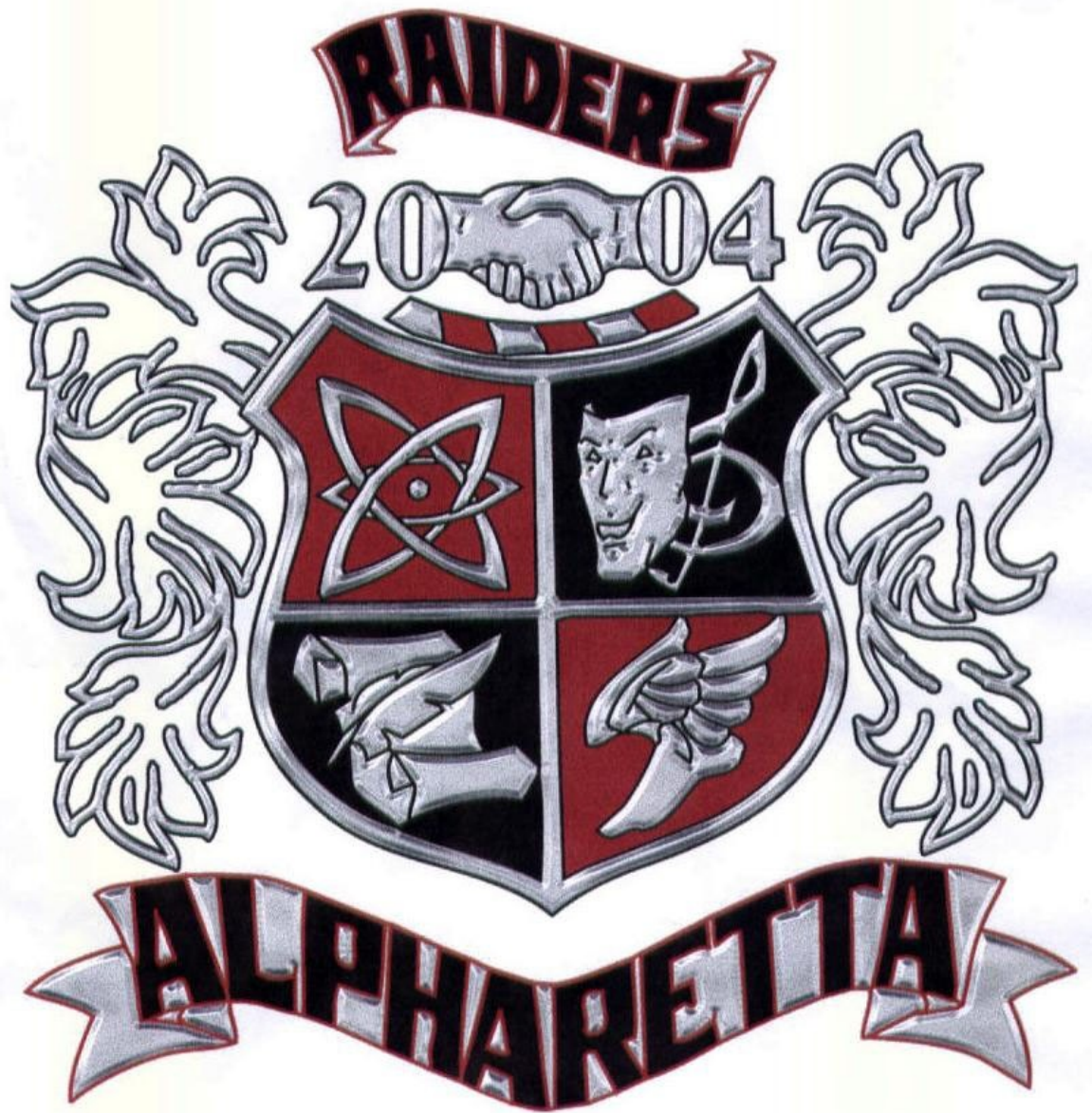


ALPHARETTA HIGH SCHOOL COLLEGE HANDBOOK CLASS of 2022



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CEEB Number: 110058

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INTRODUCTION

One of the most important decisions in the lives of teenagers is where they will attend college. This is a decision that will greatly impact many areas of your life: future career, future earnings, intellectual challenges, value system, possible future spouse, life-long friendships, etc. Therefore, it is of paramount importance and one that should be made with much thought and preparation.

This handbook has been designed to equip the rising seniors at Alpharetta High School with the tools necessary to make well-informed, accurate, and stress-free decisions, as most of you (92%) will leave these halls and go on to college. It is hoped that this handbook will be used as an instrument to help you as you begin to explore the different colleges and universities, as well as the different majors and geographic locations. It is neither intended to answer every question nor to serve as a substitute for the advice of your counselor. It is quite possible that it will generate more questions than it answers. However, it has been designed to serve as a guide for you during this time of decision-making.

Additionally, it is the hope of the **Alpharetta High School Counseling Department** that this handbook will take some of the anxiety and mystery out of the college admissions process and help you discover those colleges that will be a good fit. Use this handbook to plan your efforts wisely. Work steadily and remember that the college application process need not be an overwhelming process. Read through this handbook carefully, and should questions arise, make an appointment to see your counselor.

While many different resources were used in compiling the information contained in this handbook, we would like to specifically thank the National Association for College Admission Counseling (NACAC), New Trier High School, Winnetka, Illinois, and especially Dr. Tom Fowler who composed this book originally.

JUNIOR CALENDAR

COLLEGE CALENDAR FOR THE CLASS OF 2022

FALL/WINTER 2020

- Talk to friends, parents, and faculty members about colleges and careers
- Begin to build a preliminary list of potential colleges
- Attend PROBE College Fairs - find dates and locations at www.gaprobe.org
- Students meet with their counselors to evaluate their records and plan senior schedules. Make sure you select the most challenging courses you can manage for your senior year
- Organize a file box of personal and institutional information on post-high school opportunities
- Begin to create a résumé
- Write, e-mail, or call admission offices to request admission literature and financial aid information from the colleges on your list
- Attend college representative visits held at AHS

SPRING/SUMMER 2021

- Schedule and take the SAT reasoning test and/or the ACT
- Research the schools on your list – use gafutures.org to assist in your research
- Schedule a visit to a campus or a group of campuses during Spring Break
- Investigate and attend area college nights
- Begin to identify teachers who will be able to write a letter of recommendation for you. Provide them with an “Information Sheet.”

SENIOR CALENDAR

COLLEGE CALENDAR FOR THE CLASS OF 2022

SEPTEMBER 2021

- Register for SAT/ ACT
- Look over your transcript given in senior class meetings. Make corrections.
- Senior Parent Night
- Attend PROBE College Fairs – find dates and locations at www.gaprobe.org
- Attend College representative visits.
- **September 25th*- Deadline for submitting applications/ recommendation requests to counselors for *October 15th* deadlines
- Have in your possession all applications for colleges on your short list

OCTOBER 2021

- Begin filling out applications (on-line is preferred by most universities). Create a chart of all application deadlines, paying close attention to Early Decision/Early Action. Submit “Senior Information Sheet” to your counselor. Ask teachers for letters of recommendations
- Register for SAT /ACT
- Regularly check with colleges’ websites for announcements of college open houses
- Some private universities require that you register for CSS/Financial Aid PROFILE (determines qualification for private school aid)
- **October 9th* – deadline for submitting applications/recommendation requests to counselors for *November 1st* deadlines
- **October 23rd* – deadline for submitting applications/ recommendation requests to counselors for *November 15th* deadlines
- Write required essays
- Attend PROBE College Fairs – find dates and locations at www.gaprobe.org

NOVEMBER 2021

- Attend College Representative visits
- Register for SAT /ACT
- Regularly check with colleges’ websites for announcements of college open houses.
- Visit colleges during Thanksgiving weekend
- **November 13th* – deadline for submitting applications/recommendation requests to counselors for *December 1st* deadlines
- **November 27th*– deadline for submitting applications/recommendation requests to counselors for *December 15th* deadlines
- Finalize your list of schools
- Attend to “Early Decision” and “Early Action” deadlines

DECEMBER 2021

- Attend college representative visits
- Register or take SAT/ACT
- Notify counseling office of all acceptances. We’ll add your news to our bulletin board!
- Parents should save end of the year pay stub if it shows your earnings for the year. You may need it for financial aid eligibility reviews by schools.

- *December 4th– deadline for submitting applications/recommendation requests that are due before Winter Holidays or by January 15th

JANUARY 2022

- Write thank you notes to those who have written letters of recommendation for you
- Attend a financial aid workshop
- Keep studying. Remember, colleges *will* receive a final transcript
- Parents: it is important to get your income tax returns prepared early-schools may request them to prove eligibility for financial aid
- Pick up FAFSA information in the counseling suites and electronically complete FAFSA at www.fafsa.ed.gov
- Submit FAFSA directly to Federal Student Aid Programs as soon after October 1st as possible, but no later than June 30, 2020. (Many colleges set earlier deadlines)

FEBRUARY 2022

- Retake the SAT /ACT if needed
- Fill out financial aid forms (FAFSA) if you haven't already done so
- Mid-year grade report and transcripts need to be sent to some colleges
- Rank your final list of colleges
- Investigate thoroughly your choices by carefully considering major, cost, living arrangements, etc

MARCH/APRIL 2022

- Notify counseling office of all acceptance letters. So PTSA can add your pennant.
- Complete financial aid package and make decision as to which one you will accept.
- Make housing arrangements at the college you will attend, if you know by now.
- April 15th Final Notification Date for colleges. Many students will have received notification prior to this date.
- If you have been placed on a “Wait List” for a school (or schools) you would like to attend, *accept* that opportunity if you like, but *be sure* to accept and deposit at a college that accepted you.

