Core GPA	ACT Sum of Scores	SAT on or after 4/1/95
2.500 & above	68	820
2.475	69	830
2.450	70	840-850
2.425	70	860
2.400	71	860
2.375	72	870
2.350	73	880
2.325	74	890
2.300	75	900
2.275	76	910
2.250	77	920
2.225	78	930
2.200	79	940
2.175	80	950
2.150	80	960
2.125	81	960
2.100	82	970
2.075	83	980
2.050	84	990
2.025	85	1000
2.000	86	1010

Division III: These requirements currently do not apply to Division III colleges, where eligibility for financial aid, practice and competition is governed by institutional, conference and other NCAA regulations.



ATHLETIC SCHOLARSHIPS

Athletic scholarships are a way of earning tuition in return for your athletic ability. It makes no difference if you are male or female or if you are interested in baseball, basketball, tennis, cross-country, fencing, field hockey, football, golf, etc. there may be a scholarship for you.

In the middle of your junior year, check with your counselor and coach to assist you with your registration materials for the NCAA Clearinghouse. Also begin filling in the NCAA Student-Athlete Information Form which is on their web site: ncaaclearinghouse.net. An unofficial GPA can be figured on this form to give student-athletes and their parents an idea of potential eligibility.

In order to be successful in obtaining an athletic scholarship three main steps need to be taken:

- Locate the school that offers scholarships in your sport
- Contact the school in a formal way
- Follow up each opportunity

Once you make a list of schools that are of interest, get the name of the head coach from each of the colleges/universities and write each one a personal letter. Then compile a factual resume of your athletic and academic abilities, assemble a 10-15 minute video highlight of your sport (with your jersey number noted), get letters of recommendation from your high school or select team coach, and include a season schedule. When you personally meet with a coach, please do the following:

- Be self-confident (exhibited by a firm handshake)
- Maintain eye contact
- Be well groomed

Coaches have shared with us in the Guidance Office that the most effective attitude is quiet confidence, respect, sincerity and enthusiasm. If you are athletically and academically qualified, do not be afraid to ask what position you are being recruited to fill, and how much interest does the university have in you. Also, inquire as to the parameters of the scholarship; i.e. full ride or partial ride.

Persistence can pay valuable dividends when you seek athletic scholarships. As they say, "Timing is everything." There are four good times a follow-up letter or call can be very effective.

- Prior to your senior season
- Just after your senior season
- Just after announced conference-affiliated signing dates or national association signing dates
- Late-summer, in situations where scholarship offers have been withdrawn or declined



SAMPLE ATHLETIC RESUME

Christopher Doe

12234 School Road
 Rome, GA 30165
 (706) 555-1212
chrisdoe@aol.com
 SS# 000-00-0000

Year in School: Senior
 GPA: 3.5
 Class Rank: Second Decile
 ACT: Comp 33
 SAT scores: Verbal 650/Math 710

Education	Sample High School 3 Dragon Drive Lindale Georgia 30147	Height: 6'0" Position: Center Conference:
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Below are listed my raw statistics. Please see attached sheet for full descriptive statistics kept by my coach for the years we have worked together. I am happy to provide a prepared videotape, raw physical skills test, or whatever other information you will find useful.

Basketball Statistics

Year	Played/Started	Points/Game	Rebounds/Game	Assists/Game	Free Throw%
2000-01	15/3	7.5	3.5	4.5	78.2%
2001-02	22/10	9.8	8.2	5.6	82.3%
2002-03	25/24	13.2	11.6	7.8	87.5%

Honors Captain, 2003-04; All Conference, 2002-03, 2001-02;
 All State, 2002-03

Other Sports Played: Volleyball

References: Jane Doe, Head Girls' Basketball Coach
 Sample High School
 Rome GA 30165
 706 236-1844

Jane Doe, Head Girls' Volleyball Coach
 Sample High School
 Rome GA 30165
 706 236-1844

John Doe, Athletic Director
 Sample High School
 Rome GA 30165
 706 236-1844

**SAMPLE OFFICIAL
TRANSCRIPT**

CREATE AN ACADEMIC RESUME

An academic resume is a summary of your educational experience and should highlight your scholastic honors, grade point average, standardized test scores, leadership positions and personal achievements. All extra-curricular activities, community service and relevant work experience should be included on your one-page resume.

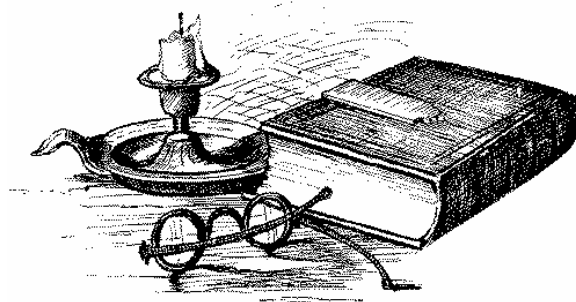
The objective of this resume is to give both admission representatives and faculty writing your recommendations a quick overview of your abilities, interests and values. Developing an academic resume is an important first step in making educated college and career choices.

Organize your resume by listing all your contact information at the top of the page. This includes your name, address, telephone number, email address, and social security number. The high school name, address and phone number should follow your personal information under an “Education” heading. Add your graduation year, GPA, class rank and test scores to this category. If you have received any academic honors, be sure to include these awards. Next, you will want to emphasize any leadership positions with your extra-curricular activities affiliated with school or other organizations. Use action verbs to describe your responsibilities as a leader. Include the number of years you have participated in these activities. List activities in chronological order.

Follow these tips to make your resume easier to read and easier to scan into a database:

1. Use white or off-white paper
2. Use 8 ½ x 11 paper
3. Use a font size of 10—14 points
4. Use non-decorative typefaces
5. Do not use vertical lines, graphics or shading
6. Do not fold your resume

See sample academic resume on the next page.



ACADEMIC RESUME

Christopher Doe

12234 School Road
 Rome GA 30165
 (706) 555-1212

chrisdoe@aol.com
 SS# 000-00-0000

Education	Sample High School 3 Dragon Drive Rome GA 30165 GPA: 3.54 Class Rank: Fifth Decile PSAT: Verbal 70, Math 60, Writing 61, SI 191 ACT: English 28, Math 22, Reading 27, SR 28, Composite 26 SAT: Verbal 680, Math 540	Graduation Year: 2004
Academic Honors	National Council Teachers of English Writing Competition Winner 2003	
Extra-Curricular Activities	Varsity Wrestling <i>Co-Captain, led team to conference championship</i> Band <i>Trumpet</i> Peer Mediation <i>Facilitated mediations for peers in conflict</i> Boy Scouts of America <i>Eagle Scout</i>	Grades 9, 10, 11, 12 Grades 10, 11, 12 Grades 9, 10 Grades 9, 10, 11, 12
Volunteer Experience	Social Service – Soup Kitchen Served meals to homeless residents	Grades, 10, 11
Work Experience	Rome Park District Lifeguard and swimming instructor <i>Taught Red Cross swimming lessons to first graders</i> Floyd County Music Festival <i>Parking attendant</i>	Grades 11 Grade 10
Community Involvement	First Baptist Church <i>Member of high school youth group</i> <i>Participant on mission trip to Mexico-July 2002</i>	Grades 9, 10, 11, 12

SAMPLE LETTERS

COLLEGE INFORMATION REQUEST LETTER

Date

Director of Admission
College or University
Street Address
City/State/Zip

Dear _____:

I am a junior/senior at _____ High School in Rome, Georgia and am interested in knowing more about _____ College/University. I would appreciate your sending me:

1. A bulletin of general information about entrance requirements, majors available, and college costs;
2. Financial aid information;
3. Merit-based scholarship information;
4. Special information related to (your special interests);
5. Application materials.

Thank you very much. I look forward to hearing from you.

Sincerely,

(your signature here)

Your Name and SS#
Your Street Address
City, State, Zip
Telephone

SAMPLE COVER LETTER FOR ATHLETES

Date

Coach's Name
Street Address
City/State/Zip

Dear Coach (coach's name):

The (your school name) coaching staff recommends that I forward to you the attached athletic resume outlining my scholastic and athletic achievements. This year I am a starting varsity football and baseball player at (your school name).

I am very interested in attending your school. A dedicated student, I plan to pursue a degree in Business Administration after graduation from (your high school) in June, (year).

I would like to discuss with you, or your representative, the possibility of participating in your athletic program.