MAY 2022

- May 1st - College Decision Day. Students must inform all colleges of their decision by this date.
- Notify counseling office of all acceptances and decisions. We'll add your news to our bulletin board!
- Do not develop senioritis. Colleges reserve the right to rescind a student's admittance should his/her grades plummet or fall below an acceptable level.
- Complete and return to the counseling office: The Senior Exit Survey and forms
- AP Exams

END OF MAY 2022

- **GRADUATION!!!**

**Counselors will be writing letters of recommendation for many students. In order to have ample time to write an excellent letter, three weeks is the required turn around.*

THE IMPORTANCE OF THE HIGH SCHOOL CURRICULUM

At most of the 4,500 four-year accredited colleges in the country, the difficulty of being admitted is governed by a simple principle of supply and demand. If a college has a large number of applicants but only has to accept a small number to fill its freshman class, the college can be highly selective. Conversely, if the college *must* take most of its applicants to fill the spaces available, the institution cannot be very selective.

Selectivity on the part of the college may not be important to you when you make your choice. In any case, the best college for you matches your desires, goals, objectives, abilities, and development.

Your high school curriculum is crucial as you focus on finding the best match in a college. It is also key to college admission departments when they evaluate candidates. Criteria for college admission vary greatly. However, all colleges focus on the rigor and quality of your high school curriculum.

Admission personnel judge “rigor” and “quality” by evaluating the importance of the academic subject matter in a course, the grades you make in those courses, the level of difficulty of your courses, and the rank in class that results from the grades you have achieved and the program you have taken.

Generally, colleges now prefer a traditional and classical college preparatory curriculum that includes the following areas:

- English (literature and composition courses)
- Mathematics (general level courses may not be acceptable; computer science is not generally accepted as math, but it may be recognized as a significant curricular component)
- Science (laboratory courses)
- Social Studies
- Foreign Language

Colleges also look favorably upon *enrichment courses* when they supplement a strong academic program. Performing arts, business, home economics, and technical/applied arts all provide important electives for Alpharetta students who wish to enhance their course of study.

Different types of institutions of higher education have general requirements unique to their classification. Useful classifications include public universities, private four-year colleges, highly selective colleges, two-year colleges, community colleges, and technical colleges. The more selective a college, the more that college can demand in academic achievement.

Because college expectations may change from year to year, it is best to obtain specific information directly from the college.

STANDARDIZED TESTS

Another selection criterion considered by college admission personnel is a student's performance on standardized tests. Most selective colleges and universities require candidates to submit scores from either the SAT or the ACT. A complete list of acronyms and their actual test titles and purposes is presented below. Alpharetta High School's College Entrance Examination Board (CEEB) number is **110058**.

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT test is given in October to high school juniors nationwide. The PSAT is a useful indicator of scholastic aptitude, as well as the basis of some merit scholarships. Also, the PSAT, administered by the College Board, is the source of some college mailings that you will receive. Alpharetta High School does not send these results to colleges. Students receive three scores: verbal, math, and writing, as well as a fourth titled the "Selection index" (SI). The SI is used exclusively for the National Merit competition.

ACT (American College Testing Program)

The ACT Assessment, commonly referred to as the ACT, is a standardized, multiple-choice, college admission exam. It is accepted by virtually all of the colleges and universities in the U.S., including the Ivy League schools. ACT scores are also frequently used for course placement and scholarship eligibility. The test is administered six times per year, and takes two hours and 55 minutes to complete. There are four required sections: English, Mathematics, Reading, and Science Reasoning and one optional writing assessment. There are four scores on the ACT, one for each section. Each section is scored on a scale of 1 to 36 points. There is also a composite score which is the average of the four scores. The national average is about 21. Historically, this test has been commonly preferred by colleges in the Midwest, West, and South and is considered to be an achievement test.

SAT (Scholastic Assessment Test Reasoning Test)

The SAT is a standardized, multiple-choice test used by most U.S. colleges and universities for admission and placement decisions. SAT scores can also be used to determine scholarship eligibility. The test is administered by the Educational Testing Service (ETS) and given nationally seven times a year. The SAT is a three part, three-hour and 45 minute exam that measures writing skills, critical reading, and mathematics. Each of the three areas is reported as part of the top score of 2400. An un-scored 25-minute section, used by the ETS strictly for its own research and is not counted toward your final score. Historically, this test was preferred by institutions in the Eastern states and California and is considered to be an aptitude test.

SAT Subject Tests

The SAT subject tests are a series of one-hour tests designed to measure knowledge and the ability to apply that knowledge in specific subject areas. Students may register for up to three subject tests on any given test date. Some highly selective four-year colleges require three SAT Subject tests, one of which is English Composition. Tests are given in American History, European History, Biology EM, Chemistry, Physics, English Composition, English Literature, Mathematics Level IC, Mathematics Level IIC, French, German, Modern Hebrew, Italian, Latin, Spanish, Chinese, Japanese, Korean, and ELPT (English Language Proficiency Test).

TOEFL (Test of English as a Foreign Language)

The TOEFL, administered by the Educational Testing Service (ETS), provides an alternative test for students who have been speaking English for less than five years. The test is used to evaluate the English proficiency of these students. Highly selective colleges may require students to submit SAT I scores for the mathematics component along with the TOEFL.

Please be aware that students are responsible for having their SAT or ACT scores sent directly to the college from the appropriate testing service. Also, these scores are not reported on the transcript.

THE SAT vs. THE ACT

Most colleges will accept either the SAT or ACT. So which should you take?

It's all about the numbers. Some students end up scoring substantially higher on the SAT; others do better on the ACT. Unless the colleges you are applying to specifically ask for one test or the other the choice is yours.

To help you zero in on the right exam, here are seven key differences:

- ACT questions tend to be more straightforward.
 - ACT questions are often easier to understand on a first read. On the SAT, you may need to spend time figuring out what you're being asked before you can start solving the problem. For example, here are sample questions from the SAT essay and the ACT Writing Test: SAT: What is your view of the claim that something unsuccessful can still have some value? ACT: In your view, should high schools become more tolerant of cheating?
- The SAT has a stronger emphasis on vocabulary. If you're an ardent wordsmith, you'll love the SAT. If words aren't your thing, you may do better on the ACT.
- The ACT has a Science section, while the SAT does not. You don't need to know anything about amoebas or chemical reactions for the ACT Science section. It is meant to test your reading and reasoning skills, based upon a given set of facts. But if you're a true science-phobe, the SAT might be a better fit.
- The ACT tests more advanced math concepts. The ACT requires you to know a little trigonometry, in addition to the algebra and geometry you'll find on the SAT. That said, the ACT Math section is not necessarily harder, since many students find the questions to be more straightforward than those on the SAT.
- The ACT Writing Test is an optional portion you sign up for but colleges will require you submit a writing test score if you do not submit an SAT score. The 25-minute SAT essay is required, and is factored into your Writing score. The 30-minute ACT Writing Test is optional. If you choose to take it, it is not included in your composite score—schools will see it listed separately.
- The SAT is broken up into more sections. On the ACT, you tackle each content area (English, Math, Reading, and Science Reasoning) in one big chunk, with the optional Writing Test at the end. On the SAT, the content areas (Critical Reading, Math, and Writing) are broken up into ten sections, with the required essay at the beginning. You do a little math, a little writing, a little critical reading, a little more math, etc. Will it distract or refresh you to move back and forth between different content areas?
- The ACT is more of a "big picture" exam. College admissions officers care about how you did on each section of the SAT. On the ACT, they're most concerned with your composite score. So if you're weak in one content area but strong in others, you could still end up with a very good ACT score.

College admissions officers care about how you did on each section of the SAT. On the ACT, they're most concerned with your composite score. So if you're weak in one content area but strong in others, you could still end up with a very good ACT score and thus make a strong impression with the admissions committee.

	Current SAT	New SAT (Spring 2016)	ACT
Description	The new SAT will require similar skills and test similar content to that of the ACT and current SAT. Many of the changes to the new SAT's format will make it look a lot like the ACT, but the SAT will retain its focus as an aptitude test. Among the biggest changes to the SAT are a sharper focus on critical-thinking, an emphasis on real-world problems, a new scoring system, and an overhaul of the essay section. Overall, the redesigned SAT will place a bigger emphasis on problem-solving and understanding context. Comparatively, the ACT will remain more of an achievement test, requiring a broad knowledge of many concepts, as well as considerable speed and endurance.		
Format & Length	10 short sections: <ul style="list-style-type: none"> 3 Critical Reading; 3 Mathematics; 3 Writing (including Essay); 1 experimental (not scored) Questions have 5 answer choices Total testing time: 3 hours, 45 minutes 	5 long sections (comprising 3 "tests" and an optional essay): <ul style="list-style-type: none"> Writing & Language; Reading; 2 Math; Essay Questions have 4 answer choices Total testing time: 3 hours, 50 minutes (with essay) 	5 long sections (comprising 4 "tests" and an optional essay): <ul style="list-style-type: none"> English; Mathematics; Reading; Science; Writing (optional essay) Most questions have 4 answer choices (Math has 5) Total testing time: 3 hours, 25 minutes (with essay)
Scoring	Combined score: 600-2400 <ul style="list-style-type: none"> Critical Reading: 200-800; Math: 200-800; Writing: 200-800 Writing score comprised of Multiple Choice and Essay subscores. ¼-point deduction for incorrect answers 	Combined score: 400-1600 <ul style="list-style-type: none"> Evidence-Based Reading and Writing: 200-800; Math: 200-800 Essay score reported separately "Cross-Test Scores" report performance on Science and History/Social Studies across entire test No deduction for incorrect answers 	Composite score: 1-36 (average of 4 tests) <ul style="list-style-type: none"> English: 1-36; Math: 1-36; Reading: 1-36; Science: 1-36 Writing score not factored into Composite score Combined English/Writing score provided separately: 1-36 No deduction for incorrect answers
Writing/ English	Identify and correct errors in single sentences <ul style="list-style-type: none"> standard English grammar and usage punctuation not tested Limited and predictable set of errors	Revise and edit a piece of writing for, logical structure, and effective rhetoric <ul style="list-style-type: none"> standard English grammar and usage punctuation logical structure effective rhetoric includes informational graphics 	Revise and edit a piece of writing for, logical structure, and effective rhetoric <ul style="list-style-type: none"> standard English grammar and usage punctuation logical structure effective rhetoric commonly confused words
Math	Arithmetic, Algebra I and II, Geometry <ul style="list-style-type: none"> apply core math skills to solve mostly non-standard, "tricky" problems formulas provided 10 Grid-In questions (no answer choices)	Pre-Algebra through basic Trigonometry <ul style="list-style-type: none"> strong emphasis on Algebra Calculator prohibited on one section 12 Grid-In questions (no answer choices) 1 Extended Thinking question (4 points)	Pre-Algebra through basic Trigonometry <ul style="list-style-type: none"> math tested in straightforward manner extensive range of concepts tested emphasis on word problems formulas not provided
Reading	Vocabulary-based sentence completions Total of 7 short and long reading passages <ul style="list-style-type: none"> many inference, tone, purpose questions questions follow order of passage 	Vocabulary de-emphasized 4 long passages and 1 paired passage <ul style="list-style-type: none"> 2 passages include diagrams/charts 1 passage from U.S. "founding document" 	4 long passages <ul style="list-style-type: none"> very little emphasis on vocabulary straightforward questions that require close reading of passage order of questions is random less time per question
Science	The current SAT does not have a Science section.	The new SAT does not have stand-alone Science section, but Science questions will be included throughout the Math, Reading, and Writing & Language tests.	40 questions distributed over 7 passages <ul style="list-style-type: none"> emphasis on charts, diagrams, etc. Science is a reasoning test—rarely requires prior science knowledge
Essay	25 minutes, always the first section <ul style="list-style-type: none"> broad theme can be approached formulaically or creatively 	50 minutes, always the last section <ul style="list-style-type: none"> analyze a passage and evaluate author's reasoning and rhetoric students' opinions discouraged Essay is scored on 2-8 scale on three traits (Reading, Analysis, and Writing) 	30 minutes, always the last test <ul style="list-style-type: none"> narrow topic "relevant" to high school students demands a more structured response optional, but required by most schools

SAT/ ACT SCORE COMPARISONS

ACT Composite	SAT Just Verbal & Math	SAT Including Writing
36	1600	2400
35	1560 - 1590	2340
34	1510 - 1550	2260
33	1460 - 1500	2190
32	1410 - 1450	2130
31	1360 - 1400	2040
30	1320 - 1350	1980
29	1280 - 1310	1920
28	1240 - 1270	1860
27	1210 - 1230	1820
26	1170 - 1200	1760
25	1130 - 1160	1700
24	1090 - 1120	1650
23	1060 - 1080	1590
22	1020 - 1050	1530
21	980 - 1010	1500
20	940 - 970	1410
19	900 - 930	1305
18	860 - 890	1290
17	810 - 850	1210
16	760 - 800	1140
15	710 - 750	1060
14	660 - 700	1000
13	590 - 650	900
12	520 - 580	780
11	500 - 510	750

SAT/ACT 2020-21 Registration Information

SAT www.collegeboard.org	ACT www.act.org
August 29 (register by July 31)	September 12, 13 and 19 (register by August 31)
September 26 (register by August 26)	October 10, 17, 24, 25 (register by September 17)
October 3 (register by September 4)	December 12 (register by November 6)
November 7 (register by October 7)	February 6 (register by January 8)
December 5 (register by November 5)	April 17 (register by March 12)
March 13 (register by February 12)	June 12 (register by May 7)
May 8 (register by April 8)	July 17 (register by June 18)
June 5 (register by May 6)	

***YOU MUST HAVE YOUR ID AND TEST TICKET TO BE ADMITTED TO THE TESTING CENTER**

RESEARCH AND SELECTION OF A COLLEGE

College Fairs

The state of Georgia sponsors college fairs at various locations in the metro Atlanta area in the fall of each school year. As many as 150 admission representatives from colleges all over the southeast are available to speak with you and provide literature concerning their respective schools. Announcements are posted in the counseling offices, over the loud speaker, and on the Alpharetta Guidance Home Page. Be sure to check the PROBE website (www.gaprobe.org) to find the dates and locations of the college fairs throughout the metro Atlanta area.

Visiting with College Representatives at Alpharetta High School

Each year, approximately 70 universities and colleges visit the Alpharetta High School campus. Even more so than the college fairs, this is a great opportunity for you to meet and discuss the colleges of interest in a more personal manner. Dates, times, and locations of each visit are advertised in the morning announcements on the counseling website under College Visits.

Things to do prior to meeting with the college representative:

- Make sure you sign up online three days before the visit, and get your teachers approval if you're going to miss a class.
- Research the school in order that you will be able to ask informed questions
- Know your standardized test scores and numeric average so that you will be able to discuss with the representative how you fair relative to their most recent freshmen class.

Things to consider when you meet with the representative:

- Ask for any clarifications you may need while he/she is on campus.
- Be on time, pay attention, and be courteous.
- Take notes.
- Ask for the proper spelling of the representative's name should you need to ask any questions or get any further information after he/she has left.
- Recognize that you are not there to impress the representative but rather to gain information.

GAfutures.org

This comprehensive website and electronic search engine designed by the University System of Georgia to provide students with college admissions, career, and financial aid information. The site provides all of the necessary information to apply properly for admission at any of the State's 35 public colleges and universities.

My High School Details

Use the information below to help you complete your college applications

- High School Name:
- High School Address:
- CEEB Code:
- Graduation Date:

Counselor Information

- Counselor Name:
- Counselor Job Title:
- Counselor Email:
- Counselor Phone:

Grades and Current Courses

- Graduating Class Size:
- Class Rank Reporting:
- Class Rank Weighting:
- GPA Scale:
- GPA Weighting:
- Course Scheduling System:

COLLEGE INTEREST SHEET

College Name:

Deadline:

Application Fee:

Personal Essay:

Yes Optional

Courses & Grades:

Yes No

Supplements:

Portfolio Writing Supplement

Testing Policy:

- SAT/ACT Tests Used
- Always Required
- Sometimes Required
- Never Required
- Flexible
- Ignored

Writing Questions:

- Yes
- No
- Additional Information

Recommendations:

Teacher Evaluations:

Required Optional

Other Evaluations:

Required Optional

Types Accepted:

- Arts Teacher
- Clergy
- Coach
- College Access Counselor
- Employer

- Family Member
- Peer
- Other

IDENTIFYING PERSONAL PRIORITIES

The worksheet below will help you and your parents identify priorities for your college search. Complete the Student selection side and ask your parents to complete the Parent selection side. Compare your ratings, discuss major issues, and resolve differences before you begin your plan.

STUDENT'S COLLEGE SELECTION	PARENT'S COLLEGE SELECTION
<p>“Going where they do not fit” is the number one mistake most college-bound students say they make. Over 50 percent of all college students graduate from a school different from the one in which they started. Consider what is important to you now and try to anticipate the type of campus where you will stay to graduate.</p>	<p>However well intentioned, many parents make the mistake of pushing their student to follow the parents’ career, attend the parents’ school, or attend a college primarily for its high prestige value. Please avoid this costly error and consider objectively what is best for your son or daughter. Use this section to show what considerations are important to you.</p>

What is important to you?

	Essential	Relatively Important	Not Important
Cost (stipulate range)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College selectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance from Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Four-year College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two-year college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Living Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Size of enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT/ACT scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Majors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greek life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-op programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male/female ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denomination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is important to you?

	Essential	Relatively Important	Not Important
Cost (stipulate range)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College selectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance from Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Two-year college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Living Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Size of enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT/ACT scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Majors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greek life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-op programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male/female ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denomination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHOOSING A COLLEGE

With more than 4,500 colleges and universities to choose from in the U.S. alone, the task of choosing a college, the right college can be daunting. As has been previously stated, this is the most important decision you have had to make to date. Not only is it a decision that you will literally have to live with for the next four years of your life, but also one that will have a major impact on the rest of your life, as well. Therefore, the selection process is critical. If you take the time to think about the following considerations, the decision process will be much easier for you.