For your convenience, I have attached the remainder of the football schedule as well as the complete baseball schedule. I look forward to meeting you in the near future.

Sincerely,

(your signature here)

Your Name and SS#
Your Street Address
City, State, Zip
Telephone

COLLEGE ACCEPTANCE LETTER

Date

Director of Admission
College or University
Street Address
City/State/Zip

Dear _____:

I am a senior at Sample High School in Rome, GA, and was pleased to be informed by your office that I have been accepted for admission in the fall term.

I will be looking forward to attending (name of college or university). Thank you for your favorable decision.

Sincerely,

(your signature here)

Your Name and SS#
Your Street Address
City, State, Zip
Telephone

WITHDRAWAL OF ACCEPTANCE LETTER

Date

Director of Admission
College or University
Street Address
City/State/Zip

Dear _____:

I was pleased to be accepted as a student at (college or university). However, after much consideration, I have decided to attend another school. Know that this decision was very difficult.

Please withdraw my application and accept my thanks for your help and consideration.

Sincerely,

(your signature here)

Your Name and SS#
Your Street Address
City, State, Zip
Telephone

CONFIRMATION FOR A TEACHER WHO HAS AGREED TO WRITE A COLLEGE RECOMMENDATION

Date

Dear _____:

Thank you for agreeing to write a recommendation for me. Here is some information that will help you with this letter.

On the enclosed form I have listed the names and deadlines of each school needing a copy of your letter and attached an addressed stamped envelope for each. I have also enclosed additional information about my academic and co-curricular involvements.

Again, thank you for taking time to recommend me. I will be sure to let you know what my status is as soon as I hear.

Sincerely,

(your signature here)

Your Name and SS#
Your Street Address
City, State, Zip
Telephone

THANK YOU FOR YOUR VISIT LETTER

Date

Director of Admission
College or University
Street Address
City/State/Zip

Dear _____:

Thank you for spending time with me when I visited your campus. I especially appreciated your arranging for me to see (name of activity or interest).

The visit increased my interest in (name of college or university). I am excited about the opportunity to attend (name of college or university.)

Sincerely,

(your signature here)

Your Name and SS#
Your Street Address
City, State, Zip
Telephone

PARENT “BRAG SHEET” FOR COLLEGE RECOMMENDATIONS

Name of Student _____

Describe one or two major events that you see as turning points in your son/daughter’s development. Why did you select these as important?

His/her high school career has been pleasureable/painful because: (please feel free to write about both aspects.)

If you had to describe your son/daughter in five adjectives, what would they be?

What do you consider to be his/her greatest strength?

PARENT “BRAG SHEET” FOR COLLEGE RECOMMENDATIONS - p.2

Are there any unusual or personal circumstances that have affected your child’s educational or personal experiences? (i.e. education background, special family situation, special medical history, family trauma, personal achievement, etc.)

Please add any additional information that will assist us in writing a college recommendation for your child. (specific anecdotes are welcome).

Something, not yet mentioned, that I (we) would like the college admissions staff to know about my (or) son/daughter is:

SAMPLE JOB INTERVIEW QUESTIONS

1. How would you describe yourself?
2. What specific goals, including those related to your continuing education and career aspirations, have you established for your life?
3. Please describe the ideal job for you following graduation.
4. What influenced you to choose this career?
5. What will it take to attain your goals, and what steps have you taken toward attaining them?
6. What do you think it takes to be successful in this career?
7. How do you determine or evaluate success? Give me an example of one of your successful accomplishments.
8. What has been your most rewarding accomplishment?
9. If you could do so, how would you plan your high school career differently?
10. What motivates you to put forth your greatest effort?
11. Describe what you have accomplished toward reaching a recent goal for yourself.
12. What do you expect to be doing in five years?
13. How would you evaluate your ability to deal with conflict?
14. Tell me about a major problem you recently handled. Were you successful in resolving it?
15. What quality or attribute do you feel will most contribute to your career success?
16. What personal weakness has caused you the greatest difficulty in school or on the job?
17. Why did you decide to seek a position in this field?
18. Give me a specific example of a time when you used good judgment and logic in solving a problem.
19. Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
20. Why do you want this position?
21. What can you bring to this company as far as skills, abilities, and talents?
22. How many semesters of job related classes have you completed?
23. Describe any extracurricular activities in which you participate.