Academic Environment

When assessing the academic environment, you might want to ask yourself the following questions:

- Will this college admit me?
- Have I satisfied the course or other academic requirements of the college?
- Are my test scores in the appropriate range for this school?
- Are the standards appropriate for my abilities and interests?
- What courses are required of all freshmen?
- When will I have the opportunity to study with full professors rather than graduate students?
- What are the typical class sizes for both the freshmen and upper classmen?
- What is the availability of counseling or tutorial programs in the event that I find myself in academic trouble?
- Where do graduates of this school attend graduate school?
- What kind of professions or careers do the graduates of this school enter after they leave this school?

Majors

Most students change their majors at least once during their college days (some of us three or four times). It is quite possible that there are majors that you have never heard of which would interest you greatly or that there are majors in fields that at the present time do not appeal to you.

However, you probably have some sense of what you would like to do as far as a career is concerned and it might be wise for you to check how strong those departments are at the colleges on your list. Of additional concern are the library (how many volumes) and laboratory facilities.

Geographic Location

Where you spend the next four years of your life is of grave importance. For some students, staying close to home is very important, while for others proximity to home is not an important factor. Some students melt when the temperature soars to 75° while others freeze when it dips below 60°. It would not be advisable for the first group to consider a college in South Florida nor would it be wise for the second group to consider schools in Minnesota. Perhaps as important as the proximity to home and the climate is the type of college community.

- Do you need a peaceful academic environment in a small, sleepy college town?
- Do you need the stimulation and excitement that a large city can provide?
- Is there some part of the country that you have always wanted to live?
- Is coming home for weekends, holidays, breaks, etc. important? If so, will travel back and forth be cost prohibitive?

Affordability

It is important that each of you calculate what it will cost to attend your selected college for a year, and then for four years. Identify ways you will be able to pay for these costs. Examine the college's track record of providing scholarships, loans, and other financial assistance. Remember, loans are to be paid back. Typically, school loans become due six months after graduation. In addition to tuition, you need to consider room and board, books, fees, fees for extra-curricular activities, as well as the cost to travel to and from home.

Campus Size

Large campus (15,000-50,000+) The University of Georgia, Georgia State University, and Kennesaw State University fall into this category. Some of the positives about attending a large campus is there may be larger libraries, a larger faculty, both graduate students and undergraduate students, more sophisticated facilities, and a more diverse student body. Negatives of the large campus include overcrowded and larger classrooms, fewer housing options, more classes taught by graduate students, and fewer opportunities for leadership positions.

Medium sized campus (5,000-15,000) Georgia Tech, Georgia Southern, Armstrong Atlantic State University, Augusta State University, Columbus State University, University of West Georgia, and Valdosta State are all medium sized colleges. While these colleges may offer fewer majors and more modest facilities, they may offer more opportunities for leadership, as well as the ability to feel more "homey".

Small Campus (5,000 or less) All of the technical colleges and two-year colleges and the public four-year colleges in Georgia not listed above. Advantages of the smaller college include typically smaller class size and more of an opportunity to know the professors. Also, leadership participation is easier to achieve. The negatives include limited diversity in the student body, limited options for activities, and facilities may not be as impressive. Interestingly, almost two-thirds of the colleges in the U.S. are Alpharetta High School's size or smaller.

Housing and Dining Options

Some colleges do not allow freshmen to live off-campus, others do. Others allow students to live either on-campus or off. On many campuses, sororities and fraternities provide much of the housing. Keep in mind, college is the first real opportunity to be "on your own" with more responsibility for your actions than you may have had in high school. College can provide a great transition to independent adult living, so use the housing options available to make that transition in the best way for you.

Health and Other Services

Most colleges provide basic medical and psychological services for their students. Some may have full service hospitals on campus or an affiliated medical school hospital. Others may only have a clinic or infirmary and refer sick students to local physicians. Most colleges also have a counseling center where psychological and career counseling is provided. Colleges also provide a number of services to help students with disabilities, both physical and learning. Tutoring, writing, and mathematics/computer labs are generally available to all students. It would behoove you to investigate the services should you need them.

Student Life

Explore the atmosphere on the campus you are considering and ask a number of questions.

- Is it liberal, conservative, homogeneous, or diverse? Are you comfortable with this make-up and atmosphere?

- Do the students appear friendly and enthusiastic about their work?
- Can you observe how students and faculty relate to each other?
- Are you satisfied with the recreational facilities and social activities offered?
- How does the social life operate?
- Are there fraternities and sororities, and if so, what part do they play in the social life of campus?
Are there social opportunities for those who choose not to join?
- Does the campus “clear out” on weekends?
- Are there special interest groups in areas that interest you?
- Is the college affiliated with a religion and if so, how strongly?
- What types of academic advice is available?

The best advice regarding “student life” is to look for an intellectual and social climate that fits your sense of self-one in which you will feel comfortable and challenged.*In order to compare ACT and SAT scores, all ACT scores must be converted to SAT “scaled scores,” meaning they are out of 2400 just like the actual SAT.

These numbers represent the statistics from the class of 2016. Many of the statistics in this document represent averages therefore many students gained admissions to these specific schools having taken less/more than the number of honors/AP courses mentioned here. We encourage you to choose a schedule that is appropriate to you based on your personal circumstances and not based only on the statistics we have provided.

GENERAL INFORMATION AND HINTS

1. The Secondary School Code for Alpharetta High School is **110058**. Memorize it!
2. Apply on-line when at all possible. If you must submit a paper application, **MAKE A COPY OF EACH APPLICATION TO USE AS A ROUGH DRAFT. DO NOT WRITE ON THE ORIGINAL UNTIL YOU ARE ABSOLUTELY SURE ABOUT WHAT YOU WANT TO SAY.** Obtaining new application forms, especially in November and December, takes time and the delay could very well throw your application schedule off stride.
3. Complete the application yourself. College admissions officers have a good nose for sniffing out embellished and borrowed work.
4. Keep a copy of every document you mail to the colleges. Materials have been known to get sucked into the great black hole of lost mail.
5. If you are sending a Common Application complete and return any supplementary forms sent by a college.
6. Fill out student information on the Secondary School Report form **before** you give it to your counselor.
7. On both the teacher recommendation forms and the Secondary School Report forms you will see a section stating your rights under the Buckley Amendment. Under the Buckley Amendment you have the right to review your educational record if you enroll at a given university. You also have the option to waive your right of access to specific recommendations. It is your choice. Many people feel more comfortable writing a letter of recommendation if they know it will be held in strictest confidence.

* * * * *

SOME MISTAKES IN COLLEGE SELECTION

1. ***Losing sight of the main reason for going to college,*** and giving too much weight to trivial factors too early in the process.
2. ***Being passive.*** Don't let someone else decide for you; take control of the process.
3. ***Applying to colleges you don't really intend to go to,*** just to make your parents proud of you or to impress your classmates.
4. ***Believing that the harder a college is to get admitted to, the better it must be.*** No college is best for everyone; your task is to find the ones that seem best for you.
5. ***Procrastinating.*** Don't apply to many colleges indiscriminately so that you can postpone thinking about which one to attend.
6. ***Second-guessing*** the admissions decisions of colleges you want to attend, and deciding not to apply because you think you would not be accepted.

7. *Expecting to find one college that is perfect in every way*—the one and only choice for you.

SOME POSITIVE STEPS TO TAKE

1. Make a list of your educational objectives in order of importance.
2. Make a list of your personal requirements in order of importance.
3. Make some decisions about where you might be willing to make compromises.
4. Listen to all opinions on an institution, but do not let yourself be swayed by any one opinion in particular.
5. Keep an open mind and be as flexible as possible.

RESPONSIBILITIES IN THE COLLEGE ADMISSIONS PROCESS

Students are ultimately responsible for:

- The correctness of their applications.
- Completing the Student Information Sheet.
- Meeting deadlines set by the counseling office for the submission of the counselor portion of applications that need to be filled out.
- Submitting requests for teacher recommendation forms to teachers in a timely manner (at least two weeks should be allotted).
- Submission of required standardized test scores to each college or university applied to, in time to meet the application deadlines. It is recommended that this be done at the time of registration for the appropriate test.
- Understanding the policies and procedures of each college or university applied to with regards to the entrance requirements, components of the application, deadlines, fees, enrollment deposits, financial aid, scholarships, and housing.

Colleges and Universities are ultimately responsible for:

- Providing students with information about their admission, financial aid, scholarship, and housing policies.
- Allowing you until May 1st to respond to an offer of admission and/or financial aid, except for early decision candidates.

Alpharetta High School Counseling Office is ultimately responsible for:

- Giving students and parents sound advice and counsel regarding college choices and progressing through the admission process.
- Writing counselor recommendations for students who need them when applying to a college or a university that requires such.
- Processing and mailing secondary school report forms, transcripts, counselor recommendations, and school profiles in a timely manner that will ensure the meeting of deadlines.

Parents are ultimately responsible for:

- Allowing students to “own” the process.

FINANCIAL AID

Financial aid has been created to supplement what parents and students are able to contribute to meet the costs of a college education. It is assumed by the financial aid system that the cost of higher education is ultimately the responsibility of the family. This federally funded system has been designed to provide access and choice to those students who would otherwise be limited in their educational opportunities. Financial need is determined by calculating all the various costs of the education and subtracting an estimated family contribution.

Financial aid comes in four basic forms. Most financial aid packages usually offer a combination of these four:

- **Grants** (need-based money) and **Gifts** (merit-based monies). Grants and gift monies do not have to be repaid. Some schools term these “scholarship.”
- **College Work Study** allows students to work either on or near campus in a job arranged by the Financial Aid Office.
- **Loans**, which usually have low interest rates, must be repaid.
- **Federal and/or State Loans** must be repaid as stipulated.

Application Process for Need-Based Financial Aid

To qualify for financial aid, a student should use one or both of the following forms. Check with the college to find out which form(s) is required.

FAFSA: Free Application for Federal Student Aid is the application all students must file to be considered for the Title IV aid and the HOPE Scholarship. All families desiring financial aid should complete this form. Aid begins with the FAFSA. The FAFSA is to be completed, signed, and mailed on or after **October 1st** of the student’s *senior* year.

To apply, go to: www.fafsa.ed.gov

PROFILE: This is a form required by many private colleges. Ask the college if it is required.

Registration for the Profile may be done via the Internet beginning mid-September. Some colleges have their own additional needs analysis form. It is your responsibility to find out what each individual school is asking for.

HELPFUL TELEPHONE NUMBERS

Federal Student Aid Information Center- www.fafsa.ed.gov

1-800-4-FED-AID

P.O. Box 84

Washington, D.C. 20044

Georgia Student Finance Commission

770-724-9000

www.gsfc.org

FINANCIAL AID

Recent research and the Department of Education's own data suggest that implementing an earlier start date and using earlier income information will benefit students. Benefits include

- (a) Alignment— the financial aid application process may be more aligned with the college admission process,
- (b) Certainty—applicants will not need to estimate income or taxes paid, and
- (c) Less pressure—more time for students and parents to explore and understand financial aid options and apply for aid before state deadlines.

How Do Families Sign a FAFSA?

- Students and parents electronically sign the FAFSA with an FSA ID
- For those who had a Federal Student Aid PIN, they must now get an FSA ID
- Involves creation of username and password
- Can create FSA ID when completing FAFSA or beforehand
- When completing FAFSA: fafsa.gov
- Beforehand: Information at StudentAid.gov/fsaid

Summary of HOPE/Zell/ effective 2011-2012

www.gafutures.org

All HOPE programs require students to meet basic requirements. An eligible student must:

1. Meet HOPE's U.S. citizenship or eligible non-citizen requirements;
2. Be a legal resident of Georgia;
3. Meet enrollment requirements;
4. Be in compliance with Selective Service registration requirements;
5. Meet academic achievement standards;
6. Be in good standing on all student loans or other financial aid programs;
7. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990;
8. Not have exceeded the maximum award limits for any HOPE program.

Program Eligibility

To receive HOPE Scholarship funding, students must:

1. Meet **one** of the following academic requirements:
 - o Graduate from a HOPE-eligible high school with a minimum 3.0 grade point average (as calculated by GSFC). [Details](#)
 - o Receive a high school diploma through petition of the local school board, in accordance with O.C.G.A. §20-2-281.1, from a HOPE-eligible high school with a minimum 3.0 grade point average (as calculated by GSFC). [Details](#)
 - o Graduate from an ineligible high school, complete a home study program in Georgia, or earn a GED and score in the national composite 75th percentile or higher on the SAT or ACT prior to high school graduation, home study completion, or earning a GED. [Details](#)
 - o Graduate from an ineligible high school or complete a home study program in Georgia and then earn a minimum 3.0 cumulative postsecondary grade point average after attempting 30 semester or 45 quarter hours of college degree-level coursework for retroactive HOPE Scholarship payment. [Details](#)
 - o Earn a minimum 3.0 cumulative postsecondary grade point average after attempting 30, 60, or 90 semester hours or 45, 90, or 135 quarter hours after high school graduation, home study completion, or receipt of GED. [Details](#)
2. Be enrolled as a degree-seeking student at a public or private [HOPE-eligible college or university](#) in Georgia.
3. Meet [academic rigor requirements](#). Beginning with students graduating from an eligible high school on or after May 1, 2015, students must complete a specific number of academically rigorous courses, as identified on the [Academic Rigor Course List](#), in addition to meeting the GPA requirements. This does not include students who received a high school diploma through petition of his or her local school board, in accordance with O.C.G.A. §20-2-281.1, nor does it apply to students graduating from home study programs. **Students must take and pass at least 4 rigor courses.**

Award Amounts for the HOPE Scholarship

Award Amounts

Please review the [HOPE and Zell Miller Award Amounts](#) to determine your award amount.

Students that meet all eligibility requirements and are attending an eligible public college or university receive a HOPE Scholarship award amount, to be applied toward standard undergraduate tuition, up to a maximum of 15 hours, for the specific number of hours enrolled, whether full time or part time.

Students that meet all eligibility requirements and are attending an eligible private college or university receive a HOPE Scholarship award amount, to be applied toward standard undergraduate tuition, up to a maximum of 12 hours, based on a half-time or full-time enrollment status

Award Limits

A college degree-seeking student is ineligible for the HOPE Scholarship if he or she has:

- Received payment from any combination of HOPE or Zell Miller Scholarships, HOPE or Zell Miller Grants, and Accel (through Spring term 2011) Program funds totaling 127 semester (190 quarter) hours of credit; **or**
- Attempted 127 semester (190 quarter) hours of college degree credit, regardless of whether or not HOPE funds were received while attempting the hours; **or**
- Earned a baccalaureate (four-year) degree, regardless of whether or not HOPE Scholarship funds were received while earning the degree, **or**
- Reached the seven-year expiration of eligibility date.

Eligibility for the Zell Miller Scholarship

Basic Eligibility

All HOPE programs require students to meet basic requirements. An eligible student must:

1. Meet HOPE's U.S. citizenship or eligible non-citizen requirements;
2. Be a legal resident of Georgia;
3. Meet enrollment requirements;
4. Be in compliance with Selective Service registration requirements;
5. Meet academic achievement standards;
6. Be in good standing on all student loans or other financial aid programs;
7. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990;
8. Not have exceeded the maximum award limits for any HOPE program

Program Eligibility

1. To receive Zell Miller Scholarship funding, students must meet all HOPE Scholarship eligibility requirements and meet **one** of the following academic requirements:

- Graduate from an eligible high school or accredited high school program as the valedictorian or the salutatorian and meet all HOPE Scholarship eligibility

requirements. [Details](#)

- Graduate from an eligible high school with a minimum 3.7 grade point average (as calculated by GSFC) combined with a minimum score of 1200 on the math and reading portions of the SAT test or a minimum composite score of 26 on the ACT test in a single national test administration and meet all HOPE Scholarship eligibility requirements. [Details](#)
- Receive a high school diploma through petition of the local school board, in accordance with O.C.G.A. §20-2-281.1, from a Zell Miller eligible high school with a minimum 3.70 grade point average (as calculated by GSFC), combined with a minimum score of 1200 on the math and reading portions of the SAT test or a minimum composite score of 26 on the ACT test in a single national test administration. [Details](#)
- Graduate from an ineligible high school or complete an unaccredited home study program and score in the national composite 93rd percentile or higher on the SAT or ACT prior to completion of high school or home study. [Details](#).
- Graduate from an ineligible high school or complete an unaccredited home study program with a minimum composite score of 26 on the ACT or minimum composite score of 1200 on the reading and math sections of the SAT and then earn a minimum 3.3 cumulative postsecondary grade point average after attempting 30 semester or 45 quarter hours of college degree-level coursework. This option allows retroactive payment for the first 30 semester or 45 quarter hours after they are completed. [Details](#)
- Enroll in an eligible post-secondary institution between 2007 and 2011 as a freshman, meeting one of the academic qualifications listed above and earn a 3.3 cumulative postsecondary grade point average at the most recent Zell Miller Scholarship checkpoint. [Details](#)

2. Be enrolled as a degree-seeking student at a [Zell Miller eligible college or university](#) in Georgia.

3. Meet [academic rigor requirements](#). Beginning with students graduating from high school on or after May 1, 2015, students must complete a specific number of academically rigorous courses, as identified on the [Academic Rigor Course List](#), in addition to meeting the GPA requirement. This does not include students who received a high school diploma through petition of his or her local school board, in accordance with O.C.G.A. §20-2-281.1, nor does it apply to students graduating from home study programs. **Students must take and pass at least 4 rigor courses.**

Application Procedure and Deadline for the HOPE/Zell Scholarship

1. Complete the [Free Application for Federal Student Aid \(FAFSA\)](#) or,
2. Complete the [online Georgia Student Finance Application \(GSFAPPS\)](#) or [printable paper GSFAPPS application](#).

Note: The FAFSA must be completed each year.

Application Deadline

The application deadline is the last day of the school term or a student's withdrawal date, whichever occurs first. It is recommended that you submit your HOPE scholarship application as early as possible; the earlier you apply, the earlier the funds are disbursed to your school and credited to your account.

Note: Additional college-specific application and deadline requirements may be required. Check with your postsecondary institution.



www.gsfc.org/

Student Eligibility for Dual Enrollment

***Please note AHS deadline to apply for the dual enrollment program is March 26th**

- A student must abide by the rules of the participating high school or home study program and the participating eligible institution the student is attending, and a student can be denied participation at any time in the Dual Enrollment for violations of such rules.
- A student must be approved and classified, by the participating high school or home study program at which he or she is enrolled, as a dual credit enrollment student.
 - Prior to participating in Dual Enrollment, the student and student's parent(s) or guardian shall sign a student participation agreement form provided by the participating high school or home study program acknowledging a complete understanding of the responsibilities of the student while participating in Dual Enrollment.
- A student must have applied, been accepted and approved by the participating postsecondary institution at which he or she is enrolled as a dual credit enrollment student.
 - Upon completing the postsecondary institution admission process a student must complete the online or paper Dual Enrollment funding application.
- A student must be enrolled in a participating public or private high school in Georgia or participating home study program in Georgia and has not earned a high school diploma, a General Education Development (GED) diploma or completed a home study program.
- Dual Enrollment funding is available for the per term maximum of 15 semester or 12 quarter hours and a maximum of three semesters or four quarters per award year while enrolled at a participating high school or a home study program based on approved enrollment with a completed Dual Enrollment funding application.
 - A student enrolled at one or more postsecondary institutions during a single term may receive Dual Enrollment funding for the per term maximum of 15 semester or 12 quarter hours (regardless of the number of Eligible Postsecondary Institutions at which the student is enrolled).