EXCUSED ABSENCE FOR COLLEGE VISIT REQUEST

SPECIAL INSTRUCTIONS FOR COLLEGE VISITS:

Excused absences for college visits may be requested by SENIORS ONLY, unless otherwise approved by the principal. Absences for college visits will be unexcused during the following weeks:

- during the first or last week of a semester and,
- during the week before or following major holidays (Thanksgiving, Winter Break and Spring Break.)

List the name(s) of the college(s) and the date(s) of the visit(s) in the “Reason for absence” section.

Have your parent(s) sign the form first. After parent(s) sign, return the form to the Guidance Office for counselor’s signature prior to obtaining other signatures.

<p>_____ School</p> <p>PRE-ARRANGED ABSENCE FORM</p>	
<p>An absence from school due to college visitation trips must be arranged in advance.</p>	
<p>A student’s work during this absence will be <u>EXCUSED ONLY IF</u> the procedures outlined below are followed:</p>	
<ol style="list-style-type: none"> 1. The school is notified in advance of the absence. 2. The student makes arrangements for assignments with teachers prior to the absence. 3. All tests, etc., are made up at the direction of the individual teacher. 4. Documentation from college admissions counselor verifying student’s visit. This must be given to the senior counselor when the student returns. 	
<p>_____ will be absent beginning _____ and returning _____.</p>	
<p>Reason for absence: _____</p>	
<p>Senior counselor’s signature required for college visits. _____</p> <p style="text-align: right;">Senior Counselor’s Signature</p>	
<p>This form must be on file in the Attendance Office before a student leaves for a college visitation trip resulting in a school absence.</p>	
<p>_____ Parent’s Signature (To be signed first)</p>	<p>_____ Principal’s or Assistant Principal’s Signature (To be signed after all other signatures are obtained)</p>
<p><u>SUBJECT</u></p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 	<p><u>TEACHER’S SIGNATURE/COMMENTS</u></p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
<p>Teacher’s signature means the student has received the assigned work which will be due upon his or her return to school or arrangements have been made for work completion.</p>	

GEORGIA PUBLIC POSTSECONDARY INSTITUTIONS AND THEIR MINIMUM REQUIREMENTS

Research Institutions (www.usg.edu)

University of Georgia Georgia State University	Georgia Institute of Technology Medical College of Georgia	MINIMUM SYSTEM STANDARDS 16 College Preparatory Courses (CPC), plus 4 additional academic units* (total of 20 CPC units), <u>and</u> a Freshman Index (FI) of 2500, SAT – 430 Verbal/400 Math
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Regional Institutions (www.usg.edu)

Georgia Southern University	Valdosta State University	MINIMUM SYSTEM STANDARDS 16 College Preparatory Courses (CPC), plus 2 additional academic units* (total of 18 CPC units), <u>and</u> a Freshman Index (FI) of 2040, SAT – 430 Verbal/400 Math
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State Universities & Senior Colleges (www.usg.edu)

Albany State University Armstrong State University Augusta State University Clayton State University Columbus State University Fort Valley State University GA College & State University	Georgia Southwestern University Kennesaw State University North GA College & University Savannah State University Southern Polytechnic & State University West Georgia State University	MINIMUM SYSTEM STANDARDS 16 College Preparatory Courses (CPC), plus 4 additional academic units* (total of 20 CPC units), <u>and</u> a Freshman Index (FI) of 1940, SAT – 430 Verbal/400 Math
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Two-Year Colleges (www.usg.edu)

Abraham Baldwin Agricultural College Atlanta Metropolitan College Bainbridge College Coastal Georgia Community College Dalton College Darton College East Georgia College Floyd College	Gainesville College Georgia Perimeter College Gordon College Macon College Middle Georgia College South Georgia College Waycross College	MINIMUM SYSTEM STANDARDS 16 College Preparatory Courses (CPC), <u>and</u> a Freshman Index (FI) of 1830, SAT – 330 Verbal/ 310 Math
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Two-Year Technical Institutes & Colleges (www.dtae.org)

Albany Technical College Altamah Technical Institute Appalatian Technical Institute Athens Technical College Atlanta Technical College Augusta Technical College Central Georgia Technical College Chattahoochee Technical College Columbus Technical College Coosa Valley Technical College DeKalb Technical College East Central Technical College Flint River Technical College Griffin Technical College Gwinnett Technical College Heart of Georgia Technical College Lanier Technical College	Middle GA Technical College Moultrie Technical Institute North Georgia Technical College North Metro Technical College Northwestern Technical College Ogeechee Technical College Okefenokee Technical Institute Sandersville Technical Institute Savannah Technical College South GA Technical College Southwestern Technical Institute Southwest Georgia Technical College Swainsboro Technical College Valdosta Technical College West Central Technical College West Georgia Technical College	MINIMUM SYSTEM STANDARDS Technical Institutes & Colleges offer 3 programs: Certificate, Diploma and Degree . For admission, Certificate and Diploma programs require a high school diploma or GED and one of the following: SAT – 430 Verbal/400 Math or; ACT – 18 English/16 Math or ASSET Test. Degree programs require a high school diploma or GED and one of the following: SAT – 480 Verbal/440 Math or; ACT – 21 English/19 Math or; ASSET Test
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COLLEGE REFERENCE GUIDES

MOST COMMONLY USED REFERENCES

<u>Barron's Profiles of American College</u>	New York; Barron's Educational Series, Inc. - Fine, Benjamin
<u>Barron's Guide to the Two-Year Colleges</u>	New York; Barron's Educational Series, Inc. - Fine, Benjamin
<u>Four-Year College Databook</u>	New York; Chronicle Guidance Publications
<u>Two-Year College Databook</u>	New York; Chronicle Guidance Publications
<u>Vocational School Manual</u>	New York; Chronicle Guidance Publications
<u>Financial Aid Guide</u>	New York; Chronicle Guidance Publications
<u>College Admissions Data Handbook</u>	Orchard House, Inc., New Orleans, LA. - Maura Kelly and Kimberly Quinlan, Co-Managing Editors
<u>Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders</u>	Peterson's Princeton, New Jersey - Charles T. Mangrum II, Ed. D., and Stephen S. Strichart, Ph.D., Co-Editors

GENERAL INFORMATION

<u>Profile of American Colleges</u>	Barron's Educational Series (August, 2002)
<u>Cass and Birmbaum's Guide to American Colleges</u>	Julia Cass-Liepmann; Harpercollins; 17 th Edition (August, 1996)
<u>The College Handbook</u>	College Board
<u>Peterson's Guide to Four-Year Undergraduate College</u>	Andrea E. Lehman (1987)

SPECIAL GUIDES FOR A MORE SUBJECTIVE VIEW

<u>Ivy League Programs at State School Prices</u>	Robert R. Sullivan, Karin P. Randolph; John Wiley & Sons Inc; 1 st edition (August, 1994)
<u>Arco's Top American Colleges</u>	College Research Group of Concord Massachusetts, ` (1988)
<u>Fiske's Guide to College 2005</u>	Edward Fiske, Sourcebooks (July, 2004)
<u>The Common Sense Guide to American Colleges</u>	Charles Horner, Patty Pyott, Steven B. Loux; Madison Books (November 1991)
<u>The Public Ivy's</u>	Richard Moll, Penguin USA (1986)
<u>How to Get an Ivy League Education at a State University</u>	Martin Nemko, Harpercollins (1988)
<u>Looking Beyond the Ivy League</u>	Loren Pope, Penguin Group, (1990, 1995)
<u>Colleges that Change Lives</u>	Loren Pope, Penguin USA
<u>The Best 311 Colleges</u>	Edward T. Custard, Random House, Inc. (August 1998)
<u>The National Review College Guide: American's Top Liberal Arts Schools</u> , Charles J. Sykes, Fireside; 2 nd Rev&Up Edition (August 1993)	
<u>Rugg's Recommendation on the Colleges</u>	Frederick E. Rugg; Rugg's Recommendation: 21 st Edition (January 2004)
<u>The Insider's Guide to the Colleges</u>	Yale Daily News; St. Martin's Griffin; 31 st Edition (July 2004)