- Dual Enrollment funding is available during a student's 11th and/or 12th-grade years up to the student's high school graduation date or home study completion date, whichever occurs first.
 - The 12th-grade year concludes at the end of the spring term after four years of enrollment beginning in the 9th grade.
- A student with a documented Individualized Education Plan (IEP), 504 Plan or High School Postsecondary Graduation Opportunity Plan, which extends beyond four (4) years must submit a [Length of Eligibility Extension Request Form](#) and meet all other Dual Enrollment eligibility requirements.
- Participating high schools and home study programs may not adjust a student's enrollment or graduation plans or records in order to extend a student's Dual Enrollment eligibility.
- All postsecondary coursework must be completed prior to high school graduation or home study completion in order to receive Dual Enrollment funding. In no case shall Dual Enrollment funding be awarded for postsecondary coursework scheduled, per the participating postsecondary institution's calendar, for a term in which a student may not be awarded Dual Credit toward graduation from the participating high school or home school completion.
- **A student can take 30 credit hours at no cost. After completing 30 credit hours the student will assume all financial responsibility.**

Postsecondary Admissions Application

Students must apply for admission to the postsecondary institution before completing the Dual Enrollment funding application.

Dual Enrollment Funding Application

Students attending an eligible public or private high school must complete the [online Dual Enrollment funding application](#). Students that do not have a Social Security number must complete the [Dual Enrollment funding application \(paper\)](#).

Students attending a home study program must complete the [Dual Enrollment funding application and Participation Agreement for Home Study \(paper\)](#).

The application consists of three parts:

1. Student & Parent/Guardian
2. High School/Home Study
3. Postsecondary Institution

All three sections of the application must be completed and submitted to GSFC. Incomplete applications cannot be processed.

GSFC must receive the completed funding application for Dual Enrollment no later than the last day of the postsecondary term, semester or quarter or the student's

withdrawal date whichever occurs first. High school and postsecondary institutions may set earlier institutional deadlines for participation.

Check with your high school and postsecondary institution for deadlines each term, semester or quarter.

NCAA Eligibility Information

What is the NCAA?

The NCAA, or the National Collegiate Athletic Association, was established in 1906 and serves as the athletics governing body for more than 1280 colleges, universities, conferences and organizations. The national office is in Indianapolis, but member colleges and universities develop the rules and guidelines for athletics eligibility and athletics competition for each of the three NCAA divisions. The NCAA is committed to the student-athlete and to governing competition in a fair, safe, inclusive and sportsmanlike manner.

What is the NCAA Eligibility Center?

The NCAA Eligibility Center will certify the academic and amateur credentials of all college-bound student-athletes who wish to compete in NCAA Division I or II athletics. To assist in this process, the Eligibility Center staff is eager to foster a cooperative environment of education and partnership with high schools, high school coaches and college-bound student-athletes. Ultimately, the individual student-athlete is responsible for achieving and protecting his or her eligibility status.

When and should a student register with the NCAA Clearinghouse?

At the beginning of their junior year, students should register at the NCAA Eligibility Center's website: www.eligibilitycenter.org. This is a new registration Website that the NCAA launched the summer 2009 for college-bound student-athletes planning to enroll in college Fall 2010 and later. Student-athletes that have registered prior to the launch of the new website will be required to log into their current account (www.ncaaclearinghouse.net). The student will be asked to verify his or her email address and select a new password. The information the student has previously submitted will carry over to their new account.

Steps to Achieving your Eligibility

***Fulton and Georgia Credit Recovery (FVCR/GVCR) courses are not NCAA approved**

Freshman and Sophomores

- ❑ Start planning now and work hard to get the best grades possible
- ❑ Take courses that match your school's NCAA list of approved core courses
- ❑ You can receive your school's NCAA list of approved core courses at www.eligibilitycenter.org

Juniors

- ❑ At the beginning of your junior year, register at www.eligibilitycenter.org and complete the amateurism questionnaire
- ❑ Register to take the ACT, SAT, or both and use the Eligibility Center code (9999) as a score recipient
- ❑ Send an official transcript through www.parchment.com to the Eligibility Center after completing your junior year.
- ❑ Double check to make sure the courses you have taken match your school's NCAA list of approved core courses
- ❑ Prior to senior year, check with your counselor to determine the amount of core courses you need to complete your senior year.

Seniors

- ❑ Take the SAT / ACT again. The Eligibility Center will use the best scores from each section of the ACT or SAT to determine your best cumulative score.
- ❑ Review your amateurism questionnaire responses and request final amateurism certification on or after April 1 (for fall enrollees) or October 1 (for spring enrollees).
- ❑ Graduate on time (eight semesters)
- ❑ After graduation, please send your final transcript through www.parchment.com

Eligibility Center Contact Information:

US Callers: 877-262-1492

Fax: 317-968-5100

ORDER YOUR TRANSCRIPT

1. Log in to Parchment.com. **Sign up** and follow the onscreen instructions to register.
2. Click **Transcripts**.
3. You now need to find the school that has your transcript.
(Alpharetta HS)
 - Enter your school's information and click **Search**.
 - If your school is already listed because you added it previously, click **Send Transcript** and skip to **Select your destination** below.
 - If you want to add another school, click **Add another institution**. Enter the school's information and click **Search**.
4. When you see your school listed, click **Select**.
 - If your school does not appear or you see **Transcripts Unavailable**, please contact your school directly to request your transcript.
5. If you are able to order transcripts from your school using Parchment, you will be brought to the **Enter your Enrollment Information** page. Fill in the fields.
 - Select whether you'd like to waive your [FERPA rights](#).
 - If you opted in to College Discovery during the registration process, you can select whether you'd like your transcript to be shared with other colleges.
6. Click **Save & Continue**.
7. Enter your address and phone number, and select **Save & Continue**.
8. On the **Provide Consent Signature** page:
 - Use your mouse or stylus to sign your name in the box.

- Type your name into the box and check the box to confirm that you are authorized to order the transcript.
 - For minors, a parent must sign, type their name, and check the box that certifies they are authorized to sign. However, if you are a minor and ordering your college transcript, you will be able to sign.
- If you haven't completed high school yet, you will see a box that you can check if you want [a copy of your high school transcript stored in your Parchment account](#).

Click **Save & Continue**.

TYPES OF ADMISSIONS DECISIONS

The following are some of the most frequently mentioned admissions practices.

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 usually highly selective.

Early Decision

Early decision allows a student to apply between October and mid-January 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. Please keep in mind that if you apply for Early Decision and are accepted, IT IS BINDING!

Early Action

Early Action is a plan offered by a few schools that invites early applications but does not require the student to attend if accepted. The application deadline is usually in early November. It allows the student to receive notice of admission but is not binding. The student has until May 1 to inform the school of his/her decision.

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 the second semester grades and/or new test scores are received.

Rolling Admissions

The college will notify the applicant as soon as the application has been processed (usually four to six weeks) and the file is complete. It is to the student's advantage to apply early.

Open Admissions

Students are accepted upon application (usually community colleges).

Deferred Admission

Deferred Admission permits a student, once accepted, to postpone matriculation for one year in order to pursue other plans.

TERMS TO KNOW

Acceptance

A decision made by a college or university that grants an individual admission.

Accreditation

Recognition of a school, college, or university by any of the regional or national accrediting bodies indicating that the institution as a whole has been judged to meet certain requirements.

Admit/Deny

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

Associate Degree (AA-Associate of Arts; AS-Associate of Science)

The degree normally granted by a community or junior college after approximately two years of work.

Bachelor Degree (BA-Bachelor of Arts; BS-Bachelor of Science)

The degree normally granted by a college or university to students who complete a prescribed program of study, which usually takes four years.

Candidate Notification Date

The date by which a college notifies the 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.

College Level Examination Program (CLEP)

A test may be taken at the university to waive certain academic course work.

Common Application Form

A single application form that is accepted by more than 300 private institutions. There may be supplemental material required by each school.

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. Georgia State University and Perimeter College currently offer a consortium in business.

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.

Family Contribution

The amount of money a student and his/her family can afford to pay for college.

4-1-4 Plan

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

TERMS TO KNOW (CONTINUED)

Grade Point Average (GPA)

A system used to evaluate academic performance. The most frequently used system of numerical values (quality points) for grades is A=4, B=3, C=2, D=1. The G.P.A. is reached by adding the number of quality points given for each grade and dividing the sum total of quality points by the number of grades (i.e., 3 A's and 2 B's = 18 quality points, 5 grades. Divide 18 by 5 [number of grades] and the GPA is 3.6).

Liberal Arts

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

Matriculate

When a student who has been accepted to a specific college and actually enrolls and attends that college.