GUIDES FOR A PARTICULAR AUDIENCE

- Guide to Catholic Colleges & Universities Elizabeth Hunt, Richard Harrison Bailey the Agency (March 1996)
- College 101, Making the Most of Your Freshman Year Richard Farrar, Petersons; Rev Edition (December 1988)
- College Guide for Students with Learning Disabilities Annette Joy Sclafani, Laurel Pubns: 15th Edition (August 2003)
- College with Programs for Learning – Disabled Students Peterson’s Guides; Stephen S. Strichart, 6th Rev Edition (July 2000)
- Top College for Science Peterson (January 1996)

GUIDES FOR MAJORS, CAREERS, FINANCES/SCHOLARSHIPS, SPORTS

- Scholarships, Fellowships and Loans Gale Group; 21st Edition (December 2004)
- The Scholarship Book David J. Cassidy, Prentice Hall; 9th Bk&Cdr Edition (July 2001)
- Guide to 150 Popular College Majors College Board; Renee Gernand (October 1992)
- The Scholarship Handbook College Board; 7th Bd&Cdr Edition (August 2003)
- Book of Majors College Board (August 2004)
- Don’t Miss Out Anna J. Leider, Octameron Associates; 28th Edition (September 2003)
- School of Visual Arts Guide to Careers Dee Ito, McGraw-Hill (August 1987)

GUIDES TO GETTING IN A COLLEGE/UNIVERSITY

- 50 College Admission Directors Speak to Parents McGowan & McGinty, Harcourt; 1st ed Edition (September 1988)
- Playing the Private College Admission Game Richard Moll; Penguin Books; 2nd Rev Edition (Sept 1986)
- Playing the Selective College Admission Game Richard Moll; Penguin Books; 2nd Rev Edition (April 1994)
- College Admissions: Cracking the System Adam Robinson, John Katzman, Princeton Review; Villard Books (July 1987)
- Idiot’s Guide to Getting into College O’Neal Turner; McMillan Distribution (September 1994)

ACADEMIC AND FINANCIAL RESOURCES FOR MINORITY STUDENTS

ASOURA of America, Inc., 144 I Street, NW, Suite 800, Washington, DC 2005.

NROADS, Buhl Bldg, 535 Griswold, Suite 720, Detroit, MI 48226
313 961-6464, Fax: 313 961-6488.

NACME (National Action Council for Minorities in Engineering), 3 West 35 Street,
New York, NY 10001, 212 279-2626.

NSSFNS (National Scholarship Service and Fund Negro Students), 250 Auburn Avenue, NE,
Suite 500, Atlanta, GA 30314, 404 577-3990.

UNCF (United Negro College Fund), 700 Penobscot Bldg, Detroit, MI 48226,
313 965-5550; Fax: 313 965-6886

WEB SITES BY AREA OF INTEREST

GENERAL INFORMATION

www.floydboe.net	Click on your high school, then counselor corner
www.collegeexpress.com	College Express
www.collegenet.com	College Net
www.collegeview.com	College View
www.petersons.com	Peterson
www.usnews.com	U.S. News
www.cgf.org	College Catalogs
www.collegeboard.com	College Board

FINANCIAL AID

www.fastWEB.com	FastWEB. A free scholarship search that leads you through a number of questions and compares your answers to specific scholarships. It then provides a list of your closest matches, contact information, and a sample letter for requesting more information. It will even establish a personal mailbox and continue to add scholarship matches.
www.collegeboard.org	Financial Aid Calculator. Convenient worksheets to help families identify alternative ways to finance college costs. Financial Aid Information Page.
www.finaid.org	Provides links to many sources of information about financial aid and scholarship scams. Includes a calculator that can be used to determine aid eligibility.
www.ed.gov/studentaid	U.S. Department of Education. Includes Titles IV codes for the FAFSA.
www.fafsa.ed.gov	U.S. Department of Education – FAFSA on the Web.
http://www.pacificnet.net/services/	American Financial Network.
http://www.amsa.com	American Student Assistance.
http://www.collegeboard.org/fundfinder/bin/fundfind01.pl	The College Board: EXPAN Scholarship Search.
http://www.collegefundingco.com/	College Funding Company
http://www.collegeboard.org/finaid/fastud/html/proform.html	College Scholarship Service.
http://www.daedco.com/	Daedalus Company Educational Funding Service.
http://www.uss.org	EduCap, Inc.: The Complete Source for Financial Education.
http://www.edfinancegroup.com/	Educational Finance Group.
http://www.finaid.org/finaid/calculators/estimate.html	EFC Estimation Form.
http://www.finaid.org	FinAid: Financial Aid Information.
http://www.studentaid.ed.gov/students/publications/student_guide_index.html/	The Student Guide: Financial Aid from the U.S. Department of Education.