National Association of Intercollegiate Athletics (NAIA)

An athletic governing body to which approximately 500 small four-year colleges and universities belong. The NAIA governs athletic recruitment and scholarship awarding policies.

National Christian College Athletic Association (NCCAA)

An organization of Christian colleges from twenty-two denominations that provides competition in fifteen national tournaments.

National Collegiate Athletic Association (NCAA)

An athletic governing body to which approximately 800 colleges and universities belong. Each school chooses a general division 1, 2, or 3 and is required to follow the policies regarding recruitment and scholarship awards that have been established for that division.

National Junior College Athletic Association (NJCAA)

Promotes and supervises a national program of junior college sports and activities.

Need-Blind

The philosophical position that a college accepts a student on the basis of his/her meeting specific requirements without regard to the student's ability to pay. The understanding is that the school's Financial Aid Office will assemble an appropriate package for that student.

Needs Analysis

The process used to evaluate an applicant's financial situation to determine how much student aid he or she needs to help meet post-secondary educational expenses.

3-2 Plan

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

Technical College

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

Test of English as a Foreign Language (TOEFL)

A test used to evaluate the English proficiency of those students whose first language is not English.

University

A school of higher learning containing one college and offering graduate programs.

TERMS TO KNOW (CONTINUED)

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 1st and July 1st.

Yield

The number of students offered admission to a college who actually matriculate. For instance, if 1000 students are accepted and 200 matriculate, the yield for that college is 20 (20%). It is generally thought that the higher the yield, the better. Harvard’s yield, for example, is 78, the highest in the nation.

RESOURCES

Below are some helpful website addresses and sources that may be helpful in the college application process. Please note that at the time of this printing, the websites were active.

WEB SITES

Admission/ Applications

College Express	www.collegexpress.com
Common Application	www.commonapp.org
Virtual Campus Tours	www.campustours.com
A Guide to Careers, Schools and Financial Aid	www.mappingyourfuture.org
U.S. News and World Report	www.usnews.com
Free Online College Search Service (more than 3500 college)	www.collegeview.com
Georgia College 411	www.gacollege411.org
Coalition	www.mycoalition.org

Financial Aid/ Scholarships

Federal Government	www.studentaid.ed.gov
National Association of Student Financial Aid Administrators	www.finaid.org
Free Application for Federal Student Aid	www.fafsa.ed.gov
Go College	www.gocollege.com
College Search and Scholarships	www.collegenet.com
Fast Web (database of 180,000 scholarships)	www.fastweb.com
HOPE Scholarship	www.gsfc.org

Testing Companies/Organizations

ACT	www.actstudent.org
College Board	www.collegeboard.org
Princeton Review	princetonreview.com
Kaplan Test Preparation	www.kaplan.com

Georgia University System

Abraham Baldwin Agricultural College	www.abac.edu
Albany State University	www.asurams.edu
Armstrong State University	www.armstrong.edu
Atlanta Metropolitan College	www.atlm.edu
Bainbridge College	www.bainbridge.edu
Clayton College and State University	www.clayton.edu
Coastal Georgia Community College	www.ccca.edu
Columbus State University	www.columbusstate.edu
Dalton State College	www.daltonstate.edu
Darton College	www.darton.edu
East Georgia College	www.ega.edu
Fort Valley State University	www.fvsu.edu
Georgia College and State University	www.gcsu.edu
Georgia Gwinnett College	www.ggc.edu

Georgia Institute of Technology
Georgia Regents University

www.gatech.edu
www.gru.edu

RESOURCES (CONTINUED)

Georgia University System (continued)

Georgia Perimeter College

www.gpc.edu

Georgia Southern University

www.georgiasouthern.edu

Georgia Southwestern State University

www.gsw.edu

Georgia State University

www.gsu.edu

Gordon State College

www.gordonstate.edu

Kennesaw State University

www.kennesaw.edu

Savannah State University

www.savannahstate.edu

South Georgia State College

www.sgsc.edu

State University of West Georgia

www.westga.edu

University of Georgia

www.uga.edu

University of North Georgia

www.ung.edu

Valdosta State University

www.valdosta.edu

THE PERSONAL RÉSUMÉ

Creating a personal résumé serves two purposes:

1. It focuses your self-assessment, clarifying relevant information about your educational experience; and
2. It gives admission representatives a quick overview of yourself when you attend college fairs, speak with college representatives at Alpharetta High School, interview with alumni, or make college visits.

When you develop your own résumé consider the following tips and pointers:

- ❑ Create a resume according to your individual needs and preferences. Resumes are not a one size fits all document
- ❑ When listing activities on your resume, you can choose to list them in decreasing order of importance or in chronological order
- ❑ Make your resume concise and impactful. Use strong, active words and play up your accomplishments; try to keep it to one page.
- ❑ Be sure to have other people read over your resume before submitting. You want to make a positive first impression.

John Doe
123 Main Street
Alpharetta, GA
(770) 555-1212

Year in School: Senior
Numeric Average: 94.2498
PSAT: V/62; M/59; W/60
SAT Scores: V/640; M/580

Education: Alpharetta High School
3595 Webb Bridge Road
Alpharetta, GA 30005

Academic: Under this heading, list all academic related items including academic honors, awards, honor roll, etc. Don't be shy-list them. As you receive more, add them to the list.

Extra-Curricular: Under this heading, list all the things you have done outside the scope of the school setting. Limit your items to those things you have *done in high school*. Do not delve back into elementary or middle school. Be sure to give the years of involvement.

Athletics: If you have been extensively involved in any one activity such as athletics, music, drama, etc., you could list this area separately and give all of your specific activities related to this subject under this heading.

Give the years of involvement, such as:

- Instrumental Music – grades 9, 10, 11, and 12. Name the instrument.
- Football – grades 9, 10, and 11
- Wrestling – grades 10, 11, and 12

Work Experience: List all your jobs here, briefly describe your duties, and give years employed.

Community Service: Under this heading, you could list civic, cultural, or religious organizations, Scouts, etc.



GETTING TO GRADUATION

A CURRICULUM OVERVIEW

Alpharetta High School

GRADUATION REQUIREMENTS

- 4 Credits Math****
- 4 Credits English**
- 3 Credits Social Studies**
- 4 Credits Science**
- .5 Credit Health**
- .5 Credit Personal Fitness**
- 4 Credits Electives**
- 3 Credits Foreign Language** or Fine Art or Career Tech**
- 23 Total Credits**

** Although these are the requirements for graduation, many colleges want to see that you have taken more than what is required.

Course Planning 9th grade & Beyond

9th Grade

American Government (1/2)
 Health (1/2)
 9th Grade Literature & Composition (1)
 Biology (1)
 Math (1)
 Electives (2 credits total)

(an example)

11th Grade

US History (1)
 11th Grade American Literature (1)
 Science Selective (1)
 Math (1)
 Electives (2 credits total)

10th Grade

World History (1)
 Personal Fitness (1/2)
 10th Grade Literature & Composition (1)
 Physical Science or Chemistry (1)
 Math (1)
 Electives (1 ½ credits total)

43

12th Grade

Economics (1/2)
 12th Grade World Literature (req.) (1/2)
 12th Grade English - Contemporary, Multi-Cultural, or British (1/2)
 Math (1)
 Science Selective (1)
 Electives (2½ credits total)

*If you haven't done so already, this would be a good time to start taking your foreign

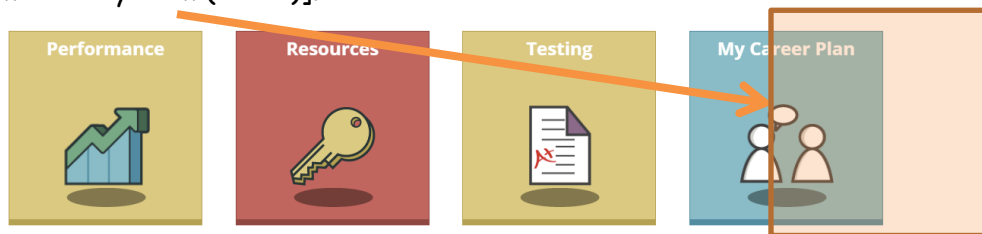
GCIS and the BRIDGE Law

11th Grade: 3 Postsecondary Schools

Georgia Career Information Center, through its Georgia Career Information System (GCIS), provides current and accurate occupational and educational information to schools and agencies throughout Georgia in order to help young people and adults make informed career choices.

How Do I Complete My BRIDGE Law Activity in GCIS?

1. Log into your personal student portal provided by your school district.
2. Click on **SLDS Portal** on your dashboard. (The link name may vary depending on your SIS.)
3. Click the **My Career Plan** image. [This button will take you to the Georgia Career Information System (GCIS)].



4. Click **Postsecondary** to explore and save at least 3 postsecondary schools that match your career.
5. Click **Choose Your Postsecondary Schools**.



Post Secondary



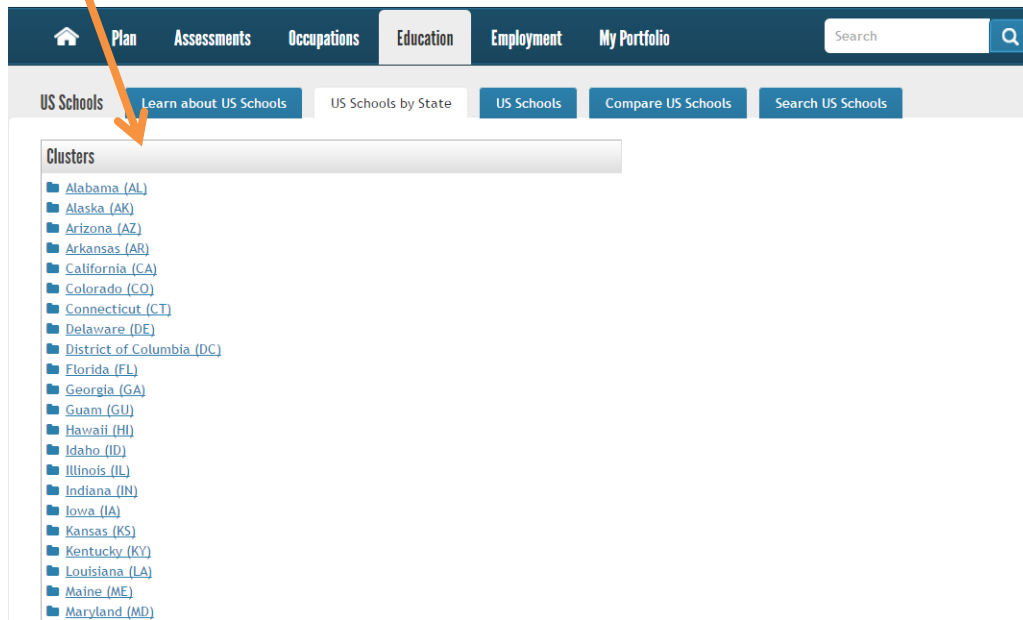
Post Secondary

Status : **Not Started**

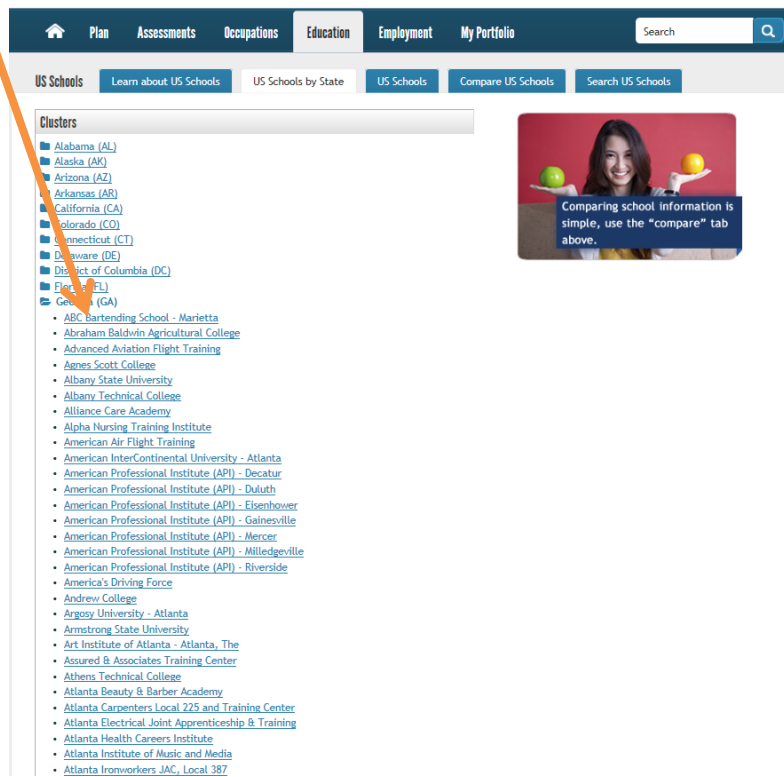
You have not selected any post secondary schools.

Choose Your Post Secondary Schools

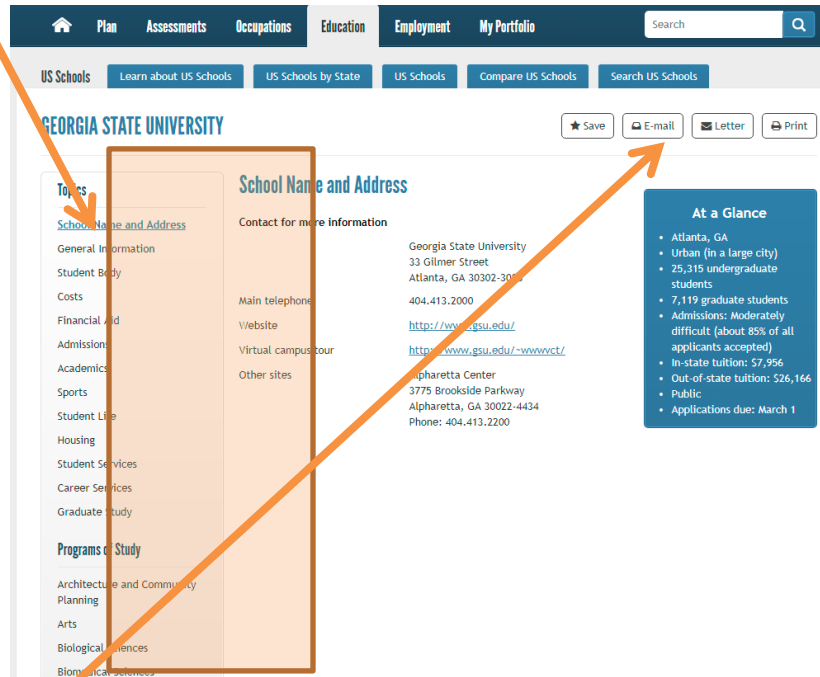
6. Use the list of states to find location of the school that interests you. Click the state's name.



7. Select the name of a school that is interesting to you.



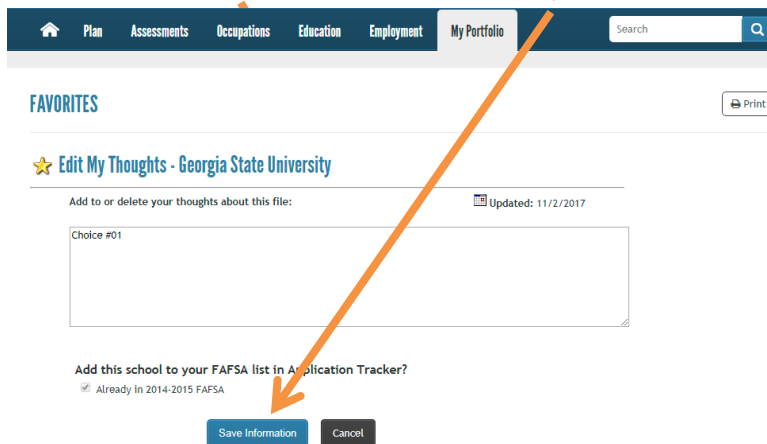
8. To learn more about the school, click on each topic on the left side of screen.



View quick facts about this school.

9. Click **Save*** to add the school to your "My Portfolio."

10. Enter your thoughts about the school. For example, you might note what you learned about the school. Click **Save Information***.

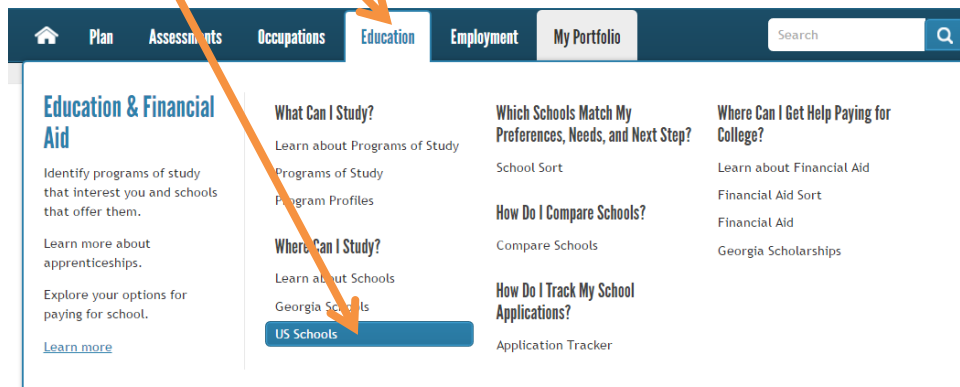


1.

11. All of your saved US Schools will appear on the **Favorites** summary page. Review the US Schools you saved in your "My Portfolio."

My Saved US Schools	My Thoughts	Updated	Edit	Delete
Bethesda University of California		10/18/2016		
Centura Institute		10/15/2013		
Emory University		10/26/2017		
Florida Agricultural and Mechanical University	Vow that was really great!	5/6/2014		
Florida Gulf Coast University	Saved from School Sort.	11/14/2016		
Georgia State University	Choice #01	11/2/2017		
Glendale Community College - Glendale, AZ	Saved from School Sort.	6/11/2012		
Indiana University - Purdue University	I move where Marlon County is!!!	2/2/2017		

12. Hover over **Education** tab at the top of the screen. A mega menu will appear. Select **US Schools** and repeat the steps for exploring and saving additional schools.



*Please be sure to click both **Save** and **Save Information** to receive full credit for completing the activity. Failure to do so will result in no credit.

Congratulations!! You have completed this activity!!

It is the policy of the Fulton County School System not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program, or any program, activity or service. If you wish to make a complaint or request accommodation or modification due to discrimination in any program, activity, or service, contact Compliance Coordinator Ron Wade, 6201 Powers Ferry Road NW, Atlanta, GA 30339 or phone 470-254-4585. TTY 1-800-255-0135