FINANCIAL AID - continued

<http://www.gibill.va.gov/>

U. S. Department of Veterans Affairs Education Service.

<http://www.yahoo.com>

Yahoo: Financial Aid Search. .

www.nelliemae.org

Nellie Mae Financial Aid.

www.salliemae.com

Sallie Mae.

www.gcic.edu

Georgia Career Information System

LEARNING DISABILITIES AND THE COLLEGE SEARCH PROCESS

<http://www.ahead.org/>

Association on Higher Education and Disability (AHEAD)

<http://www.add.org/>

Attention Deficit Disorder Association (ADDA)

<http://www.chadd.org/>

Children and Adults with Attention Deficit Disorders (CHADD)

<http://www.interdys.org/>

International Dyslexia Association

LEARNING DISABILITIES AND THE COLLEGE SEARCH PROCESS - continued

www.nclld.org

National Center for LD

www.ldresources.com

LD Resources

MILITARY CAREERS

www.militarycareers.org

The Web Information Service of the U.S. Department of Defense provides links to the home pages of all the armed services.

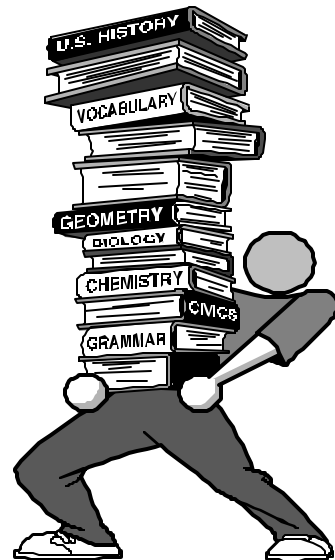
TEST REGISTRATION

www.collegeboard.org

College Board Online. Phone: 800 927-4302. Includes test dates, SAT registration, ExPan, Fund finder. A great starting point.

www.act.org

ACT. Phone: 319 337-1270 Details about the test tips, sample test items, and registration.



TERMS TO KNOW**Admit/Deny**

A student meets all the institution's admission requirements but the school does not have adequate funds to offer necessary financial aid.

Candidate Notification Date

The date by which a college notifies applicants of the admission decision.

Candidate Reply Date

The date by which the student must notify the college of enrollment intention, generally May 1.

College

A school of higher learning, offering an academic degree, may be public or private and can be two-year or four-year.

Common Application Form

A single application form which is accepted by more than 300 private institutions. After completing the original application, you make copies and submit these copies to the Post-High School Counseling Office which will process them to the institutions which accept the Common Application. Participating colleges pledge to view this common application as equal to their own application.

Consortium

Several colleges and universities in an area often join together in a consortium or cooperative association, which gives students the opportunity to use the libraries or take courses at all member institutions. Consortium members often present joint lecture programs or unusual courses.

Core Curriculum

A group of courses, in varied areas of the arts and sciences, designated by a college as one of the requirements for a degree.

4-1-4 Plan

College year divided into two semesters with one month session in between.

Liberal Arts

An academic program designed to provide broad education for living including sciences, social sciences, languages, philosophy and literature.

Matriculant

A student who enrolls as a member of a college or university.

Quarter Plan

College year divided into three or four parts.

Semester Plan

College year divided into two parts.

Specialty School

Public or private school teaching specific skills within an area such as cosmetology, business or travel.

Student Search

An offering to colleges and students whereby a college receives the names of students who would seem likely candidates for admission. Colleges can then forward to interested students information about their college. A student's decision to be included in the Student Search is made at the time he or she registers for a College Board Test.

Technical College

A public or private institution where a student may learn a trade or skill such as commercial art, electronics, hydraulics, etc.

302 Plan

Student works three years at one college, two years at a second (i.e. three years liberal arts, two years engineering.)

Waiting List

A list maintained by selective schools containing names of students predicted to succeed at the institution but not accepted until those accepted outright decide whether or not they will attend. If space remains available, the school contacts students "wait-listed," generally between May 1 and July 1.

